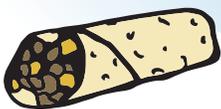
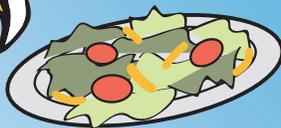




SNACK STARS

**Personal Explorations Into
Nutritious Snacking**

**Educators' Guide
Grades K-2**

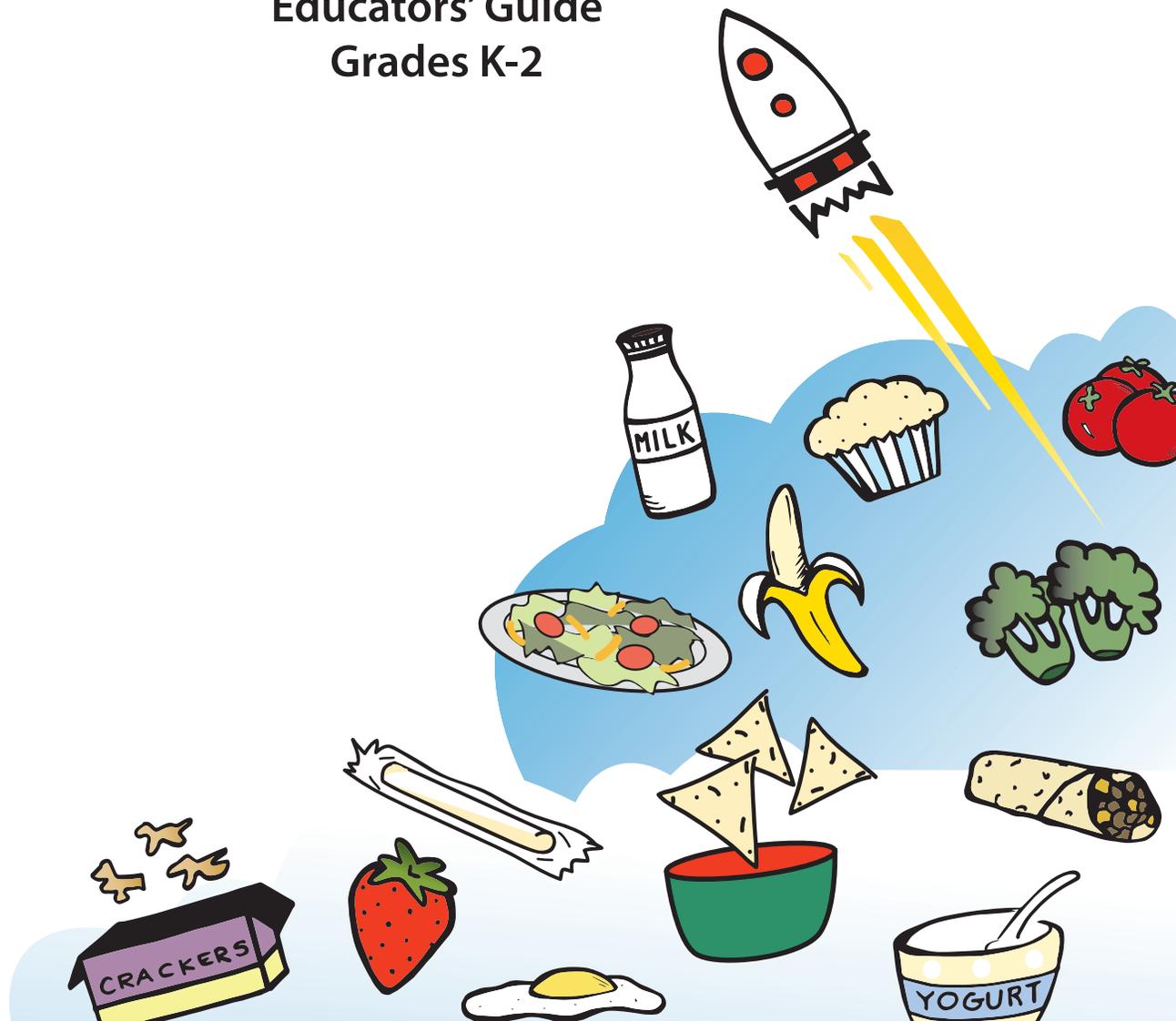




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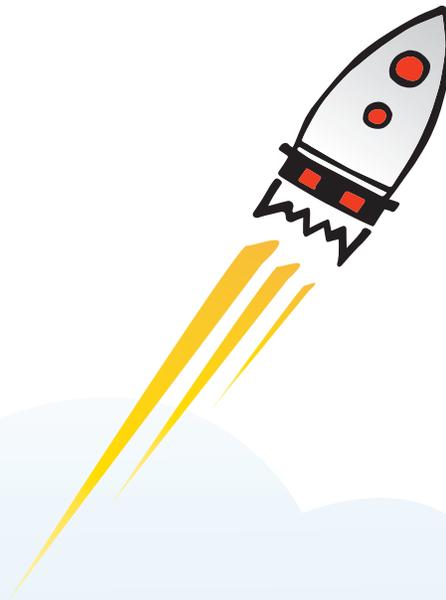


Credits

Snack Stars was updated and revised by Chris Flood, M.S., Nutrition Consultant, for the United Dairy Industry of Michigan; from the original National Dairy Council 1993 publication, Snack Stars.

The United Dairy Industry of Michigan would like to thank the following classroom teachers for their contributions and expert review:

- ★ *Heather Chalupa, Kindergarten*
- ★ *Alison Dubbink, 1st Grade*
- ★ *Linda Brzezinski, 2nd and 3rd grade*
- ★ *Jenny Puvogel, 4th grade*
- ★ *Nicole Stenman, 5th grade*



More United Industry of Michigan Materials

The United Dairy Industry of Michigan has other free and low-cost materials for schools. To find out more visit their web site at www.MilkMeansMore.org.

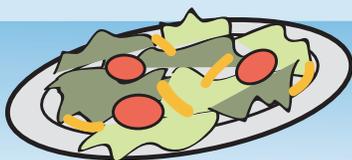




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Welcome Educators!

Get ready to introduce your students to the exciting world of healthy snacking from the five food groups!

This program contains six **Snacktivities** and is designed to teach young students in kindergarten through second grade, through experiential learning...

- Why snacks are important;
- What a healthy snack is;
- New ideas for healthy snacking.

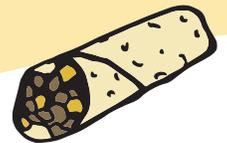
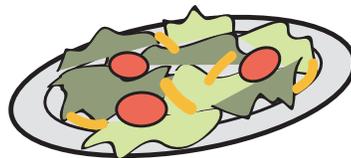
The six **Snacktivities** are designed to be taught in a sequence to build on key nutrition and health education concepts. We understand that you may not be able to complete every Snacktivity. Read through the lessons to determine the best fit for your class.

In addition to focusing on age-appropriate nutrition content that is aligned with many of the national and Michigan health education standards, Snack Stars also reinforces what most students are learning in:

- English/Language Arts
- Math
- Science
- Social Studies
- Art
- Music
- Physical Education
- Health

THE SNACKTIVITIES

1. MyPlate Snack Stars
2. Anytime Snack Sort
3. Time to Snack!
4. Intergalactic Dairy Snacks
5. All-Star Snackers - Spread the Word!
6. Snack Star Heroes to the Rescue



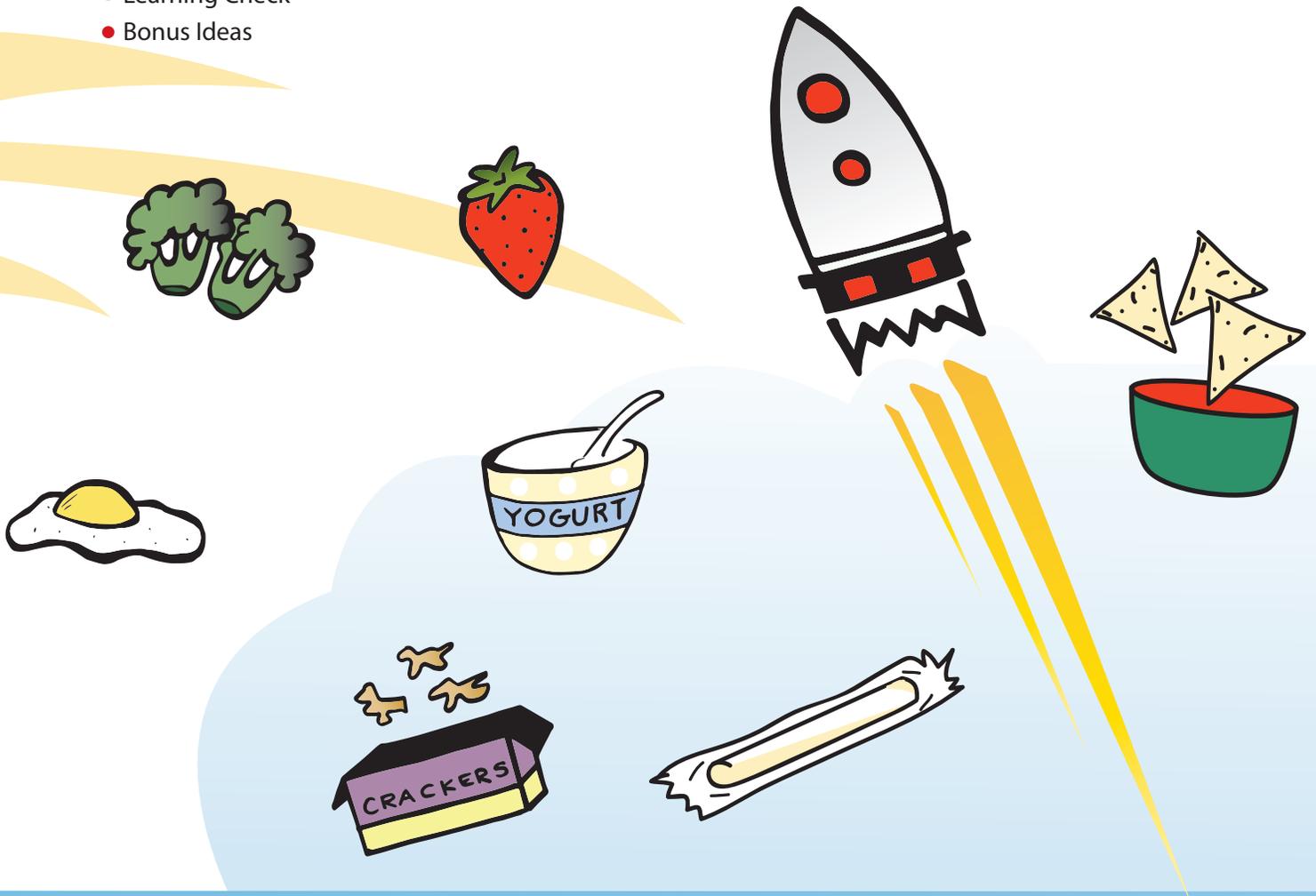
Each Snacktivity contains these sub-sections to help guide you:

- Time
- Overview
- Objectives
- Materials
- Get Ready
- Introduction
- The Lesson
- All-Star Snack
- Wrap Up
- Learning Check
- Bonus Ideas

The Stars are the limit!

Adapt the Snacktivities to best fit your time, resources, and your students' learning ability.

Thank you for your commitment to helping your students become healthy and smart *Snack Star Heroes!*



Get ready to Blast Off into the World of Healthy Snacking!

Interdisciplinary Outcomes

Whether you are a classroom teacher or any other type of educator, it's nearly impossible to teach nutrition, healthy eating, or physical activity concepts without teaching something else at the same time.

We know that teaching time is limited and that classroom teachers are required to teach to the Common Core for English Language Arts and Math and to teach to other state-specific standards for science, social studies, art, music, physical education, and health.

On pages 48-53, at the back of this booklet, you will find charts for each grade level: kindergarten, first grade, and second grade. The charts show you how each of the Snacktivities in Snack Stars, matches up with the Common Core.

For a few of the Snacktivities, you will also find connections to Michigan-specific, social studies standards. Those are noted with an *.

Health Education

All of the Snacktivities in the Snack Stars program focus on teaching to one or more of the eight National Health Education Standards (NHES). The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

Within each standard there are performance indicators that articulate specifically what students should know or be able to do by the conclusion of each of the following grade spans: Pre-K–Grade 2, Grade 3–Grade 5, Grade 6–Grade 8, and Grade 9–Grade 12.

For more information, or to view the specific grade-span performance indicators, go to www.cdc.gov and search for National Health Education Standards.

The National Health Education Standards

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.



For Educators

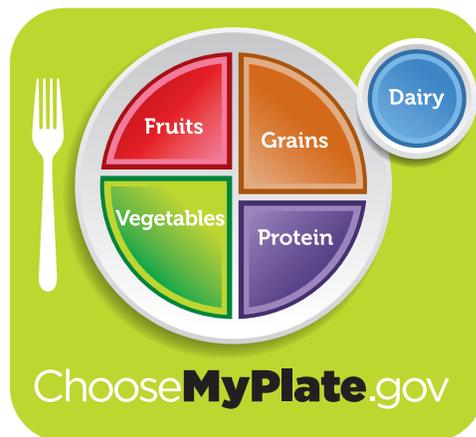
Before You Begin

The following four pages will provide you with the background nutrition information you need to teach the Snack Stars program and the main nutrition concepts in each Snackivity with confidence.

About MyPlate

Our current food guidance model is called MyPlate. MyPlate uses five food groups to teach people how to eat healthier. The five food groups are fruits, vegetables, grains, protein, and dairy.

You can learn more about MyPlate and the food groups at: www.choosemyplate.gov.



