

ANIMAL SNACKS



THEME: Grab Quick and Easy Snacks
NUTRITIONAL FOCUS: Healthy Snacks
GRADE LEVEL: 2

OBJECTIVES:

1. Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by class discussion and completing activities.
2. Students will become aware of a variety of healthy choices for snacks by class discussion and completing activities.
3. Students will become familiar with basic economic concepts by listening to stories and participating in class discussions.
4. Students will demonstrate their understanding of basic geometry by illustrating directions.
5. Students will enjoy physical activity by imitating animal movements.
6. Students will enjoy learning about smart snack choices through singing.
7. Students will demonstrate their understanding of reading passages by answering questions and illustrating the content.
8. Students will increase their vocabulary by reading about making snacks.
9. Students will demonstrate their understanding of contractions by finding contractions in text.
10. Students will demonstrate writing skills by writing a story about *Smart Snacking*.
11. Students will accept and choose healthy snacks as a result of becoming aware of the recommendations of the *Dietary Guidelines for Americans* and being able to interpret the Nutrition Facts Label found on foods.

CURRICULUM CONNECTION: Art, Economics, Health, Mathematics, Music, Physical Education, Reading, Science, Writing

Economics Standards

Students will:

1. explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand; and ways that producers have used natural resources, human resources, and capital resources to produce goods and services in the past and present.
2. simulate the exchange of money for goods and services.
3. distinguish between money and barter economics.

Fine Arts Standards

Music— Standard One: Students will use the performance of music as a means for creative expression and communication.

Visual Arts— Standard One: Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

Geometry Standards

Students will:

1. identify and describe solid figures according to faces, edges, bases, and corners.
5. identify geometric figures regardless of position and orientation in space.

Health Education Standards

Standard Three: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

Life Science Standards

Students will:

2. describe similarities and differences of animals.

Number Sense Standards

Students will:

4. explain the concept of odd and even numbers.
10. model problem situations in a variety of ways.
12. solve story problems involving multi-step operations.



Patterns, Relations, and Functions Standards

Students will:

1. determine common attributes in a given group and identify those objects that do not belong.

Physical Education Standards

Standard One: Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

Indicator 1: Students will model complex locomotor movement patterns in specialized activities.

Indicator 3: Students will exhibit a mature kinesthetic sense in non-locomotor/stability movement patterns in specialized activities.

Reading Standards

Students will:

2. recognize common contractions.
5. recognize specific strategies are need to read different types of printed materials.
11. describe cause and effect relationships in various texts.
17. comprehend main idea and supporting details in simple expository information.
18. discuss the structure of various reference materials.
19. locate and paraphrase information within text to answer questions.

Writing Standards

Students will:

1. distinguish between complete and incomplete sentences.
10. use information from various texts to support conclusions drawn.
11. make judgments about information gathered.

MATERIALS NEEDED:

- *Parent Letter* (included in lesson)
- *Food Guide Pyramid* (included in lesson)
- *Socks for Supper* by Jack Kent
- *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
- Student Handout *Searching for Snacks* (included in lesson)
- Student Handout *Peanuts* (song included in lesson)
- Student Handout *Rudolph Toast* (included in lesson)
- Student Handout *More About Rudolph Toast* (included in lesson)
- Crayons
- Student Handout *Cheese Spiders* (included in lesson)
- Can of cheese spread
- Box of round snack crackers
- Package of Ritz Bits
- Package of stick pretzels
- Student Handout *Raisins* (song included in lesson)
- Student Handout *Ants on a Log* (included in lesson)
- Student Handout *Vegetables* (song included in lesson)
- Package of high-fat wieners
- Package of low-fat wieners
- Student Handout *Pigs in a Blanket* (included in lesson)
- Student Handout *Smart Snacking* (included in lesson)
- Art paper and art supplies for each student to create an advertisement
- Parent Survey (included in lesson)

BACKGROUND INFORMATION:

Economic Vocabulary

barter — direct trading of goods and/or services between people

capital resources — goods made by people and used to produce other goods and services

choices — decisions

consume — to use a good or service

consumer — a person who uses goods and/or services

demand — how much consumers want a good or service as determined by the amount they are willing to pay

goods — objects that can satisfy people's wants

human resources — human effort; labor

interdependence — depending on others for goods and services

market — any place where goods and/or services are bought and sold

money — a medium of exchange

natural resource — a gift of nature

producer — a person who makes goods and/or provides services

services — activities that can satisfy people's wants

wants — desires that can be satisfied by the consumption of a good or service

The *Dietary Guidelines for Americans* recommend choosing a diet that is moderate in total fat. Some recommendations of the *Dietary Guidelines* include trimming fat from meat and limiting the amount of ground meat, fatty processed meats, marbled steaks, and cheese in the diet. Additionally, the *Dietary Guidelines* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often.

