

Program Week 25

Section 3 Every Day is a Healthy Day

Chapter 3 Celebrating What We've Learned Together

Week 1

- [Miranos! Curriculum Planner with Learning Domains](#)
- Daily Poem: Class picks their favorite poem
 - [Move Together](#), [The Heart Dance](#), [Listen to your Body](#),
 - [I say Fruits and Vegetables, If Your Hungry...](#), [Choose a Move](#), [Healthy Choice Voice](#)
- Weekly Book: Jack and the Hungry Giant Eat Right with MyPlate (no video for this book)
- Weekly Activity: Sesame Street Healthy Habits for Life
 - [Hoppity Hopscotch](#) – complete 2-3 times
 - [Get Healthy Now](#) – complete 2-3 times
- Physical Activities – Morning Outdoor Activities
 - Day 1 – [Health Power](#)
 - Day 2 – [Counting on Vegetables](#)
 - Day 3 – [Fill My Plate](#)
 - Day 4 – [Fuel-up](#)
 - Day 5 – [Choose your favorite games or free play.](#)
- Physical Activities – Afternoon Gross Motor Activities:
 - Day 1 – [Free Exploration, Marching](#)
 - Day 2 – [Different Ways Marching](#)
 - Day 3 – [Different Ways Marching](#)
 - Day 4 – [Follow the Leader](#)
 - Day 5 – [Choose your favorite games or free play.](#)
- Brain Breaks – Every 15 minutes
- Transitional Activities
- Learning Station ideas
- High Intensity activities – Twice a day



Miranos! Curriculum Planner with Learning Domains

Program Week 25

Physical Activity HHL=Healthy Habits for Life (Nutrition)		Approach to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual Motor Physical
Section 3 Every Day is a Healthy Day						
Chapter 3 Celebrating What We've Learned Together						
Monday						
Poem	Class picks their favorite poem from program	x	x	x	x	x
Book	Jack and the Hungry Giant Eat Right with MyPlate			x		
Morning PA	Health Power	x	x	x	x	x
Afternoon PA	Free Exploration, Marching	x	x	x	x	x
Every 15 min	Brain Breaks	x	x	x	x	x
	Transitional Activities	x	x	x	x	x
	Learning Stations	x	x	x	x	x
Twice per day	High Intensity			x	x	x
Tuesday						
Poem	Class picks their favorite poem from program	x	x	x	x	x
HHL	Hoppity Hopscotch – complete 2-3 times Fruit & Veggie Five Game – complete 2-3 times	x		x	x	x
Morning PA	Counting on Vegetables	x	x	x	x	x
Afternoon PA	Free Exploration, Marching	x	x	x	x	x
Every 15 min	Brain Breaks	x	x	x	x	x
	Transitional Activities	x	x	x	x	x
	Learning Stations	x	x	x	x	x
Twice per day	High Intensity	x	x	x	x	x
Wednesday						
Poem	Class picks their favorite poem from program	x	x	x	x	x
Book	Jack and the Hungry Giant Eat Right with MyPlate			x		
Morning PA	Fill My Plate	x	x	x	x	x

Afternoon PA	Free Exploration, Marching.	X	X	X	X	X
Every 15 min	Brain Breaks	X				X
	Transitional Activities	X	X	X	X	X
	Learning Stations	X				X
Twice per day	High Intensity	X	X	X	X	X
Thursday						
Poem	Class picks their favorite poem from program	X	X	X	X	X
HHL	Hoppity Hopscotch – complete 2-3 times Fruit & Veggie Five Game – complete 2-3 times	X		X	X	X
Morning PA	Fuel-up	X	X	X	X	X
Afternoon PA	Follow the Leader	X	X	X	X	X
Every 15 min	Brain Breaks	X	X	X	X	X
	Transitional Activities	X	X	X	X	X
	Learning Stations	X	X	X	X	X
Twice per day	High Intensity	X	X	X	X	X
Friday						
Poem	Class picks their favorite poem from program	X	X	X	X	X
Book	Jack and the Hungry Giant Eat Right with MyPlate			X		
Morning PA	Choice	X				X
Afternoon PA	Choice	X				X
Every 15 min	Brain Breaks	X	X	X	X	X
	Transitional Activities	X	X	X	X	X
	Learning Stations	X	X	X	X	X
Twice per day	High Intensity	X	X	X	X	X

Move Together!