Food Group	Role in the Body	How much do children ages 5-9 need on average per day?*	Examples
Fruits	Provide vitamin C for healthy skin and wound healing; provide fiber for digestion	1 ½-2 cups. Fresh, frozen, canned, dried or 100% fruit juice.	apples, bananas, cherries, oranges, raisins, 100% fruit juice
Vegetables	Provide vitamin A for healthy eyesight; provide fiber for digestion	2-3 cups. Fresh, frozen, canned or 100% vegetable juice.	broccoli, lettuce, carrots, cauliflower, beans, potatoes, onions, spinach, peppers, corn
Grains	Provide energy to learn and play	5-6 oz. equivalents. An oz. equivalent equals 1 slice of bread, ½ cup cooked pasta, rice or cereal, 1 cup cold cereal	bread, cereal, rice, pasta, oatmeal, tortillas, cold cereal
Protein	Provides protein for strong muscles and proper growth	4-5 ounces. An ounce equals 1 egg, 1 ounce of meat, 1 tablespoon peanut butter, ¼ cup beans, ½ oz. nuts and seeds	meat, fish, poultry, eggs, tofu and other soy products, peanut butter, black beans or hummus
Dairy	Provides protein, calcium, and vitamin D for strong bodies, bones and teeth	2 ½-3 cups. 1 cup equals one cup of plain or flavored milk, one cup yogurt, 1 ½ oz. hard cheese, 1 cup pudding	milk, chocolate milk, cheese, yogurt, ice cream, cottage cheese

*The exact amount recommended depends on age, sex, and physical activity level. Some children need more and some need less. For more information go to www.choosemyplate.gov.



Ten Things Educators Should Know About Nutrition

1 Children's weight is an issue.

One out of three children living in the U.S. are overweight or obese. That means kids, like adults, are consuming more calories than they can use up or burn off. Children who are overweight are more likely than non-overweight children to become overweight adults. Teaching students to choose nutritious, lower-calorie snack foods can contribute to achieving and maintaining a healthy weight.

2 Snacks are important.

Snacks (if chosen wisely) can help provide children with the calories and nutrients they need for proper growth and development such as protein, calcium, vitamin D, vitamin A, vitamin C, fiber, and iron. On average, children living in the U.S. obtain almost 25% of their daily calories from snack foods. Unfortunately, a large percentage of those snack foods are low in nutritional value and contain too much added salt, fat, and sugars. It's important for children to learn to choose healthy snacks most of the time. If healthy snacks are provided in child-size portions, 1-2 hours before mealtime, they will not spoil kids' appetites.

3 Hungry children need breakfast.

Encourage students to eat breakfast. Children who eat breakfast perform better in school. Breakfast eaters have more energy, greater concentration and better muscle coordination in the morning. They score higher on tests, are less likely to cause discipline problems, and complain less of headaches and stomachaches. Morning hunger may affect children at the worst time – when they are often studying the core subjects. Encourage students to eat a healthy breakfast every day.

4 Children need three servings of dairy foods per day.

Milk and other dairy products contain calcium and vitamin D to help kids' bones grow strong. A serving for a young child is one cup of milk or yogurt, or 1½ oz. of cheese. Some children have trouble digesting the natural sugar (lactose) found in milk. Most children who are lactose-sensitive can drink milk in small amounts. They are also usually able to enjoy yogurt and hard cheeses.

5 Young children should be encouraged to eat a variety of foods.

It's not as important for young children to know exactly how much of each food group they should eat. What's more important is to teach them to enjoy several different kinds and colors of food and that most of the time they should choose healthy foods. Within the five food groups that means eating more fruits, vegetables, low-fat dairy foods, and whole grains; and fewer meats, high fat foods, sugary foods, and processed or refined grain foods such as sweets and crackers.

6 Most food (even chips and candy) can be part of a healthy diet.

Most nutrition experts agree there are no "bad" foods, only foods we should eat less of. Any food in moderation – even chips and candy – can fit into a healthy diet. Combination foods, such as burgers, pizza, and tacos can also fit into a healthy diet. It's true these foods are very often high in fat and calories; however, they are also high in nutrients, so calorie for calorie, in moderation, they can be a healthy choice.





7 Taste-testing is important.

One of the best ways to teach young children to enjoy a variety of healthy foods is to allow them to touch, feel, smell, and taste them. Don't worry if they are hesitant to experience a new food, or if they express that they don't like it. Research shows that for most children, it takes many tastes to like or to begin to like a new food.

8 Portion size matters.

The portions of food children eat today are much larger than they were 10 or 20 years ago. Large portions are one of the contributing factors to becoming overweight. Teach students to listen to their tummies and to stop eating when they are not hungry anymore, instead of when they are full.

9 Sugary drinks should be limited.

Many children today frequently consume high sugar beverages such as soda, pop, juice drinks, and sweet teas. These high sugar drinks are loaded with calories that can lead to weight gain and tooth decay. In addition, when children fill up on sugary drinks they often decrease their consumption of other healthier – and lower calorie – beverages such as water, low-fat or fat-free milk (white or chocolate), and small amounts of 100% fruit or vegetable juice.

10 Sugar does not cause hyperactivity or ADD.

The causes of these disorders are not fully understood. Sugar, food coloring, food additives, and food preservatives have been suggested as factors, but no research supports any cause-and-effect between diet and hyperactivity or Attention Deficit Disorder.

DON'T FORGET PHYSICAL ACTIVITY!

**Children should be active 60 minutes a day.
Exercise does not have to be organized or regimented
as long as kids are having fun and MOVING!**



Food in the Classroom

Make sure you and your students handle food safely with these “be clean, be careful” healthy eating tips.

- **Wash hands.** Have students wash their hands with soap and warm water for 20 seconds before and after handling food.
- **Clean surfaces.** Have students clean or wash the table or work surface before and after preparing food. You can disinfect desks with a simple bleach/water solution, or you can use disinfecting wipes.
- **Wash equipment.** Make sure all cooking and serving utensils, equipment, and food storage containers are clean. Store them in a container with a cover.
- **Check for food allergies.** Before cooking or serving food to students, be sure to find out from the children’s parents whether or not they have any food allergies. The best way to do this is in writing. If you have a child in your class with a peanut or tree nut allergy, do not use these at all – anywhere in the classroom – when preparing food. Some allergies (especially peanut allergies) are so severe that even being around the food can cause a life-threatening allergic reaction.
- **Be aware of choking risks.** Young children are at risk for choking. To reduce the chances of a child choking, cut food into small pieces, make sure children are seated at all times when eating, and make sure meal and snack times are always supervised by an adult.
- **Teach responsibility.** Have students clean up after themselves and throw away their own trash. That way they won’t be handling other students’ plates so there will be less chance of germs spreading to others.
- **Encourage, don’t force.** New foods take time. Encourage students to try new foods, but never force them or punish them if they don’t. Let them touch and smell new foods. When kids are allowed to “play” with their food, they are more likely to try it. To encourage new foods ...
 - Involve students in preparing healthy foods and snacks.
 - Serve foods with eye appeal. Include a variety of textures, colors, and smells.
 - Serve finger foods. Kids especially like crunchy and crispy foods.
 - Serve cold foods like milk and yogurt cold; not at room temperature.
 - Put a small amount of a new food next to a more familiar food.
 - Make food tasting fun. Keep the atmosphere relaxed.
 - Avoid asking if a food tastes good. Instead, discuss shape, texture, color etc.
 - **Set a good example. Try new foods yourself. Your students will follow your lead.**





Snackivity 1: MyPlate Snack Stars



Time

30-45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Following a general discussion of good health habits, students focus on the importance of eating healthy meals and snacks and are introduced to the *Snack Stars* program and the five food groups of MyPlate.

Objectives

Students will...

1. Identify four components of good health.
2. Become familiar with MyPlate and the five food groups, and practice classifying foods into the food groups.
3. Set a goal to ask someone at home what their favorite healthy snack is.
4. Optional - Make and taste a healthy snack.

Materials

- empty milk carton
- athletic shoelace
- bar of soap
- bed pillow
- MyPlate poster
- *handout 1a, My Favorite Snack*, one per student
- *handout 1b, All-Star Snack Song*, one per student
- *Snack Stars Family Page, pg. 12*, one per student
- (optional) *Food for Snack, pg. 11*

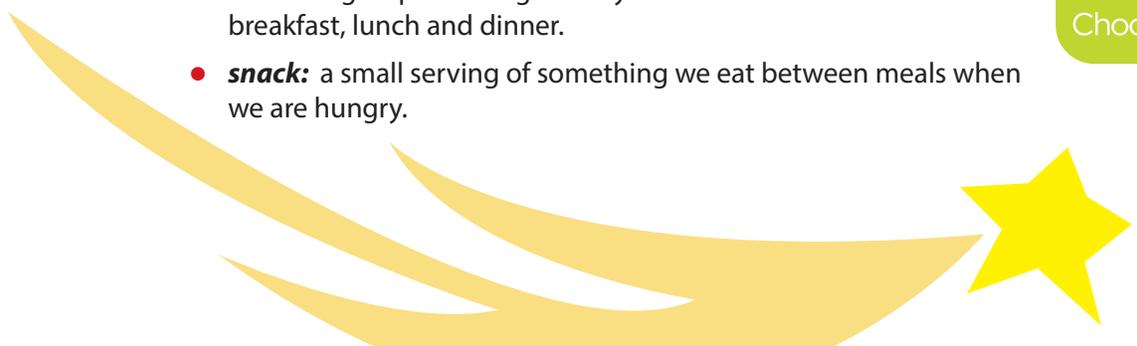
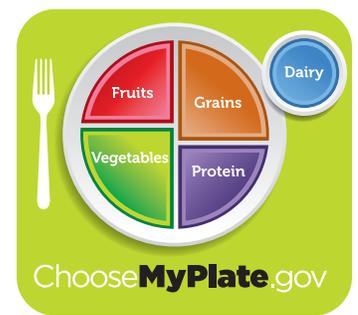
WORDS TO KNOW

- healthy
- meal
- MyPlate
- snack
- nutrient

Get Ready

Write the *Words to Know* on the board or make vocabulary word cards for display.

- **healthy:** something that is good for our bodies, that will help us grow and feel our best.
- **MyPlate:** a visual model that shows us a healthy way to fill our plates.
- **nutrient:** part of food; living things such as people, animals, and plants need nutrients to grow and stay healthy.
- **meal:** larger than a snack, a meal usually contains more of the five food groups. Meals generally eaten in the United States are breakfast, lunch and dinner.
- **snack:** a small serving of something we eat between meals when we are hungry.



Introduction: Four Things We Do to Stay Healthy

- Place the empty milk carton, shoelace, bar of soap, and pillow in a place where all students can see. Discuss with students:
 - There are many things we can do to keep our bodies healthy. Define the word **healthy**.
 - There are four health habits that are especially important.
 - Each of the objects stands for an important health habit.
- Ask students to guess what each object stands for. If they can't guess correctly, act out the behaviors (listed below) as clues.
 - milk carton** – eat and drink healthy foods. Ask students why they think eating healthy foods is important. Explain that healthy and nutritious foods help you grow, have energy, and keep you from getting sick. Define the word **nutrients**.
 - athletic shoelace** – be active, get exercise
 - bar of soap** – keep clean
 - pillow** – get enough sleep and rest
- Tell students that through the Snack Stars program, they will be like astronauts. Astronauts discover things about the stars, space, and the sky, and the students will discover more about one of the four health habits: **eating healthy foods**.
- Explain the meaning of the words **meal** and **snack**. Tell students that for the next few weeks, they will be working toward becoming **Intergalactic Snack Star Heroes** and that they will be learning a lot more about healthy snacks.

The Lesson

Learn It!

- Ask students if they know what the five food groups are. Let them “buzz” for a minute with a friend and try to name all five groups: fruits, vegetables, grains, protein, and dairy.
 - Show students the **MyPlate** poster. Explain that MyPlate shows us the healthiest way to eat. Using the poster as a guide, talk about the names of the five food groups and have students try to list foods in each group.
 
 - Fruits: pretend to peel a banana
 - Vegetables: pretend to eat a carrot
 - Grains: pretend to eat a bowl of cereal
 - Dairy: pretend to drink a glass of ice cold milk
 - Protein: pretend to use a knife and fork to cut meat
 - Other: if the food does not fit into one of the food groups, e.g., soda, chips, or candy, pretend to set it aside
- As time permits, have students share their work with the students around them, or a partner.

Draw It!

- Distribute to each student **handout 1a, My Favorite Snack**.
- On the handout, have students draw their favorite snack food. It's OK if the snack is not a healthy snack. Tell them to draw **only one** food or drink.

Act It Out!

- As time allows, call up 5-10 students and have them share their drawings with the class. Have students guess which food group each snack is in, and react with the following gestures:

Finish It!

- Set a goal:** Tell students to ask a parent or someone at home what his/her favorite snack food or drink is. What food group is it in? Tell them to have the parent write their answer on the **Snack Stars Family Page, pg. 12**, and bring it back to school.
- Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.



All-Star Snack

OUT-OF-THIS-WORLD PEANUT BUTTER DIP

Serving size: 2 tablespoons

Serves 8

INGREDIENTS

1/3 cup creamy or crunchy peanut butter
1 cup non-fat vanilla Greek yogurt
apples or graham crackers

DIRECTIONS

Stir together until blended. Serve with apple slices, mini apple-cinnamon rice cakes, or graham crackers for dipping. (You can also make this dip using another nut butter of choice.)

No time to make this snack?

Instead try...

- string cheese and 100% juice (small serving)
- yogurt and canned or frozen fruit
- baby carrots and yogurt dip

Wrap Up

Remind students that they...

