

Snack Sack

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. Oklahoma ranks number 7 in the nation in the production of peanuts. Peanuts provide protein and Omega fatty acids that are good for your heart. Whole wheat crackers provide fiber and many of the nutrients your body needs.

Day number two

Try some fresh Oklahoma fruit, like watermelon, peaches, blueberries, blackberries or strawberries when they are in season. Canned 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. 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 soy nuts—soybeans that have been flavored and roasted. Soybeans are ranked number 10 among Oklahoma's agricultural commodities.

Day number six

Whole wheat crackers with cheese. Milk production ranked six in the state of all agricultural commodities in 2003.

Day number seven

Popcorn, of course. Corn ranked 11 in 2003 of all agricultural commodities grown in Oklahoma.

Health

1. Read and discuss background.
—Have students record the healthy snacks they eat for one week.

P.A.S.S.

GRADE 1

Math Process—1.1,2; 3.3;
4.4; 5.1,2

Math Content—5.1

Health—3.1

GRADE 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

GRADE 6

Math Process—1.1,2; 3.3;
4.4; 5.1,2

Math Content—5.1,2

Health—1.4

Materials

three lunch-size paper bags

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.
 - Have students read the information provided on the labels.
 - Have students 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 are listed on the package.

Math

1. Discuss ratios 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 the 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, and instruct students to read them 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.
 - Have one student record the information on the chalk board as the items are returned to the bag.
 - Challenge students to predict which sign matches bag # 1.
 - Ask students how they arrived at their predictions.
 - Allow students to continue taking samples if they are uncertain about which sign matches bag # 1.
 - Repeat the exercise for the other two bags.
2. Have students take random surveys during recess or lunch to find out what their schoolmates’ favorite snacks are.
 - Have students tabulate their information, combine it, and make a pictorial graph to display in the cafeteria.

Extra Reading

Anderson, George, *First Thanksgiving Feast*, Random House, 1990.

Carle, Eric, *The Very Hungry Caterpillar*, Putnam, 1991.