

## Program Week 26

### Section 3 Every Day is a Healthy Day

#### Chapter 3 Celebrating What We've Learned Together

##### Week 2 Celebration! – Have an end of program party!

- [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: Potter the Otter: Market Adventure (no video for this book)
- Weekly Activity: Sesame Street Healthy Habits for Life
  - [Super Healthy Hero: Wristbands](#)
  - [Veggie Dance Video](#)
- Healthy Contest – [Track your favorite healthy habit!](#)
- [Suggestions for end of program party](#)
- [Celebration Food Tasting – Berry Cookie Monster!](#)
- [Program Certificate of Completion](#)
- Physical Activities – Morning Outdoor Activities
  - Day 1 – [Water Tag](#)
  - Day 2 – [Water, Water Everywhere](#)
  - Day 3 – [Drinking Water Tag](#)
  - Day 4 – [Fuel-up Tag](#)
  - Day 5 – [Choose your favorite games or free play.](#)
- Physical Activities – Afternoon Gross Motor Activities:
  - Day 1 – [Free Exploration](#)
  - Day 2 – [Noodle Challenges/body awareness](#)
  - Day 3 – [Noodle Challenges/body awareness](#)
  - Day 4 – [Noodle Olympics](#)
  - 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 26

Physical Activity HHL=Healthy Habits for Life (Nutrition)		Approach to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual Motor Physical
<b>Section 3 Every Day is a Healthy Day</b>						
Chapter 3 Celebrating What We've Learned Together						
<b>Monday</b>						
Poem	Class picks their favorite poem from program	X	X	X	X	X
Book	Potter the Otter: Market Adventure			X		
Morning PA	Water Tag	X	X	X	X	X
Afternoon PA	Free Exploration, Noodles	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
<b>Tuesday</b>						
Poem	Class picks their favorite poem from program	X	X	X	X	X
HHL	Complete 2-3 times Super Healthy Hero Wristbands Video: View and Do - Fruit Dance and Veggie Dance	X		X	X	X
Morning PA	Water, Water Everywhere	X	X	X	X	X
Afternoon PA	Noodle Challenges/body awareness	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
<b>Wednesday</b>						
Poem	Class picks their favorite poem from program	X	X	X	X	X
Book	Potter the Otter: Market Adventure			X		
Morning PA	Drinking Water Tag	X	X	X	X	X
Afternoon PA	Noodle Challenges/body awareness	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
Thursday						
Poem	Class picks their favorite poem from program	X	X	X	X	X
HHL	Complete 2-3 times Super Healthy Hero Wristbands Video: View and Do - Fruit Dance and Veggie Dance	X		X	X	X
Morning PA	Fuel-up Tag	X		X	X	X
Afternoon PA	Noodle Olympics	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
Friday						
Poem	Class picks their favorite poem from program	X	X	X	X	X
Book	Potter the Otter: Market Adventure			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!)*

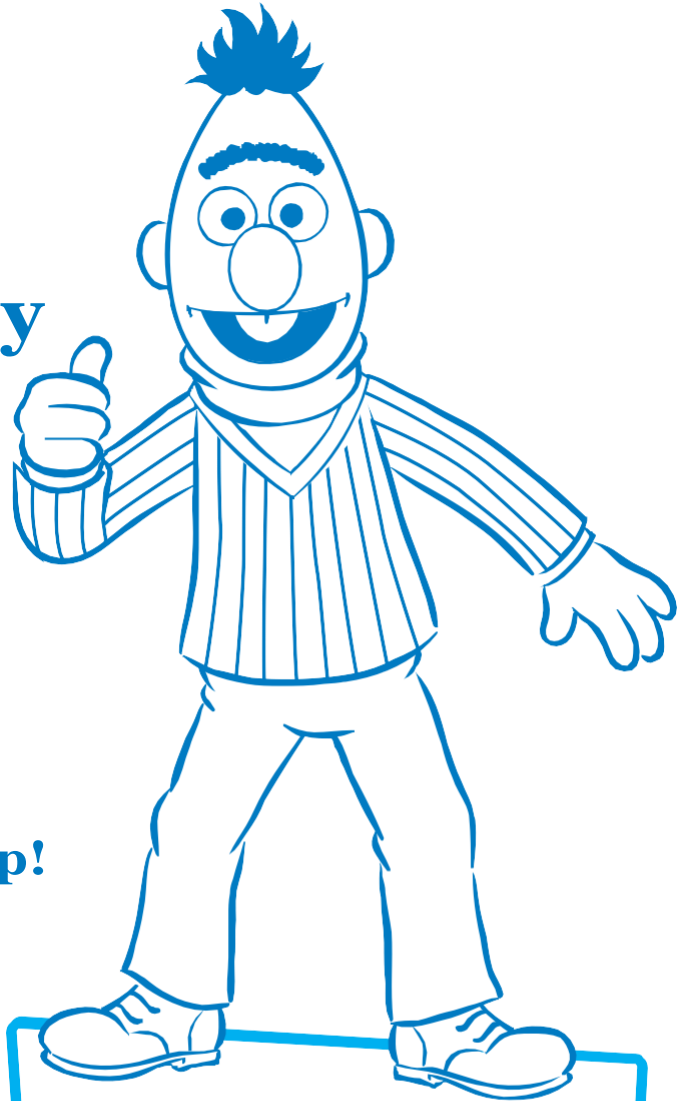
**Does it say, “I’m hungry”  
or “I’m full”?**

