

I LIKE TO MOVE IT!

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: What is Energy?

Type of Activity: Energy to Discover/Energy to Move

Domain: Physical, Cognitive, Movement

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

1. Play some music, and ask students to dance in place or around the room for one minute.
2. Ask them to share a word that describes how they feel. They may say tired or happy or silly.

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

Activity 2: Watch Me Move!

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

Domain: Physical, Cognitive, Movement

Students will:

- Describe how different types of physical activities make their bodies feel.

- Begin to understand why they need to be active.
- Name an exercise or activity that makes their heart beat faster.
- Draw a picture of them doing an activity that helps their heart stay strong.

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.

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.

[TogetherCounts.com](https://www.togethercounts.com)



© Discovery Education. All Rights Reserved.

Energy at Home

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

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

CREATE MYPLATE? HOW GREAT!

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: A Great Plate

Type of Activity: Energy to Read

Domain: Cognitive, Social Emotional

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

Activity 2: Create the Plate

Type of Activity: Energy to Create

Domain: Cognitive, Social Emotional, Physical

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

1. Once again, show students the graphic or picture of MyPlate. Point out how fruits and vegetables make up one side of the plate. Ask which section is a little bigger (vegetables). That means you should eat just a little more vegetables each day than fruits.
2. Then, show students how grains and proteins make up the other side of the plate. Ask which part of this side of the plate is a little bigger (Answer: grains). That means you should eat just a little more grains than protein. Finally, show them the circle of dairy on the side of the plate to represent a glass of milk. In addition to milk, dairy can also be represented on the plate with foods like cheese and yogurt. If you have models of foods available, you can show students what it means to have more vegetables than fruits or more grains than proteins.
3. Put out the large sheet of butcher paper, markers and crayons. Tell students they are going to help you make a giant MyPlate to hang in the classroom. Ask students what they think you should do first to make the plate. Allow students to come up with ideas. There is no one right way to make the plate, but below is a list of possible steps. Allow students to be involved in helping to make the plate as much as is appropriate for their developmental level:
 - Make a big circle.
 - Cut it out.
 - Draw a line down the middle of circle.

- Draw two lines from the middle line to the outside circle, making one bigger and one smaller section on each side.
 - Color the top left (smaller) section red. Write the word “fruits” in that section.
 - Color the bottom left (bigger) section green. Write the word “vegetables” in that section.
 - Color the top right (bigger) section orange. Write the word “grains” in that section.
 - Color the bottom right (smaller) section purple. Write the word “protein” in that section.
 - Draw a small circle at the outside right of the circle and color it blue. Write the word “dairy” in that section.
4. Once the plate is complete, say the names of each food group again.
 5. Distribute a crayon to each student and ask them to think of a food or drink they like. As a class, try to identify where their food would be placed on MyPlate. Once you come up with the correct answer, invite each student to draw a picture of their food or drink on the plate.
 6. Then tell students that they are going to use their giant plate for a fun game!
 7. Give each student one of the index cards with a picture of a food on it.
 8. One at a time, ask each student to say the name of the food on his or her picture. Then let students place their index cards in the part of MyPlate where they think it goes. If they need help, they can say so. When they are finished, ask other students if they agree or disagree with the placement and why. Note: Some foods (like pizza) may belong to more than one group.
 9. Give each student several opportunities to play the game.
 10. Finally, hang the plate in a prominent place in the room. As you eat snack or lunch each day, encourage students to point to the different food groups that they are eating and to give a loud cheer on the days that all groups are named.

Modifications:

Pump It Up For Older Students

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

Cool It Down For Younger Students

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

NAEYC Standards Alignment

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

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.

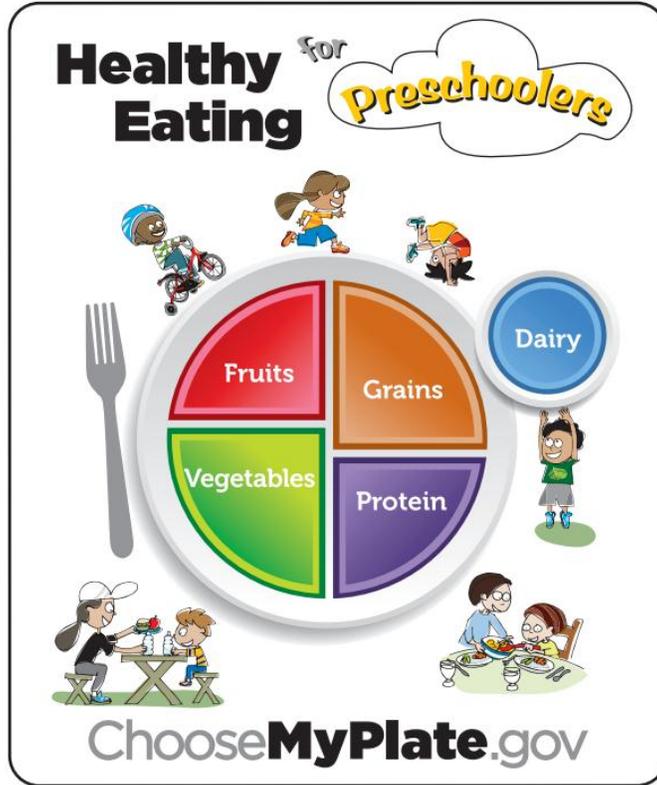
Preschool-aged children are not expected to understand calories or how energy is balanced, but they can begin to learn important concepts related to what they eat and how they move. Energy Balance Pre-K's flexible activities are designed to introduce and reinforce these concepts, and we encourage you 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 about MyPlate. A picture of MyPlate is included below. MyPlate is an easy way to help us remember to eat foods from different food groups each day. We need to eat fruits, vegetables, grains, protein and dairy each day. Eating a balance of different foods can help give kids energy to learn and play. It can also help them lead an active, healthy lifestyle.

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



I CAN DO IT! YOU CAN, TOO!

Theme: Me and My Choices

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

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

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

Vocabulary:

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

Activity 1: From Head to Toe

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

Domain: Social Emotional, Physical

Students will:

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

Materials:

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

Time Frame: 20 minutes

Directions:

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

Activity 2: Can You Do What I Do?

Type of Activity: Energy to Read, Energy to Move

Domain: Social Emotional, Physical

Students will:

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

Materials:

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

Time Frame: 20 minutes

Directions:

1. Share with students that moving around is a great way to help us use our energy and to stay strong. Ask students if they can come up with a special movement that they would like to show the class. You may need to demonstrate a movement first.
2. Show the flip chart and teach students the song, “You Can Do It, Too!”
3. Explain that each student will come up with a special movement they would like their friends to do. When it is their turn, they will hold the object from the materials list or place it in front of them to show that it is their turn. Once they sing the first verse, the rest of the class can join in. Then, they can pass the object to someone else who will show the class their own special movement. This will repeat until all students have had a chance to show a movement.

Modifications:

Pump It Up For Older Students

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

Cool It Down For Younger Students

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

NAEYC Standards Alignment

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

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

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.

You Can Do It, Too!

(Sung to the tune of "London Bridge")

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

Can you see what I can do?

You can do it!

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

Can you see what I can do?

You can do it!

Energy at Home

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

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

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

GOING ON A PICNIC

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: Munch, Munch, Munch

Type of Activity: Energy to Discover, Energy to Perform

Domain: Cognitive, Language, Social Emotional

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

Activity 2: Balance our Picnic Blanket!

Type of Activity: Energy to Discover

Domain: Cognitive, Social Emotional

Students will:

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

Materials:

- Sheet or blanket

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

Time Frame: 20-30 minutes

Directions:

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

10. Hold up a second paper plate and write “Food Group Frog” on it. Explain that they will need to decide what foods to give Food Group Frog at the picnic so that he has one from each food group.
11. Start with fruits. Ask a student volunteer to pick a picture that shows a food or beverage from the fruit group. Before putting it on the plate, ask the other student if they agree that it is a fruit. If so, allow the student to put the fruit on Food Group Frog’s plate. Continue the process with each food group.
12. Review the foods and beverages on Food Group Frog’s plate.

Activity 3: Picnic Moves

Type of Activity: Energy to Move, Energy to Discover

Domain: Physical

Students will:

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

Materials:

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

Time Frame: 10-20 minutes

Directions:

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

*Going on a picnic.
Gotta pack a lunch.
What can we find to munch, munch, munch?
Sara, can you find a fruit to munch, munch, munch?*

*Going on a picnic.
Gotta pack a lunch.
What can we find to munch, munch, munch?
Jose', can you find a red food to munch, munch, munch?*

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

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to

have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.

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

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

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

EVERY BODY IS SPECIAL

Theme: Me and My Choices

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

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

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

Vocabulary:

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

Activity 1: There is Only 1 Me

Type of Activity: Energy to Read, Energy to Perform

Domain: Cognitive, Language, Social Emotional

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

Activity 2: There’s No Body Like My Body

Type of Activity: Energy to Create, Energy to Move

Domain: Cognitive, Physical, Social Emotional

Students will:

TogetherCounts.com

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

Materials:

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

Time Frame: 30-40 minutes

Directions:

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

1. Hold up the traced version of your body and pretend it is talking. Say, "Hello class. Let me introduce myself. I am your teacher! Nice to meet you!" Ask them to share some ways that the traced version looks like you. Tell students that they are going to also get the chance to make themselves.
2. Lay out the butcher paper and invite each student to lay down on it. You can encourage them to make any shape with their body that they want to. Using a pencil, trace their bodies all the way around.

Optional enrichment: If students are able to trace each other's bodies, allow them to trace a partner.

3. Cut out each person's body shape and write their name on the back.

Optional enrichment: If students are able to comfortably use scissors, allow them to cut out their own body shapes.

4. Distribute art materials and invite students to color their shape's hair, eyes, mouth and clothing.
5. Ask students to sit beside their own body shape. Ask them to look around and notice that some body shapes are longer than others. That's because we are all growing in our own special way!
6. Using your body shape, model for students how to use your hands to measure the shape. Place your hand, palm side down, at one end of the shape. Without moving the first hand, place your other hand above it so that the bottom of one hand is touching the top of the other. Then, pick up the bottom hand and place it on top of the other

hand. Continue doing this until you have reached the other end of your shape. Count as you do it to show how many “hands tall” you are! If this is difficult for students, you could also show them how to walk one foot in front of the other and count the number of footsteps.

