

**GRADE 2**

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**NUTRITION**

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## NUTRITION

GRADE: 2

LESSON: 1

THEME: FOOD IDENTIFICATION

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CONCEPT: A FOOD CAN EXIST IN DIFFERENT FORMS

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- PREPARATION:
1. A variety of foods in different forms e.g., raw, baked, grated apple
  2. Blindfolds
  3. Materials for food books and food poems (Student Activities 4 and 5)
  4. Write the Food Poems on cards in the shape of the food (Activity Sheet N15)
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VOCABULARY: raw, grated, mashed, juice, boiled, baked, dried, canned, powdered, UHT, smoked

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) explain that a food can exist in different forms	Students:  1. Match foods that exist in different forms.	Background information: Page –  Prior to allowing students to eat food in class, teachers should check with parents to find out if any students have food allergies.  Have a variety of foods in different forms laid out randomly on a table. E.g., apple - raw, baked, sauce, grated, juice, dried fish - smoked, frozen, boiled, fried, baked, dried, canned potato - fried, mashed, baked, boiled, powdered, canned milk - fresh, powdered, canned, UHT



















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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Ask students to sort them, so that all the different forms of apple are together, etc. Record on an experience chart as illustrated:

 APPLE	 MILK	 POTATO	 FISH
 raw	 fresh	 fried	 frozen
 baked	 canned	 baked	 fried
 grated	 powdered	 mashed	 baked
 juice	 UHT	 baked	 baked

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 2. Identify foods from their different forms.
- 3. Describe the foods in their different forms.
- 4. Select one food and make a book about its different forms.
- 5. Write a poem describing the the food they have selected.

Divide the class into small groups. Give each group a sample of each food (in a cup or deep bowl so that they can't see it) e.g., apple sauce, powdered milk, baked potato, smoked fish. Blindfold students in turn. They have to identify the food by tasting a small amount.

Ask students to describe the various forms of the food. Record on a word list.

E.g.,

RAW APPLE	APPLE SAUCE
hard	yellow
crunchy	mushy
juicy	soft
red	smells good

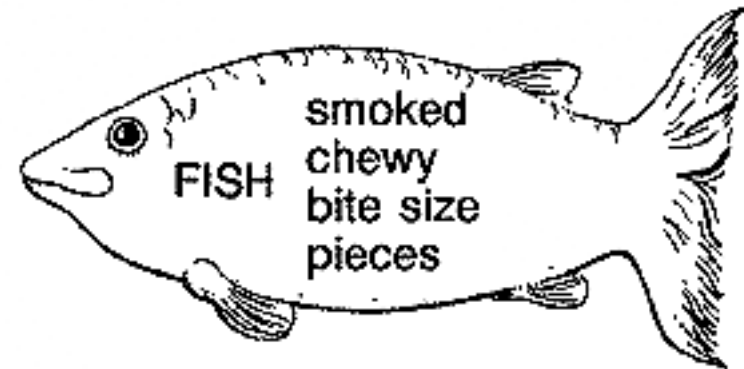
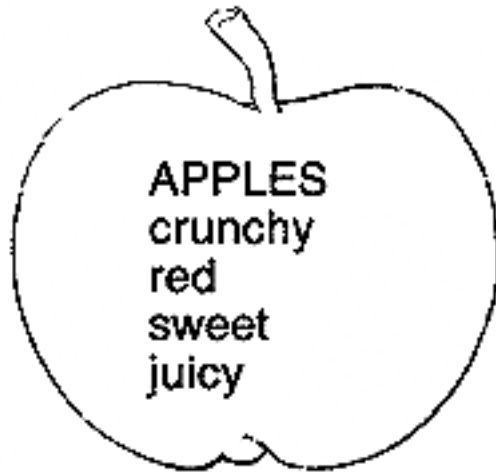
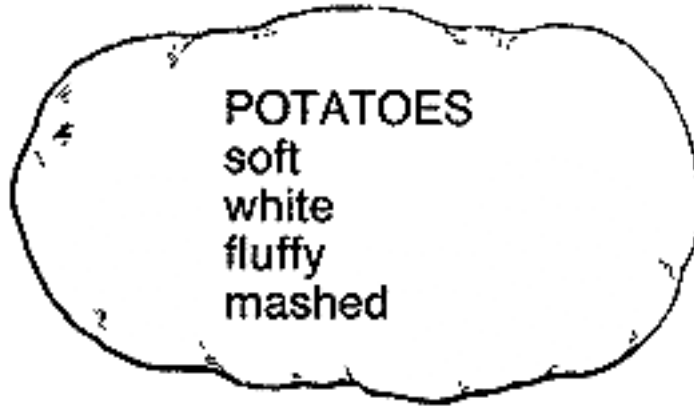
Have each student choose one food and make a book about it, in the shape of the food.

