Pete the Cat
Rocking in My School Shoes

About the book:
Pete the Cat
Rocking in My School Shoes
by Eric Litwin

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Nutrition Objectives
• Identify healthy lunch alternatives that follow USDA MyPlate guidance.
• Recognize beverages that are low and high in sugar.

Physical Education Objectives
• Practice energy-out activities to match energy-in from food.
• Respect others in a physical activity.
Activities
• Nutrition Activity #1: “It’s All Good” Lunchbox
• Nutrition Activity #2: Rethink Your Drink
• Physical Activity #1: Rocking in My Running Shoes
• Physical Activity #2: I’m Rocking

Lesson Handouts
• It’s All Good Lunchbox
• Rethink Your Drink

Parent Newsletter
• How Much is Enough?

Intent of Lesson
Encourage being like Pete who eats well, plays hard and has a positive attitude.

Previewing (5 minutes)
Q: Look at the book cover and tell me what you think will happen in this book?
   A: Answers will vary. Likely: he will sing in school, he will run or maybe trip over his big shoes, he will eat his lunch.

Q: Do you remember your first day of preschool or school? What were you thinking?
   A: Answers will vary. Likely: excited, scared, had fun, wanted to learn

Active Reading (10 minutes)
Read Pete the Cat Rocking in My School Shoes or play the audio recording and music as you show the pages. http://thlearninggroove.bandcamp.com/track/pete-the-cat-rocking-in-my-school-shoes

Encourage children to sing along. If reading, pause wherever it says “Where is Pete?” to ask the children to predict where Pete is.

Follow up with questions asking “Why do you think that?”

Summarizing (10 minutes)
Q: When his mother asks Pete “What did you do at school today?” what does Pete tell her?
   A: I was rocking in my school shoes.

Q: What else did Pete do at school?
   A: reading, eating, playing, singing, painting, adding, writing

Q: Would you like to be Pete’s friend? Why?
   A: Answers will vary. Encourage responses that support good health such as eating a good lunch, playing actively, and having an upbeat attitude.
**It’s All Good Lunchbox**

**Directions:**
1. Hand out the picture of the lunchbox to each child.
2. Show children the MyPlate for Preschoolers diagram. Discuss that they can get healthy foods from each section and when they are all put together they make a healthy lunch.
3. Using magazines and safety scissors, have the children find and cut out pictures of what they think are good foods to take to school in the lunchbox.
4. Using glue sticks instruct the children to make a collection of pictures around the lunchbox.
5. When finished, each child can take turns talking about what they think makes their lunch healthy.

**Closure:**
Reinforce the healthiest choices and coach against choosing high fat or high sugar foods too often.

**Equipment:**
- “It’s All Good” Lunchbox
- Magazine pictures or grocery store advertisements
- Scissors
- Glue sticks
- MyPlate for Preschoolers poster

20 minutes
Cut and paste pictures of good foods to take to school lunch.
MyPlate for Preschooler

- **Fruit**: 1 ½ cups
- **Veggies**: 1 ½ cups
- **Grain**: 4-5 ounces
- **Protein**: 3-5 ounces
- **Dairy**: 2 ½ cups
What's on your plate?

Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day include foods from all food groups.

Choose MyPlate.gov

Grains

Dairy

Fruits

Vegetables

Protein

Make half your plate fruits and vegetables.

Make half your grains whole.

Make at least half your protein foods.

Vary your protein food choices.

Switch to skim or 1% milk.

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Pete the Cat - Rocking in My School Shoes
Rethink Your Drink

Directions:
Q: What did Pete drink at lunch?
   A: milk (we need 3 glasses a day)

Q: What did Pete likely drink after he played?
   A: water, (a good choice anytime)

Q: What do you think Pete drank when he got home from school?
   A: maybe water, milk, juice, or soda pop (All but soda might be good; discuss making low sugar choices; juice should be 100% fruit juice and not too often.)

1. Show children the Re-Think Your Drink handout. Point out that the water and milk are winning the healthy drink race and the soda pop is at the end. We will measure the sugar in each of these to see how to win the healthy drinks race without lots of sugar.

2. Place each beverage card next to a clear plastic cup. Have children help measure teaspoons of granulated sugar (or sugar cubes) into the cups. Use this chart:

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Sugar Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>0 teaspoons</td>
</tr>
<tr>
<td>Vegetable juice</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>Milk</td>
<td>2 teaspoons</td>
</tr>
<tr>
<td>Sports drink</td>
<td>8 teaspoons</td>
</tr>
<tr>
<td>Coffee drink/cappuccino</td>
<td>5 teaspoons</td>
</tr>
<tr>
<td>Energy drink</td>
<td>22 teaspoons</td>
</tr>
<tr>
<td>Fruit drink</td>
<td>9 teaspoons</td>
</tr>
<tr>
<td>Smoothie</td>
<td>10 teaspoons</td>
</tr>
<tr>
<td>Soda pop</td>
<td>10 teaspoons</td>
</tr>
<tr>
<td>Chocolate milk shake</td>
<td>22 teaspoons</td>
</tr>
</tbody>
</table>

Process:
How can you choose the drinks that will win the race?
Choose Water First To Quench Your Thirst
Escoja Agua Primero Para Saciar Su Sed

HEALTHY DRINKS WIN!

Re-think your drink
Piense en lo que bebe

Energy Drink
Artificial Fruit Drink

Mountain Mist Cola
Tamarindo

No Sugar
No added sugar

Just Juice
Sports drink

1 teaspoon sugar = 4 grams

This poster is based on a design originally created by the Contra Costa County Public Health Department Nutrition Services

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For food stamp information, call 877-847-3663. For important nutrition information visit www.cachampionsforchange.net.
Fold

Cut

Cut
iGrow readers
Physical
ACTIVITY

Rocking in My Running Shoes

**Directions:**

1. Line children up around the playing area. Show and review which foods are good to eat often (anytime foods) and which ones are eaten only once in a while (sometimes foods) as you place food cards in the middle of the play area. (Post a chart with a second set of the pictures under Sometimes and Anytime labels if desired as a visual reference for younger children.)

2. On command, students run to the middle and pick up the first food card and run back to their home space. On each round the leader will pick a new exercise card from the deck and instruct the children to follow it.

3. Have students decide if the food is an anytime food or a sometimes food. For foods that are high in fats and sugars the youth will do 10 of each exercise because these foods give “extra” energy that we should use up with activity. If the food is healthy, they will do only 5 of each exercise because the energy is just right.

**Process:**

Review with children the food cards that represent high fat and high sugar foods which are best eaten only sometimes.

**15 minutes**

**Connection:**

Even good foods like milk and fruits and vegetables have some sugar. You use that sugar to make energy to move your muscles when you play.

**Equipment:**

- Copy and cut apart the food picture cards (pages 1-6 “sometimes;” pages 7-12 “anytime”)
- Copy and cut apart 10 activity cards
<table>
<thead>
<tr>
<th><strong>Hop on both feet</strong></th>
<th><strong>Hop on one foot</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle your arms</strong></td>
<td><strong>Touch your toes</strong></td>
</tr>
<tr>
<td><strong>Skip in a circle</strong></td>
<td><strong>March with high knees</strong></td>
</tr>
<tr>
<td><strong>Jumping jack</strong></td>
<td><strong>Jog in place</strong></td>
</tr>
<tr>
<td><strong>Gallop like a horse</strong></td>
<td><strong>Jump over a log</strong></td>
</tr>
</tbody>
</table>
I’m Rocking

**Directions:**
1. Pair children (or group as 3 if needed).
2. Tell the children: “You will be working with a partner. One person at a time for each group will be Pete, the leader. Pete will move around the playing area with the partner following and doing whatever he does.”
3. Advise Pete how to move:
   - walk fast
   - skip
   - gallop
   - slide sideward
   - leap
   - run (if space allows)
   Doing each for 15 seconds. Add a variety of other movements. Finally have Pete move slowly.
4. On the command to walk slowly, the follower will gently tap the shoulder of Pete, and say, “I’m rocking in my school shoes.” Pete will say, “Let’s see your moves.” Trade places as leader and follower. Repeat.

**Cool Down/Closure:**
Gather students and ask them the following: What were some of the ways you moved? What happens when you make a mistake? Why is it important to have fun while moving?

**Connection:**
Pete enjoys life and makes moving fun. The class will enjoy following actions to the “Rocking in My School Shoes” song.

**Equipment:**
- Download I’m Rocking in My School Shoes
  https://www.youtube.com/watch?v=lUVgSWsyIE8

**15 minutes**
How Much is Enough?

Your Child’s Needs

Most children from the ages of 2 to 5 need about 1,000-1,600 calories per day. However, this amount depends on your child’s age, gender, size, and level of physical activity. Find out your child’s specific caloric needs by going to http://choosemyplate.gov. Here is a general guide to help you plan the amount your child should eat per day. For 1,000-1,600 calories per day, your child should eat: Grains: 3-5 ounces, Fruits: 1-1.5 cups, Vegetables: 1-2 cups, Dairy: 2 cups, and Protein: 2-5 ounces.

Additional tips:
- Serve small amounts of food
- Plan for second helpings
- Let your child’s appetite be your guide

Food Groups

Part of making sure your child is getting enough nutrients is understanding serving sizes. Here are some examples of child-size servings from each food group:

- Grains: 1 slice of bread, 1 cup cereal, 1/2 cup of cooked pasta or rice, 1 tortilla, 1 pancake/waffle, 3 cups of popcorn, 1/2 English muffin
- Veggies: 1 cup raw, leafy veggies, 1/2 cup cut-up raw or cooked veggies, 1/4 cup legumes
- Fruits: 1/2 cup 100% fruit juice, 1/2 cup sliced apples, pears or canned mixed fruit, 1/4 cup dried fruit
- Dairy: 1/2 cup milk or yogurt, 1 ounce natural cheese, 1/2 cup ice cream or frozen yogurt
- Protein: 1 ounce lean meat, fish, or poultry, 1 egg, 1/4 cup cooked beans, 1 tablespoon peanut butter, 1/2 ounce nuts

Family Fun

For a family activity check out *Pete the Cat Rocking in My School Shoes* from your local library.

Read together and then think about the foods that your child likes from each food group. If there is a group that has few choices, plan how to sample some new foods.
Listen to Your Tummy

Children are pretty good about saying if they are hungry or full. However, it is very hard to tell if what they are saying is true or not. Children need to follow their bodies’ cues of hunger or fullness to eat just the right amount. Here are some tips that can be used to help children become familiar with these cues:

- Let your children serve themselves.
- Encourage children to serve up a small portion first.
- Do NOT praise a clean plate.
- Allow your child to decide how much he or she should eat.
- Do NOT reward your children with food.
- Ask your child how his or her stomach feels before, during, and after eating.

- Serve 4 or 5 different foods at the meal and always include bread.
- Include “forbidden” foods, like fries, chips, or desserts in the meal, to prevent your children from sneaking them later.

Quick Chili

Servings: 4

Ingredients:
- 1/2 pound lean ground beef
- 1/2 medium onion, chopped
- 1-15.5 ounce can kidney beans, rinsed and drained
- 1-14.5 can diced tomatoes with liquid
- 1 1/2 tablespoons chili powder

Instructions:
2. Add the beans, tomatoes, and chili powder.
3. Reduce heat to low, cover and cook for 10 minutes.
4. Serve hot. Top with cheese, if desired.
5. Refrigerate leftovers within 2 hours.

Tips:
- Use pinto or black beans instead of kidney beans if desired.
- Add dried cumin or oregano in Step 2 for extra flavor!

Nutrition Facts: Calories 130, Total Fat 5g, Cholesterol 20mg, Sodium 310mg, Total Carbohydrate 13g, Dietary Fiber 4g, Protein 10g.

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

http://www.extension.org/pages/65014/teaching-children-to-listen-to-their-bodies

Modified from https://www.foodhero.org/recipes/quick-chili