

# WAIT AND MOVE



**THEME:** Balance Your Day with Food and Play

**NUTRITIONAL FOCUS:** *Food Guide Pyramid*

**GRADE LEVEL:** 1

## **OBJECTIVES:**

1. Students will gain an understanding of the *Food Guide Pyramid* by class discussion, singing, and completing activities.
2. Students will develop listening skills by listening to a story and participating in class discussion.
3. Students will gain an understanding of the importance of being active each day by reading a selection, class discussion, and completing activities.
4. Students will demonstrate comprehension of textual reading by illustrating the content.
5. Students will enjoy learning about nutrition and physical activity by role-play, singing, and completing activities.
6. Students will gain an understanding of economic concepts by class discussion.
7. Students will understand the value of coins by solving problems and completing activities.
8. Students will apply mathematical skills by drawing geometric shapes, estimating, completing a survey, organizing data, and completing activities.
9. Students will relate mathematics to real-world situations by completing activities.
10. Students will apply their understanding of calendars by referring to a calendar to find answers to questions.
11. Students will choose to make smart decisions, which include food choices and physical activity as part of their day as a result of the unit of study.

**CURRICULUM CONNECTION:** Art, Health, Math, Music, Physical Education, Reading, Social Studies, Writing

## **Civics Standards**

The student will:

3. differentiate between a paid worker and a volunteer.

## **Economics Standards**

The student will:

1. describe the difference between human resources, natural resources, and capital resources used to produce goods or services.
2. explain the differences between goods and services and how people are both buyers and sellers of goods and services.
3. explain that limits on resources require people to make choices about producing and consuming goods and services.

### **Fine Arts Standards**

**Music— Standard One:** Students will use the performance of music as a means for creative expression and communication.

**Visual Arts— Standard One:** Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

### **Geometry Standards**

The student will:

1. identify, describe, and draw plane figures according to number of sides, corners, and square corners.
2. identify and describe solid figures including cubes, cylinders, pyramids, and spheres.
3. identify and describe examples of plane and solid figures in the environment.
4. describe proximity of objects in space.
5. explore concepts of perspective.

### **Health Education Standards**

**Standard Three:** Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

### **Listening and Viewing Standards**

The student will:

2. recognize and demonstrate the importance of focusing on the speaker when listening.
12. restate information in a sequence similar to how it was presented.

### **Measurement Standards**

The student will:

3. count and trade objects to explore the concept of equivalence. (Example: how many nickels equal a quarter.)

### **Number Sense Standards**

The student will:

2. count objects in a given set and write the corresponding numeral.
4. classify and model numbers as even or odd.
10. explain or justify estimates to everyday quantity problems.
13. order and compare whole numbers up to 100.

### **Physical Education Standards**

**Standard Three:** Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

**Indicator 1:** Students will monitor personal fitness level and alter activity to enhance health-related fitness.

**Indicator 2:** Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

## **Reading Standards**

The student will:

2. use knowledge of basic capitalization and punctuation when reading.
8. explain the sequence of events in familiar stories.
9. identify patterns of rhyming words and repeated phrases in various texts.
10. explain what authors and illustrators do.
12. explore a variety of worthy literary and narrative works.
16. use appropriate sources to locate specific types of information.

## **Speaking Standards**

The student will:

2. participate in a variety of oral language activities.
11. convey a message and check for listener understanding. (Example: show and tell)

## **Statistics and Probability Standards**

The student will:

1. gather and record data from various sources or situations including surveys and simple experiments.
2. organize data into tally charts, picture graphs, and bar graphs.

## **Writing Standards**

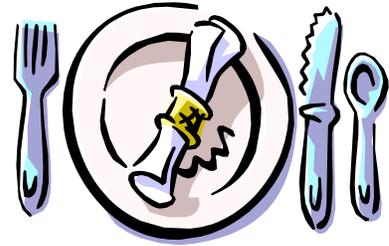
The student will:

1. write complete sentences for a specific purpose.
2. use the writing process to create short stories, paragraphs, and poems.
4. begin sentences with capital letters and use ending punctuation in final copies.
5. use descriptive words and a variety of sentence types when writing about people, place, things, and events.



## MATERIALS NEEDED:

- Student Handout *Food Guide Pyramid* (included in lesson)
- Crayons
- Parent Letter (included in lesson)
- Student Handout *Eat Smart* (song included in lesson)
- *A Chair for my Mother* by Vera B. Williams
- Quarter, nickel, dime, penny (for review of coins)
- Estimation jar with approximately one hundred pennies
- Small Post-It™ notes
- Student Handout *Food for Coins* (included in lesson)
- Student Handout *Breakfast Orders* (included in lesson)
- Student Handout *Breakfast Song* (song included in lesson)
- Student Handout *Set the Table* (included in lesson)
- Student Handout *Tabletop Homework* (included in lesson)
- Camera for taking pictures
- Student Handouts for booklet *Just Move It* ( included in lesson)
- Student Handout *Time for Work and Play* (included in lesson)
- Student Survey (included in lesson)
- Student Handout *Class Results* (included in lesson)



## BACKGROUND INFORMATION:

### Economic Vocabulary

**goods** — objects that can satisfy people's wants

**human resources** — human effort; labor

**money** — a medium of exchange

**price** — the amount of money that people pay when they buy a good or service

**scarcity** — a condition of not being able to have all of the goods and services that you want

**services** — activities that can satisfy people's wants

**wants** — desires that can be satisfied by the consumption of a good or service

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices. Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. To make sure you get all the nutrients and other substances you need for good health, build a healthy base by using the *Food Guide Pyramid*. Choose the recommended number of daily servings from each of the five major food groups.

