

WannaBee Healthy?

Be Smart! Be Active! Be a Leader!

Curriculum Activities

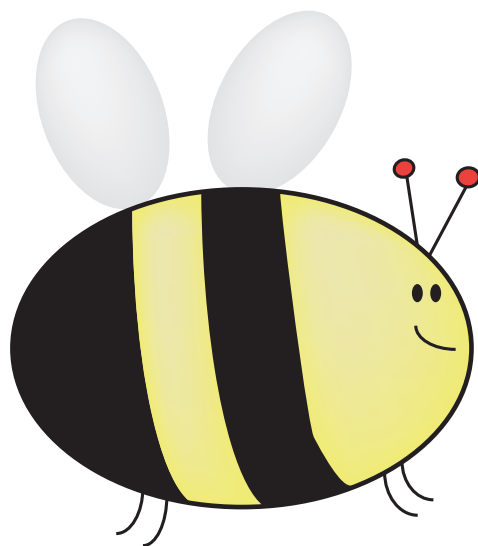


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Be Smart! Be Active! Be a Leader!

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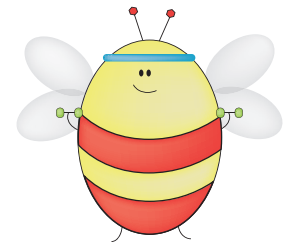
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Curriculum Overview

The Centers for Disease Control and Prevention (CDC) (2013) released statistics indicating 1 in 8 preschoolers in the U.S. is obese. Additionally, research indicates today's young children are at risk of becoming obese adults and leading inactive lifestyles. A recent national study highlights the importance of starting obesity prevention efforts with very young children; of more than 7,000 kindergartners studied in the U.S., the study found that children who were overweight in kindergarten were four times as likely as normal-weight children to become obese by 8th grade (Cunningham, Kramer, & Narayan, 2014). Better health education programs, such as those that include experiential (hands-on) learning, and healthier school environments can be key to changing the outcomes for children and families. Research indicates the early childhood years are a critical time when the foundation of lifelong healthy choices is established (VanLandeghem, Curgins, & Abrams, 2002). Further, young children learn best when they are allowed to be active participants in learning (Weikart, 1996) and when learning activities promote creative outlets. Thus, it is important for schools and early child care and education providers to have available and use resources that focus on improving nutrition, increasing physical activity, and decreasing computer and television time.



The *WannaBee Healthy? Be Smart, Be Active, Be a Leader* curriculum is designed to assist young children in developing healthy eating and activity habits. The curriculum and related resources provide opportunities for children to learn where food comes from, which foods and beverages are healthier for our bodies, how to choose a healthy plate, and why children need to be active. The curriculum is designed around three bee characters- Sunny Smart, Andy Active, and LaToya Leader - which teach children to **Be Smart** by making healthy food choices, to **Be Active** by moving around and making their hearts beat faster, and to **Be a Leader** by sharing how to be healthy with others. The bee characters are engaging and fun and will encourage children to make healthy choices about nutrition and physical activity. As the children follow Sunny, Andy, and LaToya through the curriculum, they will participate in creative play activities that allow them to explore, express themselves, and think critically. The children will be solving problems and learning life-long health habits that may reduce chronic illness and promote better health as they grow and develop. Each learning activity is designed to provide young children with roles that are meaningful and relevant to their immediate needs. The curriculum activities are designed to be implemented over a two-week period.

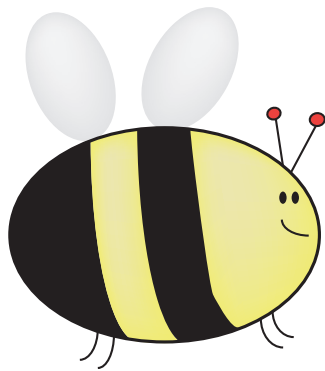
Additional information is added to assist teachers with reinforcing the concepts introduced. The additional information can be found in "What's the Buzz About?" sections. A resource file of materials developed to be used with this curriculum can be found online at www.partnershipsforhealthychildren.com.

The curriculum activities align with the Mississippi Early Learning Standards (MSELS), Next Generation Science Standards (NGSS) for Kindergarten and the CDC National Health Education Standards. Find links to the standards below:

MS Early Learning Standards- <http://earlychildhood.msstate.edu/resources/curriculumforfour/index.php>

Next Generation Science Standards- <http://www.nextgenscience.org/next-generation-science-standards>

CDC National Health Education Standards- <http://www.cdc.gov/healthyyouth/sher/standards>



WannaBee Healthy?

Be Smart! Be Active! Be A Leader!

Dear Families:

Over the next few weeks, our class will be learning about healthy habits for a healthier life using a curriculum called WannaBee Healthy? Be Smart, Be Active, Be a Leader. This curriculum was designed based on information gathered from parents, teachers, and children in North Mississippi. It includes three Healthy Bees: Sunny Smart, Andy Active, and LaToya Leader. Sunny Smart will teach children to **Be Smart** by making healthy food choices. Andy Active will teach children to **Be Active** by moving around and making their hearts beat faster. And, LaToya Leader will teach children to **Be a Leader** by sharing what they learn with others.

This curriculum includes learning about healthy foods through:

- Creative activities that introduce the USDA's MyPlate through art and other creative expression
- Books about choosing healthy foods
- Science activities that teach children where food comes from and the importance of drinking water
- Math activities that teach children to count and match fruits and vegetables

Your child will also be learning how to be more active. Being active is an important component for a healthier life.

Additional activities will encourage your child to:

- Move and dance to music
- Learn about what makes their hearts beat fast
- Understand how food is fuel for their bodies
- Learn about the importance of rest and sleep

A WannaBee Healthy? Family Activity Booklet is included with this letter and contains activities you and your child can do at home. These activities will support what your child is learning at school. To learn more about habits for a healthier life, go to the project's website at www.partnershipsforhealthychildren.com.

Best wishes for a happy, healthy life!

Curriculum Objectives

This curriculum has the following objectives:

Be Smart - Nutrition Objectives

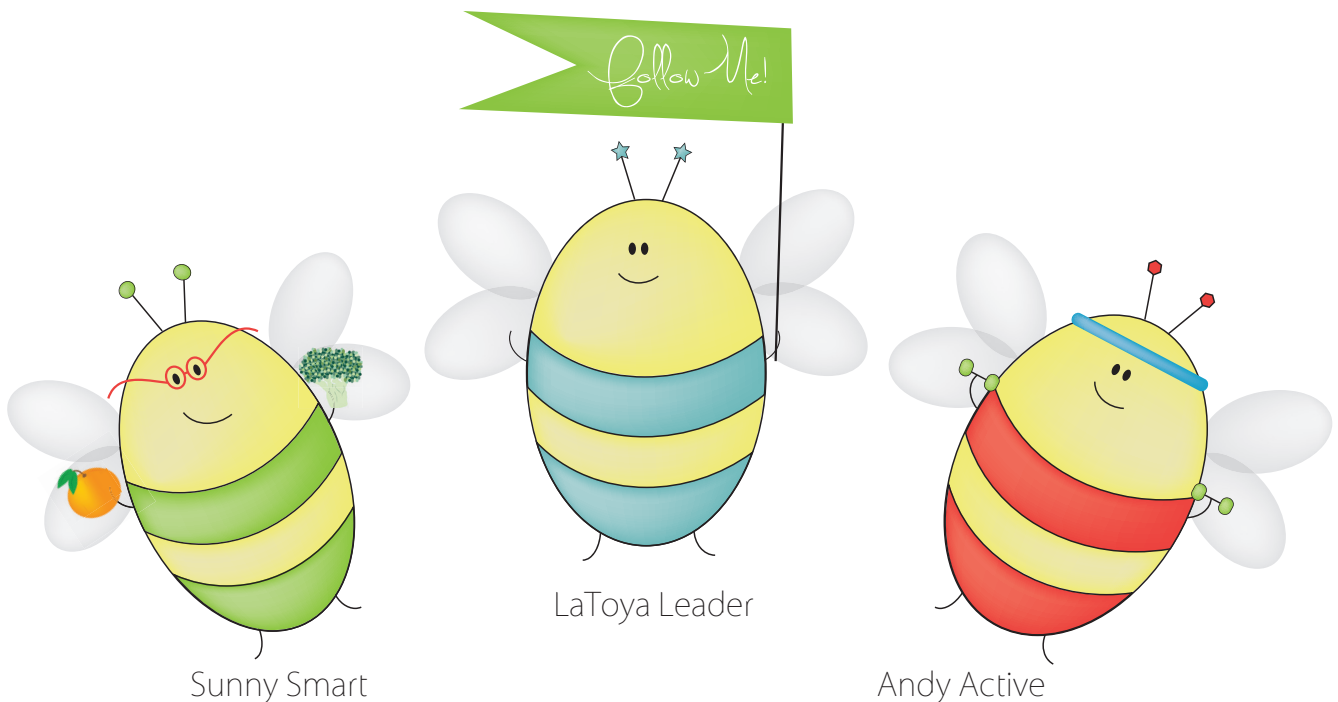
- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge of healthy vs. unhealthy foods and beverages
- Increase children's knowledge of food origin, which may help with the identification of healthy foods
- Increase children's ability to create a "healthy" meal
- Increase children's knowledge that food is fuel for the body (Energy In)
- Increase children's knowledge of the benefits of eating healthy (impact on the body)
- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Be Active - Physical Activity Objectives

- Increase children's knowledge of healthy activities (things that make their hearts beat faster)
- Increase children's knowledge that physical activity is a way to "burn" energy (Energy Out)
- Increase children's knowledge of the benefits of physical activity (impact on the body, heart health)
- Increase children's knowledge of the importance of both activity and rest (sleep)

Be a Leader - Role Model Objectives

- Provide opportunities for children to be advocates for personal, family, and community health



Reading List

The following age-appropriate books are related to the topic of healthy habits for a healthier life and are excellent resources to add to your classroom library. Teachers, please consider copying this list and sharing it with families.

Books used within the *WannaBee Healthy?* curriculum activities:

- *Goodnight Moon* by Margaret Wise Brown
- *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don & Audrey Wood
- *The Napping House* by Audrey Wood
- *Healthy Eating with MyPlate* (six books in the series)
 1. *Using MyPlate* by Rebecca Rissman
 2. *Dairy* by Nancy Dickmann
 3. *Fruits* by Nancy Dickmann
 4. *Grains* by Nancy Dickmann
 5. *Protein* by Nancy Dickmann
 6. *Vegetables* by Nancy Dickmann
- *I Eat a Rainbow* by Bobbie Kalman
- *WannaBee Healthy?: Be Smart, Be Active, Be a Leader!* by Sydney Harper
- *Up, Down, and Around* by Katherine Ayres
- *From Head to Toe* by Eric Carle

Books for Further Reading:

- *Blue Potatoes, Orange Tomatoes: How to Grow A Rainbow Garden* by Rosalind Creasy
- *Blueberries for Sal* by Robert McCloskey
- *Bread, Bread, Bread* by Ann Morris & Ken Heyman
- *Chicken Soup with Rice: A Book of Months* by Maurice Sendak
- *Eat Healthy, Feel Great* by William Sears
- *Eat Your Peas, Louise!* by Pegeen Snow
- *Eating Fractions* by Bruce McMillan
- *Eating the Alphabet: Fruits and Vegetables From 'A to Z'* by Lois Ehlert
- *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza* by Cris Peterson
- *From Seed to Plant* by Gail Gibbons
- *Growing Colors* by Bruce McMillan
- *Growing Vegetable Soup* by Lois Ehlert
- *How Do Apples Grow?* by Betsy Maestro
- *I Can Eat a Rainbow* by Annabel Karmel
- *If You Give a Moose A Muffin* by Laura J. Numeroff
- *Pancakes for Breakfast* by Tomie dePaola
- *My Amazing Body* by Pat Thomas
- *Sopa de frijoles/Bean Soup* by Jorge Argueta
- *The Berenstain Bears and Too Much Junk Food* by Jan & Stan Berenstain
- *The Busy Body Book* by Lizzy Rockwell
- *The Carrot Seed* by Ruth Krauss
- *The Popcorn Book* by Tomie dePaola
- *The Rainbow Bunch* by Kia Robertson
- *The Very Hungry Caterpillar* by Eric Carle
- *Why Should I Eat Well?* by Claire Llewellyn

(Permission is granted to copy and share this list with families)

WannaBee Healthy Curriculum


Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Books	Read: <i>WannaBee Healthy?: Be Smart, Be Active, Be a Leader!</i> page 13 (Small Group)	Read: <i>Up, Down, and Around</i> page 20 (Small Group)	Read: <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> page 25 (Small Group)	Read: <i>Healthy Eating with MyPlate: Dairy</i> page 31 (Small Group)	Read: <i>I Eat a Rainbow</i> page 37 (Small Group)
Creative Expression	Read: <i>Healthy Eating with MyPlate: Using My-Plate</i> page 14 (Learning Center)	Activity: Tutti-Frutti Play Dough! page 21 (Learning Center)	Activity: Strawberry Art page 26 (Learning Center)	Activity: “Dem Bones” page 32 (Small Group)	Activity: Red, Yellow, Green... What Do They Mean? Eat a Rainbow! page 38 (Learning Center)
Language & Literacy	Activity: “If You’re Healthy and You Know It” page 15 (Small Group)	Activity: Flannel Board Fun page 22 (Learning Center)	Activity: Way Up High page 27 (Small Group)	Activity: Word Box – Food Groups page 34 (Learning Center)	Activity: I Went to the Store page 39 (Small Group)
Math	★ Activity: Be Smart Chart! page 17 (Small Group)	Activity: Match-Up Math page 23 (Learning Center)	Activity:  Fruity Math page 29 (Learning Center)	Activity: Fruit and Veggie Patterns page 35 (Learning Center)	Activity:  Fruit and Veggie Sort page 40 (Learning Center)
Science	Activity:  MyPlate Fun! page 19 (Learning Center)	Activity:  Be Smart Memory page 24 (Learning Center)	Activity: How Much Sugar is in My Drink? page 30 (Learning Center)	Activity: My Healthy Foods Book page 36 (Learning Center)	Activity: Be Smart - Making Predictions page 41 (Learning Center)

 **Small Group Instruction (Small Group)**

 **Intentional Teaching/Learning Center (Learning Center)**

★ - Children will receive a star for their WannaBee Healthy Certificate for completing this activity, and their final star when they return their Family Activity Booklet.

 - Remind students to do the activity in the Family Activity Booklet at home.

WannaBee Healthy Curriculum

Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Books	Read: <i>Healthy Eating with MyPlate: Vegetables</i> page 43 (Small Group)	Read: <i>Healthy Eating with MyPlate: Fruits</i> page 50 (Small Group)	Read: <i>Healthy Eating with MyPlate: Protein</i> page 56 (Small Group)	Read: <i>From Head to Toe</i> page 63 (Small Group)	Read: <i>The Napping House</i> page 68 (Small Group)
Creative Expression	Activity: I SEE, You SEE page 44 (Learning Center)	Activity: How Does Food Help Make Me Strong? page 51 (Learning Center)	Activity: "Head, Shoulders, Knees, and Toes" page 57 (Small Group)	Activity: LaToya Says Move Together! page 64 (Small Group)	Activity: Bodies Need Sleep - "Andy Active Hammers" page 69 (Small Group)
Language & Literacy	Activity:  Help Harvey Be Healthy page 46 (Small Group)	Activity:  Healthy Food Word Box page 53 (Learning Center)	Activity: <i>Healthy Eating with MyPlate: Grains</i> page 59 (Small Group)	Activity:  Read & Move - I Can Do It! page 65 (Small Group)	Activity:  <i>The Napping House</i> or <i>Goodnight Moon</i> page 72 (Small Group)
Math	★ Activity: Tracking My Exercise! page 47 (Small Group)	Activity: Healthy or Unhealthy? A Sorting Game! page 54 (Learning Center)	Activity: Yum, Yum, What Fun! page 60 (Small Group)	Activity: Be Smart Math Game page 66 (Learning Center)	Activity: An Apple a Day! page 74 (Learning Center)
Science	Activity: Be Smart...Bean Smart: Growing and Learning page 49 (Small Group)	Activity: Be Smart Food Choices! page 55 (Learning Center)	Activity:  Juicy, Juicy, You! page 61 (Learning Center)	Activity: Be Smart, Be Active: Calories Count page 67 (Small Group)	Activity: Putting it All Together page 75 (Learning Center)

Small Group Instruction (Small Group)

 Intentional Teaching/Learning Center (Learning Center)

★ - Children will receive a star for their WannaBee Healthy Certificate for completing this activity, and their final star when they return their Family Activity Booklet.

- Remind students to do the activity in the Family Activity Booklet at home.

Week 1

Read:

WannaBee Healthy? Be Smart, Be Active, Be a Leader! (Small Group)

Directions:

Introduce the WannaBee Healthy? curriculum to the children by reading *WannaBee Healthy?: Be Smart, Be Active, Be a Leader* (located in the online resource file)! This clever little book will introduce each bee character and set the stage for learning activities that the children will be engaged in over the next two weeks. The bee characters are full of information and activities to encourage young children to listen and participate.

Create the Bee Character Tongue Depressor Puppets using the template in the online resource file. Let the children know the bees will be buzzing around the classroom for their free play time each day.

Introduce the WannaBee Healthy Certificate to the children and allow them to decorate and write their name on their certificates. Post each child's certificate in the classroom. Each child will receive star stickers when he or she accomplishes the curriculum goals. After the children complete the "Be Smart Chart!" on Friday of Week 1, give each child a star to put under Sunny Smart on the WannaBee Healthy Certificate. In Week 2, give each child a star after completing the "Tracking My Exercise!" activity. Allow him/her to place the star under Andy Active on the certificate. The last star will be added to the certificate when the child completes the Family Activity Booklet and brings it back to school. Allow children to place the last star under LaToya Leader.