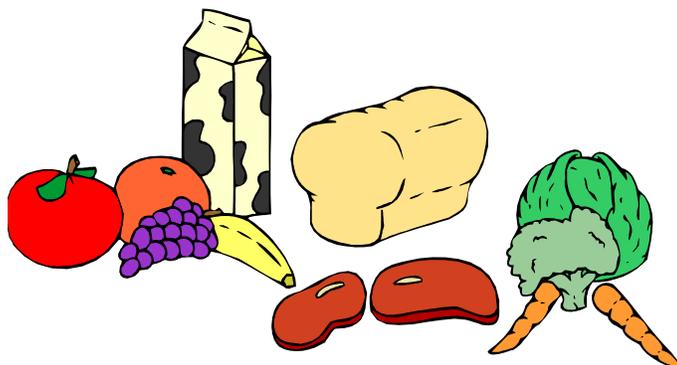
The *Dietary Guidelines for Americans* recommend choosing beverages and foods to moderate your intake of added sugars. Added sugars are sugars and syrups added to foods in processing or preparation, not the naturally occurring sugars in foods like fruit or milk. Foods containing added sugars provide calories, but may have few vitamins and minerals. When you take in extra calories and don't offset them by increasing your physical activity, you gain weight. In the United States, the number one source of added sugars is non-diet soft drinks, sweets, candies, cakes, cookies, fruit drinks, and fruitades. These foods should be limited.

Consuming a lot of foods high in added sugars may contribute to weight gain or lower consumption of more nutritious foods. Some foods with added sugars, like chocolate milk and sweetened canned fruits, are high in vitamins and minerals. These foods may provide extra calories along with the nutrients and are fine if weight gain is not a concern.

One way to cut down on added sugars in the diet is to choose snacks sensibly. The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Snacks should be planned to include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

(Source: *Dietary Guidelines for Americans*, 2000)



PROCEDURES:

1. Send home the *Parent Letter* to inform parents of the *Animal Snacks* unit of study.
2. Lead the class in a discussion of snacks. Ask students to name some common snacks. Write the snacks on the board as they are named.
3. Share the Background Information from the *Dietary Guidelines* with the class. Lead the class in a discussion of how the snack list on the chalkboard compares to the recommendations of the *Dietary Guidelines*.
4. Ask the students to look around the room at their classmates and determine similarities. Allow students to form groups with students who have similarities. Allow students to creatively form groups. (Examples: Students wearing red. Students with blond hair. Students wearing pants.)
5. Debrief the activity by allowing each group to share their similarities. Challenge students to state reasons why they did not group with others.
6. Distribute a *Food Guide Pyramid* to students and discuss the categorizing of foods according to their nutritional value. Compare the previous grouping activity to the *Food Guide Pyramid*. Why is milk not in the “Fruit Group?” Why is bread not in the “Vegetable Group?”
7. Define *consumer, wants, demand, goods, barter, and money*. Identify foods as *goods*.
8. Read *Socks for Supper* by Jack Kent to the class. Discuss how the man and woman traded for the things they wanted. Discuss this as example of barter. Discuss how money is used to buy things. Lead the class in comparing the use of money to bartering.
9. Write this sentence on the board:
“Consumers demand goods and use money to buy their wants.”
10. Read the sentence to the class and ask the students to repeat the sentence. Lead the class in a discussion of the sentence.
11. Ask students to write the sentence on their own paper.
12. On the same paper, the sentence should be written a second time with blank spaces left:
“_____ demand _____ and use _____ to buy their wants.”
13. Instruct students to draw a consumer in the first blank, a snack food in the second blank, and money in the third blank.
14. Discuss the role that advertising has on snack selections. Discuss snack foods that are advertised and sold to consumers. Allow time for students to share advertising stories.

15. Lead the class in discussing the following questions:
 - A. Why are candy, soft drinks, and foods that have added sugars sold?
(Consumers demand them! This is shown by the amount they buy.)
 - B. What is used to buy these snacks? (Money)
 - C. Who decides what is sold? (Consumers)
 - D. What would happen if consumers stopped buying as much candy, soft drinks, and foods that have added sugars?
(Companies would try to find new products that consumers wanted to buy.)
16. Define *choices*, *services*, *producer*, and *interdependence*. Discuss how consumers make choices when goods are bought from a producer. Share this information with the students:

The producer sells to the consumer and the consumer buys from the producer. This is called *interdependence*. It means we depend on others for goods and services. The consumer makes a choice when a good is bought.
17. Read *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst to the class. This is a story about how a boy spends his money. Ask the class to decide if Alexander made smart decisions about saving and spending his money.
18. Lead the class in making the conclusion that advertised snacks are not always a smart choice for consumers.
19. Discuss the responsibility of making smart decisions when choosing snacks. What are some of the consequences of not making smart decisions?
20. Tell the students that applying the information from the *Dietary Guidelines* and using the *Food Guide Pyramid* can be fun and smart when making decisions about food!
21. Provide students with *Searching for Snacks* for homework. In this activity, students should search their refrigerator, cabinet, and shelves to find at least one snack food for each food group category.
22. Discuss toast, peanut butter, raisins, and pretzels as healthy snacks. Ask students to categorize each of these on the *Food Guide Pyramid*.
23. Share with the class that foods in the “Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group” are high in protein. Dry beans, nuts, and peanuts are part of this group because they are high in protein. Peanut butter is made from peanuts. Peanuts are really not nuts because they are a part of the pea family.
24. Provide students *Peanuts* and read the words of the song together. Discuss the word *substitute*. Inform the students that this means that peanuts can be used *in place of* meats. This is because they are high in protein. Define *protein* as a nutrient that the body needs. Discuss the message in the words. Sing the song.

