

Snazzy Snacks

Pillar: Healthy Eating

Division: I

Grade Level: 1

Core Curriculum Connections: Language Arts and Math

I. Rationale:

Students will learn how to determine what makes a snack a 'healthy choice'. Using *Eating Well with Canada's Food Guide*, they will compare and classify three different snack items according to the food group in which they belong. Once they have identified the healthiest snack from the group, they will use math skills to figure out the amount of ingredients needed in order for each member of the class to make the snack and then use this information to create a shopping list for the teacher. After students have each made the healthy snack, they will illustrate, label, and write about the steps involved, integrating L.A. outcomes at the grade one level.

II. Activity Objectives (Active Living):

Students will be able to:

- classify snack items by food groups according to Canada's Food Guide.
- identify the healthiest snack item from a list of choices provided.
- explain what makes a particular snack a 'healthy choice' and describe how to make it.

III. Core Curriculum Outcomes: Language Arts and Math

Language Arts	Math (Number)
<ul style="list-style-type: none"> • 2.3 Understand Forms, Elements and Techniques (Distinguish differences in the ways various oral, print and other media texts are organized). 	<p>General Outcome: Develop number sense.</p>
<ul style="list-style-type: none"> • 3.3 Organize, Record and Evaluate (Identify or categorize information according to sequence, or similarities and differences). (List related ideas and information on a topic, and make statements to accompany pictures). 	<p>Specific Outcomes:</p> <p>1. Say the number sequence 0 to 100 by 1s forward between any two given numbers.</p>
<ul style="list-style-type: none"> • 4.2 Attend to Conventions (Write simple statements, demonstrating awareness of capital letters and periods). (Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing). 	<p>3. Demonstrate an understanding of counting by indicating that the last number said identifies "how many".</p>
<ul style="list-style-type: none"> • 4.3 Present and Share (Add such details as labels, captions and pictures to oral, print and other media texts). 	

IV. Materials:

- Canada’s Food Guide (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>)
- Writing paper
- Sample snacks (3)
- Shopping list template

V. Procedure:

1. Present 3 sample snacks to the students; “which snack is the healthiest?” Refer to Canada’s Food Guide and identify the food groups for each snack item. Remind students that a healthy snack has at least 2 of the 4 food groups in it.

Sample Snacks:

<p><u>Yummy Porcupine</u> Banana half 1 tbsp Honey 20 chocolate chips (porcupine needles)</p> <p>Roll banana in honey then chocolate chips.</p>	<p><u>Worms in DIRT</u> ½ cup chocolate pudding ½ cup Cool Whip ½ cup crushed Oreo cookie 5 gummy worms</p> <p>Mix together ingredients and enjoy.</p>	<p><u>“Berry” Good Pizza</u> ½ Whole Wheat English muffin ½ tbsp light Strawberry cream cheese Strawberry slices Banana slices Blueberries</p> <p>Spread cream cheese on muffin and arrange fruit on top.</p>
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2. Create the teacher’s shopping list to buy the food items for the healthiest snack (“Berry” Good Pizza). Students will figure out how much of everything we need (1 muffin for 2 kids, 1 banana for 3 students, etc).
3. Next day, each student will make their own “Berry” Good Pizza.
4. Follow up, students will write their own version of how to make a “Berry” Good Pizza (Write Traits – Organization). 1 page for each step (sentence), with an illustration for each page; including labels.

VI. Assessment Ideas:

• Writing Checklist

Your ideas make sense because:	Yes!	Working on it.
You wrote about your own ideas and experiences.		
You have one “big idea.”		
You used interesting details.		
Conventions:		
All sentences begin with a capital letter.		
All sentences have an ending mark.		
Tall letters are tall and short		

letters are short.		
Finger spaces between all words.		
Printing is neat.		

VII. Source:

- ❖ Lesson idea submitted by Melanie Quance, Grade 1 teacher, Iron Ridge Elementary School, Wolf Creek Public Schools.