

## I LIKE TO MOVE IT!

### Theme: Me and My Choices

**Overview:** In this series of activities, students will be introduced to the word “energy” and learn that they use energy every time they move. They will learn where their heart is and compare how different types of fun physical activities make their hearts beat fast and make them breathe harder. They will learn how activities that involve movement are good for them. Finally, they will pick one fun activity they like to do and draw a picture of themselves doing it.

### Vocabulary:

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

### Activity 1: What is Energy?

**Type of Activity:** Energy to Discover/Energy to Move

**Domain:** Physical, Cognitive, Movement

### Students will:

- Be introduced to the term “energy” and learn how everything we do uses energy.

### Materials:

- Stopwatch
- Flip chart and markers
- Music source
- High, Low energy handout

**Time Frame:** 20-30 minutes

### Directions:

1. Play some music, and ask students to dance in place or around the room for one minute.
2. Ask them to share a word that describes how they feel. They may say tired or happy or silly.
3. Say the word “energy” and ask students to repeat the word.
4. Ask students if they know what energy is. Explain to students that energy is what we need to move around. We need a lot of energy to dance and to do other fun activities. Some activities take more energy than others.
5. Start the music again and ask students to dance around. Then stop the music and ask students to sit down for one minute. Ask: *How did your body feel when you were*

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*dancing? How did your body feel when you were resting? Did you feel the same or different? Which one made you more tired? Which one made you more excited?*

6. Ask students if they know what and where their heart is. Explain that their heart helps blood move through their bodies. Show students where their hearts are. Explain that when we use a lot of energy (like when they are dancing), our hearts beat faster. That means our hearts are working hard!  
**Optional enrichment:** Show students where they can find their pulse points on their wrists or necks. Explain that this shows how fast their hearts are beating. More activity means more beats.
7. In addition to our hearts beating more quickly, ask students what else happens when we use a lot of energy. Students may say that they are out of breath or tired.
8. Tell students they are going to try two different fun activities. After each activity, they will be asked to describe how it makes them feel. One activity should be high energy (running in place, hopping up and down like a bunny), and one activity should be low energy (throwing a ball, stretching, balancing a beanbag on their head). Do two activities for 20 seconds each. Count to 20 and let students who can count do so with you.
9. After each activity, ask student volunteers to say which activity was high-energy. Which was low-energy? Talk about the correct answers. Explain that the high-energy activities make our hearts stronger.
10. If time allows, let students come up with their own activities and repeat the process.
11. Ask each student to name one activity they like to do that makes their hearts stronger.

## **Activity 2: Watch Me Move!**

**Type of Activity:** Energy to Move/Energy to Create/Energy to Read

**Domain:** Physical, Cognitive, Movement

### **Students will:**

- Describe how different types of physical activities make their bodies feel.
- Begin to understand why they need to be active.
- Name an exercise or activity that makes their heart beat faster.
- Draw a picture of them doing an activity that helps their heart stay strong.

### **Materials:**

- Flip chart and markers
- Art materials (paper, crayons, markers)

**Time Frame:** 20-30 minutes

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## Directions:

1. Ask students to describe energy in their own words. Remind them that they need a lot of energy to be active.
2. Ask students if they know a reason why it is good to use energy and be active. Allow student volunteers to share their answers. Explain that there are a lot of great things about being active. Tell students you will say a sentence about being active. Ask them to give thumbs up if they agree with the information. Invite students to count the number of students who agree with each sentence and write tally marks to show the number. (All of the statements are true).
  - Being active is fun.
  - Being active is a great way to make friends.
  - Being active helps you be strong.
  - Being active helps you feel happy.
3. Ask each student to finish this sentence: I think it is fun to be active because:
4. Write student answers by each student's name on the flip chart.
5. Finally, ask each student to name one fun activity they could do to help their hearts stay strong. Ask them to draw a picture of themselves doing the activity and to present the picture to the class. Optional enrichment: Ask each student to model their activity to the class.

## Modifications:

### Pump It Up for Older Students

- Show students how to feel their pulse and do activities to see how their pulse rate changes.

### Cool It Down for Younger Students

- Younger students may not understand how their hearts beat faster but they should understand feeling sweaty or tired.
- Focus on just one or two of the benefits of exercise for younger students.

## 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

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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.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.

## 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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## Energy at Home

Today your child learned that exercise is important and fun. Preschoolers need at least one hour of physical activity each day. This does not have to be done all at the same time. A lot of short bursts of activity are great! Today your child picked an activity he or she likes and drew a picture of it. You can do the same thing at home.

Pick a fun activity that you and your preschooler would like to do together. It can be something you already do or an activity that you would like to try. Draw a picture of you and your child doing the activity. Hang the picture on the refrigerator. Then, every time you do the activity together, make a tally mark on the picture. Set a goal for the number of tally marks you and your child want to reach each week. Draw a star every time you reach your goal! When you're ready for a new activity, draw a new picture and start again!

## CREATE MYPLATE? HOW GREAT!

### Theme: Me and My Choices

**Overview:** In this lesson, students will learn about MyPlate and the different food groups they should eat each day. They will work together to make a giant version of MyPlate and draw pictures of foods that could be placed in each section of the plate. They then will play a game where they sort models or pictures of foods into the appropriate groups on their giant plate.

### 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: A Great Plate

**Type of Activity:** Energy to Read

**Domain:** Cognitive, Social Emotional

### Students will:

- Learn about the five food groups.
- Learn that eating a balance of all of the groups can help them grow and give them energy to learn and play.

### Materials:

- Paper plate
- Scissors
- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
- Pictures of foods from different food groups (optional)

**Time Frame:** 20-30 minutes

### Directions:

1. Hold up a paper plate and ask students to tell you what they see. Then, ask students to imagine that the plate is magical and it can tell them what they should eat each day. What do they think the plate would tell them? You may want to model one or two possible answers. Allow each student to share one thing the magic plate might say about what they should eat each day.

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2. Explain that there is actually a plate that can help them decide what to eat each day. It's called MyPlate. Explain that MyPlate is a way to help us remember the foods we should eat every day. Show students the picture of MyPlate. Ask them to describe what they see.
3. Say the name and color of each group on MyPlate. For example, the orange section of the plate reminds us to put grains on our plates. Ask students to repeat the word "grains." Explain that grains are foods like bread, cereal, crackers, and noodles. If you have pictures of these foods, it would be helpful to show them as visual cues. Continue the discussion with each food group.
4. Then, show pictures or say the names of some common kid-friendly foods and beverages and ask student volunteers to point to their food groups on MyPlate. Ex: apples=fruit; carrots= vegetables; cereal= grains; turkey= proteins; and milk= dairy. Ideally, these pictures will be representative of the cultures of the children.  
**Optional enrichment:** Encourage students to say the names of their favorite foods and then point to their place on MyPlate. Note: Younger students may only be able to learn one or two food groups at a time.
5. Share with students that their real plates should have different foods from all of the food groups every day. This will help them grow and give them lots of energy to play.

## **Activity 2: Create the Plate**

**Type of Activity:** Energy to Create

**Domain:** Cognitive, Social Emotional, Physical

**Students will:**

- Create and illustrate a large model of the MyPlate graphic.
- Sort models or pictures of foods into the correct places on MyPlate.

**Materials:**

- Large sheet of butcher paper
- Crayons or markers
- Scissors
- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
- Pictures of different foods (from magazines or labels) glued to index cards
- Models of different foods (optional)

**Time Frame:** 20-30 minutes

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## Directions:

1. Once again, show students the graphic or picture of MyPlate. Point out how fruits and vegetables make up one side of the plate. Ask which section is a little bigger (vegetables). That means you should eat just a little more vegetables each day than fruits.
2. Then, show students how grains and proteins make up the other side of the plate. Ask which part of this side of the plate is a little bigger (Answer: grains). That means you should eat just a little more grains than protein. Finally, show them the circle of dairy on the side of the plate to represent a glass of milk. In addition to milk, dairy can also be represented on the plate with foods like cheese and yogurt. If you have models of foods available, you can show students what it means to have more vegetables than fruits or more grains than proteins.
3. Put out the large sheet of butcher paper, markers and crayons. Tell students they are going to help you make a giant MyPlate to hang in the classroom. Ask students what they think you should do first to make the plate. Allow students to come up with ideas. There is no one right way to make the plate, but below is a list of possible steps. Allow students to be involved in helping to make the plate as much as is appropriate for their developmental level:
  - Make a big circle.
  - Cut it out.
  - Draw a line down the middle of circle.
  - Draw two lines from the middle line to the outside circle, making one bigger and one smaller section on each side.
  - Color the top left (smaller) section red. Write the word “fruits” in that section.
  - Color the bottom left (bigger) section green. Write the word “vegetables” in that section.
  - Color the top right (bigger) section orange. Write the word “grains” in that section.
  - Color the bottom right (smaller) section purple. Write the word “protein” in that section.
  - Draw a small circle at the outside right of the circle and color it blue. Write the word “dairy” in that section.
4. Once the plate is complete, say the names of each food group again.
5. Distribute a crayon to each student and ask them to think of a food or drink they like. As a class, try to identify where their food would be placed on MyPlate. Once you come up with the correct answer, invite each student to draw a picture of their food or drink on the plate.
6. Then tell students that they are going to use their giant plate for a fun game!
7. Give each student one of the index cards with a picture of a food on it.
8. One at a time, ask each student to say the name of the food on his or her picture. Then let students place their index cards in the part of MyPlate where they think it goes. If they need help, they can say so. When they are finished, ask other students if they



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agree or disagree with the placement and why. Note: Some foods (like pizza) may belong to more than one group.

9. Give each student several opportunities to play the game.
10. Finally, hang the plate in a prominent place in the room. As you eat snack or lunch each day, encourage students to point to the different food groups that they are eating and to give a loud cheer on the days that all groups are named.

## Modifications:

### Pump It Up For Older Students

- Let older students make their own personal plates that they can take home to remind them to eat a balance of different foods at every meal.
- Keep track of what foods the class has eaten during snack time and at lunch. Then chart or graph the foods by food groups.

### Cool It Down For Younger Students

- Before class, cut the different food group sections for the giant plate and let students place the pieces in the appropriate spot on the plate.

## NAEYC Standards Alignment

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- **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.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (d) two- and three-dimensional art.
- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

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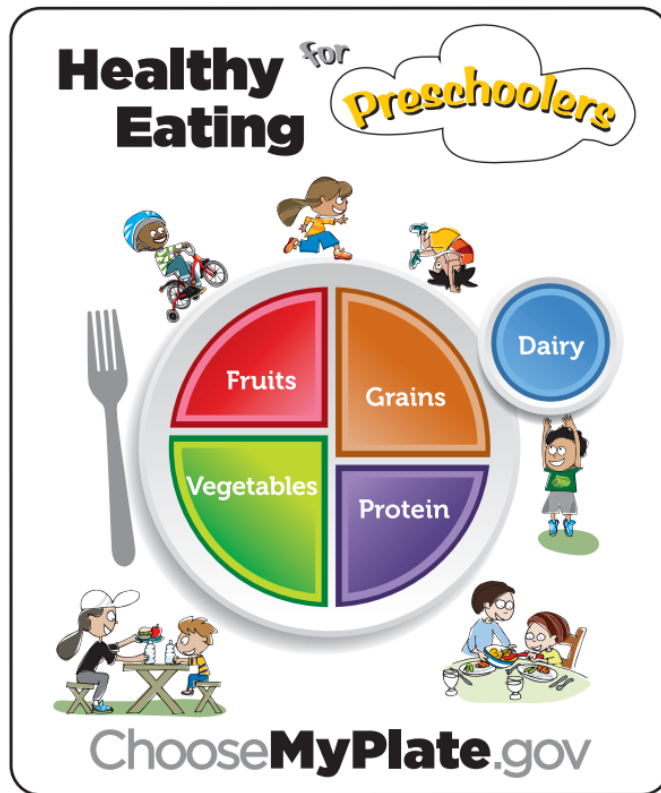
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## Energy at Home

This week, your child learned about MyPlate. A picture of MyPlate is included below. MyPlate is an easy way to help us remember to eat foods from different food groups each day. We need to eat fruits, vegetables, grains, protein and dairy each day. Eating a balance of different foods can help give kids energy to learn and play. It can also help them lead an active, healthy lifestyle.

Ask your child to tell you what he or she learned about each food group. Then hang your own version of MyPlate or a list of the food groups on your refrigerator. Each time your child eats a different food group, encourage him or her to make a line next to the appropriate group. At the end of each day or week, count the lines and see how balanced your child's diet is or which food groups he or she needs to eat a little more!



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## 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.

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- **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!

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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.

## GOING ON A PICNIC

### Theme: Me and My Choices

**Overview:** In this series of activities, students will explore the concept of a balanced diet by going on an imaginary picnic. In the first activity, they will choose the foods they would like to pack for their picnic and sing a song about them. In the second activity, they will select foods of different colors and different food groups for some imaginary friends. In the third activity, they will integrate movement as they grab foods and beverages from different food groups from under their “picnic blanket.”

### 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: Munch, Munch, Munch

**Type of Activity:** Energy to Discover, Energy to Perform

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Describe their experiences with picnics.
- Select foods and beverages they would like to take on an imaginary picnic.
- Name the foods and beverages they have selected.

### Materials:

- Sheet or blanket
- Cut-out pictures of foods and beverages from magazines and newspaper circulars
- Picnic basket or brown paper bag

**Time Frame:** 20-30 minutes

### Directions:

1. Ask students if they have ever gone on a picnic. Invite those who have to describe what they remember. Ask: Was the picnic inside or outside? What did they do? What did they eat or drink? Did they have fun?
2. Explain that today the class will be going on a pretend picnic! And they will get to make choices about what they want to pack.

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3. Distribute two food or beverage pictures to each student. Ask them to choose which one they would like to pack for the picnic. They can return the pictures they did not choose to you.
4. Invite students to sit on a blanket or sheet, possibly outside, and tell them they are going to see what they chose to pack for their picnic lunch.
5. Ask students to recite the following rhyme: *Going on a picnic, Gotta pack a lunch, What should we bring to munch, munch, munch?*
6. Go around the circle and ask students to share the food or beverage they chose to pack. Ask students to answer, *"I'm going on a picnic. Gotta pack a lunch. Here's what I chose to munch, munch, munch."* Ask them to name the food or beverage and say whether they have ever tried it. Then, ask them to place the picture of the food or beverage in the picnic basket or bag.
7. When all of the students have finished, unpack the basket or bag and lay the pictures in the middle of the blanket. Ask students to look at what they have chosen for their picnic. Do they think a picnic would be more fun with just one food or lots of different foods? Explain that it's fun and can be healthier to eat lots of different types of food each day. That's called balance!

## **Activity 2: Balance our Picnic Blanket!**

**Type of Activity:** Energy to Discover

**Domain:** Cognitive, Social Emotional

### **Students will:**

- Sort foods for their picnic by their foods groups and colors.

### **Materials:**

- Sheet or blanket
- Pictures of foods and beverages, cut from magazines and newspaper circulars
- Paper plates
- Markers or crayons
- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 20-30 minutes

### **Directions:**

1. Have students place all of the foods from the picnic basket or bag in the center of their picnic blanket.

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2. Tell students that a very friendly bear has decided to join their picnic. His name is Rainbow Bear. He loves to eat foods of different colors! If you have a stuffed animal or picture of a bear, you can show it to students.
3. Hold up a paper plate and write the name “Rainbow Bear” on it. Explain that this will be Rainbow Bear’s plate for the picnic! Their job is to fill his plate with foods of different colors.
4. Ask a student volunteer to pick a color for Rainbow Bear’s plate. Then, ask another student to find a food of that color in the group of pictures on the blanket and put it on the plate. If there is not a food or beverage of that color, invite students to draw a picture of a food of that color or to pick a different color.
5. Ask a different student to choose a new color. Then, ask another student to find a food or beverage of that color from the pictures and put it on the plate. Continue until you have at least four or five foods or beverages on the plate.
6. Review the foods for Rainbow Bear’s picnic plate.  
**Optional enrichment:** Older students can create their own plates for Rainbow Bear instead of one class plate.
7. Ask students to place all of the pictures back in the center of the blanket.
8. Then, tell students that a friendly frog will also be joining them for their picnic. His name is Food Group Frog. Food Group Frog likes to eat foods from all of the different food groups. If you have a stuffed animal or picture of a frog, show it to students.
9. Show students the picture of MyPlate. If they are not familiar with MyPlate, explain that it is a picture that shows them there is a place on their plate for all different types of foods and drinks. They should have fruits, vegetables, grains, protein, and dairy on their plates or in their cups!
10. Hold up a second paper plate and write “Food Group Frog” on it. Explain that they will need to decide what foods to give Food Group Frog at the picnic so that he has one from each food group.
11. Start with fruits. Ask a student volunteer to pick a picture that shows a food or beverage from the fruit group. Before putting it on the plate, ask the other student if they agree that it is a fruit. If so, allow the student to put the fruit on Food Group Frog’s plate. Continue the process with each food group.
12. Review the foods and beverages on Food Group Frog’s plate.