Look at me! Look at you!
Look what our bodies can do.

Dance! Dance!

Run! Run!

Moving our bodies is so much fun!

We can jump. Jump!

We can hop. Hop!

We can wiggle. Wiggle!

We can stop. Stop!

We can twist. Twist!

We can tap. Tap!

We can stomp. Stomp!

We can clap. Clap!

And we can sit...sit (*whisper slowly*)

And we can rest...rest

So that we can be our very best.

We whisper. We breathe.

We smile and then,

We start to move all over again!



Say it, do it! < Copy this poem, post it, and use it over and over again.

Read the poem together in an area where everyone has space to move.

When you come to an “action word,” encourage children to demonstrate it. To really get moving, repeat several times.

Use a louder voice for action words, like “jump.” Whisper the “calm” words like “sit” so that children experience the difference between moving actively and calming down.

Ask children to add their own moves. Every time you come to “We can _____,” point to a child and ask her to make up a move for other children to copy. Record your new poem on a large sheet of paper.



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The Heart Dance

**Wiggle, wiggle, wiggle.
Jiggle, jiggle, jiggle.
Dance, dance, dance.**

(Now dance really fast!)

**Prance, prance, prance.
Hop, hop, hop.
Stop, stop, stop!**

**Feel your lungs
breathe in and out,
As you laugh and sing
and dance about!**

**Now here comes the resting part,
Stop right there and
feel your heart.**

**Is it beating fast?
How do you know?
When you're ready to move
say, "Go! Go! Go!"**



Say it, do it! < Sing and dance! As children dance together, they will learn that moving their bodies makes their hearts and lungs work harder, and this keeps them strong and healthy.

- Lead children in the actions listed in the song.
- Help them notice their quicker breathing and heart rates and guide them to understand that movement causes a change in heartbeat.
- To work on rhyming skills, shout out the rhyming word at the end of each line (out/about, part/heart, and so on).



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Group Poem

Listen to Your Body

Listen to your body, *(whisper)*

Listen to your body, *(louder)*

Listen to your body, *(really loud!)*

As you jump, jump, jump!

Listen to your heart, *(whisper)*

Listen to your heart, *(louder)*

Listen to your heart, *(really loud!)*

And hear it pump, pump, pump!

Listen to your stomach, *(whisper)*

Listen to your stomach, *(louder)*

Listen to your stomach, *(really loud!)*

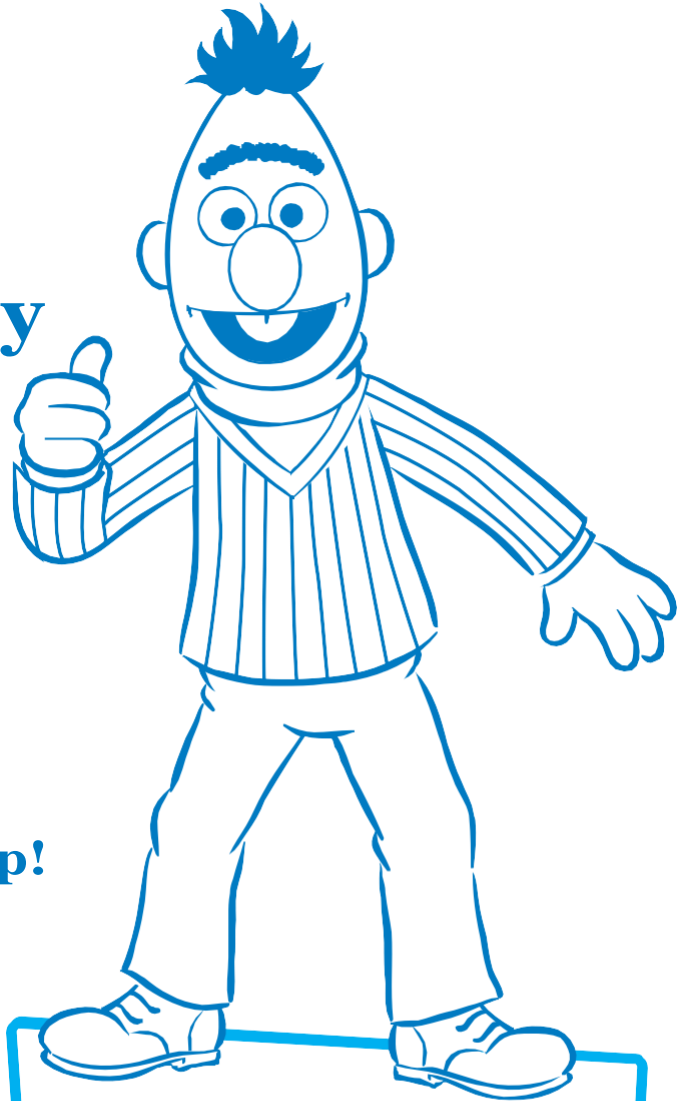
**Does it say, “I’m hungry”
or “I’m full”?**

