

Plant Products Bake Sale

Pillar: Healthy Eating

Division II

Grade 4

Core Curriculum Connections: Science, Math, and Language Arts

I. Rationale: In Science 4, students need to be able to provide examples of plants and plant products that are used as a source of food for humans. Plants are a plentiful source of nutrients, vitamins, and minerals which are all essential components of a healthy diet. This cross-curricular activity incorporates several science, language arts, and mathematics outcomes at the Grade 4 level as students learn about plants and plant products in this meaningful and interactive format.

II. Activity Objectives: Students will explore and examine how many different grain, vegetable and fruit products they put into their favourite healthy snacks. In this activity, the children will bring healthy baked items for display and sale at school. Students will work in cooperative groups to plan, advertise, and hold a bake sale. Students will make posters, set prices, and analyse the plant products that are processed and used as common ingredients in their favourite baked goods.

III. Background: Many healthy snacks students enjoy are made from plant products such as wheat and flour (grains) or from flours made from vegetables such as corn. Some baked goods include fruits such as bananas and apples or vegetables such as zucchini. When teaching students about plants products and baked goods it is important to emphasize choosing recipes that are low in fat, sugar and salt and are high in fibre. When students are asked to bring in healthy baked goods they should find recipes that are “Choose Most often” or “Choose Sometimes” foods ([Alberta Nutrition Guidelines for Children and Youth](#)). For examples of healthy recipes visit [Healthy U](#).

IV. Curriculum Outcomes:

Grade 4 Science: Topic E: Plant Growth and Changes:

Students will:

- Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment
- Describe common plants, and classify them on the basis of their characteristics and uses

Grade 4 Math: Strand: Shape and Space (Measurement)

Students will:

- Describe and compare everyday phenomena, using either direct or indirect measurement.

- **General Outcome:** Estimate, measure and compare, using decimal numbers and standard units of measure.
- **Specific Outcomes:**
 - #15. Estimate, count and record collections of coins and bills up to \$50. [E]
 - #16. Make purchases and change up to \$50. [PS]

Grade 4 Language Arts:

3.3 Organize, Record and Evaluate

- record ideas and information that are on topic (labels and ingredient lists)

3.4 Share and Review: Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters. (Posters to advertise the bake sale).

4.3 Present and Share: Present information

- present to peers ideas and information on a topic of interest, in a well-organized form (share their favourite baked goods recipe with their classmates).

5.2 Work Within a Group: Cooperate with others

- take responsibility for collaborating with others to achieve group goals (plan, set prices, make change, tally sales).

V. Materials:

- Healthy recipes for the students to make ([Healthy U.](#))
- paper to make posters to advertise the bake sale
- boxes for holding money
- child's data sheet on plant products used in baking supplied in this activity

Note: To Prepare Baking: give parents at least one week notice in advance of the sale. Hold sale over one noon hour.

VI. Procedure:

- Discuss with the class what a bake sale is. ask the class:
 - how to publicize for the bake sale (*posters, classroom announcements*)
 - what items to include in the bake sale (*healthy foods*)
 - what to do with the money the class makes from the bake sale (*donate to charity, buy a classroom item etc.*)
- Show students places to look for healthy recipes. Examples:
 - [Healthy U](#)
 - [Dietitians of Canada](#)
- Discuss how to determine if a recipe is healthy. Use the labelling guidelines from Healthy U:
 - [Label Reading information from Healthy U](#)
- List with the students ingredients found in foods which come from plants and have them name the plant it comes from. Some examples are:
 - Flour- wheat, barley, corn etc.
 - Oil- sunflower, canola (rapeseed), soybean, etc.

- Oatmeal-Oats
- Have the students create labels to display with their baked items at the bake sale. Their label should indicate the price of the baked good, ingredients, the plants found in the item and an interesting fact about the baked good.

VII. Discussion:

- Ask the students what plant products were in their baking.
- Can you taste the product in the baking? Why and how?
- How much do you think you should charge for your baked good?
- Why is it necessary to put a list of ingredients with the baked good?
- How could you make your baked good healthier?