Book Talk Questions:

- What are the names of the bees in the story?
LaToya Leader, Andy Active, and Sunny Smart
- Andy Active tells us it is important to **Be Active**; why?
Being active helps us to be healthy, makes our hearts beat faster, and our bones and muscles physically fit
- Sunny Smart wants us to **Be Smart** and choose healthy foods. What healthy foods should we eat?
Fruits and vegetables and healthy foods from all five food groups
- What does LaToya Leader want us to do?
Be a Leader by sharing what we learn about how to be healthy with our family and friends
- Why is it important to eat healthy foods?
When we eat healthy foods it helps to keep our bodies from getting sick and helps us to stay strong and active
- What do you think may happen to the bees if they stop eating healthy foods and stop being active? What would happen to us?
Answers will vary

Creative Expression

Healthy Eating with MyPlate: Using MyPlate (Learning Center)

Objectives:

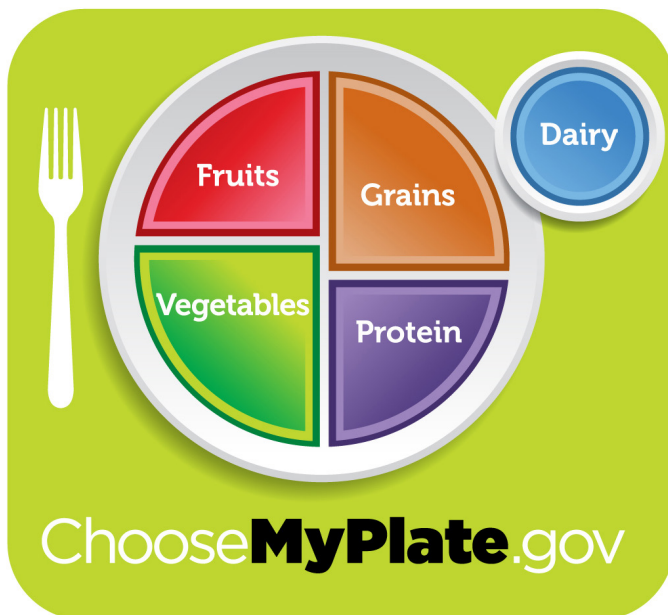
- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Book: *Healthy Eating with MyPlate: Using MyPlate* by Rebecca Rissman
- USDA MyPlate Placemat (located in the online resource file)
- Glue
- Scissors
- Pictures of Food (located in the online resource file, magazines, newspapers, and grocery store advertisements)

Procedure:

- Read *Healthy Eating with MyPlate: Using MyPlate*.
- Prompt children to glue pictures of foods on each section of their MyPlate. Use pictures from the online resource file, magazines, or grocery store ads. Post the pictures in the room and remind the children how they made healthy food choices!
- Tell the children to remember that Sunny Smart wants them to choose healthy foods to eat and that half of their plates should be filled with fruits and vegetables. Ask children how much of their plates should have fruits and vegetables?



Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Visual Arts Domain (VA)

4-year-olds

3. Produce original art using a wide variety of materials and tools.
4. Create art work that reflects an idea, theme, or story.

Kindergarten

3. Use a variety of basic materials and art media to produce works of art.
4. Apply color, line, shape, texture, and pattern in works of art to communicate ideas.

Physical Development

Fine Motor Skills Domain (FM)

4-year-olds

3. Demonstrate emerging (developing) coordination of fine motor skills to perform simple motor tasks.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.

English Language Arts

Literature (LI)

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

2. Developing and using models
7. Engaging in argument from evidence

Language & Literacy

If You're Healthy & You Know It! (Small Group)

Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge that food is fuel for the body (Energy In)
- Increase children's knowledge of healthy activities (things that make their hearts beat faster)

Materials:

- **Be Smart** Mini Poster (laminated if possible) (located in the online resource file)
- **Be Active** Mini Poster (laminated if possible) (located in the online resource file)
- **Be a Leader** Mini Poster (laminated if possible) (located in the online resource file)
- *Book: WannaBee Healthy?: Be Smart, Be Active, Be a Leader!* by: Sydney Harper (located in the online resource file)
- Song, "If You're Healthy & You Know It" (located on the next page) If possible, print a copy of the song to display in your classroom.

Procedure:

- Review the concepts of "**Be Smart**," "**Be Active**," and "**Be a Leader**" and talk about what each phrase means, using the *WannaBee Healthy?: Be Smart, Be Active, Be a Leader!* book and three mini posters.
- Sing the song (on the next page) to the tune of "If You're Happy and You Know It" and introduce the bee characteristics into the song.
- Sing all four stanzas to help the children act out and make connections to healthy behaviors that the bees model.
- Allow the children to point to or act out how to **Be Smart**, **Be Active**, and **Be a Leader!**

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Gross Motor Skills Domain (GM)

4-year-olds

5. Engage in gross motor activities that are familiar as well as activities that are new and challenging.

Kindergarten

3. Develop fundamental locomotor and non-locomotor skills at an introductory level.

English Language Arts

Speaking and Listening (SL)

4-year-olds

1. With guidance and support, participate in small and large group collaborative conversations about pre-kindergarten topics and texts with peers and adults.

a. Engage in voluntary conversations.

Creative Expression

Music Domain (MU)

4-year-olds

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.

2. Sing a variety of short songs.

3. Listen actively and respond to short musical works.

Kindergarten

1. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.

2. Sing and play a variety of short songs in limited melodic range with a steady beat.

3. Listen to and respond to short works of music.

Dance and Movement Domain (DM)

4-year-olds

1. Create simple movements.

Kindergarten

1. Respond through movement to verbal instruction and to various stimuli.

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

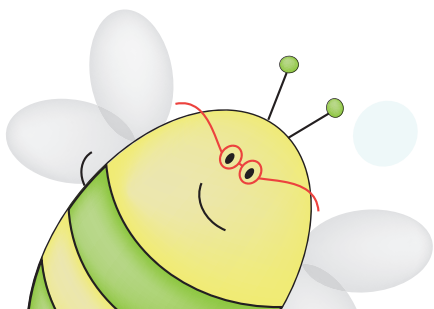
Understand characteristic, structures, life cycles, and environments of organisms.

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C



What's the Buzz About?

With this activity, teachers can talk to children about the importance of good health. Use the key messages on the **Be Smart**, **Be Active**, and **Be a Leader** Mini Posters to discuss good health and physical activity.

If You're Healthy & You Know It!

(to the tune of "If You're Happy & You Know It!")

First stanza:

If you're healthy and you know it, **Be Smart!**

(Children point to their heads when they sing "Be Smart!")

If you're healthy and you know it, **Be Active!**

(Children run in place for a few seconds when they sing "Be Active!")

If you're healthy and you know it, then you'll surely want to show it.

If you're healthy and you know it, **Be a Leader!**

(Children motion for others to follow them when they sing "Be A Leader!")

Second stanza:

If you're healthy and you know it, eat an apple!

If you're healthy and you know it, eat an apple!

If you're healthy and you know it, then you'll surely want to show it.

If you're healthy and you know it, eat an apple!

Third stanza:

If you're healthy and you know it, run in place!

If you're healthy and you know it, run in place!

If you're healthy and you know it, then you'll surely want to show it.

If you're healthy and you know it, run in place!

Fourth stanza:

If you're healthy and you know it, go tell others: [shout] **Be Smart, Be Active!**

If you're healthy and you know it, go tell others: [shout] **Be Smart, Be Active!**

If you're healthy and you know it, then you'll surely want to SHARE it,

If you're healthy and you know it, go tell others: [shout] **Be Smart, Be Active!**

(point to your friend as if telling them)

Words and Music for 'If You're Happy and You Know It' by Joe Raposco, 1971
Adapted by Julie Parker, Ph.D. and Lisa Long, M.A.

Math

Be Smart Chart! (Small Group)



Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and beverages

Materials:

- Be Smart Chart- create your own (see example on the next page)
- Fruit and Vegetable Prediction Sheets- create your own (see example on the next page)
- Pictures of Fruits and Vegetables (located in the online resource file, old magazines, or grocery store advertisements)
- School Menu
- Star Stickers
- WannaBee Healthy Certificates (located in the online resource file)

Procedure:

- At the beginning of the week, tell children that Sunny Smart wants to know which fruits and vegetables are their class's favorites. Explain that half of our plates should be filled with fruits and vegetables because vegetables help keep our skin and eyes healthy, and fruits keep us from getting colds and help our noses not to get sniffly.
- Tell the children that in order to answer Sunny Smart's question, you are going to conduct a class experiment together!
- Show the children your pre-lined Be Smart Chart! which should be prepared ahead of time. Draw five columns for each day of the school week, and two narrower columns within each day's column, one for fruits and one for vegetables. (See the example on the next page.)
- As a class, review and discuss the school menu for the week. Write the name of the fruit and vegetable listed on the school menu to be served for lunch or breakfast each day at the top of the appropriate day's column. Have two food items for each day's column, one fruit and one vegetable. In case there are several different fruits and vegetables listed on the menu for each day, take a vote among the children to decide which fruit and vegetable should be listed for each day on your Be Smart Chart! Place pictures of the fruits and vegetables at the top of the chart next to their names.
- Once the Be Smart Chart! is completed, ask the children to make a prediction or guess about which fruit and which vegetable will be the class favorites for the week. Record their predictions on two separate sheets by making a simple chart for the vegetable option predictions on one sheet and a chart for the fruit option predictions on the other sheet. Ask children to make their own tally mark on the vegetable sheet under the one vegetable they think will be the class favorite. Ask each child to do the same with the fruit sheet. See the examples on the next page.

Standards:

MS EARLY LEARNING STANDARDS

Mathematics

Measurement and Data (MD)

Classify objects and count the number of objects in each category.

4-year-olds

1. With guidance and support, sort, categorize, or classify objects.

Kindergarten

2. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Science

Scientific Method and Inquiry (SI)

4-year-olds

Engage in simple investigations.

5. Describe and communicate observations, results, and ideas.

Kindergarten

Ask questions and find answers by scientific investigation.

5. Describe ideas using drawings and oral expression.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

6. With prompting and support, identify nutritious foods.

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

Demonstrate awareness of self and capabilities

2. Develop personal preferences.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Ideas

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

1. Asking questions and defining problems

3. Planning and carrying out investigations






4. Analyzing and interpreting data

5. Using mathematics and computational thinking






- After lunch each day of this week, ask children to report whether they ate the healthy fruit and vegetable of the day by making a tally mark on the Be Smart Chart! under that day's fruit or vegetable if they ate it, or leaving it blank if they did not eat it. Encourage children who bring their lunch to school to ask their parents to pack the fruit and vegetable of the day so that they can also participate.
- At the end of the week, count the number of marks under each day's fruit and vegetable columns. Compare the totals across each column to see if some fruits and vegetables were eaten by more students than others. Ask the children to tell you which fruits and vegetables were eaten by the most children. You are now ready to answer Sunny Smart's question about which vegetables and fruits are your class's favorites!
- Pull out your fruit and vegetable prediction sheets, and ask the children to tell you if their predictions about the class's favorite vegetable and fruit were correct and liked or not. Discuss the results of your experiment and any surprises or thoughts the children may have from this experiment.
- Congratulate the class for eating healthy vegetables and fruits all week and allow each child to add one star sticker to their WannaBee Healthy Certificate under Sunny Smart.

Fruit & Vegetable Prediction Sheets











Which fruit will be our class favorite?

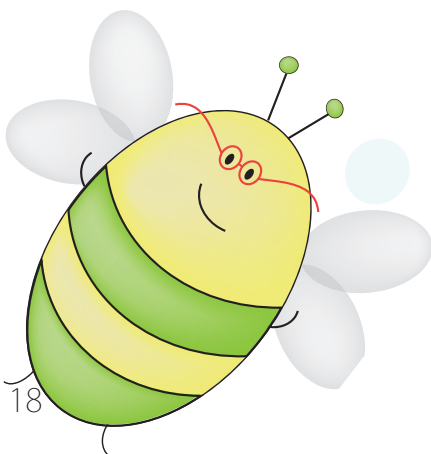
 Watermelon	 Blueberries	 Melons	 Oranges (clementines)	 Peaches
TALLY				
5	6	2	5	3

Which vegetable will be our class favorite?

 Cucumbers	 Lettuce	 Tomatoes	 Asparagus	 Bell Peppers
TALLY				
3	6	6	1	5

Be Smart Chart!

Monday	Tuesday	Wednesday	Thursday	Friday
 Watermelon	 Cucumbers	 Blueberries	 Lettuce	 Melons
			 Tomatoes	 Oranges (clementines)
			 Asparagus	 Peaches
				 Bell Peppers
TALLY				



What's the Buzz About?

Remind children that eating healthy foods helps their bodies have energy and stay well. It is important to eat healthy foods each day. Picking healthy foods for lunch or for a snack at school helps them to **Be Active**, just like Andy Active, **Be Smart**, just like Sunny Smart, and to **Be a Leader**, just like LaToya Leader!

Science

MyPlate Fun! (Learning Center)



Objectives:

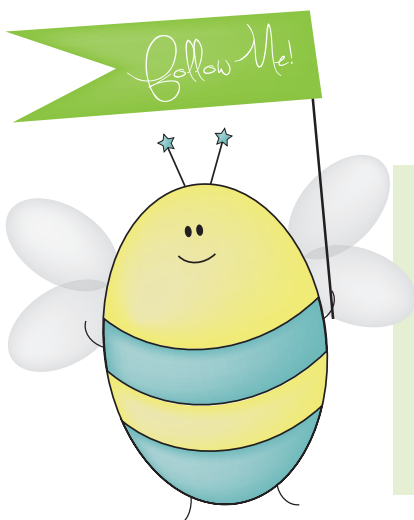
- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages
- Increase children's ability to create a "healthy" meal

Materials:

- MyPlate Plate (plastic plate purchased online or printed version from <http://www.choosemyplate.gov>)
- Pretend Foods (foods from all of the food groups)
- Dramatic Play Area of the Classroom

Procedure:

- As you introduce children to the new materials in the dramatic play area, remind them that Sunny Smart wants them to choose healthy foods from all 5 food groups.
- Encourage them to make healthy plates using the MyPlate plate and the food models.
- Remind the children that 1/2 of the plate should always be filled with fruits and vegetables.
- Use pretend foods and talk about their colors and shapes and which food group section the foods belong in on the MyPlate plate.
- Extension Activity: Compare and contrast the food models with real foods using a variety of fruits and vegetables, so children can compare their smells, textures, and sizes.



Learn from La Joya!

Please remind your students and their families to have fun completing Activities 1 and 2 in their Family Activity Booklet tonight at home!

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Theatre and Dramatic Play Domain (DP)

4-year-olds

2. Use available materials as either realistic or symbolic props.

Science

Physical Science (PS)

4-year-olds

2. Describe and compare objects and materials by observable properties.

Kindergarten

1. Classify properties of objects and materials according to their observable characteristics.

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

3. Group animals and plants by their physical features.

4. Classify properties of objects and materials according to their observable characteristics.

Mathematics

Measurement and Data (MD)

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

2. Developing and using models

Read:

Up, Down, and Around (Small Group)

Directions:

Read *Up, Down, and Around* and talk with the children about where our food comes from/originates. Optional Activity: Bring to school one, several, or all of the vegetables pictured in the book's garden to show children and, if possible, allow them to taste each one.

Book Talk Questions:

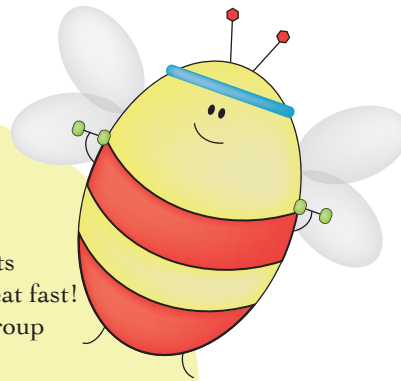
- What do plants need to grow?
Dirt, water, sunlight
- Why do some vegetables grow under the ground?
We eat the roots and the roots are under the ground
- Who likes to eat potatoes? What are the different ways we can cook potatoes to eat?
Baked potato, creamed potatoes, french fries, potato salad, potato chips, etc.
- Which foods on the table at the end of the story were grown in the storybook garden?
Answers will vary
- What would you like to try from the yummy foods shown on the table?
Answers will vary

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Wiggling Wonder! Have your students stand up and place their hands down by their sides and squat up and down while wiggling their bodies!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

Tutti-Frutti Play Dough (Learning Center)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- 2 Cups Plain Flour
- 4 Tablespoons Cream of Tartar
- 1 Cup Salt
- 2 Tablespoons Oil
- 2 Cups Hot Water
- Food Coloring and Extract (e.g., lemon, strawberry)
- Fruit and Vegetable-shaped Play Dough Cutters

Procedure:

- Allow children to assist in measuring and mixing the ingredients.
- Show the children how much one cup is, by pointing to the numeral 1 on the measuring cup. Allow the children to count out each measurement and to compare the amounts of the ingredients used (e.g., 2 cups of water is more than 1 cup of salt).
- Mix all ingredients together in a bowl.
- Pour the mixture onto a clean surface and knead the play dough until it becomes easy to mold.
- Add more flour to the mixture as needed.
- Color the play dough with the food coloring and use extract to give it a strawberry or lemon scent.
- Keep the play dough in a sealed container for up to one week.
- Allow children to play with it, using the fruit and vegetable play dough cutters at the art table throughout the week.
- Talk with the children about the color, smell, texture, and shape of each play dough cut out.
- Remind the children the play dough is not for eating, just smelling and using to make pretend fruits and vegetables.

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Fine Motor Skills Domain (FM)

4-year-olds

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement.

Mathematics

Counting and Cardinality (CC)

4-year-olds

3. With guidance and support, understand the relationship between numerals and quantities.

- a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

Kindergarten

1. Understand the relationship between numbers and quantities. Connect counting to cardinality.

Science

Scientific Method and Inquiry (SI)

4-year-olds

4. Explore materials, objects, and events and notice cause and effect.

Creative Expression

Theatre and Dramatic Play Domain (DP)

4-year-olds

2. Use available materials as either realistic or symbolic props.

NEXT GENERATION SCIENCE STANDARDS

Science and Engineering Practices

2. Developing and using models

Language & Literacy

Flannel Board Fun! (Learning Center)

Objectives:

- Increase children's knowledge of food origin, which may help with the identification of healthy foods
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Flannel Board
- Flannel Board Fun pictures of food and food origins with flannel on the back to adhere to the board (pictures are located in the online resource file)

Procedure:

- Tell the children to look at the Healthy Eating with MyPlate books in the classroom library. Each book gives pictures of food origins.
- Use the pictures in the resource file and attach flannel or Velcro to the back of each picture.
- Using the pictures and flannel board, guide and facilitate children's telling of the "story" of where several foods come from / originate. For example:

Cow: Milk comes from a cow; Cheese is made from milk.

Chicken: Eggs and chicken legs come from chickens.

Garden: Potatoes and corn come from a garden.

Vine: Strawberries and grapes both come from vines, and they are both grown above the ground.

Tree: Apples and oranges grow on trees.

Wheat: Wheat is a grain. Some grains are made into flour. Bread is made from flour. Cereal is made from grains.

See the "What's the Buzz About?" information on the next page.

- Keep pictures and the flannel board in the language center all week.
- Encourage the children to match the food origin with the food.
- Extension Activity: Provide real foods for children to compare and contrast with flannel board foods. Provide children with rulers, measuring tapes, and actual food items represented in the Flannel Board Fun pictures. Ask children to investigate to see if the Flannel Board Fun pictures are "life size." Ask them to measure the pictures of food and compare the results with the measurements of the real food items. Which ones are bigger, smaller, or the same size?

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Literature (L1)

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

Social and Emotional Development

Social Development Domain (SD)

4-year-olds

4. Participate successfully as a member of a group.

a. With prompting and support, share experiences and ideas with others.

b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

2. Describe plant, animal, and human life cycles.

Kindergarten

2. Classify properties of objects and materials according to their observable characteristics.

Mathematics

Measurement and Data (MD)

4-year-olds

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, size, using appropriate vocabulary.

