



iGrow readers  
**Target Age**  
Pre-K to 3rd Grade

# The Animal Boogie

## **About the book:**

*The Animal Boogie*  
by Debbie Harter

Publisher: Barefoot Books  
ISBN#: 1-84148-996-4

## **Nutrition Objectives**

- Identify how exercise helps one to stay healthy.
- Recognize healthy and not so healthy foods.

## **Physical Education Objectives**

- Demonstrate twisting, stretching, and balancing.

## Activities

- Nutrition Activity #1: Hoppety Hop to Good Health
- Nutrition Activity #2: Still Life Painting
- Physical Activity #1: Animal Boogie Dance
- Physical Activity #2: Kid's Yoga Journey

## Lesson Handouts

- Flip and Flop Puppet Show Script
- Jungle Faces Handouts
- Pictures of still life examples.

## Parent Newsletter

- Active Living for Families

## Intent of Lesson

Promote physical activity and regular exercise. Activities should be matched to a child's interests. Encourage limiting TV and video games to two hours or less per day.

## Previewing (5 minutes)

**Q: What are your favorite activities? Why do you like them?**

A: Answers will vary.

We will try a different kind of activity today—a type of dance. Decide if you like it. Allow children to decorate the different animal faces provided. You will need elastic or string and a hole punch so the children can wear the masks. (Safety Note: Elastic or string can be a choking hazard for very young children. PLEASE USE CAUTION!!).

## Active Reading: (10 minutes)

Read *The Animal Boogie* by Debbie Harter.

## Summarizing (5 minutes)

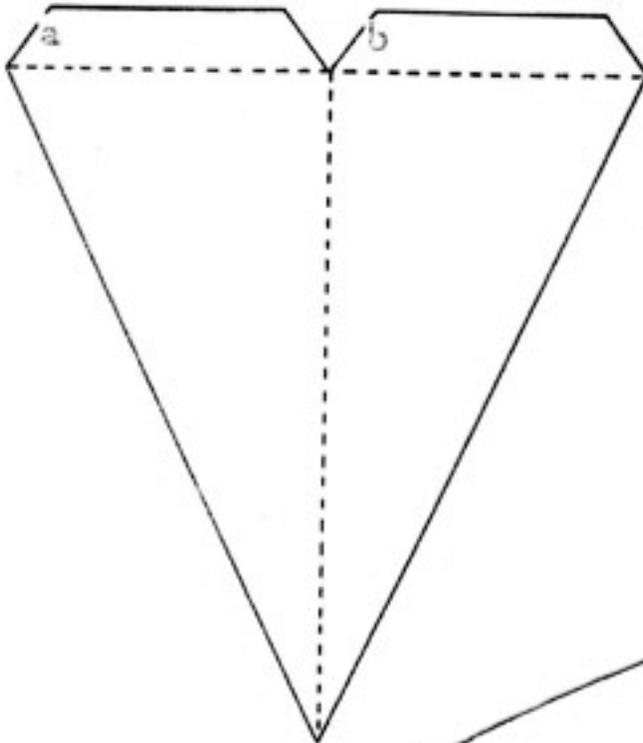
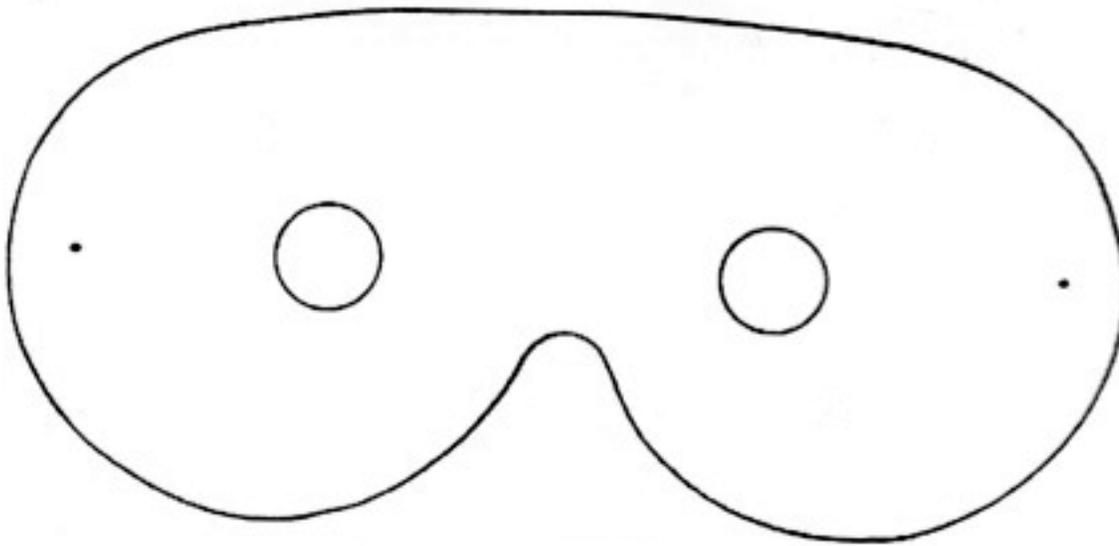
**Q: Why is exercise important for our bodies?**

