



# SNACK SACK

**GRADE LEVEL:** 2-3

**SUBJECT:** Math

**NATIONAL STANDARD(S):**

(K-2) MA: 1.1, 1.5, 3.5, 3.6, 6.1, 7.1-3

(3-5) MA: 1.1, 1.3, 1.5, 1.9, 1.10, 1.13, 6.1, 6.2, 6.3, 6.6, 6.8, 7.1-8

**THEME:** Nutrition

**FOOD AND FIBER TOPIC:** V-C,D

**LEARNER OBJECTIVES:**

1. The student will experience the concepts of ratio and production, using agricultural products considered snack foods.
2. The student will analyze and record information from the class experience.

**VOCABULARY**

*diet*—What a living organism usually eats and drinks on a daily basis.

*nutrients*—A source of nourishment, especially a nourishing ingredient in a food.

*nutritious*—Providing food or other substances necessary for life and growth.

*wholesome*—Promoting or conducive to good health or well-being.

**BACKGROUND**

Snacks aren't all bad. In fact, they are an important part of our diet. Unfortunately, some of our favorites have given snacks a bad name. Most brands of potato chips have large amounts of fat and salt, and most chocolate chip cookies are loaded with fat and sugar. We don't have to cut out the goodies altogether, but we must make sure we don't eat more of those foods than anything else. Try sampling a variety of snacks instead of reaching for the potato chips and a soft drink every day. Unbuttered popcorn is a delicious and nutritious snack. Nuts and sunflower seeds contain lots of fat in the form of oil, but they are also loaded with many other nutrients our bodies need. Fresh fruit is a wholesome way to satisfy your sweet tooth, and carrot sticks provide a satisfying crunch. Potato chips, candy, cookies and soft drinks are all snacks to save for special occasions, maybe once or twice a week.

**STEP-BY-STEP INSTRUCTIONS**

1. Prepare three lunch-size paper bags, using the following snack foods:  
Bag #1—Five peanuts, one whole wheat cracker, one kernel of popcorn.  
Bag #2—One peanut, five whole wheat crackers, one kernel of popcorn  
Bag #3—Three peanuts, three whole wheat crackers, one kernel of popcorn
2. Make three signs, printed with the following information:  
You are more likely to draw a peanut from this bag than a whole wheat cracker.  
You are more likely to draw a whole wheat cracker from this bag than a peanut.  
You are just as likely to draw a peanut from this bag as a whole wheat cracker. Relate the background information to students.
3. Display lunch bags. Explain to the students that there are seven snack foods in each bag, but don't tell them what kind of snacks they are.

4. Display the signs, and instruct students to read them silently. Tell students the signs have fallen off the bags, and they will have to figure out which sign goes with which bag.
5. Have a few students reach in Bag #1 without looking, pull out a snack item, note what the snack is and return it to the sack. Have one student record the information on the chalkboard as the items are returned to the bag.
6. Challenge students to predict which sign matches Bag #1. Ask students how they arrived at their predictions. Allow students to continue taking samples if they are uncertain about which sign matches Bag #1.
7. Repeat the exercise for the other bags.

## **RELATED ACTIVITIES**

1. Bring in a wide assortment of packaged snack foods. Have students read the information provided on the labels. Have students rank the snack foods from most nutritious to least nutritious, based on how much sugar, salt and fat each contains and how much of the Recommended Daily Allowance (RDA) of nutrients are listed on the package.
2. Have students take random surveys during recess or lunch to find out what their schoolmates' favorite snacks are. Have students tabulate their information, combine it and make a pictorial graph to display in the cafeteria.
3. Have students plan, prepare and serve healthy snacks to a kindergarten class for one week.

## **RESOURCES**

### *Student Books*

- Anderson, G. (1990). First Thanksgiving Feast. Random House.
- Barrett, J. (1978). Cloudy with a Chance of Meatballs. Meatballs, Macmillan,
- Boujon, C. (1987). Bon Appetit, Mr. Rabbit. Margaret K. McElderry Books.
- Carle, Eric. (1991). The Very Hungry Caterpillar. Putnam.
- Dauer, R. (1981). The 300 Pound Cat. Holt.
- Siexas, J. (1984). Junk Food: What It Is, What It Does. Greenwillow.

### *Teacher Resources*

- Jenkins, K. S. (1982). Kinder-Krunchies. Discovery Toys. (healthy snack recipes for children, exclusively distributed by Discovery Toys, Pleasant Hill, CA 94523.)
- Super Snacks from Skippy. (recipes with peanut butter). Available from: Best Foods Literature, Box 307, Coventry, CT 06283.
- The Fitness Connection. (recipes for preparing healthy foods). Available from: Best Foods Literature, Box 307, Coventry, CT 06283.
- Food Activities for Children. (includes puzzle, science lessons and other activities) For one copy, send SASE to: Bureau of Nutrition, New York City Dept. of Health, 93 Worth St., Room 714, New York, NY 10013.
- Snack Sense: Tips to follow when the urge to snack strikes you. Pamphlet available in classroom quantities from: Dannon Co., Inc., 1111 Westchester Ave., White Plains, NY 10604.
- Kids Microwave Munchies. (recipes that kids can prepare). 50 copies available free from: Reynolds Wrap Kitchens, P.O. Box C 32003, Richmond, VA 23261-2003.
- The Education Center, Inc. (1990). (literature-based activity units on E. Carle's The Very Hungry Caterpillar.) includes counting books, caterpillar necklaces, various writing activities, and goody graphs.

Teacher Created Materials, Inc. (1989). #301 Literature Activities for Young Children, Book 2. Includes sponge-painted butterflies, observing caterpillars, memory game, scavenger hunt, and waxed nature collections.

***Related Web Resources***

(see the Food & Fiber Systems Website)

**EVALUATION**

Were the students able to understand how they made their predictions by taking out one sample at a time from the sack? Were they able to gather and use the recorded information to match the correct signs to the correct sacks?

**ACKNOWLEDGEMENT**

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