7. Ask students to predict how many hands tall they think they are. Do they think they are fewer hands tall or more hands tall than you are? Give students time to measure their body shapes using their hands. If students do not have the gross motor skills to measure themselves with their hands, they could also use an object like blocks or Legos or you could measure with their help.
8. Then, direct students to stand at the head of their body shape (or their arm or leg). Make sure each student has enough room to move around his or her shape without bumping into one another. Tell students that they are going to have a little fun moving around their body shapes!
9. If possible, tape the body shapes to the floor. Ask students to do several movements around their body shapes. Ex: hopping, jumping, running, walking, galloping, leaping over. They can even jump from one hand to the other or from the top of their body to the bottom.
10. Encourage students to come up with their own movements to do around or over their body shapes.
11. Finally, ask everyone to share one special thing about their body shape. Close out the lesson by asking students to hold up the number one and to repeat, “There is only one me!”

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.E.04** Children have varied opportunities to (a) be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half day programs; (g) engage in conversations that help them understand the content of the book.
- **2.F.05** Children are provided varied opportunities and materials that help them understand the concept of measurement by using standard and non-standard units of measurement.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art .
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.

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.

TogetherCounts.com



© Discovery Education. All Rights Reserved.

No One Else is Just Like Me

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

No one else is just like me

Just like me

Just like me

No one else is just like me

I AM SPECIAL!

Energy at Home

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

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

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

A SERVING IS JUST RIGHT!

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: Just Right!

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

Domain: Cognitive, Language, Social Emotional, Physical

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

1. Invite students to stand in a circle. Then, ask them to follow the directions below:
 - Pretend you are carrying something that is very big

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

Activity 2: What’s a Serving?

Type of Activity: Energy to Discover, Energy to Perform

Domain: Cognitive, Language

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.E.04** Children have varied opportunities to (a) be read books in an engaging manner in group on individualized settings at least twice a day in full-day programs and once daily in half-day program; (g) engage in conversations that help them understand the content of the book.
- **2.F.04** Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.
- **2.J.06** Children are provided many and varied open-ended opportunities to express themselves creatively through (b) drama.

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.

TogetherCounts.com



© Discovery Education. All Rights Reserved.

The Story of Goldilocks and the Three Bears

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

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl. "This porridge is too cold," she said

So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

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

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

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

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

As she was sleeping, the three bears came home.

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

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

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

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

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

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

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

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

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

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

THE END

SERVING SIZES

GRAINS

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

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

VEGETABLES

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

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

FRUITS

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

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

PROTEIN

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

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

DAIRY

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

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

Energy at Home

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

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

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

MAKE A MUSCLE

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: Make a Muscle

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

Domain: Cognitive, Language, Physical

Students will:

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

Materials:

- Rubber band or Silly Putty
- Flip chart

Time Frame: 20-30 minutes

Directions:

1. Ask students to make a muscle!
2. Explain to students that muscles are the parts of our body that help us move. Invite students to guess how many muscles we have in our bodies. Write down all guesses on

chart paper. Then, share that we have more than 600 muscles in all parts of our body! There are even muscles in our eyes, our toes, and our tongue!

3. Invite students to move around and feel their muscles working. They can run, jump, hop, skip, dance, or do whatever they want.
4. Invite students to sit in a circle. Pass around the rubber band (or silly putty) and ask students to guess how it is like a muscle. Explain or guide students to understand that muscles have to get smaller and bigger in order to help us move. Using the rubber band, show students how the muscles stretch out (get bigger) and contract (get smaller).
5. Explain to students that some muscles are moved by us on purpose and others move by themselves. Ask students to clap their hands. They are moving arm muscles, back muscles, and hand muscles!
6. Now, ask them to make their hearts beat. Explain that their heart is a muscle that moves all by itself.
7. Ask students to stand up and explain that you are going to play a version of Simon Says called “Mikey Muscle Says.” You will tell them to do an action that makes their muscles move. If you say, “Mikey Muscle Says” before the movement, they should do it. If you don’t say “Mikey Muscle Says” before the movement, they shouldn’t do it. If they do, they can move to another spot in the room and continue to do the movements until the final child remains in the game.
8. Play the game using any movement until just one student is left. Here are some suggestions for movements:
 - Smile
 - Touch your toes
 - Touch your shoulders
 - Clap
 - Twist your body
 - Flap your wings
 - Yawn
 - Blink
 - Run in place
 - Hop
 - Lift your knees
 - Roll
 - Stick out your tongue
 - Dance

Activity 2: Move That Muscle

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

Domain: Cognitive, Language, Physical

Students will:

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

Materials:

- Flip chart
- Child figure handout – included at the end of this day's activities
- Pencils or crayons
- Bowl of grapes
- Napkins

Time Frame: 20-30 minutes

Directions:

1. Invite all students to sit in a circle.
2. Draw a stick figure body on the flip chart.
3. Ask students if they remember how many muscles there are in the body. (More than 600). Remind students that they have more than 600 muscles, which can be found in every part of their body!
4. Explain that you are going to ask them to do some movements and you are going to ask someone to come to the flip chart and point to which part of the body's muscles are doing the work.
5. Ask all students to smile.
6. Then, ask a volunteer to come to the flip chart and point to the body part where muscles are doing work. Guide them to point to the mouth. Say: *That's right. When we smile, our mouth muscles are working.*

7. Then, ask students to clap their hands. Ask a volunteer to come to the flip chart and point to the body part where muscles are doing work. Remind students that some movements make more than one body part's muscles work. Guide them to point to the hands, arms, and/or shoulders. Say: *That's right. When we clap our hands, our hand muscles, our arm muscles and our shoulder muscles are working!*
8. Distribute a the Child Figure handout to each student.
9. Then, ask students to sit at a table with a grape on a napkin. Ask them to pick up the grape and put it in their mouths and eat it. Then, ask them to circle the body parts on their stick figure where their muscles were working. They should circle their hands, fingers, mouths, tongue muscles and even their throat muscles!
10. You can repeat this investigation with any of the following movements: catching and throwing a ball, doing a push up, or dancing.

Activity 3: Muscle Moves

Type of Activity: Energy to Move

Domain: Physical

Students will:

- Practice large, small, and gross motor muscle movements

Materials:

- Mat or rug

Time Frame: 20-30 minutes

Directions:

1. Remind students that it takes many muscles to make our bodies work! When we move, we help to build strong and healthy muscles!
2. Invite students to stand up. Ask them if they have ever done a jumping jack. Teach them to do a jumping jack. Then, challenge them to do three to five jumping jacks. Ask students which muscles they think they are working. Jumping jacks work many muscles including the arms, legs, and even the heart muscles!
3. Then, ask students to lay on their backs on a mat or rug. Show them how to do a sit-up by lifting their upper torsos and touching their toes. Challenge them to do three to five

- sit ups. Then, ask students which muscles they think they are working. Sit ups work arm, leg and stomach muscles.
4. Finally, show students how to act like crabs to do the crab walk or commando crawling. They must lay on their backs and lift their bodies up with their arms and legs. From this position they must walk backwards, using both their arms and legs to navigate. Time them doing the crab walk for 20 seconds. Then, ask students which muscles they think they were using.
 5. If time allows, invite students to do other animal movements. They can hop like a kangaroo, slither like a snake, prance like a pony, jump like a frog, or scurry like an ant!
 6. Finally, invite students to practice any movement that uses their muscles!

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

- Younger students can do fewer repetitions of the movements.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.03** Children are provided varied opportunities and materials that support fine-motor development.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.

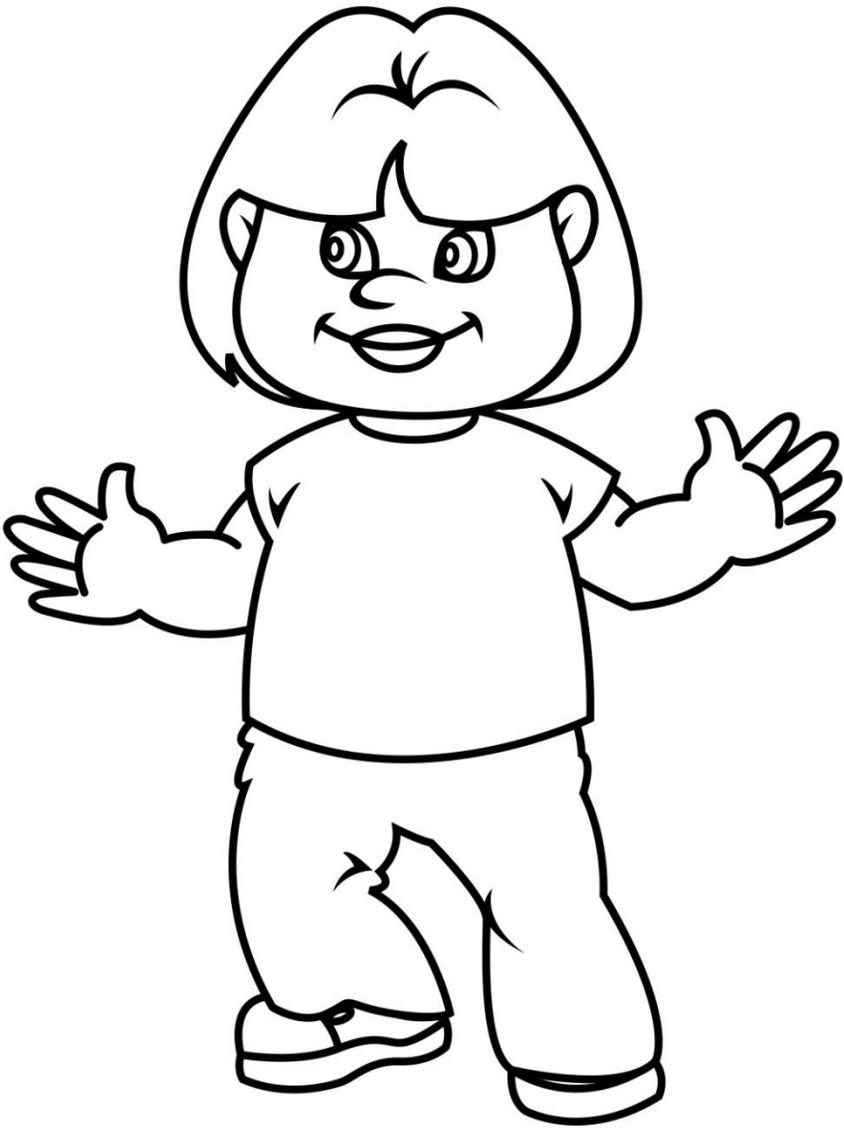
- **2.G.03** Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena.