2. With guidance and support, compare two objects using attributes of length, weight, and size.

Kindergarten

2. Directly compare two objects with a measurable attribute in common, to see which object has "more of/less than" the attribute, and describe the differences.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C; LS2.A

Crosscutting Concepts

3. Scale, Proportion and Quantity

Science and Engineering Practices

2. Developing and using models

3. Planning and carrying out investigations

4. Analyzing and interpreting data

Math

Match-Up Math (Learning Center)

Objectives:

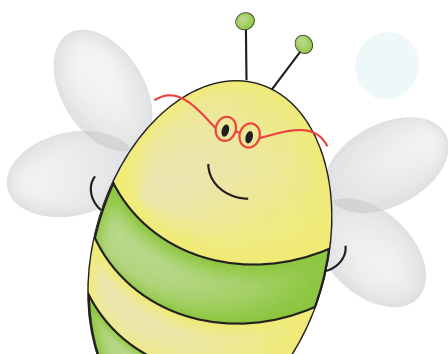
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Matching Cards (located in the online resource file)

Procedure:

- Use the matching cards in the resource file and allow the children to match the food to the correct numeral (e.g., the picture of four broccoli pieces will match with the numeral 4).
- Ask the children to find the numeral and then count the number of items on the food and beverage cards to find the food or beverage picture card that matches the numeral.
- If necessary, review each numeral with the children before they begin.
- Have the children place the matching card pairs in order from one to ten.



What's the Buzz About?

It is important for children to learn where food comes from (from plants and animals). Use the books in this curriculum to emphasize the different food groups and where foods originate.

Standards:

MS EARLY LEARNING STANDARDS Mathematics

Counting and Cardinality (CC)

4-year-olds

3. With guidance and support, understand the relationship between numerals and quantities.

a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

b. Match quantities and numerals 0-5.

Kindergarten

1. Understand the relationship between numbers and quantities. Connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name, and each number name with one and only one object.

Science

Scientific Method and Inquiry (SI)

4-year-olds

1. Describe, compare, sort, classify, and order objects.

Kindergarten

1. Compare, sort, and group objects according to size, shape, color, and texture.

NEXT GENERATION SCIENCE STANDARDS

Science and Engineering Practices

5. Using mathematics and computational thinking

Science

Be Smart Memory! (Learning Center)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Be Smart Memory Cards (located in the online resource file)

Procedure:

- Place the 20 Be Smart Memory Cards on the table in a four by five pattern, picture side down.
- Use all of the cards for advanced learners and use half of the cards for younger learners.
- Allow the children to work individually or as a pair to play Be Smart Memory!
- Children should find the matching pairs.
- Remind the children to look for characteristics that match. (e.g., "Carrots are orange and long, can you find another carrot to match this one?")

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

2. Classify properties of objects and materials according to their observable characteristics.

Physical Science (PS)

4-year-olds

2. Describe and compare objects and materials by observable properties.

Kindergarten

2. Classify properties of objects and materials according to their observable characteristics.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

1. Patterns



Learn from La Jaya!

Please remind your students and their families to have fun completing Activity 3 in their Family Activity Booklet at home tonight!

Read:

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear
(Small group)

Directions:

Read *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* and talk with the children about how strawberries are grown and why fruits, like strawberries, are good for our bodies.

Book Talk Questions:

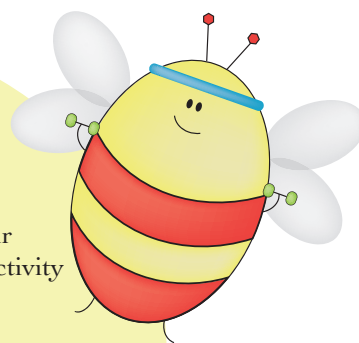
- Where do strawberries grow?
They grow on a vine
- What was so special about the strawberry in the book?
It was red, ripe, and ready to eat!
- Do you think the little mouse and the big, hungry bear would have wanted to eat the strawberry if it had been green and not yet ripe? Why or why not? How does a green strawberry taste compared to a red, ripe strawberry?
Answers will vary
- Is a strawberry a vegetable, fruit, protein, grain, or a dairy food?
A fruit
- How do fruits keep us healthy?
Fruits help us fight colds and help our noses not to get sniffly

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Let's March! Have your students march in place and clap on every fourth step.
1...2...3...CLAP!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

Strawberry Art (Learning Center)

Objectives:

- Increase children's knowledge of food origin, which may help with the identification of healthy foods

Materials:

- Book or Online Read-A-Long: *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don & Audrey Wood
- White paper to free paint strawberries, or strawberry cut-outs (located in the online resource file)
- Black Construction Paper
- Red Tempera Paint
- Hole Punch
- Green Bulletin Board Paper
- Stapler and Staples
- Plastic Grocery Bags, Used Paper, or Tissue Paper

Procedure:

- In group time read, *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*, or watch it at the following link: <http://www.youtube.com/watch?v=apvgbUckC-k>.
- Tell the children that strawberries grow on vines. Ask the children what plants, like strawberries, need to live and grow. [*water and light*]
- Make Strawberry Art: Put the strawberry cut-outs on the art table for the children to paint, or allow the children to freely paint a strawberry at the easel or on paper at the table. Open-ended art promotes creativity and allows children to represent their knowledge.
- Allow the child to paint the strawberry and use the hole punch to punch out black dots to sprinkle on the wet paint.
- Create a strawberry vine using green bulletin board paper to drape around the room.
- To make strawberries extra full and "juicy," ask children to paint two strawberries at a time so that each strawberry can be double-sided.
- When the paint and black dots are dry, staple the two sides together around the edges of most of the strawberry, leaving a large hole on one edge to stuff the strawberry with plastic grocery bags, used paper, tissue paper, or anything else you may have available to give the strawberry a full and juicy look!
- Once stuffed, staple the remaining edges of the strawberry to hold the stuffing inside.
- Hang your juicy strawberries on your green paper vine.

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Visual Arts Domain (VA)

4-year-olds

1. Produce original art using a wide variety of materials and tools.
2. Create art work that reflects an idea, theme, or story.

Kindergarten

Use a variety of basic materials and art media to produce works of art.

Apply color, line, shape, texture, and pattern in works of art to communicate ideas.

Physical Development

Fine Motor Skills Domain (FM)

4-year-olds

3. Demonstrate emerging (developing) coordination of fine motor skills to perform simple motor tasks.

English Language Arts

Literature (LI)

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Language & Literacy

Way Up High (Small Group)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge of food origin, which may help with the identification of healthy foods

Materials:

- Song, "Way Up High in the Apple Tree" (located on the next page). If possible, print a copy of the song to display in your classroom.
- Fruit picture templates (located in the online resource file)

Procedure:

- Sing the song, "Way Up High in the Apple Tree" (on the next page)
- Sing additional verses with different fruits/foods that grow on trees (e.g., pear, peach, banana, coconut, pecan)
- Ask the children to think about where these fruits are grown (in trees)
- Remind the children that Sunny Smart wants them to eat healthy foods from all 5 food groups and that half of their plates should be filled with fruits and vegetables.
- Extension Activity: Use the fruit picture templates found in the online resource file to cut out and paste onto tongue depressors. Have the children hold up the picture cards on cue as they sing each verse of the song.

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Language Arts (LA)

4-year-olds

2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversations, drama, props throughout the classroom, creative movement, art, and creative writing).

Kindergarten

2. With prompting and support, retell familiar stories, including key details.

Physical Development

Gross Motor Skills Domain (GM)

4-year-olds

5. Engage in gross motor activities that are familiar as well as activities that are new and challenging.

Kindergarten

1. Develop fundamental locomotor and non-locomotor skills at the introductory level.

Creative Expression

Music Domain (MU)

4-year-olds

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.

2. Sing a variety of short songs.

3. Listen actively and respond to short musical works.

Kindergarten

1. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.

2. Sing and play a variety of short songs in limited melodic range with a steady beat.

3. Listen to and respond to short works of music.

Dance and Movement Domain (DM)

4-year-olds

1. Create simple movements.

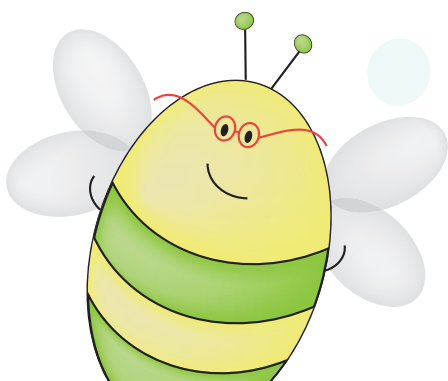
Kindergarten

1. Respond through movement to verbal instruction and to various stimuli.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C



What's the Buzz About?

Talk with children about why fruits, like apples and strawberries, are good for our bodies. Explain that they have lots of nutrients, like Vitamin C, which help our bodies stay well and not catch colds or get sniffly noses. Strawberries have something special known as "antioxidants," which help to keep our hearts and blood healthy. Source: <http://www.fruitsandveggiesmorematters.org/strawberries>

Way Up High in the Apple Tree!

(to the tune of "Five Little Ducks Went Out One Day")

Way up high in the apple tree,

(Stand tall and hold arms up above head)

Five little apples looked down at me

(Look up as to see the apples)

I shook that tree as hard as I could,

(Pretend to shake the tree)

And down came the apples,

(Act like you are catching the apples falling to the ground)

Yum! They were good!

(Act like you are holding an apple and biting it)



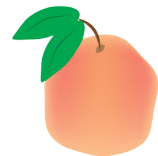
Way up high in the old peach tree,

Five little peaches looked down at me

I shook that tree as hard as I could,

And down came the peaches,

Yum! They were good!



Way up high in the banana tree,

Five little bananas looked down at me

I shook that tree as hard as I could,

And down came the bananas,

Yum! They were good!



Author Unknown

Adapted by Julie Parker, Ph.D. and Lisa Long, M.A.

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Math

Fruity Math (Learning Center)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations

Materials:

- Pictures of Fruits (located in the online resource file):

Strawberries	Mango
Grapes	Banana
Apple	Lime
Blueberries	Peach
Watermelon	Plum
Cherry	Tangerine
- Picture of MyPlate (located in the online resource file)

Procedure:

- Use the fruit and MyPlate pictures from the online resource file.
- Printable fruit pictures should be laminated, if possible, and cut into at least two parts to create puzzle pieces. You may also increase the academic challenge and cut the fruit pictures into three or four pieces.
- Allow the children to put the correct pieces together by noting the various colors and shapes of each puzzle piece as they search to find the correct pieces to complete the puzzle.
- Talk about how two parts can make one whole.
- Cut the MyPlate into the 5 food group sections and allow the children to put it back together. Emphasize that there are 5 food groups and that half of the plate is fruits and vegetables.
- Ask the children which food group the pictures would belong to (fruits) and ask them to point to the fruits section of the MyPlate. Talk with the children about common characteristics of fruits (e.g., they grow on trees, bushes, and vines, they often taste sweet, have seeds, etc.)

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.

Mathematics

Measurement and Data (MD)

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

1. Patterns



Learn from La Joya!

Please remind your students and their families to have fun completing Activity 4 in their Family Activity Booklet at home tonight!

Science

How Much Sugar is in My Drink!?! (Learning Center)

Objectives:

- Increase children's knowledge of healthy vs. unhealthy foods and beverages

Materials:

- Pre-prepared, clear, 8 oz. water bottles with sugar already in each bottle representing the following beverages¹:
 - Fruit Punch (6 teaspoons of sugar per 8 oz. container)
 - Chocolate Milk (5 teaspoons of sugar per 8 oz. container)
 - Water (no sugar)
 - Soda (7 teaspoons of sugar per 8 oz. container)
- Bottles should also be labeled with the picture of each type of beverage (fruit punch, chocolate milk, water, and soda)- located in the online resource file
- Premade, laminated Bar Graph Sheet (For children to color, erase, and reuse individually)- located in the online resource file
- Dry Erase Marker and Eraser

¹ See the Notes section for more information

Procedure:

- Remind the children that Sunny Smart says to drink water. Explain to the children that our bodies are made up of at least 60% water. Talk about how our bodies need water to be healthy. We get water from drinking water and other liquids, but it's important to avoid sugary drinks. Water and milk are healthy choices.
- Ask the children to think about four different types of drinks: water, fruit punch, chocolate milk, and soda. Ask them to predict and tell you which of these drinks they think has the most sugar and which of these drinks has the least or no sugar. Chart their responses on a simple graph.
- Display the four pre-prepared bottles with pictures of fruit punch, chocolate milk, water, and soda.
- Ask the children to look at each bottle and observe how much sugar is in each one.
- Ask the children to line up the beverages in order from the one with the least/no sugar to the one with the most sugar.
- At the end of the activity, compare the children's predictions about the drinks' sugar content with the actual sugar content in the bottles.
- Using the laminated Bar Graph Sheet and a dry erase marker, ask the children to take turns coloring the bottle graphs on the Bar Graph Sheet, coloring in the appropriate amount of space to represent the amount of sugar in each drink (one line per teaspoon).

Standards:

MS EARLY LEARNING STANDARDS

Science

Scientific Method and Inquiry (SI)

4-year-olds

Engage in simple investigations.

1. Make observations, predictions, and ask questions about natural phenomena.
2. Describe, compare, sort, classify, and order.
5. Describe and communicate observations, results, and ideas.

Kindergarten

Ask questions and find answers by scientific investigation.

2. Compare, sort, and group objects according to size, shape, color, and texture.

Physical Science (PS)

4-year-olds

Develop awareness of observable properties of objects and materials.

2. Describe and compare objects and materials by observable properties

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Mathematics

Measurement and Data (MD)

4-year-olds

Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, size, using appropriate vocabulary.
2. With guidance and support, compare two objects using attributes of length, weight, and size.

Kindergarten

2. Directly compare two objects with a measurable attribute in common, to see which object has "more of/less than" the attribute, and describe the differences.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

3. Scale, Proportion and Quantity

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking

Read:

Healthy Eating with MyPlate: Dairy (Small Group)

Directions:

Read *Healthy Eating with MyPlate: Dairy* and talk with the children about how dairy foods like milk and yogurt help us to develop and grow. Dairy foods give us calcium which helps to build strong teeth. **Dairy products also help to build strong bones.**

Book Talk Questions:

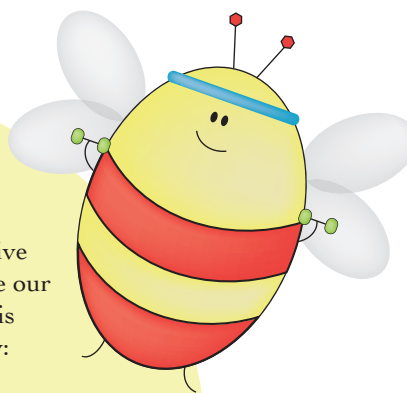
- How do dairy foods and drinks help our bodies to be strong?
Dairy foods and drinks help our bones to be strong
- What kind of dairy foods do you like to eat? How do you know it is a dairy food?
Answers will vary

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Heel, Toe, Do-si-do! Have your students put one leg out at a time and tap the ground with their heel followed by tapping the ground with their toes. Turn around on "Do-si-do!" Let them be creative with arm movements for added fun!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

Dem Bones (Small Group)

Objectives:

- Increase children's knowledge that food is fuel for the body (Energy In)
- Increase children's knowledge of healthy activities (things that make their hearts beat faster)
- Increase children's knowledge of the benefits of physical activity (impact on the body; heart health)

Materials:

- Song, "Dem Bones" (located on the next page). If possible, print a copy of the song to display in your classroom.

Procedure:

- Ask the children what helps their bones to be strong. [*dairy foods and drinks*]
- Tell the children that they are going to sing a song about their bones.
- Tell the children that being active and eating healthy foods helps keep their bones healthy.
- Andy Active reminds us that being active also helps our hearts beat faster. During group time sing the song with the children and allow them to imitate the movements.
- Repeat the song two or three times and increase the speed each time.
- Ask the children to feel their hearts beating, are they beating faster when they do the movements faster?

What's the Buzz About?

Remind the children that eating healthy foods like dairy foods helps keep their bones strong. Sunny Smart and Andy Active want you to have strong bones and good health. Good nutrition and exercise help you to have strong bones and help your heart beat faster.

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Gross Motor Skills Domain (GM)

4-year-olds

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

1. Identify and demonstrate the use of body parts connected with gross motor movement.
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging.

Kindergarten

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities.

1. Identify body parts and apply these to different movement activities.
3. Develop fundamental locomotor and non-locomotor skills at an introductory level.

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

English Language Arts

Speaking and Listening (SL)

4-year-olds

1. With guidance and support, participate in small and large group collaborative conversations about pre-kindergarten topics and texts with peers and adults.

- a. Engage in voluntary conversations.

Creative Expression

Music Domain (MU)

4-year-olds

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.

2. Sing a variety of short songs.
3. Listen actively and respond to short musical works.

Kindergarten

1. Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.

2. Sing and play a variety of short songs in limited melodic range with a steady beat.
3. Listen to and respond to short works of music.

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

Understand characteristics, structures, life cycles, and environments of organisms.

2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

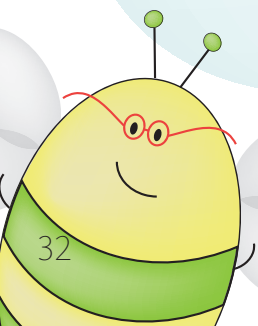
NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

4. Systems and system models
6. Structure and function





Dem Bones



Chorus:

Dem bones, dem bones, dem healthy bones (shake the body)

Dem bones, dem bones, dem healthy bones (shake the body)

Dem bones, dem bones, dem healthy bones (shake the body)

Going to eat healthy foods (pretend to eat)

Toe bone connected to the foot bone (point and touch toe and foot)

Foot bone connected to the heel bone (point and touch foot and heel)

Heel bone connected to the ankle bone (point and touch heel and ankle)

Dem bones, dem bones, dem bones

(Repeat Chorus)

Ankle bone connected to the shin bone (point and touch ankle and shin)

Shin bone connected to the knee bone (point and touch shin and knee)

Knee bone connected to the hip bone (point and touch knee and hip)

Dem bones, dem bones, dem bones

(Repeat Chorus)

Hip bone connected to the back bone (point and touch hip and back)

Back bone connected to the neck bone (point and touch back and neck)

Neck bone connected to the head bone (point and touch neck and head)

Dem bones, dem bones, dem bones

Dem bones, dem bones, dem healthy bones (shake the body)

Dem bones, dem bones, dem healthy bones (shake the body)

Dem bones, dem bones, dem healthy bones (shake the body)

Going to eat healthy foods (pretend to eat)

Words for 'Dem Bones' by James Weldon Johnson, 1920

Adapted by Julie Parker, Ph.D. and Lisa Long, M.A.

Language & Literacy

Word Box - Food Groups (Learning Center)

Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's ability to create a "healthy" meal

Materials:

- Small Shoe Box or Plastic Box with a Lid
- Pictures of Food Groups with Labels (located in the online resource file)
- Crayons, Markers, or Pencils
- Writing Paper

Procedure:

- Tell the children that Sunny Smart wants to learn how to spell the names of the MyPlate food groups.
- Put the Word Box on the writing table and let the children pick out cards and practice writing the name of the food groups on the paper.
- Remind the children that people need food and water to live and grow.

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Writing (WR)

Text Type and Purposes

4-year-olds

1.b. Explore and experiment with a combination of written representations and describe writing.

Kindergarten

2. Use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which they name what they are writing about and supply some information about the topic.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

Understand characteristics, structures, life cycles, and environments of organisms.

2. Classify properties of objects and materials according to their observable characteristics.

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Standards:

**MS EARLY LEARNING STANDARDS
Mathematics**

Operations and Algebraic Thinking (OA)
4-year-olds

3. With guidance and support, demonstrate an understanding of patterns, using developmentally appropriate pre-kindergarten materials.

a. Duplicate and extend simple patterns using concrete objects.

**NEXT GENERATION SCIENCE
STANDARDS**

Crosscutting Concepts

1. Patterns

Math

Fruit & Veggie Patterns (Learning Center)

Objectives:





















- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Fruit and Vegetable Patterning Cards (located in the online resource file)
- Individual Pictures of Fruits and Vegetables that match the cards (located in the online resource file)

Procedure:

- Using a pattern card with pictures of fruits and vegetables, children will try to extend the pattern by arranging fruit and vegetable pictures correctly.
- Extension activity: Encourage children to use the individual cards to come up with their own patterns.

Science

My Healthy Foods Book (Learning Center)

Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Book: *Using MyPlate* by Rebecca Rissman
- Healthy Foods Book (one per child, located in the online resource file)
- Old magazines and Grocery Store Ads (for finding and cutting out pictures of food)
- Glue
- Crayons or Markers
- Scissors
- MyPlate Resources (e.g., posters of healthy and unhealthy foods, and/or a book on this topic); here are some suggestions:

<http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>
(scroll down to the bottom of the page for links to posters)

<http://www.choosemyplate.gov/preschoolers.html>

Procedure:

- Talk with the children about MyPlate selections using the MyPlate resources; show a poster with photos of healthy foods.
- Have each child create a Healthy Foods book by using pictures of foods he or she finds in magazines, advertisements, coupons, or from the Internet to glue in the Healthy Foods book, or he or she may draw pictures of healthy foods.
- Tell the children to make sure they have foods or drinks from each food group in their healthy foods booklet (fruits, vegetables, grains, dairy, protein). Andy Active says we need foods from all 5 food groups to give us energy to play and move!
- Ask children to share something about their book with a classmate or with the entire class (depending on time and class structure).

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Visual Arts Domain (VA)

Create visual art.

4-year-olds

1. Produce original art using a wide variety of materials and tools.

2. Create art work that reflects an idea, theme, or story.

Kindergarten

1. Use a variety of basic materials and art media to produce works of art.

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

Understand characteristics, structures, life cycles, and environments of organisms.

2. Classify properties of objects and materials according to their observable characteristics.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Read:

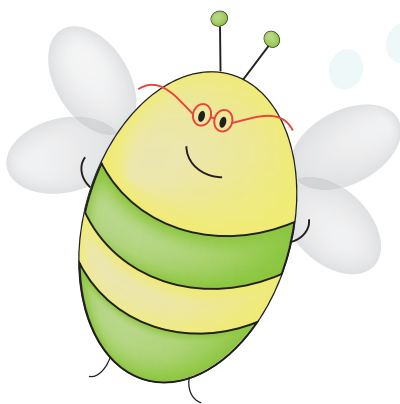
I Eat a Rainbow (Small Group)

Directions:

Read *I Eat a Rainbow* and talk with the children about why we should eat a rainbow of foods.

Book Talk Questions:

- What can we make with a rainbow of foods?
We can make a rainbow fruit salad. Which fruits would you choose for your salad?
- Sometimes we eat vegetables both raw and cooked. What does raw mean?
Uncooked/Fresh
- Which vegetables do you like to eat raw?
Answers will vary
- What colors of food should we eat?
Red, orange, yellow, green, blue, purple



What's the Buzz About?

Remind the children that Sunny Smart wants us to try new foods and enjoy eating healthy foods.

This is a good opportunity to taste test different colored foods. Bring in different colored peppers or grapes for the children to taste test during snack time. If possible, bring a variety of fruits and vegetables that are different colors so children can see a rainbow of foods.



Creative Expression

Red, Yellow, Green...What Do They Mean?

Eat a Rainbow! (Learning Center)

Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations.

Materials:

- Book: *I Eat a Rainbow* by Bobbie Kalman
- Paper
- Glue
- Color pictures of food items, in various colors from Magazines, Grocery Store Advertisements, or the online resource file

Procedure:

- Read *I Eat a Rainbow* by Bobbie Kalman for group time.
- Remind the children that the foods of the rainbow make a healthy plate and that half of their plates should be filled with fruits and vegetables.
- Discuss the colors of the rainbow and the colors of the foods mentioned in the book.
- Using the pictures of food items from magazines or grocery store advertisements, have the children make a rainbow collage of different foods that share the same color. For example, the children can paste yellow squash, bananas, and yellow apples, then continue with red grapes, red peppers, and red radishes, etc., until they have made their own food rainbow!
- Talk about how MyPlate has rainbow foods, too. Talk about the different colors of the rainbow that are on the MyPlate.
- Extension Activity: Ask the children to use plastic food items which represent healthy foods to make a rainbow of healthy foods arranged by color.

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Visual Arts Domain (VA)

4-year-olds

1. Produce original art using a wide variety of materials and tools.
2. Create art work that reflects an idea, theme, or story.

Kindergarten

1. Use a variety of basic materials and art media to produce works of art.
2. Apply color, line, shape, texture, and pattern in works of art to communicate ideas.

English Language Arts

Literature (LI)

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

Physical Development

Self-Care, Health, and Safety Skills

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

3. Describe needs of living things.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

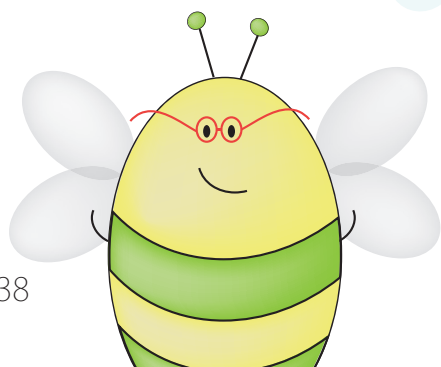
Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

1. Patterns

Science and Engineering Practices

2. Developing and using models



What's the Buzz About?

Explain why it is important to eat foods that are rich in color, specifically the foods mentioned in the books. Tell the children that fruits and vegetables help us to be healthy and strong. They also help our bodies have energy and function well. Humans need food and water to survive. Food comes from both plants and animals.

Language & Literacy

I Went to the Store (Small Group)

Objectives:

- Increase children’s knowledge of healthy foods and/or beverages
- Increase children’s knowledge of food origin, which may help with the identification of healthy foods

Materials:

- Paper Grocery Bag
 - Any Real Fruit or Vegetable, Photo Cards of Fruits and Vegetables (located in the online resource file), or Plastic Toy Fruits and Vegetables
- | | |
|---------|----------|
| Apple | Carrot |
| Orange | Squash |
| Banana | Peas |
| Kiwi | Peach |
| Corn | Coconut |
| Pumpkin | Broccoli |

Procedure:

- Bring a paper grocery bag into group time with different fruits and vegetables inside.
- Sing the rhyme, “I went to the store and now I’m back. Can you guess what is in my sack?”
- Describe a certain fruit or vegetable to the children using hints that describe the item’s characteristics, origin, and food group.
- For example say, “I bought this. It is small and red. It has a stem and grows on a tree, and it is part of the fruits food group. Can you guess what it is?” [*Answer: an apple*]
- If using plastic or real food items, ask students to close their eyes (or blindfold them) and ask them to touch the object in the bag and guess what it is, giving the hints above to describe the object, if needed.
- Continue until students have correctly guessed each object in the bag.
- Extension Activity (if using real fruits or vegetables): As the children reach into the bag, encourage them to describe what they are feeling. Is the item smooth or rough? What is its shape, etc.?

Standards:

MS EARLY LEARNING STANDARDS

Science

Scientific Method and Inquiry (SI)

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.

Physical Science Domain (PS)

4-year-olds

2. Describe and compare objects and materials by observable properties.

Kindergarten

1. Classify properties of objects and materials according to their observable characteristics.

English Language Arts

Speaking and Listening (SL)

4-year-olds

1. With guidance and support, participate in small and large group collaborative conversations about pre-kindergarten topics and texts with peers and adults.

- a. Engage in voluntary conversations.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

7. Follow simple procedures and routines with teacher support.

- c. Take turns sharing information with others.

Mathematics

Measurement and Data (MD)

4-year-olds

1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, size, using appropriate vocabulary.

Kindergarten

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

NEXT GENERATION SCIENCE STANDARDS

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models

Math

Fruit & Veggie Sort (Learning Center)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Picture cards of fruits and vegetables (located in the online resource file) or plastic fruits and vegetables
- Green and red construction paper

Procedure:

- Place the construction paper and the picture cards or plastic food on the math table.
- Using one sheet of paper for vegetables (green) and one sheet of paper for fruits (red), the children will select a picture or plastic model of a fruit or vegetable and sort the food by placing each fruit or vegetable on top of the correct sheet of paper.
- Before starting the activity ask the children to predict or guess if the red (fruits) or green (vegetables) paper will have more foods on it by the end of the activity.
- When finished, encourage the children to count the fruits and vegetables and decide which group has more.

Standards:

**MS EARLY LEARNING STANDARDS
Mathematics****Measurement and Data (MD)**

Classify objects and count the number of objects in each category.

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Science**Life Science (LS)**

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

1. Group animals and plants by their physical features.

2. Classify properties of objects and materials according to their observable characteristics.

Physical Development**Self-Care, Health, and Safety Skills**

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

**NEXT GENERATION SCIENCE
STANDARDS****Science and Engineering Practices**

2. Developing and using models

5. Using mathematics and computational thinking



Learn from La Jaja!

Please remind your students and their families to have fun completing Activity 7 in their Family Activity Booklet at home tonight!

Science

Be Smart - Making Predictions! (Learning Center)

Objectives:

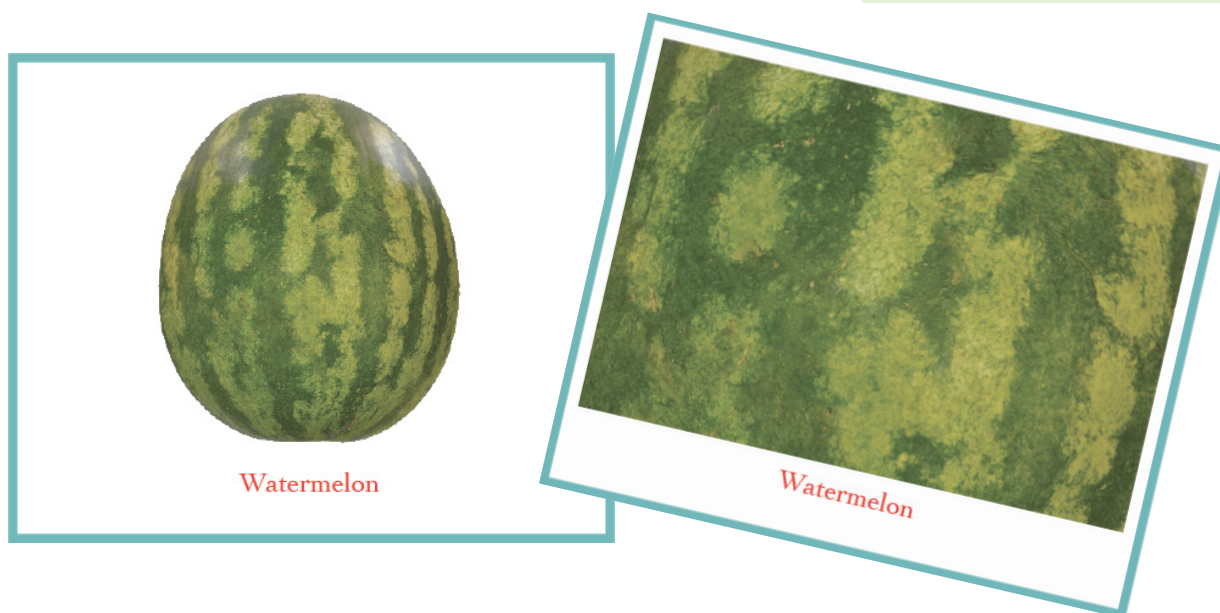
- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Enlarged predictions picture cards (located in the online resource file)
- Regular picture cards of the same food item (located in the online resource file) or the real food item
- Magnifying glass

Procedure:

- Using the magnifying glass, look closely at the enlarged picture cards of a small area of a fruit or vegetable and the regular picture card of the same fruit or vegetable.
- If you use real foods in the classroom, have the children look at the real foods with the magnifying glass and then compare to the pictures.
- Have children identify the fruit or vegetable based on distinguishing characteristics and match it to the regular picture card of the same food item. Engage children in discussion and encourage them to carefully observe each picture / object by asking questions such as, "Is the object one color or more than one color? Which colors do you see in the object? Are there certain colors or other details that you can see using the magnifying glass that are not as easily seen without using the magnifying glass?"



Standards:

MS EARLY LEARNING STANDARDS

Science

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena. Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

1. Patterns

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
4. Analyzing and interpreting data

Week 2



Encourage your children to share what they are learning with their families at home. During Week 2, the children will continue working on activities in their Family Activity Booklet. Remember to look for the “Learn from LaToya” sections in the curriculum and remind the children to complete the activities with their families at home.

The Family Activity Booklets will be completed and returned next week. At that time, children will be awarded their final star and their WannaBee Healthy Certificate.

Read:

Healthy Eating with MyPlate: Vegetables (Small Group)

Directions:

Read *Healthy Eating with MyPlate: Vegetables* and talk with the children about how vegetables are nutritious and full of nutrients. Eating vegetables gives our bodies energy to run, play and work. **Vegetables also keep our eyes and skin healthy.**

Book Talk Questions:

- Where do vegetables grow?
Under the ground and above the ground (on vines, on plants)
- What kinds of vegetables do you like to eat?
Answers will vary
- Review the MyPlate diagram on page 19 of the *Healthy Eating with MyPlate: Vegetables* book. Ask the children to identify which color on the plate is for vegetables. Remind the children that half of their plates should always be filled with fruits and vegetables.
- Eating carrots helps what parts of our bodies to be healthy?
Eyes and skin

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Super Stretch! Have your students reach their hands up over their heads, then down by their sides, then out in front of them and repeat!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

I SEE, You SEE (Learning Center)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables
- Increase children's knowledge of food origin, which may help with the identification of healthy foods
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Poem, *Carrots, Carrots Everywhere!* by Julie Parker (located on the next page). If possible, print a copy of the poem to display in your classroom.
- Paper Towel Rolls
- Markers
- Tape, Glue, or Stapler
- Scissors
- Decorative Stickers (optional)
- Pictures of foods cut out from magazines or grocery store ads

Procedure:

- Read the poem together: *Carrots, Carrots, Everywhere!*
- Allow each child to make his/her own set of binoculars with a paper towel roll by cutting the paper towel roll in half. Use glue, staples, or tape to join the two halves together.
- Allow the children to decorate the binoculars with markers, stickers, etc.
- Walk around the room and outside, examining materials with the binoculars. Place pictures of foods (cut out from magazines or grocery store ads) around the room or even outside. Go on a "Food Hunt!"
- Walk outside and look closely at plants or grass growing. See if you can find pictures or actual plants that grow foods for us to eat. Talk about what plants need to grow. Ask children what the plants that grow food for us need to grow. [Answer: Plants need water, soil, and sunlight]

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Scientific Method and Inquiry (SI)

4-year-olds

3. Use a variety of simple tools to extend observations.

Kindergarten

3. Identify simple tools used to gather information

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Creative Expression

Theatre and Dramatic Play Domain (DP)

4-year-olds

3. Use available materials as either realistic or symbolic props.

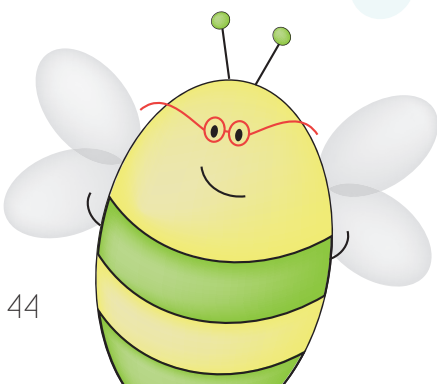
NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

What's the Buzz About?

Young children think it's funny when we say we eat plants. But, we do! Explain to the children where carrots come from; they are the roots of a plant and they are pulled up from under the ground. Use other examples from the *Healthy Eating with MyPlate: Vegetables* book. Talk to the children about how carrots contain vitamin A, and how vitamin A helps their eyes to work better. Talk about how our eyes help us to see many things all day long. Source: <http://www.choosemyplate.gov/food-groups/vegetables-why.html>



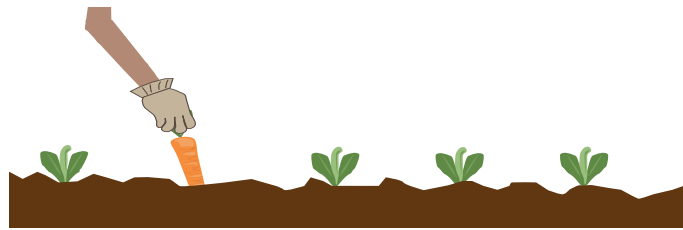
Carrots, Carrots, Everywhere!

Carrots, carrots, everywhere,

(Pretend to look around for the carrots)

Orange and long and grown with care!

(Pretend to pull the carrot up from the ground)

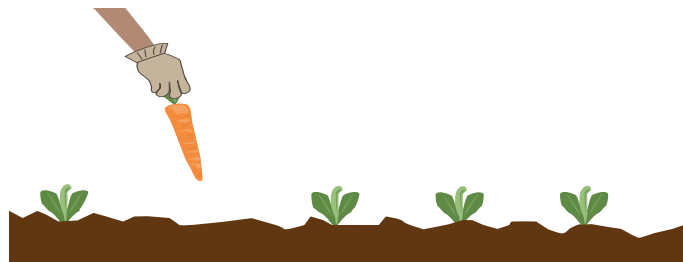


Carrots are crunchy, and carrots are sweet.

(Pretend to bite and chew the carrot)

Carrots are mighty good to eat!