**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?

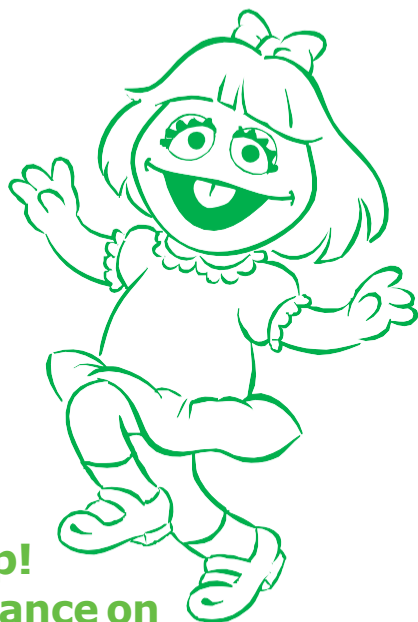


# Choose a Move

**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.)*

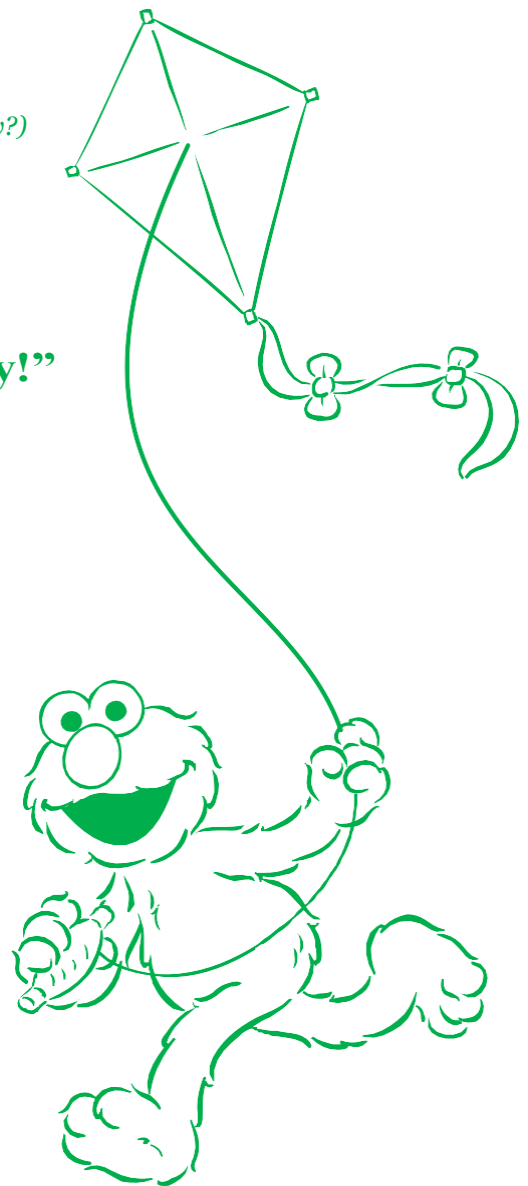
**Eat a little cake, yum, yum,  
but have some fresh fruit too.  
It’s juicy and it’s sweet and nice,  
it is so good for you!**

*(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.”



# Super Healthy Heroes

## Children share what

they've learned about

eating well and staying  
physically active with  
their own Super Healthy  
Hero bracelets, which  
they can wear home.

