

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## I CAN DO IT! YOU CAN, TOO!

### Theme: Me and My Choices

**Overview:** In this activity, students become part of the action as they listen to a read-aloud of the story From Head to Toe by Eric Carle. Once students read the story, they talk about how each animal's movements were unique and special, and how they each have the ability to do something special, too. They then learn a song that asks them to show a movement that is special to them and they challenge others in the class to give the movement a try.

\*\* If this book is not part of your classroom library or available at the public library, you can easily modify the lesson using one of the books below:

- Dancing Feet by Lindsey Craig
- If You're Happy and You Know It by Jane Cabrera
- Panda Bear, Panda Bear What Do You See? by Bill Martin, Jr.
- The Seals on the Bus by Lenny Hort
- We're Going on a Bear Hunt by Michael Rosen

### Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

### Activity 1: From Head to Toe

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

**Domain:** Social Emotional, Physical

### Students will:

- Listen to a read-aloud and answer questions about a story with fun, moving animals.
- Practice movement using actions from the story.
- Tally favorite movements from the story.

### Materials:

- From Head to Toe by Eric Carle- *The story features animals that show children different movements they can do; the animals then challenge the children to do them, too.*
- Flip chart

**Time Frame:** 20 minutes

### Directions:

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1. Ask students to point to their faces. Ask them if everyone's face is exactly the same. Model how your face is the same as someone else's (My face is the same as Kim's because we both have two eyes) and different (My face is different from Kim's because she has brown eyes and I have blue eyes). Allow students to share examples of how their face is the same as and different from a classmate's face.
2. Explain that we all have things that are different and special about us.
3. Show students the cover of the book. Read the title aloud. Explain that they are going to meet some animals in this story that each have something special to show.
4. Read the story the first time. Let the students identify the animals on each page. Then, let them yell out, "I can do it!" to answer each animal's question.
5. Read the story a second time and ask students if they would like to try each movement. As each animal shows its movement, let students give the movement a try too. Encourage them to be silly and really act like the animals!
6. After the second reading, ask students to stand up. Then, read each movement and ask students to sit back down when you read the movement that was their favorite. Place tally marks to show each movement that was a student favorite.  
**Optional enrichment:** Allow older students to graph the results.
7. Ask students to share reasons why they liked the different movements that they did.

## **Activity 2: Can You Do What I Do?**

**Type of Activity:** Energy to Read, Energy to Move

**Domain:** Social Emotional, Physical

**Students will:**

- Come up with a unique movement they would like to show the class.
- Sing a song that showcases a unique movement.

**Materials:**

- Object that can easily be passed from student to student
- Flip chart paper with the song "You Can Do It, Too!" written on it. *Note: Song is included at the end of this activity*

**Time Frame:** 20 minutes

**Directions:**

1. Share with students that moving around is a great way to help us use our energy and to stay strong. Ask students if they can come up with a special movement that they would like to show the class. You may need to demonstrate a movement first.
2. Show the flip chart and teach students the song, "You Can Do It, Too!"

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3. Explain that each student will come up with a special movement they would like their friends to do. When it is their turn, they will hold the object from the materials list or place it in front of them to show that it is their turn. Once they sing the first verse, the rest of the class can join in. Then, they can pass the object to someone else who will show the class their own special movement. This will repeat until all students have had a chance to show a movement.

## Modifications:

### Pump It Up For Older Students

- Ask students to draw pictures of themselves doing their special movement. Hang pictures around the room to refer back to during movement time.

### Cool It Down For Younger Students

- If younger students can't think of a movement on their own, encourage them to do one from the book.

## 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.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.E.04** Children have varied opportunities to (a) be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half day programs; (g) engage in conversations that help them understand the content of the book.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music, (c) drama, and (d) two- and three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.

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## 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.

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## You Can Do It, Too!

*(Sung to the tune of "London Bridge")*

Can you see what I can do? I can do. I can do.

Can you see what I can do?

You can do it!

Can you see what I can do? I can do. I can do.

Can you see what I can do?

You can do it!

## Energy at Home

This week, your child read a story about a group of animals that move in fun ways. They then learned a song and came up with a movement of their own. Ask your child to show you the movement he or she shared with the class.

When children feel good about what is special about them, they are often more confident to make healthy decisions.

Encourage each member of your family to create a ME bag where they place words, pictures and objects that are special about them. Each family member can decorate the bag to look like themselves. When everyone is finished, allow each family member to share their bag and celebrate what is special about everyone in the family.