25. Review contractions. Ask students to locate and circle the contractions in the *Peanuts* song. There are 8 words that should be circled: they're (1 time), let's (2 times), you'll (2 times), and can't (3 times).
26. Distribute *Rudolph Toast* to the class and divide students into learning pairs. Allow each pair of students to read the recipe to each other aloud. Ask students to complete the recipe card at the bottom of the page to double the recipe. (This requires students to use thinking skills and addition.)
27. Provide students *More About Rudolph Toast* and instruct students to complete the page by referring to the *Rudolph Toast* recipe.
28. Allow students to pretend to be Rudolph and perform animal walks to imitate a reindeer. Allow students to discuss how a reindeer and people walk differently. Discuss the importance of movement and physical activity for good health.
29. Discuss crackers, cheese, and pretzels as healthy snacks. Ask students to categorize each of these on the *Food Guide Pyramid*.
30. Show the students a can of cheese spread, box of round snack crackers, package of Ritz Bits, and a package of stick pretzels.
31. Demonstrate making a *Spider Snack* using the steps in the *Spider Snack* handout. Allow each student to construct a *Spider Snack* to eat!
32. Distribute *Spider Snacks* to students. Ask students to read the steps to make a *Spider Snack* and make a drawing of each step in the boxes.
33. Allow students to pretend to be spiders and perform an animal crawl imitating a spider. Lead the class in a discussion of how spiders walk differently than people. Lead the class in discussing the importance of physical activity each day. Inform the class that kids need at least one hour of physical activity each day.
34. Discuss celery, peanut butter, and raisins as good choices for snacks.
35. Provide students *Raisins* and read the words of the song together. Ask students to circle the contraction *that's* in the song. How many times does it appear? (6) Share with the class that raisins are dried grapes. Discuss grapes and other fruits that make healthy snacks.
36. Divide the class into two groups. One group will begin singing the song and the second group will begin singing the song after the first group has completed the first line. After singing the song, ask students to review the message in the song.

37. Ask students to categorize celery, peanut butter, and raisins on the *Food Guide Pyramid*. Tell the class that they will learn to make a fun snack called *Ants on a Log* by using these foods.
38. Provide students with the *Ants on a Log* handout and allow time for completion.
39. Allow students to pretend to be ants crawling on a log by imitating an ant crawl. Allow time for students to discuss how ants and people move differently. Review the importance of physical activity each day.
40. Identify celery in *Ants on a Log* as a vegetable. Lead the class in naming other vegetables that would make smart snacks.
41. Provide students *Vegetables* and read the words of the song together. Divide the class into two groups. One group will begin singing the song and the second group will begin singing the song after the first group has completed the first line. After singing the song, ask students to review the message in the song.
42. Bring a Nutrition Facts label to class. Instruct students in reading the label for sugar, salt, and fat content of foods.
43. Begin a collection of Nutrition Facts labels from snack foods. Make a collage on a bulletin board with the labels and provide the caption “Read the Nutrition Food Label.”
44. Review the *Food Guide Pyramid*. Share this information with the class:
There is no “bad” food and the key is making smart decisions concerning the foods we eat. All foods can fit into a healthy diet. When choosing snacks, the key is to choose low-fat, reduced sugar, and reduced salt snacks most of the time. Most of your calories should come from plant foods (grains, fruits, vegetables). If you eat food high in fat for a special occasion, return to foods that are low in fat for the next day.
45. Ask students to recall the toast used to prepare *Rudolph Toast* and challenge them to name other types of bread that we consume.
46. Inform the students that another snack *Pigs in a Blanket* is made with biscuits and wieners. Ask students to categorize these foods on the *Food Guide Pyramid*.
47. Share this information with the class:
The *Dietary Guidelines for Americans* recommend limiting the amount of high-fat processed meat in the diet. Most wieners are in this category. There are several varieties of wieners made from different kinds of meat. Some wieners are lower in fat than others.
48. Show the class a package of low-fat wieners and discuss the Nutrition Facts label. Show the class a higher-fat package of wieners and discuss the Nutrition Facts label. Allow time for students to compare the fat content of the different types of wieners.

49. Provide students *Pigs in a Blanket*. Ask students to analyze the recipe to determine if it is a healthy choice. What does the *Dietary Guidelines* recommend about mustard and ketchup? Ask students to discuss how this snack could fit into a healthy diet.
50. Ask students to answer the questions based on the information provided in the recipe.
51. Allow students to pretend to be a pig and imitate a pig walk. Allow time for students to discuss how pigs and people move differently. Review the importance of physical activity each day.
52. Ask students to recall the snacks that were named when the lesson was introduced. Were the snacks that were named always a smart choice?
53. Ask students to think about what they have learned in the *Animal Snacks* activities. Provide “Smart Snacking” as a title and ask students to write a story based on what they have learned on the Smart *Snacking* stationery.
54. Ask students to think about the previous discussion about the advertising of snack foods. Challenge students to create an advertisement for one of the *Animal Snacks* included in this lesson. The advertisement should include an illustration of the snack and at least three complete sentences describing the food as a smart snack.
55. Divide the class into four teams: Pigs, Ants, Reindeer, and Spiders. Take the class to the playground and have a relay race. Each team must walk a distance pretending to walk or crawl like that animal.
56. Send home the *Parent Survey* to collect data on how parents perceived the *Animal Snacks* unit of study.