## Children will:

- < Feel proud of all they've learned about staying healthy
- < Enjoy pretending to be a superhero

## Materials:

- < Copy the bracelets on page 93 (one per child)
- < Crayons

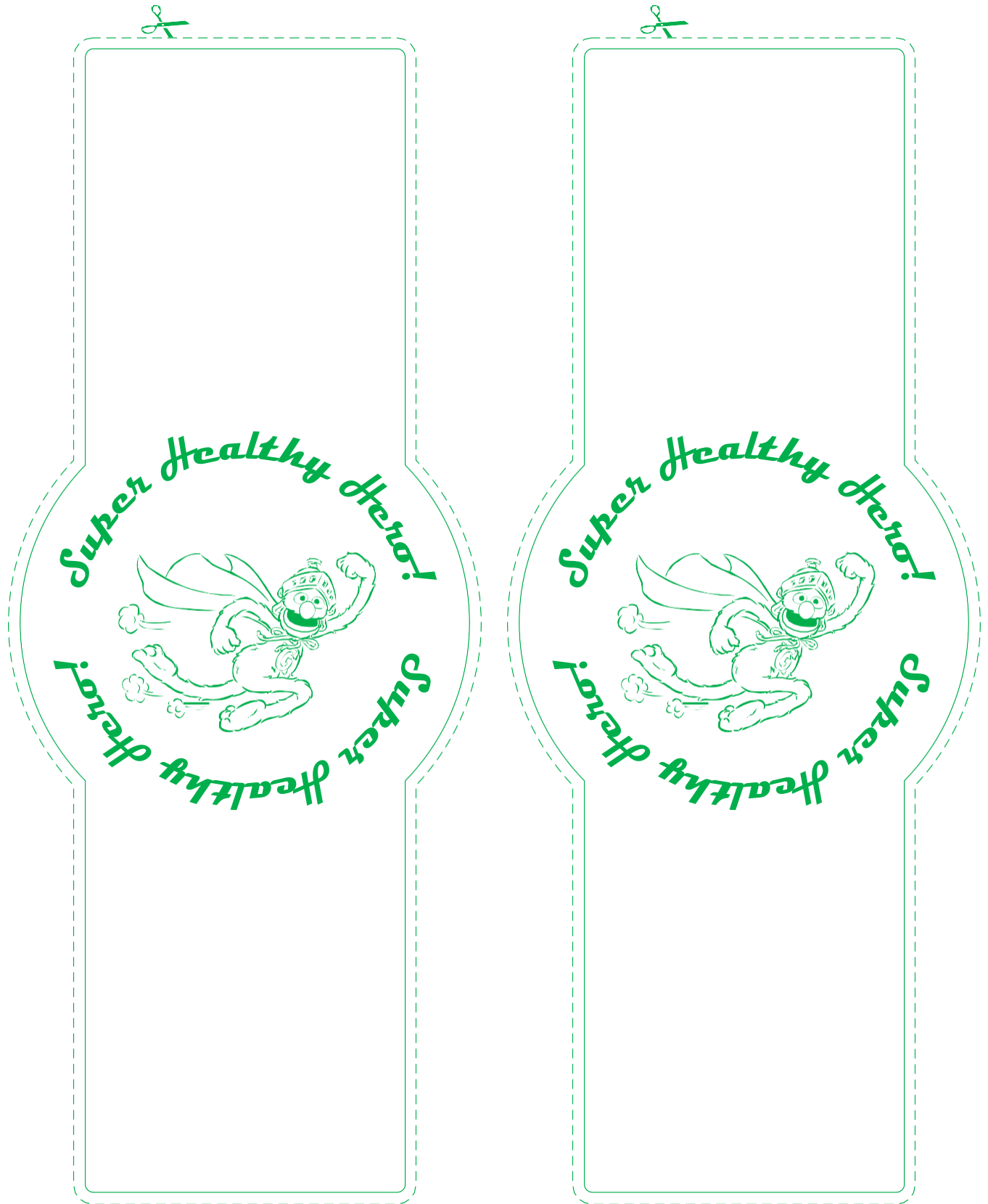
## \* Try This!

Say this cheer together as superheroes hold their bracelets up to the sky. Let children run and "fly" around the room or outside as they pretend to be superheroes. You can laminate or use clear tape to protect the bracelets.

**We're the Super Healthy Heroes!  
We're healthy every day.  
We eat our fruits and veggies. We  
run and jump and play!**

1. Tell children they've learned so much about how to stay healthy every day that they are now officially Super HealthyHeroes. They can make their healthy power bracelets so everyone can see how healthy and strong they are.
2. Have children color their bracelet pages. They can use the crayons to draw pictures of favorite fruits and vegetables, or games they like to play outside.
3. When children have finished decorating their bracelets, cut them out and tape them together around children's wrists. Now you have a whole room full of Super Healthy Heroes!





