

A TASTE FOR SNACKS



THEME: Grab Quick and Easy Snacks
NUTRITIONAL FOCUS: Fruits and Vegetables
GRADE LEVEL: 4

OBJECTIVES:

1. Students will gain an understanding of the *Dietary Guidelines for Americans* and the *Food Guide Pyramid* by reading, singing, participating in class discussions, and completing activities.
2. Students will choose to make smart decisions, which include fruits and vegetables for snacks as a result of the unit of study.
3. Students will apply measurement skills by solving problems involving money and units of measurement.
4. Students will use critical-thinking skills to solve problems relating to fruits.
5. Students will demonstrate their understanding of mathematics by referring to charts and solving problems.
6. Students will apply their understanding of fractional parts and operations by solving problems.
7. Students will demonstrate writing skills by writing paragraphs and creating questions.
8. Students will evaluate their snack choices by conducting a survey, collecting data, and making conclusions from the data.

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

Civics Standards

The student will:

4. identify symbols of South Dakota

Fine Arts Standards:

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

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



Health Education Standards

Standard One: Students will understand health promotion and disease prevention concepts and strategies.

Indicator One: Students will evaluate how personal behavior can impact the health of self, peers, and family.

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

Indicator Two: Students will evaluate strategies for achieving and maintaining personal health goals.

Indicator Three: Students will evaluate the role of personal responsibility in health-related decisions.

Life Science Standards

The student will:

1. understand basic structures and their functions in common plants.

Listening and Viewing Standards

The student will:

2. listen and share responses in group learning activities.
7. distinguish between facts and opinions.

Measurement Standards

The student will:

2. solve problems involving money.
4. carry out unit conversions within a system of measurement.
6. use scales of length, temperature, volume, and weight for problem-solving.
8. estimate and measure liquid volume in a variety of ways.

Number Sense Standards

The student will:

1. find multiples and factors of numbers to 400.
8. use the four operations with fractions.
10. use and justify estimations in problems with whole numbers, fractions, decimals, and money.
11. identify the appropriate arithmetic operation in multi-step problem situations.
14. read, write, order, and compare numbers

Patterns, Relations, and Functions Standards

The student will:

3. determine per unit cost based on number of units and the total cost.
4. solve problems involving pattern identification and completion of patterns.
5. describe a rule for simple patterns.
6. analyze given patterns formed using concrete objects and pictures in order to create patterns with the same attributes.
7. determine all combinations or arrangements of a limited number of objects.
8. explain if there is a limit to what can be done in a given situation.

Physical Education Standards

Standard Three: Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

Reading Standards

The student will:

3. select appropriate strategies and rate of reading for different purposes.
13. demonstrate familiarity with a variety of award-winning literary selections.
16. use text and graphic features to categorize information and gain meaning from informational materials.

Statistics and Probability Standards

The student will:

1. develop survey questions and systematically collect appropriate data.
3. interpret and analyze data from graphical representations and draw justifiable conclusions.
8. determine the probability of simple events using a variety of materials.

Writing Standards

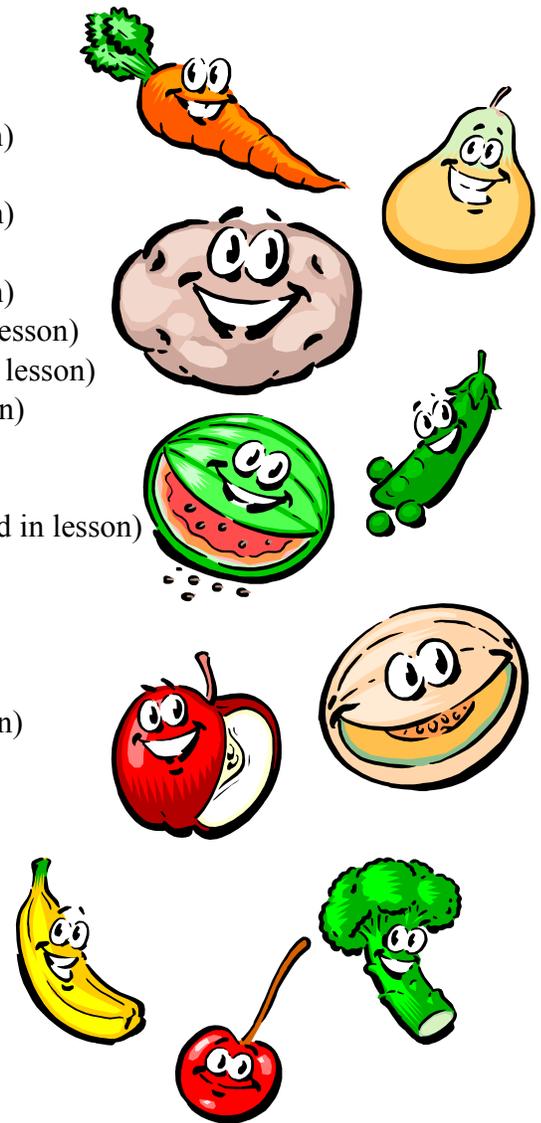
The student will:

1. apply various stages of the writing process.
5. organize and write about information according to category, source, or topic.
6. write to explain ideas presented or discussed in various content areas.
9. choose descriptive words that are content appropriate and provide clarity and focus for the reader.
15. write to inform or entertain a specific audience.
17. edit final copies for capitalization, punctuation, and spelling.



MATERIALS NEEDED:

- Student Handout *Food Guide Pyramid* (included in lesson)
- Parent Letter (included in lesson)
- Student Handout *Searching for Snacks* (included in lesson)
- Student Handout *Snack Survey* (included in lesson)
- Student Handout *Snack Survey Results* (included in lesson)
- Student Handout *Fruit and Vegetable Facts* (included in lesson)
- Student Handout *The Price of Snack Choices* (included in lesson)
- Student Handout *Snack Choice Change* (included in lesson)
- Student calculators
- Student Handout *Fruit Song* (song included in lesson)
- Student Handouts for *A Taste for Snacks* booklet (included in lesson)
- Scissors
- Stapler
- Crayons
- Student Handout *Help With the Party* (included in lesson)
- Student Handout *Problems with Apples* (included in lesson)
- Student Handout *Arranging Snacks* (included in lesson)
- Student Handout *A Bit of Honey* (included in lesson)
- Student Handout *Breakfast Snacks* (included in lesson)
- Student Handout *Voting for Grapes* (included in lesson)
- Student Handout *A Sack of Grapes* (included in lesson)
- Student Handout *Juicy Questions* (included in lesson)
- Student Handout *Smart Snacking* (included in lesson)
- Parent Survey (included in lesson)



BACKGROUND INFORMATION:

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* also recommend choosing and preparing foods with less salt. Many studies have shown that a high sodium intake is associated with higher blood pressure. Most of the salt you eat comes from foods that have salt added during food processing or during preparation in a restaurant or at home. Some people add salt to their food at the table. Your preference for salt may decrease if you gradually add smaller amount of salt to your foods over a period of time. Most people consume too much salt. Healthy children and adults need to consume only small amount of salt to meet their need. It only takes about 1/4 teaspoon of salt each day for the body.

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, and 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. Provide students a *Food Guide Pyramid* and review the food group categories. Ask students to identify the recommended number of servings from each group.
2. Identify food as the source of energy for the body. Food is a part of mealtime and snack time. Ask students to name foods that are used for snacks.
3. Share the Background Information with the class. Establish that choosing a diet that is low in fat, salt, and sugar is recommended. This applies to snack foods as well as mealtime choices.
4. Provide the Parent Letter to take home to parents.
5. Provide students *Searching for Snacks* homework activity. Assign students to search for snacks that would fit the five major food groups. As the students complete the activity, have them notice the number of snacks at home that do not fit in one of the five major food groups. Ask them to make an evaluation of snack choices in their home. Is there room for improvement in the selection of snacks at home?

6. Inform the class that they will be keeping a record of the snacks consumed for one week. This data collection is important in establishing snack choices and habits. Provide *Snack Survey* and discuss the importance of keeping an accurate record. Instruct students to write the date of the week in the space at the top of the survey. Students should return the survey in one week when the data has been collected.
7. After all students have returned the *Snack Survey*, lead the class in categorizing the snacks listed according to the food groups.
8. Provide students *Snack Survey Results* and instruct students to record the date challenge each student to analyze the data that has been collected on their survey to reach a conclusion. What food group do they choose snacks from most often? What food group do they choose snack foods from the least? What pattern can be identified in their daily snack choices?
9. Ask students to draw a conclusion from the data collection. What changes, if any, should be made in the selection of snacks? Ask students to write a paragraph which explains the data and supports their conclusion. Challenge students to make a visual representation of the survey results to present to the class.
10. Identify fruits and vegetables as smart choices for snacks. Ask students to name some ways that fruits and vegetables can be included in snacks.
11. Provide *Fruit and Vegetable Facts* to students. Share with the class that the title of the activity says these are *facts* about fruits and vegetables. Review the difference between facts and opinions.
12. After the completion of the activity, ask students to identify the mistakes in the sentences. Allow students to share some of the facts from the page.
13. Provide students *The Price of Snack Choices*. Ask students to read the foods named on the page and decide if the food would be a smart snack. Review the recommendations of the *Dietary Guidelines* to determine if the foods would be a smart snack.
14. Allow students to calculate the total cost of the food in each box. After the answers are identified, each box should be numbered from 1 to 10 to indicate the rank order of the total prices.
15. Distribute *Snack Choice Change*. Ask students to read the directions and use information from *The Price of Snack Choices* to compete the activity. Allow students to use calculators to complete the problems.
16. Discuss different kinds of fruits and vegetables. Challenge students to recall different kinds of fruits and vegetables served in the cafeteria. Ask students to keep a log of the number of fruits and vegetable served in the cafeteria in the next week.

17. Discuss how fruits and vegetables both come from plants but they grow on different kinds of plants. Inform the class that some fruits grow on a tree: apples, peaches, pears. Other fruits grow on bushes: blackberries, blueberries. And some fruits grow on vines: strawberries, kiwi, cantaloupe, and watermelon. Discuss the differences in trees, vines, and bushes. Vegetables grow on stalks, underground, on bushes, and vines. Ask students to think of the plants that grown in a garden that produce vegetables.
18. Distribute *Fruit Song* to students. Read the words of the song together. Ask students to identify the rhyming words at the end of the lines. Instruct students to circle the rhyming words at the end of each line. Ask students to read the words of the song together again. What two lines are repeated in each verse? Sing the song.
19. Distribute the booklet pages for *A Taste For Snacks*. Students should cut each page apart on the dotted line and assemble the pages in order according the page number to make a booklet. The pages of the booklet should be stapled together on the left edge as designated.
20. Divide the class into learning pairs. Assign each learning pair to read pages 1 - 12 of the booklet aloud to each other. Instruct each learning pair to discuss the main idea of each page. Using pencil and crayons, ask students to provide drawings in the booklet to illustrate the content. Instruct student to write their name on the front of the booklet as the illustrator.
21. Ask students to solve the problem on page 11 of the booklet. The correct answer is 108 honeybees to produce 1 tablespoon of honey.
12 honeybees to make one teaspoon X 3 teaspoons in 1 tablespoon = 36 honeybees to make 1 tablespoon; $36 \times 3 = 108$
22. Assign each student to design an invitation to a pretend party on page 13 of the booklet. What is the occasion? What foods will be served? Remind students to make smart choices in selecting the menu.
23. Discuss how healthy eating habits and physical activity work together for better health. Lead the class in identifying ways to maintain an active lifestyle. Ask students to think of work they do that gives them exercise. Ask students to think of games they play that are active games. Discuss the decision to have an active lifestyle. Is it easy to do when there are so many *good* television shows and video games that compete for our time? Ask students to evaluate the choices made in the past. Ask students to make an evaluation of any changes in the future concerning physical activity.
24. Assign students to plan activities for the pretend party. This should be a party with lots of fun and physical activity. Ask students to write a paragraph on page 14 of the booklet describing the games and activities planned.

25. Remind student that as they write a descriptive paragraph, they should include a topic sentence and provide supporting sentences. Direct students to begin the paragraph with a topic sentence and provide at least three supporting sentences. Review tips with students:
 - ✓ Put thoughts in order.
 - ✓ Provide enough supporting detail.
 - ✓ Be descriptive.
 - ✓ Think about what you want others to know and feel after reading the paragraph.
 - ✓ Check for sentence structure and mechanics.
26. Direct students to take the *A Taste for Snacks* booklet home and complete page 15 for homework. When the booklets are returned, group students in cooperative learning groups and let students ask each other the questions that they have written based on the information in the booklet.
27. Discuss problem solving in real-world situations. Give each student *Help with the Party* and ask them to help Keri plan her snack party. Note that only six combinations of people to attend the party are possible after solving the first question. All of the other questions are dependent upon the answer to the first one. After students have worked on the activity individually, allow each student to work with a partner to check answers for accuracy and explain the process involved in arriving at the answers.
28. Review fractional parts of a whole.
29. Provide *Problems with Apples* for students to apply their understanding of fractional parts. Challenge students to make illustrations as part of the explanation of the answers.
30. Allow students to work in groups to solve the problems on *Arranging Snacks*. Allow students to have a share time to explain the answers and the process used in arriving at the answers.
31. Review with the class that a honeybee is the state insect of South Dakota. Challenge student to identify other state symbols of South Dakota.
32. Review addition, subtraction, and multiplication of fractions. Model examples at the chalkboard to make sure all students understand the procedure.
33. Provide *A Bit of Honey* and give instructions on solving the problems inside the parenthesis to find the amount of each ingredient for the recipes.
34. Allow time to discuss the procedures and answers for the recipes.
35. Discuss breakfast as an important meal for the day that often includes snack foods. Breakfast foods are sometimes served on the go because people often are in a hurry.
36. Provide *Breakfast Snacks* for homework. This assignment includes addition, subtraction, and multiplication of fractions to arrive at the amount of ingredients to use for breakfast snacks. Encourage kids to get permission to prepare these at home.

37. Identify grapes as a fruit. Lead the class in a discussion of varieties of grapes and other fruits. A trip to the grocery store will reveal that apples may be Red Delicious, Yellow Delicious, Jonathan, Granny Smith, and many others. The same is true for grapes but most of the different varieties are used for making grape juice and the customers never see them as fresh grapes.
38. Provide students with *Voting for Grapes*, which shows a graph of a taste-test survey done using seven different varieties of grapes. Students are to interpret the graph and make the correct answer.
39. Provide students *A Sack of Grapes*. And read the chart together which tells how many grapes of each variety are in the sack. Assign students to complete the page using the information in the chart.
40. Recall how many varieties of grapes are made into juice. Review that 100% fruit juice is a smart choice. Ask students to recall the *Dietary Guidelines* recommendation to limit the amount of added sugar in the diet. Recognize that all drinks may not be the same. Have students observe labels for *fruit-flavored* or *artificial* to determine if it is 100% fruit juice.
41. Review quarts, gallons, and ounces as units of measurement. Ask students to discuss which unit is used to measure different things.
42. Provide *Juicy Questions* and ask students to solve the problems about grape juice. Allow time after the activity is complete for students to share the process used to arrive at the answer.
43. Provide students with the same *Snack Survey* that was used at the beginning of the unit. Assign students to write the date for the week and complete this activity again to determine if any changes have been made in choosing snacks. Allow a week for student to collect the data.
44. Provide students *Snack Survey Results*. Challenge students to analyze the data that has been collected on their survey to reach a conclusion. Compare the *Snack Survey Results* prepared at the beginning of the unit to the one at the end of the unit. What changes have been made?
45. Ask students to draw a conclusion from the pre- and post-data collection.
46. Provide *Smart Snacking* stationery. Ask students to write a paragraph, which explains the data and supports their conclusion. Challenge students to make a visual representation of the survey results to present to the class.
47. Allow the class to decide on a favorite physical activity that would be practical to do at school. Celebrate the unit by giving the class a special time to do this activity.
48. Send home the Parent Survey to validate the successfulness of the unit as determined by parents.

EXTENSION ACTIVITIES:

1. Provide an assortment of different varieties of grapes. Conduct a taste-test survey to determine the favorite variety of the class. Construct a bar graph to display the results.
2. Ask the cafeteria manager for permission to display snack posters, banners, collages, and murals in the cafeteria to get the *Taste for Snacks* message out to other classes! Ask the cafeteria manager to coordinate the displays.
3. Invite a gardener to the class to share information about raising vegetables in a garden.
4. Begin a collection of fruit juice and fruitade labels for students to compare the added sugar content.
5. Begin a collection of labels, empty boxes, and empty food packages that use honey as an ingredient. (Examples: honey-nut cereals, honey-baked ham)
6. Have a taste-test survey using several varieties of apples. Let students conduct the survey, determine the favorite variety and construct a bar graph similar to the graph on *Voting for Grapes*. Assign students to create problems based on the information in the graph.
7. Take the class to the playground to play “Grab the Snack.” To play the game, divide the class into two groups and instruct each group to form a line facing the other group. The groups should be about fifty feet apart. Assign each student a number according to their place in line. (There will be a “1” on each side, a “2” on each side, and so on as determined by the number of students.) Place an apple (or other snack) on the ground between the lines of students. Call out a number. The two students having this number will race for the fruit. The object of the game is to grab the snack and take it back across the group’s line without being tagged by the opponent. If the person who has grabbed the snack is tagged by a player from the other team, a point is awarded to the other team. Continue playing until all numbers have been called.



EVALUATION:

Participation

- Did students participate in class discussions?
- Did students complete the out-of-class assignments, which included *Searching for Snacks* and conducting a survey?
- Did students participate in singing the song?
- Did students design an invitation to a pretend party and describe the activities planned?

Skills/Knowledge

- Were students able to edit sentences to find facts about vegetables and fruits?
- Were students able to accurately complete activities involving money?
- Were students able to accurately complete activities involving problem-solving?
- Were students able to accurately complete activities involving fractional parts?
- Were students able to accurately interpret charts?
- Did students use critical-thinking skill to solve problems relating to patterns?
- Did students accurately solve problems involving measurement?
- Were students able to draw conclusions about their behaviors and snack decisions by analyzing data collected?
- Were students able to write descriptive paragraphs to explain information?
- Were students able to write at least five questions for the information included in the *A Taste for Snacks* booklet?
- Were students able to explain answers to questions in cooperative learning groups?

Behavior

- Did parents perceive a change in attitudes and behavior of students as reflected in the Parent Survey?

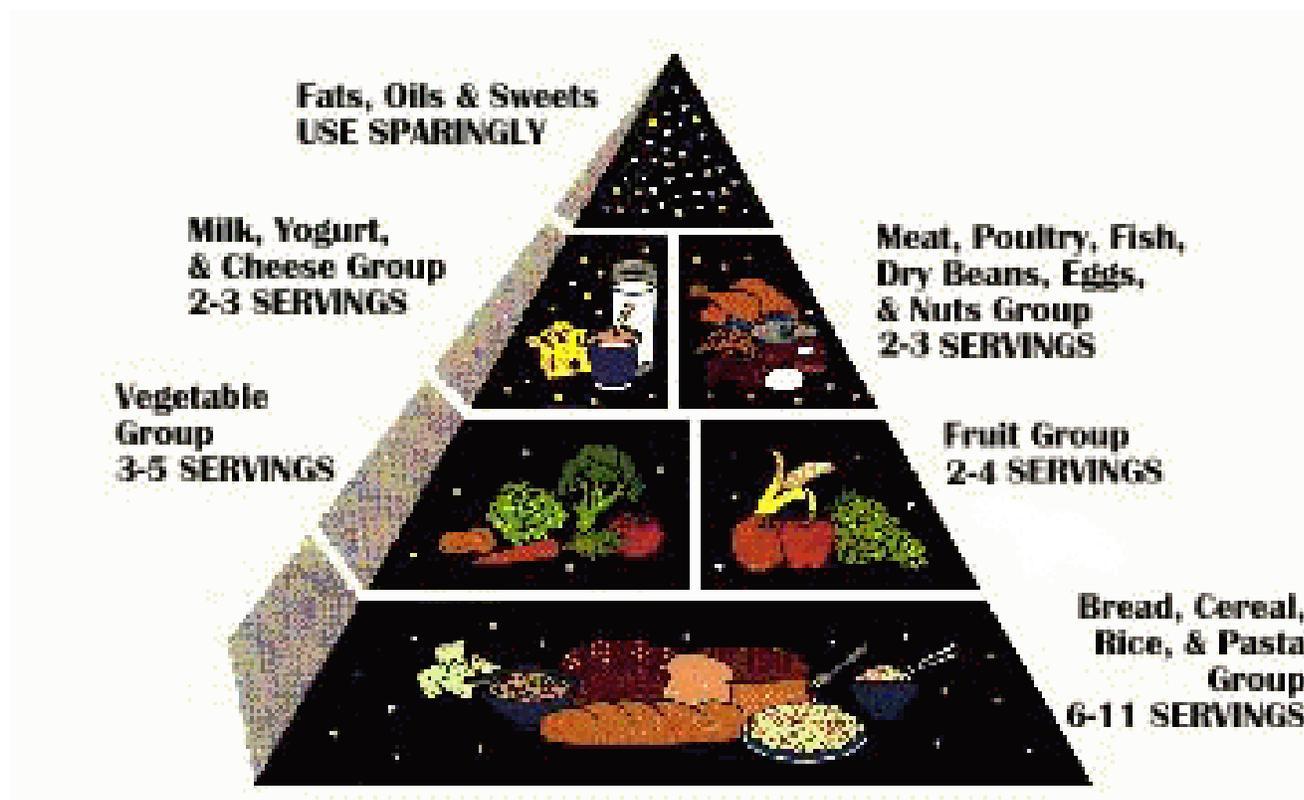
ACKNOWLEDGMENTS:

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

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.

Dear Parents:

Our class is beginning a study called *A Taste for Snacks*. We will learn to choose snacks wisely and will also learn that physical activity works with nutrition for better health. There are some ways you can help:

1. Your child will have a homework activity, which includes searching for snacks at home. The assignment will be to find snacks and identify which of the five major food groups that belong.
2. Another homework assignment includes keeping a record of the snacks consumed for a week. We will use the information from the record to evaluate the effectiveness of the unit.
3. Your child will have a homework assignment that includes breakfast snack recipes. Encourage your child to prepare the recipes!
4. Encourage your child to read cookbooks to find healthy snacks to prepare.
5. Be a role model and choose healthy snacks for yourself.
6. Make healthy snacks a part of your grocery list.
7. Keep 100% juice, crunchy vegetables, yogurt, bagels, pretzels, and whole-wheat pretzels.
8. Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.
9. Encourage your child to be active by participating in family games and activities.
10. Reduce TV watching and increase active play at your home.
11. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work. Ask your child to see some of the snack recipes that are included in class assignments. Prepare some of the snacks together at home.

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 to this study. Thank you for being a part of our learning team!

Sincerely,

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, Dry Beans, Eggs, & Nuts Group
Vegetable Group	Fruit Group
Bread, Cereal, Rice & Pasta Group	

SNACK SURVEY

Directions to parents: We are conducting a survey of the number of snacks foods consumed each day. Each time a snack is consumed, your child should write the name of the food in the block for the day. If a food is consumed more than one time, it should be listed as many times as it is consumed. At the end of each day, your child should count the number of snack foods consumed for the day. We will keep the survey current during the school day, but your child will bring this home to complete at night and on the weekend.

WEEK OF: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Total:	Total:	Total:	Total:	Total:	Total:	Total:

SNACK SURVEY RESULTS

Directions: Look at the data collected on the *Snack Survey* and interpret the results. Complete the questions by referring to a *Food Guide Pyramid*.

Snack Survey for Week of: _____

How many “Milk Group” snacks did I choose during the week?

How many “Bread Group” snacks did I choose during the week?

How many “Fruit Group” snacks did I choose during the week?

How many “Vegetable Group” snacks did I choose during the week?

How many “Meat Group” snacks did I choose during the week?

How many of my snack choices would be in the “Use Sparingly” group?

Are there other important facts that can be identified from the data?

Write a paragraph, which explains the conclusion drawn after analyzing the survey data.

FRUIT AND VEGETABLE FACTS

Directions: Read each sentence. There is one mistake in the underlined portion of the sentence. The mistake may be in spelling, punctuation, capitalization, word usage, or in sentence structure. Rewrite each sentence correctly on the line under each sentence.

1. Fruits and vegetables is key parts of your daily diet.

2. Choose a variety of fruits and vegetables each day?

3. Eat at least three Servings of vegetables each day.

4. Different Fruits and vegetables are rich in different nutrients.

5. Eat at least two serving of fruits each day.

6. Most people eat fewest servings of fruits and vegetables than are recommended.

7. Most fruits and vegetables are naturally low in fat and calories?

8. when eating out, choose a variety of vegetables at a salad bar.

9. Wash fresh fruits and vegetables thoroughly before using.

10. Fruits and vegetables are naturalie low in salt and calories.

11. One cup of raw leafy vegetables count as one serving.

12. One medium apple, banana orange or pear counts as one serving.

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1. Fruits and vegetables are key parts of your daily diet.
2. Choose a variety of fruits and vegetables each day.
3. Eat at least three servings of vegetables each day.
4. Different fruits and vegetables are rich in different nutrients.
5. Eat at least two servings of fruits each day.
6. Most people eat fewer servings of fruits and vegetables than are recommended.
7. Most fruits and vegetables are naturally low in fat and calories.
8. When eating out, choose a variety of vegetables at a salad bar.
9. Wash fresh fruits and vegetables thoroughly before using.
10. Fruits and vegetables are naturally low in salt and calories.
11. One cup of raw leafy vegetables counts as one serving.
12. One medium apple, banana, orange or pear counts as one serving.

THE PRICE OF SNACK CHOICES

Directions: Calculate the total cost of the food in each box. Show your work! Number the boxes in order of lowest to highest total cost.

<input type="radio"/> 6 pounds of apples @ 69 cents per pound	<input type="radio"/> 4 pounds of zucchini @ \$.99 per pound
<input type="radio"/> 2 pounds of grapes @ \$1.29 per pound	<input type="radio"/> 5 pounds of peaches @ 69 cents per pound
<input type="radio"/> 6 pounds of cucumbers @ 49 cents per pound	<input type="radio"/> 2 quarts of strawberries @ \$1.69 a quart
<input type="radio"/> 2 watermelons @ \$2.99 each	<input type="radio"/> 5 pounds of tomatoes @ 79 cents per pound
<input type="radio"/> 3 pounds of blueberries @ \$1.00 per pound	<input type="radio"/> 4 heads of cabbage @ 89 cents a head

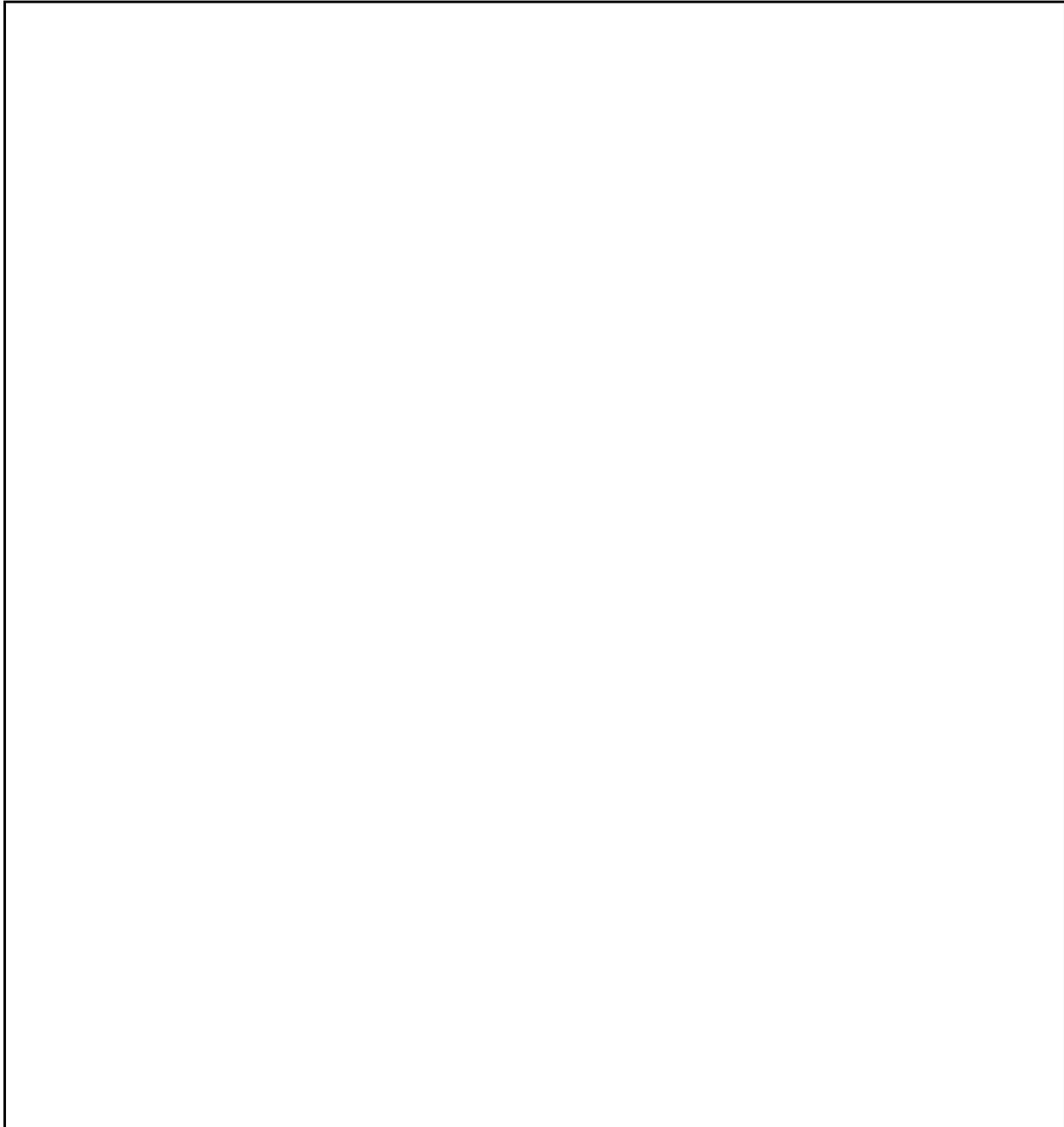
THE PRICE OF SNACK CHOICES

Directions: Calculate the total cost of the food in each box. Show your work! Number the boxes in order of lowest to highest total cost.

⑨ 6 pounds of apples @ 69 cents per pound $6 \times \$0.69 = \4.14	⑧ 4 pounds of zucchini @ \$.99 per pound $4 \times \$0.99 = \3.96
① 2 pounds of grapes @ \$1.29 per pound $2 \times \$1.29 = \2.58	⑤ 5 pounds of peaches @ 69 cents per pound $5 \times \$0.69 = \3.45
② 6 pounds of cucumbers @ 49 cents per pound $6 \times \$0.49 = \2.94	④ 2 quarts of strawberries @ \$1.69 a quart $2 \times \$1.69 = \3.38
⑩ 2 watermelons @ \$2.99 each $2 \times \$2.99 = \5.98	⑦ 5 pounds of tomatoes @ 79 cents per pound $5 \times \$0.79 = \3.95
③ 3 pounds of blueberries @ \$1.00 per pound $3 \times \$1.00 = \3.00	⑥ 4 heads of cabbage @ 89 cents a head $4 \times \$0.89 = \3.56

SNACK CHOICE CHANGE

Directions: Jason has 2 twenty-dollar bills. Does he have enough to buy all the items in the boxes? If so, how much change will he get back from the 2 twenty-dollar bills? Show your work! Draw three different combinations of change that he could get back.



SNACK CHOICE CHANGE

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\$ 4.14	\$20.00	\$40.00
3.96	<u>20.00</u>	- 36.94
2.58	\$40.00	\$ 3.06 change back
3.45		
2.94		
3.38		
5.98		
3.95		
3.00		
<u>3.56</u>		
\$36.94		

Change possibilities may vary but should equal \$3.06

FRUIT SONG

(to the tune of "Skip to my Lou")

Fruits should be a part of your diet,
They'll make you feel and look just right!
You need two servings every day,
To grow and work and play.

Some fruits give you Vitamin C,
You'll be smart with variety!
You need two servings every day,
To grow and work and play.

Some fruits give you Vitamin A,
Variety is what I say!
You need two servings every day,
To grow and work and play.

Lots of nutrients they provide,
The food groups help me to decide!
You need two servings every day,
To grow and work and play.

Fruit each day, that's the key,
You'll be smart with variety!
You need two servings every day,
To grow and work and play.



A TASTE FOR SNACKS

Illustrated by

A TASTE FOR SNACKS

Snacks are a part of a healthy diet for growing kids. Snacks can be fun, tasty, and healthy. Healthy snacks give kids extra energy to play and grow. All foods can fit into a healthy diet but choosing low-fat, reduced sugar, and reduced salt snacks is the smart choice to make.

Beverages are often a part of snacks. *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, and fruit drinks and fruitades. These foods should be limited.

2

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.

3

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.

Did you know that nuts can substitute for meat?

4

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

5

The *Dietary Guidelines for Americans* recommend choosing a diet that is moderate in total fat. Additionally, the *Dietary Guidelines* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often.

Choose a variety of foods for good nutrition. Since foods within most food groups differ in their content of nutrients and other beneficial substances, choosing a variety helps you get all the nutrients and fiber you need. It can also help keep your snacks and meals interesting from day to day.

Did you know that milk is the official beverage of South Dakota?

6

Fruits and vegetables make good snacks. They are key parts of the diet. Most people eat fewer servings of fruits and vegetables than are recommended. The *Food Guide Pyramid* recommends at least 2 servings of fruits and 3 servings of vegetables each day.

A serving from the "Vegetable Group" —

- One cup of raw leafy vegetables
- $\frac{1}{2}$ cup of other cooked or raw vegetables
- $\frac{3}{4}$ cup of vegetable juice

A serving from the "Fruit Group" —

- One medium banana, apple, orange, or pear
- $\frac{1}{2}$ cup of chopped, cooked, or canned fruit
- $\frac{3}{4}$ cup of fruit juice

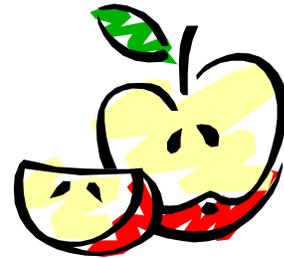
7

"An apple a day keeps the doctor away" is an old saying that means apples help us stay healthy. Apples and other fruits in the "Fruit Group" of the *Food Guide Pyramid* have vitamins. We need vitamins to stay well and healthy. Apples and other fruits can make smart snacks.

Try a new idea!

Yogurt Fruit Dip

8 ounces plain low-fat yogurt
1/3 cup frozen orange juice concentrate
1/8 teaspoon cinnamon
Blend ingredients and serve with apple slices.



8

Fruit Dip

1 small jar of marshmallow creme
8 ounces of low-fat cream cheese
Mix together and serve with fruit slices.

Fruit is good to eat raw. There are many kinds of fruit. Fruit may be fresh, frozen, canned, dried, or made into juice. Fruit can also be used to make healthy salads.

9

Smart Fruit Salad

- 3 large peaches, peeled and cut into cubes
- 1 ½ cups fresh blueberries
- 1 ½ cups fresh strawberries
- 2 bananas, sliced
- 1 tablespoon lemon juice

Combine fruit and lemon juice.



Orange-Yogurt Glaze

- 1 cup vanilla non-fat or low-fat yogurt
- 2 tablespoons frozen orange juice concentrate
- 1 tablespoon honey

Mix yogurt, honey and orange juice concentrate together in a small bowl.
Drizzle over fruit.

Serves: 6

10

Sometimes honey is used instead of sugar to sweeten foods. Honey is made by honeybees. Honey is an important product of South Dakota. The honeybee is the state insect of South Dakota.

Did you know that a honey bee actually makes only 1/12 of a teaspoon of honey in her lifetime?



Problem: It takes 3 teaspoons to equal 1 tablespoon. How many honeybees are needed to make 3 tablespoons of honey?

11

Vegetables make good snacks, too. Try more vegetables for snacks! Have you tried these?

- Cucumber slices with vegetable dip
- Baby carrots with vegetable dip
- Celery sticks with low-fat cream cheese
- Celery sticks with low-fat pimento cheese
- Broccoli with low-fat ranch dressing
- Zucchini slices with low-fat Italian dressing



12

Snacks can make a get-together with friends more fun. Plan a pretend get-together for you friends. Make an invitation for your party.

WHY:

DATE AND TIME:

WHERE:

SNACK MENU:

13

Write a paragraph that describes the activities that you are planning for the party.

14

Write five questions about the information included in this booklet.
Write the answers on the back of this page.

1.

2.

3.

4.

5.

15

HELP WITH THE PARTY

Directions: Keri has planned a party. Read each and solve each problem for Keri. Show and explain your work.

1. Keri has planned to serve snacks at a party. One snack that Keri has on the menu is baby carrots. Keri bought a one-pound bag of baby carrots and counted forty-eight baby carrots in the bag. Keri needs to know how many people to invite for each person to have an equal number of carrots and have no carrots left over. After she includes herself, give six choices she has for the number of people to be invited and the number of baby carrots each person would have.
2. If Keri's mother has asked her to limit the number of people at the party to less than twenty, give four choices she has for the number of people to be invited.
3. If Keri's mother has asked her to limit the number of people at the party to less than ten, give two choices she has for the number of people to be invited.
4. If Keri's mother has asked her to limit the number of people at the party to less than eight, give one choice she has for the number of people to be invited.
5. Keri found that the one-pound bag of baby carrots cost \$1.99. She also noticed that an eight-ounce bag was on sale for 89¢ a bag. What should she buy? How much money will she save?

HELP WITH THE PARTY

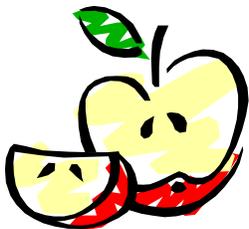
Directions: Keri has planned a party. Read each and solve each problem for Keri. Show and explain your work.

1. Keri has planned to serve snacks at a party. One snack that Keri has on the menu is baby carrots. Keri bought a one-pound bag of baby carrots and counted forty-eight baby carrots in the bag. Keri needs to know how many people to invite for each person to have an equal number of carrots and have no carrots left over. After she includes herself, give six choices she has for the number of people to be invited and the number of baby carrots each person would have.
47 guests + Keri = 48 people Each person would have 1 baby carrot.
23 guests + Keri = 24 people Each person would have 2 baby carrots.
15 guests + Keri = 16 people Each person would have 3 baby carrots.
11 guests + Keri = 12 people Each person would have 4 baby carrots.
7 guests + Keri = 8 people Each person would have 6 baby carrots.
5 guests + Keri = 6 people Each person would have 8 baby carrots
2. If Keri's mother has asked her to limit the number of people at the party to less than twenty, give four choices she has for the number of people to be invited.
15 guests + Keri
11 guests + Keri
7 guests + Keri
5 guests + Keri
3. If Keri's mother has asked her to limit the number of people at the party to less than ten, give two choices she has for the number of people to be invited.
7 guests + Keri
5 guests + Keri
4. If Keri's mother has asked her to limit the number of people at the party to less than eight, give one choice she has for the number of people to be invited.
5 guests + Keri
5. Keri found that the one-pound bag of baby carrots cost \$1.99. She also noticed that an eight-ounce bag was on sale for 89¢ a bag. What should she buy? How much money will she save?
8 ounces = ½ pound, so she would have to buy 2 of these
2 X 89¢ = \$1.78
\$1.99 - \$1.78 = \$.21 saved if she buys 2 of the eight-ounce bags instead of 1 one-pound bag

PROBLEMS WITH APPLES

Directions: Julie wants to serve healthy snacks at her party. Help her plan for her party by reading and solving the problems. Show and explain your work.

1. Julie has planned to serve snacks at a party for twelve people. Julie wants to serve apple wedges with fruit dip. If each apple is cut into fourths, how many apples will Julie need to buy for each person to have three apple wedges?
2. If each apple is cut into thirds, how many apples will Julie need to buy for each person to have four apple wedges?
3. If each apple is cut into fourths, how many apples will Julie need to buy for each person to have four apple wedges?
4. Julie has 6 apples to serve at the snack party. If Julie does not want to cut the apples in pieces smaller than $\frac{1}{4}$ of an apple, give two ways the apples be cut to be shared equally among the twelve people at the party?
5. Julie has a recipe for fruit dip to serve with apple wedges. She needs to double the recipe to have enough dip. She has found that an eight-ounce package of cream cheese is on sale for \$.59 and the one-pound package is \$1.29. What should she buy? How much money will she save?

**Fruit Dip**

1 small jar of marshmallow creme
8 ounces of low-fat cream cheese
Mix together and serve with fruit slices.

PROBLEMS WITH APPLES

Directions: Julie wants to serve healthy snacks at her party. Help her plan for her party by reading and solving the problems. Show and explain your work.

1. Julie has planned to serve snacks at a party for twelve people. Julie wants to serve apple wedges with fruit dip. If each apple is cut into fourths, how many apples will Julie need to buy for each person to have three apple wedges?

$$12 \times 3 = 36 \text{ wedges needed}$$

$$36 \div 4 \text{ wedges in one apple} = 9 \text{ apples needed}$$

2. If each apple is cut into thirds, how many apples will Julie need to buy for each person to have four apple wedges?

$$12 \text{ people} \times 4 \text{ wedges each} = 48 \text{ wedges needed}$$

$$48 \text{ wedges} \div 3 \text{ wedges in one apple} = 16 \text{ apples needed}$$

3. If each apple is cut into fourths, how many apples will Julie need to buy for each person to have four apple wedges?

$$4/4 \text{ in one apple so each person would need one apple}$$

She will need to buy 12 apples.

4. Julie has 6 apples to serve at the snack party. If Julie does not want to cut the apples in pieces smaller than $1/4$ of an apple, give two ways the apples be cut to be shared equally among the twelve people at the party?

Each apple cut in half will make 12 wedges and give each person one wedge.

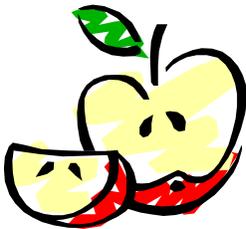
Each apple cut in fourths will make 24 wedges and give each person two wedges.

5. Julie has a recipe for fruit dip to serve with apple wedges. She needs to double the recipe to have enough dip. She has found that an eight-ounce package of cream cheese is on sale for \$.59 and the one-pound package is \$1.29. What should she buy? How much money will she save?

$$8 \text{ ounces} = \frac{1}{2} \text{ pound so she will need 2 packages @ } \$.59 \text{ each} = \$1.18 \text{ total cost}$$

$$\text{one-pound package} = \$1.29$$

$$\$1.29 - \$1.18 = 11\text{¢ saved if she buys the 2 smaller packages}$$



Fruit Dip

1 small jar of marshmallow creme
8 ounces of low-fat cream cheese
Mix together and serve with fruit slices.

ARRANGING SNACKS

Directions: Helen has planned a party with lots of appetizing and healthy snacks. Help her arrange her snacks by reading and solving the problems.

1. Helen has arranged grapes, strawberries, and cubes of cantaloupe and watermelon on skewers. Each skewer has seven total pieces of fruit. The first and last piece of fruit is a watermelon cube. There is a strawberry in the middle and a cube of cantaloupe on each side of the strawberry. A grape is between the watermelon and cantaloupe cubes. Write the fruits in order as they are arranged on the skewers.
2. Helen has decided to substitute cheese cubes for the cantaloupe. She needs to prepare 25 skewers. She can get 40 cheese cubes from one pound of cheese. Cheese only comes on one-pound packages. How many packages will she need?
3. Helen has decided to rearrange the snack foods on the skewers. She does not want the cheese cubes to touch the strawberry in the middle. Give two ways she can arrange the foods on the skewers.
4. Helen has prepared all the food for making the skewers and put it in a large bowl until she is ready to put it on the skewers. If she reaches in the bowl without looking, which food is she least likely to pick up?
5. If she reaches in the bowl for a piece of food without looking 49 times, how many times would she most likely get a strawberry?
How many times would she most likely get a grape?
6. If she reaches in the bowl for a piece of food without looking 35 times, how many times would she most likely get a strawberry?

How many times would she most likely get a watermelon cube?

ARRANGING SNACKS

Directions: Helen has planned a party with lots of appetizing and healthy snacks. Help her arrange her snacks by reading and solving the problems.

1. Helen has arranged grapes, strawberries, and cubes of cantaloupe and watermelon on skewers. Each skewer has seven total pieces of fruit. The first and last piece of fruit is a watermelon cube. There is a strawberry in the middle and a cube of cantaloupe on each side of the strawberry. A grape is between the watermelon and cantaloupe cubes. Write the fruits in order as they are arranged on the skewers.

Watermelon, grape, cantaloupe, strawberry, cantaloupe, grape, watermelon

2. Helen has decided to substitute cheese cubes for the cantaloupe. She needs to prepare 25 skewers. She can get 40 cheese cubes from one pound of cheese. Cheese only comes on one-pound packages. How many packages will she need?

40 cubes in one pound

She needs 25 skewers X 2 cheese cubes on each skewer = 50 cubes needed

50 needed - 40 in one pound = 10 more cubes needed

She will have to buy 2 pounds of cheese to have enough.

3. Helen has decided to rearrange the snack foods on the skewers. She does not want the cheese cubes to touch the strawberry in the middle. Give two ways she can arrange the foods on the skewers.

cheese, watermelon, grape, strawberry, grape, watermelon, cheese

or watermelon, cheese, grape, strawberry, grape, cheese, watermelon

4. Helen has prepared all the food for making the skewers and put it in a large bowl until she is ready to put it on the skewers. If she reaches in the bowl without looking, which food is she least likely to pick up? *Strawberry*

5. If she reaches in the bowl for a piece of food without looking 49 times, how many times would she most likely get a strawberry? *7*

How many times would she most likely get a grape? *14*

6. If she reaches in the bowl for a piece of food without looking 35 times, how many times would she most likely get a strawberry? *5 times*

How many times would she most likely get a watermelon cube? *10 times*

A BIT OF HONEY

Directions: Snack foods can be fun, tasty, and healthy, too. Find out how to make these snacks by solving the math problems inside the parentheses.

FRUIT DIP

$(\frac{1}{8} + \frac{1}{8} + \frac{1}{4} + \frac{1}{2} = \underline{\hspace{1cm}})$ cup creamy peanut butter

$(\frac{3}{4} + \frac{1}{8} + \frac{1}{8} = \underline{\hspace{1cm}})$ cup honey

$(\frac{7}{8} - \frac{3}{8} = \underline{\hspace{1cm}})$ teaspoon ground cinnamon

$(10 \times \frac{1}{2} = \underline{\hspace{1cm}})$ apples

Cut each apple into eight equal slices ($\frac{1}{8}$). Cut the core from each slice. To make the fruit dip, mix peanut butter, honey and cinnamon until smooth. Dip the apples slices in the fruit dip.

CINNAMON TRAIL MIX

$(4 \times \frac{1}{2} = \underline{\hspace{1cm}})$ cups Cheerios

$(8 \times \frac{1}{4} = \underline{\hspace{1cm}})$ cups chopped dates

$(\frac{1}{3} + \frac{2}{3} + \frac{1}{2} = \underline{\hspace{1cm}})$ cups peanuts

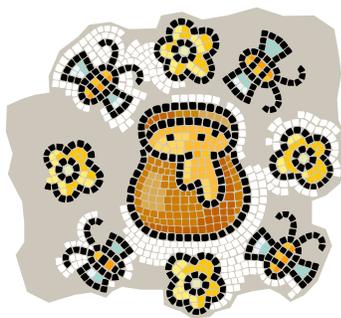
$(\frac{7}{8} + \frac{1}{8} = \underline{\hspace{1cm}})$ cups pretzel sticks

$(1 - \frac{1}{3} = \underline{\hspace{1cm}})$ cup shredded coconut

$(\frac{3}{4} - \frac{1}{4} = \underline{\hspace{1cm}})$ teaspoon cinnamon

$(6 \times \frac{1}{3} = \underline{\hspace{1cm}})$ Tablespoon honey

In large bowl, stir together cereal, dates, peanuts, pretzels, and coconut. Mix cinnamon and honey together and drizzle over cereal mixture. Toss well to coat mixture. Spread mixture on cookie sheet and bake for 10 minutes at 350 degrees.



BREAKFAST SNACKS

Directions: Breakfast snack foods can be fun, tasty, and healthy, too. Find out how to make these breakfast snacks by solving the math problems inside the parentheses.

BREAKFAST SHAKE

$(\frac{1}{2} + \frac{1}{4} = \underline{\quad})$ cup buttermilk
 $(\frac{1}{8} + \frac{1}{8} = \underline{\quad})$ cup orange juice
 dash of vanilla flavoring

$(3\frac{1}{2} - 1\frac{1}{2} = \underline{\quad})$ Tbsp. honey
 $(\frac{1}{2} \times 2 = \underline{\quad})$ egg
 $(\frac{1}{4} \times 4 = \underline{\quad})$ frozen banana

Peel a banana and wrap in aluminum foil. Place in freezer overnight. Place all ingredients in a blender until well blended. Pour into tall glass and sprinkle with cinnamon. This makes two cups.

GRANOLA

$(24 \times \frac{1}{8} = \underline{\quad})$ cups uncooked oats
 $(\frac{1}{8} + \frac{1}{8} + \frac{1}{4} = \underline{\quad})$ cup wheat germ
 $(\frac{3}{4} - \frac{1}{4} = \underline{\quad})$ cup chopped, unsalted peanuts
 $(12 \times \frac{1}{6} = \underline{\quad})$ Tbsp. dried sunflower seeds
 $(\frac{1}{16} + \frac{3}{16} = \underline{\quad})$ cup honey
 $(1\frac{1}{2} - 1\frac{1}{4} = \underline{\quad})$ cup vegetable oil
 $(\frac{1}{6} + \frac{1}{3} = \underline{\quad})$ cup raisins
 $(12 \times \frac{1}{4} = \underline{\quad})$ dates, chopped

Heat oven to 425 degrees. Blend honey and oil in large bowl. Mix together oats, wheat germ, nuts, sunflower seeds and dates. Pour mixture into honey and oil. Stir until ingredients are well mixed and coated with honey mixture. Spread on cookie sheet and bake until light brown, about 15-20 minutes. Store in covered container.

A BIT OF HONEY

Directions: Solve the math problems inside the parentheses for the following recipes:

FRUIT DIP

$(1/8 + 1/8 + 1/4 + 1/2 = \underline{1})$ cup creamy peanut butter

$(3/4 + 1/8 + 1/8 = \underline{1})$ cup honey

$(7/8 - 3/8 = \underline{1/2})$ teaspoon ground cinnamon

$(10 \times 1/2 = \underline{5})$ apples

Cut each apple into eight equal slices ($1/8$). Cut the core from each slice. To make the fruit dip, mix peanut butter, honey and cinnamon until smooth. Dip the apples slices in the fruit dip.

CINNAMON TRAIL MIX

$(4 \times 1/2 = \underline{2})$ cups Cheerios

$(8 \times 1/4 = \underline{2})$ cups chopped dates

$(1/3 + 2/3 + 1/2 = \underline{1\ 1/2})$ cups peanuts

$(7/8 + 1/8 = \underline{1})$ cups pretzel sticks

$(1 - 1/3 = \underline{2/3})$ cup shredded coconut

$(3/4 - 1/4 = \underline{1/2})$ teaspoon cinnamon

$(6 \times 1/3 = \underline{2})$ Tablespoon honey

In large bowl, stir together cereal, dates, peanuts, pretzels, and coconut. Mix cinnamon and honey together and drizzle over cereal mixture. Toss well to coat mixture. Spread mixture on cookie sheet and bake for 10 minutes at 350 degrees.

BREAKFAST SNACKS

BREAKFAST SHAKE

$(1/2 + 1/4 = \underline{3/4})$ cup buttermilk

$(3\ 1/2 - 1\ 1/2 = \underline{2})$ Tbsp. honey

$(1/8 + 1/8 = \underline{1/4})$ cup orange juice

$(1/2 \times 2 = \underline{1})$ egg

dash of vanilla flavoring

$(1/4 \times 4 = \underline{1})$ frozen banana

Peel a banana and wrap in aluminum foil. Place in freezer overnight. Place all ingredients in a blender until well blended. Pour into tall glass and sprinkle with cinnamon. This makes two cups.

GRANOLA

$(24 \times 1/8 = \underline{3})$ cups uncooked oats

$(1/8 + 1/8 + 1/4 = \underline{1/2})$ cup wheat germ

$(3/4 - 1/4 = \underline{1/2})$ cup chopped, peanuts

$(1/6 + 1/3 = \underline{1/2})$ cup raisins

$(12 \times 1/6 = \underline{2})$ Tbsp. dried sunflower seeds

$(12 \times 1/4 = \underline{3})$ dates, chopped

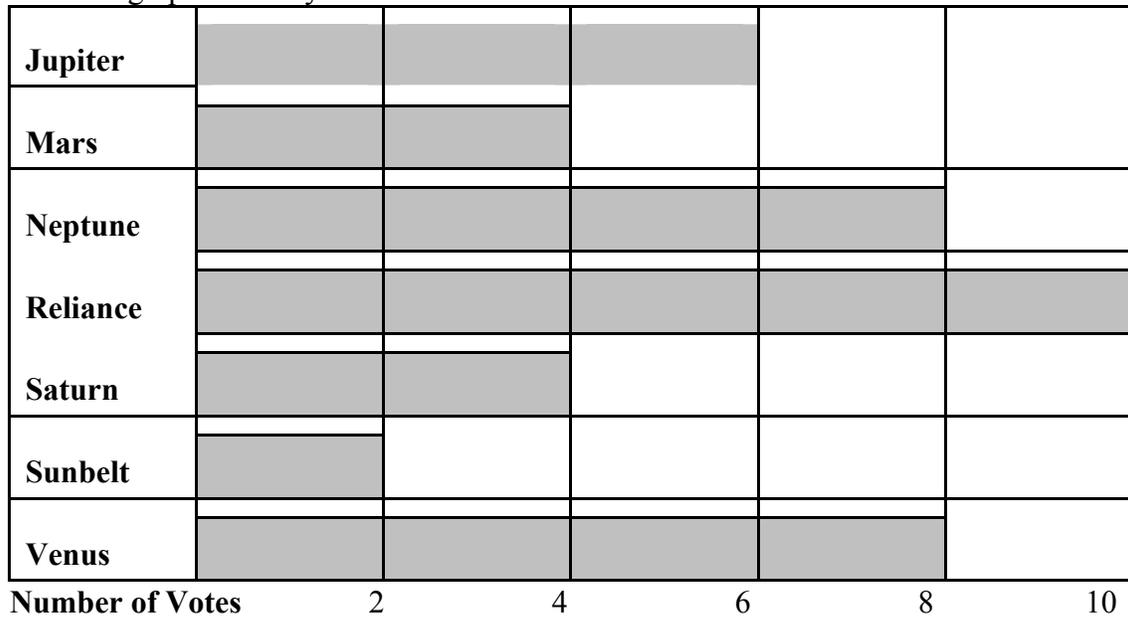
$(1/16 + 3/16 = \underline{1/4})$ cup honey

$(1\ 1/2 - 1\ 1/4 = \underline{1/4})$ cup vegetable oil

Heat oven to 425 degrees. Blend honey and oil in large bowl. Mix together oats, wheat germ, nuts, sunflower seeds and dates. Pour mixture into honey and oil. Stir until ingredients are well mixed and coated with honey mixture. Spread on cookie sheet and bake until light brown, about 15-20 minutes. Store in covered container.

VOTING FOR GRAPES

Directions: A fourth-grade class conducted a taste-test survey with the seven different varieties of grapes listed on the graph. Answer the questions based on the number of votes for each variety as shown on the graph. Show your work.



- A taste-testing grape party was held at school. Each student could vote only once. This graph shows the result of the taste-testing vote. How many students voted?

 - 7
 - 24
 - 32
 - 42

- Which variety of grape was declared the winner in the taste-testing vote?

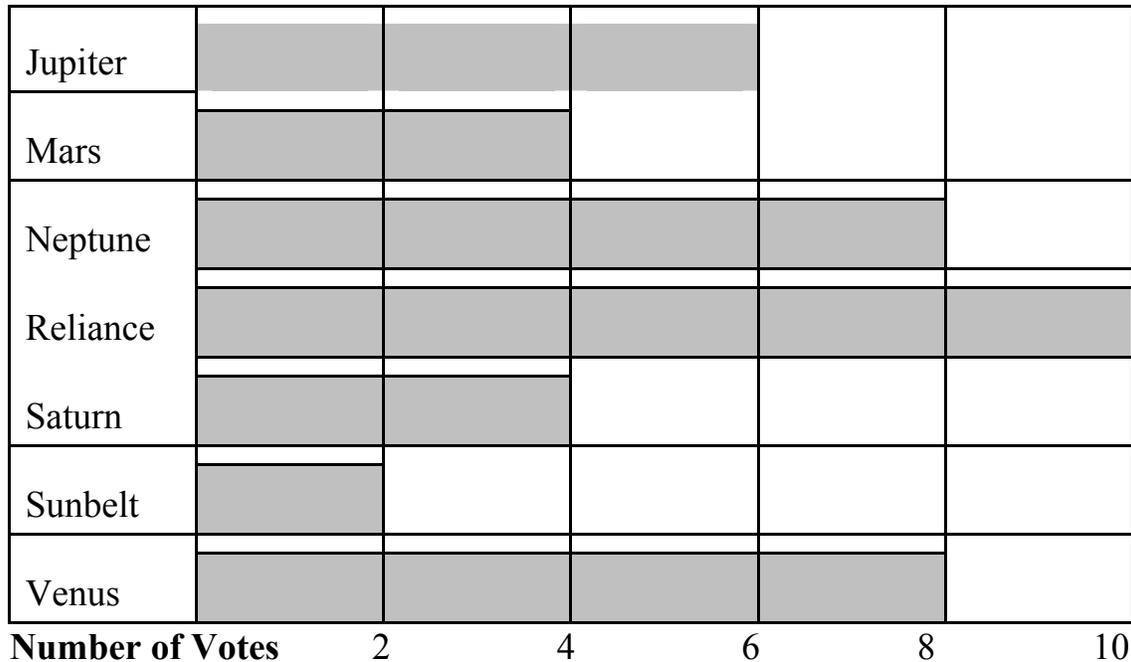
 - Jupiter
 - Neptune
 - Reliance
 - Venus

- How many students voted for the Saturn and Venus varieties of grapes?

 - 6
 - 8
 - 12
 - 14

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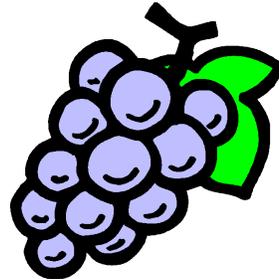
Jupiter
 Neptune
 Reliance
 Venus
- How many students voted for the Saturn and Venus varieties of grapes?

6
 8
 12
 14

A SACK OF GRAPES

Directions: There are seven varieties of grapes placed in a sack. Use the information in the chart below to answer the questions:

Grape Variety	Number in Sack
Jupiter	3
Mars	4
Neptune	2
Reliance	7
Saturn	1
Sunbelt	2
Venus	1

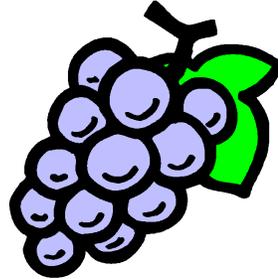


- There are 20 grapes of different varieties placed in a sack. If a grape is drawn from the sack, which variety of grape is it **most likely** to be?
 - Reliance
 - Venus
 - Jupiter
 - Sunbelt
- There are 20 grapes of different varieties placed in a sack. Which two varieties of grapes make up $\frac{1}{2}$ of the total number of grapes in the sack?
 - Reliance and Sunbelt
 - Neptune and Saturn
 - Jupiter and Mars
 - Reliance and Jupiter
- There are 20 grapes of different varieties placed in a sack. Which two varieties of grapes make up $\frac{1}{4}$ of the total number of grapes in the sack?
 - Jupiter and Neptune
 - Mars and Jupiter
 - Reliance and Venus
 - Saturn and Sunbelt

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Directions: There are seven varieties of grapes placed in a sack. Use the information in the chart below to answer the questions:

Grape Variety	Number in Sack
Jupiter	3
Mars	4
Neptune	2
Reliance	7
Saturn	1
Sunbelt	2
Venus	1



- There are 20 grapes of different varieties placed in a sack. If a grape is drawn from the sack, which variety of grape is it **most likely** to be?
 - Reliance
 - Venus
 - Jupiter
 - Sunbelt
- There are 20 grapes of different varieties placed in a sack. Which two varieties of grapes make up $\frac{1}{2}$ of the total number of grapes in the sack?
 - Reliance and Sunbelt
 - Neptune and Saturn
 - Jupiter and Mars
 - Reliance and Jupiter
- There are 20 grapes of different varieties placed in a sack. Which two varieties of grapes make up $\frac{1}{4}$ of the total number of grapes in the sack?
 - Jupiter and Neptune
 - Mars and Jupiter
 - Reliance and Venus
 - Saturn and Sunbelt

JUICY QUESTIONS

Directions: Read and solve each question. Show your work.

1. A quart of grape juice can serve 8 students. How many students can be served from 2 gallons of grape juice? (Hint: 4 quarts = 1 gallon)

2. A quart of grape juice can serve 8 students. How many students can be served from 3 gallons of grape juice? (Hint: 4 quarts = 1 gallon)

3. A pitcher holds 10 large glasses of grape juice. If smaller glasses that hold $\frac{1}{2}$ as much as the large ones are used, how many glasses of grape juice can be served from the pitcher?

4. A pitcher holds one gallon of grape juice. If the pitcher is half full, how many cups of grape juice will be in the pitcher?

5. John drinks 8 ounces of grape juice every morning for breakfast. How many ounces will he drink in one week?

6. Jay and Helen drink grape juice for breakfast. Jay drank 42 ounces of grape juice in one week. He drank three times as much grape juice as Helen. How many ounces of grape juice did they drink all together in one week?

7. Martha drank twice as much grape juice as Daniel. Melissa drank 4 ounces more grape juice than Martha. Daniel drank 8 ounces. How many ounces did Melissa drink?

8. Small bottles of grape juice come in packs of 6 bottles. Which of the following numbers of bottles could you buy if you bought only complete packs?
 - 10
 - 14
 - 36
 - 40

JUICY QUESTIONS

Directions: Read and solve each question. Show your work.

1. A quart of grape juice can serve 8 students. How many students can be served from 2 gallons of grape juice? (Hint: 4 quarts = 1 gallon)
4 qts. = 1 gal.
8 qts. = 2 gal.
8 qts. X 8 students per quart = 64 servings
2. A quart of grape juice can serve 8 students. How many students can be served from 3 gallons of grape juice? (Hint: 4 quarts = 1 gallon)
4 qts. = 1 gal.
4 qts. X 3 gal. = 12 qts. in 3 gal.
12 qts. X 8 students = 96 students
3. A pitcher holds 10 large glasses of grape juice. If smaller glasses that hold $\frac{1}{2}$ as much as the large ones are used, how many glasses of grape juice can be served from the pitcher?
10 large glasses X 2 = 20 small glasses
4. A pitcher holds one gallon of grape juice. If the pitcher is half full, how many cups of grape juice will be in the pitcher?
16 cups = 1 gal.
16 divided by 2 = 8 cups in $\frac{1}{2}$ pitcher
5. John drinks 8 ounces of grape juice every morning for breakfast. How many ounces will he drink in one week?
8 ounces a day X 7 days in a week = 56 ounces
6. Jay and Helen drink grape juice for breakfast. Jay drank 42 ounces of grape juice in one week. He drank three times as much grape juice as Helen. How many ounces of grape juice did they drink all together in one week?
42 divided by 3 = 14 ounces for Helen
42 + 14 = 56 ounces all together
7. Martha drank twice as much grape juice as Daniel. Melissa drank 4 ounces more grape juice than Martha. Daniel drank 8 ounces. How many ounces did Melissa drink?
Daniel = 8 ounces
Martha = 8 ounces X 2 = 16 ounces
Melissa = 16 + 4 = 20 ounces
8. Small bottles of grape juice come in packs of 6 bottles. Which of the following numbers of bottles could you buy if you bought only complete packs?
 10
 14
 36
 40

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 you 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 *A Taste for 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. My child has more interest in being healthy.
- _____ 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 for snacks 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 *A Taste for Snacks* for other fourth grade classes.

Comments:

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