A: To keep our bodies healthy, build muscles, and keep them strong. To help us burn calories to maintain a healthy weight.

Stress limiting television viewing, playing video games, and other similar type of activities to two hours or less per day.

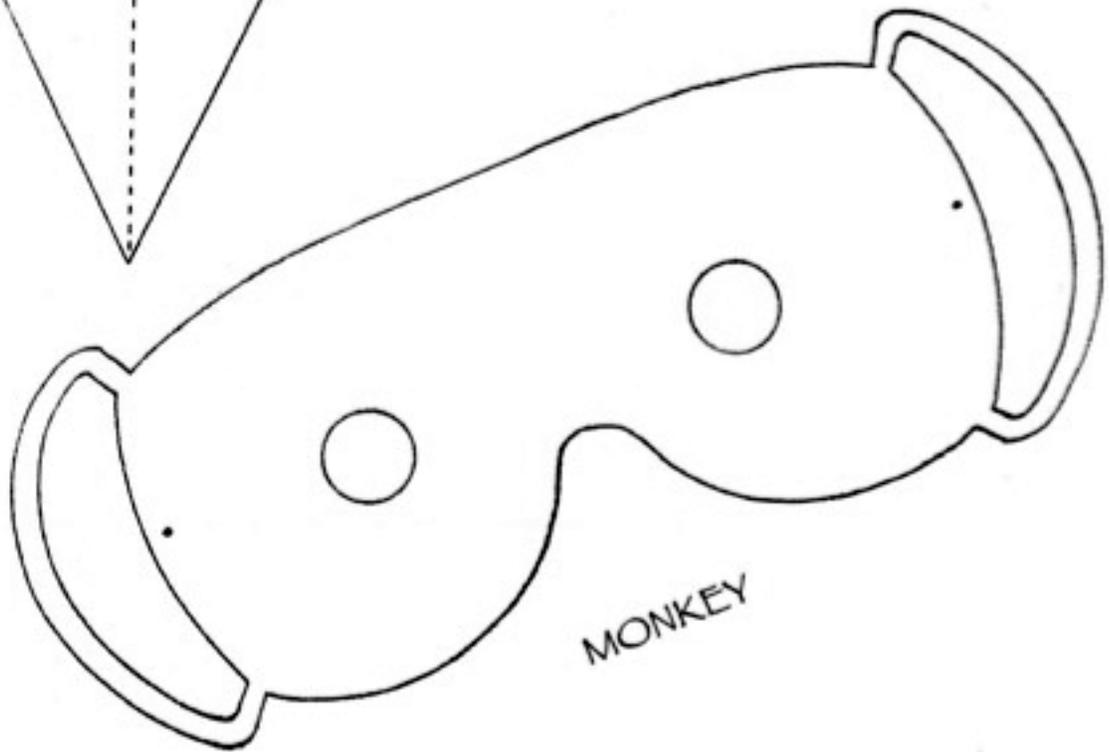
**Q: How can you get exercise without going to a gym or being in a sport or activity?**

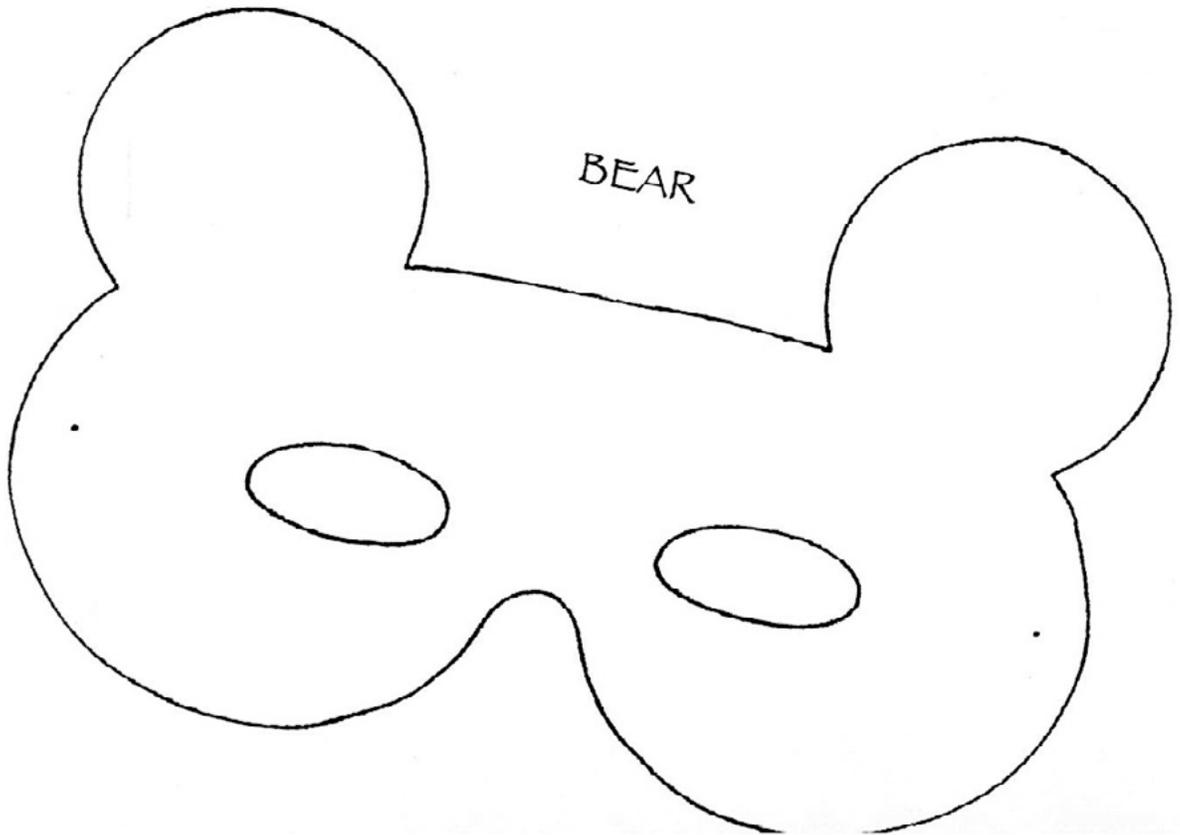
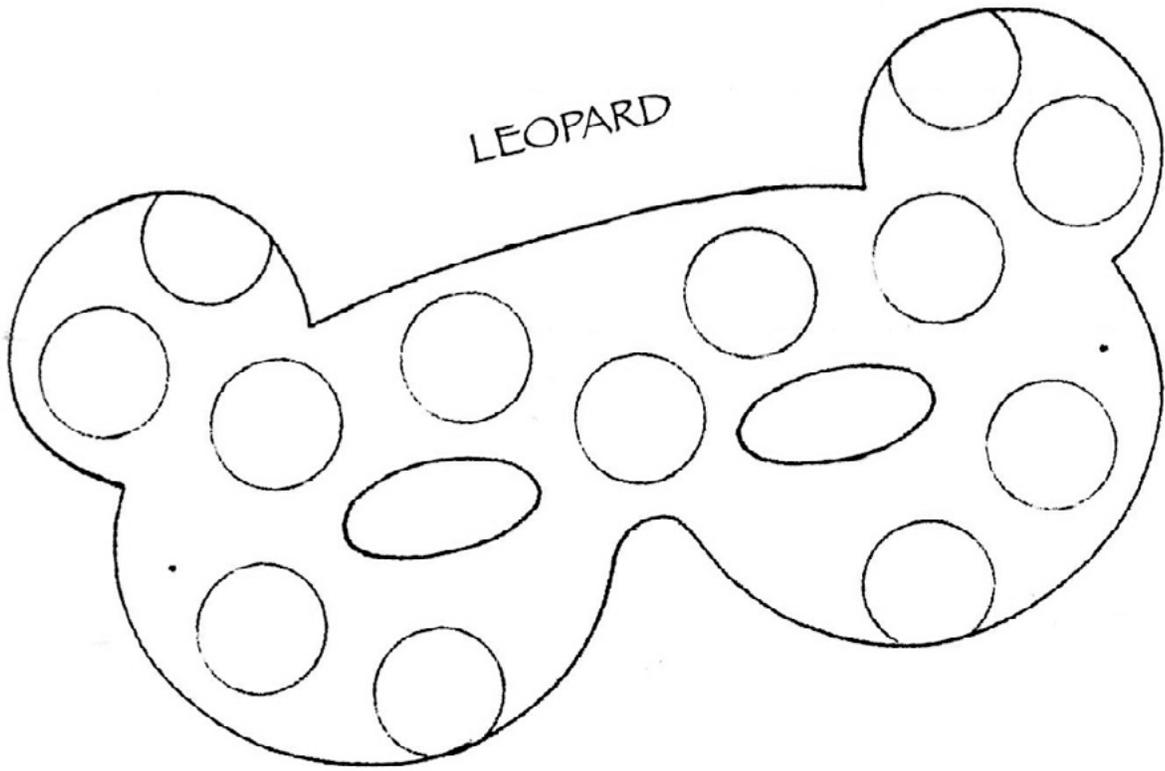
A: You can exercise in a variety of ways – get up and get moving, just like the people in the story and the animals doing the Animal Boogie!