Decorate your bracelet with pictures of your favorite fruits and vegetables, or games you like to play outside.

## Contest 9: Healthy Habits at School

### Supplies:

- Wall size poster that list Monday through Friday and a place to list children's name.
- Hang the poster in the classroom so children can see their progress throughout the week.
- Laminated posters can be marked with dry erase markers and the poster can be reused for all contests.

**Directions:**

- For every day the student participants in **physical activity, drinks water, or eats fruits and vegetables** served at school, mark the Healthy Contests poster by their name and day of participation.
- Marks can be check marks, smile faces, letters, or pictures. At the end of the week, all students who participated in the Healthy Contests, receives a sticker.
- Track progress for 1 week.

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# Healthy Happy Party Time

Children can help you  
plan a party for their families

to attend to celebrate  
everything they've learned.

Planning a party will  
get everyone working  
together as a team and let  
them celebrate their  
accomplishments with  
their families.

## Children will:

- < Celebrate what they have learned
- < Teach others what they know
- < Plan an event together

## Materials:

- < Invitations, with a request to bring a favorite "anytime" snack(see ideas on page 81)
- < Markers or crayons
- < Paper plates and napkins
- < CDs and CD player, Healthy Habits for Life DVD

## Plan the party:

Tell children that together, you will throw a Healthy Happy Party so that everyone can celebrate what they've learned.

Suggest that children decorate the invitations to take home to their families.

## Have the party! Here are some ways you might celebrate:

- < Choose a few songs, dances, or activities to share with everyone who comes to the party.
- < Tape the poster pages from previous chapters up on the wall and choose one to say as a group.
- < Create a Healthy Museum and highlight all the artwork and other projects children have done.
- < Have children put on a show with one of the songs or poems.
- < Have a dance party – play CDs and encourage everyone to stay active together. (What dance moves can adults teach children? What moves do children want to share with adults?)
- < Meet on the rug. You can go around the circle asking adults and children alike to name their favorite fruit (or their favorite vegetable, physical activity, etc.). You might even graph the results of your survey.