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

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

VITAMIN ABC

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: V is for Vitamin

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

Domain: Cognitive, Language, Physical

Students will:

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

Materials:

- Flip chart

Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle.
2. Stand or sit in front of the circle and put your arms over your head in the shape of the letter V. Ask students what letter you are making with your arms. They should say the letter V. Ask them to make that letter too.
3. Then ask students if they know the name of anything that is good for them that starts with the letter V. Accept all answers. If students have not named a vitamin, give them hints. For example: "This is something that is in the food you eat. This is something your

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

Activity 2: Match That Vitamin

Type of Activity: Energy to Discover, Energy to Read

Domain: Cognitive, Language

Students will:

- Match foods with the main vitamins they provide.

Materials:

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

Time Frame: 20-30 minutes

Directions:

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

1. Ask students if they remember what vitamins are. Accept all appropriate answers.
2. Then, ask if they remember any vitamin names. As they name the vitamins, distribute the corresponding sticky notes to students.
3. Explain to students that eating certain foods can give you one or more of these vitamins.
4. Place the four foods at the front of the room.
5. Tell students that each food or drink gives them a lot of one of these vitamins.
6. Give students these hints:
 - Vitamin A can be found in lots of vegetables, especially orange ones. (carrot)
 - Vitamin B can be found in meat, chicken, fish, grains, vegetables, dairy, and beans (tuna or beans)
 - Vitamin C can be found in citrus fruits, fruit juices, and some vegetables. (grapefruit, orange juice, or peppers)
 - Vitamin D can be found in dairy foods and drinks. It also comes from sunlight (milk)
7. As you read the hints, allow students to guess which foods have these vitamins by placing the correct sticky note on the food or picture.
8. Then, teach students the Vitamin ABC song. You can teach the class the entire song or teach the separate verses to different groups.
9. Allow them to sing the song several times.

10. Finally, remove the sticky notes and challenge students to place the sticky notes on the corresponding food with no hints! If this is too difficult, repeat the hints above.

Activity 3: Vitamin Bingo

Type of Activity: Energy to Read

Domain: Cognitive

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

1. Ask students if they have ever played Bingo. Invite those who have to share the rules with those who haven't.
2. Divide students into pairs or teams and ask groups to sit together at a table or on the floor.
3. Give each pair or team one of the four bingo cards and several small objects they can use to mark off their cards.
4. Explain that each card shows the four vitamins they have learned about and foods and drinks that have those vitamins under them.
5. You will read a letter and a food. If they have that food under that letter on the card, they should put a marker in the square. Show an example to students.
6. Read one of the vitamins/foods in the list below. Ask students to raise their hands if they think their card has that vitamin and food. Walk around the room to see if they're correct. Invite students who have the right vitamins/food to place a marker in the correct spot.

7. The first pair or team to get four in a row up and down or sideways must yell, “Vitamin Bingo.” Check the winning card.
8. Once a team wins, repeat the game.
9. Explain that they are all winners when they eat their vitamins!

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (b) drama.
- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.

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.

TogetherCounts.com



© Discovery Education. All Rights Reserved.

Vitamin ABC Song

(sung to "I'm a Little Teapot")

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

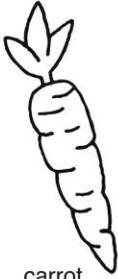
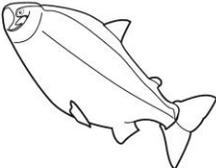
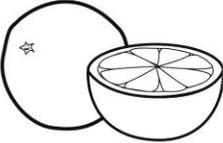
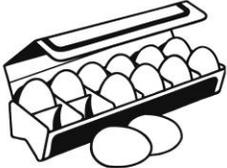
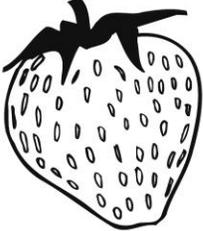
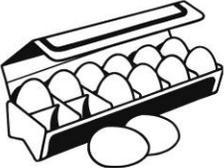
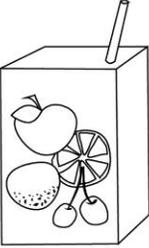
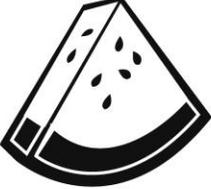
Vitamin A
Helps Us See and Grow Tall
Eat Lots of Veggies
Yellow, Orange, Big and Small.