- **Learned** the four components of good health, and the names of the five MyPlate food groups;
- **Set a goal** to ask someone at home what their favorite snack food is;
- **Tasted (if completed)** a healthy snack. Send home *Snack Star Family Page, pg. 12*.

Learning Check: Ask students if they can remember what the five food groups are. Have them put a hand up and raise one finger for each group they can think of. Call on students to try to collectively come up with the names of all the food groups and list them on the board.

Just for Fun: Remind students that they are discovering facts and information about healthy snacks, just like astronauts do about space. Do the get-moving transition activity about the stars and space - *handout 1c, Astronaut Exercises*.



Bonus Ideas

1. **Our Snack Plate Bulletin Board Idea:** Create a large MyPlate. Have students create pictures of their favorite food group snacks (about 5-10 pictures per food group) and attach them to the plate.
2. **Silly Snack Friends:** Ask students to try to come up with a snack food that begins with the same letter as his/her name, e.g., Tiffany – tomatoes, Ryan – rice cakes, Chelsea – cheese, etc. Have students draw a funny picture of themselves, making the food (e.g., tomatoes, rice cakes, cheese) part of their bodies.
3. **Alphabet Foods:** Brainstorm a list of healthy foods that begin with each letter of the alphabet, e.g., apples, banana, cherries; see if you can come up with a food for each letter. Try to sing the alphabet song using the words you came up with instead of the letters.
4. **Snack Chart:** Make a data chart using the completed *My Favorite Snack handouts*. Show which food groups were most represented and which were the least represented. Be sure to include a column for others (foods not in one of the five main food groups, such as soda, chips or candy).
5. **Follow Up on Goal:** Make a table or chart using the information children collected at home when they asked someone: *What is your favorite snack?*





FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

OUT-OF-THIS-WORLD PEANUT BUTTER DIP

Serving size: about 2 tablespoons

Serves 8

INGREDIENTS

1/3 cup creamy or crunchy peanut butter
1 cup non-fat vanilla Greek yogurt
apples slices or graham crackers

DIRECTIONS

Stir together until blended. Serve with apple slices or graham crackers for dipping. (You can also make this dip using another nut butter of choice.)

Another Way: Change this dip by using another nut butter and/or a different flavor of yogurt, such as banana or honey.

All-Star Tip: Healthy snacks are important. Most children and adults do not eat the recommended amount of fruits, vegetables, and low-fat or fat-free dairy foods. Try to eat more of these at snack time.

What We Learned: We learned that the healthiest snacks come from the five main food groups of MyPlate: fruits, vegetables, grains, protein, and dairy.



Homework: MyPlate Snack Stars

Name: _____

Directions: Ask someone at home these three questions:

What is your favorite snack food? _____

What do you like best about it? _____

What is your name? _____

Please keep the recipe and return the bottom of this page to school. Thank you.

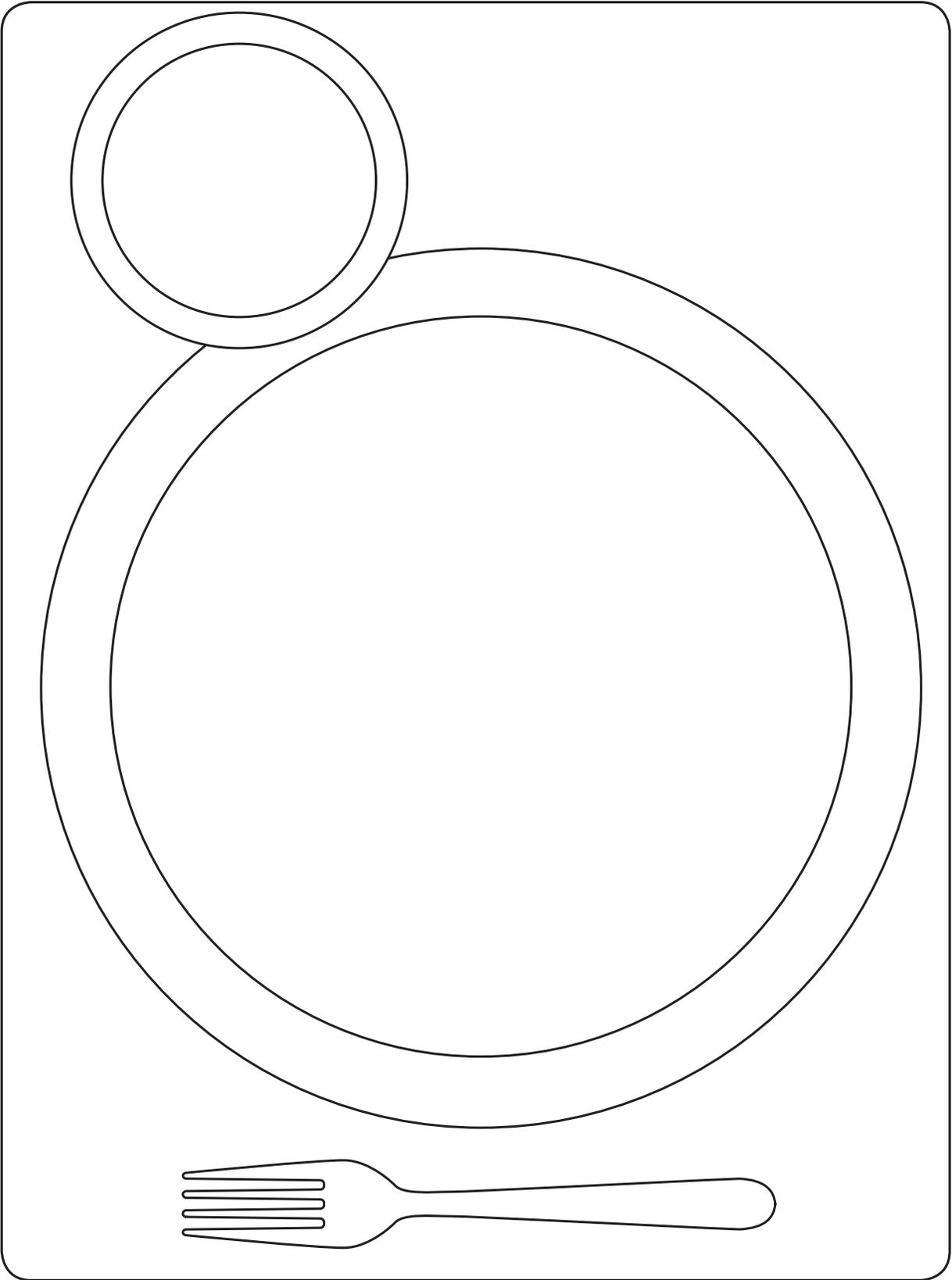




Handout 1a: My Favorite Snack

Name: _____

Snack: _____





Handout 1b: The All-Star Snack Song

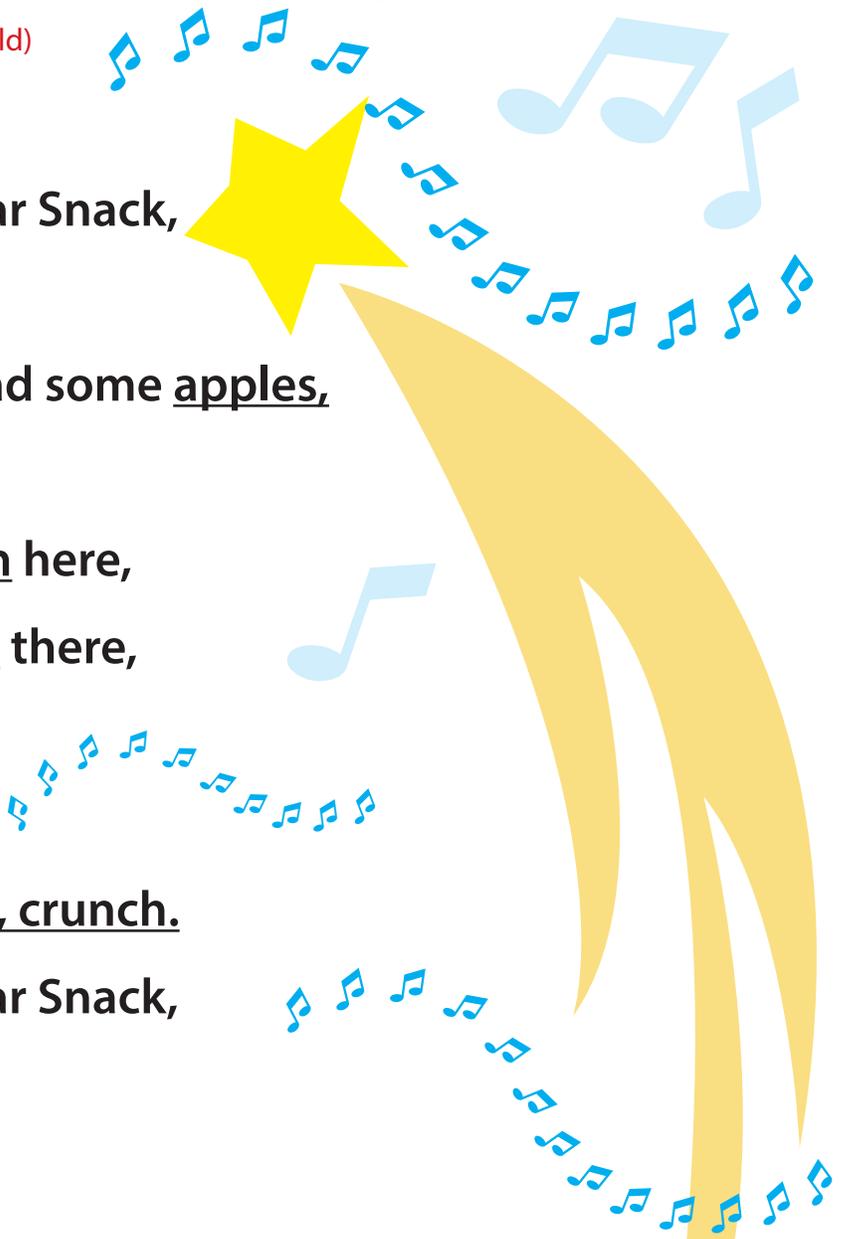
(Sung to the Tune of Old MacDonald)

Today I had an All-Star Snack,
S-N-A-C-K.

And for my snack I had some apples,
S-N-A-C-K.

With a crunch, crunch here,
And a crunch, crunch there,
Here a crunch,
There a crunch,
Everywhere a crunch, crunch.

Today I had an All-Star Snack,
S-N-A-C-K.



Note: Sing this song every time students eat a new snack food that is an All-Star Snack (from one of the five food groups). Sing the song replacing the underlined words above with the snack item and sound it makes when eating it.





Handout 1c: Astronauts Exercises

Astronauts must be in top shape to travel in space. People need to eat healthy foods and exercise to keep their bodies in top shape, too. Try this All-Star astronaut's workout.



STAR GAZER STRETCH:

Reach up to the sky and try to reach the stars. Lower your arms to the side, then reach again. [Repeat five times.]

MILKY WAY MARCH:

March in a circle around the room and back to your place. [20-30 seconds]

ROCKET SHIP RUN:

Run in place. Warm up and get ready for take off. [30 seconds]

LUNAR LEAPS:

Jump as high as you can in the air, then once forward and once backward.

EXTRATERRESTRIAL TOE TOUCHES:

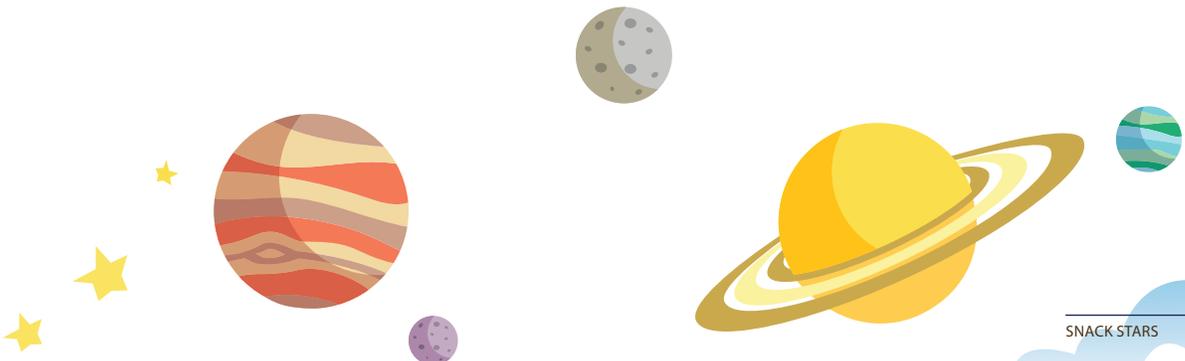
Touch your toes, ten times.

PLANET PUSH UPS:

Do eight push ups, one for each planet. Can you name all eight planets?

CONSTELLATION COOL DOWN:

Sit down at your desk or table. Close your eyes and breathe deeply five times. Relax as you imagine staring into a starry sky. [You can also do this lying down on the floor.]



Snacktivity 2: Anytime Snack Sort



Time

30-45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Students learn what “anytime” vs. “sometimes” snacks are, cut out pictures of snack foods, and work in small groups to sort their snacks into different categories.

Objectives

Students will...

1. List healthy snack choices from all five food groups.
2. Demonstrate understanding of the difference between “sometimes” vs. “anytime” snacks.
3. Sort pictures of snack foods into categories.
4. Set a goal to try a new “anytime” snack.
5. Optional - Make and taste a healthy snack.