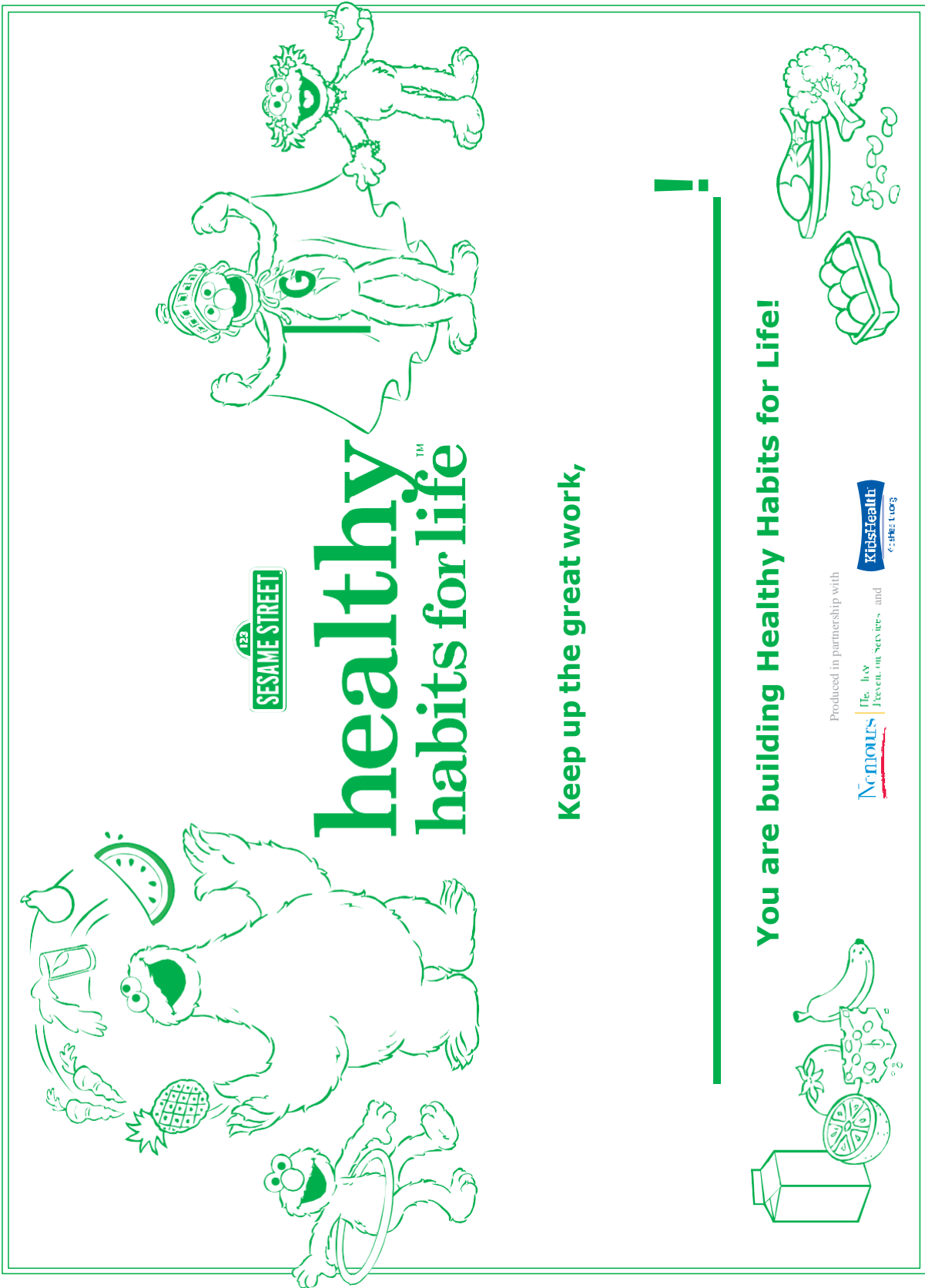




## Celebration Cookie Monster

1 monster feeds 6 children (1/2 cup fruit serving per child)

Ingredients	6 children		Directions
	Weight	Measure	
Fresh Blueberries	1 lb	3 cups	1. Wash all berries under cold running water in a colander. Let berries sit in colander to drain excess water OR place berries on a paper towel after washing to absorb excess water.
Lowfat Vanilla Yogurt	6 oz	3/4 cup	2. Add 3 ounces of yogurt into each cup
Plastic disposable cups (small, 3 fl oz)	2 cups		3. Place cups at the top of the cake plate about 2 inches apart
Disposable foil round cake plate with lid (pan size-8.5 inches x 1.3125 inches)	1 plate		4. Add one blueberry in the middle of each yogurt cup to create the "eye".
Craisins or raisins	1 oz	1/4 cup	5. Add the rest of the blueberries to the pie plate around the cups.
			6. Add craisins/raisins on top of blueberries. Shape into the "mouth" of cookie monster.
<b>Meal Pattern Contribution (Optional)</b>			
Meat/Meat Alternate	Grains		Vegetable/Fruit
			1/2 cup fruit (Snack)





## Physical Activity Curriculum

### Morning Activities Section 3, Chapter 3, Week 2

#### Day 1

#### Water Tag

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging and chasing and fleeing.

Equipment: Noodles for the taggers, 3 blue balls

Emphasis: The importance and benefits of drinking water.

Activity: Select a few children to be the taggers. Place three balls off on the sideline. Begin the game on the word start. Students move around a designated area trying to not get tagged. If you get tagged the student must get a blue ball (which represents water) and pretend to drink water before returning to the game.

Modification: Children move around trying not to get tagged. If they get tagged, Children just continue moving around the area. At the end of each round the students all go to get a drink of water.

This game may be played inside. Change the locomotor skill to walking.



## Physical Activity Curriculum

### Morning Activities Section 3, Chapter 3, Week 2

#### Day 2

#### Water, Water, Everywhere

Activity Level: Moderate to Vigorous

Skills: Locomotor and listening skills.

Equipment: None

Emphasize: Remind children about the importance of drinking water.

Activity: Children pretend to be fishermen. The teacher will say, "Water, water, everywhere, fishermen \_\_\_\_\_ (put in a locomotor move) around the lake.

The students carefully move about in general space performing that locomotor movement.

When the teacher gives the signal to stop, students must freeze and listen.

The teacher will repeat, "Water, water, everywhere, fishermen \_\_\_\_\_ (put in a locomotor move) around the lake.

Questions: Why should you drink water? How many glasses of water should you drink every day?

This game may be played inside. Change the locomotor skill to walking, jumping, or sliding.



## Physical Activity Curriculum

### Morning Activities Section 3, Chapter 3, Week 2

#### Day 3

#### Drinking Water Tag

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging and chasing and fleeing.