Listen to your body, *(whisper)*

Listen to your body, *(louder)*

Listen to your body, *(really loud!)*

What is it telling you?



Say it, do it! < After reading the poem with children, ask them to listen to their own bodies.

How are they feeling? (They may be breathing harder, feeling warmer, or noticing a faster heartbeat.) Why might they be feeling this way?

Tired? What should they do?

Energetic? What can they do to use their energy?

Hungry? Thirsty? What can they do?

Do this activity at various times of the day: first thing in the morning, before lunch, after outside play, and so on. Pay attention to the way time of day affects how kids feel.

I Say Fruits and Vegetables

We eat a rainbow
of colors every day.
They help make us
strong so we can play!

I say red.
We say apples and cherries!
I say blue.
We say big blueberries!
I say green.
We say zucchini would be yummy!
I say purple.
We say plums will please our tummy!
I say yellow.
We say squash would be nice!
I say orange.
Let's have a carrot by the slice!

We eat a rainbow of colors
every day.
They help make us strong
so we can play!



Say it, do it! < Copy this poem, post it, and use it over and over again. Say the poem together in an area where everyone has the space to move.

When you come to a fruit or vegetable, encourage children to strike a pose. If you say cherries, children might ball up on the floor. If you say carrot, they might stand up on their tiptoes. Name various movements rapidly so children are moving around!

Add your own colorful foods to the poem. Say the first part of each line ("I say red..." or "I say green...") and encourage children to call out their own healthy red or green fruits and vegetables.



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Group Song

If You're Hungry and You Know It

If you're hungry and you know it,
say, "I'm hungry!" (2 times)

If you're hungry and you know it
And you really want to show it.
If you're hungry and you know it
Eat a pear!

If you're thirsty and you know it,
say, "I'm thirsty!" (2 times)

If you're thirsty and you know it
And you really want to show it.
If you're thirsty and you know it
Drink some water!

If you feel full and you know it,
say, "No more, please!" (2 times)
If you feel full and you know it,
Then say "No" so you can show it.
If you feel full and you know it
Just say, "No more food."



Say it, do it! < After the first stanza, STOP! Children now pretend to eat different HEALTHY anytime foods. Ask children to call out what they are eating as they pretend to put these foods into their mouths. Now... STOP eating! And sing again...

After the second stanza, STOP! Children now pretend to drink different HEALTHY anytime drinks. Ask children to call out what they are drinking as they pretend. Now... STOP drinking! And sing again...

After singing with children, ask them to listen to their bodies. How are they feeling now? Hungry? Thirsty? Full?

Choose a Move

**Choose a move.
Choose any one!
Let's keep on moving.
It's so much fun!**

Say it, do it! < Help children get moving in a way that gets their hearts pumping.

Start a movement parade! March around the room or outside and say the poem together. Say "Stop" and call out one of the moves from this page. Children do that move until you say "March"!



**hop!
balance on
one foot!
skip!**



**stretch! fly!
do some
jumping jacks!**



**run!
walk!
jog!**



**twirl!
leap!
dance!**



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Healthy Choice Voice

Sing words to the tune of “Old MacDonald Had a Farm”:

**If you make a healthy choice,
there’s so much you can do.
You’ll move, and grow, and learn, and play,
And feel so healthy too.**

(Say: What if I sit around all morning and I’m feeling really s-l-o-w?)

**Then jump up and go out to
play and run and dance and
move.**

**You’ll feel so good you’ll shout, “Hooray!”
You’re in a healthy groove.**

(Say: I’m at a birthday party and there’s cake.)

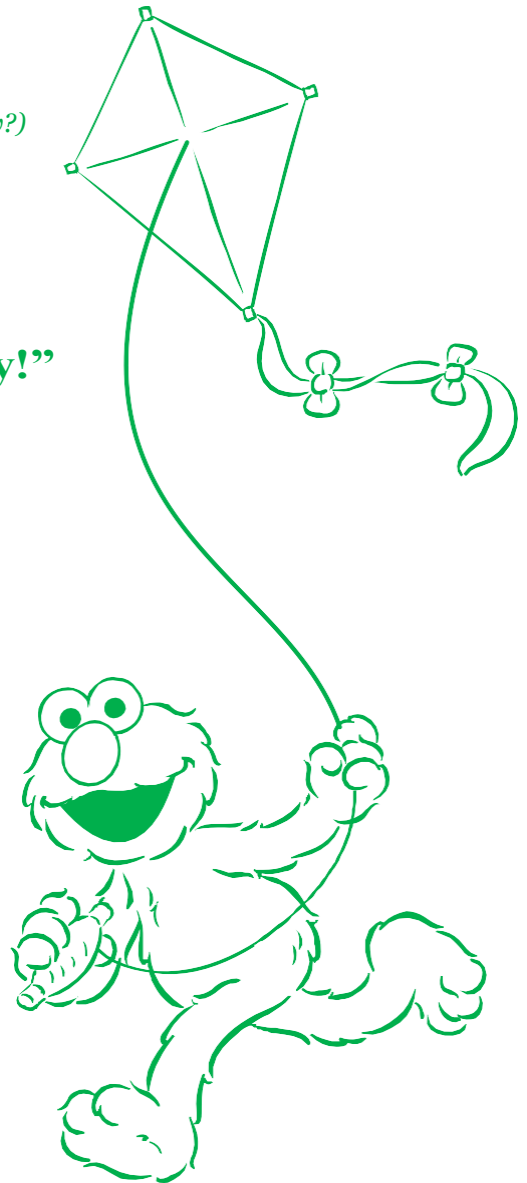
**Eat a little cake, yum, yum,
but have some fresh fruit too.
It’s juicy and it’s sweet and nice,
it is so good for you!**

*(Say: I’m really thirsty and in front of me there is a big glass
of soda and a glass of water.)*

**Drink a glass of water
now to help you feel
okay!**

**Water keeps us healthy as
we jump, and skip, and play.**

Say it, do it! < Pose the questions between verses to children. Then sing to provide the solution.
You can add children’s healthy choices into the song: “Sadie stretched at circle time, she stretched up really high. She stretched and stretched and stretched so much, she almost touched the sky.”



Hoppity Hopscotch

Children can learn the

Difference between hopping

and jumping and think about healthy anytime foods as they play this twist on the classic Hopscotch game.

* Try This!

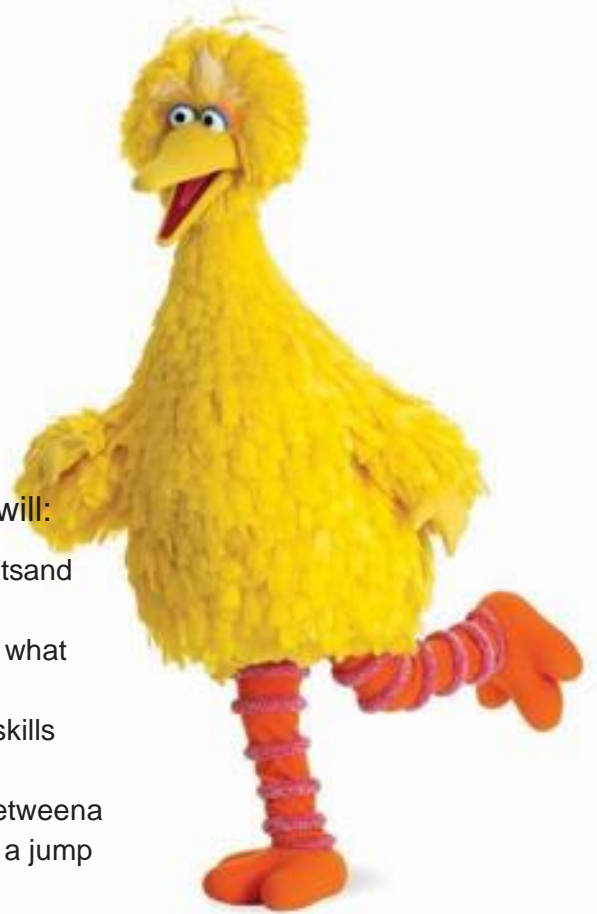
Try this new way to play. Cut small pieces (no bigger than two-inch squares) of colored construction paper in red, orange, yellow, green, and blue. Tape the colored squares in the corner of each hopscotch square.

When children toss the block to a square and hop or jump to it, they can name the color they've landed on and call out a fruit or vegetable to match: Red – strawberry!
Yellow – pepper!
Green – broccoli!

They're jumping on a rainbow of healthy colors. If you are playing outside, use different colors of chalk for each square.

Children will:

- < Recall the names of fruits and vegetables
 - < Work together to share what they've learned
 - < Strengthen balancing skills through play
 - < Learn the difference between a hop (on one foot) and a jump (on two feet)
 - < Chalk (for outside play) or tape (for inside)
 - < Small block or other marker
1. Make a hopscotch board with at least ten squares on the ground outside or on the floor.
 2. Encourage children to take turns tossing a small block onto a square. This is the square they need to hop or jump to. Before children move, ask them if they are going to HOP on one foot or JUMP on two feet.
 3. Once a child reaches the block, he calls out an anytime food (any fruit, vegetable, whole grain, lowfat dairy, or water). If he cannot think of one, the group can help. Then it's another child's turn to play.



Get Healthy Now



**Children can share
what they've learned about**

the importance of “eating your
colors” as they pretend to
be the Fruit-n-Veggie Five.

Children will:

- < Think about eating colorful anytime foods
- < Remember that they should eat five fruits and vegetables every day
- < Sing together
- < Explore sequencing

Materials:

- < Five pieces of construction paper (red, orange, yellow, green, and purple)

✧ Try This!

Have children think of
anytime foods in
food groups other than
fruits and vegetables.

Doing:

1. When you've finished watching all three segments, children can take turns (five at a time) being the Fruit-n-Veggie Five. The rest of the group can be the audience at their concert.
2. Hand out the construction paper (one to each of the fruit-n-veggie five) and have each child tell you what fruit or veg-gie they are. (Red = apple, orange = carrot, green = broccoli, yellow = pineapple, and purple = eggplant.)
3. Have the group stand in front of the “audience” on the rug. Then choose one child to be the Big Tomato! He can call the band up “on stage” (in any order) by calling out colors until all of the Fruit-n-Veggie Five are ready on stage.
4. The Fruit-n-Veggie Five can lead a call and response song. (The child with red paper jumps up and says “apple.” Everyone repeats “apple.”) Continue until all colors have been repeated.
5. Hand the paper to five more children — and bring on the next Fruit-n-Veggie Five!

Physical Activity Curriculum

Morning Activities Section 3, Chapter 3, Week 1

Day 1

Health Power

Activity Level:	Moderate to Vigorous
Locomotor Skill:	Walking/jogging and chasing and fleeing.
Equipment:	Red beanbag (heart), yellow beanbag (fat).
Emphasize:	People who are overweight are more at risk for health problems & heart disease.

Description of activity:

2 students will be picked to be the heart - red beanbag (heart),

Select 2 students to represent “unhealthy foods” give them each a yellow beanbag. Talk about unhealthy foods such as doughnuts, chips, soda, candy, fast food, bacon, ham, breakfast sausage, tamales, etc.

The other students are trying to avoid getting tagged by the students with unhealthy food (yellow beanbags)

If they get tagged, they must go down on their knees.

Students on one knee can be saved by the Hearts (students with red beanbags).

Red beanbag must be given to the student on their knees, and they become the healthy heart.

Modification: Students continue playing when tagged. Students with the red beanbags may not be tagged.

This game may be played inside at a lower level (walking)



Physical Activity Curriculum

Morning Activities Section 3, Chapter 3, Week 1

Day 2

Counting on Vegetables

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging

Equipment: Cones to mark playing area, noodle tag wands, One beanbag for each player

Talk about what foods the beanbag represents and about health food choices.

Emphasize: Fresh vegetables have vitamins that help to keep you from getting sick.

Activity: Two students are designated as taggers.

When tagged, freeze, and hold up your beanbag (vegetable).

To become unfrozen, you must exchange your beanbag (vegetable) with another player.

Modification:

After 2 minutes of running and tagging, stop and students hold up their bean bag and name a fruit or vegetable.



This game may be played inside. Instead of running have students walk, jog or jump.

Physical Activity Curriculum

Morning Activities Section 3, Chapter 3, Week 1

Day 3

Fill My Plate

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging and balancing

Skill: Balancing and walking

Equipment: 1 poly-spot per student, as many beanbags as you can, 4 hula hoops

Talk about what foods the beanbag represents and about health food choices.

Activity: In each of the four corners of the playing area place one hula hoop with bean bags inside each hoop. Each student will be given a poly dot to hold in their open hand (like a waiter holding a tray). On the signal students begin moving around the playing area holding their plate/poly dot. When a whistle blows, or the music stops (or any signal you'd like to use) the students move to the closest hoop and pick up 1 bean bag (food) to add to their plate. Now the students must move around balancing their plate with the food on it. Signal again for the students to add another bean bag to their plate making it more difficult each round to balance more food on their plate.

Game may be played inside or outside.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 3, Week 1

Day 4

Fuel-up

Activity Level: Moderate

Locomotor Skill: Walking

Equipment: None

Layout: Students are scattered.

Emphasize: It is important to eat breakfast and not skip meals so that you have energy throughout the day. Explain to the students the importance of eating breakfast and not skipping meals.

Activity: Ask students to show you how it would look and how you would walk, jog, jump if you:

skipped breakfast,

skipped lunch,

skipped dinner.

Show me how you would feel if you:

ate breakfast,

ate lunch,

ate dinner.

This game may be played inside.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 3, Week 1

Day 5 Choose your favorite games or have free play



Gross Motor Activities

Section 3, Chapter 3, Week 1 – Afternoon Outdoor Activities

Locomotor Skill: Marching

Day 1

Free exploration, Children are directed to practice marching.

Activity Level: Moderate to Vigorous

Locomotor Skill: Marching

Equipment: None

Layout: Scattered

Hint: Children should exaggerate knee lifts and arm swings,



Gross Motor Activities

Section 3, Chapter 3, Week 1 – Afternoon Outdoor Activities

Day 2

Activity Level: Moderate to Vigorous

Locomotor Skill: Marching

Equipment: None

Layout: Scattered

Challenges: Ask the Children to:

March around the area.

Lift your knees high while marching.

Stomp your feet while marching.

How loud can you be? How quietly can you march?

How soft can you March?

Can you march with your arms straight? Can you march with your arms pumping?

Find a friend and march together?

March and clap your hands.

March like a soldier.



Gross Motor Activities

Section 3, Chapter 3, Week 1 – Afternoon Outdoor Activities

Day 3

Activity Level: Moderate to Vigorous

Locomotor Skill: Marching

Equipment: None

Layout: Scattered

Challenges: Ask the Children:

March around the area.

Lift your knees high while marching.

Stomp your feet while marching.

How loud can you be? How quietly can you march?

How soft can you March?

Can you march with your arms straight? Can you march with your arms pumping?

Find a friend and march together?

March and clap your hands.



Gross Motor Activities

Section 3, Chapter 3, Week 1 – Afternoon Outdoor Activities

Day 4

March like a soldier.

Activity Level: Moderate to Vigorous

Locomotor Skill: Marching

Equipment: 6 poly spots, 6 hula hoops

Layout: Scattered

Activity:

Follow the Leader.

Divide children into 2 groups.

Each group has a leader and children follow the leader marching through the play area.

On the signal, the leader goes to the end of the line and the next person is the leader.



Gross Motor Activities

Section 3, Chapter 3, Week 1 – Afternoon Outdoor Activities

Day 5 – Choose your favorite games or free play.

