

May - Lesson Plan Grades K-I

EAT SMART. PLAY HARD.



Objectives

Identify healthy food choices on MyPyramid.

Learn how to make healthy snack choices.

Discuss the need to balance the energy provided by food with physical activity.

Supplies Needed

May

Pick a **better snack**[™] & **ACT** bingo card

Kindergarten – “Let’s Go On A Snack Hunt” worksheet

1st Grade – “Power Panther’s Picnic” worksheet

Note to Teachers

The May lesson will focus on the Eat Smart. Play Hard.[™] campaign, in addition to the Pick a **better snack**[™] & **ACT** fruit, vegetable and physical activity lessons.

Food and Nutrition Services of the United States Department of Agriculture developed the Eat Smart. Play Hard.[™] campaign. Eat Smart. Play Hard.[™] is about making America’s children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The campaign messages and materials are fun for children and informative for caregivers.

Power Panther[™] is the spokes-character for the Eat Smart. Play Hard.[™] campaign. Power Panther[™] is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He’s also a great swimmer and hiker. Power Panther[™] loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because Power Panther[™] plays hard everyday; he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. Power Panther[™] eats a variety of fruits, vegetables and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active!

Power Panther’s nephew, Slurp, lives with him. Power Panther tries to set a good example by showing Slurp how to make healthy food choices and keep active every day. Slurp doesn’t always make the best choices but he wants to be strong and fast – just like his Uncle Power Panther!

Background

Balance Your Day With Food & Play is one of the Power Panther’s messages to children. For good health, individuals need to combine making nutritious food choices with physical activity. Both are important to keep our bodies strong.

Healthy food choices will help children

- be mentally and physically fit,
- maintain a healthy weight,

- reduce risks of certain diseases like heart disease and high blood pressure,
- grow and develop, and
- have energy to learn and play.

Use MyPyramid as a guide to healthy eating. Eat plenty of fruits and vegetables, whole-grains, low-fat dairy products, lean meats and dry beans. Limit foods that are high in saturated fats and sugar.

Move More. Sit Less. is another one of Power Panther's favorite sayings. Physical activity is fun, makes us strong and makes us feel good.

Physical activity helps:

- promote sound sleep,
- boost energy,
- people feel good,
- keep the heart and lungs happy,
- control weight to decrease the risk of many diseases, and
- builds and maintains healthy bones, muscles, and joints.

Activities that encourage sitting should be balanced with active play. Watching television and playing computer and electronic games should be limited to less than two hours per day.

(Adapted from www.fns.usda.gov)

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhardkids.html

Do the Activity: Kindergarten

Give each kindergarten student a "Let's Go On A Snack Hunt" worksheet. Read the fruit and vegetable words to the children. Draw a line from the whole fruit or vegetable to the corresponding picture showing what it looks like on the inside. Color Power Panther according to fruit color codes.

1st Grade

Distribute "Power Panther's Picnic" worksheet. Find 10 snacks in the picture. Students' can draw their favorite snack in the picnic basket and share that with the class.

**Talk It Over:
Kindergarten**

What is in Power Panther's treasure box? *fruits and vegetables*

Why would Power Panther consider these a treasure?
Because they help keep him powerful! He wants to snack on foods that are healthy and good for his body and for Slurp's too (his nephew)!

Power Panther wants Slurp to move more and sit less. What does this mean? What could you do to move more at recess? What could you do to sit less at home? How could we move more at school as a class? (Students stand and pretend to do the activities.)

1st Grade

What activity is Power Panther planning to do at the picnic?
Ride his bike.

Substitute your favorite healthy snack and physical activity in the following sentence: "Balance your day with food and play."
For example, "*Balance your day with apples and tag.*"
"*Balance your day with baby carrots and walking the dog.*"
(Students can act out the activities next to their desks.)

Apply:

Healthy food choices are pictured at the bottom of MyPyramid where there is more space. This is to encourage you to eat these foods most often. Let's think of some healthy foods that belong at the bottom of the pyramid. (Select as many food groups as there is time to discuss.)