Materials

- magazines and/or weekly store ads
- scissors
- MyPlate poster
- *handout 2a, All-Star Snacks*, one per student
- *Snack Stars Family Page, page 21*, one per student
- (optional) food for snack - page 21

WORDS TO KNOW

- “sometimes” snacks
- “anytime” snacks

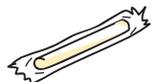


Get Ready

Write the Words to Know on the board.



- “sometimes” snacks: snacks you should eat only once in awhile, such as chips and cookies.
- “anytime” snacks: healthy snacks you can eat every day, such as fruits, vegetables, low-fat dairy foods and whole grains..





Introduction: Sometimes vs. Anytime Snacks

1. Remind students they are working on becoming *Intergalactic Snack Star Heroes* and that today they'll discover more about healthy snacks.
2. Re-introduce the five food groups: fruits, vegetables, grains, protein, and dairy. Distribute **handout 2a, All-Star Snacks**. Discuss/brainstorm a few examples in each food group.
3. Write the phrases: "**anytime**" snacks and "**sometimes**" snacks on the board. Explain that healthy snacks are anytime snacks from the five main food groups. [Provide examples.] We can choose these anytime. Less healthy snacks - such as chips, soda and candy - are sometimes snacks that we should choose only once in awhile. Sometimes snacks do not contain many nutrients (learned in Snacktivity 1) and have added sugar, fat, and salt we don't need.
4. Tell students that fruits, vegetables, whole grains, and fat-free and low-fat dairy foods like milk and yogurt are anytime snacks that many children and adults don't eat enough of. We all should try to eat more of these.

The Lesson

Cut It Out!

1. Arrange students in groups. Hand out magazines or grocery store ads that contain pictures of food.
2. Allow students 10-15 minutes to cut out pictures of snack foods. Remind them that snacks can be something you eat or drink, and that they can choose "anytime" or "sometimes" snacks. Tell them to try to find snacks from as many of the five food groups as they can.

Sort It!

3. Tell students to work as a group to sort their snacks. Give suggestions for how they might sort them. Let each group choose how to sort their snacks. Allow time for groups to share with the class the way they sorted their snack foods.

4. As time permits ask groups to re-sort their snack pictures...

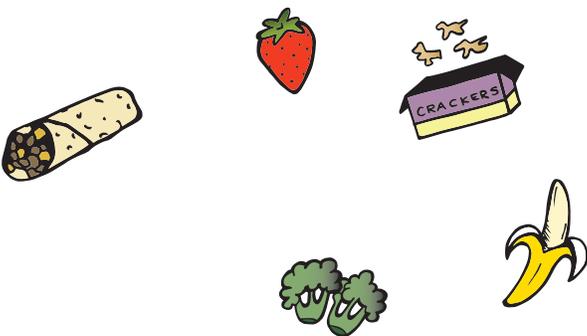
- by "sometimes" vs. "anytime snacks" (discuss results by group)
- by color
- by shape
- by texture
- by food group
- by size – use rulers or cubes
- by how we eat them (warm or cold)
- by beginning letter (vowel or consonant)

Count It!

5. Each time students finish sorting, have them count, using one-to-one correspondence, to see how many snack items they had in each group. Groups could compare the amounts using phrases such as "more than" and "less than".

Finish It!

6. Set a goal: Ask students to set a goal to try a new "anytime" snack this week. Tell them to write the snack they tried on the **Snack Stars Family Page**, pg. 21 and bring it back to school.
7. Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.



All-Star Snack**FLYING SAUCERS AND MILKY WAY RANCH DIP**

Serving size: about 2 tablespoons each

Serves 8

INGREDIENTS

1 cup fat-free plain Greek yogurt
¾ teaspoon garlic powder
1 teaspoon onion flakes or ½ teaspoon onion powder
½ teaspoon dried dill weed
¼ teaspoon Worcestershire sauce (optional)
¼ teaspoon cayenne pepper
dash of salt
cucumber rounds (or any veggie cut in circles)

DIRECTIONS

Stir ingredients together gently, until well-mixed.
Serve with cucumber rounds for dipping.

No time to make this snack?

There are many yogurt-based vegetable dips. Check the refrigerated dips section of your grocery store. You can also buy baby carrots or already cut veggies for dipping.

Wrap Up

Remind students that they...

- **Learned** what an anytime vs. a sometimes snack is, and practiced sorting snack foods into food groups and categories.
- **Set a goal** to try a new "anytime" snack. Tell them to talk about their goal with someone at home who can help them remember it and to write it on the Family Page.
- **Tasted (if completed)** a healthy snack. Send home the **Snack Stars Family Page**, page 21.

Learning Check: Have students stand by their desks or seats. Call out the names of different snacks, e.g., banana, or cookies. Have students sit down if the snack is a "sometimes" snack, or stay standing and raise both their arms in the air in an "up, up" gesture if it's an "anytime" snack.

Just for Fun: Remind students that they are discovering facts and information about healthy snacks, just like astronauts do about space. Do the get-moving transition activity - **handout 1c, Astronaut Exercises.**

 **Don't forget to sing the All-Star Snack Song**

(Handout 1b)

**Bonus Ideas**

1. **Bulletin Board:** Students can make a bulletin board with all the pictures they cut out. Divide the board into "Anytime" vs. "Sometimes" Snacks and title the board: "Snacks We Love." Make the board interactive by putting all the cut out snack pictures in a large, plastic gallon-size bag. Pin the bag in the middle of the board and allow students to come up one by one and pin a few snacks on the board.
2. **Math Snacks:** Older students can do this Snacktivity with this math-focused addition. Use grocery store ads/circulars instead of magazines. Give them a dollar amount to spend. Remind students when they cut out the snacks to retain the prices. After they sort their snacks into groups they would have to decide which snacks they can buy with the money they have.
3. **Wants Vs. Needs:** Discuss the basic concept of wants and needs and how food is a necessity for humans. Explain that there are different foods that we may want (sometimes foods) but that are not great for our bodies. Pass out one or two of the cut out food pictures to each student. Place two paper bags up front, one with a NEED label and one with a WANT label. Have students come up and place their pictures in the correct bag. When done, take their pictures out of the bags and talk about them.
4. **Snack Data Chart:** Have students pick one favorite "anytime" snack from their cut out pictures. Make a data chart using poster board, or chart paper, and have students paste their picture into the correct food group column. Remind students that they must choose a healthy snack that fits into one of the five main food groups.
5. **Comparison Writing About Snacks:** Have students journal/write about their favorite anytime or sometimes snack. Older students could do a comparison writing of two snacks.



FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

FLYING SAUCERS AND MILKY WAY RANCH DIP

Serving size: about 2 tablespoons each

Serves 8

INGREDIENTS

1 cup fat-free plain Greek yogurt

¾ teaspoon garlic powder

1 teaspoon onion flakes or ½ teaspoon onion powder

½ teaspoon dried dill weed

¼ teaspoon Worcestershire sauce (optional)

¼ teaspoon cayenne pepper

dash of salt

cucumber rounds (or any veggie cut in circles)

DIRECTIONS

Stir together until blended. Serve with cucumber rounds for dipping. Dip keeps for three days in the refrigerator.

Another Way: Change this dip by changing the veggies. Use any veggies you like.

All-Star Tip: Healthy veggies give kids fiber, vitamins, and minerals they can't get from other foods. Yogurt gives kids protein, plus bone-building calcium and vitamin D. Encourage kids to eat more veggies and dairy foods!

What We Learned: We learned that "anytime" snacks are healthy snacks that are from the five food groups that we can eat every day. "Sometimes" snacks are snacks we should eat only once in awhile like chips, candy and soda.



Homework: Anytime Snacks

Name: _____

Directions: Answer these two questions then draw a picture.

What healthy anytime snack did you try? _____

Did you like it? Yes or No. Circle your answer.

Draw a picture of it:

Please keep the recipe and return the bottom of this page to school. Thank you.





Handout 2a All-Star Snacks

All Star Snacks

Eat All Star Snacks From The Five Food Groups Every Day

	STRAWBERRY	BANANA	GRAPES	JUICE	WATERMELON	ORANGE	RAISINS
	BROCCOLI	TOMATOS	CARROT	PEAS	CORN	CUCUMBER	CELERY
	ANIMAL CRACKERS	MUFFIN	BREAD	PASTA	WHOLE-GRAIN BAGEL	CEREAL	RICE
	EGG	BURRITO	PEANUT BUTTER	TUNA	STEAK	FISH	BAKED BEANS
	YOGURT	CHEESE STICK	WHITE MILK	PUDDING	COTTAGE CHEESE	CHOCOLATE MILK	CHEESE CUBES

Snackivity 3: Time to Snack!

Time

45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Students discuss the time of day they eat breakfast, lunch, dinner, and snacks. They create *Edible Snack Clocks* and use them to practice identifying numbers 1-12 and telling time.

Objectives

Students will...

1. Discuss the time of day many children and adults eat snacks, such as mid-morning, after school or before bedtime.
2. Create and edible snack clock.
3. Practice recognizing numbers 1-12, and telling time.
4. Set a goal to try something new for an after-school snack this week. Check the time.
5. Optional - Make and taste a healthy snack.

Materials

- 2 pretzel sticks per student
- crayons or markers
- teaching clocks (digital and analog)
- MyPlate poster or *handout 2a, All-Star Snacks*
- *handout 3c, Time to Snack*, one per student
- *Snack Stars Family Page*, pg. 26, one per student
- (optional) food for snack, pg. 25

WORDS TO KNOW

- snack
- p.m.
- a.m.
- noon

Get Ready

Write the *Words to Know* on the board or make vocabulary word cards for display.

- **snack:** a small serving of something we eat between meals when we are hungry
- **a.m.:** described in the lesson
- **p.m.:** described in the lesson
- **noon:** the middle of the day

Use the MyPlate Poster or *All-Star Snacks handout 2a*, to review the five food groups. Review the names of the food groups and, if desired, the gesture for each group (see page 10).



Introduction: Why do we need snacks?

1. Begin the activity by redefining the difference between snacks and meals.
2. Discuss with students:
 - They need to eat nutritious foods to grow, to have energy and to stay healthy.
 - They need healthy food all day long. Sometimes three meals are not enough, so we need healthy snacks.
3. **Ask: What time is it when you eat breakfast, lunch, dinner, and snacks?** Explain: most adults and kids eat snacks between meals a few times a day.

The Lesson

Learn It!

Review how to tell time using the teaching clocks. Depending on the students' understanding of time, emphasize number recognition, or times on the hour and half-hour. If students are advanced enough, discuss the meaning of a.m. and p.m.

- **a.m.** – you can describe this to young students as “all morning,” or by its Latin roots - ante meridiem (a.m.).
- **p.m.** – describe as post midday (p.m.), after noon, or after lunchtime, by its Latin roots – post meridiem (p.m.).

Make It!

1. Have students thoroughly wash their hands with warm water and soap.
2. Give each student two pretzel sticks and **handout 3a, Time to Snack**. Tell them to nibble or break one pretzel stick to make it a little shorter than the other one. Explain that the sticks are the clock's hands. Use a model clock or draw a clock on the board for demonstration.
3. Ask these questions and have students follow your lead to create the time using the **Time to Snack handout** and pretzel sticks for clock hands.
 - Imagine you just woke up. You look at the clock. [Show or draw a clock reading 7:00.] What time is it?

- You walk in the kitchen and someone is fixing a bowl of cereal and milk. What meal is it at 7:30 in the morning? [breakfast] What are some nutritious foods from the five food groups you can eat for breakfast?
- It's after breakfast and you are getting ready for school. Don't forget to brush your teeth! [Show or draw a clock reading 7:45.] What time is it?
- It's been awhile since breakfast but it's not lunchtime. [Show or draw a clock reading 10:00.] What time is it? You are hungry for a snack. What will you eat for a snack?
- It's time for lunch and you are hungry! [Show or draw a clock reading noon.] You wonder what they are serving for lunch in the cafeteria at your school. What time is it? What is your favorite school lunch? Do you drink white or chocolate milk?
- You just got home from school and it's been a long day! Grandma gives you an apple and a piece of cheese for a snack. [Show or draw a clock reading 4:00.] What time is it? What is your favorite after school snack? What food group is it in?
- You play with your friend Conner in his yard after school. It's getting dark outside. Mom calls you for dinner. [Show or draw a clock reading 6:00.] What time is it?
- You're getting tired. It's almost time for bed. Your big sister asks you if you would like to share some peanut butter and crackers with her. Don't forget the milk! [Show or draw a clock reading 8:30.] What time is it?

Finish It!

4. **Set a goal:** Encourage students to try a new kind of healthy snack after school this week. Tell them to look at the clock and to record, with adult help if needed, what time they ate their snack. Have them write their answer on the **Snack Star Family page**, pg. 26, and bring it back to school.
5. Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.



All-Star Snack

EDIBLE SNACK CLOCKS

Serving size: 1 each

Serves 12

INGREDIENTS

12 small, 6-inch, tortillas

1 bag pretzel sticks

1 box raisins or other dried fruit e.g. cranberries

1 8-oz. container spreadable cream cheese, plain or flavored

sliced apples, bananas or shredded carrot (optional)

plastic knives

DIRECTIONS

Have students spread cream cheese onto their tortillas. Give them 12 raisins and have them make a clock face placing the raisins where the numbers go. Explain that sometimes clocks don't have numbers.

SAY: *It's snack time! What time is it?* Have them make the time with their clocks. Hand out more pretzels and raisins and have them put them on their tortillas. Tell students they can break the pretzels into smaller pieces if they wish. You can also add sliced apples or banana, or shredded carrots. Have them roll up their Edible Snack Clocks and eat them. What time is it when they finish?

Wrap Up

Remind students that they...

- **Learned** why people eat snacks and what time of day people usually eat snacks, and practiced counting and telling time.
- **Set a goal** to try a different kind of healthy, "anytime" after school snack and to record or remember the time they ate it.
- **Tasted (if completed)** a healthy snack. Send home **Snack Stars Family Page**, pg. 26.



Don't forget to sing the All-Star Snack Song

(Handout 1b)

Learning Check: Have students stand by their desks or seats. Call out common times to snack, and have students make the times with their bodies, using their arms as clock hands.

Example:

- It's 10:00 in the morning, what anytime snack are you [Kelly, Sam, Assad] eating?
- It's 4:00 pm, after school; what anytime snack are you [Rachel, Marquis, Megan] eating?
- It's 7:00, almost bedtime! What anytime snack are you [Jackson, Amber, Tiffany] eating?

Just for Fun: Remind students that they are discovering facts and information about healthy snacks, just like astronauts do about space. Do the get-moving transition activity - **handout 1c, Astronaut Exercises.**

Bonus Ideas

1. **Bulletin Board Idea:** Make a big clock. Then have students draw pictures of their favorite morning, afternoon, and evening snack and put them around the outsides of the clock next to the coordinating time.
2. **More Time-telling:** Older students can tell time on the half- or quarter-hour. Younger students could still make a clock but use their clock for number recognition, counting, addition, or subtraction.
3. **Riddle Fun:** Have students create a riddle or poem about their after school snack. Give them some directions to follow, e.g., your riddle must be 4 sentences; You must include the color of the snack and how you like to eat it, etc. See if they can guess each other's riddles.
4. **Snack Clock Data Chart:** When the students return their Snack Clocks, work with them from the Family Page homework to make a data chart showing what time students ate snacks, to the nearest hour or half-hour, e.g., 3:00 pm, 3:30, 4:00, 4:30, etc.

FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

EDIBLE SNACK CLOCKS

Serving size: 1 each

Serves 1

INGREDIENTS

1 small flour tortilla or 1 rice cake
spreadable cream cheese,
plain or flavored
raisins
pretzel sticks

★ Look for cream cheese
labeled high protein
★ for more nutrition.

DIRECTIONS

Spread cream cheese on a tortilla or rice cake. Make a clock face using 12 raisins and two pretzel sticks. Practice telling time on the Edible Clock. Add more raisins and broken pretzel pieces and roll up (if a tortilla) and eat.

Another Way: Use apple-cinnamon or chocolate rice cakes and use peanut butter or another nut butter instead of cream cheese.

All-Star Tip: Buy whole grain tortillas when possible. They contain more fiber, vitamins and minerals. Look for the words whole wheat on the ingredient list. They should appear first on the list.

What We Learned: We learned that most people eat a few snacks every day and that we need healthy snacks to help us grow and to have energy to play and learn.

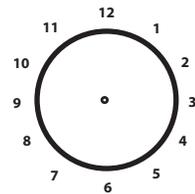


Homework: What time do you snack?

Name: _____

Directions: Look at a clock when you are eating an after school snack.

What time did you eat? Draw it on the clock.



What did you eat? _____

What food groups are in your snack? Circle all:

fruits

vegetables

dairy

protein

grains

Please keep the recipe and return the bottom of this page to school. Thank you.

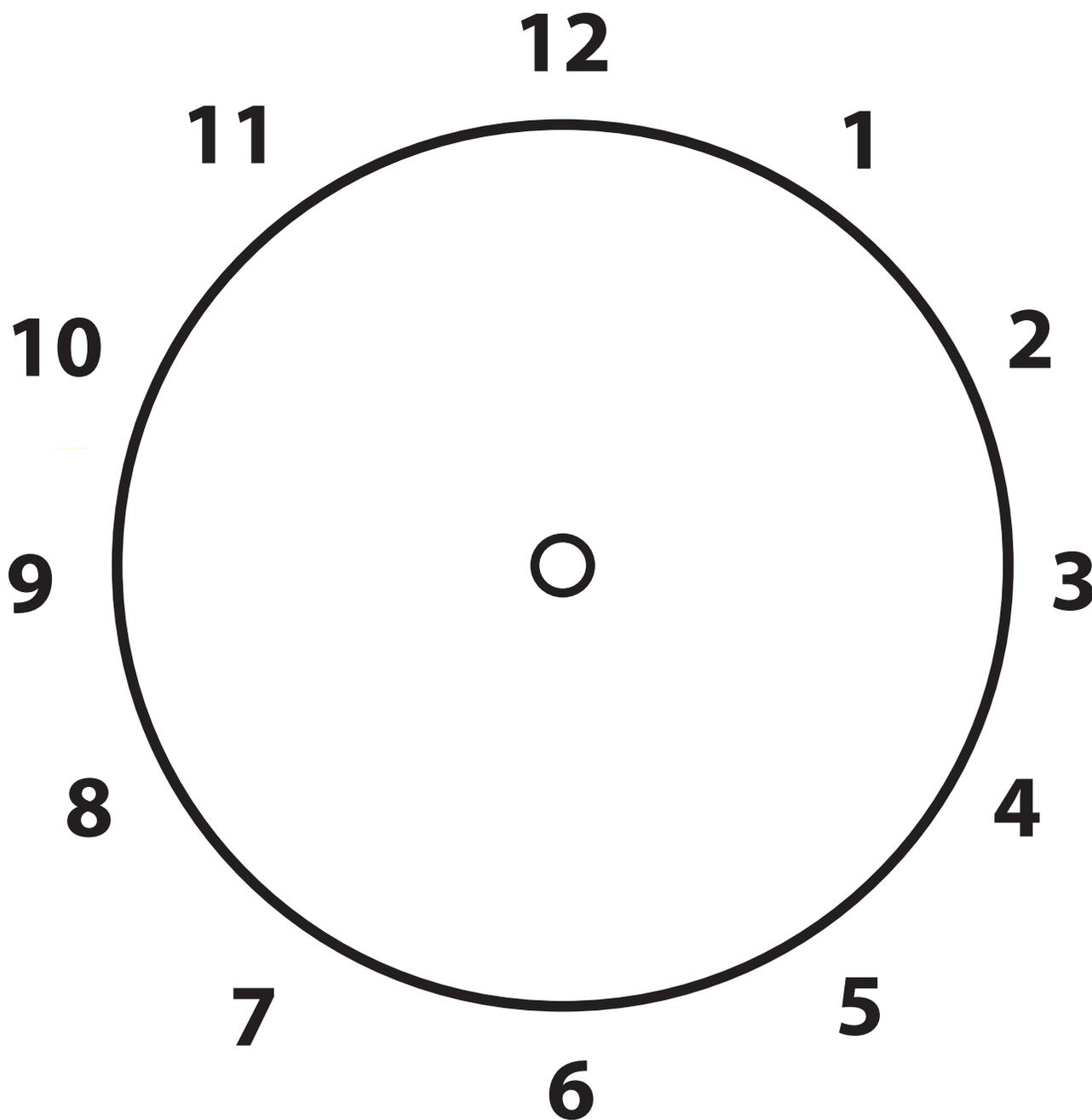




Handout 3a: Time to Snack

Name: _____

Snack: _____



Snackivity 4: Intergalactic Dairy Snacks



Time

45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Students learn while reading a story, where dairy foods come from and why it's important to eat snacks from the dairy group.

Objectives

Students will...

1. List foods in the dairy group and describe why we need dairy foods in our diet.
2. Learn about where dairy foods come from by reading a downloadable coloring book: *Milk from Farm to Table*.
3. Set a goal to try a new dairy snack.
4. Optional - Make and taste a healthy snack.

Materials

- crayons and or markers for coloring
- *handout 2a, All-Star Snacks*, one per student
- *Milk from Farm to Table* coloring book, one per student. Download at www.milkmeansmore.com. Choose "Schools", "Nutrition Education", then "Resources for K-2".
- *Snack Stars Family Page*, pg. 31, one per student
- (optional) food for snack - pg. 30

WORDS TO KNOW

- dairy
- Choose words from the coloring book as appropriate for your class.



Get Ready

Write the Words to Know on the board or make vocabulary word cards for display.



- **dairy:** one of the five food groups. Dairy foods come from a cow and are made with milk. Dairy foods make your bones and teeth strong.
- **other words from the coloring book:** [Choose as appropriate for your class.]



Introduction: Foods in the Dairy Group

1. Begin the activity by re-introducing the five food groups: fruits, vegetables, grains, protein and dairy, using a MyPlate poster or **handout 2a, All-Star Snacks**. If desired, review the gestures for each group.
2. Discuss with students that there are healthy snacks in all five of the food groups but that today, you'll be focusing on snacks in the **dairy** group. Define dairy. Ask students to name as many dairy foods as they can think of.
3. Explain that many children and adults do not eat the required number of dairy servings each day and that dairy foods are important to help your bones and teeth become stronger. Explain that most children and adults need to consume 2-3 servings of dairy foods every day. Brainstorm ways you might include a dairy for food breakfast, lunch, dinner and snacks.
4. Tell students that low-fat dairy foods such as milk and yogurt are "anytime" snacks and that both children and adults should try to eat more of these.

The Lesson

Ask It!

1. Ask students if they know where dairy foods come from? [milk, from a cow].
2. Explain that it takes several people, with different jobs, to make milk and other delicious dairy foods for us to eat and drink.

Read It!

3. Distribute copies of the Milk from Farm to Table coloring book. Read the book aloud. Have students listen and look for the different jobs people have to make milk and other dairy foods.

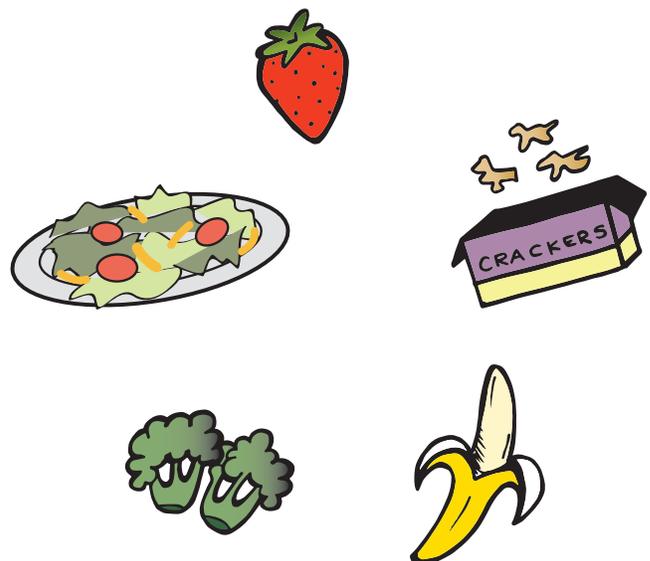
Remember It!

4. When finished ask students these questions:
Whose job is it to...
 - Milk the cows? [dairy farmers with machines]
 - Empty the storage tank? [tanker truck driver]
 - Drive the milk to the dairy plant? [tanker truck driver]
 - Make the milk into milk, cheese and yogurt [dairy plant workers]
 - Put it on shelves in the grocery store? [grocers]
 - Buy the milk in the store? [you, your family]And...
 - What are some different kinds of milk or dairy products you saw in the book?

5. Allow students time to color the pages of the coloring book.

Finish It!

6. Set a goal: Ask students to set a goal to eat an "anytime" snack from the dairy group this week. Suggestions: milk, chocolate milk, pudding, yogurt, cheese, cottage cheese, string cheese etc. Tell them to use the **Snack Stars Family Page**, page 31, to record what they ate.
7. Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.



All-Star Snack

INTERGALACTIC MAGIC PUDDING

Serves 12. Serving size: 1/3 cup each

INGREDIENTS

- 1 (20-oz) can pineapple chunks in natural juice, drained
- 2 diced apples or ½ pound seedless grapes cut in half
- 2 bananas, sliced
- 1 ¾ cups fat free milk
- 1 (5.1 oz.) box instant vanilla pudding mix

DIRECTIONS

Combine pineapple, apples or grapes, sliced banana and milk in a bowl. Stirring very slowly, sprinkle pudding (while stirring) over fruit. Let stand five minutes to set.

No time to make this snack?

Try...

- A new flavor of yogurt
- Cheese and whole grain crackers
- A few kinds of flavored milk and graham crackers

Wrap Up

Remind students that they...

- **Learned** why dairy foods are good for your body and that you need 2-3 servings of dairy a day.
- **Set a goal** to try a new “anytime” dairy snack. Tell them to talk about their goal with someone at home who can help them remember it.
- **Tasted (if completed)** a healthy snack. Send home the *Snack Stars Family Page*, pg. 31

Don't forget to sing the All-Star Snack Song

(Handout 1b)

Learning Check: Have students write an acrostic poem about dairy using what they learned in the lesson and in the coloring book. Example:

DAIRY...

1. **D**oes the body good
2. **A**nimals called cows make dairy foods
3. **I** love eating cheese sticks to get my dairy
4. **R**eally good for your bones
5. **Y**ou need 2-3 servings a day

Just for Fun: Remind students that they are discovering facts and information about healthy snacks, just like astronauts do about space. Do the get-moving transition activity - **handout 1c, Astronaut Exercises.**

Bonus Ideas

1. **Read More:** Read a book about where milk comes from, such as *The Milk Makers*, by Gail Gibbons; *Milk, from Cow to Carton*, by Ailiki; or *Out and About at the Dairy Farm*, by Andy Murphy and Anne McMullen.
2. **Watch a Video:** Watch the online video *Milk From Farm to Table* in the Schools section of this Web site: www.MilkMeansMore.org. Older students (grade 2) can complete the online worksheets that go with the video.
3. **Field Trip:** Schedule a field trip to a local dairy farm. If you need help locating a dairy farm near you, contact the United Dairy Industry of Michigan at 800-241-6455.
4. **Milk Data:** Taste-test a few different kinds of milk (fat-free, 2%, chocolate, strawberry) and graph the students' favorites.



FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

INTERGALACTIC MAGIC PUDDING

Serving size: about 1/3 cup

Serves 12

INGREDIENTS

1 (20-oz) can pineapple chunks in natural juice, drained
2 diced apples or 1/2 pound seedless grapes cut in half

2 bananas, sliced
1 3/4 cups fat-free milk
1 (5.1 oz.) box vanilla instant pudding

DIRECTIONS

Combine pineapple, apples or grapes, sliced banana and milk in a bowl. Stirring very slowly, sprinkle pudding (while stirring) over fruit. Let stand five minutes to set.

Another Way: Change this by using another kind of pudding and different fruits. Make sure the pudding is instant.

All-Star Tip: Dairy snacks help build strong bones and teeth. Try to eat more dairy foods such as low-fat plain or flavored milk or yogurt and low-fat cheese at snack time.

What We Learned: We learned that we need to eat dairy foods to keep our bones and teeth strong and that there are many delicious dairy snacks.



Homework: Dairy Snacks

Name: _____

Directions: Try a new anytime dairy snack. Answer these questions.

What dairy snack did you try? _____

Circle the words that describe your snack. Ask an adult if you need help reading the words.

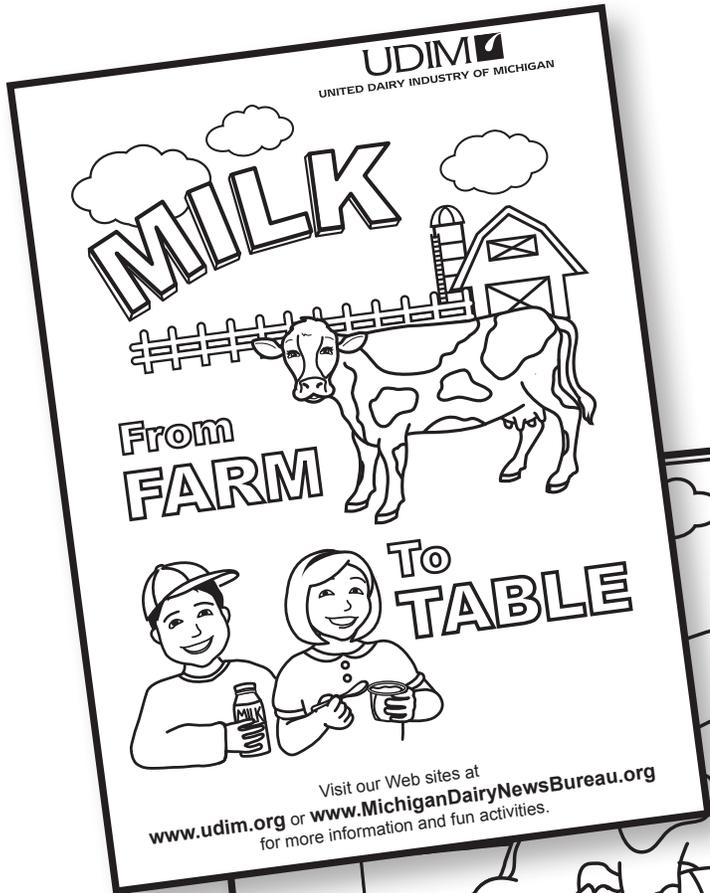
- | | | | | | |
|-----------|------------|--------|----------|--------|---------|
| bitter | creamy | divine | melting | smooth | tough |
| bite-size | dry | dry | messy | spicy | warm |
| bland | hard | fluffy | milky | sugary | wet |
| bold | chewy | fresh | moist | sweet | whipped |
| bubbly | chocolatey | gooey | salty | tangy | yummy |
| buttery | chilled | hard | shredded | thick | yucky |
| cheesy | crispy | icy | soft | thin | |
| chewy | crunchy | mashed | | | |

Please keep the recipe and return the bottom of this page to school. Thank you.

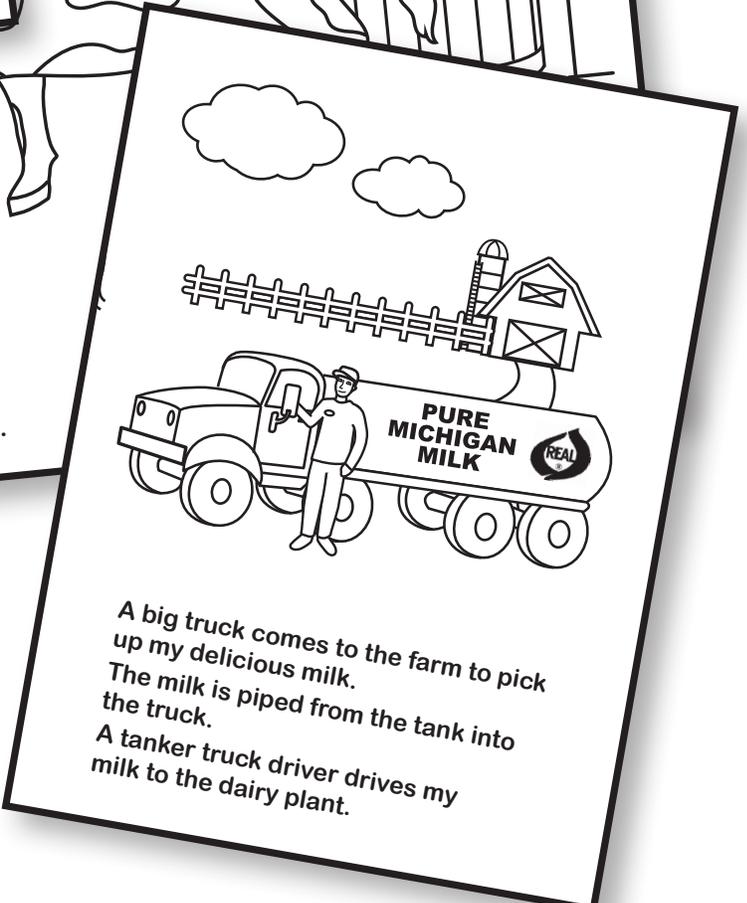


Handout 4a: Milk From Farm to Table Coloring Book

Download at www.milkmeansmore.com. See the directions for downloading under Materials, pg. 28.



Sample pages from the Milk From Farm to Table Coloring Book.



Snackivity 5: All-Star Snackers – Spread the Word

Time

45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Following a general discussion about eating a variety of healthy snacks students will create advertisements and advocate for their favorite healthy snacks.

Objectives

Students will...

1. Describe why it's important to eat a variety of foods, beverages, and snacks.
2. Encourage peers, through advocacy, to make a variety of healthy snack choices.
3. Set a goal to advocate for healthy snacks at home.
4. Optional - Make and taste a healthy snack.

Materials

- *handouts 5a, My All-Star Favorites, and either 5b or 5c, Try it You'll Like It, copied back to back, one per student*
- crayons or markers
- *Snack Stars Family Page, pg. 36, one per student*
- (optional) food for snack, pg. 35

WORDS TO KNOW

- variety
- advocate
- data

Get Ready

Write the *Words to Know* on the board or make vocabulary word cards for display.

- **variety:** many different kinds
- **advocate:** to support or argue for a cause [healthy snacks]
- **data:** a collection of facts, such as numbers, words, measurements, observations, or even just descriptions of things

Copy handouts 5a and either 5b or 5c back to back, one per student. Use cardstock instead of paper if it's available.





Introduction: Eat a Variety of Healthy Snacks and Drinks

1. Remind students what the five food groups are: fruits, vegetables, grains, proteins and dairy. If desired, review the gestures that go with each group (see page 10).
2. Talk about how foods from each group give the body different nutrients and, how if you eat a variety of different foods, you will give your body what it needs to grow and stay healthy. Define **variety**.

Explain that the body needs a variety of healthy foods to grow. Here are some of the main things foods in each food group do:

- Foods in the fruits group help cuts heal.
 - Foods in the vegetables group help us see our best.
 - Foods in the grains group give us energy.
 - Foods in the protein group helps us build strong muscles.
 - Foods in the dairy group help us build strong bones and teeth.
3. Discuss that it's also important to consume a variety of nutritious drinks, such as water and fat-free or low-fat milk. Explain that many popular beverages, such as juice drinks, sports drinks, punch, pop, or soda should only be consumed once in awhile and in very small portions. Ask what students drink at snack time.

The Lesson

Learn It!

1. Tell students their job will be to inform the whole school about healthy snacks and drinks and to give them healthy snack ideas. [They will “advocate” for healthy snacks.] Talk about the meaning of the word **advocate**.

Create It!

2. Distribute **handout 5a, My All-Star Favorites**, and either **5b** or **5c, Try It You'll Like It!**, copied back to back, one per student.
3. Have students draw a healthy snack they like to eat or drink from each of the five food groups in the stars.
4. On the flip side (**handout 5b** or **5c**) they should draw a large picture of their favorite healthy snack and fill in the blanks. This will be the front side of their sign.

Share It!

5. Have students hold their signs with their healthy snack idea facing out and form two circles of equal students [an inside and an outside circle]. Each circle will move in a different direction. Tell students to walk (hop, skip, march, etc.) around the circle holding their signs and when you say

“Stop,” face the person in the other circle [inside or outside]. While facing each other, have students tell each other what their healthy snack idea is, why they think it is an awesome snack, and what they like best about it. Repeat as time permits, moving around the circle in different ways.

6. If desired, students can also share their signs and advocate for healthy snacks...
 - In another classroom;
 - To older or younger students;
 - In the cafeteria during school breakfast or lunch;
 - At a PTA/PTO meeting, all-school assembly, or school board meeting;
 - For parents at a party or other get together.

Finish It!

7. **Set a goal:** Set a goal to advocate for healthy snacks at home. Students should talk to whomever does the grocery shopping about buying healthy snacks. Tell them to use the **Snack Stars Family Page**, pg. 36, to record what they did.
8. Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.



Snack Break

YOGURT STARFAITS

Serves 12

INGREDIENTS

- 48 oz. low-fat or fat-free vanilla yogurt
- 4 cups cut-up fruit, any kind, fresh, frozen or canned
- 2 cups star-shaped (or other) cereal
- 2 star fruit

DIRECTIONS

In this order, layer in a bowl or cup: fruit, yogurt, fruit, and yogurt. Top with cereal and a few slices of cut star fruit.

To prepare star fruit: Wash fruit first. (Fresh star fruit may have dark brown on the tips of each section. That's normal.) With a paring knife, carefully cut the brown edges off of the fruit. Cut off the stem end. Slice star fruit into slices and remove seeds with a knife (there will be a few). Now you are ready to eat your star fruit!

No time to make this snack?

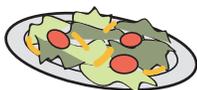
Instead try....

- *rice cakes and peanut butter*
- *cherry tomatoes and mini cheese chunks*
- *whole grain popcorn sprinkled with Parmesan cheese*

Wrap Up

Remind students that they...

- **Learned** why it's important to eat a variety of foods, beverages, and snacks. Encouraged peers, through advocacy, to make a variety of healthy snack choices.
- **Set a goal** to advocate for healthy snacks at home.
- **Tasted (if completed):** a healthy snack. Send home the *Snack Star Family Page*, pg. 36.



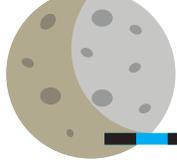
Don't forget to sing the
All-Star Snack Song

(Handout 1b)

Bonus Ideas

1. **Costumes Instead of Signs:** Younger students can make costumes instead of signs using large paper grocery bags. Pre-cut a large head hole and two arm holes in each paper bag, so that students can wear their bags. Cut out and glue the stars from handout 5a, on the front, and glue 5b or 5c on the back.
2. **Write a Letter:** Students can write a letter to their parents or the school foodservice director requesting healthy snacks.
3. **Group Poll:** (For older students) In small groups students work together to create a questionnaire to poll students in other classrooms to find out what they would choose for a healthy snack based upon the choices given on the questionnaire. The groups collect the data, then construct a chart using the data, and finally, present their chart and results to the class.
4. **Lunchtime Data Box:** Set up boxes, one for each food group in the cafeteria. Students, during their lunch period, could write down their favorite healthy snack and put it in the correct box. The students could compile the data and share it on the morning announcements, or on a bulletin board graph that is seen by everyone in the school.
5. **Daily Advocate:** Students could read daily/ weekly announcements, sharing the information on their healthy snack signs.





FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

YOGURT STARFAITS

Serves 6

INGREDIENTS

- 24 oz. low-fat or fat-free vanilla yogurt
- 2 cups cut-up fruit, any kind
- 1 cup star-shaped (or other) cereal
- 1 star fruit

DIRECTIONS

In this order, layer in a bowl or cup: fruit, yogurt, fruit, and yogurt. Top with cereal and a few slices of cut star fruit.

To prepare star fruit: Wash fruit first. (Fresh star fruit may have dark brown on the tips of each section. That’s normal.) With a paring knife, carefully cut the brown edges off of the fruit. Cut off the stem end. Slice star fruit into slices and remove seeds with a knife (there will be a few). Now you are ready to eat your star fruit!

Another Way: Change this parfait by using different kinds of yogurt, fruit, and cereal.

All-Star Tip: Have you ever tried frozen yogurt dots? Put some yogurt (any flavor) in a small plastic bag. Cut the tip off the bag. Squeeze the bag gently so a “dot” the size of a dime or nickel comes out. Squeeze onto a cookie sheet. Freeze until solid then enjoy this icy treat.

What We Learned: We learned that we should eat a variety of different kinds of snacks to stay healthy.



Homework: Snack Stars Spread the Word

Name: _____

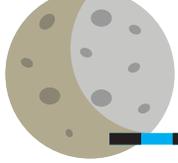
Directions:

Tell someone at home why we need to eat healthy snacks. Together, make a list of three healthy snacks you could buy next time you shop. What food group are they in? Choose foods from three different food groups.

Healthy Snack	Food Group

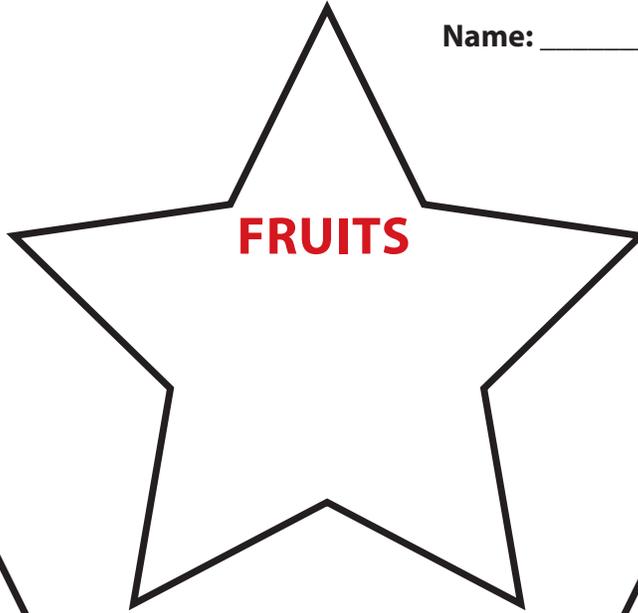
Please keep the recipe and return the bottom of this page to school. Thank you.

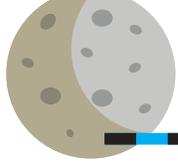




Handout 5a: My All-Star Favorites

Name: _____





Handout 5b: Try It! You'll Like It. (younger students)

Need a Healthy Snack Idea?

Eat _____

They are in the _____ group.





Handout 5c: Try It! You'll Like It. (older students)

Need a Healthy Snack Idea?

Eat _____

They are in the _____ group.

They help you _____.

I like to eat it _____.



Snackivity 6: Snack Star Heroes to the Rescue



Time

30-45 minutes – The Lesson
15 minutes – All-Star Snack

Overview

Students take part in reciting an echo chant which reinforces the health benefits of each food group. They get a Snack Star Hero badge to wear to celebrate the end of the program.

Objectives

Students will...

1. Review the five food groups.
2. Identify a specific health benefit of each food group.
3. Set a goal to be a Snack Star Hero, and to try to eat healthy snacks most of the time.
4. Optional - Make and taste a healthy snack.

Materials

- MyPlate poster
- crayons and or markers
- *handout 6a, Snack Star Hero Badges*, duplicated, one per student
- *handout 6b, Snack Stars Heroes to the Rescue - Echo Chant*, one copy
- *Snack Stars Family Page*, pg. 43, one per student
- (optional) food for snack, pg. 42

WORDS TO KNOW

- MyPlate
- Grains
- Fruits
- Protein
- Vegetables
- Dairy



Get Ready

1. Review the meaning of MyPlate and the five food groups.
2. Review the *Snack Star Heroes to the Rescue* echo chant. Be able to lead it with plenty of expression and enthusiastic gestures. Decide whether you want the students to do the chant sitting, standing or both.
3. Duplicate and cut apart handout 5a, *Snack Star Hero Badges*. Each student gets one badge.
4. Display the MyPlate poster so it is visible to all students.





Introduction: Healthy Eating Review

1. Introduce the lesson by reviewing the meaning of the Words to Know, and the five food groups of MyPlate. Ask the class questions such as:
 - Can you name foods in the fruits, vegetables, grains, protein and dairy groups?
 - Can you name a food in each group you would eat for breakfast [lunch, dinner, snack]?
 - Can you think of a fruit, vegetable, protein, etc. that begins with the letter C, B, P, S, etc.?
 - Can you think of a fruit, vegetable, protein, etc. that has one, two or three syllables?
 - Can you think of a fruit, vegetable, protein, etc. that rhymes with horn [corn], silk [milk], feet [meat] etc.?
2. Remind students that through the Snack Stars program, they have been working on becoming more like astronauts. Astronauts discover things about space, while they have discovered more about a very important health habit – eating healthy snacks.
3. Ask students if they remember why eating healthy food is important. [Accept all reasonable responses.] Remind them that healthy and nutritious meals and snacks help you grow, have energy, and stay healthy.

The Lesson

Set the Stage!

1. Ask for a show of hands:
 - How many have seen a space or rocket launch on TV before?
 - How many have watched a TV show or movie about outer space?
 - How many have played a video game that is set in outer space?
 - How many have read a book about outer space?

Read It!

2. Explain to students that they will take part in a pretend trip into space. If they make it through the journey, they will become **Super Galactic Snack Star Heroes** and will get a badge. Teach the class the first chorus of the echo chant. In an echo chant the teacher says a line and does an accompanying gesture. Then students repeat the line and gesture.
3. Practice the first chorus until students are familiar with how the chant is done. Then lead

them through the entire chant.

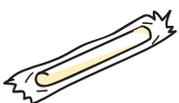
4. **Remember:** students repeat every line after the educator.
 - Educator's lines are in regular type
 - Student's lines are in **bold**
 - Gestures are in parentheses ()

Act it Out!

5. Use **handout 6b, Snack Star Heroes to the Rescue - Echo Chant** to lead the class in the chant.

Finish It!

6. Set a goal to eat healthy snacks from the five food groups most of the time and to tell someone at home about it.
7. Make the All-Star Snack (optional) and sing the **All-Star Snack Song, handout 1b**, or proceed to Wrap Up.





All-Star Snack

SPACE SHUTTLE TRAIL MIX

Serving size: ¼ cup

Serves 24

INGREDIENTS

- 1 cup raisins or yogurt-covered raisins
- 1 cup tiny pretzel twists
- 1 cup bear-shaped graham crackers
- 1 cup animal crackers
- 1 cup oat cereal
- 1 cup fish-shaped crackers
- 1 cup chocolate-covered candies

DIRECTIONS

Combine all together in a large bowl and mix well. Store in an airtight container.

No time to make this snack?

Instead try...

- *Yogurt covered raisins (moon rocks)*
- *A whole grain granola bar and milk*
- *Mini bagels and peanut butter or a new flavor of cream cheese*

Learning Check

Ask students: IF your parents asked you what you learned about healthy eating today what would you tell them? Summarize:

- Each of the food groups helps your body in a different way.
- You may not run into any meteor showers or force fields but you will still need energy to learn and play. You will still need strong bones and muscles. You will still need to see in the dark. And you will still probably have cuts that need to heal. Eating foods from all five of the food groups will help your body do all these things.
- That's why it's important to choose snacks and the other foods you eat throughout the day from the five food groups.

Award the Snack Star Badges

1. Let the class know that for their outstanding bravery and wise snack choices they each deserve a special badge.
2. Hand out the intergalactic snack star hero badges to each student. Have them write their names on the badges. Give them time to decorate the badges. Cut them out and attach them with safety pins or double sided tape to their shirts.

Bonus Ideas

1. **Another Adventure:** Have the class work together to write a new adventure for the Intergalactic Snack Stars... in a jungle, in a polar setting, on a different planet, under water etc.
2. **Draw a Comic:** Once the Snack Stars echo chant in the lesson is finished draw the story as a giant comic strip. Divide mural paper into panels and have student teams complete the panels according to the story. Assign each team a portion of the story to illustrate. Display the comic strip in the hallway.
3. **Act it Out:** Have the students present the Snack Star echo chant to another classroom, parents, or at a school assembly to showcase what they learned.

Wrap Up

Remind students that they...

- **Learned** a specific health benefit for each of the five food groups of MyPlate.
- **Set a goal** to eat healthy snacks from all five of the food groups most of the time and to tell someone at home about it.
- **Tasted (if completed)** a healthy snack. Send home the *Snack Stars Family Page*, page 43.





FAMILY PAGE

At Home You Can Make this Easy All-Star Snack

SPACE SHUTTLE TRAIL MIX

Serving size: ¼ cup

Serves 24

INGREDIENTS

- | | |
|---|---------------------------------|
| 1 cup raisins or yogurt-covered raisins | 1 cup animal crackers |
| 1 cup tiny pretzel twists | 1 cup oat cereal |
| 1 cup bear-shaped graham crackers | 1 cup fish-shaped crackers |
| | 1 cup chocolate-covered candies |

DIRECTIONS

Place all ingredients in a large bowl and mix well. Store in an airtight container.

Another Way: Change this by using another kind of dried fruit, such as cherries or cranberries, and different kinds of cereal in place of some of the crackers.

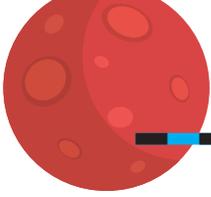
All-Star Tip: Serve ice cold milk with snacks. Many children do not get the recommended 3 servings of dairy every day.

What We Learned: We learned that we need to eat meals and snacks from the five food groups. We also learned how each food group helps us grow stronger and become healthier.

Fun and Healthy Snack Combos for Kids

- apples and string cheese
- yogurt and berries or cereal
- cereal and milk
- beans and tortillas
- veggies and yogurt dip
- waffle and peanut butter
- pizza bagel (bagel, sauce, and melted cheese)
- frozen grapes and cheddar cheese
- trail mix (nuts, cereal, dried fruit)
- pretzels and 100% juice
- graham crackers and milk
- peanut butter or fruit and yogurt pops
- small muffin and milk
- tortilla, melted cheese and salsa
- hot chocolate and animal crackers
- corn salsa and baked chips
- egg sandwich
- baby carrots and peanut butter
- vegetable soup and crackers
- hummus and zucchini sticks
- raisins, cream cheese, and celery
- smoothie with yogurt and fruit
- baked potato and mozzarella cheese
- popcorn and parmesan cheese
- hot cider and an oatmeal cookie





Handout 6a: Snack Star Hero Badges





Handout 6b: Snack Star Heroes to the Rescue! - Echo Chant

Instructions: The educator says the lines in regular type and if noted, does the accompanying gesture in parenthesis. The students then repeat the line and gesture in bold, italicized type.

Captain to crew!

Captain to crew!

Snacks loaded?

Snacks loaded!

Hatches secured?

Hatches secured!

Seat belts fastened (act this out)?

Seat belts fastened.

Prepare for countdown!

Prepare for countdown!

Three... (bend knees slightly)

Three (bend knees slightly)

Two... (bend knees more)

Two (bend knees more)

One... (squat further)

One (Squat further)

Lift off! (jump or stand up)

Lift off! (jump or stand up)

Challenge 1

Whoa did you feel that? (Sway from side to side.)

Whoa did you feel that? (Sway from side to side.)

There's another one! (Sway again.)

There's another one! (Sway again.)

Oh no, it's a meteor shower!

Oh no, it's a meteor shower!

Hold on tight to your chair! (Hold onto chair.)

Hold on tight to your chair! (Hold onto chair.)

We're going to have to ride this one out (Pretend to be jostled.)

We're going to have to ride this one out (Pretend to be jostled.)



Discussion:

Stop and ask the class:

- **What is it like to be in a meteor shower?** [It's like being rained on by a bunch of rocks.]
- **Point to the MyPlate poster. Ask:**
 - Which food group helps your bones and teeth grow big and strong (dairy group).
 - What are some snacks you might eat from the dairy group to help your bones and teeth grow stronger?

Return to the echo chant.

First Chorus

We're intergalactic Snack Stars.

We're intergalactic Snack Stars.

Best in the galaxy. (Puff out your chest.)

Best in the galaxy. (Puff out your chest.)

Off to explore the great unknown. (Sweep hands in front of you.)

Off to explore the great unknown. (Sweep hands in front of you.)

Wonder what we will see!

Wonder what we will see!



Second Chorus

We're Intergalactic Snack Stars.

We're Intergalactic Snack Stars.

Growing strong bones and teeth. (Point to your big smile.)

Growing strong bones and teeth. (Point to your big smile.)

Drinking plenty of ice cold milk. (Pretend to drink a glass of milk.)

Drinking plenty of ice cold milk. (Pretend to drink a glass of milk.)

Eating yogurt and cheese.

Eating yogurt and cheese.



Challenge 2

Hey, what happened?

Hey, what happened?

I can't control the ship. (Pretend to have trouble steering.)

I can't control the ship. (Pretend to have trouble steering.)

We must be going through a force field.

We must be going through a force field.

And the force is NOT with us! (Continue to have trouble steering.)

And the force is NOT with us! (Continue to have trouble steering.)

Discussion

Stop the chant and ask:

- **What's it like to be in a force field?** [It's like being pulled by a very strong magnet.]
Point out that in a force field you have to use all your strength, and all your muscles, to control your ship. You need very strong muscles!
- **Point to the MyPlate poster. Ask:**
 - Which food group helps your muscles grow strong? [protein] What are some snacks you might eat from the protein group to help your muscles grown strong?

Return to the echo chant.

Third Chorus

We're intergalactic Snack Stars.

We're intergalactic Snack Stars.

With muscles as strong as can be. (Flex an arm muscle.)

With muscles as strong as can be. (Flex an arm muscle.)

Eating baked beans, chicken, and roast beef. (Pretend to cut meat.)

Eating baked beans, chicken and roast beef. (Pretend to cut meat.)

Snacking on nuts and seeds.

Snacking on nuts and seeds.

Challenge 3

Who turned out the lights?

Who turned out the lights?

Can anybody see? (Put a hand over your eyes.)

Can anybody see? (Put a hand over your eyes.)

This must be the black hole I heard about.