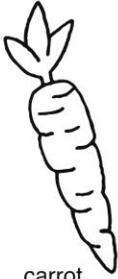
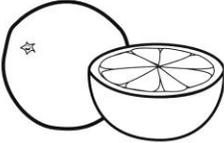
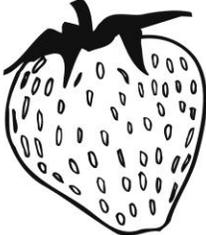
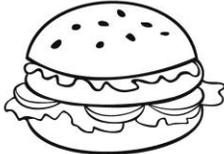
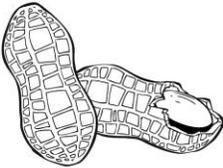
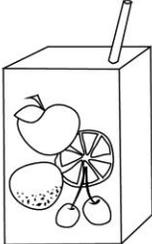
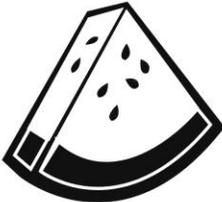
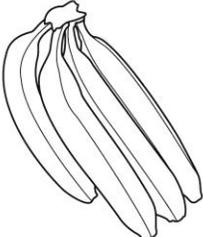
Vitamin B
Gives Us Energy
Eat Meat and Beans
And Leafy Greens.

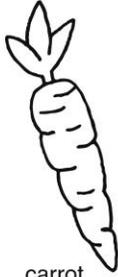
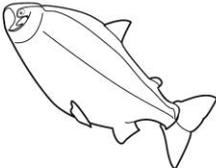
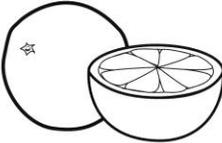
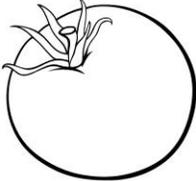
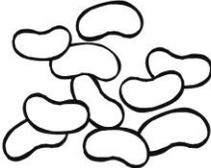
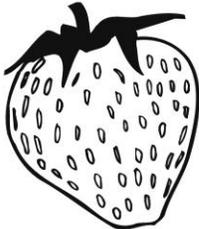
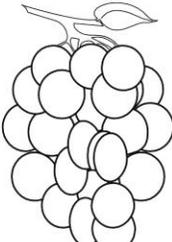
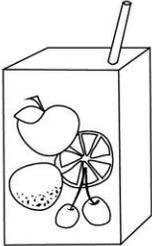
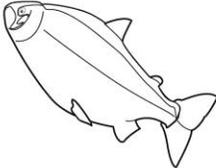
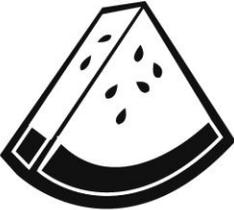
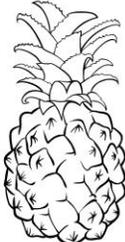
Vitamin C
Helps Our Muscles, Stops a Bruise
We Get It from Fruits
And Our Orange Juice.

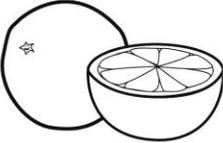
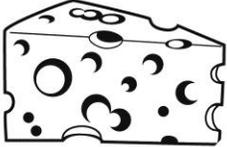
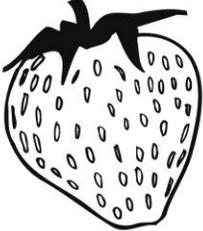
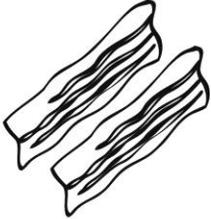
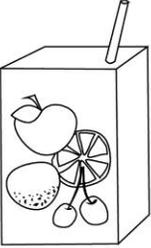
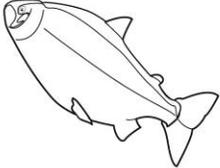
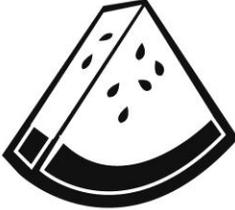
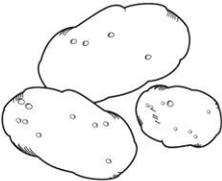
Vitamin D
Makes Our Bones and Teeth Strong
Eat Dairy and Play in the Sun
All Year Long.

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

A	B	C	D
 <p>carrot</p>	 <p>fish</p>	 <p>orange</p>	 <p>milk</p>
 <p>eggs</p>	 <p>corn</p>	 <p>strawberry</p>	 <p>eggs</p>
 <p>pumpkin</p>	 <p>chicken</p>	 <p>juice</p>	 <p>yogurt</p>
 <p>watermelon</p>	 <p>pineapple</p>	 <p>broccoli</p>	 <p>hot dog</p>

A	B	C	D
 <p>carrot</p>	 <p>pineapple</p>	 <p>orange</p>	 <p>milk</p>
 <p>broccoli</p>	 <p>chicken</p>	 <p>strawberry</p>	 <p>hamburger</p>
 <p>pumpkin</p>	 <p>peanuts</p>	 <p>juice</p>	 <p>mushrooms</p>
 <p>watermelon</p>	 <p>bananas</p>	 <p>pepper</p>	 <p>hot dog</p>

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

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

Energy at Home

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

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

WHAT'S IN OUR SHOPPING CART?

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: Make the Store

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

Domain: Cognitive, Language, Social Emotional

Students will:

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

Materials:

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

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

Time Frame: 20-30 minutes

Directions:

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

15. One at a time, ask students to select a container, model or picture of food and place it in the appropriate place in the grocery store. For example, if they pick up a box of cereal, they should put it in the grains sections. Students may need help and guidance from you or even from other students.
16. Continue until all of the foods are sorted into their appropriate food group.
17. Once all foods are sorted, tell students that the store is open for business!

Activity 2: Let's Go Shopping!

Type of Activity: Energy to Read, Energy to Perform

Domain: Cognitive, Language

Students will:

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

Materials:

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

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

Time Frame: 20-30 minutes

Directions:

6. Tell students that it's time to shop!

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

Activity 3: Time to Pay!

Type of Activity: Energy to Discover

Domain: Cognitive, Language, Social Emotional, Physical

Students will:

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

Materials:

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

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

Time Frame: 20-30 minutes

Directions:

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

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

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.F.04** Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music .
- **2.L.05** Children are provided varied opportunities and materials to learn about the community in which they live.

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.

[TogetherCounts.com](https://www.togethercounts.com)



© Discovery Education. All Rights Reserved.

A Shopping We Will Go

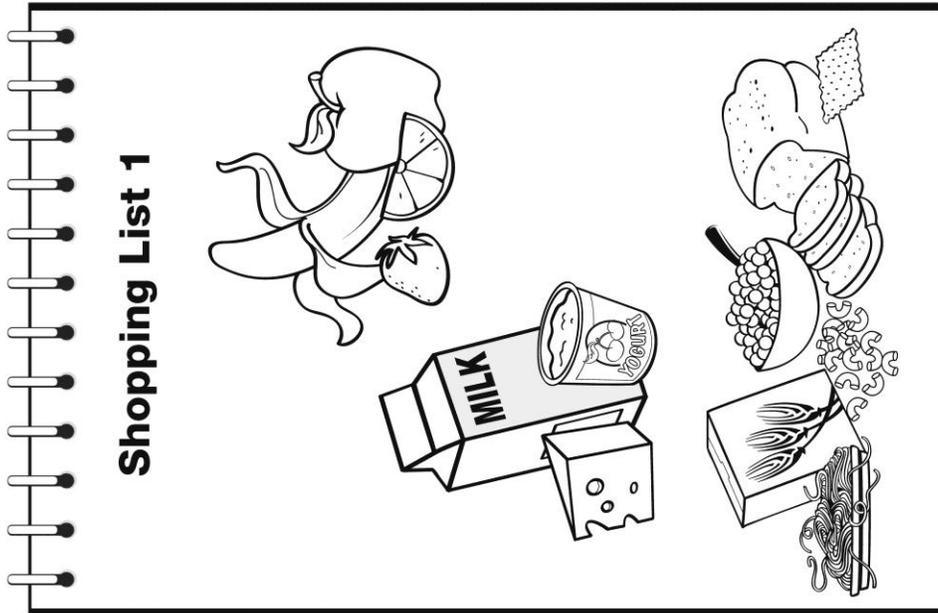
Sung to the tune of "A Hunting We Will Go"

A shopping we will go

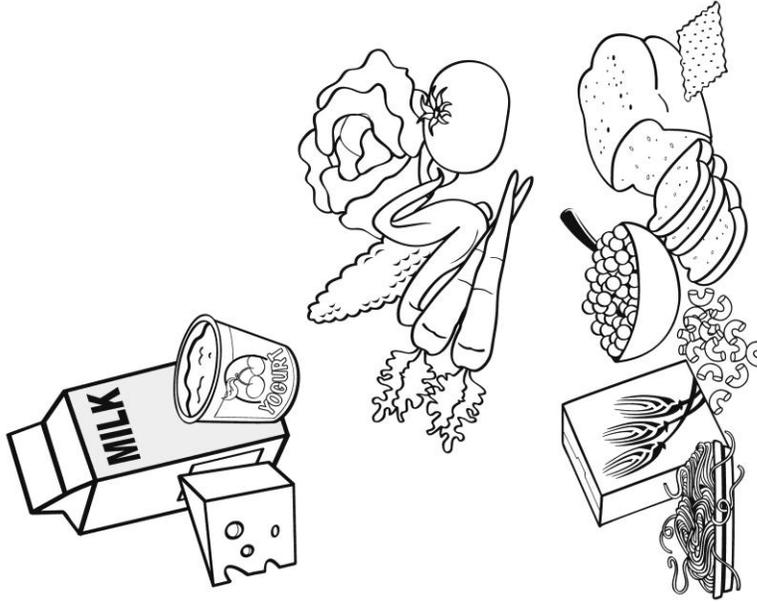
A shopping we will go

We will buy some [apples]

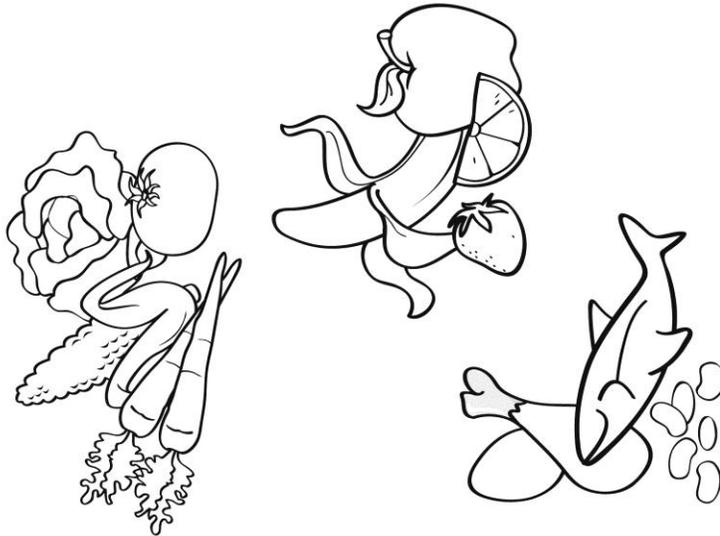
A shopping we will go



Shopping List 4



Shopping List 3



Energy at Home

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

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

PARTY ON!

Theme: Me and My Choices

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

Vocabulary:

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

Activity 1: Let's Party!

Type of Activity: Energy to Read, Energy to Create

Domain: Cognitive, Language, Physical

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

15. Stand in front of students with a party hat on your head or blowing a party horn. Ask students if they have ever seen a hat or horn like this. They may say they have seen them at a party.
16. Ask students what types of parties they have been to. What were they celebrating? What did they do there? What did they eat or drink?
17. Explain to students that there are many reasons to celebrate. Ask them to name as many as they can. They may say birthdays or graduations or holidays.
18. Explain that they should also celebrate when they do something good for their bodies like moving around a lot or eating foods from different food groups. Then, tell them that today they will have a party to celebrate their food choices and their movements.
19. Tell the children that the first thing they will need is a party hat!
20. Distribute a piece of construction paper and art materials to each student.
21. Invite them to use the art materials to decorate their construction paper. They can use favorite colors, stickers, drawings, letters, or even pictures of foods and activities!
22. Fold the paper into a cone shape, tape or staple the overlapping edges together, and cut the bottom edge so it is even.
23. Staple a length of string or ribbon to each side for hat straps.
24. Invite students to put on their party hats and sing the following song several times to the “Happy Birthday” tune:
Happy party to us! Happy party to us! Different food groups make us feel good... And we move a lot too!

Activity 2: Party Treat!

Type of Activity: Energy to Discover, Energy to Read

Domain: Cognitive, Language, Physical

Students will:

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

Materials:

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

Time Frame: 20-30 minutes

Directions:

11. Ask students what kinds of snacks they have eaten at the parties they have attended. Remind or share with students that eating snacks from the different food groups can be good for their bodies. Tell them that they will be making a snack for their party that has ingredients from more than one food group. Reference a picture of MyPlate to remind students about the different food groups.
12. Write the Yogurt Berry Parfait recipe on a flip chart. You may want to include pictures for the different steps. For example, you could draw a measuring cup for measuring and a spoon for stirring, etc.
13. Follow the recipe with students. Younger students can do this as a large class group, and older students can separate into smaller groups. Allow students to do as many steps as

their age and abilities will allow. Students can take turns measuring, pouring, and cutting—as appropriate.

14. Once students have finished all steps, ask them to name the food groups of each ingredient. Then, ask them to count the number of food groups they will eat when they eat this snack.
15. Finally, let them taste and enjoy!

Activity 3: Dance Moves

Type of Activity: Energy to Move, Energy to Read

Domain: Physical

Students will:

- Practice large, small, and gross motor muscle movements

Materials:

- Music source

Time Frame: 20-30 minutes

Directions:

14. Remind students that, in addition to celebrating their healthy snack, they are also celebrating how much time they spend moving around, playing, and being active. Ask students what they usually do at parties to make their bodies move. Guide students to remember games they have played as well as sports and activities they have done.
15. Explain that today they are going to play a fun game at their party that gets them moving.
16. Invite students to get up. Ask them if they have ever played freeze dance. Invite volunteers to explain the rules.

Rules: You will put on a song. When the music is on, the students must dance and move around. But, when the music stops, they must freeze in their position and not move at all. If they move once the music goes off, they are out and they can help to be the judges as other students continue with the game. Note: To keep all students moving, students who are out can also run in place or do jumping jacks as the music plays.

17. Once the rules are explained, ask student volunteers to restate them.

18. Then, invite all students to get up. Turn on the music and ask students to begin dancing. Periodically turn off the music and tap any students who are still moving. Students who are tapped are “out.”
19. Continue until you have one winner.
20. At the end, don’t forget to remind students that they are all winners because they all spent time moving!

Modifications:

Pump It Up for Older Students

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

Cool It Down for Younger Students

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

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.03** Children are provided varied opportunities and materials that support fine-motor development.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.

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

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.

Yogurt-Berry Parfait*

Ingredients

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

Instructions

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

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

Energy at Home

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

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

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