

Snack Sack

Objective

Students will read about healthy snacks, record their own healthy snacks, and examine package labeling on snack foods to evaluate nutritional value. Students will practice probabilities with an activity using healthy snack foods.

Background

Snacks aren't all bad. In fact, they should be an important part of your diet. Try eating a different snack every day, from these foods grown in Oklahoma.

DAY NUMBER ONE

Spread peanut butter on whole wheat crackers. In 2013 Oklahoma ranked number 9 in the nation in the production of peanuts. Peanuts provide protein and Omega fatty acids that are good for your heart. If you are allergic to peanuts, try sunflower seeds for some of the same benefits. Whole wheat crackers provide fiber and many of the nutrients your body needs.

DAY NUMBER TWO

Try some fresh Oklahoma fruit, like melon, peaches, blueberries, blackberries or strawberries when they are in season. Canned or frozen peaches are delicious in the winter, and strawberries, blueberries, peaches and blackberries are always available frozen. Mix them with vanilla yogurt for a delicious treat.

DAY NUMBER THREE

Pecans are a very nutritious snack that are actually native to our state. In 2013, Oklahoma ranked number 5 in the production of pecans. Try them roasted, or just crack them and eat them out of the shell.

DAY NUMBER FOUR

Beef jerky is another great snack. Beef is our number one agricultural commodity. Native tribes of the North American Plains had their own version of jerky. Pemmican was made from bison meat pounded with wild berries and dried.

DAY NUMBER FIVE

Be adventurous. Try some edamame—soybeans that have been flavored and roasted. In 2013 soybeans were ranked number 8 among Oklahoma's agricultural commodities.

DAY NUMBER SIX

Whole wheat crackers with cheese. Cheese is made from milk. In 2013, milk production ranked seventh in all agricultural commodities in the state.

DAY NUMBER SEVEN

Popcorn, of course. In 2013 corn for grain ranked 6th of all agricultural commodities grown in Oklahoma.

Health

1. Read and discuss background and vocabulary.
—Students will record the healthy snacks they eat for one week.

Oklahoma Academic Standards

GRADE 1

Math Process—1.1,2; 3.3;
4.4; 5.1,2
Math Content—5.1
Health—3.1

GRADE 2

Math Process—1.1,2; 3.3;
4.4; 5.1,2
Math Content—5.3
Health—3.1

GRADE 3

Math Process—1.1,2; 3.3;
4.4; 5.1,2
Math Content—5.1ab
Health—3.1

GRADE 4

Math Process—1.1,2; 3.3;
4.4; 5.1,2
Math Content—5.1ab,2
Health—3.1

GRADE 5

Math Process—1.1,2; 3.3;
4.4; 5.1,2
Math Content—5.1b,2a
Health—1.4

Materials

Three lunch-size paper bags, filled as follows:

Bag # 1—Five peanuts, one whole wheat cracker, one kernel of popped popcorn

Bag # 2—One peanut, five whole wheat crackers, one kernel of popped popcorn

Bag # 3—Three peanuts, three whole wheat crackers, one kernel of popped popcorn.

Vocabulary

diet—the food and drink that a person, animal, or group usually takes

snack—a light meal

variety—the quality or state of having different forms or types

nutrients—substance or ingredients that provide nourishment

nutritious—providing nutrients

satisfy—to meet the needs of

wholesome—helping to keep or improve the good condition of the mind, body, or spirit

2. Bring in a wide assortment of packaged snack foods.
 - Students will read the information provided on the labels.
 - Students will rank the snack foods from most nutritious to least nutritious, based on how much sugar, salt and fat each contains and how much of the Recommended Daily Allowance of nutrients is listed on the package.

Math

1. Discuss probabilities and conduct this activity:
 - Make three signs, printed with the following statements:
 - “You are more likely to draw a peanut from this bag than a whole wheat cracker.”
 - “You are more likely to draw a whole wheat cracker from this bag than a peanut.”
 - “You are just as likely to draw a peanut from this bag as a whole wheat cracker.”
 - Display the lunch bags. (See the materials list.)
 - Explain to students that there are seven snack foods in each of the bags, but do not tell them what kind of snacks are in the bags.
 - Display the signs. Students will read the signs silently.
 - Tell students the signs have fallen off the bags and that they will have to figure out which sign goes with what bag.
 - Have a few students reach into Bag # 1 without looking, pull out a snack item, note what the snack is and return it to the bag.
 - One student will record the information on the chalk board as the items are returned to the bag.
 - Students will predict which sign matches bag # 1.
 - Students will explain how they arrived at their predictions.
 - Students will continue taking samples if they are uncertain about which sign matches Bag # 1.
 - Repeat the exercise for the other two bags.
2. Students will take random surveys during recess or lunch to find out what their schoolmates’ favorite snacks are.
3. —Students will tabulate the information, combine it and make a pictorial graph to display in the cafeteria.

Extra Reading

Cleary, Brian P., and Martin Goneau, *Macaroni and Rice and Bread by the Slice: What is in the Grains Group?* (Food is CAtegorical), Millbrook, 2011.

Corcoran, Mary K., and Jef Czekaj, *The Quest to Digest*, Charlesbridge, 2006.

Kohl, Maryann F., and Jean Potter, *Snackivities: 50 Edible Activities for Parents and Children*, Robins Lane, 2003.

Lee, Brenda Cartee, *Lunch at the Zoo*, Little Cottage, 2003.

Miller, Edward, *The Monster Health Book: A Guide to Eating Healthy, Being Active and Feeling Great for Monsters & Kids*, Holiday House, 2008.

Robbins, Ken, *Food for Thought: The Stories Behind the Things We Eat*, Flash Point, 2009.