EXTENSION ACTIVITIES:

1. Prepare *Rudolph Toast* in class according to the recipe. Divide the class into learning pairs and instruct each pair of students to prepare the recipe for two servings. Identify the people who prepare the toast as *human resources*.
2. Prepare *Ants on a Log* in class using the steps provided in the handout. Identify the knife used to cut the celery into logs as a *capital resource*.
3. Read *Tony’s Bread* by Tomie de Paola to the class. This Italian folktale tells how a baker produces a loaf of bread.
4. Begin a collection of snack food advertisements. Secure the advertisements to a bulletin board to make a collage. Place the caption “Are You Making Smart Snack Choices?” on the collage of advertisements.
5. Discuss toast, biscuits, and other breads that are made from flour. Share with the class that flour is made from wheat. Wheat is a *natural resource*. This means that it is a gift of nature.

6. Read *The Little Red Hen* by Paul Galdone to the class. Discuss the work that the hen had to do to make bread.
7. Take the class on a field trip to the cafeteria. Plan the trip at a time when bread is being produced. Emphasize the steps of bread making, the capital resources (machines and equipment) used, and the human resources (cafeteria workers) doing work. Take a camera and photograph for the following activities:

Capital Resources: Photograph the capital resources needed in the production of bread. This would include the mixer, spoons and bowls, measuring cups, ovens and warmers. Lead the class in a discussion of the capital resources observed. How many capital resources can be identified?

Display the photographs in the classroom. Assign students to select a photograph to write a description of the use of the equipment in the picture. Allow students to read their descriptions to the class. The descriptions and pictures can be displayed in the cafeteria with the caption "Capital Resources Are Important."

Human Resources (workers): Photograph the cafeteria workers in their various job assignments. This would include the worker producing the bread, the worker cleaning the cafeteria, the worker setting places on the tables and others as observed. Ask students to help watch for different jobs being done.

Display the photographs in the classroom. Assign students to select a photograph to write a description of the work being done in the picture. In the description, identify which workers are producing goods and which workers are producing a service. Allow students to read their descriptions to the class. Place the caption "'Who *Kneads* the Dough?" can be displayed in the cafeteria with the pictures and descriptions.



EVALUATION:

Participation

- Did students participate in class discussions and actively listen to information presented?
- Did students listen attentively to stories and participate in class discussions?
- Did students participate in singing *Vegetables*?
- Did students participate in the animal relay race?

Skills/Knowledge

- Did students complete the homework *Searching for Snacks* and correctly categorize foods?
- Were students able to correctly complete the *Rudolph Toast* activity?
- Were students able to accurately complete *More About Rudolph Toast*?
- Did students demonstrate their understanding of making *Spider Snacks* by illustrating the steps?
- Were students able to correctly complete the *Ants on a Log* activity?
- Were students able to answer questions correctly after reading a recipe for *Pigs in a Blanket*?
- Were students able to use complete sentences in writing their advice on *Smart Snacking*?
- Did students create an advertisement that included illustrations and complete sentences for a smart snack?
- Did students understand the importance of physical activity to good health?

Behavior

- Did students accept and choose healthy snacks as a result of becoming aware of the recommendations of the *Dietary Guidelines for Americans* and being able to interpret the Nutrition Facts Label found on foods?
- Did the family spend more time together in activities as determined by the Parent Survey?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans

U. S. Government Printing Office

Superintendent of Documents

Mail Stop: SSOP

Washington, D.C. 20402-9328

Eat Smart. Play Hard.™

USDA Food and Nutrition Service

3101 Park Center Drive RM 1014

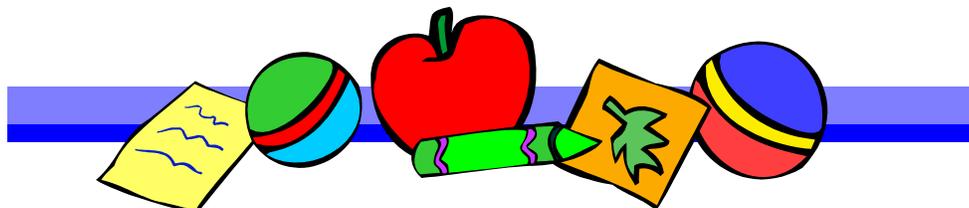
Alexandria, VA 22302-9943

A Framework for Teaching Basic Economic Concepts

National Council on Economic Education

1140 Avenue of the Americas

New York, NY 10036



Dear Parents:

Our class is beginning a study called *Animal Snacks*. We will be emphasizing the importance of physical activity and learning to make smart choices when choosing snacks. You may hear that we have talked about spiders, ants, pigs, and reindeer as snacks. But don't be alarmed. When you see the snack recipes, homework activities, and class work, you'll understand that we're having fun while we learn!