E.g.



Refer to Activity Sheet N15. Have each student write a poem describing the food (use the shape of the food). Hang the poems around the class.

# FOOD POEMS



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## NUTRITION

GRADE: 2

LESSON: 2

THEME: FOOD CLASSIFICATION

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CONCEPT: EACH FOOD GROUP HAS A SPECIFIC FUNCTION WHICH PROMOTES HEALTH

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- PREPARATION:
1. A wooden or cardboard box marked 'Grub Box'
  2. A variety of labels, packages, containers, pictures, etc. of food from each food group
  3. Make Grow, Go, Glow flashcards for each student
  4. Prepare a class set of the Grow, Glow, Go Worksheets (Activity Sheets N16A, 16B, 16C)
  5. Materials for a collage for Student Activity 7
  6. A copy of the N.W.T. Food Guide
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VOCABULARY: grow, glow, go, bones, muscles, teeth, skin, energy

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) classify various foods into the four food groups</p>	<p>Students:</p> <ol style="list-style-type: none"><li>1. Give examples of a variety of foods that belong to each of the four food groups.</li></ol>	<p>Background information: Page N39 to N49</p> <p>Review the four food groups and the matching colours based on the N.W.T. Food Guide.</p> <p>Draw a large wheel with each quarter coloured to represent one food group.</p> <p>e.g.,</p> 

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

Have students name foods that belong to each of the four food groups. Record them on an experience chart as illustrated. Use appropriate coloured markers.

MILK	MEAT	FRUIT/ VEGETABLES	BREAD
milk	chicken	apples	bannock
cheese	fish	carrots	muffins
yogurt	eggs	bananas	bread
	caribou	colory	rice
	nuts	berries	pâté bisouits

2. Play the Grub Box Game.

In a wooden box or a cardboard box marked 'Grub Box', have a variety of labels, packages, containers, drawings, etc. e.g.,



Have students take turns selecting items from the grub box and placing them in the appropriate section of the food wheel used in Student Activity 1. Have students use the sentence patterns:

In my grub box, I have .

It/they belong(s) to the  group.

Say this poem to the students.  
 Blue - grow!  
 Red - grow!  
 Green - glow!  
 Orange - go!

ii) state the main function of each of the four food groups

3. State the main function of each food group.



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

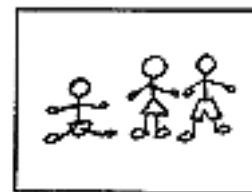
7. Make a collage of the different food groups and their functions.

Divide the class into four groups. Have each group make a collage for one of the four food groups. Students have to collect labels, photographs, etc. of foods from their food group and stick them on paper coloured for their food group, e.g., red paper for the meat group. They should also look for pictures which represent the function (grow) i.e., babies, children, etc.

meat



grow

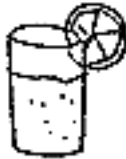


## GROW FOODS

Check (✓) the grow foods and colour them red for meat or blue for milk.



egg



orange juice



cheese



cereal



lettuce



bannock



peanut butter



milk



yogurt



ptarmigan



fish



nuts

Adapted from materials produced by the Ontario Milk Marketing Board.

# GLOW FOODS

Check (✓) the glow foods and colour them green.



milk



banana



ptarmigan



carrots



apple



ice cream



potato



corn



lettuce



orange juice



tomato



eggs

Adapted from materials produced by the Ontario Milk Marketing Board.

# GO FOODS

Check (✓) the go foods and colour them orange.



cereal



peanut butter



bannock



spaghetti



toast



fish



muffin



tomato



banana



lettuce



milk



nuts

Adapted from materials produced by the Ontario Milk Marketing Board.

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## NUTRITION

GRADE: 2

LESSON: 3

THEME: FOOD CLASSIFICATION

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CONCEPT: A NUTRITIOUS SNACK CONSISTS OF FOOD FROM ONE OR MORE OF THE FOUR FOOD GROUPS

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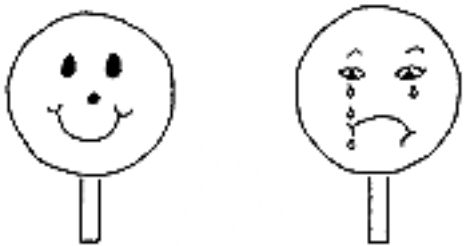
- PREPARATION:
1. Ingredients for a nutritious snack
  2. Prepare a class set of the Healthy Snacks worksheet (Activity Sheet N17)
  3. Paper plates and tongue depressors for Happy Snacker, Sad Snacker Faces (Student Activity 4)
  4. Samples, labels, packages, etc. of nutritious snacks
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VOCABULARY: snack, healthy

