

A SERVING IS JUST RIGHT!

Theme: Me and My Choices

Overview: In this series of activities, students will be introduced to the concept of a serving size. They will listen to the story of “Goldilocks and the Three Bears” and identify things that are too big, too little and JUST RIGHT! They will connect the concept of JUST RIGHT to serving sizes and measure serving sizes of foods and beverages using measuring spoons and cups.

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.
- MyPlate: A way to help us remember what to put on our plate each day.

Activity 1: Just Right!

Type of Activity: Energy to Read, Energy to Discover, Energy to Perform, Energy to Move

Domain: Cognitive, Language, Social Emotional, Physical

Students will:

- Listen to a read-aloud and answer questions about the story, “Goldilocks and the Three Bears.”
- Act out scenarios and follow directions.
- Describe something that is JUST RIGHT for them!

Materials:

- “Goldilocks and the Three Bears” (This story has several versions, one of which is included at the end of this lesson)

Time Frame: 20-30 minutes

Directions:

1. Invite students to stand in a circle. Then, ask them to follow the directions below:
 - Pretend you are carrying something that is very big
 - Pretend you are carrying something that is very small
 - Pretend you are trying to climb something that is very high
 - Pretend you are trying to get under something that is very low
2. Tell students that they are going to listen to a story about a little girl who walks into a house where some things are too big for her and some things are too small. But some things are JUST RIGHT!

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

3. Read or tell the story of “Goldilocks and the Three Bears” to students. As you read, ask students to point out when something is too big, too small, too hard, too soft, too high, too low, and JUST RIGHT!
Note: If you have a picture book version of this story, feel free to substitute!
4. Ask students what they think it means when something is JUST RIGHT! If students have trouble visualizing, you may want to compare your chair and their chair or your desk/table and their desk/table and ask which one is JUST RIGHT for them.
5. Ask students to name which of the following they think would be JUST RIGHT for someone their size/age:
 - To throw a ball or to throw an elephant
 - To jump up and down or to jump to the moon
 - To squeeze a lemon or to squeeze a rock
 - To eat a banana or to eat 12 bananas
 - To drink a cup of orange juice or to drink 10 cups of orange juice
6. Finally, go around the circle and ask students to name something that is just right for them. You may want to provide examples such as a pair of mittens, a scooter, a juice carton, a game, a book, a pair of scissors, etc.

Activity 2: What’s a Serving?

Type of Activity: Energy to Discover, Energy to Perform

Domain: Cognitive, Language

Students will:

- Measure serving sizes of foods and beverages
- Vote on which serving sizes are too big, too small, and JUST RIGHT

Materials:

- Slice of bread
- Tennis ball
- Baseball
- Deck of cards
- Two number cubes [dice]
- Juice carton
- Foods and beverages that are easy for students to measure: Ex: cereal, slice of bread, baby carrots, green beans, orange juice, pineapple chunks, milk, string cheese, peanut butter, beans
- Measuring cups and spoons
- Flip chart

Time Frame: 20-30 minutes

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

Directions:

1. Ask students to remember whether one banana or 12 bananas was JUST RIGHT for them. Explain that 12 bananas would be too much to eat. They would be too full and could get a tummy ache from eating too much! The food that we put on our plate and the drinks that we put in our cups should be JUST RIGHT for us. That's called a serving size!
2. Ask students for ideas of how we can tell if foods on our plates are JUST RIGHT.
3. Show students the measuring cups and spoons. Explain that we can use these tools to help us see what a serving size is. We can also use common objects around the house.
4. Hold up one of the foods that you brought to class. Ask students to predict how much or how many of the food would be a JUST RIGHT serving. Many children will be guided by their hunger, but you can also introduce to them that there are servings that are JUST RIGHT for them. Students could describe the JUST RIGHT serving or you could put objects in front of them and they could choose. For example, if you bring in milk, you could ask if they think a JUST RIGHT serving would be as big as a baseball or as big as a pair of number cubes. You may need to hold up both objects to help students visualize. Write their predictions on the flip chart. Then, use the guidelines on the serving size handout included at the end of this lesson to share the correct answer.
5. Repeat this exercise with 3-5 foods. The purpose of this activity is to help students understand that there are JUST RIGHT serving sizes for all of the foods they eat. But it's not necessary to overwhelm them with too many foods. Showing 3-5 should be JUST RIGHT! If possible, allow students to sample foods once they see the serving sizes.

Modifications:

Pump It Up for Older Students

- Older students can discuss how their food portions might be different for different members of their families.

Cool It Down for Younger Students

- Younger students may have trouble predicting. You may just want to show them the JUST RIGHT serving sizes for the foods you brought to school.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.E.04** Children have varied opportunities to (a) be read books in an engaging manner in group on individualized settings at least twice a day in full-day programs and once daily in half-day program; (g) engage in conversations that help them understand the content of the book.
- **2.F.04** Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.
- **2.J.06** Children are provided many and varied open-ended opportunities to express themselves creatively through (b) drama.

Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed.

So she sat in the second chair. "This chair is too big, too!" she whined.

So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

THE END

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

SERVING SIZES

GRAINS

Bread - One serving = 1 slice (size of a CD case)

Cereal or Rice - One serving = $\frac{1}{2}$ cup (size of half of a baseball)

VEGETABLES

Baby Carrots or Celery – One serving = $\frac{1}{2}$ cup (size of computer mouse)

Lettuce- One serving = 1 cup (size of baseball)

FRUITS

Berries - One serving = 1 cup (size of tennis ball)

Fruit Juice - One serving = $\frac{3}{4}$ cup (size of juice carton)

PROTEIN

Peanut Butter - One serving = 2 tablespoons (size of ping pong ball)

Nuts - One serving = $\frac{1}{4}$ cup (size of golf ball)

DAIRY

Cheese - One serving = Eight ounces (size of two number cubes)

Milk - One serving = One cup (size of baseball)

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

Energy at Home

This week, your child learned about JUST RIGHT serving sizes. They learned that eating the correct amount of foods and beverages for their body size can give them the right amount of energy to play and grow. A serving size is a way of measuring food based on what our bodies need and can be very different from the amount of food served.

The children listened to the story of “Goldilocks and the Three Bears” to learn what it means when something is JUST RIGHT. They then used measuring cups, measuring spoons and common objects like baseballs and number cubes to see what serving sizes of different foods look like.

You can see how many servings of each food group are recommended for your preschooler by going to www.choosemyplate.gov. You can also reinforce the concept of serving sizes by showing your preschoolers the serving size information on the Nutrition Facts panels of most foods and beverages.