### BIRD

Fold the paper down the center line to form a beak shape. Then fold sections 'a' and 'b' along the dotted line and push the flaps downward — apply glue to flaps 'a' and 'b' and stick to the front of the bird mask, taking care not to obscure the eye holes.







**20 minutes**

**Equipment:**

- Sad Flip Flop Frog
- Happy Flip Flop Frog
- Flip and Flop Puppet Show Script
- Food Models or Food Pictures
- Tape

## Hoppety Hop To Good Health

**Directions:**

1. Place the pictures of FLIP (healthy) and FLOP (unhealthy) food frogs on a wall or poster board.
2. Have the students identify which foods belong with each frog. Tape the food models underneath or near them.

FLIP (cheese, peanut butter, cauliflower, egg noodles, milk, meat patty, fruit, mashed potatoes, and whole wheat bread)

FLOP (doughnut, potato chips, soft drinks, sugar cookie, Danish roll).

3. Have the students carry out the puppet show (see script) "The Flip Flops of Food" to help them begin to recognize the difference between foods that are healthy choices and those that are not.



**FLIP**



**FLOP**

## The Flip Flops Of Food (Puppet Show)



### Introduction

**Narrator:** Once upon a time, deep in the heart of the forest lived two frogs. They were called Flip and Flop. Flip had lots of energy and could hop from one lily pad to another all day long without ever getting tired. Flop was tired all the time. Flop was lucky to get in one hop a day. One day while trying to hop Flop fell on the ground. This was the last straw.

**Flop:** (Upside down, talking on the phone.) Flip, could you come over right away? I've lost my hop—can you help me?

**Flip:** Don't worry Flop...I'll be right over. (Show Flip hopping over to Flop's pond.)

**Flip:** Flop! Flop! What's happened to you? You're upside down!

**Flop:** (Still upside down.) I don't know Flip! I'm so tired. I don't even have enough energy to hop! (Flip helps Flop turn right side-up.)

**Flip:** Let's see what you had to eat today. (Have children take turns in removing food models from Flop's mouth and name them.)

**Flip:** Good grief Flop! No wonder you can't hop. Is this all you've had to eat today? A doughnut, sugar cookie, sweet roll, soft drink and some potato chips?

**Flop:** No. I had a candy bar for breakfast.

**Flip:** You need to eat more than sweets to grow, have energy and be healthy!

**Flop:** But they said on TV that it was okay to eat these foods. I like them. They're sweet and they fill me up.

**Flip:** Don't eat foods just because they're sweet and fill you up. You need

foods that taste good, give you energy and help you grow. Look what I've had to eat today. (Have children take turns in removing food models from Flip's mouth and naming them.)

**Flop:** Gee, Flip, you've had cheese, peanut butter, carrots, noodles, milk, meat patty, orange and bread.

**Flip:** Why don't you try some milk, peanut butter and bread, carrots and an orange? You'll feel better too. (Have children take turns in feeding these food models to Flop.)

**Flop:** Thanks. These foods taste good (takes a hop). I'm already feeling better.

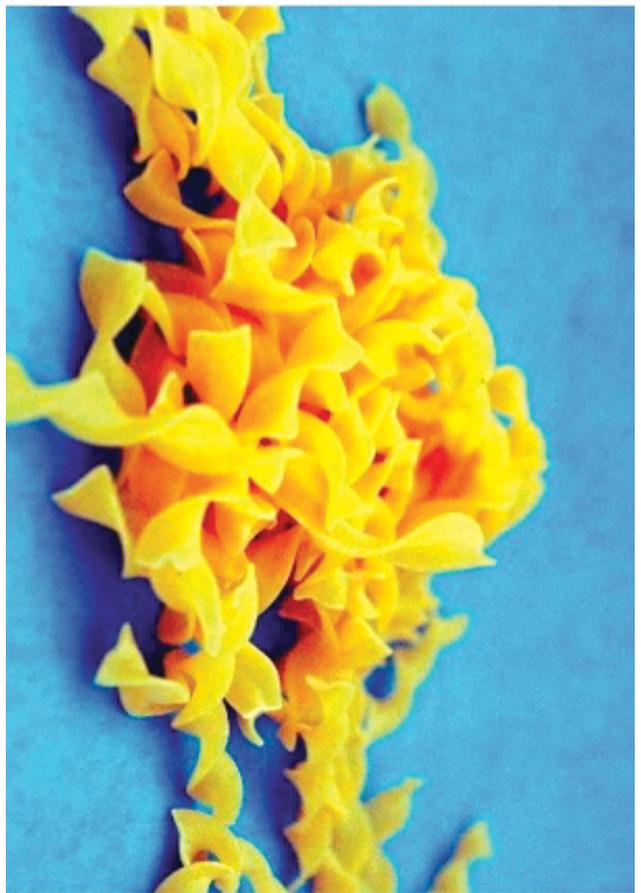
**Flip:** In order to feel good and have energy you must eat a lot of different foods.

**Flop:** How will I ever learn what is good for me?

**Flip:** I'd be glad to teach you. Tomorrow we could go to the Fruit and Vegetable Forest.

**Flop:** Oh, I'd like that...and I like you too Flip! You are a good friend!

*(Resource: "The Adventures of Flip & Flop the Food Frogs," Oregon State University Extension Service, 1983)*











**20 minutes**

**Connection:**

The animals in *Animal Boogie* were always moving but sometimes we capture things in a painting and make them sit still. Children will explore the look of common foods in order to paint or color them. Animals are welcome too.

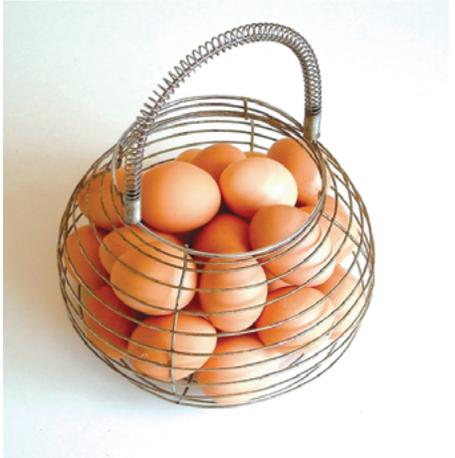
**Equipment:**

- Pictures of Still Life examples.
- Paper
- Colors, paints, or markers
- Still life materials: food models, actual food, dishware, bowls, baskets, stuffed animals, ribbon, placements

## Still Life Painting

**Directions:**

1. Tell them: Art means using your drawing skill and your imagination. It is meant to be shared with others. A kind of art called Still Life is a way of drawing common objects in an interesting way. Food is a common object in a still life.
2. Show some still life pictures to give the children the idea. Point out the foods.
3. Give children the elements of still life (food models or actual food, dishware, bowls, baskets, stuffed animals, ribbon, placemats.)
4. Give children paper and colors/paints/markers. Encourage them in teams of 2 or 3 to make a still life arrangement and then draw what they see.
5. Share paintings with the group. Discuss: What makes food a good subject for painting? How can you make still life scenes at home? When you eat, how is your plate like a Still Life picture?





**20 minutes**

**Connection:**

The animals' healthy way of eating gives them energy to move gracefully. Simulate the animals' actions.

**Equipment:**

- The Animal Boogie Song [http://www.youtube.com/watch?v=25\\_u1GzruQM](http://www.youtube.com/watch?v=25_u1GzruQM)
- Animal Masks

**Safety Concerns:**

Students will need to be able to move safely in personal and general space.

## Animal Boogie Dance

**Activity Guide:**

Start the song "The Animal Boogie" and hold the book for everyone to see. Students follow along as the instructor demonstrates each hand gesture or dance movement throughout the song and book. After each animal movement have them repeat the boogie woogie movement.

- Hand over eyes to look through the jungle.
- Holding hands above head for swaying.
- Shaking whole body for sloth bear. Swat at the bees.
- Big swinging arms for the monkey.
- Stomping for the elephant.
- Flying: Flap arms for the vulture.
- Leaping Leopard: Leap around the area.
- Slither Snake: Slither around the floor.
- Swaying Parrot: Arms above head left to right.
- Hornbill: Boogie Woogie in your own way.

Because there is a brief pause in between different animals: Teacher may want to use verbal cues such as: What do you think comes next?

**Cool Down/Closure:**

What was a Boogie Woogie movement idea that someone else had that you liked?



**10 minutes**

**Connection:**

The animals' way of moving is complicated. Kids can try the animal yoga poses to test their balance and stamina.

**Safety Concerns:**

Students will need to be able to move safely in personal and general space.

## Kid's Yoga Journey

**Activity Guide:**

Have children spread about the room as much as possible. Move desks aside in a classroom. Prepare youth for a relaxing time of stretching and balancing. Have them walk to warm up.

A quiet area, dim lighting, and soothing music may help children enjoy the yoga experience.

Demonstrate the yoga poses. Have children make the pose and hold for about 2 or 3 breaths. Don't allow them to force themselves into a pose.

**Q: What is the difference between the yoga and the boogie activities?**

A: Boogie is much faster and uses more energy, gets your heart beating faster and you breathing harder. Yoga is a slower more relaxing movement, uses more balance and stretching. Makes your body core strong.

### Family Fun

For a family activity check out the book, *The Animal Boogie* by Debbie Harter, from your local library. After reading the book together, do the actions that the various animals did in the story.

## Active Living for Families

### Regular Physical Activity Helps

Physical activity can do a lot for your child's lifelong health (and your own). Children need at least 60 minutes of moderate physical activity most days of the week, while adults are encouraged to get 30 minutes. Shorter bouts of 10 to 15 minutes each can provide as much benefit as completing the activity at one time. Regular physical activity helps children:

- Build and maintain healthy bones and muscles for strength, flexibility and endurance
- Promotes cooperation, and independence as they play with others
- Increase their capacity for learning
- Stress relief and good sleep
- Maintain a healthy weight
- Promote lifelong health to reduce incidence of chronic disease.

### Your Family Can Move More

Try these everyday ways to get your family moving.



- Walk to the playground, store or a friend's home.
- Use stairs when you can.
- Sweep the sidewalk or shovel snow.
- Wash the car or the dog.
- Play Frisbee with the dog.
- Put toys away.
- Pick flowers or vegetables. Pull weeds.
- Help a neighbor or relative with chores.

Jot down other ideas that your family enjoys doing.

## How to Raise an Active Child

- Get moving yourself. If you do active things, chances are your child will, too. Children often inherit their family's lifestyle.
- Fit activity in your family life. You don't have to spend lots of extra money or get involved in sports. You can be active by doing everyday things, as gardening or cleaning the garage.
- Do more than watch. Let yourself feel young enough to play, especially with your child.
- Ride bikes together, go for a walk, swim, or play Frisbee together. Your enthusiasm and involvement support your child's play.
- Set limits on TV and computer time. The American Academy of Pediatrics recommends no more than two hours per day for watching television and computer time. This will leave more time for active play.



## Fruit Kabobs with Yogurt Dip

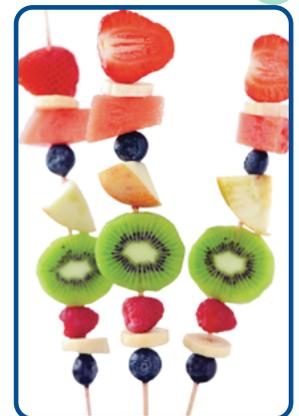
**Servings:** 8

**Ingredients:**

- 1 cup watermelon chunks
- 1 cup pineapple chunks
- 1 cup grapes, red seedless
- 1 cup stemmed strawberries
- 2 kiwis peeled and cut in quarters
- 8—6 inch long bamboo skewers
- 1 cup yogurt, light strawberry

**Directions:**

Place fruit chunks on bamboo skewers. Place fruit kabobs on platter. Place nonfat light strawberry yogurt in bowl. Serve kabobs with yogurt on the side.



**Nutrition Facts:** 60 calories; 0g total fat; 0mg cholesterol; 20 mg sodium; 14g carbohydrates; 2g protein

**Sources:** <https://www.choosemyplate.gov/recipes/supplemental-nutrition-assistance-program-snap/fruit-kabobs-yogurt-dip>

**Adapted from:** Nibbles for Health, Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service