## **Activity 3: Picnic Moves**

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

**Domain:** Physical

**Students will:**

- Play a game to help them identify foods from different colors and food groups.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Materials:

- Sheet or blanket
- Pictures of foods and beverages, cut from magazines and newspaper circulars

**Time Frame:** 10-20 minutes

## Directions:

1. Place the pictures of the foods and beverages on the rug or place where students sit for circle time. Cover them with the sheet or blanket so students cannot see them.
2. Then, explain to students that they are going to play a fun game to help them choose foods for the picnic.
3. Ask each student to stand in a circle around the blanket. The class will repeat the rhyme from Activity 1. But this time you will also ask a specific student to find a food with a certain color or food group. Then, all students will count to three and lift the sheet or blanket as if it's a parachute. The selected student will run under the sheet or blanket when it's lifted and try to find a picture that matches the description. Once they find it, they will take the picture and rejoin the circle. Here are two examples:

*Going on a picnic.*

*Gotta pack a lunch.*

*What can we find to munch, munch, munch?*

*Sara, can you find a fruit to munch, munch, munch?*

*Going on a picnic.*

*Gotta pack a lunch.*

*What can we find to munch, munch, munch?*

*Jose', can you find a red food to munch, munch, munch?*

4. Repeat the game until each student has had a chance to find a picture or until all of the pictures have been removed from the blanket.

## Modifications:

### Pump It Up for Older Students

- Older students can make a placemat for their picnic that shows a balance of foods from different food groups or colors.
- Older students can challenge each other in Activity 3 by coming up with their own food groups and color words for the game.

### Cool It Down for Younger Students

- For younger students, it may be easier to use food models or to cut out the pictures of foods ahead of time to make sure there is a balance of different colors and different food groups represented.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## 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.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.

## 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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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, the class went on an imaginary picnic where they had to pack a balance of different types of foods and beverages. They then had to choose foods of all different colors for Rainbow Bear to eat and foods from different food groups for Food Group Frog to eat!

Eating a balance of different types of foods from the five foods groups can help contribute to a healthy lifestyle. Different types of foods provide different nutrients for children and adults. At your next family meal, ask your child to point out the different colors and food groups on their plate. See if they can point out a fruit, vegetable, protein, grain, and dairy! The more balance they have, the better!

## EVERY BODY IS SPECIAL

### Theme: Me and My Choices

**Overview:** This series of activities combines movement with self-esteem building and appreciation of diversity. The first activity asks students to trace a number one and repeat that there is only one of them! They learn a song about how special they are and listen to a read-aloud and answer questions about the book, I Like Me by Nancy Carlson.\*\* Finally, they draw a picture of something special about themselves. In the second activity, students' bodies are traced onto paper. They make observations about how each of their shapes is different. They use hands to measure the heights of their shapes. Finally, they use movement to do a series of activities around their paper shapes.

\*\* 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:

- ABC I Like Me by Nancy Carlson
- I Like Being Me by Todd Par
- I Like Myself by Karen Beaumont
- I'm Gonna Like Me: Letting Off a Little Self Esteem by Jamie Lee Curtis and Laura Cornell
- What I Like About Me by Allia Zobel Nolan

### Vocabulary:

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

### Activity 1: There is Only 1 Me

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

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Learn a song about how special each person is.
- Listen to a read-aloud story about liking themselves.
- Draw a picture of something they like about themselves.

### Materials:

- I Like Me by Nancy Carlson– *The story helps children feel good about themselves as they meet a cheerful pig who likes who she is, what she looks like, and what she can and cannot do.*
- Song: “No One Else is Just Like Me” [Note: song is included at the end of this activity]
- Art materials such as paper, crayons, and markers



**Time Frame:** 20-30 minutes

**Directions:**

1. Ask students to hold up one finger and ask them what number they are showing. Then, ask students to repeat after you: *“No one else is just like me!”* Tell students that it is true. There is only one person just like them!
2. Teach the students the song “No One Else is Just Like Me.”
3. Instruct them to sing along and to point to themselves when they say the words, “I am special!” Sing the song several times until students can sing on their own.
4. Tell students they are now going to read about a pig who knows just how special she is! Show students the cover of the book and read its title. Ask student volunteers to predict what the book might be about.
5. Read the story. As you read, point out things that the pig (main character) likes about herself. Encourage students to make connections between the things the main character liked about herself and the things that they like about themselves.
6. After you are finished, ask: Does the pig (or main character) like herself? What is something she likes about herself? Do you think it’s important to like yourself? Remind students that the pig wasn’t perfect but she liked herself anyway.
7. Go around the room and ask each student to finish this sentence, “I like Me because \_\_\_\_\_.” You may want to model an answer first.

## **Activity 2: There’s No Body Like My Body**

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

**Domain:** Cognitive, Physical, Social Emotional

**Students will:**

- Help you trace their body shapes onto paper.
- Measure their paper body shapes using their hands.
- Do a series of movement activities around their paper body shapes.
- Describe one special trait about themselves.

**Materials:**

- Large roll of butcher paper or large sheets of paper
- Pencils, crayons, or markers
- Masking tape (optional)

**Time Frame:** 30-40 minutes

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Directions:

*Note: Before class, ask a colleague to trace a picture of your body on large butcher paper and cut it out. You can decorate it to look like you if you want! Ex: Your hair color, eye color, etc.*

1. Hold up the traced version of your body and pretend it is talking. Say, "Hello class. Let me introduce myself. I am your teacher! Nice to meet you!" Ask them to share some ways that the traced version looks like you. Tell students that they are going to also get the chance to make themselves.
2. Lay out the butcher paper and invite each student to lay down on it. You can encourage them to make any shape with their body that they want to. Using a pencil, trace their bodies all the way around.  
**Optional enrichment:** If students are able to trace each other's bodies, allow them to trace a partner.
3. Cut out each person's body shape and write their name on the back.  
**Optional enrichment:** If students are able to comfortably use scissors, allow them to cut out their own body shapes.
4. Distribute art materials and invite students to color their shape's hair, eyes, mouth and clothing.
5. Ask students to sit beside their own body shape. Ask them to look around and notice that some body shapes are longer than others. That's because we are all growing in our own special way!
6. Using your body shape, model for students how to use your hands to measure the shape. Place your hand, palm side down, at one end of the shape. Without moving the first hand, place your other hand above it so that the bottom of one hand is touching the top of the other. Then, pick up the bottom hand and place it on top of the other hand. Continue doing this until you have reached the other end of your shape. Count as you do it to show how many "hands tall" you are! If this is difficult for students, you could also show them how to walk one foot in front of the other and count the number of footsteps.
7. Ask students to predict how many hands tall they think they are. Do they think they are fewer hands tall or more hands tall than you are? Give students time to measure their body shapes using their hands. If students do not have the gross motor skills to measure themselves with their hands, they could also use an object like blocks or Legos or you could measure with their help.
8. Then, direct students to stand at the head of their body shape (or their arm or leg). Make sure each student has enough room to move around his or her shape without bumping into one another. Tell students that they are going to have a little fun moving around their body shapes!
9. If possible, tape the body shapes to the floor. Ask students to do several movements around their body shapes. Ex: hopping, jumping, running, walking, galloping, leaping over. They can even jump from one hand to the other or from the top of their body to the bottom.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

10. Encourage students to come up with their own movements to do around or over their body shapes.
11. Finally, ask everyone to share one special thing about their body shape. Close out the lesson by asking students to hold up the number one and to repeat, “There is only one me!”

## Modifications:

### Pump It Up for Older Students

- Older students can decorate their body shapes with clothing and materials.
- Older students can make predictions about how their body shapes will change as they get older.
- Older students can draw or glue pictures of the foods they like to eat and glue the foods that give their body energy to move on their body shapes.

### Cool It Down for Younger Students

- With younger students, you can limit the number and types of movement they do around their body shapes.

## 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.F.05** Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.

## 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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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## No One Else is Just Like Me

*(Sung to the tune of London Bridge is Falling Down)*

No one else is just like me

Just like me

Just like me

No one else is just like me

I AM SPECIAL!

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, we read a story called I Like Me by Nancy Carlson. It is about a cheerful pig who likes what she looks like and what she can and cannot do. The book helps young children see how special they are. Children who feel good about themselves are more likely to make good decisions about their bodies.

Your child named something he or she likes about himself or herself. Ask your child what he or she likes about him or herself. Then invite every family member to share something special about themselves.

Your child also learned a song called “No One Else is Just Like Me.” Ask him or her to sing it for you!

## 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

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- **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](http://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.

## MAKE A MUSCLE

### Theme: Me and My Choices

**Overview:** In this series of activities, students will be introduced to the relationship between movement and their muscles. They will play a Simon Says game using muscle movement. They will do an investigation to learn what muscles help them move for different movements. Finally, they will move in different ways to get different muscles working.

### Vocabulary:

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

### Activity 1: Make a Muscle

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

**Domain:** Cognitive, Language, Physical

### Students will:

- Move their muscles using large and small muscle movements.
- Follow directions in a modified game of Simon Says.
- Learn and name body parts.

### Materials:

- Rubber band or Silly Putty
- Flip chart

**Time Frame:** 20-30 minutes

### Directions:

1. Ask students to make a muscle!
2. Explain to students that muscles are the parts of our body that help us move. Invite students to guess how many muscles we have in our bodies. Write down all guesses on chart paper. Then, share that we have more than 600 muscles in all parts of our body! There are even muscles in our eyes, our toes, and our tongue!
3. Invite students to move around and feel their muscles working. They can run, jump, hop, skip, dance, or do whatever they want.
4. Invite students to sit in a circle. Pass around the rubber band (or silly putty) and ask students to guess how it is like a muscle. Explain or guide students to understand that muscles have to get smaller and bigger in order to help us move. Using the rubber band, show students how the muscles stretch out (get bigger) and contract (get smaller).

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

5. Explain to students that some muscles are moved by us on purpose and others move by themselves. Ask students to clap their hands. They are moving arm muscles, back muscles, and hand muscles!
6. Now, ask them to make their hearts beat. Explain that their heart is a muscle that moves all by itself.
7. Ask students to stand up and explain that you are going to play a version of Simon Says called “Mikey Muscle Says.” You will tell them to do an action that makes their muscles move. If you say, “Mikey Muscle Says” before the movement, they should do it. If you don’t say “Mikey Muscle Says” before the movement, they shouldn’t do it. If they do, they can move to another spot in the room and continue to do the movements until the final child remains in the game.
8. Play the game using any movement until just one student is left. Here are some suggestions for movements:
  - Smile
  - Touch your toes
  - Touch your shoulders
  - Clap
  - Twist your body
  - Flap your wings
  - Yawn
  - Blink
  - Run in place
  - Hop
  - Lift your knees
  - Roll
  - Stick out your tongue
  - Dance

## **Activity 2: Move That Muscle**

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

**Domain:** Cognitive, Language, Physical

### **Students will:**

- Conduct a series of investigations to identify muscle movements.
- Make observations about which muscles they are using during a series of movements.

### **Materials:**

- Flip chart
- Child figure handout – included at the end of this day’s activities
- Pencils or crayons

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Bowl of grapes
- Napkins

**Time Frame:** 20-30 minutes

## **Directions:**

1. Invite all students to sit in a circle.
2. Draw a stick figure body on the flip chart.
3. Ask students if they remember how many muscles there are in the body. (More than 600). Remind students that they have more than 600 muscles, which can be found in every part of their body!
4. Explain that you are going to ask them to do some movements and you are going to ask someone to come to the flip chart and point to which part of the body's muscles are doing the work.
5. Ask all students to smile.
6. Then, ask a volunteer to come to the flip chart and point to the body part where muscles are doing work. Guide them to point to the mouth. Say: *That's right. When we smile, our mouth muscles are working.*
7. Then, ask students to clap their hands. Ask a volunteer to come to the flip chart and point to the body part where muscles are doing work. Remind students that some movements make more than one body part's muscles work. Guide them to point to the hands, arms, and/or shoulders. Say: *That's right. When we clap our hands, our hand muscles, our arm muscles and our shoulder muscles are working!*
8. Distribute a Child Figure handout to each student.
9. Then, ask students to sit at a table with a grape on a napkin. Ask them to pick up the grape and put it in their mouths and eat it. Then, ask them to circle the body parts on their stick figure where their muscles were working. They should circle their hands, fingers, mouths, tongue muscles and even their throat muscles!
10. You can repeat this investigation with any of the following movements: catching and throwing a ball, doing a push up, or dancing.

## **Activity 3: Muscle Moves**

**Type of Activity:** Energy to Move

**Domain:** Physical

### **Students will:**

- Practice large, small, and gross motor muscle movements

### **Materials:**

- Mat or rug



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

**Time Frame:** 20-30 minutes

**Directions:**

1. Remind students that it takes many muscles to make our bodies work! When we move, we help to build strong and healthy muscles!
2. Invite students to stand up. Ask them if they have ever done a jumping jack. Teach them to do a jumping jack. Then, challenge them to do three to five jumping jacks. Ask students which muscles they think they are working. Jumping jacks work many muscles including the arms, legs, and even the heart muscles!
3. Then, ask students to lay on their backs on a mat or rug. Show them how to do a sit-up by lifting their upper torsos and touching their toes. Challenge them to do three to five sit ups. Then, ask students which muscles they think they are working. Sit ups work arm, leg and stomach muscles.
4. Finally, show students how to act like crabs to do the crab walk or commando crawling. They must lay on their backs and lift their bodies up with their arms and legs. From this position they must walk backwards, using both their arms and legs to navigate. Time them doing the crab walk for 20 seconds. Then, ask students which muscles they think they were using.
5. If time allows, invite students to do other animal movements. They can hop like a kangaroo, slither like a snake, prance like a pony, jump like a frog, or scurry like an ant!
6. Finally, invite students to practice any movement that uses their muscles!

**Modifications:**

Pump It Up for Older Students

- Older students can learn about specific muscle names like biceps, triceps, hamstrings, quadriceps, etc.
- Older students can do extra repetitions of the movements and more complicated movements.

Cool It Down for Younger Students

- Younger students can do fewer repetitions of the movements.

**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.03** Children are provided varied opportunities and materials that support fine-motor development.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **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.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

## Be Smart from the Start at Home!

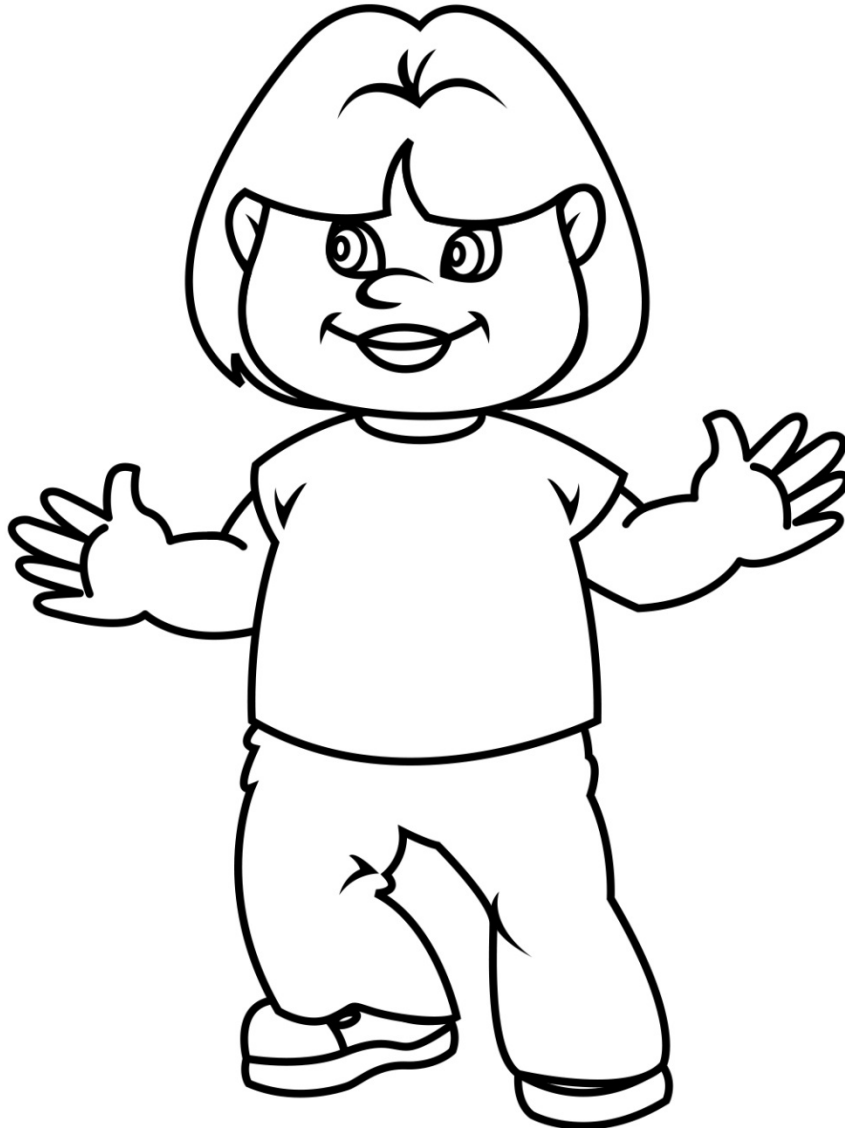
Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and 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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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.



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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, your child learned that muscles are an important part of their body that helps them move. They learned that they have more than 600 different muscles in their body and that every movement makes at least one muscle work. We even move our muscles when we laugh, blink, and smile!

Regular exercise helps us build strong and healthy muscles. It is recommended that preschool children be physically active for at least 60 minutes each day. Ask your child to show you the movements he or she did in class and the muscles those movements worked. Then, get out and move with your preschooler and make your muscles work!

## VITAMIN ABC

### Theme: Me and My Choices

**Overview:** In this series of activities, students will learn what vitamins are and how the vitamins in food have important jobs to help us learn and grow. They will act out the jobs vitamins do, match vitamin letters to their jobs, and play a game of vitamin bingo.

#### Vocabulary:

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

#### Activity 1: V is for Vitamin

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

**Domain:** Cognitive, Language, Physical

#### Students will:

- Describe what they know about vitamins.
- Act out the jobs that different vitamins perform.

#### Materials:

- Flip chart

**Time Frame:** 20-30 minutes

#### Directions:

1. Invite students to sit in a circle.
2. Stand or sit in front of the circle and put your arms over your head in the shape of the letter V. Ask students what letter you are making with your arms. They should say the letter V. Ask them to make that letter too.
3. Then ask students if they know the name of anything that is good for them that starts with the letter V. Accept all answers. If students have not named a vitamin, give them hints. For example: "This is something that is in the food you eat. This is something your parents give you each day to help you get big and strong." If students have not guessed, write the word "vitamin" on a flip chart and ask students to help you repeat the word.
4. Ask students to share anything they know about vitamins. Vitamins help us learn, grow and stay healthy. Some vitamins are in foods. Some vitamins are in drinks. Vitamins have important jobs.
5. Tell students that letters are the names of many vitamins.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

6. Write a letter A on the flip chart. Ask students to make a letter A with their arms and hold it up. They can do this individually or as partners.
7. Then, explain that Vitamin A helps us see and helps us grow. Ask students to act out what Vitamin A helps us do.
8. Write the letter B on a flip chart. Then, ask students to make a letter B with their arms and hold it up. They can do this individually or as partners. Ask students if they know what important jobs B vitamins have. Explain that foods and drinks with Vitamin B help give us energy. Ask students to act out what it's like when they have a lot of energy!
9. Next, write a letter C on the flip chart. Ask students to make a C with their arms and hold it up. They can do this individually or with partners. Ask students if they know what job Vitamin C has.
10. Explain that foods and drinks with Vitamin C help give us strong muscles and help us heal when we have a cut. Ask students to act out what they look like when they have big muscles.
11. Next, write a letter D on the flip chart. Ask students to make a D with their arms and hold it up. They can do this individually or with partners. Ask students if they know what job Vitamin D has.
12. Explain that foods and drinks with Vitamin D help give us strong bones and teeth. Also tell students that we get Vitamin D from sunlight. Ask students to act out what it would look like to have strong bones and teeth.
13. Finally, play a game with students where you make a letter with your arms and they try to guess what letter you are making. See if they can remember what job that vitamin has. If not, you can act it out or ask a volunteer to act it out and have students guess.
14. Continue until you have said each vitamin name at least three times.

## **Activity 2: Match That Vitamin**

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

**Domain:** Cognitive, Language

**Students will:**

- Match foods with the main vitamins they provide.

**Materials:**

- Picture of (or real) carrot
- Picture of (or real) can of tuna or beans
- Picture of (or real) orange, grapefruit or strawberry
- Picture of (or real) carton of milk
- Sticky notes
- Vitamin ABC song (included at the end of this day's activities)

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

**Time Frame:** 20-30 minutes

## **Directions:**

*Note: Before the lesson, write the letters A, B, C, or D on enough sticky notes so that each child can get one of the letters.*

1. Ask students if they remember what vitamins are. Accept all appropriate answers.
2. Then, ask if they remember any vitamin names. As they name the vitamins, distribute the corresponding sticky notes to students.
3. Explain to students that eating certain foods can give you one or more of these vitamins.
4. Place the four foods at the front of the room.
5. Tell students that each food or drink gives them a lot of one of these vitamins.
6. Give students these hints:
  - Vitamin A can be found in lots of vegetables, especially orange ones. (carrot)
  - Vitamin B can be found in meat, chicken, fish, grains, vegetables, dairy, and beans (tuna or beans)
  - Vitamin C can be found in citrus fruits, fruit juices, and some vegetables. (grapefruit, orange juice, or peppers)
  - Vitamin D can be found in dairy foods and drinks. It also comes from sunlight (milk)
7. As you read the hints, allow students to guess which foods have these vitamins by placing the correct sticky note on the food or picture.
8. Then, teach students the Vitamin ABC song. You can teach the class the entire song or teach the separate verses to different groups.
9. Allow them to sing the song several times.
10. Finally, remove the sticky notes and challenge students to place the sticky notes on the corresponding food with no hints! If this is too difficult, repeat the hints above.

## **Activity 3: Vitamin Bingo**

**Type of Activity:** Energy to Read

**Domain:** Cognitive

### **Students will:**

- Practice small motor and cognitive skills by matching foods with the vitamins they provide.

### **Materials:**

- Bingo cards, one for every 3 or 4 students (included at the end of this day's activities)
- Small objects that can be used to mark off bingo cards

**Time Frame:** 20-30 minutes

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Directions:

1. Ask students if they have ever played Bingo. Invite those who have to share the rules with those who haven't.
2. Divide students into pairs or teams and ask groups to sit together at a table or on the floor.
3. Give each pair or team one of the four bingo cards and several small objects they can use to mark off their cards.
4. Explain that each card shows the four vitamins they have learned about and foods and drinks that have those vitamins under them.
5. You will read a letter and a food. If they have that food under that letter on the card, they should put a marker in the square. Show an example to students.
6. Read one of the vitamins/foods in the list below. Ask students to raise their hands if they think their card has that vitamin and food. Walk around the room to see if they're correct. Invite students who have the right vitamins/food to place a marker in the correct spot.
7. The first pair or team to get four in a row up and down or sideways must yell, "Vitamin Bingo." Check the winning card.
8. Once a team wins, repeat the game.
9. Explain that they are all winners when they eat their vitamins!

## Modifications:

### Pump It Up for Older Students

- Based on the clues, older students can name other foods in Activity 2 that would have each vitamin.

### Cool It Down for Younger Students

- Younger students may need to play Vitamin Bingo using one class card instead of cards for each group.

## 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.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (b) drama.



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

## 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.

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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Vitamin ABC Song (sung to "I'm a Little Teapot")

I'm a Little Vitamin  
Good for You  
All of My Friends  
Have a Job to Do!

Vitamin A  
Helps Us See and Grow Tall  
Eat Lots of Veggies  
Yellow, Orange, Big and Small.

Vitamin B  
Gives Us Energy  
Eat Meat and Beans  
And Leafy Greens.


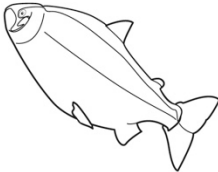
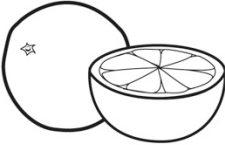



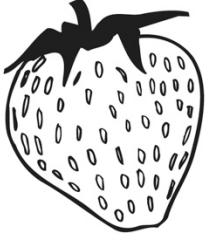



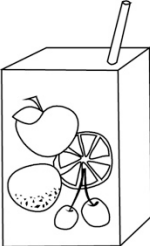

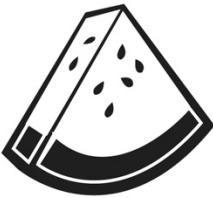


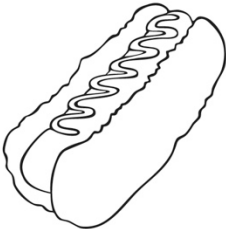
Vitamin C  
Helps Our Muscles, Stops a Bruise  
We Get It from Fruits  
And Our Orange Juice.

Vitamin D  
Makes Our Bones and Teeth Strong  
Eat Dairy and Play in the Sun  
All Year Long.

I'm a Little Vitamin  
Good for You  
All of My Friends  
Have a Job to Do!



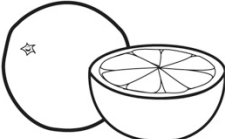



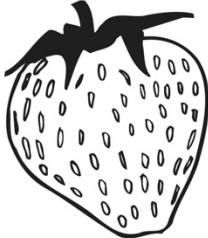
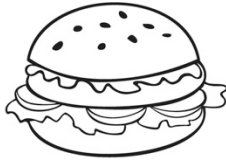

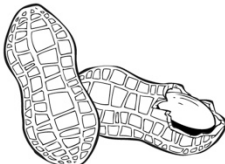
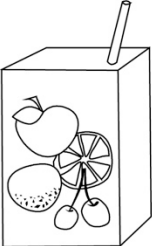

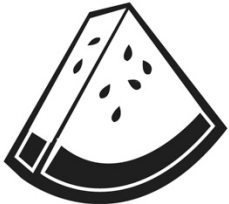
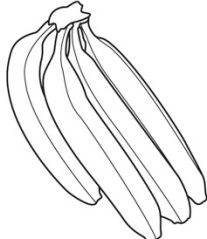

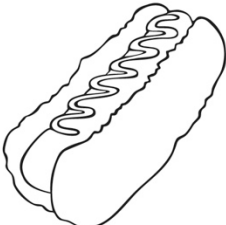
# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

A	B	C	D
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 <p data-bbox="394 1058 443 1083">eggs</p>	 <p data-bbox="659 1058 708 1083">corn</p>	 <p data-bbox="886 1058 992 1083">strawberry</p>	 <p data-bbox="1174 1058 1222 1083">eggs</p>
 <p data-bbox="378 1365 475 1390">pumpkin</p>	 <p data-bbox="643 1365 724 1390">chicken</p>	 <p data-bbox="914 1365 963 1390">juice</p>	 <p data-bbox="1166 1365 1239 1390">yogurt</p>
 <p data-bbox="362 1680 483 1705">watermelon</p>	 <p data-bbox="630 1680 735 1705">pineapple</p>	 <p data-bbox="898 1680 987 1705">broccoli</p>	 <p data-bbox="1157 1680 1239 1705">hot dog</p>


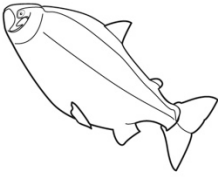
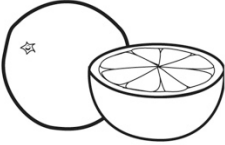

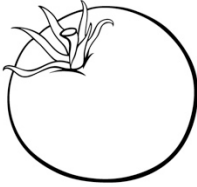
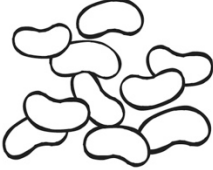
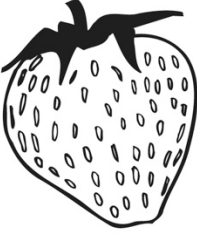


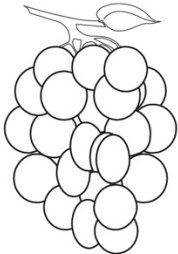
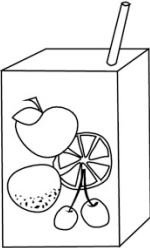
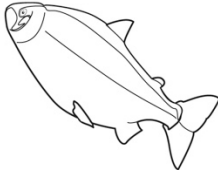
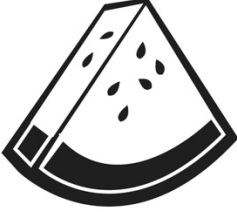



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

A	B	C	D
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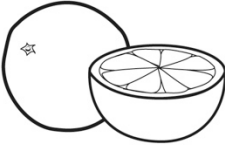



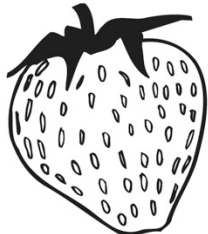
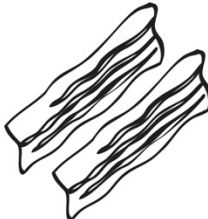


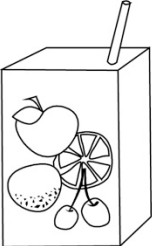
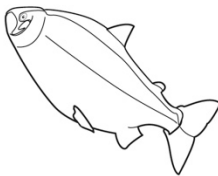

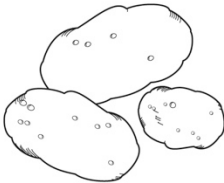


# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

A	B	C	D
 <p>carrot</p>	 <p>fish</p>	 <p>orange</p>	 <p>milk</p>
 <p>tomato</p>	 <p>beans</p>	 <p>strawberry</p>	 <p>eggs</p>
 <p>pumpkin</p>	 <p>grapes</p>	 <p>juice</p>	 <p>fish</p>
 <p>watermelon</p>	 <p>pineapple</p>	 <p>broccoli</p>	 <p>yogurt</p>

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

A	B	C	D
 <p>carrot</p>	 <p>corn</p>	 <p>orange</p>	 <p>milk</p>
 <p>Swiss Cheese</p>	 <p>chicken</p>	 <p>strawberry</p>	 <p>bacon</p>
 <p>pumpkin</p>	 <p>pineapple</p>	 <p>juice</p>	 <p>fish</p>
 <p>watermelon</p>	 <p>potatoes</p>	 <p>yogurt</p>	 <p>yogurt</p>

## Energy at Home

This week, your child learned all about vitamins and the important jobs they do for our bodies! They also learned about food and beverage sources for different vitamins. They learned that Vitamin A helps their eyes and helps them grow. Vitamin B helps give them energy. Vitamin C helps their muscles grow and helps them heal. And Vitamin D helps their bones and teeth stay strong.

Information about the vitamins in foods and drinks can be found in the nutrition facts panels on the sides of most food packages. Next time you are shopping or making dinner, ask your child to help you identify the vitamins in the ingredients or on the food label. Then, see if your child remembers the important job each vitamin does to help them grow and stay healthy!

## WHAT'S IN OUR SHOPPING CART?

### Theme: Me and My Choices

**Overview:** In this series of activities, students will set up an imaginary grocery store. They will discuss food choices and create a shopping list that reflects a balanced diet. Lastly, students will use imaginary money to pay for their items.

### 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: Make the Store

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

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Describe their experiences with grocery stores.
- Name their imaginary store.
- Sort foods into sections of the store based on food groups from MyPlate.
- Identify foods from a shopping list based on food groups.

### Materials:

- Flip chart
- Art materials (large butcher paper or poster board, markers, crayons, paints)
- Several empty food and beverage boxes and containers. Write a price of \$1, \$2, or \$3 on each box or container.
- Models or pictures of fruits or vegetables (or real fruits and vegetables). All fruits and vegetables will be \$1.
- Picture of MyPlate (optional):  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1. If appropriate, allow students to help with the writing.*

**Time Frame:** 20-30 minutes



## Directions:

1. Ask students to raise their hands if they have ever been to the grocery store.
2. Invite those who have to describe what they saw at the grocery store and how, if at all, they helped their parents or family members select foods. Explain that today they are going to make their own imaginary grocery store in the classroom!
3. Ask students for ideas of names for their grocery store. Write each idea on chart paper and ask students to vote for their favorites. Explain that whichever name gets the most votes will be the winner. Tally the votes.
4. Once students have selected a name, put out a large sheet of butcher paper or poster board and art materials. Work as a class to create and decorate the store sign.  
**Optional enrichment:** Students can also create additional signs to show that the store is open or to reflect the different departments.
5. Then, ask students to name some things they think they will need for their imaginary grocery store. List ideas or draw pictures on the chart paper.
6. One important thing they will need is food! Show students the boxes and containers you brought from home as well as any models or pictures you have of fruits and vegetables.
7. Explain that most grocery stores help shoppers find foods they need by having the same kinds of food or beverages in the same place. For example, all fresh fruits can usually be found in the same place. All meats can usually be found in the same place. Your grocery store can be organized by the five food groups! Remind students that all foods can fit into one of five food groups. Ask them to name the five food groups or tell them what they are: fruits, vegetables, grains, dairy, and meat. You may want to use the picture of MyPlate as a visual.
8. Designate one table or shelf in the classroom for each of the five food groups. Write the name of each food group on a sheet of paper or draw a picture to show students which food groups should go on which shelves.
9. One at a time, ask students to select a container, model or picture of food and place it in the appropriate place in the grocery store. For example, if they pick up a box of cereal, they should put it in the grains sections. Students may need help and guidance from you or even from other students.
10. Continue until all of the foods are sorted into their appropriate food group.
11. Once all foods are sorted, tell students that the store is open for business!

## **Activity 2: Let's Go Shopping!**

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

**Domain:** Cognitive, Language

### **Students will:**

- Build emerging literacy skills by recognizing items from a grocery list.
- Select foods that correspond to a grocery list.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Sing a song about grocery shopping.

## Materials:

- Several empty food and beverage boxes and containers
- Food models or pictures of fruits and vegetables
- “Grocery List” handout (included at the end of this lesson)
- “A Shopping We Will Go” song (included at the end of this lesson)
- Shopping bag or basket

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1.*

**Time Frame:** 20-30 minutes

## Directions:

1. Tell students that it’s time to shop!
2. Explain that some people go to the grocery store with a list of what foods and beverages to buy. This helps them remember what they need!
3. Cut out and hold up “Shopping List 1” from the Shopping List handout. Review the words and pictures together on the list. Students will see that List 1 includes 1 fruit, 1 dairy, and 1 grain.
4. Choose three students to go shopping for these items. As each student shops at the store, instruct the class to sing the “A Shopping We Will Go” song. Ask the first student to take the basket to the store and select the first item on the list. Ask others if they agree that the students selected a fruit. Continue on with the second and third items on the list. Engage those who are not shopping by asking if they agree with the shoppers’ choices.
5. Choose three new students and repeat the exercise with Shopping List 2, 3 and 4. If there are more than 12 students in the class, you can double up the shoppers or other students can act as cashiers in the next activity.
6. Ask students to name all of the foods and food groups that have been selected. In addition to the balance of different food groups, it’s important for children to eat a variety of foods within those food groups so they get the nutrients they need. Be sure to point out to students that there is more than one type of fruit, vegetable, dairy, meat, and grain!