Can anyone name healthy food choices from the milk food group on MyPyramid? (*milk, cheese, yogurt*)
Milk is found at the bottom or base of the pyramid. Ice cream is at the top of MyPyramid because it has extra sugar and fat added to it.

Can anyone name healthy food choices from the grain food group on MyPyramid? (*whole wheat bread/toast, oatmeal, brown rice, whole wheat crackers*)

What snack foods are less healthy choices? (*cookies, cakes, soda pop, chips, candy*) These foods taste good but have extra amounts of sugar and fat. We should eat them once in awhile rather than everyday for snacks.

Our bodies can use the extra energy from sugar and fat by

playing harder. What activity or game would you suggest for Slurp when he wants to play hard after school? (*walk fast, play basketball, ride a bicycle, run in the yard with his dog, play tag with his friends or hide and seek with Power Panther*)

Teacher: Discuss the foods and activities on the May Bingo cards. Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it. On the back of the Pick a **better** snack™ & **ACT** bingo card for each month, there is information for their families. At the end of the day remind the students of Power Panther's advice: "Move more. Sit less."

Extended Activities



Art, Music & PE

Read and move to Bearobics: A Hip-Hop Counting Story by Vic Parker, Viking, 1996. Children will enjoy these lively rhymes.

Make posters for the classroom or school that reflect Power Panther's advice: "Move more. Sit less."



Language Arts & Reading

Create several rhymes about healthy eating and activity, as a class. Use the book, Bearobics: A Hip-Hop Counting Story as a guide.



Math

Review the counting in Bearobics: A Hip-Hop Counting Story in the Art, Music, & PE Extender.

Power Panther wants Slurp to play at least 60 minutes every day. Create story problems involving different activities throughout the day that add up to 60 or more minutes of play.



Science & Health

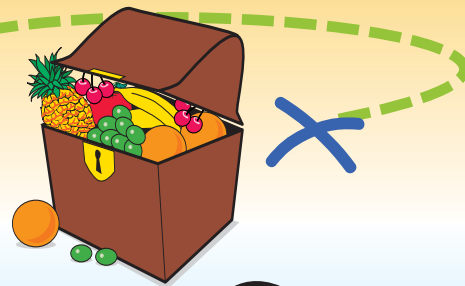
Bring in a stethoscope and have the students listen to their regular heartbeat. Then after the physical activity in Bearobics: A Hip-Hop Counting Story, have them listen to their active heartbeat. Which is faster?



Social Studies

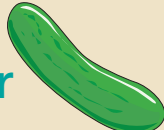


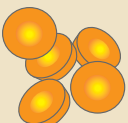


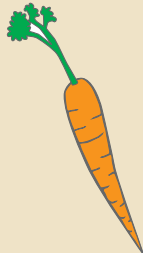
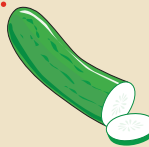
Tell the students what physical activities (games) you played in elementary school. Ask other adults in the school to share with the class. Do children still play these games?

Let's Go On A Snack Hunt



Inside/Outside

Draw a line to match the outside to the inside.
Trace the first letter of the name of the fruit or vegetable.

C	cucumber		
P	pineapple		
T	tomato		
C	carrot		

-  -Purple
-  -Red
-  -Yellow
-  -Orange



Color By Fruit

Find crayons that match the colors of the fruits.
Color the spaces on Power Panther to make a cool picture.

Power Panther's Picnic



1. Someone has hidden Power Panther's snacks. Help him find them.

How many did you find? Circle the right number.

4 7 10

2. Draw your favorite snack in the picnic basket.



FOCUS ON FRUITS



Objectives

Learn that strawberries and rhubarb are fruits that are grown in Iowa.

Explore the taste and appearance of strawberries and rhubarb.

Supplies Needed

May

Pick a **better snack**™ & **ACT** bingo card

Kindergarten – “Strawberry Seed” worksheet

Taste Opportunities

Featured Fruits:

Strawberries
Rhubarb

Background

Strawberries are thought to have originated with the Romans, maybe as far back as the Greeks. The name “strawberry” may have resulted from children in the 19th century, who threaded the berries on straw and sold them.

Strawberries are grown on a small, perennial (survives more than one growing season) plant that must be harvested by hand. Strawberries can be grown in Iowa during the spring. They are the first fruit to ripen in the spring. Over three-fourths of the nation’s strawberries are grown in California. The growing season for strawberries in California lasts almost year-round.

After strawberries are harvested, they are taken to refrigerated facilities within 24 hours. California strawberries are shipped to Iowa by refrigerated trucks. Hand picking and refrigerating immediately ensures good quality to far-away locations. California also ships strawberries to Japan, Mexico and Canada.

We eat the “fruit” part of the plant. The red fruit grows after a small white blossom blooms. Each strawberry has about 200 seeds on the outside skin. In Iowa, we harvest the fruit in June.

Strawberries contain vitamin C, folic acid, potassium and fiber. Eight fresh strawberries provide approximately the same amount of vitamin C as an orange.

Rhubarb is a very old plant that dates back to ancient China in 2700 BC. At that time, it was used for medicinal purposes. The roots of the Chinese variety are still used in medicine today.

Marco Polo is thought to have influenced the introduction of rhubarb to Europe. The first record of rhubarb as a food was in 1778 in Europe (used as a filling for tarts and pies). Rhubarb was thought to have come to the United States in early 1800.

Rhubarb is a perennial plant that we usually eat and harvest

in the spring, when the stalks are tender. It can be grown in Iowa. Only the stalks (petioles) should be eaten because the leaves contain moderately poisonous oxalic acid.

Rhubarb can be eaten raw, but you may want to dip it in sugar because it is very sour. It can also be made into fillings for breads and cakes, as well as into pies, jams and jellies.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard
www.rhubarbinfo.com

Do the Activity: Kindergarten

Distribute a strawberry coloring page to each student. Have the students draw 20 seeds on the strawberry. Write the number "20" on the chalkboard. Count to 20 as a class. Children can practice writing the number 20.

Strawberries are different from most fruits in that their seeds are produced on the outside of the fruit instead of the inside. Their red color and plentiful seeds make them very attractive to birds.

1st Grade

Make a list of red fruits on the board. *Strawberries, rhubarb, cherries, cranberries, red apples, watermelon, red pears, red grapefruit, raspberries*

Make a list of red **fruit-flavored** food items they like to eat. *Strawberry ice cream, cherry gelatin, watermelon bubble gum, strawberry sucker, etc.*

Talk It Over: Kindergarten

Compare the number of seeds on their strawberry to the strawberry with 200 seeds. Can they taste the seeds when they eat a strawberry? Do they see seeds in strawberry flavored foods like candy and gelatin, like Jell-O®? Explain to students that a food can have a flavor added that tastes like strawberry but there may not be any real strawberries in it.

1st Grade

Review the list of red fruits. How are they similar? How are they different? Are they familiar with all of the fruits?

Review the list of fruit-flavored food items. How are they different from the actual fruits? Does watermelon bubble gum have real watermelon in it? *No.*
How would they find out if a food item had real fruit in it? *The*

label on the front may say that it does and they can always look at the ingredient list to make sure.

Apply:

When might you eat strawberries? *(for breakfast, lunch, snack, anytime)* Why do you have to pick strawberries when they are ripe? *(They do not ripen once they are picked.)*

There are many ways to eat strawberries. Raise your hand if you have eaten strawberries in any of the following ways:

- Fresh, holding the leaves and eating from the bottom all the way up to the leaves
- Fresh, cut up on cereal
- In a fruit salad
- In a smoothie
- In muffins

How many of you have eaten fresh rhubarb? Is it sweet or sour? *(It is very sour and needs to be dipped in sugar.)*

Have you ever eaten rhubarb that has been baked or cooked as a filling in breads, cakes, or pie?

Can you think of other ways to eat rhubarb or strawberries?

Strawberries are a good source of vitamin C. Vitamin C helps cuts heal and fight infections. Rhubarb has vitamin C, too along with fiber to help food move through our bodies.

Do you think you would get more strawberries in a strawberry smoothie made with strawberries, bananas, ice, yogurt, and orange juice, or from strawberry soda pop? *(You were right if you thought you would get more strawberries in the strawberry smoothie. Strawberry pop doesn't really have strawberries in it. It just has the flavor of strawberries.)*



**Taste
Opportunity**

Have students wash their hands.

Wash the strawberries for the students to sample. Have the students hold the stem and eat!

Wash and cut the rhubarb for the students to sample. They may want to dip it in sugar.

Students can put an "X" through the bingo square of the fruit that they sampled.

How would you get a strawberry ready to eat as a snack?

Strawberry – Wash. Eat. (How easy is that?)

How would you get rhubarb ready for a snack?

Rhubarb – Wash. Slice. Eat. (How easy is that?)

On the back of the Pick a **better** snack™ & ACT bingo card for each month, there is information for their parents and grandparents. Tell your family about tasting strawberries and rhubarb.

Extend the Activity



Art, Music & PE

Teach a variation of a counting rhyme. As a student starts jumping rope, chant:

“Strawberries, strawberries in a dish,
“How many strawberries do you wish?”

Then count how many times the student can jump before missing.



Language Arts & Reading

Read The Mother’s Day Mice by Eve Bunting, New York, Clarion Books, 1986. This book highlights the surprise that Middle Mouse was getting for Mother. Or read The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don & Audrey Wood, New York, Child’s Play, 1984. Little Mouse worries that the big, hungry bear will take his freshly picked ripe, red strawberry for himself.



Math

Place numeral cards (1-20 or 1-30) in a learning center along with strawberry models such as found in “Fruity Fun Counters.” (www.cuisenaire.com or www.abcschoolsupply.com for about \$18.95) The students could work with a partner to create sets of strawberries that match the numeral on the card draw from a pile of cards.



Science & Health

Read Jamberry by Bruce Degen, New York, Harper Festival, 1995. Place strawberries and rhubarb at a learning center. Consider, also, placing the other berries from the book in the center if available.

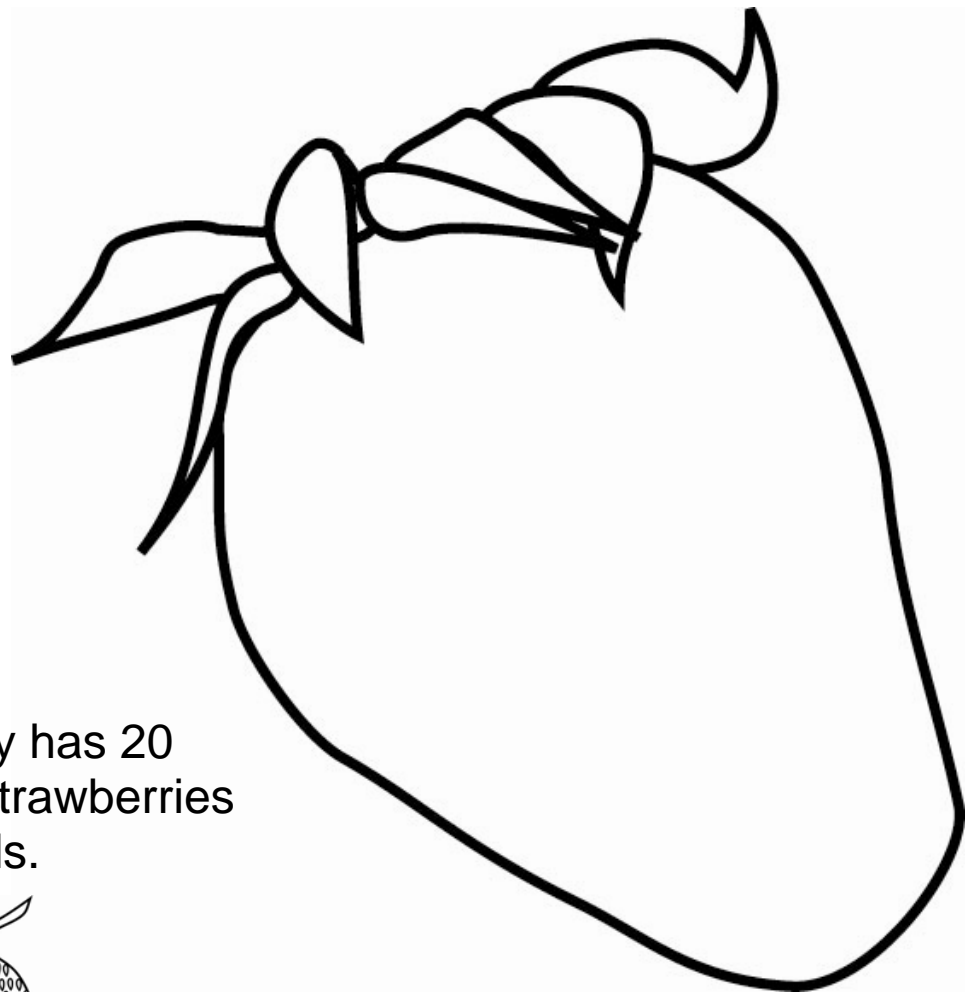


Social Studies

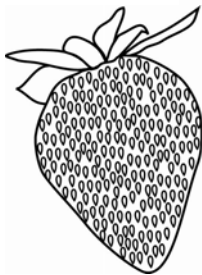
Encourage students to ask their parents to take them to a strawberry-picking farm if your community has one. How would California strawberries travel to Iowa? Could a bicycle, horse, boat, truck, airplane or train deliver them? Do they need to be refrigerated? (yes)

Strawberry

Draw 20 seeds on the strawberries, and then color the picture.

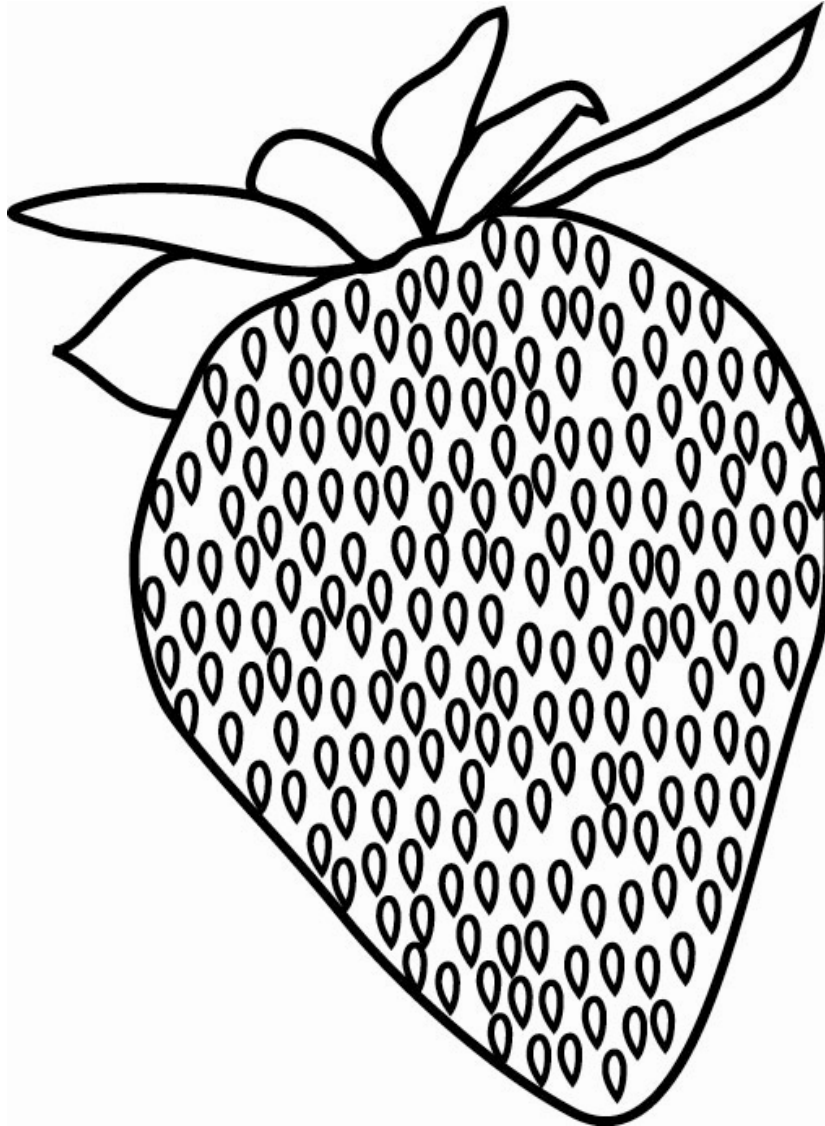


This strawberry has 20 seeds. Most strawberries have 200 seeds.





Strawberry



200 Seeds

VARY YOUR VEGGIES



Objectives

Learn why it is good to eat asparagus and spinach.

Learn that people eat plant stems and leaves.

Explore the taste and appearance of spinach and asparagus.

Supplies Needed

May

Pick a **better snack™** & **ACT** bingo card

Spinach and asparagus for tasting. Low-fat dressing is optional.

Ruler

Taste Opportunities

Featured Vegetables:

Spinach

Asparagus

Background

Vitamin A is important for our eyes, healthy skin, and growth. Vitamin C helps wounds to heal and the body to withstand injury. Both vitamins help fight infection in our bodies. Infections make us feel sick, like when we have the flu.

Vitamins A and C also help protect our bodies against diseases. They do this partly by keeping our immune system strong. Our immune system tries to keep us from getting sick, and when we do get sick, we rely on the immune system to make us well again. So eating food rich in vitamins A and C is important for our health.

Asparagus is believed to have originated in Greece 2500 years ago. Royalty had servants whose entire job was to hand-pick the best stalks of asparagus. King Louis XIV even had asparagus grown in greenhouses, so it was available to him all year.

Asparagus also had medicinal purposes in ancient times. It was not uncommon to have teas made to comfort common ailments.

Asparagus is thought to have been brought to the United States by English or Dutch immigrants. Asparagus can be grown in Iowa.

Asparagus is a perennial plant that is a member of the lily family. The plant can grow 15 years or more and can be harvested after three years. We eat the stem of the plant, called "spears." The name asparagus is a Greek word meaning "shoot" or "sprout." An asparagus spear can grow ten inches in a 24-hour period! After two to three months of harvesting, the asparagus plant looks like a fern. Then the plant goes into a dormant stage.

Asparagus is available in green, purple and white varieties. The white variety is most common in Europe. It is white because it is grown under sandy soil and does not receive sunlight to undergo photosynthesis.

Asparagus can be eaten fresh or cooked. It has a lot of

nutrients including folic acid, potassium, fiber, vitamin B6, vitamin A and vitamin C.

Spinach is thought to have originated in modern-day Iran in the 11th century. The Chinese called it the “Herb of Persia.”

Spinach is a low-growing annual that must be replanted each year. Spinach can be grown in Iowa. We eat the leaves of the spinach plant.

We eat spinach fresh or cooked. Spinach is rich in vitamins A and C and fiber.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard

Do the Activity: Kindergarten and 1st Grade

Note to educator: If you have access to “Adventures of Captain 5 A Day” from the Connecticut Department of Public Health, it has appropriate spinach resources and activities for this lesson. The curriculum is no longer available for sale.

Share appropriate information from the background on asparagus and spinach. Plants have different parts just like we have different body parts. One part is the stem or stalk and another part is the leaf. When we eat asparagus we are eating a stalk. When we eat spinach we are eating a leaf. Both can be grown in Iowa. Ask if anyone has ever picked spinach or asparagus from an Iowa garden.

Kindergarten

Pass around washed, large spinach leaves and have them examine the leaf. Does it feel like other leaves they have seen? How does it compare to lettuce that is also on the bingo card for May?

1st Grade

Pass around a few asparagus stalks for students to touch. If the store has different sizes of asparagus pick a few large stalks to compare to the smaller, slender stalks that should be used for tasting. Review the other foods on the bingo card. Which ones would be considered a plant stalk? (*Asparagus, celery and rhubarb.*)

Have you seen asparagus growing? What does it look like? (*It looks like long stalks poking straight out of the ground. If you cut them off when they are about 10 inches, they are just right for eating. If you let them keep growing, the tops turn into*

a fern-like bush.) Use a ruler to measure the length of a few stalks. How do asparagus stalks compare in length to celery and rhubarb?

**Talk It Over:
Kindergarten**

What vegetables are on the May bingo card? (*spinach, asparagus, celery and lettuce*)

What color are spinach, asparagus and lettuce? (*green; asparagus can also be white or purple*)

What other green vegetables do you like to eat? (*green peppers, green beans, broccoli, green cabbage, celery, cucumber, artichokes*)

1st Grade

How are plant stems or stalks different from plant leaves? When they eat a stalk, how does it feel in their mouth? What happens to celery and asparagus when it is cooked?

What does spinach look like when it is growing? (*Like dark green lettuce leaves growing close to the ground.*)

Apply:

What do asparagus and spinach have in common? (*They can be eaten raw or cooked. They are green vegetables. They are high in vitamins A and C. They like to grow in cooler spring weather, like what we have in Iowa during May.*)

How many of you have eaten asparagus? Spinach?

What is your favorite way to eat spinach? (*in a salad, in a casserole, cooked with vinegar on top*)

What is your favorite way to eat asparagus? (*in soup, in a casserole, steamed with margarine and salt on top*)

Did you know MyPyramid says to “Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens?” Did you eat a dark green vegetable today? Yesterday?

Have the students wash their hands. Wash small spinach leaves and drain.

Wash the asparagus. If the asparagus is not tender it may be best to place in microwave for just a few minutes to soften. Cut into bite size pieces.

Both can be sampled plain and then dipped in a low-fat salad dressing.



**Taste
Opportunity**

Option: Spinach Salad in the Bag (from Captain 5 A Day)

Instructions

Give each child:

- A plastic Ziploc® bag
- 2 to 4 spinach leaves (thoroughly washed)
- 1 tsp. low-fat salad dressing
- A fork

Ask each child to:

- Tear the spinach leaves into bite size pieces.
- Put the spinach pieces into the baggy.
- Add other bite-sized pieces of fruits and vegetables, if desired. (Asparagus would be fine.)
- Add the salad dressing.
- Zip the bag closed.
- Shake the bag until dressing covers leaves.
- Open the bag and eat spinach salad.

Students can put an “X” through the bingo square of the vegetables that they sampled.

How would you prepare spinach for a snack?

- Wash. Eat. (How easy is that?)

How would you prepare asparagus for a snack?

- Wash. Cut. Eat. (How easy is that?)

The back of the Pick a **better** snack™ & **ACT** bingo card for May has information for their parents and grandparents, and recipe for the whole family.

Extend the Activity

Write the words to “Plants” on sentence strips and put the sentence strips in a pocket chart on a stand. As a shared reading first, and then in an independent learning center, sing the song to the tune of “The Wheels on the Bus.”

Plants

The roots on a plant grow underground,
Underground, underground.
The roots on a plant grow underground.
Roots are part of a plant.



Art, Music & PE

The stems on a plant hold up the leaves,
Up the leaves, up the leaves.
The stems on a plant hold up the leaves.
Stems are part of a plant.

The leaves on a plant are making food,
Making food, making food.
The leaves on a plant are making food.
Leaves are part of a plant.

The flowers on a plant are growing seeds,
Growing seeds, growing seeds.
The flowers on a plant are growing seeds.
Flowers are part of a plant.

Read D.W. the Picky Eater by Marc Brown, Little, Brown and Co., 1995. D.W. has a long list of foods she won't eat. When the family eats out for Grandma Thora's birthday, D. W. decides to change her ways.



Language Arts & Reading

Other selections:

A Gardener's Alphabet by Mary Azarian, 2000
Beatrice Potter books such as the Tale of Peter Rabbit.
We Can Eat the Plants by Rozanne Lanczak Williams, Creative Teaching Press, Inc., 1994.

Enjoy reading aloud The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey, Barefoot Books, 1998. In this traditional Russian folktale, an old man and woman get lots of help to pull out the gigantic turnip in their garden.



Math

Use Inchworm and a Half by Elinor Pinczes, Houghton Mifflin Company, 2001, to help students understand fractions and measurement as worms nibble and munch their way around

the delicious vegetables in the garden.



Science & Health

Place asparagus and spinach in a learning center with name labels for the students to explore with their five senses (except hearing and tasting).



Social Studies

Ask "Where do asparagus and spinach grow?" (*Iowa*) "What state grows the most spinach?" (*California*) Find Iowa and California on a United States map or puzzle. If spinach is transported in a truck from California to Iowa it would need to cross several states before it arrived. Explore possible routes.

Does your community have a local farmers' market? If yes, ask if the children have visited the market and what they found there. Remind them to look for vegetables.



PHYSICAL ACTIVITY

Objectives

Understand that physical activity is something you choose to do.

Realize how fun physical activity can be.

Supplies Needed

May

Pick a **better snack**[™] & **ACT** bingo card

One “Tic-Tac-Toe” worksheet per set of partners

Bean bags or other objects for Tic-Tac-Toe boards

Lively music

CD or Tape Player

Background

Children are innately physically active if they have the opportunity. They should receive some type of physical activity at least every two hours. Children benefit most from play rather than from formal exercise. Children will be more likely to remain active throughout life if they have positive experiences in physical activity when they are young. School performance is better when children have the opportunity to be active during the day.

Compared to inactive kids, children who are active experience higher self-esteem and confidence, reduced stress and anxiety and improved overall health. Children should aim for 60 minutes of activity per day.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.mypyramid.gov/kids/index.html

Do the Activity: Tic-Tac-Toe

Begin by discussing with students what activities they enjoy. Spring has finally arrived – what activities have they been looking forward to doing outside?

Note: before class you will need to copy tic-tac-toe boards, or have the students create them. Another option is to use sidewalk chalk on the playground outside to create a tic-tac-toe board.

Have the students find a partner and an open space in the classroom where they can place their Tic-Tac-Toe board and be physically active.

Begin the game with simulating jump roping. Partners must

get into position, one on each side of the Tic-Tac-Toe board. They will play a game of Tic-Tac-Toe, remaining in position until the game is ended. The players decide who will go first.

On the “go” signal (music starts), both players jump together. When the music stops the first player places a beanbag on the board. The music then starts up again and then stops to allow the second player to place a beanbag on the board. Play continues in this fashion until there is a winner or the game is a draw. For each new game, the students will choose a different physical activity to perform in-between turns.

Some other physical activities might be:

1. Jumping jacks
2. Running in place
3. Skipping in place
4. Leaping
5. Dancing
6. Inventing their own move

After two games have the students find a different partner to play two more games of Physical Activity Tic-Tac-Toe. Let the students create or invent their own moves to teach their partners.

Talk It Over:

Ask the students:

What other activities do you find fun?

Are there certain activities you like to do every day?

What activities are fun to do in the different seasons?

What is your favorite physical activity?

Who is ready to be active this summer?

Apply:

After the students have completed the Physical Activity Tic-Tac-Toe ask them what bingo card activity could be checked off. (*Students will be able to check off “jump rope.”*)

Remind students of other activities they could do with a friend or by them self and that would help them complete their bingo card.

- | | | |
|-----------------|-------|------|
| • Run | Play | Ride |
| • Jump rope • | Plant | |
| • Rollerblade • | Slide | |
| • Bowl | Walk | |

Tic - Tac - Toe