(Rub tummy)



Carrots help my eyes to see.

(Open eyes wide)

Eating them makes a healthier me!

(Do a thumbs up sign)



Written by Julie Parker, Ph.D. (Permission is granted to make copies)

Language & Literacy

Help Harvey Be Healthy (Small Group)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge of the benefits of eating healthy (impact on the body)

Materials:

- Help Harvey Be Healthy Poster (located in the online resource file)
- Food Cards (located in the online resource file)
- Velcro

Procedure:

- Use the Help Harvey Be Healthy poster to talk to the children about how eating nutritious food helps our bodies stay healthy.
- Pass the food cards out and allow each child to have one card. When you ask the children to decide which food will help Harvey be healthy, the children with the appropriate cards will come forward and place the cards by the body part on the Velcro tabs.
- Use the following script to introduce each food group and explain how the foods help our bodies stay healthy.

Fruits:

Harvey is having a hard time, his nose is runny and he needs a Kleenex. If he eats fruits like oranges, apples, or strawberries he will not need his Kleenex. Can you find the fruits that will help Harvey?

Vegetables:

Harvey cannot see very well. He wants to see all his friends and be able to play. If Harvey eats carrots, broccoli or corn, his eyes will work better! Can you find the vegetables that will help Harvey's eyes work well?

Proteins:

Oh look, Harvey has very tired muscles! Our muscles help us move around, pick things up, and be active. Harvey needs his muscles to be stronger so he will be healthier. If Harvey eats lean meats, fish, chicken, eggs, or peanuts his muscles will be stronger and he will be healthier. Can you find the foods that will make Harvey's muscles stronger?

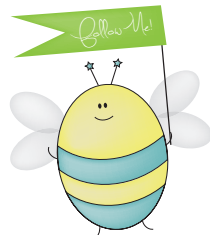
Grains:

What was that I heard? Is Harvey's tummy not feeling well? I hear it rumbling, rumbling! Harvey needs to eat grains like whole wheat bread, rice, or cereal to make his tummy feel better. Can you find the grains that Harvey should eat?

Dairy:

What's that on Harvey's leg? Yes, it is a cast, he has broken his leg and he cannot walk well. Harvey needs to eat healthy foods to help his bones heal. He needs to drink milk, eat yogurt or cheese. Can you find the dairy foods that will help Harvey's bones heal quickly?

- After the small group activity is over, place the Help Harvey Be Healthy poster with cards in the science or language arts center and encourage children to continue to match the correct cards to the body part to help Harvey. See the "What's the Buzz About?" on page 52 for additional information to share with the children!



Learn from La Joya!

Please remind your students and their families to have fun completing Activity 9 in their Family Activity Booklet at home tonight!

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Science

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena.

Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.

Life Science (LS)

Acquire scientific knowledge related to life science.

Understand characteristics, structures, life cycles, and environments of organisms.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C



Objectives:

- Increase children's knowledge of healthy activities (things that make their hearts beat faster)
- Increase children's knowledge that physical activity is a way to "burn" energy (Energy Out)

Materials:

- Copies of the Be Active Tracker Charts (located in the online resource file)
- Crayons or Markers, Stickers, etc. (used for children to personalize and decorate their own Be Active Tracker Charts)
- WannaBee Healthy Certificate (located in the online resource file)

Procedure:

- Remind the children that Andy Active says it's important to **Be Active**. What does Andy tell us about what happens to our bodies when we are active? *Exercising and engaging in physical activities can make our hearts beat faster and make them stronger (see "What's the Buzz About?" for more information).*
- Explain that doctors recommend children be active as much as possible to make their hearts beat faster and become strong through exercise each day, most days of the week (every day if possible). Let the children know that their physical activity can be spread throughout the day. Examples of activities to make their hearts beat faster are brisk walking, running, dancing, climbing, etc.
- Pass out the Be Active Tracker Charts for the children to personalize and color to use in the classroom each day.
- Children will use the Be Active Tracker Chart to track how many physical activities they do in the classroom, during PE, and at recess time on the playground or gym. If desired, children may customize the last column of the chart by adding their own favorite activity.
- Have the children track which type of exercise they engage in each day by putting a check mark on the chart in the appropriate box.
- Talk about how many physical activities they participated in this week. Help children count the number of activities they participated in each day and put the totals in the shaded boxes on the chart. Discuss which activities they participated in the most and which they participated in the least. Of these activities, which made their hearts beat fastest?
- At the end of the week, talk about how much the children enjoyed each physical activity. Allow the children to add one star sticker to their WannaBee Healthy Certificate under Andy Active Bee.
- Extension Activity: Graph the most popular activities on a chart.

Standards:

MS EARLY LEARNING STANDARDS**Mathematics****Counting and Cardinality (CC)**

Compare Numbers

4-year-olds

6. Use comparative language to compare objects, using developmentally appropriate pre-kindergarten materials.

Kindergarten

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Counting and Cardinality (CC)

Count to tell the number of objects.

4-year-olds

4. With guidance and support, understand the relationship between numerals and quantities.

a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

b. Match quantities and numerals 0 - 5.

Kindergarten

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Physical Development**Gross Motor Skills Domain (GM)***4-year-olds*

5. Engage in gross motor activities that are familiar as well as activities that are new and challenging.

Kindergarten

3. Develop fundamental locomotor and non-locomotor skills at an introductory level.

Self-Care, Health, and Safety Skills (SC)

Demonstrate an emerging use of standard health practices.

4-year-olds

5. With prompting and support, participate in a variety of physical activities.

Kindergarten

Exhibit a physically active lifestyle.

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

Social and Emotional Development**Emotional Development Domain (ED)***4-year-olds*

Demonstrate awareness of self and capabilities

2. Develop personal preferences.

NEXT GENERATION SCIENCE STANDARDS**Crosscutting Concepts**

2. Cause and effect

Science and Engineering Practices

2. Developing and using models

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

What's the Buzz About?

The recommendation for daily physical activity for 6-17 year olds in the Physical Activity Guidelines for Americans is at least 60 minutes daily. Source:

<http://www.health.gov/paguidelines/guidelines/chapter3.aspx>

<http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm>

While the Physical Activity Guidelines for Americans don't include recommendations for preschool-aged children, the National Association for Sport and Physical Education recommends the following for preschoolers:

Guideline 1: Preschoolers should accumulate at least 60 minutes of structured physical activity each day.

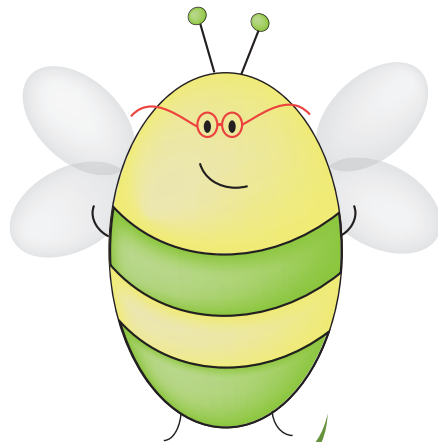
Guideline 2: Preschoolers should engage in at least 60 minutes -- and up to several hours -- of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.

<http://www.aahperd.org/naspe/standards/nationalguidelines/activestart.cfm>

While the concept of "60 or 120 minutes" of physical activity may be difficult for children of this age to understand, we recommend that you tell children it is important for them to "Be Active as much as possible each day to make their hearts stronger and beat faster."

It is also important for children to understand that screen time and periods of inactivity should be kept short, even when going outside to play is not an option. Tell children about physical activities that can be done inside when it is rainy, too cold, too hot, or dark outside. Additionally, some places may not be safe for children to play outside, so indoor activities are very important. Let children also give their ideas for indoor physical activity and discuss them together.

Some indoor exercise and play ideas that can be mentioned are: family dance nights, online videos such as "Move to Learn" <http://www.movetolearnms.org> – and playing/exercising in local community buildings such as indoor, free community centers, or sports centers, sports tracks, schools which may open their gyms to the public after hours, walking in the mall or in churches or other buildings that may have a recreational center or family building open to the public.



Science

Be Smart...Bean Smart: Growing & Learning (Small Group)

Objectives:

- Increase children's knowledge of food origin, which may help with the identification of healthy foods
- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Dry Lima or Broad Beans¹
- Paper Towels
- Clear Ziplock-type bags
- Magnifying Glass
- Spray Water Bottle
- Sunlight

¹ Use caution when using dried beans with young children, as they may be harmful if swallowed. For more information, see <http://extension.psu.edu/food/preservation/faq/raw-kidney-beans>

Procedure:

- Give each child three lima or broad beans and a paper towel.
- Have children place the beans on half of the paper towel. Next, allow children to spray the paper towel with the water bottle to make it damp. Make sure the children are able to dampen the towel every other day or so. Have children place the paper towel and the beans in a plastic bag, seal the bag and place it on the window sill or near the window to receive sunlight. Watch the sprouts of the bean and use a poster to chart the number of days it takes for a bean sprout to appear. Ask children to measure the growth of the bean sprout and chart the growth each week.
- Encourage children to use a magnifying glass to carefully observe their beans as they grow. Ask them to draw a picture of their beans every few days to record the way the beans are changing over time.
- This theme could also be extended by placing one bean in a closet so that children can compare the growth rate of the bean by the window that gets plenty of sunlight and the bean in the closet that does not receive any sunlight. Ask children to predict whether the beans in the closet or the beans on the window sill will grow faster. Graph their predictions and hang up the graph for future reference.
- Talk with the children about whether their predictions were correct and how the light or lack of light caused some plants to grow faster or slower than others.
- Explain to the children that we, humans, also need sunlight, water, and outdoor physical activity time to grow up healthy and strong.
- Extension Activity: An outdoor school or class garden is an excellent way to teach children about plant life cycles and the relationship between people and plants/food. Children may also be more interested in trying a new fruit or vegetable that they have planted and harvested themselves! Find a space to plant a small class garden outdoors and have children vote on which vegetables or fruits they would like to plant. Involve children with planting, caring for, and harvesting what you plant. Enjoy eating your produce together when the time comes!

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Kindergarten

Understand characteristics, structures, life cycles, and environments of organisms.

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena.
2. Describe, compare, sort, classify, and order
3. Use a variety of simple tools to extend observations.
4. Explore materials, objects, and events and notice cause and effect.
5. Describe and communicate observations, results, and ideas. Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.
2. Compare, sort, and group objects according to size, shape, color, and texture.
3. Identify simple tools used to gather information.
5. Describe ideas using drawings and oral expression.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C; LS2.A; PS3.D

Crosscutting Concepts

1. Patterns
2. Cause and effect
3. Scale, proportion and quantity
4. Systems and system models
5. Energy and matter
7. Stability and change

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence

Read:

Healthy Eating with MyPlate: Fruits (Small Group)

Directions:

Read *Healthy Eating with MyPlate: Fruits* and talk with the children about how fruits are full of nutrients. Bring some of the real fruits to class that are pictured in the book and hold a tasting party of some of the fruits named in the book. In case it is not possible to use real fruit, pass around plastic or printed versions of the fruit as you read about them in *Healthy Eating with MyPlate: Fruits*. Eating fruits gives our bodies energy to run, play and work. **Fruits also help us fight colds and help our noses not to get sniffly.**

Book Talk Questions:

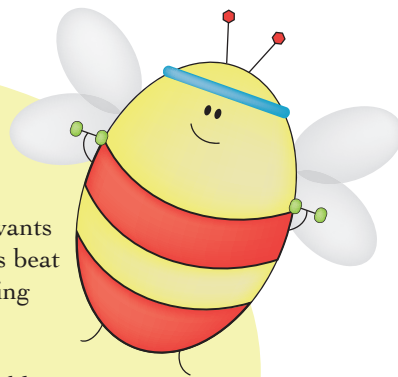
- Where do fruits grow?
Trees, vines, and bushes
- What are your favorite fruits? Why?
Answers will vary
- How does eating fruits help you stay healthy?
They help you fight colds and keep your nose from getting sniffly. They also give you energy.
- How much of your plate should be fruits and vegetables?
Half of your plate should be filled with fruits and vegetables

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat faster! Try incorporating this activity during your group time today:

Arm Acrobatics! Have your students hold out their arms in front of them and make circles in the air. Try asking them to make square or triangle shapes with their arms for more movement!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

How Does Food Help Make Me Strong? (Learning Center)

Objectives:

- Increase children's knowledge that food is fuel for the body (Energy In)
- Increase children's knowledge of healthy foods and/or beverages
- Increase children's knowledge of the benefits of eating healthy (impact on the body)

Materials:

- Bulletin Board Paper or Other Roll of Paper
- Crayons or Markers
- Glue
- Pictures of Food from All Five Food Groups from the online resource file or cut out from magazines or grocery ads

Procedure:

- Review information with the children about how foods in each food group help our bodies, using the information below. Have children touch the body parts mentioned as information is reviewed (for additional reinforcement):
 - Dairy (milk, cheese, ice cream, yogurt, cottage cheese, and other dairy) for bones
 - Vegetables (carrots, sweet potatoes, spinach, and other vegetables) for eyes or skin
 - Fruits (bananas, kiwis, and other fruits) for nose or chest (help fight colds)
 - Grains (bread, rice, and other grains) for stomach to illustrate that grains help with digestion and to prevent constipation
 - Protein (meat, fish, and other proteins) for any muscles of the body
 - All healthy foods - are good for the heart and brain.See the "What's the Buzz About?" on the next page for additional information to share with the children.
- Allow each child to lie down and trace his or her body outline on the bulletin board paper. Have each child write his or her name on the top of their body outline and then cut out pictures from magazines or grocery ads and glue them to the body part that the food item makes healthy and strong (e.g. milk on bones, carrots on eyes, bread on stomachs, strawberries on noses, chicken on muscles). Ask the children to find healthy foods from each of the 5 food groups that Sunny Smart would eat.
- Hang the body outlines around the room and talk about how healthy foods give us energy to be active and help us to stay healthy. We are making good choices when we eat healthy foods, like Sunny Smart, and good choices when we play and exercise to make our hearts beat faster, like Andy Active.
- Extension Activity: Place a large, laminated body outline in the Science area with plastic or printed food items from each food group. Ask the children to place the food items on the part of the body outline that the food item helps make healthy and strong.

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena.

Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.

Creative Expression

Visual Arts Domain (VA)

Create visual art.

4-year-olds

1. Produce original art using a wide variety of materials and tools

Kindergarten

1. Use a variety of basic materials and art media to produce works of art.

Physical Development

Self-Care, Health, and Safety Skills

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

2. Cause and effect

4. Systems and system models

Science and Engineering Practices

2. Developing and using models

8. Obtaining, evaluating, and communicating information

What's the Buzz About?

Children need to know that foods in each food group are important for very specific parts of their bodies, as well as overall good health. For your information:

Grains include foods such as rice, pasta, breads, hot and cold cereals, and other grain-based products. It is suggested that at least $\frac{1}{2}$ of your grains should be whole grain. Whole grain provides important health benefits such as reducing your risk of heart disease and some forms of cancer. **Grains are good for our stomach/digestive system and help us “go to the bathroom” (prevent/treat constipation).**

Vegetables are full of nutrients and include foods such as broccoli, peppers, tomatoes, corn, carrots, eggplant, and cauliflower. Eating a rainbow of colorful vegetables provides health benefits such as improved immune system, vision, skin, bone, and heart health. **Vegetables, like carrots, help keep our skin and eyes healthy.**

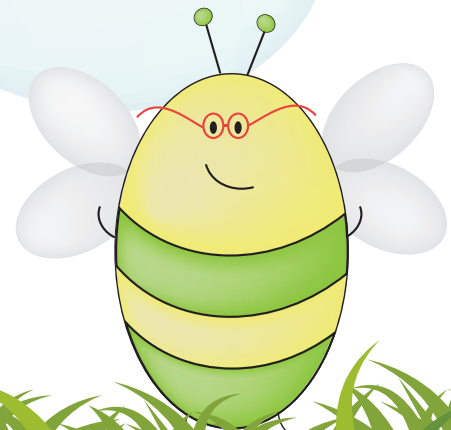
Fruits include foods such as apples, bananas, oranges, grapes, mangoes, blueberries, and pineapples. Eating a rainbow of colorful fruits provides similar health benefits as vegetables. **Fruits help us fight colds and help our noses not to get “sniffly.”**

Dairy includes foods such as low-fat milks, cheeses, and yogurt. Dairy products give us calcium which assists with building strong bones and teeth. **Dairy products help build strong bones.**

Protein includes foods such as meat, poultry, fish/shellfish, beans, peanut butter or other nut butters, nuts, and seeds. Protein assists with growth and development for children. **Protein builds strong muscles.**

All healthy foods are good for the heart and brain.

To learn more about MyPlate and the five food groups, visit www.choosemyplate.gov.





Objectives:

- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Small Shoe Box or Plastic Box with a Lid
- Picture Cards of Healthy Foods with Labels (located in the online resource file)
- Pencils, Crayons, or Markers
- Writing Paper

Procedure:

- Tell the children that Sunny Smart wants to learn how to spell the names of healthy foods.
- Put the Word Box (shoe box or plastic box) with the labeled picture cards on the writing table.
- Let the children pick out cards and practice writing the names of the healthy foods on paper.

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Writing (WR)

Text Type and Purposes

4-year-olds

1.b. Explore and experiment with a combination of written representations and describe writing.

Kindergarten

2. Use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which they name what they are writing about and supply some information about the topic.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C



Learn from La Jaja!

Please remind your students and their families to have fun completing Activity 6 in their Family Activity Booklet at home tonight!

Math

Healthy or Unhealthy? A Sorting Game!

(Learning Center)

Objectives:

- Increase children's knowledge of healthy vs. unhealthy foods and beverages

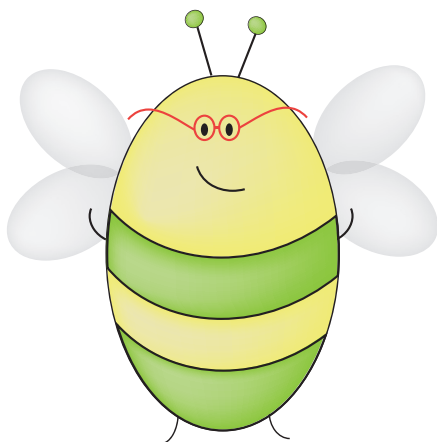
Materials:

- Be Smart Plate (located in the online resource file)
- Unhealthy Plate (located in the online resource file)
- Pictures of Healthy and Unhealthy Foods (located in the online resource file)

Note: Since children will be reusing these items, you may want to laminate them, if possible.

Procedure:

- Talk with children about healthy food choices using the Be Smart plate and food pictures from the online resource file. Show them pictures of healthy and unhealthy foods. For example, explain that the healthy foods have more nutrients (vitamins and minerals) and less fat and sugar than the other foods.
- Have children make two different plates, one healthy and one unhealthy, by sorting out the pictures and then placing the healthy foods on the "Be Smart" healthy plate and the unhealthy foods on the unhealthy plate.