Choose a variety of foods for good nutrition. Since foods within most food groups differ in their content of nutrients and other beneficial substances, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your meals interesting from day to day.

Meals should be planned to include foods from the five major groups of the *Food Guide Pyramid*. Additionally, beverages and foods that are high in added sugars should be limited. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes.

It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

**PROCEDURES:**

1. Share with the class that they will begin a unit called *Wait and Move*. Let the class guess what the unit will include based on the title. Tell the class that they will have to explain how the unit got its name when the unit has been completed.
2. Introduce *Wait and Move* by providing a *Food Guide Pyramid* to students. Share the nutritional information from the Background Information with the class. Lead the class in a discussion of making smart choices when choosing food each day. Allow students to color the *Food Guide Pyramid*.
3. Recognize breakfast, lunch, dinner, and snacks as times for eating. Allow students to share their favorite mealtime. Discuss the importance of choosing from the five major food groups of the *Food Guide Pyramid* whenever food choices are made.
4. Send home the parent letter to inform parents of the *Wait and Move* unit.
5. Provide *Eat Smart* to students. Read the words of the song together. Challenge students to identify the rhyming words in the lines. Sing the song together.
6. Ask students to name places where they eat: home, school, relative's house, restaurants. Allow students to share experiences of eating food prepared in a restaurant.
7. Share with the class that a restaurant prepares and serves food for people. People who work in restaurants are human resources. That means they are people who do work.
8. Ask students to define *wait*. Lead them to discover that the word has more than one meaning. Introduce one definition of *wait* to be *to serve at meals*. Recognize a *waiter* or a *waitress* as a person who serves at meals.
9. Read *A Chair for My Mother* by Vera B. Williams to the class. Show the illustrations in the book as the story is read. This is a story about a girl whose mother works as a waitress in a restaurant. Lead the class in discussing the story.
  - A. What kind of work did Mama do? After discussing that Mama was a waitress in a restaurant, discuss services that Mama provided. Define services as activities that can satisfy people's wants. What are some of the activities that a waitress does? Lead the class in naming some of the services that a waitress in a restaurant provides such as bringing the menu to the table, taking the food orders, bringing the food to the table, and giving customers the bill for their food order. Ask students to discuss services they do at home when they help prepare for a meal that are similar to the work a waitress does.

- B. Share with the class that Mama was paid for her work as a waitress. Some people volunteer to do work. This means they do not get paid for the work they do. Mama had a job that paid money so she could buy things for her family.
  - C. Compare the job of a waitress to the work that a cook does. Even though there is no mention of a cook in the story, ask students to discuss why they think there was a cook at the restaurant. Identify a cook as a person who provides goods for people. Goods are objects that can satisfy people's wants. Compare providing a service to providing goods.
  - D. Identify a waitress and a cook as both being human resources.
  - E. What are some of the goods in the story that Mama and her family wanted or bought? As students name tomatoes, bananas, chair, and shoes, discuss that Mama provided services in her job so she could earn money to buy goods for her family.
  - F. What services did Mama need from others? Lead the class in identifying the service that Aunt Ida and Uncle Sandy provided when they delivered the chair in their truck.
  - G. Did Mama and her family have all the goods and services that they wanted? Discuss how the family saved their money so they could buy things. They had to make choices about how to use their money. Scarcity exists when you do not have all the goods or services you want.
  - H. Did Grandma have to make decisions about buying food? What foods are mentioned that Grandma sometimes bought?
  - I. What were they saving their money for?
  - J. What foods had the neighbors brought on the first day they moved into the downstairs apartment?
  - K. When Grandma sits back and hums, what food is she cutting up?
10. After reading and discussing the story, place the book in a learning center for students to be able to read the story again independently.
  11. Ask students to recall foods mentioned in the story. Identify food as a good that is exchanged for money. Coins are money. Show the class a quarter, dime, nickel, and penny. Review the value of the coins. Discuss how different combinations of coins can be equal.
  12. Discuss the jar in the story that was used to save coins. Display an estimation jar filled with approximately one hundred pennies. Ask students to estimate the number of pennies in the jar. Provide each student with a small Post-It™ note on which to write their name and estimate of the number of pennies in the jar.

