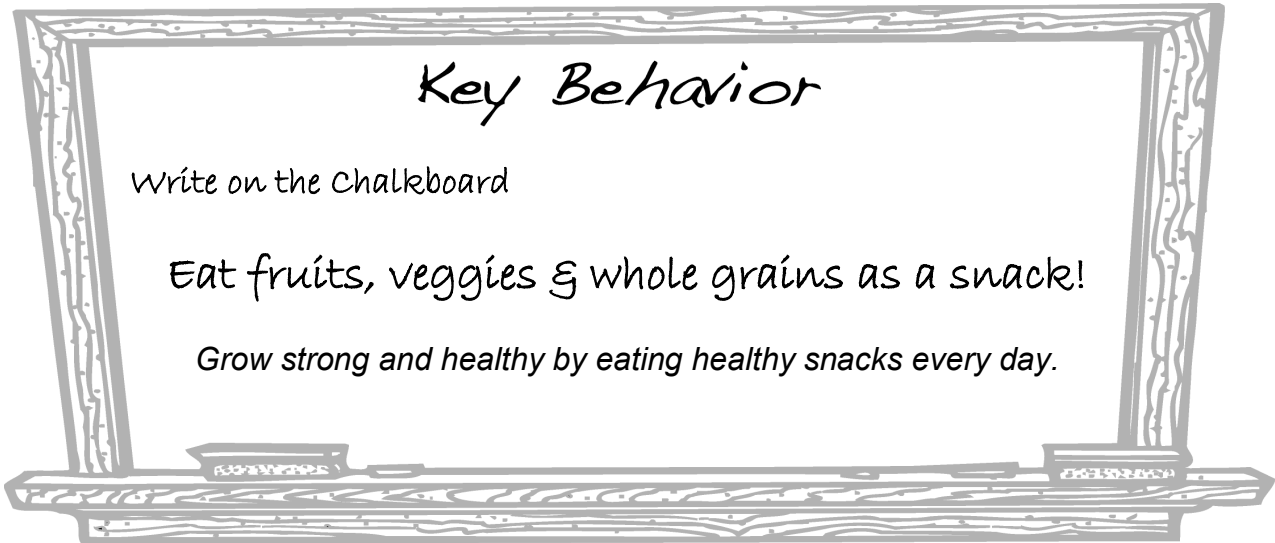


Healthy Snacks: Carlos & the Cornfield (5th Grade)



NUTRITION OBJECTIVES CHECK LIST

- Students **prepare** and **taste** a vegetable snack.
- Students **express ways** they can **eat healthy snacks every day.**
- Students **explain** the **health benefits** of eating healthy snacks.
- Students **identify** that healthy snacks include whole grains, fruits & vegetables.

MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<u>In Kitchen Bin</u> - cutting board (teacher only) - chef knife (teacher only) <u>In Paper Goods Bin</u> - plastic knives*	- recipe copies* - napkins*	- book: "Carlos and the Cornfield" by Jan Romero Stevens - popcorn cakes (3-4)* - bag mini bell peppers (16 oz) - hummus (10 oz) - 2 cucumbers - serving containers - plastic coated paper plates*

*per student

EXPERIMENT MATERIALS

Bins	Teacher Provides	Will be Delivered
<u>In Kitchen Bin</u>	- activity sheet copies*	- plastic baggies* - paper towels* - popcorn seed to sprout (3-4)*

*1 per student

SET-UP

Copies:

- Make copies of activity sheets (each student).

Food-prep:

- Students will make their own healthy snacks.
- Wash and cut cucumbers into pieces (1 per student).
- Divide (cut) mini peppers into enough pieces (1 per student).
- Have vegetables, hummus, popcorn crackers (3-4) per student, plastic coated paper plates, and plastic knives ready to pass out to students.

Experiment

- Have popcorn seeds, paper towels and zipper sandwich bags ready to pass out.
- Have permanent markers ready for students to write their name on their seed sprouting bag.
- Students will make predictions on their activity sheets then conduct the experiment. They may choose different ways to conduct the experiment. (*i.e., wet paper towel, dry paper towel, put bag in the sun, put bag in the dark.*)

Other-Prep:

- Have the book "Carlos and the Cornfield" ready to read to the class.

INTRODUCTION WITH STUDENTS

Let's Wake Up Our Brains! Brain Boost Exercise!

Whole Wheat is Great to Eat! (Rhyme)



- ♥ Whole wheat bread is great to eat.
- ♥ Jump up high and touch the sky.
- ♥ Whole wheat bread is great to eat.
- ♥ Crouch down low and touch your toe.
- ♥ Whole wheat bread is great to eat.
- ♥ Jog fast and see how long you can last.

Now that our minds are ready to go, let's get started on our nutrition lesson

- **Refer to the Key Behavior and tell students that eating fruits, veggies and whole grains as snacks is one way to get the fiber, vitamins, and minerals our bodies need.**
- Show the book "Carlos and the Cornfield" to students. Ask them what they think this story is about. Then read the book to the class. Try to involve students actively in the story by asking some of the following questions:
 - Where did Carlos and his family live?
 - What was the deal Carlos made with his father?
 - How did he plant the corn?
 - Would you plant the corn the same way Carlos did?
 - What are some other ways Carlos could have handled his problem?
 - When do you think Carlos's father noticed what Carlos did?

PROCESS

- Step 1: Tell students that they are going to grow corn seeds as an experiment. Brainstorm with students what they think a seed needs to grow (water, sun, soil, light, air, warmth). Tell students that they are going to use a sandwich bag and a wet paper towel to grow popcorn seeds.
- Step 2: Pass out the “Popcorn Sprouting” activity sheet. Have students complete the steps for their experiment:
1. Gather materials: baggie, paper towel, popcorn seeds.
 2. Put their name on their bag.
 3. Put the materials together. (*Students choose how they want to conduct their experiment wet paper towel or dry.*)
 4. Where will they put the bag. (*sunny or dark place, warm or cold spot*)
 5. Write their predictions.
- Step 3: Pass out experiment materials and have students follow the steps. Plan to revisit the activity sheets and corn seeds in a week or so to see what happened and write down observations.
- Step 4: Discuss today’s snack with students.
- Popcorn crackers (whole grain)
 - Hummus (garbanzo beans)
 - Bell peppers (vegetable)
 - Cucumbers (vegetable)
- All of these foods started out as a seed in a garden or on a farm. Can you think of a fruit that would taste good with this snack? (*pineapple, blueberries*)
- Step 5: Have students wash their hands with soap and warm water. Pass out the ingredients for the healthy snack and have students assemble their own. Pass out plates and plastic knives so they can cut the veggies and make their own healthy snack designs.
- Step 6: **Let’s Eat, Let’s Talk.** While students are eating explain to students that corn is a special food that fits into more than one food group (the vegetables and the grains group) on MyPlate. For example, in the book, Carlos ate all sorts of foods made from corn. When he ate corn-on-the-cob, he ate corn as a vegetable. When he ate corn tortillas, tamales, and cornmeal pancakes, he ate corn that fits in the Grains Group. Ask and discuss the questions in **Make Health Happen.**
- Step 7: Remind students to take their recipes home to share with their family.

Make Health Happen

- How can you add more whole grains, fruits, and veggies to your snacks?
- Did you know popcorn is a whole grain and is a healthy snack?

REINFORCING STANDARDS

Comprehensive Health

- **GR.5-S.2-GLE.1** Demonstrate the ability to make and communicate appropriate food choices.

Reading, Writing and Communicating

- **GR.5-S.1-GLE.1** Oral communication is used both informally and formally.
- **GR.5-S.1-GLE.2** Successful group activities need the cooperation of everyone.
- **GR.5-S.2-GLE.1** Strategies are needed to make meaning of various types of literary genres.
- **GR.5-S.2-GLE.2** Comprehension strategies are necessary when reading informational or persuasive text.
- **GR.5-S.2-GLE.3** Increasing word understanding, word use, and word relationships increases vocabulary.
- **GR.5-S.3-GLE.3** Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing.

Science

- Scientific Processes-Organizing Concept-use evidence, analyze and interpret.

BACKGROUND INFORMATION

- Plants have different parts. The part that grows above the ground and up towards the sun is generally called the stem. The part that grows into the ground is called the root. The root brings water and nutrients from the soil to the plant. The root helps hold the plant in place. The green part of the plant makes food with water, sunlight, and carbon dioxide and the root stores food for plant growth. Throughout history, edible roots have played a significant role in the human diet.
- Corn (also called maize) is a native grain of the Americas. There are thousands of different types of corn. *Dent Corn* has a dent at the top of the kernel and is mostly used as livestock feed. *Sweet Corn* is mainly consumed by humans as a vegetable and picked before it is mature. *Flint Corn*, also known as Indian corn, comes in many different colors. It is believed to be the same type of corn that the Native Americans taught the first settlers to grow. *Flour Corn* is one of the oldest types of corn and also comes in different colors. It has a very soft, starchy kernel and is easily ground. *Flint Corn* and *Flour Corn* were the main types of corn grown and used by the Native Americans. *Pop Corn* is one of the America's favorite snack foods, and is the only corn that pops.
- The corn kernel is composed of three distinct parts: the outer covering, the germ (embryo), and the starchy endosperm. It is this starchy portion that predominates in most

Dear Family,

Today we made a healthy snack with crackers, hummus, and garden vegetables (cucumbers and bell peppers). We could try some of the healthy after-school snack ideas that are below. It may be fun to try some new and different combinations.

Parent Tip: Next time you shop with your child, ask him or her to pick out 2 different colored vegetables to try at home. Keep fruits and veggies easy for your kids to access after school.

Afterschool Snack Ideas Revisited

Lots of foods taste good on a whole grain cracker!

- ✓ whole grain crackers
- ✓ hummus, cream cheese, cheese
- ✓ various fruits or veggies for toppings



Old favorites: cucumber, tomatoes, bell peppers

Change it up: radishes, carrots, apples, blueberries

Ants on a Log or....?

- ✓ celery sticks
- ✓ peanut butter, cream cheese, hummus, cottage cheese
- ✓ various fruits, veggies, etc.

Old favorite: peanut butter & raisins

Change it up: guacamole & corn; hummus & goldfish crackers; cream cheese & thin apple slices; peanut butter & blueberries; cottage cheese & mandarin oranges (with cinnamon sprinkled on top)

**Get your fruits and veggies by eating them
as after school snacks!**

Querida Familia,

Hoy hicimos un bocadillo saludable con galletas saladas, crema de garbanzos (hummus) y verduras de la huerta (pepinos y pimientos). Podríamos probar algunas de las ideas de bocadillos saludables para después de la escuela que se encuentran a continuación. Puede ser divertido probar algunas combinaciones nuevas y diferentes.

Jardinería con las sobras de comida: *¡Intenta poner los tallos de la lechuga y de una cebolla verde en un poco de agua y observa cómo la parte de arriba comienza a crecer nuevamente!*

Otras ideas de bocadillos para después de la escuela

¡Muchos alimentos saben ricos en una galleta integral!

- ✓ galletas integrales
- ✓ crema de garbanzos (hummus), queso crema, queso
- ✓ varias frutas o verduras como ingredientes

Favoritas de antes: pepino, tomate, pimientos.

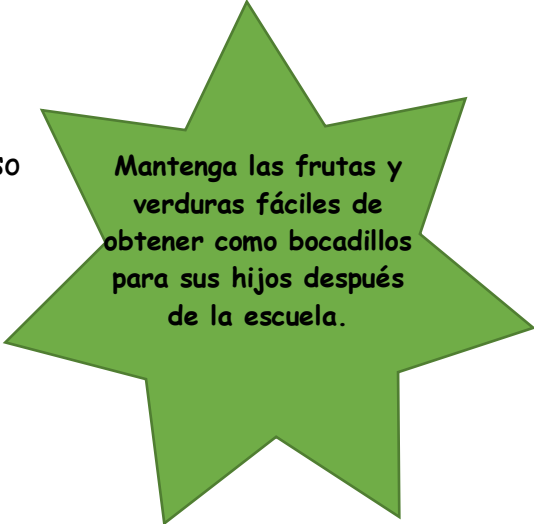
Cámbialo a: rábanos, zanahorias, manzanas, arándanos

¿Hormigas en un tronco o....?

- ✓ palitos de apio
- ✓ mantequilla de maní, queso crema, crema de garbanzos (hummus), requesón
- ✓ varias frutas, verduras, etc.

Favoritos de antes: mantequilla de maní y pasas

Cámbialo a: guacamole y maíz; crema de garbanzos (hummus) y galletas; queso crema y rodajas finas de manzana; mantequilla de maní y arándanos; requesón y mandarinas (con canela de polvo encima)



Mantenga las frutas y verduras fáciles de obtener como bocadillos para sus hijos después de la escuela.

¡Obtengan sus frutas y verduras comiéndolas como bocadillos después de la escuela!

Corn Seed Experiment

Name: _____ Date: _____

Steps for performing my corn seed experiment:

1. _____

2. _____

3. _____

4. _____

5. Write your predictions:

6. After one week, write what happened:

Mi Experimento de la Semilla de Maíz

Nombre: _____ Fecha: _____

Pasos para realizar el experimento de la semilla de maíz.

1. _____
2. _____
3. _____
4. _____

Escribe tus predicciones.

Después de una semana escribe lo que pasó.
