

Program Week 22

Section 3 Every Day is a Healthy Day

Chapter 2 The Power to Make Healthy Choices Every day!

Week 1

- [Miranos! Curriculum Planner with Learning Domains](#)
- Daily Poem: [Healthy Choice Voice](#)
- Weekly Books:
 - I kick the Ball (no video for this book)
 - [Potter the Otter: A Tale about Water](#)
- Weekly Activity: Sesame Street Healthy Habits for Life
 - [Help Grover Decide](#) – complete 2-3 times
- Physical Activities – Morning Outdoor Activities
 - Day 1 – [Magic Soccer Creatures Go for a Walk](#)
 - Day 2 – [Kicking the Ball](#)
 - Day 3 – [Soccer Nutmeg](#)
 - Day 4 – [Water, Water, Everywhere](#)
 - Day 5 – [Choose your favorite games or free play.](#)
- Physical Activities – Afternoon Gross Motor Activities:
 - Day 1 – [Free Exploration, Hoops](#)
 - Day 2 – [Spatial awareness with hoops](#)
 - Day 3 – [Spatial awareness with hoops](#)
 - Day 4 – [Hoop Colors](#)
 - 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 22

| 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 2 The Power to Make Healthy Choices Every day! | | | | | | |
| Monday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| Book | I kick the Ball Potter the Otter: A Tale about Water | | | X | | |
| Morning PA | Magic Soccer Creatures Go for a Walk | X | X | X | X | X |
| Afternoon PA | Free Exploration, Hoops | 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 |
| Tuesday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| HHL | Help Grover Decide – complete 2-3 times | X | | X | X | X |
| Morning PA | Kicking the Ball | X | X | X | X | X |
| Afternoon PA | Spatial awareness with hoops | 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 | Healthy Choice Voice | X | X | X | X | X |
| Book | I kick the Ball Potter the Otter: A Tale about Water | | | X | | |
| Morning PA | Soccer Nutmeg | X | X | X | X | X |

| | | | | | | |
|-----------------|---|---|---|---|---|---|
| Afternoon PA | Spatial awareness with hoops | 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 |
| Twice per day | High Intensity | X | X | X | X | X |
| | | | | | | |
| Thursday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| HHL | Help Grover Decide – complete 2-3 times | X | | X | X | X |
| Morning PA | Water, Water, Everywhere | X | X | X | X | X |
| Afternoon PA | Hoop Colors | 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 |
| Twice per day | High Intensity | X | X | X | X | X |
| | | | | | | |
| Friday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| Book | I kick the Ball Potter the Otter: A Tale about Water | | | 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 |
| | Learning Stations | X | X | X | X | X |
| Twice per day | High Intensity | X | X | X | X | X |

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.**

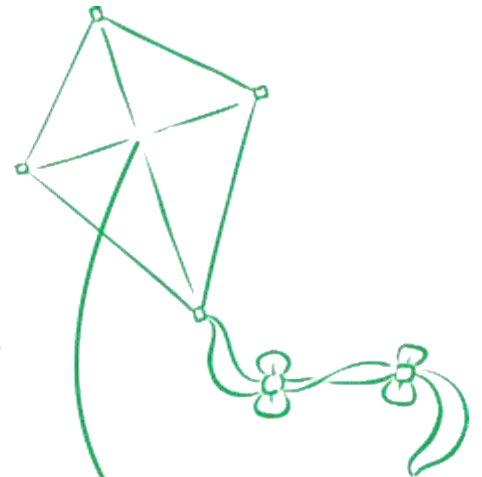
(Say: I’m at a birthday party and there’s cake.)

**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.**



Help Grover Decide

Calling all children!

Grover needs their help.



Children will:

- < Discover that they can help others make healthy choices

Activity

Read the following out loud. Children can also suggest their own ideas and discuss why they are (or are not) good choices.

Hello everybodee! It is I, your fuzzy and adorable pal Grover, and do you know what? I need YOUR help. Yes! It is true. Can you help me please? PLEASE? You can? Oh, you are so NICE, and smart too!

I want to make sure I keep my fuzzy and blue body healthy and strong, but I'm not sure what to do. A little bird told me that you know all about how to be healthy, so YOU can help me choose. Oh, it is going to be such a healthy day!

Hello! I have just woken up after a nice long night of beauty sleep. Perhaps I should go right back to sleep and stay in bed for the whole day. Is this a good way to keep this fuzzy and blue body healthy and strong?... No? Oh, well what do YOU think I should do?... I should eat a healthy breakfast? Okay, then what should I do?

A) Play soccer

Now my cute and adorable tummy is telling me that I am ready for a snack. Maybe I can be SUPER healthy if I eat five pepperoni pizzas and drink soda. Do you think this is a healthy snack? ...NO? It is not? Well then, what do you think I should eat so I can have energy for my day?

A) An apple with string cheese

Now I would like to build some cute and strong muscles and bones. I should probably eat candy and then take a nap. Is this a healthy choice? ...No again? Oh well, I guess I am not very good at this. What do you think I should do?

A) Play LOTS of video games

Thank you SO much for your help!

Love, your fuzzy, blue, and HEALTHY friend, Grover

Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 1

Day 1

Magic Soccer Creatures Go for a Walk

Activity Level: Moderate to Vigorous

Manipulative Skill: Kicking and dribbling.

Equipment: One ball for each student

Emphasize: Short kicks and keep the ball on the ground and control the ball while foot dribbling.

Activity: The class reviews trapping and the difference between kicking and foot dribbling.

At the beginning of the lesson, students are told that they will pretend that the ball is a magic creature. They decide what kind of creature it will be and give it a name. Encourage the students to be quite imaginative, such as a flying bunny rabbit or a walking octopus.

The students are told it is their job to take the creatures for a walk and to stop or trap their creature when the teacher says to stop. They are told that they must be very gentle as the creatures are delicate, so they must keep them close always. The magic creatures do not like to be touched with hands, only feet. Remind them that kicking the creatures might hurt the creatures. Tell them the creatures do not like to touch the other creatures. Stop often. Each time students are asked to stop ask a few students to describe their creature. Stop often as they all want to tell me about their creature.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 1

Day 2

Kicking the Ball

Activity Level: Moderate to Vigorous

Manipulative Skill: Kicking and dribbling.

Equipment: One ball for each student

Emphasize: Short kicks and keep the ball on the ground and control the ball while foot dribbling.

Activity: Teacher tells the student to:

Kick the ball softly.

Kick the ball with your favorite foot.

Kick the ball with the other foot.

Dribble the ball around the play area – soft small kick keeping the ball close.

Put one foot on top of the ball (trapping the ball).

Kick the ball with the side of the foot.

Kick the ball with the top of your foot (shoelaces).

See how far you can kick the ball.

Kick the ball between the cones.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 1

Day 3

Soccer Nutmeg

Activity Level: Moderate to Vigorous

Manipulative Skill: Kicking and dribbling.

Equipment: Balls for 1/2 of the class

Emphasize: Short kicks and keep the ball on the ground

Activity: Half of class spread out in working space and stand in a straddled position.

The other half of the students have a ball.

On the signal, students will dribble and control ball while trying to score points by kicking the ball through straddled legs.

Give students a set amount of time - example 30 seconds.

Switch places with other half of class.

This game may be played inside with fluff balls.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 1

Day 4

Water, Water, Everywhere

Activity Level: Moderate to Vigorous

Skills: Locomotor and listening skills.

Equipment: None

Emphasize: Remind students about the importance of water

Activity: Students 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.

This game may be played inside.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 1

Day 5 Choose your favorite games or have free play



Gross Motor Activities

Section 3, Chapter 2, Week 1 – Afternoon Outdoor Activities

Object Control: Hoops

Day 1 Free exploration, Children are given a hula hoop and are told to play.

Hint: Encourage children to play with their hoop.

Activity Level: Moderate to Vigorous

Object Control Skill: Manipulating a hula hoop

Equipment: 1 hoop per child

Layout: Scattered

Safety: Stay in the designated area and do not throw the hoop at another child.



Gross Motor Activities

Section 3, Chapter 2, Week 1 – Afternoon Outdoor Activities

Object Control: Hoops

Day 2

Activity Level: Moderate to Vigorous

Object Control Skill: Manipulating a hula hoop

Equipment: 1 hoop per child

Layout: Scattered

Activity:

Stand inside of your hoop, Stand outside of your hoop.

Jump outside your hoop, Jump inside your hoop.

Jump inside then outside of your hoop.

Stand in front of your hoop, Stand behind your hoop.

Stand to the right of your hoop, Stand to the left of your hoop.

Stand under your hoop.

Jump in and out of your hoop.

Walk around the outside of your hoop.

Toss your hoop gently with two hands and catch with two hands.

Toss and catch with one hand. Toss with one hand and catch with the other.

Move your hoop back and forth with your hand.

Move through your hoop - back and forth.

Balance your hoop on your hand, other hand, knee, neck, where else can you balance your hoop?



Gross Motor Activities

Section 3, Chapter 2, Week 1 – Afternoon Outdoor Activities

Object Control: Hoops

Day 3

Activity Level: Moderate to Vigorous

Object Control Skill: Manipulating a hula hoop

Equipment: 1 hoop per child

Layout: Scattered

Activity:

Stand inside of your hoop, Stand outside of your hoop.

Jump outside your hoop, Jump inside your hoop.

Jump inside then outside of your hoop.

Stand in front of your hoop, Stand behind your hoop.

Stand to the right of your hoop, Stand to the left of your hoop.

Stand under your hoop.

Jump in and out of your hoop.

Walk around the outside of your hoop.

Toss your hoop gently with two hands and catch with two hands.

Toss and catch with one hand. Toss with one hand and catch with the other.

Move your hoop back and forth with your hand.

Move through your hoop - back and forth.

Balance your hoop on your hand, other hand, knee, neck, where else can you balance your hoop?



Gross Motor Activities

Section 3, Chapter 2, Week 1 – Afternoon Outdoor Activities

Day 4

Activity Level: Moderate to Vigorous

Object Control Skill: Following directions and identifying colors

Equipment: Hula Hoops in different colors and Music

Layout: Scattered

Hula Hoop Colors

Activity:

Teacher will lay out hula hoops all over the area. Make sure you have different colors all around the area. Tell the children to dance to the music and when the music stops, find a hula hoop and put one foot in it. Once they find a hula hoop, ask them to shout out what color they are in. This is a great way for them to reinforce their colors in a fun way.

Variations: Music may be omitted, and students are directed to use different locomotor skills –

(walk, Jump, jog, slide, gallop, crawl). Specify a stop signal.



Gross Motor Activities

Section 3, Chapter 2, Week 1 – Afternoon Outdoor Activities

Day 5 Teacher Choice or free play for children