Standards:

MS EARLY LEARNING STANDARDS

Mathematics

Measurement and Data (MD)

Classify objects and count the number of objects in each category

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Science

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena.
2. Describe, compare, sort, classify, and order.

Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.
2. Compare, sort, and group objects according to size, shape, color, and texture.

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

2. Developing and using models

Science

Be Smart Food Choices! (Learning Center)

Objectives:

- Increase children's knowledge of healthy vs. unhealthy foods and beverages

Materials:

- Pictures of Healthy Foods from magazines and grocery store ads
- Pictures of Foods High in Sugar, Sodium, or Fat from magazines and grocery store ads
- Bulletin Board Paper or Roll of Paper
- Glue/tape
- Scissors

Procedure:

- The teacher should create a chart with 2 columns (one for healthy and one for unhealthy foods) to place in the Science Center.
- Allow the children to cut out pictures of healthy and unhealthy foods from magazine and grocery store ads.
- Have them glue/tape the foods to the appropriate column on the chart.
- When all children have participated, allow them to compare which column has more foods.
- Talk about the differences between the food items. For example, explain that healthy foods have more nutrients (vitamins and minerals) and less fat and sugar than other foods.
- Talk with the children about the word "calories." Explain that a calorie is a unit of measurement. A calorie is a unit of energy which is released by food when you eat it. If you eat too many calories, you will have lots of energy in your body that needs to be burned off through being active. If you don't burn off enough of the calories through physical activity, then your body may not stay healthy. Explain that foods with solid fat and added sugars only provide "empty calories" and do not give us the nutrients (vitamins and minerals) we need to help us grow, play, and learn.

What's the Buzz About?

While it is okay for children to have foods with "empty calories" from added sugars, sodium, or solid fats now and then, these foods do not provide the nutrients (vitamins and minerals) their growing bodies need. Consuming too many foods and drinks that have "empty calories" can fill up children without supplying the nutrients they really need, adding more calories per day than children need.

For more information please see: <http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-empty-calories.html>.

Examples of Be Smart! food choices: egg, apple, blueberries, green beans, spinach or salad greens, grapes, milk, water, almonds or walnuts, fish, and graham crackers.

Examples of foods high in solid fat and added sugars: doughnut, soda, fruit flavored drinks, cake/cupcakes, sugary cookies, candy, pie, ice cream, french fries, fried potato chips, and hamburgers.

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

1. Make observations, predictions, and ask questions about natural phenomena.
2. Describe, compare, sort, classify, and order.
4. Explore materials, objects, and events and notice cause and effect.
5. Describe and communicate observations, results, and ideas.
6. Work collaboratively with others.

Ask questions and find answers by scientific investigation.

Kindergarten

1. Demonstrate an understanding of a simple investigation by asking questions.
2. Compare, sort, and group objects according to size, shape, color, and texture.

Mathematics

Measurement and Data (MD)

Classify objects and count the number of objects in each category

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Physical Development

Fine Motor Skills Domain (FM)

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

4-year-olds

3. Demonstrate emerging (developing) coordination of fine motor muscles to perform simple motor tasks.

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

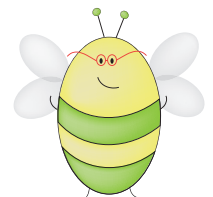
NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

2. Developing and using models
5. Using mathematics and computational thinking



Read:

Healthy Eating with MyPlate: Protein (Small Group)

Directions:

Read *Healthy Eating with MyPlate: Protein* and talk with the children about how we need protein to develop and grow. Protein foods like lean meat, fish, and nuts give us energy to run, play, and work. **Protein foods also help our muscles to be strong and healthy.**

If none of your students has nut allergies, bring nuts to class as an example of a food that gives us protein. Taste the nuts as you read the book together. In case it is not possible to use real nuts or other foods that provide protein, pass around plastic or printed versions of foods that give us protein as you read about them in *Healthy Eating with MyPlate: Protein*.

Book Talk Questions:

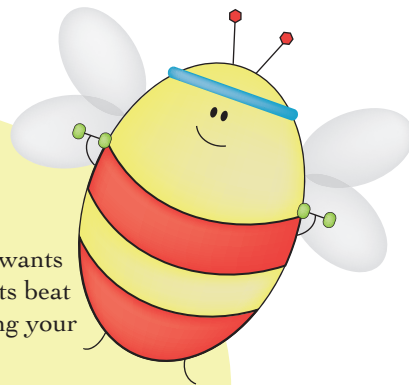
- What kind of foods do we need to eat to get protein to help our bodies stay healthy?
Lean meat, fish, nuts, beans, and eggs
- Why does Andy Active want us to eat protein?
So we can have strong muscles and energy to run and play
- When you go home today, what kind of food can you tell your family you need to eat to have strong muscles and energy?
Answers will vary but should include proteins like chicken, fish, etc.
- What foods are your favorite that give you protein?
Answers will vary. Examples might include baked fish, ham, lean hamburger, salad with boiled eggs and nuts.

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Leg Lifts! Have your students stand and lift up their right leg while counting to 10. Repeat with the left leg!

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

Head, Shoulders, Knees, and Toes (Small Group)

Objectives:

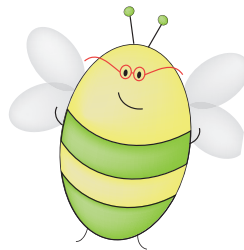
- Increase children's knowledge that food is fuel for the body (Energy In)
- Increase children's knowledge of healthy activities (things that make their hearts beat faster)
- Increase children's knowledge of the benefits of physical activity (impact on the body; heart health)

Materials:

- Song, "Head, Shoulders, Knees and Toes" (located on the next page). If possible, print out a copy to display in your classroom.

Procedure:

- Sing the song, "Head, Shoulders, Knees and Toes" multiple times, acting out the movements with the children.
- Start slow the first time and then sing the song faster and faster each time while touching one's heads, shoulders, knees and toes.
- Tell the children that this is a fun and easy way to do a little up and down stretching exercise anytime they want to **Be Active** even when it's cold or rainy or dark, etc.
- Suggest that they **Be a Leader** and teach their parents this song and sing and perform it as a family at home.
- Have a competition to see who can perform all of the movements the fastest!
- Talk about the importance of having energy to be active and move. Foods that provide us with protein make our muscles stronger and give us energy. What kind of foods have we learned about that provide us with protein? *{Answer: lean meat, fish, nuts, and beans}* We need protein to move to this song. Moving and being active helps our hearts beat faster.



What's the Buzz About?

Moving and being active are important parts of early childhood. Different kinds of physical play allow children to learn different things. Activities like running, dancing, and jumping are very important for overall development and well-being. Movement activities can be modified to include all children, even children with limited mobility.

Standards:

MS EARLY LEARNING STANDARDS English Language Arts Foundational Skills (FS)

4-year-olds

Phonological Awareness

2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.

a. Engage in language play.

b. Explore and recognize rhyming words.

Kindergarten

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Creative Expression

Dance and Movement Domain (DM)

Demonstrate understanding through the use of music.

4-year-olds

2. Respond rhythmically to different types of music.

Kindergarten

2. Respond through movement to verbal instruction and to various stimuli.

Physical Development

Gross Motor Skills Domain (GM)

4-year-olds

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

1. Identify and demonstrate the use of body parts connected with gross motor movement.

Kindergarten

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities.

1. Identify body parts and apply these to different movement activities.

Self-Care, Health, and Safety Skills (SC)

Demonstrate an emerging use of standard health practices.

4-year-olds

4. With prompting and support, practice common health routines.

5. With prompting and support, participate in a variety of physical activities.

6. With prompting and support, identify nutritious foods.

Kindergarten

Exhibit a physically active lifestyle.

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

Science

Life Science (LS)

4-year-olds

Acquire scientific knowledge related to life science.

3. Describe the needs of living things.

Kindergarten

Understand characteristics, structures, life cycles, and environments of organisms.

2. Classify properties of objects and materials according to their observable characteristics.

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

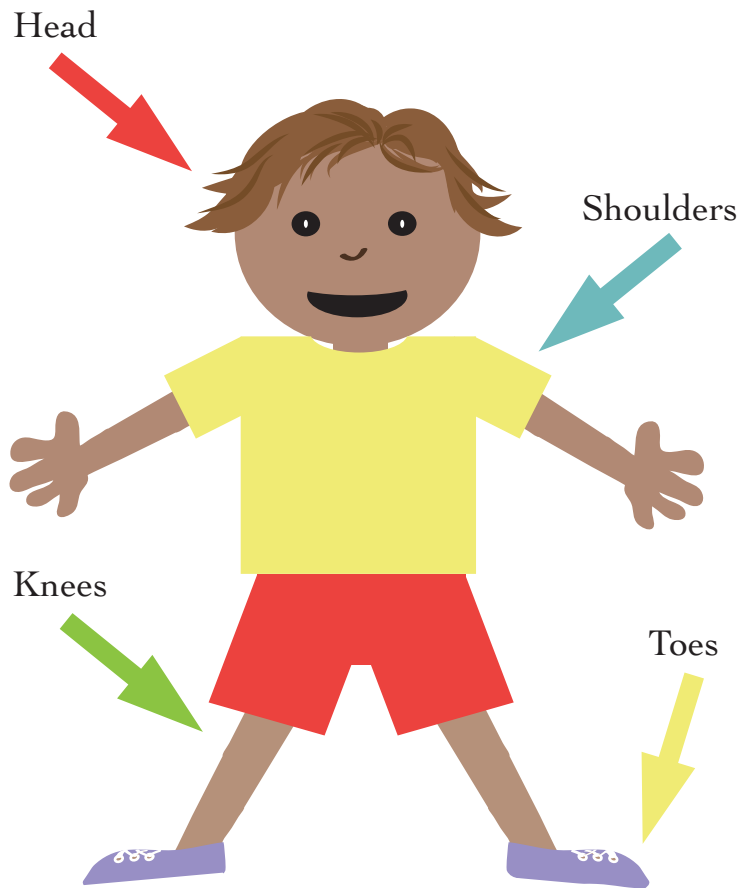
2. Cause and effect

Head, Shoulders, Knees, & Toes!

(Sing multiple times and touch each body part as you say the word)

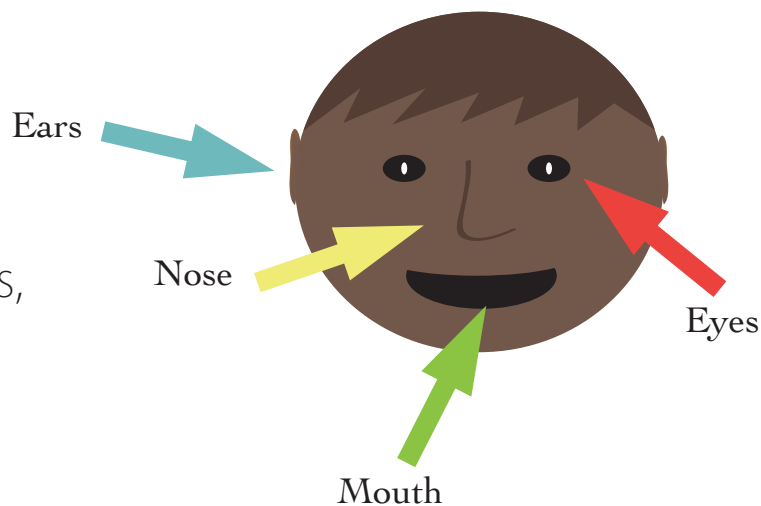
Head, shoulders,
knees and toes!
Knees and toes!

Head, shoulders,
knees and toes!
Knees and toes!



Eyes and ears,
and mouth,
and nose!

Head and shoulders,
knees and toes!
Knees and toes!



Author Unknown

(Permission is granted to make copies)

Language & Literacy

Healthy Eating with MyPlate: Grains (Small Group)

Objectives:

- Increase children’s knowledge of healthy vs. unhealthy foods and beverages

Materials:

- Book: *Healthy Eating with MyPlate: Grains* by Nancy Dickmann

Procedure:

- Talk with the children about how grains give us energy to run, play, and work. Eating whole grains helps keep our hearts and bodies healthy. **Grains are also good for our stomach/digestive system and help us “go to the bathroom” (prevent/treat constipation).**
- Think about what you ate for breakfast this morning. Did you eat any foods that belong to the Grains food group?
Answers will vary
- What are your favorite foods from the Grains group?
Answers will vary (examples might be: bread, cereal, crackers, etc.)
- What do we make with grains after the grains are made into flour?
Answers: bread, pasta, tortillas

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Literature (LI)

Key Ideas and Details

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

Informational Text (IT)

Integration of Knowledge and Ideas

4-year-olds

7. With prompting and support, make connections between self and text and/or information and text.

8. With prompting and support, explore the purpose of the informational text as it relates to self.

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Social and Emotional Development

Social Development Domain (SD)

4-year-olds

4. Participate successfully as a member of a group.
 - a. With prompting and support, share experiences and ideas with others.

Emotional Development Domain (ED)

4-year-olds

- Demonstrate awareness of self and capabilities
2. Develop personal preferences.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things. Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Math

Yum, Yum, What Fun! (Small Group)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Items for Tasting (e.g., mangoes, kiwis, raspberries, radishes, sweet peppers, and snow peas)
- Plastic Knives
- Paper or Plastic Plates
- Crayons or Markers
- Name Cards for Foods (Optional)
- Glue
- Poster Board

Procedure:

- Sunny Smart wants to try new fruits and vegetables with you! Have a tasting party! Bring different fruits and vegetables and allow the children to taste each one. Select fruits and vegetables that children may not have tasted before.
- Draw as many columns on a poster as needed, allowing for one column per food item to be tasted. At the top of each column, put a picture of the food you will taste with the children. Children will try each food and then write their name under the column of the food item they liked best.
- Explain the activity to the children, and ask them to help you peel and cut the foods.
- Discuss the importance of eating fruits and vegetables and how healthy they are for our bodies. Remind children that half of their plates should be filled with fruits and vegetables.
- Ask each child to try each food and then name his/her favorite food. Children who are able to write their names can write them in the column of the food they liked best. For children who cannot yet write their name, the teacher may write it in the appropriate column.
- When the activity is finished and the poster board is complete, count together to see how many people liked each food item. See which food item received the most votes and which received the least number of votes.

Standards:

MS EARLY LEARNING STANDARDS

Social and Emotional Development *Emotional Development Domain (ED)*

4-year-olds

- Demonstrate awareness of self and capabilities
2. Develop personal preferences.

Science

Scientific Method and Inquiry (SI)

Kindergarten

Engage in simple investigations.

2. Describe, compare, sort, classify, and order.
5. Describe and communicate observations, results, and ideas.
8. Describe similarities and differences in the environment using the five senses.

Physical Development

Fine Motor Skills Domain (FM)

4-year-olds

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.

6. With prompting and support, participate in self-care.

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Mathematics

Counting and Cardinality (CC)

Count to tell the number of objects

4-year-olds

5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.

- a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.
6. Use comparative language to compare objects, using developmentally appropriate preK materials.

Kindergarten

5. Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count that many objects.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

1. Asking questions and defining problems
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking

Science

Juicy, Juicy, You! (Learning Center)



Standards:

MS EARLY LEARNING STANDARDS Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things. Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

English Language Arts

Information Text (IT)

Key Ideas and Details

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.

Kindergarten

1. With prompting and support, ask and/or answer questions about key details in a text.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

- Demonstrate an emerging use of standard health practices.
6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

3. Scale, proportion and quantity

Science and Engineering Practices

2. Developing and using models
5. Using mathematics and computational thinking

Objectives:

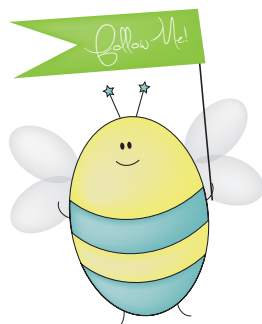
- Increase children's knowledge of healthy foods and/or beverages
- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Two 16 oz. Water Bottles
- Paper Doll Parts for Girl and Boy Dolls (located in the online resource file)
- Food Coloring or 1/2 Teaspoon Powdered Tempera Paint
- Tape
- Apples, Oranges, Peaches, or Plums (cut up to be used for taste testing)

Procedure:

- The teacher should prepare for this activity by cutting out the water bottle paper doll parts (head, arms, legs) ahead of time and adhering them to the water bottles to make one girl and one boy water bottle doll.
- As children watch, fill the water bottles up to just over half-full (about 60%) and add the food coloring or powdered tempera paint to make it easier for the children to see the water in the bottle. Use a marker to draw a line on the bottle showing 60%.
- As the children visit the science table, explain to them that our bodies are made up of at least 60% water. Show them what 60% looks like in the water bottles.
- Talk about how our bodies need water to be healthy. We get water from drinking water and other liquids, but we also get water from juicy foods like apples, oranges, peaches, and plums.
- Provide the children with the fruits listed above and talk about how when we bite into one of these fruits we can taste the juice (water) and how healthy it is for our bodies. In case real fruit is not available, ask children to imagine and describe one of the fruits on this list from a previous time when they have tasted it. Children should use the word "juicy" at some point during their descriptions of these fruits.
- Make a simple block graph and ask the children which fruit they thought was the juiciest. Chart the answers.
- Extension Activity: Place the water bottle models in the science area and allow the children to empty and refill to the 60% line.



Learn from La Jaja!

Please remind your students and their families to have fun completing Activity 5 of their Family Activity Booklet tonight at home!

What's the Buzz About?

Fun Facts About Water

Did you know that 60% of your body is water? You can live a lot longer without food than you can without water. There are several functions of water:

- Makes up blood and other important fluids in the body
- Transports oxygen, nutrients, and waste in the body to the places that it needs to go to do work or for disposal
- Lubricates joints and tissues
- Helps with body repair, maintenance, and general function of the body
- Is a part of all cells and cell membranes in the body

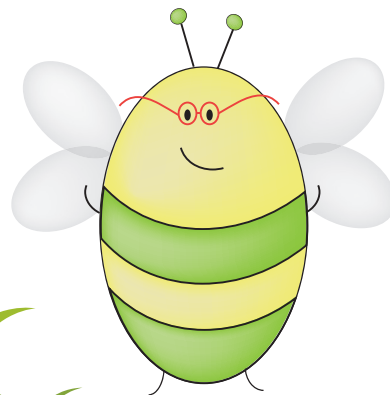
<http://www.extension.iastate.edu/humansciences/fluids>

What do you have in common with trees, plants, and animals? You are living things! You move and need food and water to grow and be healthy. You need to drink water to stay healthy, but you can also get water in other ways, such as eating fruit that is juicy. Water helps your body fight off illness, digest your food, and eliminate waste (go to the bathroom). Water is very important, and you need to drink it every day. When we are active, we sweat and our body loses water. That's why we feel thirsty after exercising and why it's important to drink water when we sweat. Source:

<http://www.cdc.gov/healthywater/drinking/nutrition/index.html>

It is also important to help children understand the benefits of eating whole fruits instead of drinking fruit juice. Research has indicated that eating whole fruit provides increased protection from chronic illnesses such as diabetes and heart disease. However, drinking fruit juices can actually increase chances of developing diabetes. Fruit juices have increased amounts of sugar that can lead to higher blood glucose levels. Source:

<http://www.hsph.harvard.edu/news/press-releases/eating-whole-fruits-linked-to-lower-risk-of-type-2-diabetes/>



Read:

From Head to Toe (Small Group)

Directions:

Read *From Head to Toe* to the children. As the child in the book imitates each animal and says “I can do it,” ask the children to perform the same movements as they say “I can do it!”