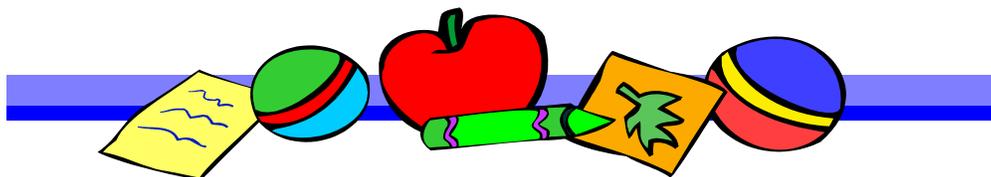
13. Draw a long, horizontal line on the chalkboard. Ask students to arrange their Post-It™ notes in numerical order along the line. When all students have attached their Post-It™ notes along the line, review odd and even numbers. Ask students to change the position of their Post-It™ notes by placing the odd estimates *above* the line on the chalkboard and the even estimates *below* the line.
14. Assign a pair of students to count the pennies and reveal the actual number. Determine the estimate closest to the actual number of pennies and award a prize! (A healthy treat would be nice.)
15. Provide students with the *Food for Coins* handout for a homework assignment.
16. Write *menu* on the chalkboard. How many have ordered from a menu? What is a menu? Why is it important to read the menu? What does a menu tell?
17. Begin a collection of restaurant menus. Allow students to “Show and Tell” about menus as they are collected.
18. Recognize that some restaurants have a breakfast menu. Share information with the class concerning the importance of eating breakfast each day.

A healthy breakfast is a smart start for your day because kids who eat breakfast do better in school. Kids who eat breakfast usually feel better and have better attendance. Kids who eat breakfast can pay attention better and remember more. Eating breakfast makes you more alert. Eating breakfast is a smart start to your day.

19. Provide students *Breakfast Orders*. Assign students to work in pairs to read the questions and solve the problems based on the menu.
20. Distribute *Breakfast Song* to each student. Read the words of the song together. Ask students to identify rhyming words in the song. Sing the song!
21. Discuss the importance of balancing each day with food and play. Share with the class that healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!
22. Discuss the physical activity of a waitress. Why is Mama sometimes tired when she comes home? Ask students to think of the walking that a waitress does each day.

23. Take the class to the playground to role-play the work of a waiter or waitress. Designate an area to be the “dining area” with pretend customers and another area to be the “kitchen” with a pretend cook. Let students pretend to be a waiter or waitress, a cook, and customers. The waitress or waiter should pretend to walk to the “dining area” to take a menu to the customers, then go back to the kitchen. After that, the waiter or waitress should walk back to the customers to take their order then go to the “kitchen” to deliver the order to the cook. Next, they will need to take water to the “dining area” and then go back to the “kitchen” to get the food. After this, they will need to deliver the food and keep walking back and forth to check on the customers in the “dining area” during the meal. After the pretend customers have finished eating, the waitress or waiter should return to the table to pick up the tip and clean the table.
24. Discuss the physical activity involved in doing this work. Repeat the activity with different students being a cook, customers, waiters or waitresses. Assign three or four students to count the number of trips made by the waiter or waitress to serve one table. Assign three or four students to keep count of the number of steps made. Establish that some work involves lots of physical activity!
25. Discuss Mama sitting in the chair to watch TV when she came home from work. Would it be a smart decision to watch TV all the time? When is watching TV not a smart decision? Lead the students in concluding that watching less TV and increasing activity is a smart choice.
26. Compare setting the table for family meals to the work of a waitress.
27. Review and discuss rectangles, circles, squares, and cylinder shapes. Challenge students to name examples of these shapes that appear on the kitchen table.
28. Provide *Set the Table* and ask students to “set the table” according to the directions.
29. Give the students *Tabletop Work* homework assignment.
30. Take the class to the cafeteria while the cafeteria workers are preparing lunch or serving lunch to another class. Ask students to observe the work. Photograph the cafeteria workers in their various job assignments. This would include the worker preparing food, the worker cleaning the cafeteria, the worker setting places on the tables and others as observed. Ask students to help watch for different jobs being done.
31. Display the photographs in the classroom. Assign students to select a photograph to write a description of the work being done in the picture. In the description, identify which workers are producing goods and which workers are producing a service. Allow students to read their descriptions to the class. The caption for the pictures and descriptions can be “Working for Food.”
32. Discuss other jobs that do not require much physical activity. Ask students to name examples. Ask students to name ways to include physical activity each day when a person’s work does not include much activity.