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  1. Give examples of a variety of foods that belong to each of the four food groups.	Students:  1. Prepare and eat a healthy snack.	Background information: Page N50 to N54  Snacks are foods eaten at times other than main meals. Depending on the food eaten, snack foods may be nutritious or non-nutritious and are generally ready-to-eat or easily prepared. The concept of snacking varies greatly between families and cultures. In some cases food will always be available for continuous snacking between main meals. In others a snack might be one food item eaten, e.g., after school.  Have students prepare and eat a nutritious snack (do not tell them it is a nutritious snack), e.g., nuts, dried fruit, dried meat, etc.

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) distinguish between nutritious and non-nutritious snacks</p>	<p>2. Make a list of other healthy snacks.</p> <p>3. Complete the Healthy Snacks worksheet.</p> <p>4. Classify snacks into healthy and not healthy.</p>	<p>Ask them what they have eaten. Explain that it is a 'snack', i.e., food eaten between meals and healthy. It is from one of the four food groups and low in sugar, fat and salt. (Students will understand "healthy", but may not understand "nutritious").</p> <p>Healthy snacks may include:</p> <ul style="list-style-type: none"> <li>- fruit/fruit juice</li> <li>- dried fruit</li> <li>- dried fish, meat</li> <li>- raw vegetables</li> <li>- nuts</li> <li>- milk</li> <li>- cheese</li> </ul> <p>Refer to Activity Sheet N17.</p> <p>Have each student make a happy and sad face from paper plates and glue them onto tongue depressors.</p> <div style="text-align: center;">  <p style="display: flex; justify-content: space-around; margin-top: 5px;"> <span data-bbox="1333 1209 1512 1242">Happy Snacker</span> <span data-bbox="1627 1209 1795 1242">Sad Snacker</span> </p> </div> <p>Show students labels, packages and samples of different snacks. They should hold up the Happy Snacker face if the snack is healthy and the Sad Snacker face if it is not healthy.</p>

# HEALTHY SNACKS

Circle five healthy snacks. Colour them red, green, blue or orange for their food group.



chocolate bar



carrots



nuts



cheezies



potato chips



plain popcorn



dried fish



milk



bannock



celery



pop



raisins

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## NUTRITION

GRADE: 2

LESSON: 4

THEME: FOOD SELECTION

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CONCEPT: A VARIETY OF FOODS FROM EACH FOOD GROUP IS NEEDED DAILY

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- PREPARATION:
1. Prepare a class set of the Healthy Meals song (Activity Sheet N18)
  2. A paper plate for each student, crayons
  3. Ingredients for a nutritious school lunch
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VOCABULARY: healthy

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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:  i) describe a nutritious meal	Students:  1. Learn and sing the Healthy Meals song.  2. Draw a picture of a nutritious meal that they like.	Background information: Page N39 to N50  Refer to Activity Sheet N18. Discuss what makes a healthy meal. A healthy meal contains at least one serving from each of the four food groups (the exception is the morning meal which must have food from three food groups).  Give each student a paper plate. Have each student divide the plate into four equal sections according to the four food groups. Have students draw a healthy meal that they would enjoy. They have to have one item from each food group.

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OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

ii) plan a nutritious meal

iii) state the importance of nutritious meals

3. Play Add It On.
4. Plan a healthy school lunch.
5. Prepare and eat a healthy lunch.
6. Explain why it is important to eat healthy meals.



Share their drawings with the rest of the class. Display the plates in the classroom.

Have students sit in a circle. The teacher names items from three of the food groups and students have to add a fourth.  
i.e., Teacher - caribou, potatoes, bread  
Student - milk

Have students plan a healthy school lunch. They should include items from each food group and that can be easily prepared at school, e.g., peanut butter and banana sandwiches and milk