## **Activity 3: Time to Pay!**

**Type of Activity:** Energy to Discover

**Domain:** Cognitive, Language, Social Emotional, Physical

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Students will:

- Practice emerging math skills by paying for foods with imaginary money.

## Materials:

- Several empty food and beverage boxes and containers
- Food models or pictures of fruits and vegetables
- Imaginary money (play money or colored construction paper)
- Toy cash register (optional)

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1.*

**Time Frame:** 20-30 minutes

## Directions:

1. Now that students have selected their foods, it's time to pay for them!
2. Invite the students that shopped for "Shopping List 1" to come up to the front of the room with their three food items.
3. Ask student volunteers to tell or show you what big and little mean. Then, ask students to place the three items in order from biggest to smallest. *Ask: Which is biggest? Which is smallest? Which is in the middle?*
4. Repeat these questions for all four shopping lists.
5. Explain that the last thing they must do is pay for their items! Explain that when we go to the grocery store, we must pay for the items we want. If possible, set up a corner of the room where students can check out. If you don't have access to a play cash register, you can use a silverware drawer to hold the money—or even a shoe box. Allow other students or those who did not previously get a job to act as cashiers. Note: You will want to be sensitive to any food-insecure students whose parents may pay for food with WIC vouchers or EBT cards rather than cash.
6. Distribute play money to each group.
7. Ask one group at a time to come to the front of the room with their items. Show students the price that is on the first item. Explain that the \$ is a dollar sign and represents money. If a box of cereal has a \$3, it will cost them \$3. Ask students to find the cost of each item and to count out the number of bills they will need. If students can't count, you can assist them or they can pretend to count. All fruits and vegetables cost \$1.

Note: If imaginary money is not available or students are not able to identify the amount on bills, you can simply distribute something that could represent money such as beads or colored construction paper circles. Each bead or each circle could represent one dollar.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Modifications:

### Pump It Up for Older Students

- Older students can draw or write their own grocery lists.

### Cool It Down for Younger Students

- For younger students, you may want to make all food items cost \$1.

## 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.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **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 and materials to express themselves creatively through (a) music.
- **2.L.05** Children are provided varied opportunities and materials to learn about the community in which they live.

## 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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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## A Shopping We Will Go *Sung to the tune of "A Hunting We Will Go"*

A shopping we will go  
A shopping we will go  
We will buy some [apples]  
A shopping we will go

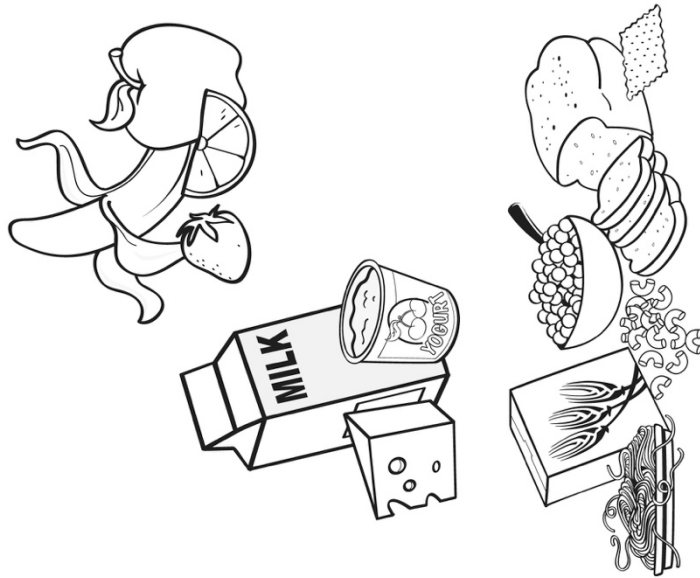
# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Shopping List 2



## Shopping List 1



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Shopping List 4



## Shopping List 3



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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, your child went shopping in a pretend grocery store. We named the store and sorted food cartons and containers into food groups to make shopping easier. The children then recognized pictures on a shopping list and shopped for the items they needed. They put the items on their list in order from biggest to smallest. Then, they paid for their items with play money.

As you can see, grocery stores are great places for preschool children to learn. Before you go on your next visit to the grocery store, ask your preschooler for his or her help. Preschool children can help to make the list, find items in the store, select and sort foods and beverages, and help you count money to pay!



## PARTY ON!

### Theme: Me and My Choices

**Overview:** In this series of activities, students will celebrate when they eat a balanced diet and move around. They will discuss what they like about parties, create an invitation, make a yummy treat for the party, and learn some great movement party games!

#### 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: Let's Party!

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

**Domain:** Cognitive, Language, Physical

#### Students will:

- Name what they like about parties.
- Describe parties they have attended.
- Name reasons to celebrate.

#### Materials:

- Construction paper
- Art decorating supplies
- Tape or stapler
- Scissors
- Ribbon or string
- Flip chart

**Time Frame:** 20-30 minutes

#### Directions:

1. Stand in front of students with a party hat on your head or blowing a party horn. Ask students if they have ever seen a hat or horn like this. They may say they have seen them at a party.
2. Ask students what types of parties they have been to. What were they celebrating? What did they do there? What did they eat or drink?
3. Explain to students that there are many reasons to celebrate. Ask them to name as many as they can. They may say birthdays or graduations or holidays.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

4. Explain that they should also celebrate when they do something good for their bodies like moving around a lot or eating foods from different food groups. Then, tell them that today they will have a party to celebrate their food choices and their movements.
5. Tell the children that the first thing they will need is a party hat!
6. Distribute a piece of construction paper and art materials to each student.
7. Invite them to use the art materials to decorate their construction paper. They can use favorite colors, stickers, drawings, letters, or even pictures of foods and activities!
8. Fold the paper into a cone shape, tape or staple the overlapping edges together, and cut the bottom edge so it is even.
9. Staple a length of string or ribbon to each side for hat straps.
10. Invite students to put on their party hats and sing the following song several times to the “Happy Birthday” tune:  
Happy party to us! Happy party to us! Different food groups make us feel good... And we move a lot too!

## **Activity 2: Party Treat!**

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

**Domain:** Cognitive, Language, Physical

### **Students will:**

- Follow a set of recipe directions.
- Practice using non-standard units to measure.
- Practice using motor skills to stir and pour.
- Name the food groups in the recipe.

### **Materials:**

- Yogurt Berry Parfait recipe [included at the end of this activity]  
*Note: As with any activity that includes food, please be aware of student allergies and substitute foods as needed.*
- Flip chart
- Empty plastic cups (enough for each student)
- Measuring spoon
- Spoons for stirring and eating
- Four cups of yogurt (low-fat or fat-free, plain or vanilla)
- 2 cups of bananas
- One cup of sliced strawberries
- One cup of blueberries (pineapple, raspberries, peaches, pineapple or mangos can be substituted for strawberries and blueberries)
- One cup of granola
- Large mixing bowl

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 20-30 minutes

## **Directions:**

1. Ask students what kinds of snacks they have eaten at the parties they have attended. Remind or share with students that eating snacks from the different food groups can be good for their bodies. Tell them that they will be making a snack for their party that has ingredients from more than one food group. Reference a picture of MyPlate to remind students about the different food groups.
2. Write the Yogurt Berry Parfait recipe on a flip chart. You may want to include pictures for the different steps. For example, you could draw a measuring cup for measuring and a spoon for stirring, etc.
3. Follow the recipe with students. Younger students can do this as a large class group, and older students can separate into smaller groups. Allow students to do as many steps as their age and abilities will allow. Students can take turns measuring, pouring, and cutting—as appropriate.
4. Once students have finished all steps, ask them to name the food groups of each ingredient. Then, ask them to count the number of food groups they will eat when they eat this snack.
5. Finally, let them taste and enjoy!

## **Activity 3: Dance Moves**

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

**Domain:** Physical

## **Students will:**

- Practice large, small, and gross motor muscle movements

## **Materials:**

- Music source

**Time Frame:** 20-30 minutes

## **Directions:**

1. Remind students that, in addition to celebrating their healthy snack, they are also celebrating how much time they spend moving around, playing, and being active. Ask students what they usually do at parties to make their bodies move. Guide students to remember games they have played as well as sports and activities they have done.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

2. Explain that today they are going to play a fun game at their party that gets them moving.
3. Invite students to get up. Ask them if they have ever played freeze dance. Invite volunteers to explain the rules.

**Rules:** You will put on a song. When the music is on, the students must dance and move around. But, when the music stops, they must freeze in their position and not move at all. If they move once the music goes off, they are out and they can help to be the judges as other students continue with the game. Note: To keep all students moving, students who are out can also run in place or do jumping jacks as the music plays.
4. Once the rules are explained, ask student volunteers to restate them.
5. Then, invite all students to get up. Turn on the music and ask students to begin dancing. Periodically turn off the music and tap any students who are still moving. Students who are tapped are “out.”
6. Continue until you have one winner.
7. At the end, don’t forget to remind students that they are all winners because they all spent time moving!

## Modifications:

### Pump It Up for Older Students

- Older students can create invitations for each other or for family members to attend the party.

### Cool It Down for Younger Students

- It may be difficult for younger students to be “out” in freeze dance. It may be easier to have all students simply freeze when the music stops and then continue dancing when it’s turned back on.

## 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.03** Children are provided varied opportunities and materials that support fine-motor development.
- **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.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.
- **2.E.03** Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music, (c) dance and (d) two- or three-dimensional art.

## 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.

## Yogurt-Berry Parfait\*

### Ingredients

- Four cups of yogurt (low-fat or fat-free, plain or vanilla)
- 2 cups of bananas
- One cup of sliced strawberries
- One cup of blueberries (pineapple, raspberries, peaches, pineapple or mangos can be substituted for strawberries and blueberries)
- Two cups of granola

### Instructions

1. Line up plastic cups, one for each person.
2. Measure  $\frac{1}{4}$  cup of yogurt for each cup.
3. Spoon the yogurt into each cup.
4. Work with your teacher to slice the bananas.
5. Measure 2 cups of bananas.
6. Measure 1 cup of blueberries.
7. Work with your teacher to slice the strawberries.
8. Measure one cup of sliced strawberries.
9. Mix all fruit together.
10. Measure and spoon  $\frac{1}{4}$  cup of fruit into each cup.
11. Measure and spoon 2 tablespoons of granola into each cup.
12. Repeat.
13. Eat and enjoy!

\*Recipe modified from Snap-Ed Connection: Recipe Finder  
<http://recipefinder.nal.usda.gov/recipes/yogurt-berry-parfait>

## Energy at Home

This week, your child celebrated eating and activity habits that lead to a healthy lifestyle. The children followed a recipe to make a Yogurt Berry Parfait, which includes ingredients from the dairy, fruit, and grains food groups. If you have a computer, you can find the recipe at <http://recipefinder.nal.usda.gov/recipes/yogurt-berry-parfait>.

We also played a game of freeze dance, which is a great way to move around while having fun and being silly!

It is recommended that meals include a balance of different food groups, and that all family members get 30 minutes (adults) to 60 minutes (kids) of activity each day. To continue celebrating healthy habits at home, think of a fun way to celebrate the good decisions your family makes when it comes to eating and activity!

## NEVER NOT EVER?

### Theme: Give It a Try

**Overview:** This series of activities encourages students to try new foods. The first activity features an interactive read-aloud and discussion of the story I Will Never Not Ever Eat a Tomato by Lauren Child\*\*. The second activity asks students to recall the foods from the story that the main character, Lola, does not want to try and to tally up the number of students who have tried those foods. In the third activity, students name one food they would like to try and draw a picture of themselves eating it!

\*\* 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:

- Bread and Jam for Frances by Russell Hoban
- D.W. the Picky Eater by Marc Brown
- Eat Your Peas, Louise by Pegeen Snow
- Green Eggs and Ham by Dr. Seuss
- Gregory, the Terrible Eater by Mitchell Sharmat

### 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: New Foods Can Be Fun!

**Type of Activity:** Energy to Read

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Listen to a read-aloud story about trying new foods.
- Make up fun new names for foods.
- List reasons why it's fun to try new foods.

### Materials:

- I Will Never Not Ever Eat a Tomato by Lauren Child\*\* – *The story is about a little girl who does not want to try new foods, especially not tomatoes. Then her older brother makes up funny names and stories about several foods, and she agrees to try them. No surprise -- she likes them!*
- Flip Chart
- Three to five foods from different food groups that students are not likely to have tried



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Plates
- Napkins
- Hand sanitizer

**Time Frame:** 20-30 minutes

## Directions:

1. On small plates, place 3-5 foods from different food groups that you think students may have never tried. Examples include kiwi, beans, cauliflower, and Swiss cheese. Ask students to name the foods and to share whether or not they have ever tried them.
  2. Show students the cover of the book and say the name of the title. Ask students what they think the book might be about, based on its title and the front cover art.
  3. Explain that the story is about a little girl who doesn't like to try new foods. Ask students to give thumbs up if they like to try new foods.
  4. Begin reading the story. As you read, do the following:
    - Point out pictures of the foods and ask students to name them.
    - Ask students what Lola's brother does to get her to try the new foods. Ask: *Would you ever want to try orange twiglets from Jupiter or green drops from Greenland or cloud fluff from the pointiest peak of Mount Fuji?*
    - Ask students what happens when Lola tries the new foods. As needed, guide students to understand that Lola likes the foods and she has fun while eating them.
  5. Direct students to look at the foods from the beginning of the lesson. Ask: *How would you describe each food? What color is it? Is it big or little?*
  6. Together, or in small groups, challenge students to come up with a fun new name for each food, just like Lola's brother did.
  7. Have each student point to one of the foods on the plates and say its new fun name.
- Optional enrichment:** Allow student volunteers to taste the foods.

## **Activity 2: I Have Tried It! Have You?**

**Type of Activity:** Energy to Read/ Energy to Discover

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- List the foods that Lola did not want to try in the story I Will Never Not Ever Eat a Tomato.
- Describe the foods from the list that they have tried.
- Tally up the number of students who have tried each food.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Materials:

- I Will Never Not Ever Eat a Tomato by Lauren Child
- Flip Chart
- Markers

**Time Frame:** 20-30 minutes

## Directions:

1. List the names or pictures of some or all of the foods that Lola did not want to try on a flip chart (peas, carrots, potatoes, mushrooms, spaghetti, eggs, sausages, cauliflower, cabbage, baked beans, bananas, oranges, apples, rice, cheese, fish sticks and tomatoes).
2. Create a column next to each food.
3. Point to each food, one at a time, and ask students to stand up who have tried the food. For example, the first food is peas. Ask: *How many of you have ever tried peas?* If you have, stand up. Give positive reinforcement to those who are standing with applause or cheers. Ask student volunteers who are standing to share what they would tell the other students (and Lola!) about how peas taste. If students did not like the food, discuss other ways it could be prepared or share other foods that come from it. For example, French fries come from potatoes.
4. With teacher support, ask students to count the number of classmates who have tried peas and call on a volunteer to write tally marks in the first column to represent those students.
5. Repeat the exercise with each food.
6. When all foods have been tallied, count the tally marks beside each food with the class. Encourage students to use language and math skills by asking the following questions:
  - How many friends have tried \_\_\_\_\_ (each food name)?
  - Which food has the biggest number of friends tried?
  - Which food has the smallest number of friends tried?
  - Did more friends try \_\_\_\_ or \_\_\_\_?
  - Which food would you like to try?

## Activity 3- I'm Ready to Try!

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

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Name one new food they will try.
- Complete a sentence or draw a picture with a pledge to eat a new food.

## Materials:

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- I Will Never Not Ever Eat a Tomato by Lauren Child \*\*
- Flip Chart
- Markers
- Papers and art materials (paper, crayons, markers)
- Several different foods or pictures of foods (optional)

**Time Frame:** 20-30 minutes

## **Directions:**

1. Go back to the list from the previous activity of the foods from the story. Ask each student to name one new food that they will agree to try. It can be a food from the list or another food. If students do not want to try a food from the list, you may want to give them pictures of foods to get some ideas.
2. Write the words, "Trying new foods can be fun! I will try a \_\_\_\_\_." on the flip chart. Write each student's name and ask him or her to name a food they will agree to try.
3. Distribute art materials and ask each student to draw a picture of themselves eating their new food.
4. Ask students to share their pictures with the class. Display the pictures in the classroom to remind students about the foods they have agreed to try. Optional enrichment: Invite students to explain why they chose the foods they did.
5. Tell students to let you know when they have tried the new food and ask them to report back to the class about how it tasted! You can encourage students to try new foods by having a round of applause or distributing a sticker each time a new food is tried. You can even fill a clear bowl or container with small balls or beads each time a food is tried. When the bowl is filled to a certain height, the class can be rewarded with extra play time.

## **Modifications:**

### Pump It Up for Older Students

- If students have been introduced to MyPlate, they can name the food group of the food they have selected or point to where it would be placed on a MyPlate graphic.
- Count the different number of foods in each of the food groups based on what each student has promised to try in Activity 3.

### Cool It Down for Younger Students

- Have students paste pictures of the foods they are willing to try onto construction paper instead of drawing or writing the names of the foods.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## 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.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.E.07** Children are given opportunities to recognize and write letters.
- **2.F.02** Children are provided varied opportunities and materials to build an understanding of numbers, number names, and their relationship to object quantities and to symbols.
- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.

## 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.

## Energy at Home

This week we read a story called I Will Never Not Ever Eat a Tomato by Lauren Child. It is about a little girl who does not want to try new foods. Her older brother makes up funny names and stories about the foods and she agrees to try them. She likes them!

Picky eating is very common for children, and preschool is a common time for this type of behavior. Some children need to sample foods at least 10–15 times before they will have a true interest.