This must be that black hole I heard about.

Because I can't see a thing!

Because I can't see a thing!

Discussion

Stop the chant and ask:

- **What's do you think a black hole would be like?** [Point out that in a black hole you would need good eyesight to see.]
- **Point to the MyPlate poster. Ask:**
 - Which food group helps you see better in the dark? [vegetables] What are some snacks you might eat from the vegetables group to help keep your eyes healthy?

Return to the echo chant.

Fourth Chorus

We're Intergalactic Snack Stars.

We're Intergalactic Snack Stars.

With eyes that really see. (Wink.)

With eyes that really see. (Wink.)

Snacking on carrots and salad (Pretend to eat a carrot.)

Snackin on carrots and salad (Pretend to eat a carrot.)

Munching on broccoli.

Munching on broccoli.

Challenge 4

How did this alien get on board? (Point to a pretend alien.)

How did this alien get on board? (Point to a pretend alien.)

You'd better give me that laser sword! (Hold out your hand.)

You'd better give me that laser sword! (Hold our your hand.)

Before someone gets really hurt.

Before someone gets really hurt.

Owww, that really hurt! (Grab your arm in pain.)

Owww, that really hurt! (Grab your arm in pain.)

Handout 6b: Snack Star Heroes to the Rescue! - Echo Chant

Discussion

Stop the chant and ask:

- **Have you ever had a really bad cut or bruise?** [Explain that when you are bruised or cut it's important that you heal quickly.]
- **Point to the MyPlate poster. Ask:**
 - Which food group helps your cuts heal? [fruits]
 - What are some snacks you might eat from the fruits group to help your cuts and bruises heal?

Return to the echo chant.

Fifth Chorus

We're Intergalactic Snack Stars

We're Intergalactic Snack Stars.

With cuts that quickly heal. (Point to an arm.)

With cuts that quickly heal. (Point to an arm.)

Nibbling on juice oranges and bananas without a peel. (Pretend to peel a banana.)

Nibbling on juicy oranges and bananas without a peel. (Pretend to peel a banana.)

Challenge 5

Boy, commanding this ship is hard work. (Wipe your brow.)

Boy, commanding this ship is hard work. (Wipe your brow.)

Surviving meteor showers. (Pretend to be jostled around.)

Surviving meteor showers. (Pretend to be jostled around.)

Resisting force fields. (Pretend to have trouble steering)

Resisting force fields. (Pretend to have trouble steering.)

Fighting aliens. (Swing a punch.)

Fighting aliens. (Swing a punch.)

Whew! I'm exhausted! (Slump down in chair.)

Whew! I'm exhausted! (Slump down in chair.)

Discussion

Stop the chant.

- **Point to the MyPlate poster. Ask:**
 - Which food group gives you energy to play and learn? [grains, whole grains.] What are some snacks you might eat from the grain group to give you energy?

Return to the echo chant.

Last Chorus

We're Intergalactic Snack Stars.

We're Intergalactic Snack Stars.

With lots of energy. (Run in place.)

With lots of energy. (Run in place.)

Enjoying bread or cereal. (Pretend to eat a bowl of cereal.)

Enjoying bread of cereal. (Pretend to eat a bowl of cereal.)

And whole grain crackers if you please!

And whole grain crackers if you please!

Final Verse

Snack Star Heroes prepare for landing!

Snack Star Heroes, prepare for landing!

Snacks completed?

Snacks completed!

Seatbelts fastened? (Buckle seatbelt.)

Seatbelts fastened! (Buckle seatbelt.)

Landing gear down?

Landing gear down.

Three. (Stand on tip toes.)

Three. (Stand on tip toes.)

Two. (Stand normally.)

Two. (Stand normally.)

One. (Bend knees slightly.)

One. (Bend knees slightly.)

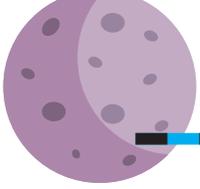
Touchdown. (Bend knees further.)

Touchdown. (Bend knees further.)

We made it! (Leap for joy.)

We made it! (Leap for joy.)





Appendix: Common Core Connections - Kindergarten

Personal Explorations into Nutritious Snacking Kindergarten Common Core Standards

Lesson Title	Common Core Standards
<p>Snactivity 1: My Plate Snack Stars</p>	<p>English Language Arts R.WS.00.04 Use phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.</p> <p>Math K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<p>Snactivity 2: Anytime Snack Sort</p>	<p>English Language Arts W.GN.00.03 Write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.</p> <p>Math N.ME.00.01 Count objects in sets up to 30. N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as “same number”, “more than”, or “less than”; use counting and matching. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Social Studies* K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).</p>
<p>Snactivity 3: Time to Snack!</p>	<p>English Language Arts W.PR.00.03 Draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings.</p> <p>Math K.CC.2 Count forward beginning from a given number within the known sequence. K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<p>Snactivity 4: Intergalactic Dairy Snacks</p>	<p>English Language Arts R.CM.00-02.02 Retell up to three events from familiar text using their own words or phrasing. R.AT.00.01 Actively engage in group reading activities with purpose and understanding. W.GN.00.01 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. R.CM.00.03 Begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.</p> <p>Math K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>



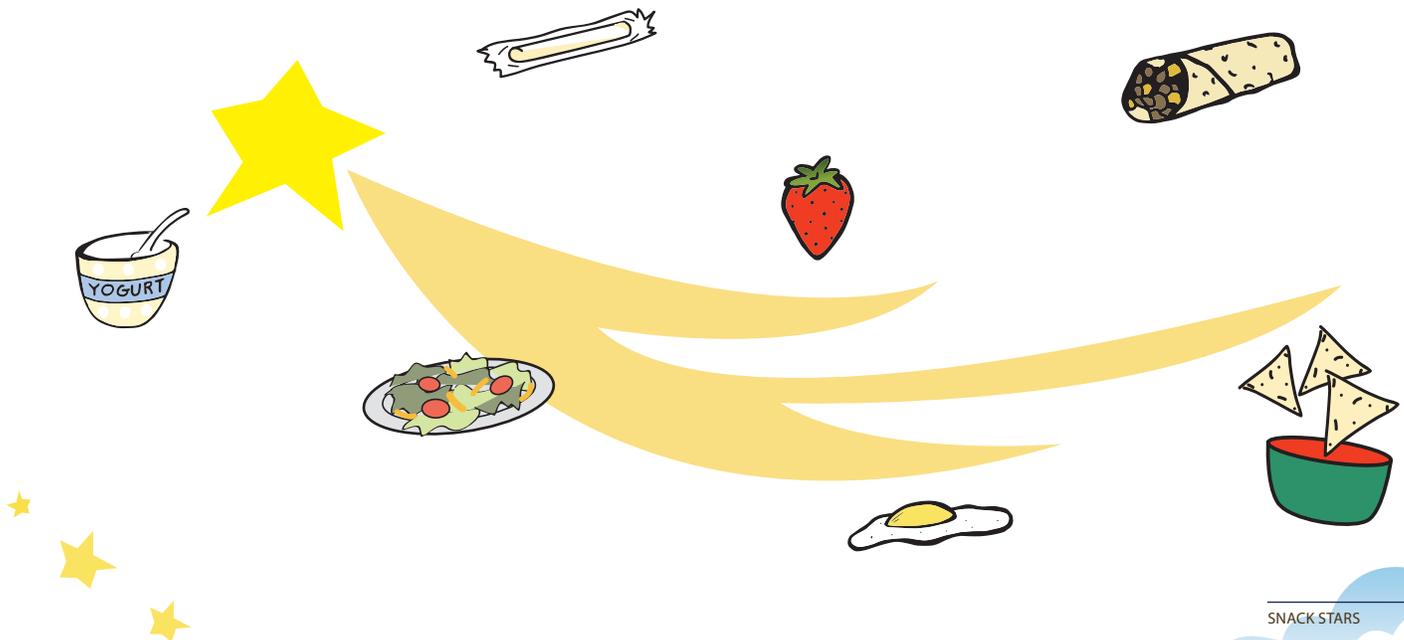
Personal Explorations into Nutritious Snacking Kindergarten Common Core Standards (continued)

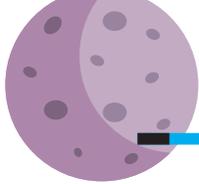
Lesson Title	Common Core Standards
<p>Snactivity 5: All-Star Snackers - Spread the Word</p>	<p>English Language Arts W.PR.00.01 with teacher assistance, consider the audience’s reaction as they plan narrative or informational writing.</p> <p>Math K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Social Studies* K – P4.2.2 Participate in projects to help or inform others.</p>
<p>Snactivity 6: Snack Star Heroes to the Rescue</p>	<p>English Language Arts R.CM.00.01 Begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. W.GN.00.01 Write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</p>

All lessons listed above explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies: S.CN.00.01

Educators and Teachers: Review each Snactivity including the Bonus Ideas to determine the best fit for your classroom and students. Many of the common core links are addressed in the Bonus Ideas.

*The Social Studies notations are associated with the State of Michigan, Grade Level Content Expectations.





Appendix: Common Core Connections - First Grade

Personal Explorations into Nutritious Snacking First Grade Common Core Standards

Lesson Title	Common Core Standards
<p>Snactivity 1: My Plate Snack Stars</p>	<p>English Language Arts R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.</p> <p>Math 1. MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Social Studies* 1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.</p>
<p>Snactivity 2: Anytime Snack Sort</p>	<p>English Language Arts W.PR.01.01 with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.</p> <p>Math 1. MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 10.</p> <p>Social Studies* 1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). 1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).</p>
<p>Snactivity 3: Time to Snack!</p>	<p>English Language Arts W.GN.01.01 Write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.</p> <p>Math 1. MD.3 Tell and write time in hours and half-hours using analog and digital clocks. 1. MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. 1. OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>





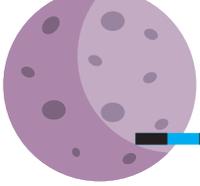
Personal Explorations into Nutritious Snacking First Grade Common Core Standards (continued)

Lesson Title	Common Core Standards
<p>Snactivity 4: Intergalactic Dairy Snacks</p>	<p>English Language Arts W.GN.01-02.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry. R.IT.01.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. R.CM.01-02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>Math 1. MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Social Studies* 1 – E1.0.1 Distinguish between producers and consumers of goods and services.</p>
<p>Snactivity 5: All-Star Snackers - Spread the Word</p>	<p>English Language Arts W.PR.01.02 Draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.</p> <p>Math 1. MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Social Studies* 1 – P4.2.2 Participate in projects to help or inform others.</p>
<p>Snactivity 6: Snack Star Heroes to the Rescue</p>	<p>English Language Arts W.GN.01.03 Write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas. R.CM.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh.</p>

All lessons listed above explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies: S.CN.00.01

Educators and Teachers: Review each Snactivity including the Bonus Ideas to determine the best fit for your classroom and students. Many of the common core links are addressed in the Bonus Ideas.

*The Social Studies notations are associated with the State of Michigan, Grade Level Content Expectations.



Appendix: Common Core Connections - Second Grade

Personal Explorations into Nutritious Snacking Second Grade Common Core Standards

Lesson Title	Common Core Standards
<p>Snactivity 1: My Plate Snack Stars</p>	<p>English Language Arts</p> <p>W.PR.02.02 Develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</p> <p>Math</p> <p>2. MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue.</p>
<p>Snactivity 2: Anytime Snack Sort</p>	<p>English Language Arts</p> <p>R.MT.02.05 Self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.</p> <p>W.PR.02.02 Develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</p> <p>Math</p> <p>2. MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2. MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>2. MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>
<p>Snactivity 3: Time to Snack!</p>	<p>English Language Arts</p> <p>W.GN.02.03 Write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.</p> <p>Math</p> <p>2. MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2. MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>





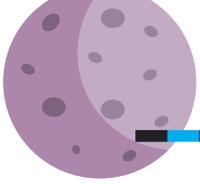
Personal Explorations into Nutritious Snacking Second Grade Common Core Standards (continued)

Lesson Title	Common Core Standards
<p>Snactivity 4: Intergalactic Dairy Snacks</p>	<p>English Language Arts</p> <p>R.WS.02.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.MT.02.03 Self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.</p> <p>R.IT.01-02.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p>W.GN.02.03 Write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.</p> <p>Math</p> <p>2. MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>Social Studies*</p> <p>2 – E1.0.2 Identify businesses in the local community.</p>
<p>Snactivity 5: All-Star Snackers - Spread the Word</p>	<p>English Language Arts</p> <p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p> <p>W.PR.02.01 Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.</p> <p>Math</p> <p>2. MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>Social Studies*</p> <p>2 – P4.2.2 Participate in projects to help or inform others.</p>
<p>Snactivity 6: Snack Star Heroes to the Rescue</p>	<p>English Language Arts</p> <p>R.CM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.</p> <p>W.GN.02.01 Write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.</p>

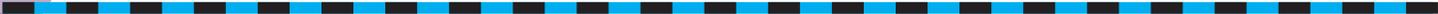
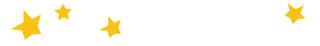
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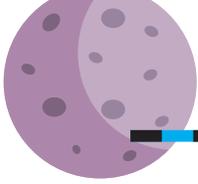
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Notes



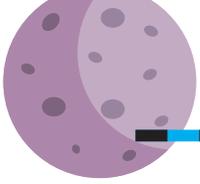
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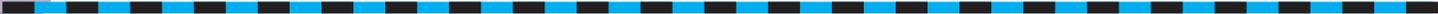
Notes



Lined writing area consisting of 20 horizontal grey lines.



Notes



Lined writing area with 20 horizontal grey lines for notes.



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