It is important that you become part of this study. There are several ways that you can help:

1. Be a role model and choose healthy snacks for yourself.
2. Make healthy snacks a part of your grocery list.
3. Keep 100% juice, crunchy vegetables, yogurt, bagels, pretzels, and whole-wheat pretzels on hand.
4. Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.
5. Encourage your child to be active by participating in family games and activities.
6. Reduce TV watching and increase active play at your home.
7. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. Ask your child to see the recipes for *Rudolph Toast*, *Pigs in a Blanket*, *Ants on a Log*, and *Spider Snacks*. Prepare some of the snacks together at home. By showing your interest in smart snack choices and smart physical activities, you will be take on a key role in making your child a winner for good health.

One concern is choosing beverages and foods to lower the intake of sugars. Foods containing added sugars provide calories, but may have few vitamins and minerals. When you take in extra calories and don't offset them by increasing your physical activity, you gain weight. In the United States, the number one source of added sugars is non-diet soft drinks, sweets, candies, cakes, cookies, fruit drinks, and fruitades. These foods should be limited. One way to cut down on added sugars in the diet is to choose snacks sensibly. Keep this in mind when you shop for snacks.

The *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other substances needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Snacks should be planned to include a variety of foods from the five major groups of the *Food Guide Pyramid*:

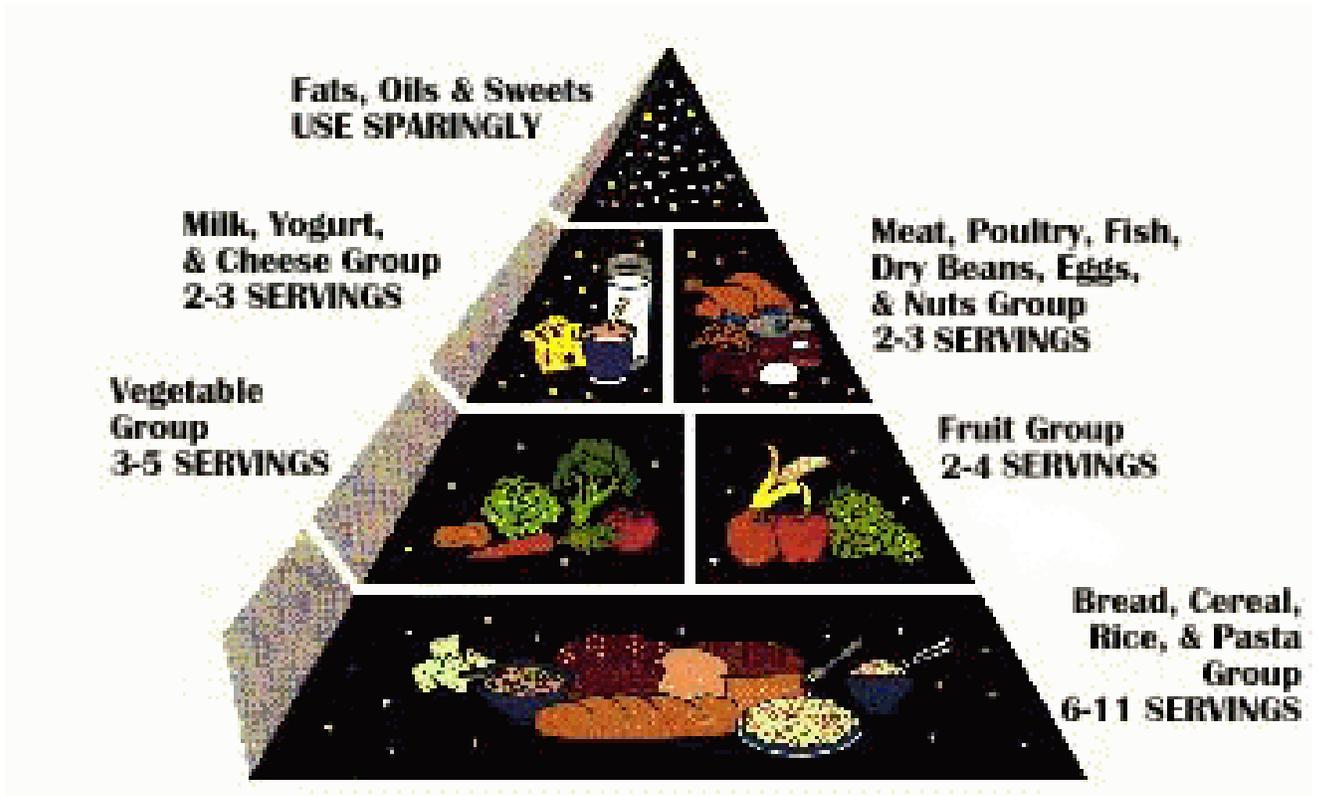
- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

We are looking forward this study. Thank you for being a part of our learning team!

Sincerely,

Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

Student Handout

Name _____

SEARCHING FOR SNACKS

Directions: Search your home for snack foods that fit the categories on the *Food Guide Pyramid*. Include **at least one** food in each of the five major food groups.

