

## Program Week 24

### Section 3 Every Day is a Healthy Day

#### Chapter 2 The Power to Make Healthy Choices Every day!

##### Week 3

- [Miranos! Curriculum Planner with Learning Domains](#)
- Daily Poem: [Healthy Choice Voice](#)
- Weekly Book: Sugar Monster (no video for this book)
- Weekly Activity: Sesame Street Healthy Habits for Life
  - [Elmo Tricycle & Indoor Triathlon](#)
  - Complete 2-3 times
- Healthy Contest 8 – [Screen time](#)
- [Family Newsletter](#)
- Physical Activities – Morning Outdoor Activities
  - Day 1 – [Healthy Heart Tag](#)
  - Day 2 – [Supersize Tag](#)
  - Day 3 – [Sugar Hunt](#)
  - Day 4 – [Juicer Tag](#)
  - Day 5 – [Choose your favorite games or free play.](#)
- Physical Activities – Afternoon Gross Motor Activities:
  - Day 1 – [Free Exploration, Tossing and Catching Beanbags](#)
  - Day 2 – [Spatial Awareness and tossing/catching.](#)
  - Day 3 – [Spatial Awareness and tossing/catching.](#)
  - Day 4 – [Beanbag Bumper Tag](#)
  - 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 24

Physical Activity HHL=Healthy Habits for Life (Nutrition)		Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, Physical
<b>Section 3 Every Day is a Healthy Day</b>						
Chapter 2 The Power to Make Healthy Choices Every day!						
<b>Monday</b>						
Poem	Healthy Choice Voice	X	X	X	X	X
Healthy Contest	Screen Time					
Family Newsletter						
Book	Sugar Monster			X		
Morning PA	Healthy Heart Tag	X	X	X	X	X
Afternoon PA	Tossing and Catching	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>Tuesday</b>						
Poem	Healthy Choice Voice	X	X	X	X	X
HHL	Complete 2-3 times Video: View and Do - Elmo Tricycle & Indoor Triathlon	X		X	X	X
Morning PA	Supersize Tag	X	X	X	X	X
Afternoon PA	Spatial Awareness and tossing/catching.	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
<b>Wednesday</b>						
Poem	Healthy Choice Voice	X	X	X	X	X
Book	Sugar Monster			X		
Morning PA	Sugar Hunt	X	X	X	X	X
Afternoon PA	Spatial Awareness and tossing/catching.	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>Thursday</b>						

Poem	Healthy Choice Voice	X	X	X	X	X
HHL	Complete 2-3 times Video: View and Do - Elmo Tricycle & Indoor Triathlon	X		X	X	X
Morning PA	Juicer Tag	X		X	X	X
Afternoon PA	Beanbag Bumper Tag	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	Healthy Choice Voice	X	X	X	X	X
Book	Sugar Monster			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

# Healthy ChoiceVoice

*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?)*

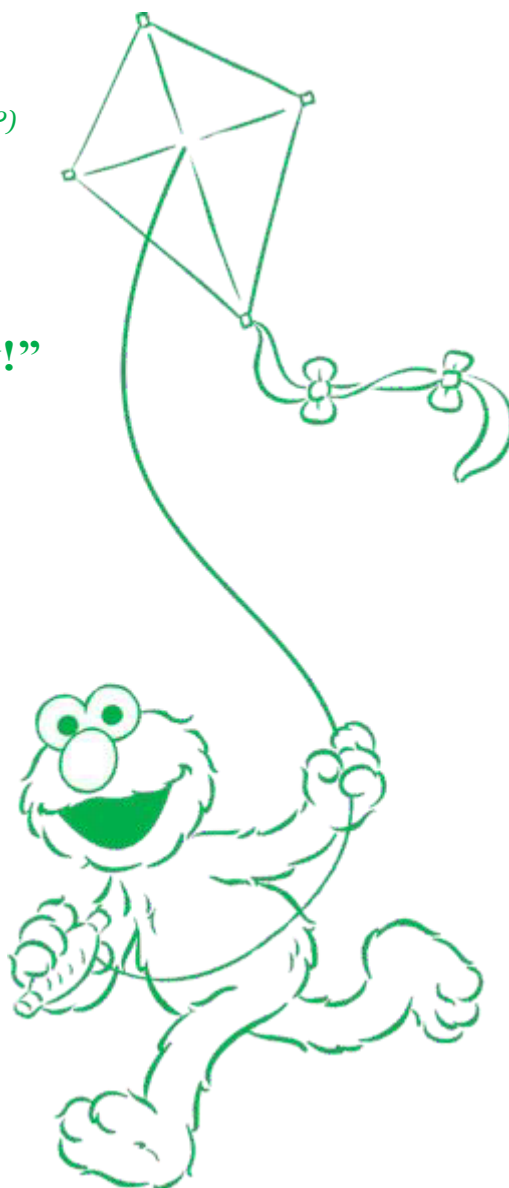
**Then jump up and go out to  
play and run and dance and  
move.  
You’ll feel so good you’ll shout, “Hooray!”  
You’re in a healthy groove.**

*(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.**



# Elmo Tricycle



Children can feel proud about what they've learned.

- < Explore new vocabulary related to self-esteem, such as “confident,” “proud,” and “I can do it!”
- < Move in playful ways as they imagine biking, swimming, and running

## \* Try This!

When you can play outside, set up an obstacle course and have

children work in teams to complete the course in a relay. Have each child jump over a line of blocks on the grass, run around a cone five times, then jump in and out of three hoops before tagging the next team member to complete the course.

They did it! They can say this cheer together:

We feel healthy, we feel proud.

We feel so good we'll shout out loud —YEAH!

## Children Will be Doing:

1. Ask children how they think Elmo feels when riding his tricycle. Point out that he had to practice and practice!
2. Introduce the word “confident” and explain that it means Elmo knew he could ride his tricycle if he tried hard enough. Riding around Sesame Street makes Elmo feel proud. Ask, “What do you do that makes you feel proud?” (Learning to ride a bike like Elmo? Catching a ball? Learning to swim? They've probably been running for a long time, but when they were babies they couldn't even walk.)
3. Invite children to try an inside triathlon (in a space where they can move safely from one wall to another). A triathlon is a race made up of three parts — swimming, biking, and running.
4. Children can take turns in groups of three or four pretending to “swim,” “bike,” and “run” in their first triathlon. Children can pretend to swim from one side of the room to the other, reaching out with their arms as far as they can. Then they touch the wall and ride their bike back to the other side — cycling their legs high and bending their knees. Then children can turn and run to complete their triathlon.
5. Ask children how they are feeling when they finish the run! Are they feeling confident and proud?

# Contest 8: Limit Screen Time at Home

### 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:

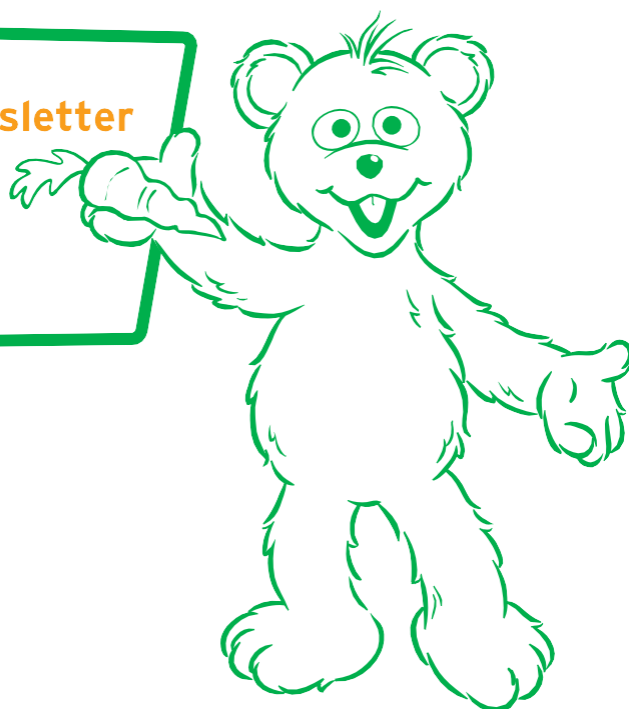
- For every day the student AND parent **reports less than 2 hours of screen time** the day before, mark the Healthy Contests poster by their name and day of participation.
- **Be sure to ask parents about child’s screentime when children are brought to the center each morning!**
- Marks can be check 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.

Name	Monday	Tuesday	Wednesday	Thursday	Friday





# healthy Family Newsletter habits for life™



## Hello, families!

In our program we've been practicing how to make healthy choices.

### In our program:

We've been thinking about the foods and drinks we put in our bodies and the activities we do with our bodies.

### \* Did You Know?

When adults provide meals and snacks on a regular schedule and offer children a variety of healthy foods and drinks, children are more likely to develop healthy eating habits.

It's hard for children to choose cucumbers over a cookie — and they don't always have to. **Sometimes** it's okay to have cookies — as Cookie Monster says, "Cookie is a sometime food!" But focus on **anytime** foods every day by letting children choose from a variety of healthy foods, including fruits and veggies, and offering water and lowfat milk to drink.

**You can help at home.** Offer your child the choice between two healthy options such as tomatoes and cucumbers, rather than between vegetables and a cookie or other sweet. In addition to offering children lots of healthy foods, you can model healthy eating and a physically active lifestyle.

**Let him do it.** Children enjoy eating snacks they make themselves. A turkey cheese rollup is the perfect "recipe" for the first-time cook. Set out a piece of lean turkey deli meat, lay a slice of cheese on top and roll it up.

**Throw your child a curve.** Try clever new combinations:

- < Cream cheese and peach or nectarine
- < Chocolate graham crackers with strawberries or banana
- < Steamed broccoli and cauliflower florets with ketchup
- < Cucumbers or red bell pepper with hummus
- < Melons or grapes with cheddar or American cheese
- < Mushrooms and fresh greens with lowfat ranch dressing
- < Fresh tomato, mozzarella cheese, and fresh basil

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## Physical Activity Curriculum

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

#### Day 1

#### Healthy Heart Tag

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 2, Week 3

#### Day 2

#### Super-Size Tag

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging and chasing and fleeing.