One way to help children eat a healthy, balanced diet is to encourage them to try new foods from different food groups. Your child named one food that they would like to try during the activity today. Ask your child what food he or she named. If possible, give him or her opportunity to try it at home!

Here are some ideas to help get your child to try new foods!

- Let your children see you try new foods.
- Serve new foods with foods your child already loves.
- Try different colors, textures, and shapes.
- Make eating fun! Make up stories and fun names for new foods your kids are reluctant to try.
- Serve a small portion and offer one new food at a time.
- Encourage children to help make the food.
- Be patient.
- Eating together can be fun. Have everyone try a new food together!

If your child tries the new food, consider writing a note back to the teacher with your child's answers to the following questions:

- What food did you try?
- What did it taste like?
- Would you eat it again?
- What other food did it taste like?
- Were you happy you tried it?

For more recipes and tips, go to [www.kidseatright.org](http://www.kidseatright.org).

## A-B-C- MOVE WITH ME!

### Theme: Give It a Try

**Overview:** In this series of activities, students combine movement with the alphabet! In the first activity, they sing the alphabet song and do movements when they hear the first letter of their first name. They also discuss the benefits of movement and learn a song about why movement is good for them. In the second activity, they come up with a movement that starts with the first letter of their first name and teach the rest of the class. They then draw their letter and movement in a fun art project.

### Vocabulary:

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

### Activity 1: A-B-C

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

**Domain:** Cognitive, Language, Social Emotional, Physical

### Students will:

- Sing the alphabet song.
- Model a movement when they hear the first letter of their first name.
- Learn and sing about the benefits of exercise.

### Materials:

- A-B-C Move With Me! Song [Note: song is included at the end of this activity]
- Pictures of letters that correspond to each student's first name

**Time Frame:** 20-30 minutes

### Directions:

1. Invite students to sit in a circle. One at a time, ask each student to say his or her first name and the letter it starts with. "My first name is \_\_\_\_\_. It starts with a \_\_\_\_\_." If students do not know the letter that starts their first name, you can tell them.
2. Explain that the class is going to sing the alphabet song. When they hear the letter that starts their first name, they should stand up and then sit back down. If they do not recognize the correct letter during the song, point to them when it is their turn.
3. Sing the alphabet song with the class. You will need to sing it more slowly than usual so students have time to stand up and sit back down.

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4. Once the song is finished, explain that you will say the ABC's very slowly. This time, when they hear the first letter of their first name, they can stand up and do any movement they want. You may want to show them some examples.
5. When you are finished, ask students if they remember the movements of any of their friends. Give each student a chance to lead the other students in his or her movement.
6. Ask students to give a thumbs up if they think moving is fun. Lead students in counting the number of students who think moving is fun. Explain that moving around is also good for them! Exercise makes our hearts happy. It helps to make us stronger. It uses lots of energy.
7. Teach students the "A,B,C Move With Me" song. Every time they sing the words, "move with me," they should do the movement they came up with. When they say, "healthy," they should make a muscle. When they say, "happy," they should make a big smile.

**Optional enrichment:** Sing the alphabet song again. Explain that you will form a line. As students hear the first letter of their first name, they can join the line. Once the line is finished, march around the room singing the song one more time!

## Activity 2: A is for Airplane

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

**Domain:** Cognitive, Language, Social Emotional, Physical

### **Students will:**

- Learn a song that combines movement with the alphabet.
- Do a movement that starts with the first letter of their first name.

### **Materials:**

- A-B-C Movements [Note: list is included at the end of this activity]
- Art materials (paper, crayons, marker)
- Pictures of letters (optional)

**Time Frame:** 20-30 minutes

### **Directions:**

1. Invite students to sit in a circle.
2. Ask students if they remember why moving around is good for them. If they do not remember, ask them to give thumbs up when they hear something they agree with.
  - \*Moving around is fun.
  - \*Moving around makes us happy.
  - \*Moving around makes our hearts happy.

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3. Ask students to go around the circle and once again say the first letter of their first name. Invite students who can also make the sound their name starts with to do so.
4. Then, tell them the first letter of your name and come up with a movement that starts with that letter. For example, if your first name is Susan, you will come up with a movement that starts with “S” and teach it to students. One movement could be that you *stretch* your arms way up in the air. As you do your movement, say the following: “*My first name is Susan. It starts with S. I will stretch my arms way up in the air.*”
5. Ask students if they have any other ideas for movements that start with the letter “S.” You could *slither* like a *snake*, *sit* down, or pretend to *swim*! Every letter has many movements.
6. Ask children to name different ways to move. As they share ideas, connect the suggestions to students’ first names. For example, if they say “jump,” you can say, “jump” starts with “J” just like Jessica. If students need additional ideas, a list of movements that connect to every letter is attached. Work together to choose a movement that connects to every student’s name.
7. Once each student has chosen a movement, go around the circle again. Ask each student to say, “*My name is \_\_\_\_\_. My name starts with \_\_\_\_\_. I will \_\_\_\_\_.*”
8. Once you have gone around the circle once, invite students to repeat and lead the rest of the class in the movement they have chosen.
9. Using the art materials, invite all students to draw the first letter of their name along with a picture of them doing their movement. Hang the pictures around the room and give students an opportunity to repeat their movements throughout the week.

## Modifications:

### Pump It Up for Older Students

- Older students can repeat the game several times, coming up with a new movement each time.
- Older students can recite each friend’s name, letter and movement together.

### Cool It Down for Younger Students

- If younger students do not know the first letter of their name or the sound it makes, you can all work together to choose a sound and a corresponding movement for the first letter of their age or school name. For example, if your students are “two,” together you can come up with a movement for the letter “T.”

## 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.



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- **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.07** Children are given opportunities to recognize and write letters.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and emerging sense of self and others.

## 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.

## A-B-C Move With Me! (Sung to the tune of Mary's Little Lamb)

A-B-C! Please move with me, move with me, move with me.  
It takes lots of energy  
to make me big and strong! (*Make a muscle*)  
A-B-C! Please move with me, move with me, move with me.  
It takes lots of energy  
to make me laugh and smile! (*Make a big smile*)

### A-B-C Movements

- A- soar like an airplane, crawl like an alligator
- B- bounce like a ball, fly like a bird
- C- catch a ball, clap your hands
- D- dodge to one side, dance
- E- explore a cave, stomp like an elephant
- F- hop like a frog, swim like a fish
- G- gallop, grip your fingers
- H- hop around the room, give yourself a hug
- I- crawl like an inchworm, ice skate
- J- jump high, wiggle like something jiggly
- K- karate kick, soar like a kite
- L- lower your body to the floor, leap
- M- make a muscle, march
- N- nod your head, make your body narrow
- O- step over a log, move your arms like an octopus
- P- pop like popcorn, paint a fence
- Q- be quick, quack like a duck
- R- roll around, pretend to be a robot
- S- swim, clap like a seal
- T- tip-toe, twist your body
- U- go up, open an umbrella
- V- vibrate your body, explode like a volcano
- W- wiggle, walk around
- X- play a xylophone, take a picture like an x-ray
- Y- yank a rope, move up and down like a yo-yo
- Z- zigzag, move like a zebra

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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, your child moved in fun ways that started with the first letter of his or her first name. We sang a song about how great it is to move around. The children learned that moving makes their hearts happy and helps to keep them healthy and having fun.

Preschool children should be active for at least an hour every day. The hour does not need to be done all at once. Several small bursts of activity are great for children.

Ask your child what movement he or she showed the class. Then, come up with a movement for the first letter of each family member's name. You will have fun and make your hearts happy with every move you make!

## MAKE A YUMMY FRUIT SALAD

### Theme: Give It a Try

**Overview:** In this lesson, students will discover how fun and delicious it is to make a fruit salad! They will first guess a series of mystery fruits placed in bags by touching and describing them. They then will name their favorite fruits and learn how much fruit they should have each day. They will listen to a read-aloud and answer questions about a story called Oliver's Fruit Salad by Vivian French. \*\* Finally, they will read and follow a recipe to make their own fruit salad.

\*\* 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:

- Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Ehlert
- Fruit is Fun! by Jasmin Hill
- Fruit Salad by Richard Swan
- Fruit Salad Party by Sumera Nabi
- The World of Fruits by Maria Skrebtsova

### 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: Fruit is Fun!

**Type of Activity:** Energy to Discover

**Domain:** Cognitive, Social Emotional, Physical

### Students will:

- Recognize that it is important to eat fruit every day.
- Describe and guess the “identity” of several mystery fruits that are hidden in bags.

### Materials:

- Three bags (or containers)
- Three pieces of different fruits preferably of different colors and sizes
- Measuring cup
- Plastic cutting utensil Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 20-30 minutes

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## Directions:

*Note: Before class, place the three different fruits in separate bags or containers so they cannot be seen by students.*

1. Show students the three bags or containers and explain that there is something in each bag, but it is a mystery. What is in the mystery bag? Tell students that they must close their eyes and reach in to feel what is inside. They must describe what they feel using one word. You may need to guide them to use words like big or small, smooth or rough, bumpy or slimy. Or you can suggest these words and ask students to give thumbs up if they agree. Tell students they can't guess what's inside until everyone has had a turn to touch!
2. Give each student a turn to touch the object inside the first bag and to say what the object feels like. After all students have had a chance to touch the first object, allow students to guess what is inside. After everyone has guessed, pull the object out. Repeat this process until all of the pieces of fruit are revealed.
3. Ask students to tell you what is the same about all of these mystery objects. You may need to guide students to say that they are all fruits. What is different? They may be different colors, they may feel differently, they may be different sizes, etc.
4. If you have not already introduced MyPlate to students, show them the picture of MyPlate. Explain to students that MyPlate is an easy way to help them remember what they should try to eat each day.
5. Ask them to point out where the place for fruits is on the plate. You may need to give a hint that it is red. Explain that fruit is important for students to eat every day!
6. Explain that kids their age should have about a cup and a half of fruit each day. It can be eaten all at once or a little at a time. Cut up one of the fruits from the bags and ask students to predict how much a cup of the fruit is. They can describe their answer or fill a measuring cup until they think they have reached one cup.
7. Then show students how much a cup of fruit is, using the measuring cup and one of the fruits from the mystery bags.

## **Activity 2: Make the Salad!**

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

**Domain:** Cognitive, Social, Physical, Gross Motor

### **Students will:**

- Vote on and tally their favorite fruits.
- Listen to a story about a boy who makes a fruit salad with his family.
- Read and follow a recipe to make a fruit salad.

# SMART FROM THE START

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## Materials:

- Oliver's Fruit Salad by Vivian French- *This story is about a boy who makes a fruit salad with his family.*
- Large paper
- A flip chart with a recipe for a fruit salad on it. [Included at end of activity]
- Measuring cups
- Plastic knives and forks (or spoons)
- Large wooden spoon
- Cutting board
- One large bowl and several smaller bowls
- Plastic utensils
- Napkins
- Hand sanitizer
- Several different fruits, preferably with different textures and colors. Examples are included in the recipe.
- Orange juice
- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 30-40 minutes

## Directions:

*Note: Be mindful of any food allergies as you select fruits for this activity.*

1. Ask each student to say the name of their favorite fruit. You may want to list/draw three choices on a large paper such as apples, bananas, and grapes.
2. Place a tally mark to show each student's answer. Once all students have shared their favorite fruits, count the tally marks together beside each fruit.
3. Ask students which fruit received the most tally marks and which fruit received the least tally marks.
4. Show students the cover of the book and read the title, author and illustrator aloud. Ask students to name the fruits they see on the front cover. Ask: Does the boy look happy or sad in the picture? What is he doing with the fruit on the cover? What might the book be about?
5. Read the story aloud. Pause along the way to name the fruits in the illustrations. Ask students what colors the fruits are and whether they have ever tried each fruit.
6. Ask why Oliver doesn't think he likes fruit. (Answer: He never tasted it). How would we know we don't like something if we never tasted it? Ask students what new fruit Oliver wanted to try (Answer: pineapples).

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7. Then, ask students if they have ever made a fruit salad. Direct them to the recipe on the flip chart and read it aloud. After reading it, ask students if they remember what the first step is, what the next step is and so on.
8. In small groups or as a class, guide students to follow the steps in the recipe. As they make the fruit salad, guide students to discover what is different about the fruits (texture, color, size, some have to be peeled and others are cut, some are dry and others are wet).
9. As appropriate, students can take turns measuring and pouring.  
**Optional enrichment:** If appropriate, allow students to safely cut pieces of fruit with plastic utensils.
10. As each step is completed, re-read the next step to help students learn how to follow each step in sequence as they follow directions. Use words like first, next, and last as you read the directions.
11. When the fruit salad is finished, ask students to describe what they see.
12. Finally, place a small amount of fruit salad in small bowls for each student. Invite students to taste their creations!

## Modification:

### Pump It Up For Older Students

- Show older students where fruits come from or where they are grown on a U.S. or world map.

### Cool It Down For Younger Students

- If students are not able to use the plastic utensils safely, you can cut the fruit for them or have it in pieces as they arrive. Using softer fruits such as bananas or even canned fruit will help.

## 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.03** Children are provided varied opportunities and materials that support fine-motor development.
- **2.E.03** Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom.
- **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

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HEALTHY DECISIONS. HEALTHY HABITS.

once daily in half day programs; (g) engage in conversations that help them understand the content of the book.

- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.F.05** Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.
- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

## Be Smart from the Start at Home!

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## EASY FRUIT SALAD RECIPE

*Here is an easy recipe for fruit salad. You can substitute any fruit that you or your students would like. As always, be sure to check with students and their parents about any allergies and modify the recipe so that everyone can safely enjoy it.*

### **You Will Need:**

- 2 bananas, sliced
- 2 cups fresh strawberries, halved
- 2 cups seedless grapes
- 2 cups blueberries
- ¼ cup unsweetened orange juice
- Measuring cup
- Plastic utensils
- Cutting board
- Water source
- Mixing bowl
- Large spoon

### **Steps:**

1. Peel the bananas
2. Slice the bananas into pieces on a cutting board
3. Wash the strawberries
4. Cut the strawberries in half
5. Measure two cups of strawberries
6. Wash the grapes
7. Measure two cups of grapes
8. Wash the blueberries
9. Measure two cups of blueberries
10. Pour all of the fruit into a large bowl
11. Measure ¼ cup of orange juice
12. Pour the orange juice into the bowl
13. Mix all ingredients together
14. Eat and enjoy!

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

Today, your child read a book called Oliver's Fruit Salad about a little boy who makes a fruit salad with his family. Then they made a fruit salad with their classmates! The children had fun as they learned. When children help to pick and make foods, they often want to eat them. Fruit is an important part of a balanced diet. Preschoolers should eat a cup and a half of fruit each day.

Write down a recipe or look through your cookbooks with your child and choose a recipe that you would like to make together. If you are able to go online, you can find several great recipes at [www.eatright.org/kids](http://www.eatright.org/kids).

Read the recipe aloud and decide who will do each step. Then shop, chop and prepare together. Make sure you taste your creation together! If you are able to take or draw a picture of you and your child doing any of these steps, we would love to share them with the class.

## MOVEMENT OLYMPICS

### Theme: Give It a Try

**Overview:** In this series of activities, students participate in a mock movement Olympics. In the first session, they learn about what it means to be a good teammate, create an Olympics flag and march around the room. In the second activity, they join a team, create a team banner, and work together to complete movement games with their teammates. Finally, they learn that everyone is a winner when they move around each day.

### Vocabulary:

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

### Activity 1: Join the Team!

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

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Discuss the Olympic Games and what they represent.
- Name the characteristics of being a team member.
- Create an Olympics flag.
- Develop physical motor skills by marching.

### Materials:

- Olympics flag – included at the end of this activity
- Crayons
- Scissors
- Sticks, Popsicle sticks or drinking straws
- Stapler or masking tape
- Flip chart
- Materials for a torch (pretzel rods, marshmallow fluff, red sprinkles, yellow and brown construction paper) - Optional

**Time Frame:** 20-30 minutes

### Directions:

1. Invite students to sit in a circle.
2. Ask students to name sports and games that they like to play. List the games and sports on a flip chart. Explain that there is a very special group of games and sports called the

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Olympics. During the Olympics, people from different places around the world come together to play games and celebrate friendship. Tell students that they will have their own Olympic Games!

3. Ask students if they know what it means to be part of a team. Explain that a team is a group that works together and helps each other to do their best. They cheer for their teammates along the way. Ask students to come up with some rules they should follow to be a good teammate during your class Olympic games. Write a word or picture that represents each rule on a flip chart.

Examples:

- Be kind
  - Take turns
  - Have fun
  - Do your best
  - Cheer for everyone
4. Distribute the Olympic flag handout to each student. Explain that this is a very special flag. The circles (called rings) are all connected to show how people play and work together as friends.
  5. Have students get up and interlock their arms just like the rings on the flag to show their friendship.
  6. Count the rings with students. Show students the color words on each circle. Direct them to color each circle with the color word they see. Give each student a blue, black, red, yellow, and green crayon. Invite them to color in their flags with the colors. The different-colored circles show how different people come together to play games at the Olympics.  
*Note: You may have to lead students through the correct coloring of each ring.*
  7. When students are finished, help them tape or staple their Olympic flags onto the sticks or drinking straws.
  8. Finally, ask students to march around the room holding up their flags as if they are entering the Olympics. If available, play the Olympics theme song or “It’s a Small World After All” as students march.

**Optional enrichment:** If time allows, invite students to make an Olympic torch to watch over their games. The torch could be made in several ways. One way is to dip pretzel rods in marshmallow fluff and dip again in red sprinkles. Place all of the dipped rods into a can or container. A second way is to have all students trace their hand prints onto yellow paper and to stuff all of the handprints into a tube made from brown construction paper.

## **Activity 2: Game On!**

**Type of Activity:** Energy to Move

**Domain:** Cognitive, Language, Social Emotional, Physical

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Students will:

- Develop fine motor skills by coloring and decorating a banner for their team.
- Follow one to three step directions.
- Use body coordination and develop gross motor skills with a series of movements.
- Learn primary colors.

## Materials:

- Paper
- Paints
- Several different materials and pieces of equipment for games (balls, cones, chairs, bean bags, hoops, etc.)
- Yellow construction paper, hole punch, string (optional)

**Time Frame:** 20-30 minutes

## Directions:

*Note: Before students enter the room, set up the games. You can do one obstacle course for teams to complete or several different games to complete, one at a time.*

Ideas for age-appropriate movement games can be found at:

[www.aahperd.org/headstartbodystart/activityresources/activities3\\_5/index.cfm](http://www.aahperd.org/headstartbodystart/activityresources/activities3_5/index.cfm).

1. Review the colors on the Olympic flags.
2. Divide students into teams that represent the different colors on the flag. One team can be the blue team, another the red team, etc. The number of teams will be dependent upon the number of students in your class. Try to divide boys and girls and students of different abilities evenly among the teams.
3. Review the rules for being a good teammate that students developed in Activity 1.
4. Ask students to sit at a table with their teammates.
5. Distribute a large sheet of paper to each team, along with paint brushes and paints that correspond to their team colors. Invite teams to create a banner that will hang in the classroom during the Olympics. The banner should be painted in their team colors. They can simply cover the banner in their color or include circles, shapes, and lines. Invite all students to work together to paint the banner.
6. While the banners are drying, show students the games in which they will be competing.
7. Remind students that the games are about friendship and fun. Everyone who plays is a winner.
8. As students compete in the games, remind them of the rules they have developed.
9. After they have played all of the games, invite students to sit in a circle. Explain that they are all winners. They got to move around, have fun, and play with their friends.

**Optional enrichment:** If time allows, make medals for each student out of yellow construction paper circles. Punch a hole in each circle and put a string through the hole.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

Tie the string to make a necklace. As students finish their final game, put a medal around their necks!

## Modifications:

### Pump It Up for Older Students

- Older students can help you make the obstacle course or design the games.

### Cool It Down for Younger Students

- Younger students can all be on the same team and simply play the games together.

## 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.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.06** Children have varied opportunities to engage in discussions about fairness, friendship, responsibility, authority, and differences.

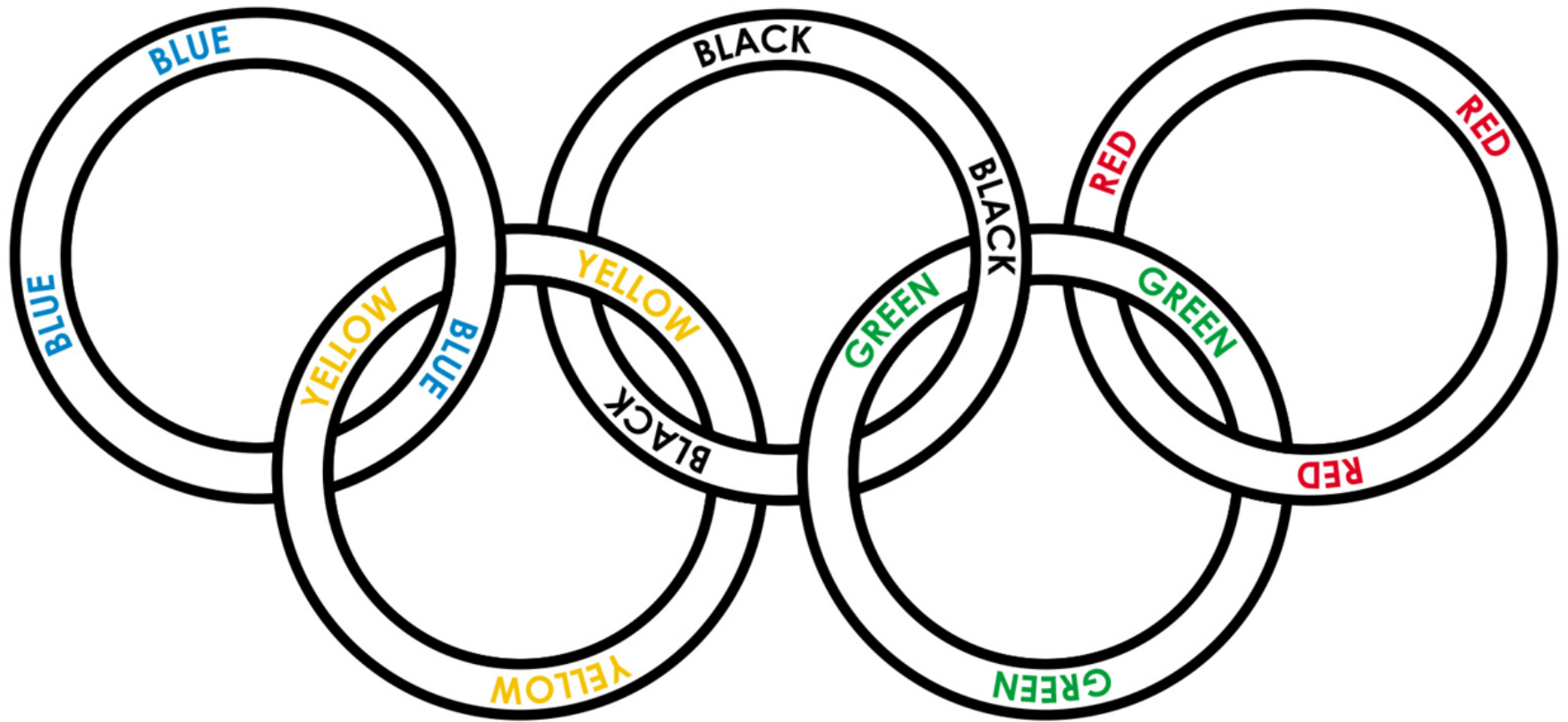
## Be Smart from the Start at Home!

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.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.



## Energy at Home

This week, your child participated in Movement Olympics. We learned about sports and games and learned how to be a good teammate.

Your child made an Olympic flag and marched around the classroom to start the games. All students participated in fun movement activities. They learned to take turns, cheer for everyone, and try their best. They also learned that they were all winners because they got to move around and have fun.

You can plan an obstacle course in your backyard, neighborhood park, or even inside of your house or apartment. All you need is something to hop over, something to climb over, and something to throw and catch. Your child can show you what they did for some ideas. Let the games begin!



## ALL ABOARD THE BREAKFAST TRAIN

### Theme: Give It a Try

**Overview:** In this lesson, students will be introduced to the importance of breakfast. In the first activity, they will meet a very tired puppet who hasn't eaten his breakfast and will act out the difference between having little energy and a lot of energy. They will then give the puppet advice about some breakfast foods he can eat. In the second activity, they will list the foods they had for breakfast and tally the number of food groups into which their breakfast belongs. Finally, they will draw a breakfast food on a ticket to board the "breakfast train."

*Note: If your preschool offers breakfast, you may want to modify these activities to include discussions about the food and beverage options offered.*

### 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: Why is B.K. Fast So Tired?

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

**Domain:** Cognitive, Language

### Students will:

- Be introduced to the importance of eating a healthy breakfast.
- Act out how they feel differently when they have no breakfast and when they have breakfast.
- Name different breakfast foods.

### Materials:

- B.K. Fast puppet face – included at the end of this day's activities
- Paper lunch bag or popsicle stick
- Glue
- Flip Chart

**Time Frame:** 20-30 minutes

## Directions:

*Note: Before class, affix B. K. Fast's puppet face to a paper bag or Popsicle stick to make a puppet that can be used in this activity.*

1. As students enter the room, tell them that you want them to meet a friend of yours. His name is B.K. Fast.
2. In a very tired, slow voice, have B.K. say the following: "Hi kids. My name is B.K. Fast. I am sorry that I am talking slowly but I am so tired. I have no energy at all. I can't figure out why I am so very tired today. Can you guess why?"
3. Give students time to guess reasons why B.K. is so tired.
4. If they guess that he did not have breakfast, move to #5. If not, continue on, "Let's see. I went to sleep early last night and got lots of sleep. Then I woke up, got dressed, brushed my teeth and came here to see you. Did I forget something?" Guide students to say that B.K. did not have breakfast!
5. Explain to students that breakfast is very important. Ask students to recite the following rhyme to B.K. Fast: "We need breakfast to start our day. It gives us energy to learn and play."
6. Ask students to get up and show B.K. what it looks like when you don't have breakfast and you have no energy. Students should slowly walk around the class with their eyes half shut. The students and teacher can talk about how it would affect their day and their activities.
7. Next ask students to get up and show B.K. what it's like when you do have breakfast and you have a lot of energy.
8. Then, have B.K. say the following to students, "Gosh. I didn't realize how important breakfast was! What should I eat for breakfast?"
9. Give each student a chance to offer one idea to B.K of what he could eat for breakfast.

## **Activity 2: Count the Food Groups**

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

**Domain:** Cognitive, Language

### **Students will:**

- Name favorite breakfast foods.
- Name and categorize the number of food groups on their list.

### **Materials:**

- Flip Chart
- Markers

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

**Time Frame:** 20-30 minutes

## **Directions:**

1. Ask students to repeat the rhyme from Activity 1: “We need breakfast to start our day. It gives us energy to learn and play!”
2. List each student’s name on a flip chart and ask them to name something they like to eat or drink for breakfast.
3. As each student shares his or her breakfast foods and beverages, write the words or draw pictures to represent the foods next to their names.

**Optional enrichment:** Tell students that a super breakfast includes foods from at least three food groups. Review the food groups on the MyPlate picture with students. If students are not familiar with MyPlate, explain that it is an easy way to help them remember to put different food groups on their plate.

After each person’s breakfast choices, make tally marks to represent the number of food groups. For example, if a student had cereal, English muffins or toast (grains), milk (dairy) and orange juice (fruit), that’s three food groups. Give a round of applause for each tally mark.

## **Activity 3- All Aboard!**

**Type of Activity:** Energy to Perform, Energy to Create

**Domain:** Cognitive, Language, Social Emotional, Physical

## **Students will:**

- Draw a picture of a breakfast food on an imaginary ticket.
- Sing a song about eating breakfast while riding on the imaginary breakfast train.

## **Materials:**

- Image of train ticket – included at the end of this day’s activities (one per student)
- Art materials (paper, crayons, markers)

**Time Frame:** 20-30 minutes

## **Directions:**

1. Now that students know how important breakfast is, tell them they are going to have a chance to ride the breakfast train!

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

2. Distribute the picture of the train ticket and art materials to each student. Explain that, in order to ride the breakfast train, they have to draw a picture of a breakfast food. You may want to draw a few common breakfast foods using simple shapes to help guide students.

**Optional enrichment:** Older students can draw a breakfast that includes three food groups.

3. Give students time to draw a picture of a breakfast food on their tickets.
4. Once they have finished, they can give you their ticket and join the train!
5. Invite each student who gives you a ticket to stand in a row behind you, joining together with the person in front of them by placing their hands on the person's waist.
6. Once all students have climbed aboard, march around the room like a train singing the following song to the tune of "Mary Had a Little Lamb":

*All aboard the breakfast train, breakfast train, breakfast train. All aboard the breakfast train. We start our day out right!"*

**Optional Enrichment:** Allow students to name the foods on their tickets as you are marching around the room.

## Modifications:

### Pump It Up for Older Students

- Older students can write the name of their breakfast foods on their tickets.
- Older students can keep track of the food groups in Activity 2 and compare which food groups are most and least popular during breakfast.

### Cool It Down for Younger Students

- If younger students cannot draw a picture of their breakfast food item, they can simply say the name of a breakfast food and present their ticket to board the train.

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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and emerging sense of self and others.

## 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.

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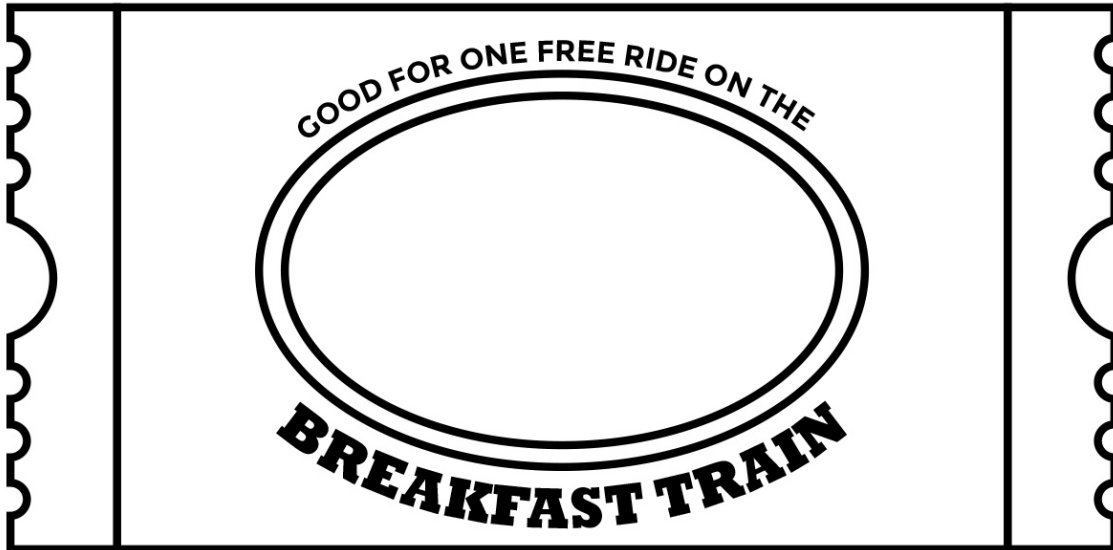
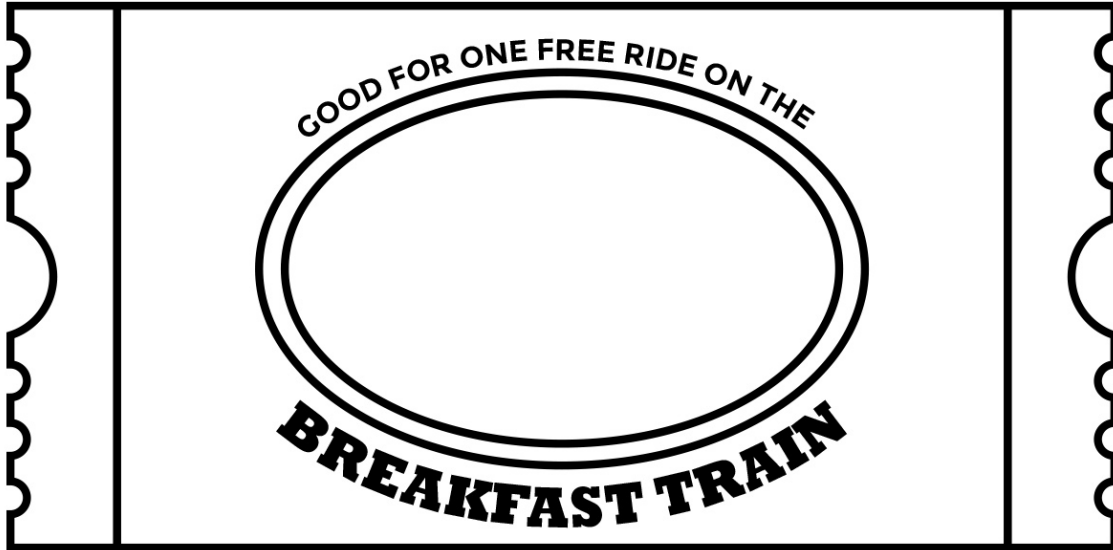
# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.



## Energy at Home

Students learned how important it is to start their day with breakfast! They met a very tired puppet who did not have breakfast. They gave him some advice about what to eat. They also learned that having a balanced breakfast with at least three food groups is great. And they climbed aboard the Breakfast Train!

It is important to make time for breakfast every day. Breakfast gives kids the energy they need to learn and play. Choosing breakfast foods that are rich in whole grains, fiber, and lean protein may boost your child's attention span, concentration, and memory. That helps them in school.

Below is a list of great ideas\* to start the day with a balanced breakfast!

- Layer fat-free or low-fat plain yogurt with your favorite crunchy cereal and blueberries.
- Blend a breakfast smoothie with low-fat milk, frozen strawberries and a banana.
- Make one packet of microwave oatmeal with fat-free or low-fat milk. Mix in 1/4 cup unsweetened applesauce. Sprinkle with apple pie spice or cinnamon.
- Top a toaster waffle with fat-free or low-fat yogurt and peach slices.
- Stuff a whole-wheat pita with a sliced, hard-cooked egg and low-fat shredded cheese.
- Spread a flour tortilla with peanut butter. Add a whole banana and roll it up.
- Spread low-fat cream cheese on a whole-grain toasted bagel. Top with sliced strawberries.
- Add lean ham and low-fat Swiss cheese to a toasted whole-grain English muffin.

\*Source: [www.eatright.org](http://www.eatright.org)



## THE POWER OF VEGGIES

### Theme: Give It a Try

**Overview:** This series of activities introduces students to the power of vegetables! They listen to a read-aloud and answer questions about the book Growing Vegetable Soup by Lois Ehlert.\*\* They plant their own vegetables and learn about the super powers vegetables have to help us stay strong and help us grow.

\*\* 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:

From Seed to Plant by Gail Gibbons

One Bean by Anne Rockwell

Pumpkin Pumpkin by Jeanne Titherington

The Tiny Seed by Eric Carle

Who Grew My Soup? by Tom Darbyshire

### 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: Veggie Power

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

**Domain:** Cognitive, Language, Social Emotional, Physical

### Students will:

- Be introduced to the importance of eating vegetables.
- Name and describe different vegetables.
- Learn a song about how vegetables give them power.

### Materials:

- Blanket or cape
- Letter “V” made from construction paper
- Song, “Veggie Superhero” (Note: Song is included at the end of this activity)
- Several different vegetables: real food, models, or pictures

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Picture of MyPlate:  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
- Additional construction paper for capes and letter “V’s” (optional)

**Time Frame:** 20-30 minutes

## **Directions:**

*Note Before students enter the room, place a small blanket or jacket around your neck to act as a cape and a large letter V made of construction paper on your chest.*

1. As students enter the room, they may ask why you are wearing a cape! Explain that you are a superhero! Point out the letter V on your chest and have students say the letter and make the sound. Explain that the word “vegetable” starts with a V, and your superhero name is Captain Vegetable. When you say your name, make a muscle so students can see how strong you are!
2. Ask students if they can guess how you got to be a superhero! Give them a hint that it has something to do with vegetables.
3. Tell students that you became a superhero by eating the vegetables on your plate. Vegetables help make us strong and help us grow!
4. Ask students if they know the names of any vegetables. Every time they say a vegetable, encourage them to make a muscle so they can show how strong they are too.
5. Show students the vegetables (or models or photographs) you brought to class today. Ask students if they know the names of the vegetables. Lead a discussion about each vegetable’s color, size, how it feels on the outside, and whether students have ever tried it.
6. Direct students to the picture of MyPlate. Point out the section for vegetables and remind students that they should have some vegetables on their plates every day!
7. Tell students that all of the vegetables can help them be a superhero, too! Sing the “Veggie Superhero” song for students and teach them the words. If possible, allow each student to make and wear a cape and a Superhero letter “V” from construction paper.
8. Sing the song several times!

## **Activity 2: Seeds of Fun**

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

**Domain:** Cognitive, Physical, Social Emotional

## Students will:

- Listen to the read-aloud story about a child who grows vegetables for soup.
- Identify the lifecycle of a vegetable plant.
- Grow lima bean sprouts.
- Draw and document changes in the lima bean seed.

## Materials:

- Growing Vegetable Soup by Lois Ehlert- *The story helps young children learn about the life cycle of a plant as they see vegetables being grown in preparation for vegetable soup!*
- Flip chart
- Lima beans
- Paper plates
- Masking tape
- Marker
- Zipper bags
- Paper towels
- Water source
- Art materials (paper, crayons, markers)
- Small shovel or cup - optional
- Watering can or cup - optional
- Potting soil – optional

**Time Frame:** 30-40 minutes

## Directions:

1. Show students the front of the book and read its title and author aloud.
2. Ask students to predict what the story will be about and anything they already know about growing vegetables. While students are sharing, write down facts on chart paper.
3. Read the story aloud. As you read, point out the tools needed to grow plants and each vegetable's name that is being grown. Periodically ask students which vegetables they have tasted.
4. After reading the story, ask students what they remember about how to grow a vegetable.
5. Draw the lifecycle of a vegetable plant on a flip chart using arrows or numbers. Encourage students to help you remember each step:
  - Plant the seed
  - Give the plant water
  - Make sure it gets sun

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Watch it grow
  - Eat it!
6. Then, tell students they are going to get to plant their very own vegetables and watch them grow! First, fold a paper towel in half. Pour water on the towel and place it on a paper plate.
  7. Place a plate and two or three beans in front of each child. Invite the children to place the beans on top the paper towel.
  8. Help the children fold their paper towels in half so the beans fit between the moistened paper towels. Slide the plates and beans into a gallon-size plastic zipper bag. Write the child's name on their bag with masking tape and a marker.
  9. Set the plates in a warm area or beside a window. Remind students that vegetable seeds need water and warmth to grow. The paper towel provides the water and the sunny window is the heat or warmth.
  10. Check the bean plants daily. Give students paper and crayons or markers to draw and document the changes in their seeds. They should see the beans become larger and then break open to form a sprout.

**Optional Enrichment:** Fill plastic cups with moist potting soil. Help the children make a one-inch deep hole in the center of the soil with a pencil. Give each child their plate and bean sprout. Plant the bean so that the initial sprout that emerges, which is the taproot, points down into the soil. Place the cups in a sunny, warm window. Set aside daily time for students to water their sprouts and document the changes taking place with the lima bean plant as it begins growing.

## Modifications:

### Pump It Up for Older Students

- Older students can make a vegetable garden outside with several different types of vegetable seeds. They can also chart and graph the growth of different plants.

### Cool It Down for Younger Students

- For younger students, you can create one class plant rather than each student having his or her own plant.

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- **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 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.G.02** Children are provided varied opportunities and materials to learn key content and principles of science such as (a) the difference between living and non-living things (e.g., plants versus rocks) and life cycles of organisms (e.g., plants, butterflies, humans)
- **2.G.05** Children are provided varied opportunities and materials to collect data and represent and document their findings (e.g., through drawing or graphing)
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.

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## Veggie Superhero

*(Sung to the tune of "If You're Happy and You Know It")*

If you're a Veggie Superhero, flex your arms [make a muscle with both arms]

If you're a Veggie Superhero, flex your arms

If you eat the veggies on your plate

You're growing strong and feeling great

If you're a Veggie Superhero, flex your arms

If you're a Veggie Superhero, jump so high [jump in the air]

If you're a Veggie Superhero, jump so high

If you eat the veggies on your plate

You're growing strong and feeling great

If you're a Veggie Superhero, jump so high

If you're a Veggie Superhero, run so fast [run in place]

If you're a Veggie Superhero, run so fast

If you eat the veggies on your plate

You're growing strong and feeling great

If you're a Veggie Superhero, run so fast

If you're a Veggie Superhero, stretch so tall [stretch your arms to the sky]

If you're a Veggie Superhero, stretch so tall

If you eat the veggies on your plate

You're growing strong and feeling great

If you're a Veggie Superhero, stretch so tall

## Energy at Home

We learned all about the power of vegetables!

Students learned how vegetables can help them get big and strong. They learned a song about being a Veggie Superhero and planted their own lima beans. Ask your child to sing you the song!

Then, during your next meal, ask your child to point to the vegetables he or she is eating. For breakfast, it could be some vegetable juice. For lunch, it could be a handful of carrots. For dinner, it could be a potato. There are so many different kinds of vegetables. They all help give us energy and power!

## HAVE A BALL!

### Theme: Give It A Try

**Overview:** In this series of activities, students will name the things they like to do with a ball, experiment and document different types of ball movements, and create a mobile that displays pictures and information about their ball play.

### Vocabulary:

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

### Activity 1: Same and Different

**Type of Activity:** Energy to Discover

**Domain:** Cognitive, Language, Physical

### Students will:

- Develop vocabulary relating to actions with balls such as bounce, throw, dribble as well as other related descriptive terms such as large, small, colorful, etc.
- Identify similarities and differences of several balls.

### Materials:

- An assortment of balls in various shapes, sizes and textures. If balls are not available, you can substitute yarn balls, balloon balls, sock balls, and nylon bath scrubbers
- Flip chart

**Time Frame:** 20-30 minutes

### Directions:

1. Invite students to sit in a circle.
2. Show the students a ball. Ask them to share something they know about it. Tell them they are going to get a ball to hold. They are not to throw or kick it. They just have to hold it. Next, pass a ball to each child.
3. Ask children what they know about the balls they are holding.
4. Depending on answers, ask students to answer one or more of the following questions about the balls in their hands. Questions could include:
  - Is your ball big or small?
  - Is your ball hard or soft?



# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Is your ball smooth or rough? (Students may need some guidance about these adjectives)
  - What color is your ball?
  - What shape is your ball?
  - Have you ever played with the ball you are holding before?
5. Ask students if they know what it means when two things are the same. If not, explain that the same means that one is like the other. Show students two balls that are exactly the same to help students understand this concept. Then, show students two different balls that are the same in every way but one. Model for students an example of something that is the same about these two balls. For example, the small yellow ball is the same as the small blue ball because they are both small. The small red ball is the same as the large red ball because they are both red. Allow several student volunteers to share traits that are the same about different balls.
6. Then, ask students if they know what it means when two things are different. Explain that it means when one thing is not like another. Model for students how two of the balls are different. For example, the small blue ball is different from the small red ball because they are different colors. Allow several student volunteers to share traits that are different.

## **Activity 2: How Do You Feel?**

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

**Domain:** Cognitive, Language, Physical

### **Students will:**

- Use motor skills to catch, throw, kick, dribble, and keep a ball in the air.
- Describe how the series of movements made their bodies feel differently.
- Help the teacher document how the movements make them feel.

### **Materials:**

- One of each of the following balls: beach ball, small ball (tennis, baseball), medium-sized ball (volleyball, soccer ball). If balls are not available, you can substitute yarn balls, balloon balls, sock balls, and nylon bath scrubbers
- Flip chart
- Paper and pencils

**Time Frame:** 20-30 minutes

## Directions:

1. Tell students that now it's time to have a little fun with their balls.
2. Bring out the beach ball. Ask students to form a circle.
3. Explain that you will tap the ball in the air and call out someone's name. When you call their name, they should try to tap the ball in the air and call out a different student's name. Continue until all students have had a chance to tap the ball.
4. Ask students if they observed any changes in their bodies when they were running. Did they breathe harder? Did it feel like their heart was beating faster? (You may want to show students how to feel their hearts beating).
5. Draw the beach ball on the flip chart and draw or write any of the student's observations.
6. Take out the soccer ball. Ask two student volunteers to run in place and then come to the front of the room and kick the soccer ball gently back and forth to each other. Again, ask students how they felt while they were kicking the ball. Did they breathe harder? Did it feel like their heart was beating faster? (You may want to show students how to feel their hearts beating. Explain to students that when we move, our bodies use more oxygen (air) and we breathe harder. When we move, we are also making our hearts work hard so they are beating faster. Different movements use different amounts of energy.
7. Document student responses on the flip chart by showing tally marks for one or more of the questions. For example, you might choose to document the number of students who breathe harder vs. the number of students who don't.
8. Continue this process with several different ball activities such as dribbling a basketball, rolling a beach ball back and forth, holding a ball between their knees and jumping around the room, and trying to keep a ball in the air.
9. After each activity, ask students to notice how their bodies feel different.
10. Explain to students that moving with balls makes us work and uses energy. After all activities, ask students which ball movement made their bodies work the hardest.

## **Activity 3: Make a Ball**

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

**Domain:** Physical

### **Students will:**

- Follow directions to make their own bouncy balls.
- Practice motor movements by playing with the balls they have made.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Materials:

- White glue
- Food coloring
- Borax powder
- Cornstarch
- Warm water
- Small cups
- Measuring spoons
- Popsicle sticks or plastic spoons for stirring
- Paper towels

**Time Frame:** 20-30 minutes

## Directions:

1. Ask students for ideas of what they could do if they wanted to play with a ball but they didn't have one. Accept all possible answers. Then, guide students to say that they could make one of their own!
2. Place three cups in front of each student.
3. Direct students to do the following to make their balls. You may need to help younger students with the measuring. Be sure that students know that none of the ingredients are to go in their mouths.
  - In the first cup, put four tablespoons of warm water, three tablespoons of cornstarch, and ½ teaspoon of Borax powder. Stir well.
  - In the second cup, pour the glue. Add several drops of food coloring. Stir well.
  - Pour the water mixture into the glue mixture. Make sure each have been stirred well first. Stir the combined mixture. It will start to clump together. Keep stirring until you have a big glob!
  - Take the big glob out of the liquid and begin rolling it using just the palms of your hands to form a ball. It may be sticky at first so you may need to wipe off your hands with a wet paper towel.
  - Give your rubbery ball a few minutes to dry.
4. Invite students to practice bouncing, throwing and catching their balls with a partner.

## Modifications:

### Pump It Up for Older Students

- For older children, you can vary the size and texture of the balls they are using in Activity 2, as well as the distances from which they are throwing/kicking them.

### Cool It Down for Younger Students

- You may need to measure out the ingredients in Activity 2 before you begin.

## 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.05** Children have daily opportunities to write or dictate their ideas.
- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.
- **2.G.06** Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

## 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.

## Energy at Home

This week, your child had a ball with balls! The students compared several different types of balls and named ways they were alike and different. They practiced kicking, throwing, catching, and dribbling balls. They also talked about how their bodies felt differently after exercising and playing with these balls. Finally, they made their own balls using glue, Borax, cornstarch, and water.

Playing with balls is a great way for preschool children to develop important small and large motor skills. Let your preschooler show you how he or she can pass, bounce, kick and dribble. If you don't have balls at home, you can make one with yarn, socks, or even a nylon bath scrubber.

## BALANCING ACT

### Theme: Give It a Try

**Overview:** In this series of activities, students will explore the concept of balance. They will first try to balance groups of blocks using a scale and record their observations. Then they will create balance using their bodies.

### Vocabulary:

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

### Activity 1: Don't Tip!

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

**Domain:** Cognitive, Language, Physical

### Students will:

- Weigh and balance various objects.
- Define balance in their own words.

### Materials:

- A balance scale or a homemade balance scale (Using a large plastic hanger, attach two plastic trays or sturdy plates to each side using string to create a balance).
- Several small objects that could be weighed (cotton balls, blocks, Legos, crayons, coins, bottles, bowls, feathers, etc.)

**Time Frame:** 20-30 minutes

### Directions:

1. Hold up two of the objects you have brought in and invite students to pass them around. Ask them to predict which one is heavier and which one is lighter. You may need to remind students what these words mean. Ask student volunteers to share reasons for their predictions.
2. Once each student has had a chance to predict, put the items on the balance scale to learn the correct answer. You may need to introduce what the scale is and what it is used for. Ask students to describe what they observe. They may notice that one side went down further than the other. What do they think this means? Which object do they think is heavier? How can the scale help them? Ask them to describe what they see

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

using the words “heavier” or “lighter.” Ex: The block is heavier than the crayon.” “The feather is lighter than the bottle.”

3. Repeat this exercise using two more objects.
4. Then, invite students to pass around two of the exact same objects. Ex: Two crayons, two feathers, or two blocks. Ask them to predict which would be heavier and which would be lighter. Again, ask for reasons for their predictions.
5. Weigh two identical objects and ask students to describe what they see. They may notice that the scale is even. Ask students what they think it means when the two sides of the scale are even. Explain that when two objects weigh the same, the two sides of the scale are even. This shows balance. Show students how you can add something to one side and then the scale is not in balance again. That’s because one side is heavier.
6. Invite students to experiment with different objects on the scale to try to show balance. For example, would a cotton ball be balanced with a feather? Would a block be balanced with a Lego? Note: If more than one scale is available, invite students to experiment in small groups.
7. When each student has had a chance to experiment, ask each student to share one thing that they learned about weight or balance. Write their names and answer on the flip chart paper and hang it in the room.
8. **Optional enrichment:** The concept of balance can also be introduced with the read-aloud story, “Balancing Act” by Ellen Stoll Walsh. If this book is part of your classroom library or available in the public library, you may want to read it to students during this activity.

## **Activity 2: Balancing Animals**

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

**Domain:** Physical

**Students will:**

- Explore movement and practice balance.

**Materials:**

- Beanbags (optional)

**Time Frame:** 20-30 minutes

**Directions:**

1. Tell students that they are going to learn how balancing their bodies can be similar to balancing objects on a scale.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

2. Invite all students to stand up and give themselves plenty of room. You may want to ask them to make sure they are not touching anyone when they have their arms outstretched.
3. Ask students if they know what animal stands on one foot. Explain that a flamingo, a big bird, stands this way. Today they are going to act like flamingos! [Note: You may want to show your students a picture of a flamingo if you don't think they'll recognize the name.]
4. Ask students to lift one leg up behind them by having their heels touch the back of their thighs. After all students have tried lifting one leg, show students how to balance themselves by holding their arms straight out to their sides. Ask: *Is it easier or harder to stay balanced by using your arms?*
5. Then, ask students to lift one leg up by bending one knee in the air in front of them. Again, give students time to experiment with having their arms help them stay balanced.
6. Once students have had time to practice, tell them you are going to play the flamingo game. When you say the words, "go flamingo," they must lift one leg in the air until you say "stop flamingo." At first, try this for just one second. Slowly increase time to see if students can lift their leg in the air for five seconds.
7. Then, ask students if they know what animal crawls in water with its claws and eight legs. Explain that a crab walks this way! [Note: You may want to show your students a picture of a crab if you don't think they'll recognize the name.] Demonstrate for students how to get into a crab-walking position by sitting upright on their hands and knees while both are bent. Ask them to sit this way for a few seconds. Then, challenge them to balance their crab-selves by lifting one arm into the air. Give students time to practice.
8. Then, ask them to balance their crab by lifting one leg into the air. Give students time to practice this.
9. Finally, ask students to walk a few feet like a crab without falling down!  
**Optional enrichment:** You can make this more challenging for students by increasing the distance, asking them to crab-walk backwards or with a beanbag on their stomachs.

## **Activity 3: Beanbag Balance**

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

**Domain:** Physical

**Students will:**

- Use motor skills to try to balance their bodies using several movements.



## Materials

- Beanbags
- Masking Tape
- Small colored squares

**Time Frame:** 20-30 minutes

## Directions:

1. Stand in front of students and place a beanbag on top of your head.
2. Ask students to predict what will happen if you tilt your head or body too much to one side. Once all students have made predictions, tilt your body and see what happens. Then, place the beanbag back on your head and ask what they think will happen if you keep your body straight and even instead of tilting. Show students how the beanbag stays on your head. Explain that you are balancing the beanbag on your head.
3. Give each student an opportunity to balance the beanbag, at first standing still and then walking around. Ask: Do you think it is hard or easy to balance the beanbag on your head. If you feel it falling to one side, how can you try to balance it? Remind students that they used their arms in the last activity to help them balance. Explain that if the beanbag is going too much to one side, you can try to balance it by moving your head or body part to the other side. You may need to demonstrate this. Challenge students to walk in a variety of ways – fast, slow, backwards – while keeping the beanbag balanced on their heads.
4. Lay a piece of masking tape in a straight line on the floor. Ask students if they have ever seen the high wire act in a circus or on television. Invite volunteers to describe the act. Ask students to pretend that this line is like a high wire that they must safely walk across without stepping off. In order to walk across the line, they must balance their bodies. If they step off of the line, they are out.
5. Give each student a chance to walk across the high wire (tape line) without stepping off. You can modify this activity for younger students by placing two lines of masking tape about a foot apart from each other and asking them to walk between the two lines of tape. Ask: Was it hard or easy for you to stay on the line? What did you do to try to stay balanced?
6. Once each student has had a turn, explain that they are going to try to walk on the high wire with the beanbag on their heads! They must try to stay on the high wire and keep the beanbag balanced! You may need to demonstrate.

**Optional enrichment:** You can make this harder by making a curvy path with the masking tape, placing a bottle halfway the line down that students must bend and touch without letting the beanbag fall off their heads, or asking students to walk slower or faster.

## Modifications:

### Pump It Up for Older Students

- You can explain to older children that there are many different types of balance. One type of balance relates to what we eat and how we move. When we eat, we get energy. When we move, we use energy.

### Cool It Down for Younger Students

- Younger students may only be able to do the first set of movements within each activity.

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- **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.F.04** Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.
- **2.G.06** Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.

## Be Smart from the Start at Home!

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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.

## Energy at Home

This week, your child practiced balance skills using objects *and* their own bodies! Balance is an important foundation skill for all movement activities including throwing, catching, kicking, and running. You can help your children practice balance by asking them to stand on one leg, asking them to lift an arm or leg in the crab position, or by walking with a soft, light object placed on their heads.

You can even have a balance contest in your family by seeing who can walk the furthest on a line of masking tape without falling off or who can walk the furthest with a soft, light object placed on their heads!

## MUSICAL MOVEMENTS

### Theme: Give It a Try

**Overview:** In this series of activities, students will explore creative movement in the form of music and dance. They will move and dance to several different beats, create works of art to represent different songs, and learn dances from different cultures, places, and genres.

### Vocabulary:

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

### Activity 1: Give Me a Beat

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

**Domain:** Cognitive, Language, Physical, Auditory

### Students will:

- Describe the sounds and tempo of different beats.
- Move to the beat of several different tempos.

### Materials:

- A drum or something that could be used as a drum (empty container, coffee can, etc.)
- Drumsticks, rhythm sticks, unsharpened pencils, or rulers

**Time Frame:** 20-30 minutes

### Directions:

1. Invite students to sit in a circle.
2. Model for them how to clap out the syllables in your name. For example, if your name is Mrs. Jones, you would clap out three beats: two quick beats and one slower, longer beat. Have students repeat the beats for your name.
3. One at a time, ask students to clap out the beats for their names. For younger students, you can do the first name only. For older students, you can include the last name. After each student has his or her turn, invite the class to repeat that person's clapping pattern.
4. Explain to students that they just made music! Music is all about making beats and sounds, just like they just did. They can make music with just about anything.

5. Pass out the rhythm sticks/drum sticks/rulers/pencils to students and ask them to repeat the exercise by tapping out their names.
6. Then, have the students put down their rhythm sticks and invite them to stand up. Explain that you will make some music using the drum. As you make beats, they should move in a way that goes with that beat.
7. Start out with a slow beat. Tell students this is their slow walk beat. Invite them to walk around the room slowly.
8. Speed up the beat. Tell students this is their fast walk beat. Invite them to walk around the room more quickly.
9. Speed up the beat even more. Tell students this is their jog beat. Invite them to jog around the room.
10. Finally, go very quickly. Tell students this is their run beat. Invite them to (safely) run around the room.
11. Ask students which beat was their favorite and why!
12. Continue to make several different types of tempos and beats on the drum – slow, fast, loud, soft, high, low, etc. This time, encourage students to listen and move along to what they hear on the drum by dancing. They should dance slowly for the slow beats and more quickly as the beat quickens. They can also do a soft dance for soft beats and a wild dance for wild beats!
13. If time allows, invite students to take turns being the drummer and use their imaginations to create different beats as other students move.

## **Activity 2: Art Beat**

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

**Domain:** Physical, Auditory

### **Students will:**

- Practice large motor skills by learning different dances

### **Materials:**

- Music source
- Several songs of different tempos (classical, country, rock and roll, pop)
- Newspaper print or butcher paper
- Paint brushes
- Paints

**Time Frame:** 20-30 minutes

## Directions:

1. As students enter the room, play a song for them. Ask them to describe the song using any word. Give each student a chance to share his or her word.
2. Explain to students that there are many ways to show how we feel about music. They just shared a word. But they can also create musical art!
3. Tape a large piece of newsprint or butcher paper to a table.
4. Give each student a paint brush. Put out some paint colors and invite students to dip their brushes into a paint color.
5. Play a different song for students. Invite them to walk around the table with their paintbrushes and paint on the butcher paper/newsprint to the beat of the music. If the music is slow, they should paint slow strokes. If the music is fast, they should paint quick strokes. But they must keep walking and moving as they paint. Note: If you think that moving while painting will be too messy or difficult, simply ask students to paint to the beat of the music without walking around.
6. Once the song is finished, repeat the process with a new sheet of paper and a new song. Continue until students have made at least three pictures.
7. Once they are finished, ask students to look at each picture and describe things that are the same and different about the pictures.

## Activity 3: Dance Around the World

**Type of Activity:** Energy to Perform

**Domain:** Cognitive

### Students will:

- Practice auditory and movement skills as they learn a dance.

### Materials:

- Music source such as CD, radio, computer, portable music device
- Songs from different cultures and genres. This could include but not be limited to salsa, Israeli, Mexican, hula, waltz, samba, Irish step, polka, etc.
- World map or globe (optional)

**Time Frame:** 20-30 minutes

### Directions:

1. Play several different types of music from around the world and from different genres for children. Ask them to name or describe any that they know. Name each type of music for children. If possible, show them where in the world the music comes from on

a map or globe. As they listen, encourage students to describe the type of music. Ask: Is it fast? Slow? Loud? Soft? Fun? Sad? How does each type of music make them feel?

2. Explain to students that people around the world have dances and music that are special to them. Ask students if they know what type of music is special to people in their family. Allow volunteers to share answers.
3. Choose one of the dances to teach to children. You may want to select the dance before class or wait to see what type of music most interests students. You can also choose a dance that you know students would relate to culturally *or* one that would be unfamiliar to everyone.
4. Play the song and invite students to move to the beat.
5. Then, teach students a few dance moves they can do to the music. You can use dance moves that would be most appropriate for your students' age and development level or you can teach traditional moves for the song. Many instructional videos can be found online.

## Modifications:

### Pump It Up for Older Students

- Older students could learn more than one cultural dance.

### Cool It Down for Younger Students

- Younger students may need to learn a very repetitive folk dance like the Chicken Dance or the Mulberry Bush.

## 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.03** Children are provided varied opportunities and materials that support fine-motor development.
- **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.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music, (c) dance, and (d) two- or three-dimensional art.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.
- **2.L.03** Children are provided varied opportunities and materials to build their understanding of diversity in (a) culture.

## 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.



## Energy at Home

This week, your child learned all about music, movement, and dance. Movement through music and dance helps young children follow directions, listen to a beat, practice motor development, and develop coordination and balance. They learned that people around the world have music and dances that are special to them.

Dancing and movement related to music are engaging activities that can be shared by family members of all ages. Ask your child to show you what he or she learned. Then, talk about the music and dances that are special to your family and your culture. Finally, put on some music and get moving together!

## BLAST OFF!

### Theme: Give It A Try

**Overview:** In this series of activities, students will learn how food is like fuel in a rocket ship or airplane, giving us energy to blast off so we can work and play!

### Vocabulary:

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

### Activity 1: Energy to Fly

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

**Domain:** Cognitive, Language, Physical

### Students will:

- Name different things that fly.
- Practice large movements by pretending to fly.
- Follow a series of directions to simulate flight.
- Act out what happens when they run out of gas and then refuel.

### Materials:

- Flip chart

**Time Frame:** 20-30 minutes

### Directions:

1. Invite students to sit in a circle within a large area where they will be able to move around.
2. Stand in front of them and flap your arms like a bird. Tell them you have a little problem. You keep trying to flap your arms to fly, but you are not getting anywhere. Students will probably tell you that you can't fly. Ask them if they know why. They may say it's because you don't have real wings.
3. Then, ask students to name things that can fly. Write the name of and draw each answer on the flip chart. Students will probably name airplanes, rockets, helicopters, birds, and even butterflies.
4. Say: *Today we are going to pretend to be something that can fly.*
5. Ask each student to share what they would like to pretend to be.

6. Clear a large area and ask students to pretend to fly. Caution them to make sure they give each object the flying room it needs. You can even do it outside of the classroom, if possible.
7. Give all flyers a series of directions such as:
  - Safely take off.
  - Fly as high as you can.
  - Fly as low as you can.
  - Fly as fast as you can.
  - Fly as slowly as you can.
  - Fly in circles.
  - Come to a safe landing.
8. Once students have landed, ask them what allows airplanes and rockets and even birds to be able to fly. They will probably say their wings. Then, ask if they know if anything else is needed. Explain that airplanes, rockets and helicopters need fuel (or gas) to be able to fly. Ask students if they have ever been with their parents when they have put gas into their cars. Explain that gas, also called fuel, is something that gives cars and airplanes and rockets the energy they need to fly.
9. Ask students if they know what gives them the energy they need to be able to work and play. Explain that they also need energy. That energy comes from the foods we eat and the beverages we drink.
10. Allow all students to pretend to refuel and to fly again.

## **Activity 2: Food is Fuel**

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

**Domain:** Cognitive, Language, Physical

### **Students will:**

- Practice muscle movement by pretending to fly.
- Identify foods that give them energy.
- Identify activities that need energy.

### **Materials:**

- Blast Off with Foods handout, included at the end of this activity

**Time Frame:** 20-30 minutes

### **Directions:**

*Note: Before this activity, cut out the cards on the Blast Off With Foods handout and sort them into food cards and activity cards.*

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

1. Remind students that what they eat and drink gives them the fuel or energy they need to live and play.
2. Place the two sets of cards in different places in the room.
3. Explain that one set of cards shows picture of foods they can eat (and drink) to get energy. The other set shows pictures of activities they need energy to do.
4. Direct a group of students to act like an airplane and fly over to one set of cards. Name what they see.
5. Then, ask another group of students to fly over to the other set of cards and name what they see.
6. Finally, with teacher guidance, ask them to use the pictures that are on their cards to say words that complete one of the following sentences:
  - I eat \_\_\_\_\_ and then I do \_\_\_\_\_.
  - I do \_\_\_\_\_ and then I eat \_\_\_\_\_.
7. After they say their sentences correctly, ask them to come in for a safe landing back in their seats.

## **Activity 3: Get Moving!**

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

**Domain:** Physical

**Students will:**

- Practice large, small, and gross motor muscle movements

**Materials:**

- Equipment/materials that can be used for an obstacle course. One should be something they can jump over, one should be something they can climb under, and one should be something they can climb through. Note: If necessary, modifications are fine!

**Time Frame:** 20-30 minutes

**Directions:**

*Note: This activity should be started just before snack or lunchtime.*

1. Tell students that, for this activity, they will choose whether they want to be a rocket, a plane, or a helicopter. Ask each student to name what they want to pretend to be.
2. Then, tell them they are going to need to fuel up with energy. Distribute their snack or lunch and invite them to get all of the energy they can!
3. Then, set up a flight-themed obstacle course for students to do.
4. After a countdown and takeoff, they will fly one at a time to three stops. In the first stop, they will fly over something (a beanbag, a book, or a piece of masking tape). At their second stop, they will fly under something (a long piece of string taped to two

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

chairs, a yardstick held by two students). At their third stop, they will fly through something (a tunnel made of a blanket over chairs, a large box). They must flap their wings as they fly through the course.

5. Finally, they must touch an imaginary star at the end of the course to come in for a safe landing!

**Optional enrichment:** Students can count how many seconds it takes each “student aircraft” to fly through the course or they can use a stopwatch to time them.

6. Once all aircraft has safely landed, remind students that they used energy from their snack/lunch to get through the obstacle course. Ask what they could do to get more energy again. Guide students to say they could eat or drink to get more energy!

## Modifications:

### Pump It Up for Older Students

- Older students can draw their own foods and activities, as well as write their own sentences for Activity 2.

### Cool It Down for Younger Students

- You may need to reduce the number of obstacle course steps for younger students.

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- **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.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials 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

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# SMART FROM THE START

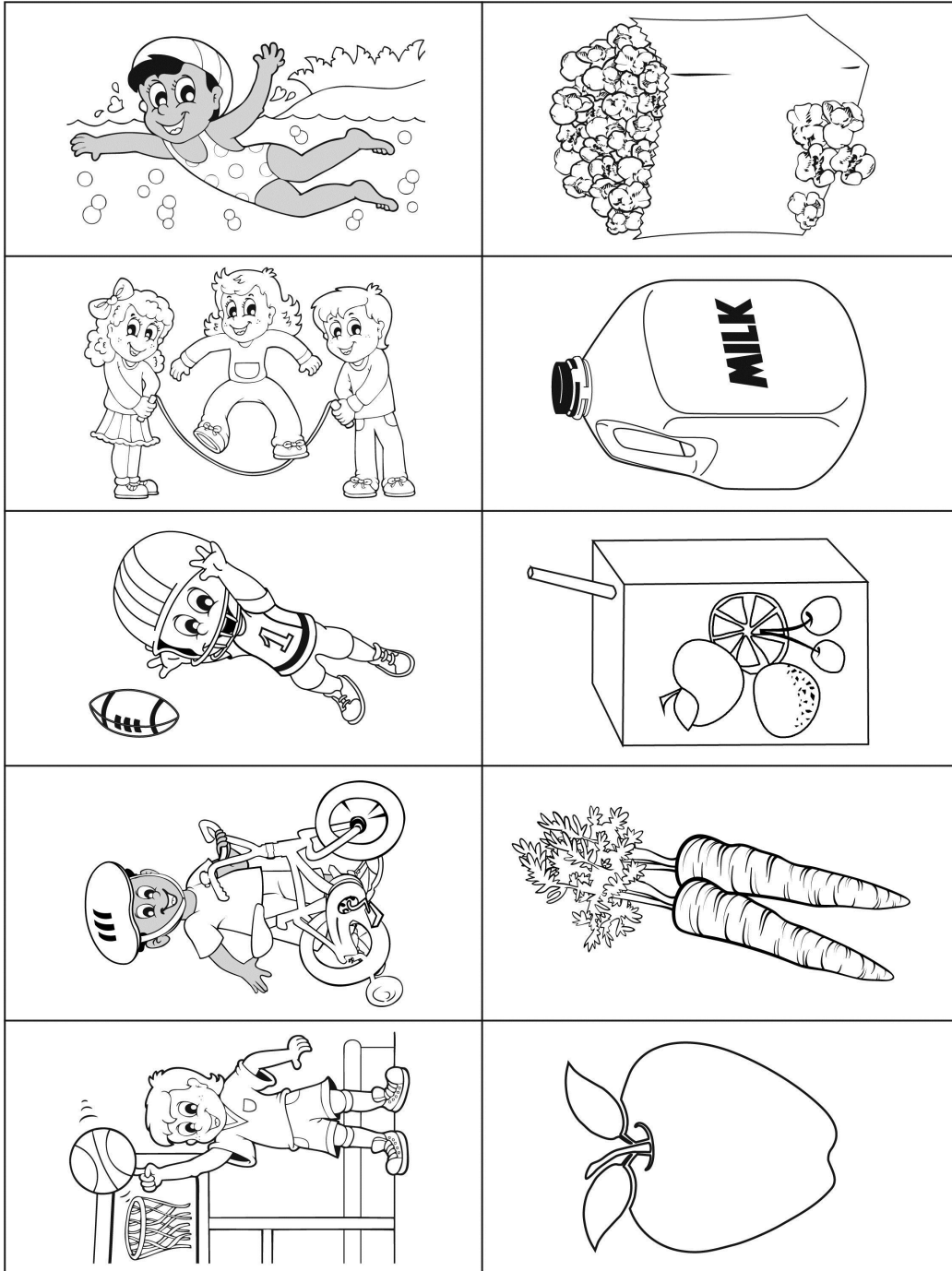
HEALTHY DECISIONS. HEALTHY HABITS.

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.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.



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## Energy at Home

This week, your child learned how fuel is needed to power rocket ships and airplanes. The students learned that fuel is also needed to give them energy to live and play. That fuel comes from the foods they eat and the beverages they drink. To give your child the best fuel, make sure he or she is eating a balance of foods from all of the food groups.