Fats, Oils, & Sweets	
Milk, Yogurt, & Cheese Group	Meat, Poultry, Fish, & Nuts, Dry Beans, Eggs, Group
Vegetable Group	Fruit Group
Bread, Cereal, Rice & Pasta Group	

Peanuts

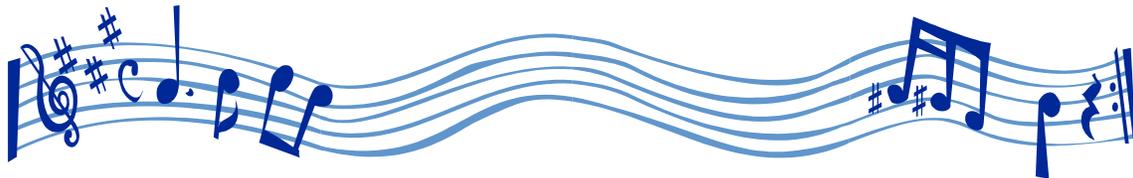
(To the tune of "Up on a House Top")

Pea-nuts can sub-sti-tute for meat,
Full of pro-te-in, they're a treat!
A healthy snack right from the start,
Let's eat pea-nuts, let's be smart!

A heal-thy choice, for you and me,
A heal-thy choice, so good you'll see!
Peanuts are a healthy treat,
Lots of taste that can't be beat!

Full of pro-te-in to make us strong,
Choosing nuts, you can't go wrong!
Peanut butter is for me,
A very smart snack for var-i-e-ty!

A heal-thy choice, for you and me,
A heal-thy choice, so good you'll see!
Peanuts are a healthy treat,
Lots of taste that can't be beat!



Directions: Read the recipe for “Rudolph Toast” for two servings. Rewrite the recipe to make four servings. Fill in the blanks on the bottom recipe card to show what is needed.

RUDOLPH TOAST

- 1 piece of toast
- 2 tablespoons of peanut butter
- 4 pretzel sticks
- 4 raisins
- 1 maraschino cherry cut into two equal pieces

1. Cut the toast from one corner to another corner making two equal parts. Each part should be shaped like a triangle.
2. Spread each triangle of toast with peanut butter.
3. Turn each toast triangle so a point is at the bottom and the long edge is at the top.
4. Put two pretzel sticks in the peanut butter at the top edge of each toast triangle for antlers.
5. Place two raisins on each toast triangle to make eyes.
6. Place $\frac{1}{2}$ of a maraschino cherry at the point on the bottom of each toast triangle to make a nose.

Servings: 2

RUDOLPH TOAST

- _____ pieces of toast
- _____ tablespoons of peanut butter
- _____ pretzel sticks
- _____ raisins
- _____ maraschino cherry cut into two equal pieces

1. Cut each piece of toast from one corner to another corner making two equal parts. Each part should be shaped like a triangle.
2. Spread each triangle of toast with peanut butter.
3. Turn each toast triangle so a point is at the bottom and the long edge is at the top.
4. Put two pretzel sticks in the peanut butter at the top edge of each toast triangle for antlers.
5. Place two raisins on each toast triangle to make eyes.
6. Place $\frac{1}{2}$ of a maraschino cherry at the point on the bottom of each toast triangle to make a nose.

Servings: 4

Answer Key for Rudolph Toast

RUDOLPH TOAST

- 2 pieces of toast
- 4 tablespoons of peanut butter
- 8 pretzel sticks
- 8 raisins
- 2 maraschino cherry cut into two equal pieces

1. Cut each piece of toast from one corner to another corner making two equal parts. Each part should be shaped like a triangle.
2. Spread each triangle of toast with peanut butter.
3. Turn each toast triangle so a point is at the bottom and the long edge is at the top.
4. Put two pretzel sticks in the peanut butter at the top edge of each toast triangle for antlers.
5. Place two raisins on each toast triangle to make eyes.
6. Place $\frac{1}{2}$ of a maraschino cherry at the point on the bottom of each toast triangle to make a nose.

Servings: 4

Answer Key for More About Rudolph Toast

Drawings may vary in boxes 1 - 4 but should represent the steps accurately.

5. What two things are needed to prepare “Rudolph Toast” that are not written in the recipe?
 - bowl and knife
 - knife and toaster
 - plate and bowl
 - knife and bowl
6. What month of the year would be best for making “Rudolph Toast” for your friends? Why?

December would be the best month because Christmas is in December and Rudolph comes at Christmas.

MORE ABOUT RUDOLPH TOAST

Directions: Read the recipe for “Rudolph Toast” and think about how the toast would look.

1. Draw one piece of toast cut from corner to corner to make two equal parts in the first box.
2. Draw one triangle of toast with peanut butter spread on it in the second box.
3. Draw one triangle of toast with two stick pretzels stuck in the peanut butter at the top edge in the third box.
4. Draw and color a piece of “Rudolph Toast” in the fourth box.

1.	2.
----	----

3.	4.
----	----

5. What two things are needed to prepare “Rudolph Toast” that are not written in the recipe?
 - bowl and knife
 - knife and toaster
 - plate and bowl
 - knife and bowl
6. What month of the year would be best for making “Rudolph Toast” for your friends? Why?

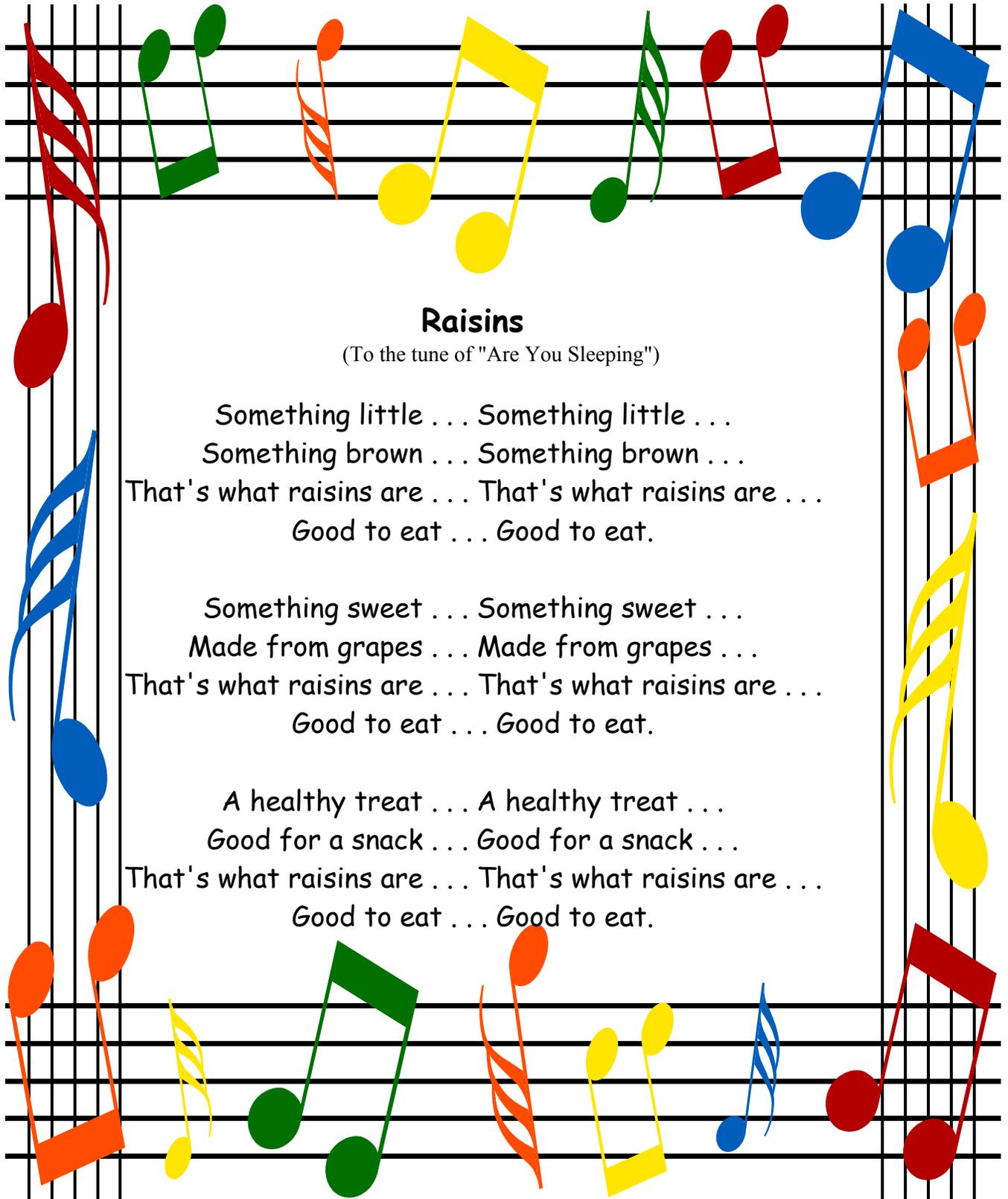
Student Handout

Name _____

SPIDER SNACKS

Directions: Read the steps to make a Spider Snack. Draw a picture of each step in the boxes.

<p>1. Start with one round cracker.</p>	<p>2. Squirt cheese on the cracker.</p>
<p>3. Put another cracker on top of the cheese.</p>	<p>4. Stick four pretzel sticks in the cheese between the crackers on the left side.</p>
<p>5. Stick four pretzels sticks in the cheese between the crackers on the right side.</p>	<p>6. Put one Ritz Bits in the cheese between the crackers in the front.</p>
<p>7. Squirt cheese on the Ritz Bits to make two eyes.</p>	<p>8. Write a sentence that tells one way a spider is different from a person.</p>

A decorative border of colorful musical notes (red, green, yellow, blue, orange) surrounds the central text. The notes are placed on a five-line staff that frames the content.

Raisins
(To the tune of "Are You Sleeping")

Something little ... Something little ...
Something brown ... Something brown ...
That's what raisins are ... That's what raisins are ...
Good to eat ... Good to eat.

Something sweet ... Something sweet ...
Made from grapes ... Made from grapes ...
That's what raisins are ... That's what raisins are ...
Good to eat ... Good to eat.

A healthy treat ... A healthy treat ...
Good for a snack ... Good for a snack ...
That's what raisins are ... That's what raisins are ...
Good to eat ... Good to eat.