Equipment: 4 hula hoops, beanbags, 2 noodles, poly spots

Emphasize: Portion size is the size of your fist.

Activity: Each student is given 1 poly spot and one beanbag to start the activity – the poly spot or will be carried with the beanbag on top of it.

In each corner of the playing will be a hula-hoop with beanbags placed inside of it.

Choose 2 students (taggers) to represent supersize portions (each gets one noodle)

When the signal is given, the taggers will move around and try to tag the students.

When a student is tagged, they will go to a hula-hoop and grab one beanbag and add it to their plate – this represents an additional portion.

Once a beanbag is added, the student will reenter the game. The object of the activity is to not have an additional portion placed on the plate.

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



## Physical Activity Curriculum

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

#### Day 3

### Sugar Hunt

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging

Equipment: 20+ Multi-colored Bean Bags, Bucket/Bag to store Bean Bags,  
Playground area or inside the classroom, weather permitting.

Emphasize: There is sugar in many things such as ketchup. If you are not sure,  
ask an adult to read the label and tell you if there is sugar in the  
item.

#### Activity:

Before class begins hide beanbags on the playground area.

Hide some high, medium, and low.

When they find them all you can allow the boys in the class to hide them  
from the girls and vice versa.

Give all students an opportunity to hide and to find the beanbags.

This game may be played inside.



## Physical Activity Curriculum

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

#### Day 4

### Juicer Tag

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging and chasing and fleeing.

Equipment: Different colored bean bags (fruit), 4 hula hoops

Emphasize: Drink juice that is 100% fruit juice. Gatorade and Kool-Aid are not fruit juice.

Activity: Two students will be selected as the Sugar Busters. Their job is to tag students when they try to get a piece of fruit (beanbag).

Divide the class into four groups.

Beanbags will be placed in the middle of the playing area. The goal of the game is for students to collect as much fruit as possible without being tagged by a Sugar Buster, so they can make 100% pure fruit juice.

When the signal is given, one student from each group will try to collect two pieces of fruit. If a student collects two pieces fruit without being tagged by a sugar buster, they will take the fruit back to their group. If they are tagged, put the fruit back and try again.

On the teacher's signal, the next person in the group will then get a turn.

Modification: Children do not put the fruit back and try again.

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



# Physical Activity Curriculum

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

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



## Gross Motor Activities

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

#### Object Control: Tossing and Catching

##### Day 1

Activity Level: Moderate to Vigorous

Object Control: Tossing and Catching

Equipment: 1 beanbag for each child

Layout: Scattered

Hint: Encourage children to watch the beanbag and make soft tosses.

Free exploration: Children are given a beanbag and are told to play

##### Beanbag Activities

Students introduce themselves to Bob the beanbag and are told that Bob is their friend and that they must take good care of him - no throwing or stomping on him.



## Gross Motor Activities

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

#### Day 2

Activity Level: Moderate to Vigorous

Object Control: Tossing and Catching

Equipment: 1 beanbag for each child

Layout: Scattered

Hint: Students introduce themselves to Bob the beanbag and are reminded how to treat Bob.

Teacher's directions:

Place bob on the floor.

Walk around him, stand in front of him, beside him, behind him, and over him (one foot on each side). 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.

Pick-up Bob and hold him in your hand.

Place Bob on the back of your hand and walk without dropping him, next on your shoulder and head Balance Bob on your elbow, foot, knee, back Touch Bob to your ear, neck, chest, thumb, heel, ankle.

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



## Gross Motor Activities

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

#### Day 3

Activity Level: Moderate to Vigorous

Object Control: Tossing and Catching

Equipment: 1 beanbag for each child

Layout: Scattered

Hint: Students introduce themselves to Bob the beanbag and are reminded how to treat Bob.

Teacher's directions:

Place bob on the floor.

Walk around him, stand in front of him, beside him, behind him, and over him (one foot on each side). 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.

Pick-up Bob and hold him in your hand.

Place Bob on the back of your hand and walk without dropping him, next on your shoulder and head Balance Bob on your elbow, foot, knee, back Touch Bob to your ear, neck, chest, thumb, heel, ankle.

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



## Gross Motor Activities

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

#### Day 4

Activity Level:	Moderate to Vigorous
Object Control:	Tossing and Catching
Equipment:	1 beanbag for each child
Layout:	Scattered

#### Beanbag Bumper Tag

##### Activity:

Students place beanbags on their head and walk around with their hands behind their back. Students gently bump other students trying to keep their beanbag on their head and causing bags to fall off other students' heads. If the bean bag falls off, students need to do one of the following and then continue playing: jump up and down 3 times, count to five, say the days of the week, say the months of the year, say the alphabet, etc.

Variation: If the bean bag falls off, students replace it and continue playing.





## Gross Motor Activities

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

Day 5 – Choose your favorite games or free play.