Book Talk Questions:

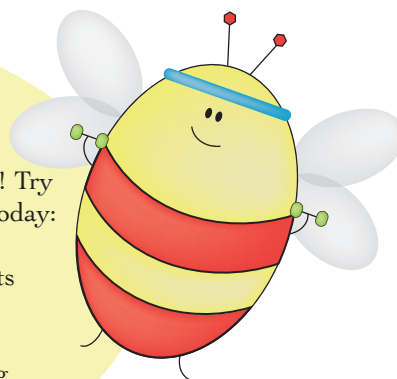
- At the end of the book, ask the children to name their favorite animal and tell you why they chose that animal.
Answers will vary
- Which animal movement was the easiest to imitate?
Answers will vary
- Which animal movement was the most difficult to imitate?
Answers will vary
- Ask the children to name some other ways they can move and things they can do with their bodies that were not named in the book. Talk about how being active by moving, stretching, and exercising helps keep our bodies healthy and strong.

Andy's Activity!

Remind your students that Andy Active wants us to move every day and make our hearts beat fast! Try incorporating this activity during your group time today:

Dancing Darlings! Play music while your students dance beside their desks.

Be sure to have your students cool down by walking slowly in place after their Andy's Activity break!



Creative Expression

LaToya Says Move Together! (Small Group)

Objectives:

- Increase children’s knowledge that physical activity is a way to “burn” energy (Energy Out)
- Increase children’s knowledge of the benefits of physical activity (impact on the body; heart health)

Materials:

- Floor Space (To play an active version of “Simon Says”)
- Stethoscopes

Procedure:

- Talk with the children about how being active or exercising does not have to involve going to the gym or jogging around the neighborhood. Explain that many of the games they already play are great exercise and a good short workout because they help their heart rates go up.
- Ask children to take turns using the stethoscopes, placing them over their hearts, or use their fingers to feel the pulse in their necks, and tell you if their hearts are beating fast or slow. Tell the children it is good to make their hearts beat fast sometimes, and when their hearts beat fast for a certain amount of time each day, it makes their hearts strong.
- Explain that they are going to play an active version of “Simon Says” to illustrate this point.
- Act as “LaToya” or ask a student to be “LaToya” and **Be a Leader** in a game which asks them to run in place, do jumping jacks, stretch to the sky, do sit ups, touch their toes, march in place, shake all over, etc. When asking them to stop or go to the next activity, be sure to say “LaToya Says” or not to say it! Children who do the movement without being told “LaToya Says” first must stop playing and sit down.
- Ask children to place the stethoscopes over their hearts, or feel the pulse in their necks at the end of the activity to see if their hearts are beating faster than they were before they played “LaToya Says.”
- Ask the children thoughtful questions at the end of this activity such as “If you had played a video game or watched TV, do you think your heart would be beating as fast as it is now after having played an active game of “LaToya Says?”
- Ask children to make a prediction or a guess about if their hearts will be beating faster or slower after they sit down for a while. Ask the children to use the stethoscopes to check their heartbeats again after they have been sitting down for a while. Ask if their hearts are beating faster or slower than before. Talk to the children about how the heart is a muscle, and they need to move around and **Be Active** to make it beat fast and make it strong and healthy.

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Dance and Movement Domain (DM)

Demonstrate understanding through the use of music.

1. Create simple movements.

Kindergarten

Respond through movement to verbal instruction and to various stimuli.

Physical Development

Self-Care, Health, and Safety Skills (SC)

Demonstrate an emerging use of standard health practices.

4-year-olds

5. With prompting and support, participate in a variety of physical activities.

Kindergarten

Exhibit a physically active lifestyle.

3. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect

Science and Engineering Practices

1. Asking questions and defining problems
3. Planning and carrying out investigations
4. Analyzing and interpreting data



Language & Literacy

Read & Move - I Can Do It! (Small Group)

Objectives:

- Increase children’s knowledge of healthy activities (things that make their hearts beat faster)
- Increase children’s knowledge that physical activity is a way to “burn” energy (Energy Out)
- Increase children’s knowledge of the benefits of physical activity (impact on the body; heart health)

Materials:

- Book: *From Head to Toe* by Eric Carle

Procedure:

- Read *From Head to Toe* to the children.
- As the child in the book imitates each animal and says “I can do it,” ask the children to perform the same movements as they say, “I can do it!”
- At the end of the book, ask the children to name some other ways they can move and things they can do with their bodies that were not named in the book.
- Talk about how moving, stretching, and exercising help keep our bodies healthy and strong.
- Movement helps our hearts to beat faster to keep them strong and healthy. Activity and movement help our bodies to stay healthy. What are some other things we have talked about that help our bodies to stay healthy, can you name some?
Answers: Healthy foods! Especially fruits and vegetables; Good sleep! Sleep helps our bodies to stay healthy; and being active and moving around! All THREE (healthy foods, movement, and sleep) help our bodies to stay healthy.

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Literature (L1)

Range of Reading and Level of Complexity
4-year-olds

10. Actively engage in a variety of shared reading experiences with purpose and understanding through extension activities.

Kindergarten

Actively engage in group reading activities with purpose and understanding.

Creative Expression

Theatre and Dramatic Play Domain (TP)

4-year-olds

Engage in spontaneous dramatic play throughout the day in a variety of centers.

4. Imitate characteristics of animals and of people.

Kindergarten

Act by playing characters and interacting in improvisations.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

4. With prompting and support, practice common health routines.

5. With prompting and support, participate in a variety of physical activities.

Kindergarten

Exhibit a physically active lifestyle

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

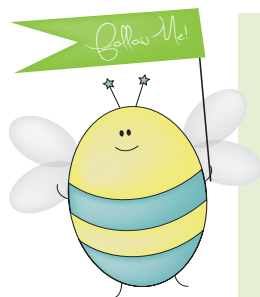
4-year-olds

3. Describe the needs of living things.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect



Learn from LaToya!

LaToya’s Family Fun Time! Please remind your students and their families to have fun completing Activity 8 in their Family Activity Booklet tonight at home!

Math

Be Smart Math Game (Learning Center)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables
- Increase children's knowledge of healthy foods and/or beverages

Materials:

- Be Smart Memory Cards (located in the online resource file)

Procedure:

- Place 20 of the Be Smart Memory Cards on the math table with the picture side up.
- Make sure the cards are scattered around.
- Ask the child to match the cards (one to one correspondence), laying them one above the other.
- After the child has correctly matched all pairs, ask the child to count the sets.
- There should be 10 sets of Be Smart Memory Cards.
- Extension Activity: To extend the learning opportunity, include plastic food or real food items in this activity by having children match the card sets with the real or plastic food items.

Standards:

MS EARLY LEARNING STANDARDS

Mathematics

Measurement and Data (MD)

Classify objects and count the number of objects in each category.

4-year-olds

3. With guidance and support, sort, categorize, or classify objects.

Kindergarten

4. Classify objects into given categories; count the number of objects in each category and sort the categories by count.

Counting and Cardinality (CC)

Count to tell the number of objects.

4-year-olds

4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.

a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Kindergarten

4. Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count that many objects.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.

2. Classify properties of objects and materials according to their observable characteristics.

NEXT GENERATION SCIENCE STANDARDS

Science and Engineering Practices

2. Developing and using models

Science

Be Smart, Be Active: Calories Count! (Small Group)

Objectives:

- Increase children’s knowledge of healthy activities (things that make their hearts beat faster)
- Increase children’s knowledge that physical activity is a way to “burn” energy (Energy Out)

Materials:

- Picture Cards of Foods and Beverages (Both high calorie and low calorie food and drinks; Located in the online resource file)
- Activity Carpet/Mat or Space Outside Classroom
- Box for Picture Cards
- Glue/tape

Procedure:

- Teachers should create a chart with 2 columns. One column should say “Move A LOT” and the other should say, “Move a LITTLE.”
- Talk with the children about the word “calories.” Explain that a calorie is a unit of measurement. A calorie is a unit of energy which is released by food when you eat it. If you eat too many calories, you will have lots of energy in your body that needs to be burned off through being active. If you don’t burn off enough of the calories through physical activity, then your body may not stay healthy. Explain that foods with solid fat and added sugars only provide “empty calories” and do not give us the nutrients (vitamins and minerals) we need to help us grow, play, and learn.
- Have all of the pictures of the foods and beverages in a box, so the children can put their hands in the box and draw out a picture.
- For each of the 12 cards, allow one child at a time to draw out a picture from the box and then have the class decide if it will take a lot of physical activity or just a little physical activity to burn off the calories from the food or beverage chosen. Then attach the food or beverage to the appropriate column on the chart and have the class act out the amount of activity required. For example, if a child picks out a picture of ice cream, the children would need to move a lot (run, skip, hop around the room or outside to demonstrate how much they need to do to burn off the calories from the ice cream). If a child picks out a picture of broccoli, the children would walk at a moderate pace around the room or outside to show the physical activity needed to burn off the calories for broccoli.

What's the Buzz About?

Most food and drinks have calories, but some have more calories than others. One way to know how many calories are in what you are eating or drinking is to look at the Nutrition Facts label on the package the food came in or the drink container. For fresh food items that are not packaged, you can find information online or displayed in some grocery stores. Find a whole food calorie counter here:

<http://caloriecount.about.com/whole-foods-market-nutrition-m1579>

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

4. With prompting and support, practice common health routines.
5. With prompting and support, participate in a variety of physical activities.
6. With prompting and support, identify nutritious foods.

Kindergarten

Exhibit a physically active lifestyle

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

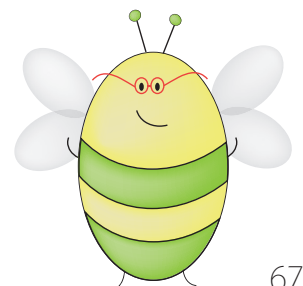
Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

2. Cause and effect

Science and Engineering Practices

2. Developing and using models
4. Analyzing and interpreting data



Read:

The Napping House (Small Group)

Directions:

Read *The Napping House* to the children and talk about the importance of sleep. Ask the children to give examples of what made the setting so cozy for sleeping; what made the house so restful and easy to sleep in at the beginning of the story?

Book Talk Questions:

- Who was asleep in the house?
Everyone except the flea
- Why is it important for us to sleep?
Our bodies need sleep to help us stay healthy. Good sleep helps us feel like playing and moving and helps us to listen and think better.
- What are some of the other things we have talked about that help our bodies stay healthy? Can you name some?
Healthy foods, especially fruits and vegetables; Good sleep that helps our bodies to stay healthy; and being active and moving around!
- Where were the characters in the book sleeping?
In a cozy bed.
- Where do you like to sleep?
Answers will vary

Creative Expression

Bodies Need Sleep - Andy Active Hammers! (Small Group)

Objectives:

- Increase children's knowledge of the benefits of physical activity (impact on the body; heart health)
- Increase children's knowledge of the importance of both activity and rest (sleep)

Materials:

- Activity Carpet/Mat
- Home-living Space
- Talking Script (located in "What's the Buzz About?")
- Song, "Andy Hammer" (located on the next page). If possible, print a copy of the song to display in your classroom.

Procedure:

- Talk with children about why they need around 10 hours of sleep each night (See "What's the Buzz About?").
- Lead children in the movement song "Andy Hammer," and tell them you are going to act out a song together that shows Andy working hard, resting, and then having energy to work hard again!
- Develop a small home-living space where children can put dolls to bed or pillows for them to pretend to rest and wake up happy and ready to go to school.

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

4. With prompting and support, practice common health routines.

5. With prompting and support, participate in a variety of physical activities.

Kindergarten

Exhibit a physically active lifestyle

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group

Creative Expression

Dance and Movement Domain (DM)

Demonstrate understanding through the use of music.

4-year-olds

1. Create simple movements.

Kindergarten

Respond through movement to verbal instruction and to various stimuli.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

2. Describe plant, animal, and human life cycles.

3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect

Andy Hammer

(sung to the tune of Peter Hammer)

Sit on the floor with your legs stretched out straight in front of you.

“Hammer” the ground with your fist next to your right leg, and sing:

Andy hammers with one hammer, one hammer, one hammer.
Andy hammers with one hammer, then he hammers with two!

“Hammer” the ground on either side of your legs with two outstretched arms, using your fists as the hammers:

Andy hammers with two hammers, two hammers, two hammers.
Andy hammers with two hammers, then he hammers with three!

“Hammer” the ground with both arms, plus your outstretched right leg, using your right foot as the third hammer:

Andy hammers with three hammers, three hammers, three hammers.
Andy hammers with three hammers, then he hammers with four!

“Hammer” the ground with both arms, plus both outstretched legs:

Andy hammers with four hammers, four hammers, four hammers.
Andy hammers with four hammers, then he hammers with five!

“Hammer” the ground with both arms, both outstretched legs and nod head up and down as the fifth hammer:

Andy hammers with five hammers, five hammers, five hammers.
Andy hammers with five hammers, then he gets so tired...

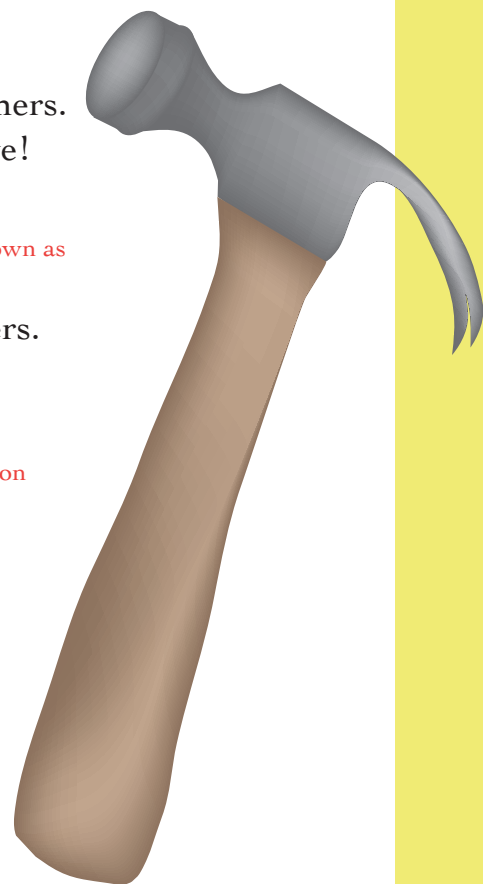
Slow down as you sing this verse until you gradually stop all together. Then, lie down on the floor in a sleeping position, with head on your hands, as if your hands are a pillow.

Close eyes and pause for a few seconds, snore for full effect:

Andy’s very tired now, tired now, tired now.
Andy’s very tired, now he’s fast asleep!

Then suddenly pop up and sing in a loud, enthusiastic voice, using all five “hammers”:

Andy’s waking up now, up now, up now.
Andy’s waking up, now he’s wide awake!



(permission is granted to
make copies)

Author Unknown
Adapted by Julie Parker, Ph.D. and Lisa Long, M.A.
Based on the Peter Hammer Nursery Rhyme

What's the Buzz About?

Why do our bodies need sleep? Our bodies get energy to play, work and move when we eat healthy foods, and we also get energy by getting enough sleep every night. When we sleep, our bodies rest and prepare for the next busy day to come so that we have fresh energy when we wake up. We need both food and sleep to have enough energy each day.

- Sleep is good for our immune system (our body's system that helps us to stay well and not get sick) and gives the body a special chance to heal.
- Sleep is important to our nervous system (our body's system that works with the brain to send and receive information about everything that is happening to our body).
- Sleep improves our memory and helps our brains to sort through and remember things we see, hear, and learn about during the day.
- Sleep helps us to grow and helps our bodies to get better if we are sick or hurt, through tissue growth and repair.

Information taken from the following websites; please visit for more information about the importance of sleep:

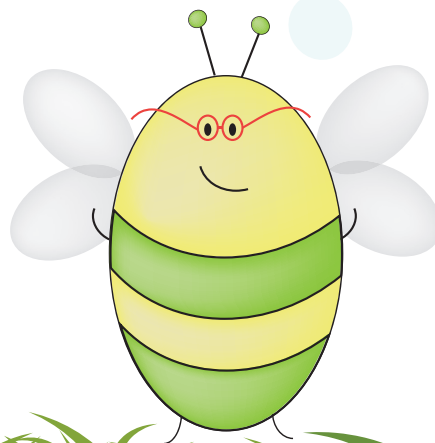
"Sleep for Kids: Teaching Kids the Importance of Sleep." A Service of the National Sleep Foundation:
<http://www.sleepforkids.org/html/why.html>

"What Sleep Is and Why All Kids Need It." Kids Health Website; The Nemours Foundation:
http://kidshealth.org/kid/stay_healthy/body/not_tired.html

"Why Is Sleep Important?" National Heart, Lung, and Blood Institute:
<http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why.html>

"Sleep." BrainFacts.org:
<http://www.brainfacts.org/sensing-thinking-behaving/sleep/>

"Children and Sleep." National Sleep Foundation:
<http://www.sleepfoundation.org/article/sleep-topics/children-and-sleep>



Language & Literacy

The Napping House or *Goodnight Moon* (Small Group)

Objectives:

- Increase children's knowledge of the importance of both activity and rest (sleep)

Materials:

- Book: *The Napping House* by Audrey Wood or *Goodnight Moon* by Margaret Wise Brown

Procedure:

- Read *The Napping House* by Audrey Wood or *Goodnight Moon* by Margaret Wise Brown to the children.
- Talk about the book, and ask the children to give examples of what made the setting so cozy for sleeping; what made the house so restful and easy to sleep in (especially at the beginning of the story if using *The Napping House*)? Possible answers could include: feeling warm and cozy inside while it is dark (*Goodnight Moon*) or raining (*The Napping House*) outside; dim lighting in the bedroom; cozy, comfortable bed, pillows and blanket; feeling safe with Grandma/family member nearby; listening to sleepy-time sounds like snoring from the animals and Grandma (*The Napping House*) or the "whispering hush" sound made by Grandma (*Goodnight Moon*); bedtime routines such as saying goodnight to objects in the room (*Goodnight Moon*), etc.
- Ask the children to share tips of what they do at home or school when they are trying to settle down and go to sleep. How do they relax, or how do their family members help them to relax and get ready to go to sleep?