33. Distribute *Just Move It* booklet pages to students. Instruct students to cut apart the sheets on the dotted line and assemble the pages in order to make a booklet. The booklet should be stapled together on the left edge.
34. Divide the class into pairs. Assign each pair of students to read pages 1-4 of the booklet aloud to each other. After reading the selection, allow each pair of students to share some information from the booklet with the class. Allow time for discussion of questions:
  - A. Who needs more physical activity, kids or adults?
  - B. Name some ways we can be active when we work.
  - C. Name some ways we can be active when we play.
  - D. What does physical activity do for us?
35. Direct students' attention to the cover of the booklet. Discuss the work of an author and an illustrator. Assign students to complete the illustrations in the booklet as described on page 5 and write their name as the illustrator on the cover. Allow students to take home their completed *Just Move It* booklet to read to their parents.
36. Review and discuss calendars and how they are used to keep track of days, weeks, and months. Provide *Time for Work and Play* to students and read the directions together. Assign students to complete the activity for homework.
37. Allow time for students to explain why they think the unit is called *Wait and Move*.
38. Explain the purpose of a survey to the class. Distribute the *Student Survey* to the students. Explain that they will complete the survey to determine what they have learned in the *Wait and Move* unit. Emphasize that their name will not be on the survey because the information will be combined for the whole class.
39. After the surveys have been completed, divide the class into groups of four to construct a tally chart of the results. Provide one *Class Results* to each group. Give each group four completed student surveys and explain the process of making a tally mark in the columns for each response on the surveys. When a group finishes with the four surveys, allow them to exchange their surveys with another group. Continue exchanging surveys until all groups have collected the data from all surveys. After the *Class Results* has been completed by each group, allow time for sharing the results. Has *Wait and Move* been a successful unit as determined by the students?



### EXTENSION ACTIVITIES:

1. Secure a menu from the cafeteria for breakfast or lunch. Assign students to categorize each item on the menu according to food groups.
2. Invite a physical education, aerobics, or gymnastics teacher to the class to demonstrate techniques of a specific activity.
3. Invite a waiter or waitress to the class to tell about their work. Encourage students to ask questions concerning the physical activity involved in their work and the food that they serve.
4. Read *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst to the class. This is a story about how a boy spends his money. Ask the class to decide if Alexander made smart decisions about saving and spending his money.
5. Read *Socks for Supper* by Jack Kent to the class. Why were they tired of eating turnips? Why did they not use money to buy food?



## EVALUATION:

### Participation

- Did students listen attentively and participate in class discussions about the food groups?
- Did students listen attentively and participate in class discussions about *A Chair for my Mama*?
- Did students participate in singing songs?
- Did students contribute to the menu collection and/or participate in “Show and Tell?”
- Did students complete *Tabletop Homework*?
- Did students cut apart and assemble pages to make the *Just Move It* booklet?
- Did students read *Just Move It* and illustrate the content as directed?
- Did students complete the *Student Survey* at the end of the unit?
- Did students work in groups to construct a tally chart showing the results of the student surveys?

### Skills/Knowledge

- Did students estimate the number of pennies in a jar and arrange class estimates in numerical order?
- Were students able to identify odd and even-numbered estimates?
- Were students able to accurately complete the *Food for Coins* activity?
- Were students able to accurately solve problems on *Breakfast Orders*?
- Did students make drawings to accurately complete *Set the Table*?
- Did students accurately complete the *Time for Work and Play* activity?

### Behavior

- Did students choose to make smart decisions about food choices and include more physical activity in their day as determined by the student surveys?

## ACKNOWLEDGMENTS:

*Nutrition and Your Health: Dietary Guidelines for Americans*

U. S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

Washington, D.C. 20402-9328

### **Eat Smart. Play Hard.™**

USDA Food and Nutrition Service

3101 Park Center Drive RM 1014

Alexandria, VA 22302-9943

*A Framework for Teaching Basic Economic Concepts*

National Council on Economic Education

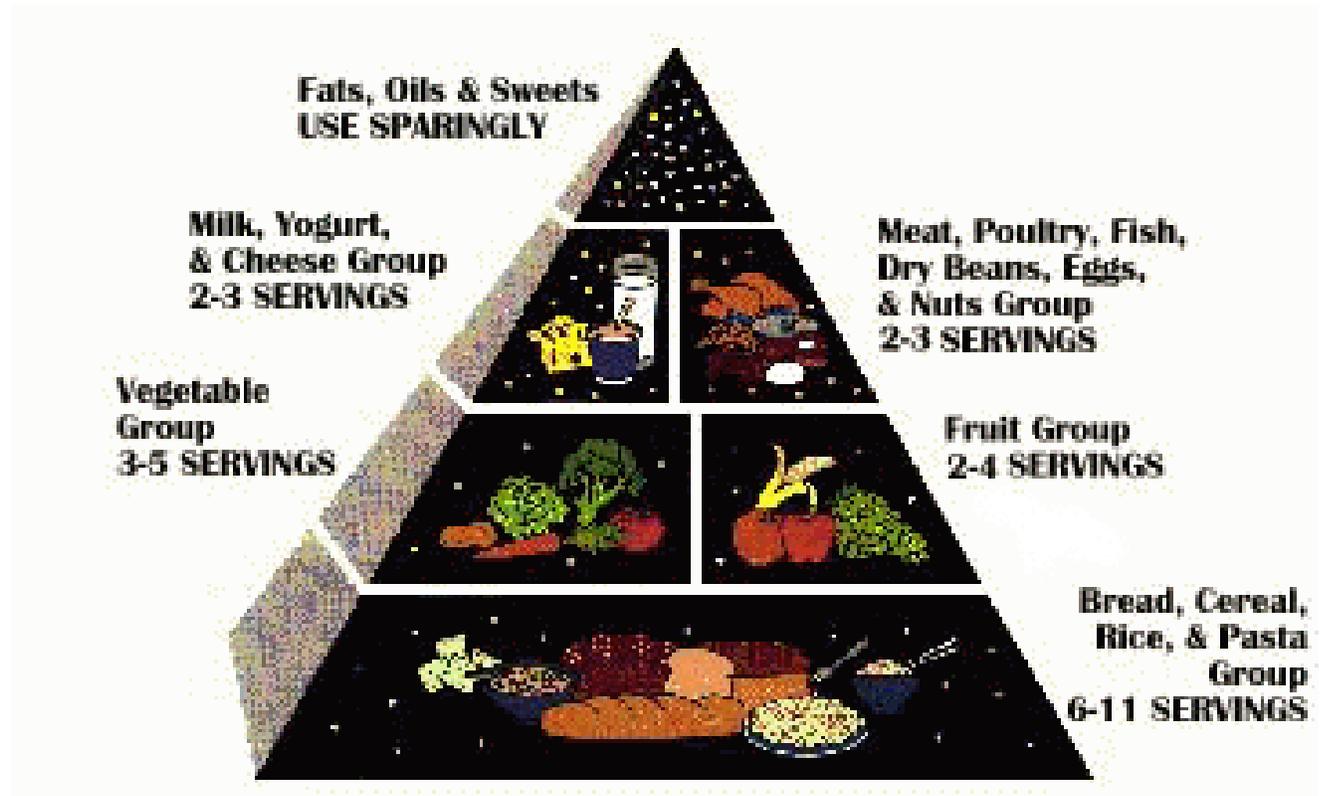
1140 Avenue of the Americas

New York, NY 10036



# Food Guide Pyramid

## A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

Dear Parents:

Our class is beginning a study called *Wait and Move*. This includes reading and learning about the job of a waitress. We will learn about the five major groups of the *Food Guide Pyramid*. We will also learn about the importance of physical activity. There are several ways that you can help:

1. Your child has a homework assignment to complete that requires them to help set the table for a family meal. Part of the assignment includes drawing a picture of the table after it is set and writing the name of food choices that were on the table. Encourage your child to continue to help setting the table for other meals.
2. Your child will have another homework assignment about buying food with coins. Review the value of coins with your child.
3. We will begin a collection of food menus from restaurants. If you visit restaurants, ask if you can have a copy of the menu to send to school.
4. Let kids help plan meals and snacks. Take your child with you when you shop for groceries. Let them help choose foods from the five major food groups for meals and snacks.
5. Encourage your child to be active. Good nutrition and physical activity work together.
6. Play with your child. Encourage your family to “Move it” and have fun!
7. Encourage your child to watch less TV and participate in more activities.
8. Make family time an active time!
9. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. By showing your interest in this study, you will have a key role in making your child a winner for good health.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Meals and snacks can include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!

We are looking forward this study. Thank you for being a part of our learning team!

Sincerely,

## EAT SMART

(to the tune of “Up on a House Top”)

No one food will keep us strong,  
We need them all to get along.  
From one, two, three, four and five,  
Eat them all to stay alive!  
Eat smart to be your best,  
Eat smart to be your best!  
Lots of food from which to choose,  
Knowing this, we cannot lose!

Eat a variety of foods each day,  
You'll feel good at work and play!  
Breakfast, lunch and dinner along with a snack,  
A variety of foods will keep you on track!  
Eat smart to be your best,  
Eat smart to be your best!  
Remember the key is variety,  
The five food groups, they're for me!



# FOOD FOR COINS

**Directions:** Look at the name of each food and its cost in the chart. Draw three combinations of coins that could be used to buy these foods.

| Potato— 25¢ | Banana— 15¢ | Tomato— 20¢ |
|-------------|-------------|-------------|
|             |             |             |
|             |             |             |
|             |             |             |



## FOOD FOR COINS

**Directions:** Look at the name of each food and its cost in the chart. Draw a different combination of coins that could be used to buy these foods in each box.

Answers may vary. Some correct answers are shown below.

| Potato— 25¢                     | Banana— 15¢                      | Tomato— 20¢           |
|---------------------------------|----------------------------------|-----------------------|
| <i>5 nickels</i>                | <i>3 nickels</i>                 | <i>4 nickels</i>      |
| <i>two dimes and one nickel</i> | <i>one dime and one nickel</i>   | <i>two dimes</i>      |
| <i>one quarter</i>              | <i>one dime and five pennies</i> | <i>twenty pennies</i> |

**BREAKFAST ORDERS**

Gina is a waitress in a restaurant. She has a menu that she gives to people when they order breakfast. Look at the menu to answer the questions.

| <b>Breakfast Menu</b> |  |
|-----------------------|--|
|-----------------------|--|

|                 |     |
|-----------------|-----|
| Milk            | 15¢ |
| Hard-cooked egg | 20¢ |
| Fresh Fruit     | 30¢ |
| Yogurt          | 50¢ |
| Toast           | 10¢ |
| Juice           | 25¢ |
| Cereal          | 30¢ |

- The menu tells —
  - why you should eat breakfast.
  - the cost of each food.
  - which food has the best taste.
- You gave your breakfast order to Gina. You ordered one food from the menu that cost five nickels and one food that cost two nickels. What did you order?
- After you ordered your breakfast, your brother gave his breakfast order to Gina. He ordered one food that cost two dimes and one food that cost three dimes. What did he order?
- Your mother gave her breakfast order to Gina. She ordered one food from the “Bread Group” and one food from the “Milk Group.” She paid for her order with five nickels. What did she order?
- Your sister order fresh fruit and a hard-cooked egg. How many dimes did she need to pay Gina for her order?

## BREAKFAST ORDERS

Gina is a waitress in a restaurant. She has a menu that she gives to people when they order breakfast. Look at the menu to answer the questions.

| Breakfast Menu  |     |
|-----------------|-----|
| Milk            | 15¢ |
| Hard-cooked egg | 20¢ |
| Fresh Fruit     | 30¢ |
| Yogurt          | 50¢ |
| Toast           | 10¢ |
| Juice           | 25¢ |
| Cereal          | 30¢ |

- The menu tells —
  - why you should eat breakfast.
  - the cost of each food.
  - which food has the best taste.
- You gave your breakfast order to Gina. You ordered one food from the menu that cost five nickels and one food that cost two nickels. What did you order?  
*juice and toast*
- After you ordered your breakfast, your brother gave his breakfast order to Gina. He ordered one food that cost two dimes and one food that cost three dimes. What did he order?  
*hard-cooked egg and cereal*
- Your mother gave her breakfast order to Gina. She ordered one food from the “Bread Group” and one food from the “Milk Group.” She paid for her order with five nickels. What did she order?  
*25 cents total = toast and milk*
- Your sister order fresh fruit and a hard-cooked egg. How many dimes did she need to pay Gina for her order?  
*fresh fruit = 30 cents; hard-cooked egg = 20 cents*  
*30 cents + 20 cents = 50 cents*  
*50 cents = 5 dimes*

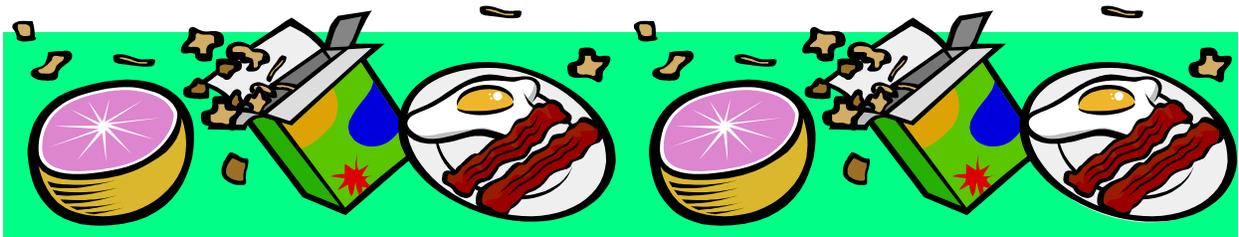
## BREAKFAST SONG

(To the tune of "Skip to my Lou")

Breakfast foods, they're a healthy treat,  
A variety of foods is what I eat.  
To help me grow up well and strong,  
With breakfast, I can't go wrong!

Breakfast foods right from the start,  
A variety of foods is very smart.  
It gives me power for the day,  
With breakfast, I'm on my way!

Energy to grow and go,  
Breakfast gives me such a glow.  
It helps me learn and work and play,  
With breakfast, I'll start the day!



# SET THE TABLE

A waitress provides a service. One thing that a waitress does is set the table. Use the place mat on this page to set the table by following these directions:

1. Draw a plate that is has a circle shape in the center of the place mat.
2. Draw a knife at the right of the plate with the sharp edges facing the plate. The knife should be near the plate.
3. Draw a spoon on the right side of the knife. The spoon should be near the knife.
4. Draw a fork on the left side of the plate with the prongs up. The fork should be near the plate.
5. Draw a napkin that has four sides and four square corners on the left side of the fork. The napkin should have a rectangle shape. The napkin should be near the fork.
6. Draw a cylinder-shaped water glass just above the point of the knife.

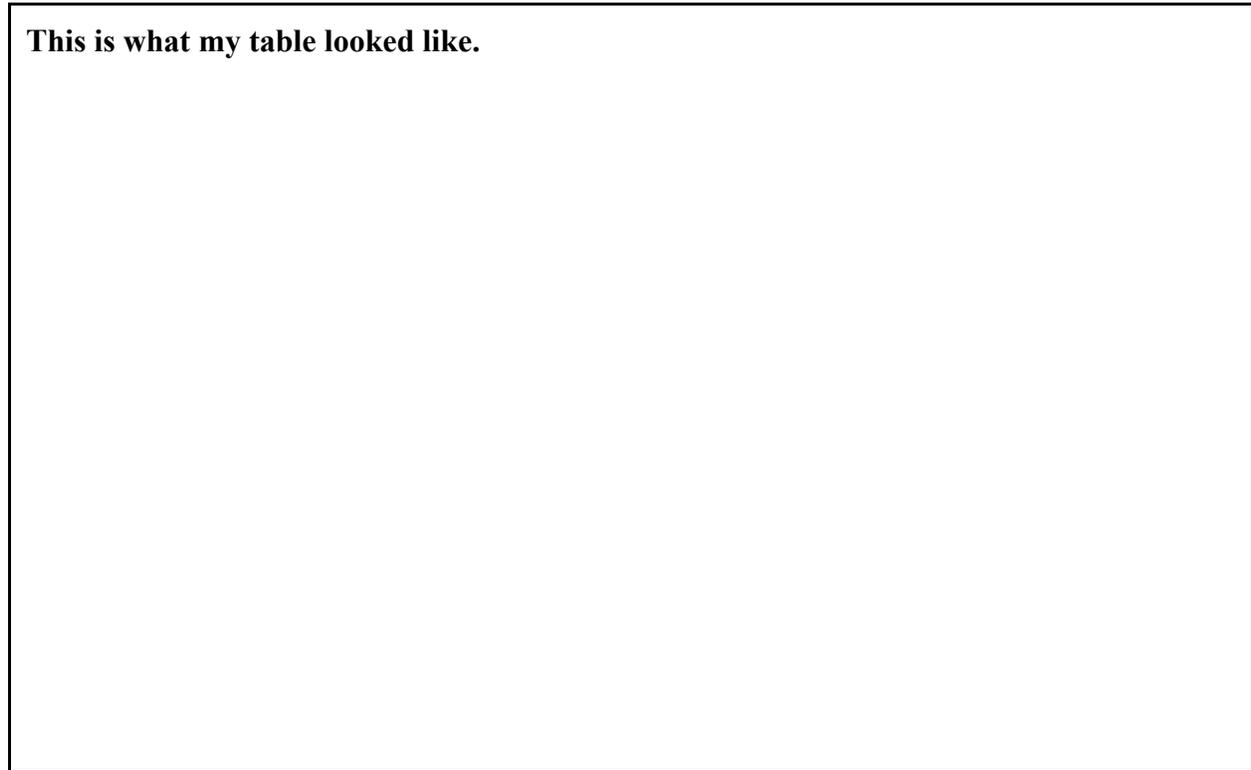


# TABLETOP HOMEWORK

**Directions:**

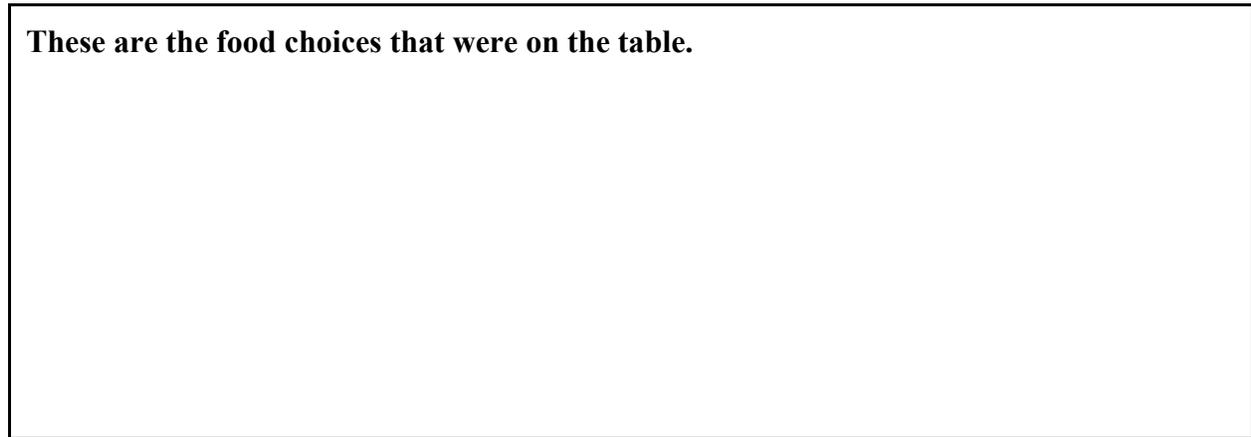
1. Help set the table for a family meal.
2. Draw a picture of what the top of the table looked like after it was set.

**This is what my table looked like.**



3. What food choices were on the table? Write the name of the food choices in the box.

**These are the food choices that were on the table.**



# JUST MOVE IT

Illustrated by

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## Just Move It

Physical activity means moving our bodies. Moving makes us healthy. It makes us feel better. It makes us strong. Kids need at least one hour of physical activity each day. Adults need at least  $\frac{1}{2}$  hour of physical activity each day.

There are many ways to move our bodies. We can be active when we play. We can run or walk. We can ride a bike or play ball. We can dance or roller-skate. Sometimes we can swim. Being active is fun!

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Sometimes we are active when we work. We can do chores like clean the house or mow the grass. We can sweep the floor or rake the leaves. We can set the table for meals.

Just Move it!

3

Physical activity builds bones, muscles, and joints. It helps us have more energy and sleep better. Physical activity helps us keep a healthy weight. It makes the heart and lungs healthy. It helps us stay well. Being active is a smart thing to do!

Do you think you get enough physical activity?

yes

no

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1. Draw and color a picture of yourself and an adult on page 1.
2. Draw and color a picture of yourself playing on page 2.
3. Draw and color a picture of yourself working on page 3.
4. Draw and color a picture of yourself smiling on page 4.
5. Write your name as the illustrator of *Just Move It* on the cover of the booklet.

5

## TIME FOR WORK AND PLAY

**Directions:** John keeps a record of special things that he does. Draw a circle around the date on the calendar to mark John’s record.

- July 1 — John and his family went to the park.
- July 6 — John and his friends went for a hike.
- July 8 — John and his family played a ball game.
- July 10 — John helped his mother clean the house.
- July 13 — John went swimming at his friend’s house.
- July 17 — John mowed the grass.
- July 20 — John helped his family work in the yard.
- July 22 — John took the dog for a walk.
- July 27 — John’s family had a breakfast picnic.
- July 31 — John and his family had a watermelon party.

|             |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|
| <b>JULY</b> |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

After you have circled the special days, answer the questions by looking at the calendar.

1. How many Saturdays are marked on John’s calendar? \_\_\_\_\_
2. How many Wednesdays are marked on John’s calendar? \_\_\_\_\_
3. How many days are marked on John’s calendar in all? \_\_\_\_\_
4. On what day of the week did John walk the dog? \_\_\_\_\_
5. On what day of the week did John mow the grass? \_\_\_\_\_
6. On what day of the week did John go swimming? \_\_\_\_\_
7. On what day of the week did John and his family have a ball game? \_\_\_\_\_
8. How many Fridays are marked on John’s calendar? \_\_\_\_\_
9. How many Mondays are marked on John’s calendar? \_\_\_\_\_
10. On what day of the week did John and his family have a breakfast picnic?  
\_\_\_\_\_

## TIME FOR WORK AND PLAY

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| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

After you have circled the special days, answer the questions by looking at the calendar.

11. How many Saturdays are marked on John's calendar? *4*
12. How many Wednesdays are marked on John's calendar? *3*
13. How many days are marked on John's calendar in all? *10*
14. On what day of the week did John walk the dog? *Monday*
15. On what day of the week did John mow the grass? *Wednesday*
16. On what day of the week did John go swimming? *Saturday*
17. On what day of the week did John and his family have a ball game? *Monday*
18. How many Fridays are marked on John's calendar? *None*
19. How many Mondays are marked on John's calendar? *3*
20. On what day of the week did John and his family have a breakfast picnic?  
*Saturday*

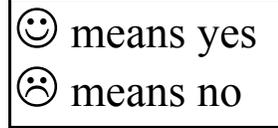
## Student Survey

### Directions:

Think about what you have learned in *Wait and Move*.

Think about what you do each day.

Use a yellow crayon to color the ☺ or the ☹ for each sentence.



|  |   |   |
|--|---|---|
| I make smart choices when I eat breakfast.                       | ☺ | ☹ |
| I make smart choices when I eat lunch.                           | ☺ | ☹ |
| I make smart choices when I eat dinner.                          | ☺ | ☹ |
| I make smart choices when I choose snacks.                       | ☺ | ☹ |
| I watch TV less now than I did before.                           | ☺ | ☹ |
| I like to play each day.   | ☺ | ☹ |
| I help do work at home.  | ☺ | ☹ |
| I have learned about food groups.                                | ☺ | ☹ |
| I think kids need to learn about the <i>Food Guide Pyramid</i> . | ☺ | ☹ |
| I have told my parents some of the things I have learned.        | ☺ | ☹ |

## CLASS RESULTS

**Directions:** Look at each student survey. Make a mark ( | ) under each ☺ or ☹ to show how each survey was marked.

|  | ☺ | ☹ |
|--|---|---|
| I make smart choices when I eat breakfast.                       |   |   |
| I make smart choices when I eat lunch.                           |   |   |
| I make smart choices when I eat dinner.                          |   |   |
| I make smart choices when I choose snacks.                       |   |   |
| I watch TV less now than I did before.                           |   |   |
| I like to play each day.   |   |   |
| I help do work at home.  |   |   |
| I have learned about food groups.                                |   |   |
| I think kids need to learn about the <i>Food Guide Pyramid</i> . |   |   |
| I have told my parents some of the things I have learned.        |   |   |