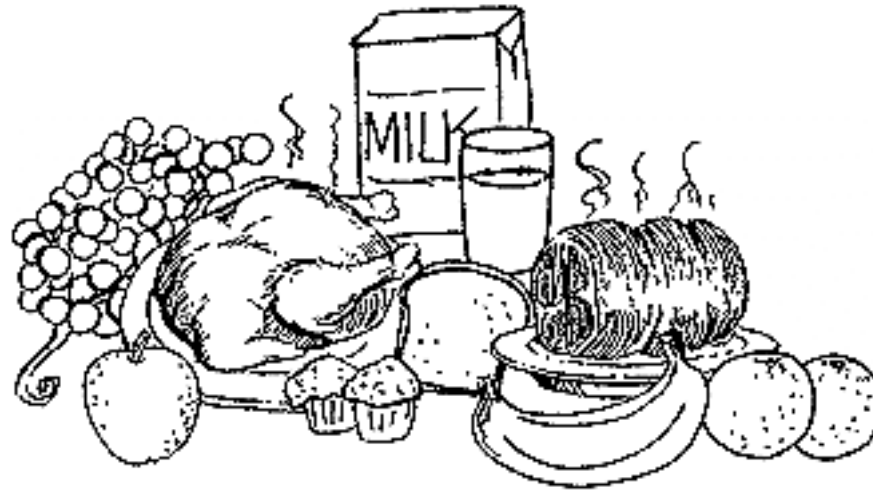
Have students stay at school one day to prepare and eat their healthy lunch. Ask parents or older students to help.

This is a review of Lesson 2, Student Activities 3 - 6.  
Healthy meals make us  
grow  
grow  
glow and  
go

Food Group	Function
Meal	GROW
Milk	GROW
Fruit	GLOW
Vegetables	GLOW
Bread	GO

## HEALTHY MEALS

Fruit and bread and milk and meat  
This is what I have to eat.  
Some of each for every meal  
Strong and healthy, then I'll feel.  
Fruit and bread and milk and meat  
I'll make sure that's what I eat!



(Tune: Twinkle, Twinkle, Little Star)

*Helen Balanoff*



OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

- 2. Prepare foods in a variety of forms using milk.
- 3. Prepare foods in a variety of forms using meat and fish.
- 4. Describe different forms of the foods.

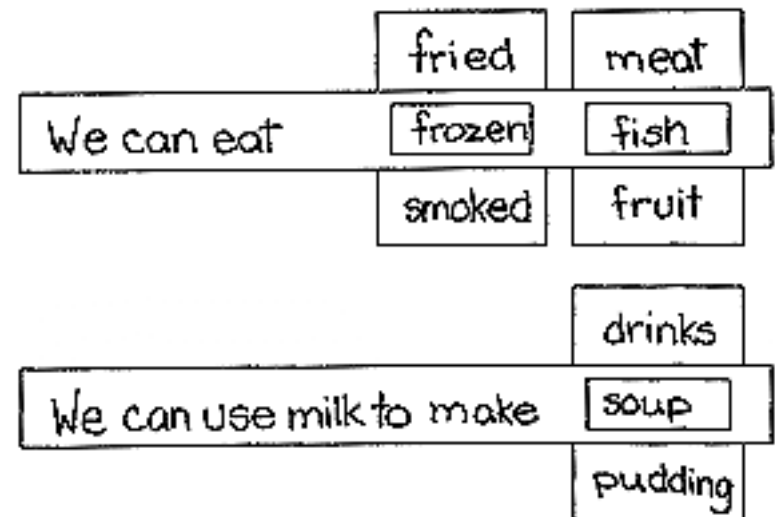
Refer to Activity Sheets N19A and 19B. Prepare


- a milk based soup (fish chowder with powdered milk)
- a pudding (pudding mix with powdered milk)
- fruit popsicles
- a milk drink (banana milk)

Prepare meat or fish in a variety of forms, e.g.,

- frozen
- dried
- stewed
- roasted
- fried
- smoked
- canned
- baked

Make a tachistoscope.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate a willingness to taste foods in a variety of forms.</p>	<p>5. Participate in a tasting party.</p> <p>6. Make a flip book.</p> <p>7. Learn and sing "On Top of Spaghetti".</p>	<p>Encourage students to taste the foods they have prepared. Have them describe the food they tasted using the sentence pattern:</p> <p>(Fried fish) tastes (delicious).</p> <p>(Fruit popsicles) taste (sweet).</p> <p>In pairs, have students make flip books about one of the foods.</p>  <p>Read the books to each other. Then share with the rest of the class.</p> <p>Refer to Activity Sheet N20.</p>

## MILK RECIPES

### Milk Pudding

1. Pour 3 cups (750mL) of cold milk (made from powdered milk) into a bowl.
2. Add instant pudding mix (135g).
3. Beat with mixer for about two minutes.
4. Pour into dishes and let the puddings stand for about five minutes until set.

### Fruit Popsicles

1. Mix 250m L fruit puree (baby food will do) and 125mL milk (make from powdered milk).
2. