



Be Smart!
Be Active!
Be a Leader!

Curriculum Activities Materials and Supply List

The following list of materials is categorized by item type. Page numbers indicate where in the Teacher Curriculum Activities book the item is used. The *WannaBee Healthy?: Be Smart! Be Active! Be a Leader! Curriculum Activities* book by Julie Parker, Lisa Long, and the WannaBee Healthy Project Team is located on the “For Teachers” webpage of the Partnerships to Promote Healthy Lifestyles for Children & Communities website: <http://partnershipsforhealthychildren.com/teachers/>.

Books:

◦ <i>Goodnight Moon</i> by Margaret Wise Brown	pg. 72
◦ <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by Don & Audrey Wood	pgs. 25, 26
◦ <i>The Napping House</i> by Audrey Wood	pgs. 68, 72
<i>Healthy Eating with MyPlate</i> (six books in the series)	
◦ 1. <i>Using MyPlate</i> by Rebecca Rissman	pgs. 14, 36, 78
◦ 2. <i>Dairy</i> by Nancy Dickmann	pg. 31
◦ 3. <i>Fruits</i> by Nancy Dickmann	pg. 50
◦ 4. <i>Grains</i> by Nancy Dickmann	pg. 59
◦ 5. <i>Protein</i> by Nancy Dickmann	pg. 56
◦ 6. <i>Vegetables</i> by Nancy Dickmann	pgs. 43, 44
◦ <i>I Eat a Rainbow</i> by Bobbie Kalman	pgs. 37, 38
◦ <i>WannaBee Healthy?: Be Smart, Be Active, Be a Leader! Storybook</i> by Sydney Harper and the WannaBee Healthy Project Team (located on the “For Teachers” webpage of the Partnerships to Promote Healthy Lifestyles for Children & Communities website) http://partnershipsforhealthychildren.com/teachers/	pgs. 13, 15
◦ <i>Up, Down, and Around</i> by Katherine Ayres	pg. 20
◦ <i>From Head to Toe</i> by Eric Carle	pgs. 63, 65
◦ <i>WannaBee Healthy?: Family Activity Booklet</i> by Chiquita Briley and the WannaBee Healthy Project Team (located on the “For Teachers” webpage of the Partnerships to Promote Healthy Lifestyles for Children & Communities website) http://partnershipsforhealthychildren.com/teachers/	throughout curriculum

Printable Items Available Online:

◦ <i>WannaBee Healthy?: Be Smart! Be Active! Be a Leader! Curriculum Resource File</i> (located on the “For Teachers” webpage of the Partnerships to Promote Healthy Lifestyles for Children & Communities website) http://partnershipsforhealthychildren.com/teachers/	throughout curriculum
◦ MyPlate Resources (e.g., posters of healthy and unhealthy foods, and/or a book on this topic); for example: http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum and http://www.choosemyplate.gov/preschoolers.html	throughout curriculum

Other Items (many are typical classroom / household supplies):

◦ Bulletin Board Paper or other large, wide roll of paper such as butcher paper (green roll for twisting paper into strawberry vines and white roll which is large enough for child body tracings)	pgs. 26, 51, 55, 67, 74, 78
◦ Clear Ziplock-type bags (large enough for a bean to sprout in when sealed; 1 for each child)	pg. 49
◦ Construction Paper (various colors)	throughout curriculum
◦ Cooking Oil	pg. 21
◦ Crayons	throughout curriculum
◦ Cream of Tartar	pg. 21
◦ Decorative Stickers (optional)	pgs. 44, 47
◦ Dry Erase Marker and Eraser	pg. 30
◦ Dry Lima or Dry Broad Beans	pg. 49
◦ Flannel Board or other display board	pgs. 22, 46
◦ Flannel, Velcro or other type of materials to adhere to the back of the pictures so they can be attached to flannel or other display board	pgs. 22, 46
◦ Food Coloring	pgs. 21, 61
◦ Food Extract (e.g., lemon, strawberry)	pg. 21
◦ Fruit and Vegetable-shaped Play Dough Cutters	pg. 21
◦ Glue	throughout curriculum
◦ Grocery Store Advertisement flyers/ mailers, Magazines, or Newspapers (for finding and cutting out pictures of food)	throughout curriculum
◦ Hole Punch	pg. 26
◦ Home Living Space in Classroom (Optional)	pg. 69
◦ Laminating Supplies	pgs. 15, 29, 30, 51, 54
◦ Large Spoon	pg. 21
◦ Magnifying Glass	pgs. 41, 49
◦ Markers	throughout curriculum
◦ Masking Tape	pg. 74
◦ Measuring Cups and Measuring Spoons	pgs. 21, 30, 61
◦ Mixing Bowl	pg. 21
◦ MyPlate Plate (plastic Myplate works best; if necessary a printed version may be used from http://www.choosemyplate.gov)	pg. 19

Other Items (continued):

◦ Name Cards for Foods (Optional)	pg. 60
◦ Paper (copy paper or art paper)	throughout curriculum
◦ Paper Grocery Bag	pg. 39
◦ Paper or plastic plates (1 for each child)	pgs. 20, 37, 50, 56, 60, 61, 81, 82
◦ Paper Towels	pg. 49
◦ Pencils	throughout curriculum
◦ Plain Flour	pg. 21
◦ Plastic Grocery Bags, Used Paper, or Tissue Paper (for stuffing paper strawberries)	pg. 26
◦ Plastic Knives (1 for each child)	pg. 60
◦ Poster Boards	pgs. 46, 49, 60
◦ Pretend Play Foods (foods from all of the food groups)	pgs. 19, 38, 39, 40, 50, 51, 56, 66
◦ Real Foods (healthy examples from all 5 food groups, but especially fruits & vegetables)	pgs. 19, 20, 37, 39, 41, 50, 56, 60, 61, 66, 81, 82
◦ Rulers or measuring tapes (approx. 5)	pg. 22
◦ Salt	pg. 21
◦ School Breakfast and Lunch Menu	pg. 17
◦ Scissors	throughout curriculum
◦ Scotch Tape	throughout curriculum
◦ Small Shoe Box or Plastic Box with a Lid	pgs. 34, 53, 67
◦ Spray Water Bottle	pg. 49
◦ Stapler and Staples	pgs. 26, 44
◦ Star stickers (standard star foil stickers)	pgs. 13, 17, 42, 47, 75
◦ Stethoscopes (at least two per classroom, more if possible)	pg. 64
◦ Sugar	pg. 30
◦ Tempera Paint	pgs. 26, 61
◦ Tongue Depressors / popsicle sticks (approx. 10)	pgs. 13, 27
◦ Used Paper Towel Rolls (enough for one per child) or toilet paper rolls	pg. 44
◦ Water Bottles (at least four, clear bottles)	pgs. 30, 61
◦ Writing Paper	throughout curriculum