Standards:

MS EARLY LEARNING STANDARDS

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

1. Demonstrate awareness of self and capabilities
2. Develop personal preferences.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

3. Describe the needs of living things.

Physical Development

Self-Care, Health, and Safety Skills (SC)

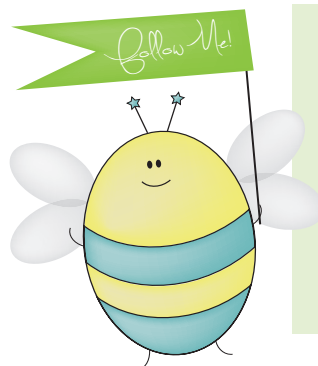
4-year-olds

1. Demonstrate an emerging use of standard health practices.
4. With prompting and support, practice common health routines.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect



Learn from LaToya!

LaToya's Family Fun Time! Please remind your students and their families to have fun completing Activities 10 & 11 and the WannaBee Healthy game in their Family Activity Booklet tonight at home!

What's the Buzz About?

This activity could be conducted around nap time for those classrooms which offer a nap.

During the discussion with children, ask if they have ever had trouble relaxing or falling asleep. Ask for a few children to share a memory of such a time and what they did about it. In addition to the tips children share about what they do to calm down, relax, or go to sleep, mention the following tips for how children can help themselves relax the next time they are having trouble falling asleep, feeling stressed, etc.:

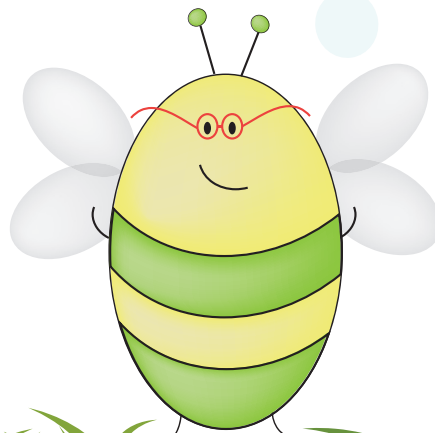
- Listen to calm, soothing music
- Take a warm bath
- Close their eyes and take slow, deep breaths
- Make sure their bedrooms are cool, dark, and quiet
- Try to go to bed at the same time every night
- Exercise during the day (running and playing at least 3 hours before bed helps bodies get ready for sleep)
- Avoid big meals before bedtime
- Don't drink beverages with caffeine
- Follow a bedtime routine (such as taking a warm bath or shower, reading, or listening to quiet music) so that their bodies will know it is time to get ready to sleep
- Think of a nice, relaxing memory or a peaceful scene
- Think about the muscles in the body tightening and then relaxing, one by one, until they are very comfortable

Information taken from the following websites; please visit for more information on how to get ready for sleep and/or how to relax when stressed:

"Stress in Childhood." Medline Plus:
<http://www.nlm.nih.gov/medlineplus/ency/article/002059.htm>

"Sleep Tips." Sleep for Kids: A Service of the National Sleep Foundation:
<http://www.sleepforkids.org/html/tips.html>

"Relaxation Techniques for Health: An Introduction." NIH National Center for Complementary and Alternative Medicine:
<http://nccam.nih.gov/health/stress/relaxation.htm>



Math

An Apple A Day! (Learning Center)

Objectives:

- Increase children's knowledge of healthy foods and/or beverages
- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Reuse the Body Outlines created earlier in the week for the creative expression activity, *How Does Food Help Make Me Strong?*
- Crayons or Markers
- Apple Cut-outs (located in the online resource file)
- Glue
- Tape (to hang on the wall or in the hallway)

Procedure:

- Use the paper body outlines created earlier in the week. These body drawings should be hanging in the room for display. Allow the children to color the apples and glue or tape the apples to one side of the body outline drawing and measure how tall they are, from head to toe, using the apple as a non-standard unit of measurement.
- Remind the children that apples are very nutritious and help our bodies to grow, be healthy, and fight colds and sniffly noses. Hang the children's completed body tracings on the wall (can be hung in a hallway if classroom walls do not have available space).
- An adaptation of this activity is to measure each child using masking tape, and then allow each child to stick the apple cut outs on the tape to represent how many apples tall he or she is. When finished, tape the apples to each child's cubby.

What's the Buzz About?

Fruits are full of nutrients. Eating fruits gives us energy to work and play. Research suggests a link between apples and brain health, weight loss, lung and heart health, and the prevention and treatment of certain forms of cancer. Apples also provide dietary fiber that helps with digestion. For more information, visit: <http://www.usapple.org>

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Fine Motor Skills Domain (FM)

4-year-olds

3. With prompting and support, use fine motor skills for self-expression.

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

Mathematics

Counting and Cardinality (CC)

4-year-olds

3. With guidance and support, understand the relationship between numerals and quantities.

- a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

Kindergarten

1. Understand the relationship between numbers and quantities. Connect counting to cardinality.
- b. Understand that the last number name said tells the number of objects counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

Measurement and Data (MD)

Describe and compare measurable attributes

4-year-olds

2. With guidance and support, compare two objects using attributes of length, weight, and size.

- a. Use nonstandard units of measurement.
- b. Explore standard tools of measurement.

Kindergarten

2. Directly compare two objects with a measurable attribute in common, to see which object has "more of/less than" the attribute, and describe the differences.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

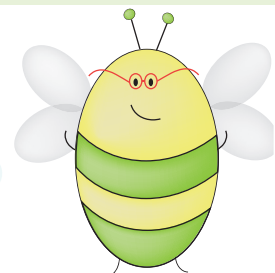
NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

2. Developing and using models
5. Using mathematics and computational thinking



Science

Putting It All Together (Learning Center)

Objectives:

- Increase children's knowledge of food origin, which may help with the identification of healthy foods
- Increase children's knowledge of the benefits of eating healthy (impact on the body)

Materials:

- Pictures of Foods, Food Origins, Food Groups and Body Parts (located in the online resource file)

Procedure:

- Talk about all of the important foods we have learned about over the last two weeks. Name the food groups with the children (dairy, vegetables, fruits, protein and grains). Where do the foods come from?
- Have the children put pictures in order this way: food origin - food - food group - food impact on the body. For example, where does milk come from? Which food group does milk belong to? Why is milk good for us to drink? Examples include:

Cow - Milk - Dairy - Bones

Wheat - Bread - Grains - Stomach

Chicken - Chicken Leg - Protein - Muscles

Garden - Carrots - Vegetables - Eyes

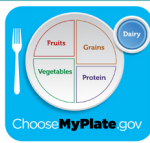
Tree - Apple - Fruits - Nose



Cow



Milk



Dairy



Bones



When all Family Activity Booklets have been collected next week, allow each child to place a star under LaToya Leader Bee on their WannaBee Healthy Certificate. Present each child with his or her WannaBee Healthy Certificate to either post in the classroom or take home as a reminder that they are Smart, Active, and Leaders for Health at school and at home!

Standards:

MS EARLY LEARNING STANDARDS

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

4. With prompting and support, practice common health routines.

6. With prompting and support, identify nutritious foods.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics

2. Describe plant, animal, and human life cycles.

3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.

2. Classify properties of objects and materials according to their observable characteristics.

3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C; LS2.A

Crosscutting Concepts

2. Cause and effect

4. Systems and system models

Science and Engineering Practices

2. Developing and using models

4. Analyzing and interpreting data

8. Obtaining, evaluating, and communicating information

Additional Activities

Creative Expression

My Favorite Activities Drawing (Learning Center)

Objectives:

- Increase children's knowledge of healthy activities (things that make their hearts beat faster)
- Increase children's knowledge that physical activity is a way to "burn" energy (Energy Out)

Materials:

- Paper
- Crayons or Markers

Procedure:

- Tell the children about two of your favorite activities to do alone or with your family (name one active and one quiet or seated activity).
- Ask the children to name some of their favorite activities.
- Ask each child to take a piece of paper and draw a line down the middle (from top to bottom).
- Ask each child to draw a picture of their favorite active activity (that makes his/her heart beat fast) on the left side of the paper, and their favorite quiet or seated activity on the right side of the paper.
- When everyone has finished, ask volunteers to share their drawings with the class.
- If time allows, the active and non-active activities can be graphed to see which activities are most popular among the class. Talk with children about the importance of being active often, every day and limiting the time spent sitting still. The quiet or seated activity periods should be short (not more than one hour), except when sleeping.

Standards:

MS EARLY LEARNING STANDARDS

Creative Expression

Visual Arts Domain (VA)

Create visual art.

4-year-olds

1. Produce original art using a wide variety of materials and tools.

2. Create art work that reflects an idea, theme, or story.

Kindergarten

1. Use a variety of basic materials and art media to produce works of art.

Mathematics

Counting and Cardinality (CC)

Compare Numbers

4-year-olds

5. Use comparative language to compare objects, using developmentally appropriate pre-kindergarten materials.

Kindergarten

5. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

Demonstrate awareness of self and capabilities

2. Develop personal preferences.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

4. With prompting and support, practice common health routines.

5. With prompting and support, participate in a variety of physical activities.

Kindergarten

Exhibit a physically active lifestyle

5. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

3. Describe the needs of living things.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect

Science and Engineering Practices

4. Analyzing and interpreting data

Language/ Literacy

I Can Choose Healthy Food for My Body! (Small Group)

Objectives:

- Increase children's knowledge of healthy vs. unhealthy foods and beverages
- Increase children's knowledge that food is fuel for the body (Energy In)

Materials:

- Book: *Eating Healthy with MyPlate: Using MyPlate* by Rebecca Rissman
- Pictures of Foods from Magazines or Grocery Store Advertisements
- Glue
- Large Sheets of Paper

Procedure:

- Review with children the different kinds of healthy foods they have been learning about. Talk about making a healthy plate using MyPlate, the five food groups, and how the foods help their bodies to be healthy.
- Talk about the kinds of foods they need to eat to be able to learn while they are at school (healthy foods from each of the five food groups). Make a list of the healthy foods named by the children. Talk about each food item and discuss why it is healthy and its food group.
- Review the list together; decide on a healthy snack for the class. Make a list of what needs to be purchased at the market for the healthy snack.
- Glue pictures from grocery ads or draw pictures, and assist the children in labeling the foods on the list.
- Send a snack wish-list home with the children, perhaps once a month, and encourage parents to send the items on the list, so the children can experience preparing and enjoying their healthy snacks. Some examples may include:
 - Apple slices and small yogurt with water
 - Whole wheat crackers, almond butter, and water
 - Grapes, carrot sticks, almonds, and water
- Continuing to talk about and experience healthy foods will enhance the children's understanding of why eating healthy is important. This may be a fun activity to do once a month or more to ensure children continue to make healthy food choices.

Standards:

MS EARLY LEARNING STANDARDS

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things. Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Literature (LI)

Key ideas and Details

4-year-olds

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.

Kindergarten

1. With prompting and support, ask and answer questions about key details in a text.

Informational Text (IT)

Integration of Knowledge and Ideas

4-year-olds

7. With prompting and support, make connections between self and text and/or information and text.
8. With prompting and support, explore the purpose of the informational text as it relates to self

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

1. Demonstrate awareness of self and capabilities
2. Develop personal preferences.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

1. Demonstrate an emerging use of standard health practices.
6. With prompting and support, identify nutritious foods.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Science and Engineering Practices

1. Asking questions and defining problems

What's the Buzz About?

Children need to know that foods in each food group are important for very specific parts of their bodies, as well as overall good health. For your information:

Grains include foods such as rice, pasta, breads, hot and cold cereals, and other grain-based products. It is suggested that at least $\frac{1}{2}$ of your grains should be whole grain. Whole grain provides important health benefits such as reducing your risk of heart disease and some forms of cancer. **Grains are good for our stomach/digestive system and help us “go to the bathroom” (prevent/treat constipation).**

Vegetables are full of nutrients and include foods such as broccoli, peppers, tomatoes, corn, carrots, eggplant, and cauliflower. Eating a rainbow of colorful vegetables provides health benefits such as improved immune system, vision, skin, bone, and heart health. **Vegetables, like carrots, help keep our skin and eyes healthy.**

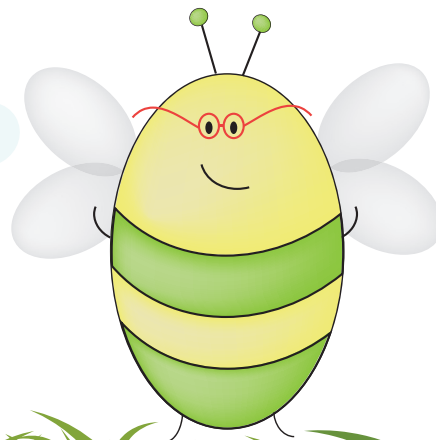
Fruits include foods such as apples, bananas, oranges, grapes, mangoes, blueberries, and pineapples. Eating a rainbow of colorful fruits provides similar health benefits as vegetables. **Fruits help us fight colds and help our noses not to get “sniffly.”**

Dairy includes foods such as low-fat milks, cheeses, and yogurt. Dairy products give us calcium which assists with building strong bones and teeth. **Dairy products help build strong bones.**

Protein includes foods such as meat, poultry, fish/shellfish, beans, peanut butter or other nut butters, nuts, and seeds. Protein assists with growth and development for children. **Protein builds strong muscles.**

All healthy foods are good for the heart and brain.

To learn more about MyPlate and the five food groups, visit www.choosemyplate.gov.



Math

My Healthy Grocery List (Learning Center)

Objectives:

- Increase children's knowledge of the USDA's MyPlate and nutrition recommendations
- Increase children's knowledge of healthy foods and/or beverages
- Increase children's ability to create a "healthy" meal

Materials:

- Magazines
- Grocery Store Ads
- Construction Paper
- Glue
- Scissors

Procedure:

- Explain to the children they are going to create their own shopping list by cutting out pictures from magazines or grocery ads.
- Talk about selecting healthy foods for the grocery list.
- Remind the children of the MyPlate food groups and that our bodies need healthy foods from all five food groups to grow healthy and strong. Half of our plates should be filled with fruits and vegetables. Encourage the children to choose foods from each of the five food groups.
- Allow the children to choose a piece of colored construction paper. Help the children write at the top: "My Healthy Grocery List"
- Tell the children to glue their foods on their list. Help the children count how many foods they chose from each food group and write the numeral on their list. Compare which food group has the most and which group has the least.
- Remind the children to [Be a Leader](#) and share their grocery list. As the children complete their grocery lists, hang them up in the classroom and encourage the children to show it to their families when they arrive for pick up. You may also send the lists home with the children at the end of the week.

Standards:

MS Early Learning Standards

Mathematics

Counting and Cardinality (CC)

Count to tell the number of objects

4-year-olds

5. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration.
 - a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.
6. Use comparative language to compare objects, using developmentally appropriate pre-kindergarten materials.

Kindergarten

5. Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count that many objects.
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Social and Emotional Development

Emotional Development Domain (ED)

4-year-olds

Demonstrate awareness of self and capabilities

2. Develop personal preferences.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

English Language Arts

Informational Text (IT)

Integration of Knowledge and Ideas

4-year-olds

7. With prompting and support, make connections between self and text and/or information and text.
8. With prompting and support, explore the purpose of the informational text as it relates to self.

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Science

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.
3. Classify parts of the human body that help it seek, find, and take in food when it feels hunger.

NEXT GENERATION SCIENCE STANDARDS

Disciplinary Core Idea

Life Science: K-LS1-1; LS1.C

Crosscutting Concepts

3. Scale, proportion and quantity

Science and Engineering Practices

1. Asking questions and defining problems
2. Developing and using models
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
8. Obtaining, evaluating, and communicating information

Science

Oh How They Change! (Small Group)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Grapes
- Raisins
- Cucumbers
- Pickles

Procedure:

- Watch a time-lapsed video on how grapes turn to raisins:
http://www.youtube.com/watch?v=uD_vhbv05aw
- Use grapes, raisins, cucumbers, and pickles to show children how they change when they are dried or pickled.
- Bring examples of each and allow each child to taste.
- As children taste each item, talk about how the food looks, tastes, feels, and smells.
- Compare each food item before and after it is pickled or dried.

Standards:

MS EARLY LEARNING STANDARDS

Science

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

8. Describe similarities and differences in the environment using the five senses.

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics

2. Describe plant, animal, and human life cycles.

3. Describe the needs of living things.

Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.

2. Classify properties of objects and materials according to their observable characteristics.

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

NEXT GENERATION SCIENCE STANDARDS

Crosscutting Concepts

2. Cause and effect

7. Stability and change

Science

What Is That Sweet Smell? (Small Group)

Objectives:

- Provide opportunities for children to use their senses to identify characteristics of fruits and vegetables

Materials:

- Orange
- Fresh Basil
- Fresh Mint
- Sweet Peppers
- Pineapple
- Strawberry
- Apple
- Lemon

Procedure:

- Show all herbs and food items to the children, naming them one by one and discussing each plant or food as it is named. Ask the children if they have heard of or seen it before? Ask if their families use it for cooking and meals at home? Blindfold children one by one and ask them to use their sense of smell to identify healthy foods such as an orange, fresh basil, fresh mint, sweet peppers, pineapples, strawberries, apples, lemons, or other fresh and fragrant foods.
- If a child is having trouble guessing the food item by its scent, ask other children to give the child hints by describing other characteristics of the food item (color, texture, taste, etc.).
- Alternatively, children could be allowed to touch and/or taste a small piece of each item and see if they can identify it by taste or touch.

Standards:

MS EARLY LEARNING STANDARDS

Science

Scientific Method and Inquiry (SI)

Engage in simple investigations.

4-year-olds

8. Describe similarities and differences in the environment using the five senses.

Life Science (LS)

Acquire scientific knowledge related to life science.

4-year-olds

1. Name, describe, and distinguish plants, animals, and people by observable characteristics
- Understand characteristics, structures, life cycles, and environments of organisms.

Kindergarten

1. Group animals and plants by their physical features.
2. Classify properties of objects and materials according to their observable characteristics.

Physical Development

Self-Care, Health, and Safety Skills (SC)

4-year-olds

Demonstrate an emerging use of standard health practices.

6. With prompting and support, identify nutritious foods.

English Language Arts

Speaking and Listening (SL)

Comprehension and Collaboration

4-year-olds

1. With guidance and support, participate in collaborative conversations about pre-kindergarten topics and texts with peers and adults in small and large groups.

Kindergarten

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

NEXT GENERATION SCIENCE STANDARDS

Science and Engineering Practices

3. Planning and carrying out investigations

Appendix

References and Notes

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Notes

The following beverages serve as representatives for fruit punch, soda and chocolate milk:

Fruit Punch-Snapple® Fruit Punch

Soda-Pepsi®

Chocolate Milk-TruMoo® Chocolate Milk.

The inclusion of the specific brand-name beverages above does not constitute an endorsement. Teaspoons of sugar were calculated or obtained from the beverage manufacturers' Web sites. All calculations are approximate, due to rounding.

1 teaspoon of sugar = Approx. 4 grams of sugar