Equipment: Noodles for the taggers, 3 blue balls

Emphasize: Stress the importance of drinking water especially when exercising

Activity: Select a few students to be the taggers.

Place three balls off on the sideline.

Begin the game on the word start.

Students move around a designated area trying to not get tagged.

If tagged the student must get a blue ball (which represents water) and pretend to drink water before returning to the game.

Modification: Students move around trying not to get tagged. If tagged, continue moving around the area.

At the end of each round the students all go to get a drink of water.

Select new taggers.

## Morning Activities Section 3, Chapter 3, Week 2

### Day 4

#### Fuel-Up Tag

Activity Level: Moderate

Locomotor Skill: Walking/jogging/galloping and chasing and fleeing.

Equipment: 1 red beanbag and one green beanbag

Emphasize: Explain to the students the importance of eating breakfast and not skipping meals.

Activity: Students are scattered in a designated area.

On signal, students use various locomotor skills throughout the area.

Taggers will have a red or green item.

Red will represent missing/skipping a meal, students will move at a slower pace.

Green will represent a healthy meal; students will move at a faster pace.

Run (fastest), Jog, Gallop, Walk,

Walk on Heel, walk on Toes, walk Heel to Toe (slowest).

Modification: Teacher calls out green or red instead of taggers. Green is the signal to

go fast, red go slow.

This game may be played inside.



## Physical Activity Curriculum

### Morning Activities Section 3, Chapter 3, Week 2

**Day 5** Choose your favorite games or have free play



## Gross Motor Activities

### Section 3, Chapter 3, Week 2 – Afternoon Outdoor Activities

**Day 1** Free exploration, Children are directed to play with the noodle.

Activity Level: Moderate to Vigorous

Object Control: Noodles

Equipment: 1 Noodle for each child

Layout: Scattered

Hint: Encouraged children to be careful not to hit other children with their noodles.

Let each child have a noodle (about 12" long). Tell them to play with them.



## Gross Motor Activities

### Section 3, Chapter 3, Week 2 – Afternoon Outdoor Activities

#### Day 2

Activity Level: Moderate to Vigorous

Object Control: Noodles

Equipment: 1 Noodle for each child

Layout: Scattered

#### Teacher's directions:

Place the noodle on the ground/floor.

(When you ask left and children to stand on the right side, motion with your hand to let students know which the left and right side is).

Walk around it,

Stand in front of it and jump over it – front to back.

Stand beside it and jump side to side over it.

Pick-up the noodle and hold it in your hand.

Balance the noodle on the palm of your hand and walk without dropping it,

Balance it on your shoulder.

Touch it to your ear, neck, chest, thumb, heel, ankle.

Students are directed to gently toss the noodle (no higher than the top of their head). and try to catch it. Remind students to always watch it when tossing and catching.

Students move around the space with their noodles.



## Gross Motor Activities

### Section 3, Chapter 3, Week 2 – Afternoon Outdoor Activities

#### Day 3

Activity Level:	Moderate to Vigorous
Object Control:	Noodles
Equipment:	1 Noodle for each child
Layout:	Scattered

#### Teacher's directions:

Place the noodle on the ground/floor.

(When you ask left and children to stand on the right side, motion with your hand to let students know which the left and right side is).

Walk around it,

Stand in front of it and jump over it – front to back.

Stand beside it and jump side to side over it.

Pick-up the noodle and hold it in your hand.

Balance the noodle on the palm of your hand and walk without dropping it,

Balance it on your shoulder.

Touch it to your ear, neck, chest, thumb, heel, ankle.

Students are directed to gently toss the noodle (no higher than the top of their head). and try to catch it. Remind students to always watch it when tossing and catching.

Students move around the space with their noodles.





## Gross Motor Activities

### Section 3, Chapter 3, Week 2 – Afternoon Outdoor Activities

#### Day 4

Activity Level: Moderate to Vigorous

Object Control: Noodles, Noodle pucks Slices of the noodle 1/2 inch thick

Equipment: 1 Noodle for each child

Layout: Scattered

#### Noodle Olympics

Each child has a noodle (Olympic torch) and walks around the cones. Each time he/she comes to the starting point a noodle puck (Flame) is added. See how many pucks can be balanced without dropping. If the puck is dropped, pick it up and place it back on the noodle before continuing.



## Gross Motor Activities

### Section 3, Chapter 3, Week 2 – Afternoon Outdoor Activities

**Day 5** – Choose your favorite games or free play.