Directions: Read Ants on a Log. Answer the questions at the bottom of the page. Darken the circle beside the correct answer.

Ants on a Log

It is easy and fun to make Ants on a Log. First, wash a stalk of celery and cut the bottom end off. Next, separate the celery stalk into long pieces. Cut each of the long pieces into three or four shorter pieces. These pieces will be the logs. Spread peanut butter in the hollow of each piece of celery. Place raisins in the peanut butter. The raisins will be the ants. This makes a good snack because it is healthy for you and fun to eat!

1. This story was written to —
 - tell about ants.
 - explain about logs.
 - tell how to make a fun snack.
 - explain how to spread peanut butter.
2. Which one of these sentences would not go with the story?
 - There are many kinds of logs that come from the forest.
 - Ants on a Log can be kept in the refrigerator.
 - Celery, raisins, and peanut butter make healthy snacks.
 - It is important to choose a healthy snack.
3. Which one of these sentences would go best after the last sentence?
 - Each long piece of celery is called a rib.
 - Serving this snack is a smart thing to do!
 - Washing the celery is the first thing you should do.
 - Raisins come in boxes and bags.
4. If there is an odd number of raisins on each log, how many raisins could be on each log?
 - 3, 5, or 7
 - 3, 4, or 6
 - 4, 6, or 8
 - 2, 3, or 5
5. To make Ants on a Log, you need to buy —
 - ants and peanut butter.
 - peanut butter and celery.
 - peanut butter, celery, and raisins.
 - peanut butter and raisins.

Answer Key

Directions: Read *Ants on a Log*. Answer the questions at the bottom of the page. Darken the circle beside the correct answer.

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Vegetable Repeat

(To the tune of "Are You Sleeping")

Vege-ta-bles . . . Vege-ta-bles . . .
Are good to eat . . . Are good to eat . . .
Some are eaten raw . . . Some are eaten raw . . .
Some are not . . . Some are not.

Vege-ta-bles . . . Vege-ta-bles . . .
Come from plants . . . Come from plants . . .
Some are eaten cooked . . . Some are eaten cooked . . .
Some are not . . . Some are not.

Vege-ta-bles . . . Vege-ta-bles . . .
Have vit-a-mins . . . Have vit-a-mins . . .
Some are eaten cold . . . Some are eaten cold . . .
Some are not . . . Some are not.

Vege-ta-bles . . . Vege-ta-bles . . .
Help us grow . . . Help us grow . . .
Some are eaten hot . . . Some are eaten hot . . .
Some are not . . . Some are not.

Vege-ta-bles . . . Vege-ta-bles . . .
Make good snacks . . . Make good snacks . . .
Low in fat and sugar . . . Low in fat and sugar . . .
A healthy choice . . . A healthy choice.



Directions: Read the recipe for *Pigs in a Blanket*. Answer the questions based on the information provided in the recipe. Darken the circle beside the correct answer for each question.

PIGS IN A BLANKET

1 pound of low-fat wieners
3 cans of biscuits
mustard

1 sharp knife
baking sheet
ketchup

Directions:

Preheat the oven to 400 degrees. Cut each wiener into one-third sections. Each of the wiener pieces will be a *pig*. Separate the biscuits in the cans. Each biscuit will be the *blanket* for a *pig*. To make the *Pigs in a Blanket*, wrap each piece of wiener with the dough from one biscuit. Place each on a baking sheet and bake for 12 minutes or until golden brown. Serve the *Pigs in a Blanket* with mustard or ketchup.

1. The first step in making *Pigs in a Blanket* is to —

- separate the biscuits.
- cook the *pigs*.
- wrap the wieners.
- preheat the oven.

2. This recipe can be found in —

- an atlas.
- an encyclopedia.
- a cookbook.
- a dictionary.

3. *Pigs in a Blanket* should bake —

- less than 10 minutes.
- more than 20 minutes.
- more than an hour.
- more than 10 minutes.

4. The sharp knife is used to —

- separate the biscuits.
- cut the wieners into pieces.
- spread the ketchup.
- wrap the *pigs*.

Answer Key

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- cut the wieners into pieces.
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- wrap the *pigs*.

Parent Survey

Our class has studied the importance of making smart choices concerning snacks. We have also included some information on the importance of being physically active. We would appreciate your helping us determine the success of our study by completing this survey. Please complete the survey and return it to school with your child.

Please write *yes*, *no*, or *maybe* in the blank before each statement.

At the end of the *Animal Snacks* unit of study, I have noticed the following changes:

- _____ 1. My child has talked to me about making smart snack choices.
- _____ 2. I have seen some changes in snack choices made by my child.
- _____ 3. I have noticed that my child has read Nutrition Food Labels recently.
- _____ 4. Our family has spent more time playing together.
- _____ 5. Our family has watched less TV.
- _____ 6. My child has paid more attention to what we eat at home.
- _____ 7. My child has mentioned the *Food Guide Pyramid* at home.
- _____ 8. My child has expressed an interest in preparing healthy snacks.
- _____ 9. My child has shared information with me that has been part of the study.
- _____ 10. I would recommend *Animal Snacks* for other second grade classes.

Comments: