

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
- 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.

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:

- 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.

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.

Continue Energy Balance Pre-K!

Energy Balance is the balance of calories consumed from foods and beverages (Energy In) with calories burned from physical activity (Energy Out). When we maintain Energy Balance over time, it can contribute to our health in positive ways.

Preschool-aged children are not expected to understand calories or how energy is balanced, but they can begin to learn important concepts related to what they eat and how they move. Energy Balance Pre-K's flexible activities are 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 balanced 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 Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.

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.

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.
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.
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."

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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.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.

Continue Energy Balance Pre-K!

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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

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

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.

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).
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

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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.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 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.

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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!

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.

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 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.

- When students are finished, help them tape or staple their Olympic flags onto the sticks or drinking straws.
- 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

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.

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. 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:

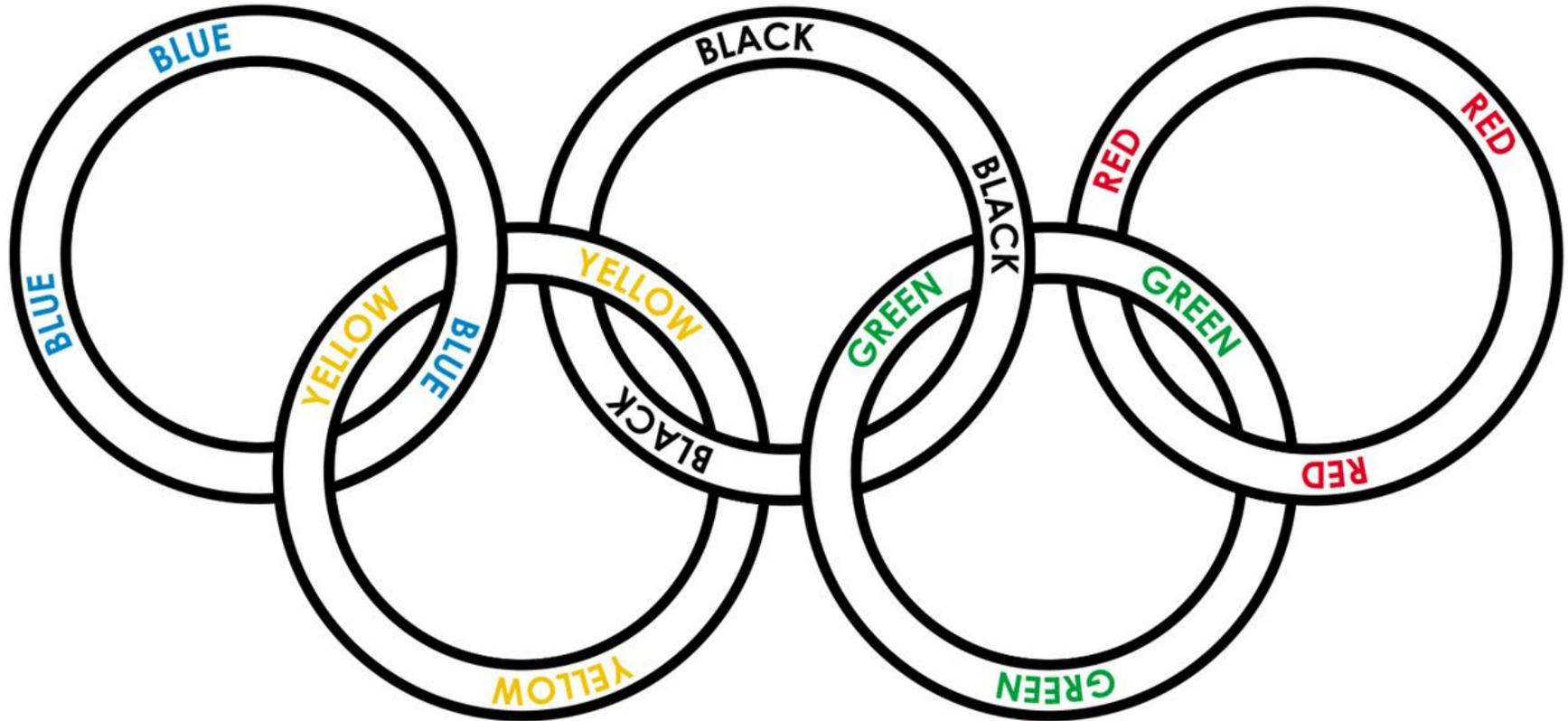
- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and 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.

Continue Energy Balance Pre-K!

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Preschool-aged children are not expected to understand calories or how energy is balanced, but they can begin to learn important concepts related to what they eat and how they move. Energy Balance Pre-K's flexible activities are 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 balanced 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 Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.



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
- 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:

6. Now that students know how important breakfast is, tell them they are going to have a chance to ride the breakfast train!
7. 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.
8. Give students time to draw a picture of a breakfast food on their tickets.
9. Once they have finished, they can give you their ticket and join the train!
10. 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.
11. 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!”
12. **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.

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.
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- **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.

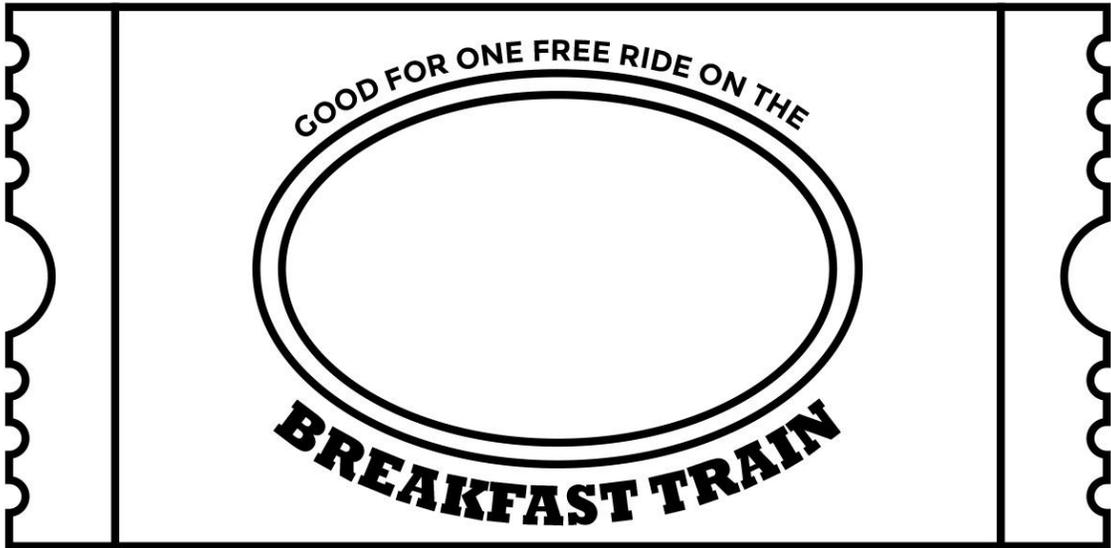
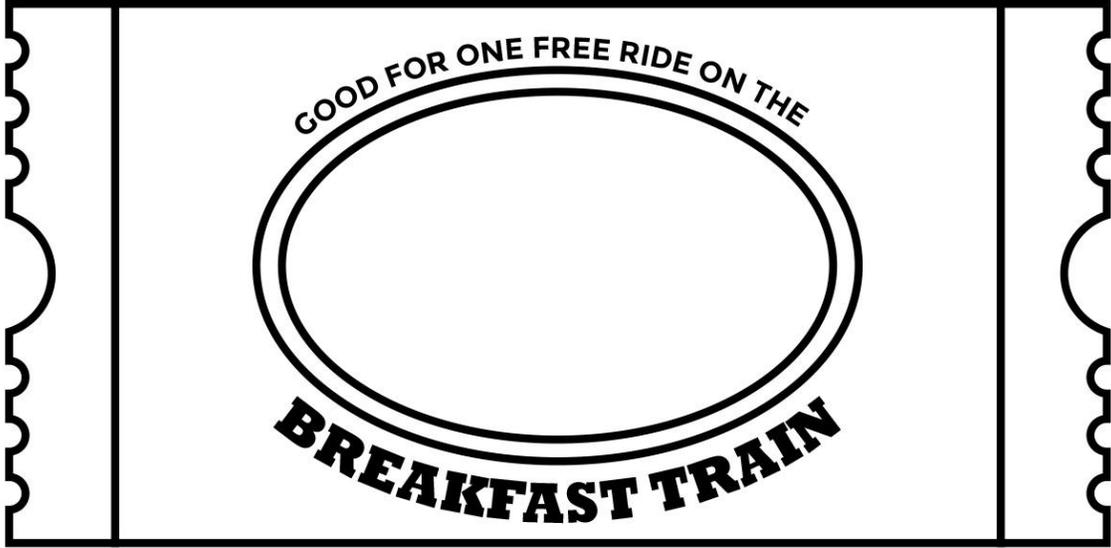
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As your students progress to elementary school, the Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.





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 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

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
- 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.

8. 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!
9. 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.
10. Tell students that you became a superhero by eating the vegetables on your plate. Vegetables help make us strong and help us grow!
11. 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.
12. 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.
13. 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!
14. 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.
15. 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
 - 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.
- **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?
 - 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.

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.



Continue Energy Balance Pre-K!

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As your students progress to elementary school, the Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.

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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:

7. 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.
8. 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 using the words “heavier” or “lighter.” Ex: The block is heavier than the crayon.” “The feather is lighter than the bottle.”

9. Repeat this exercise using two more objects.
10. 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.
11. 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.
12. 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.
13. 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.

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.
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:

11. Stand in front of students and place a beanbag on top of your head.
12. 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.
13. 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.
14. 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.

15. 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?
16. 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

- For older children, you can also introduce how they can show balance with food and physical activity. This is called Energy Balance. Energy In is the foods they eat and Energy Out is when they are active.

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.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.

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As your students progress to elementary school, the Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.

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.

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- **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.
- **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.

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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.

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.
- 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 _____.
 - 6. 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 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.

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.

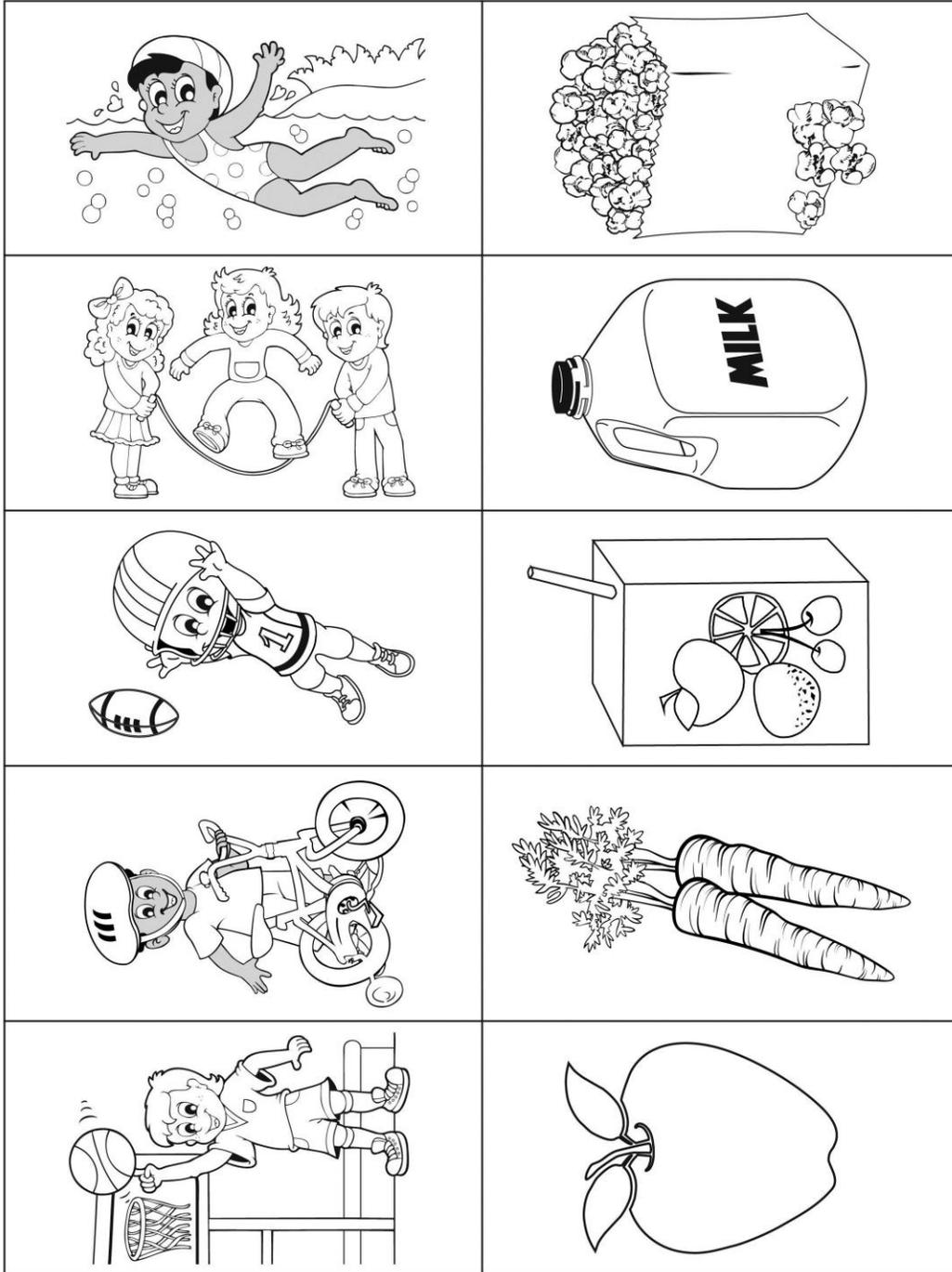
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in 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.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.

Continue Energy Balance Pre-K!

Energy Balance is the balance of calories consumed from foods and beverages (Energy In) with calories burned from physical activity (Energy Out). When we maintain Energy Balance over time, it can contribute to our health in positive ways.

Preschool-aged children are not expected to understand calories or how energy is balanced, but they can begin to learn important concepts related to what they eat and how they move. Energy Balance Pre-K's flexible activities are 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 balanced 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 Energy Balance 101 curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, Energy In, Energy Out, and Energy Balance.



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.

When our Energy In from the foods and beverages we consume is equal to our Energy Out from activity, that's called Energy Balance! At your next family meal, take a few moments to discuss Energy Balance, and how each family member gets "Energy In" and lets "Energy Out."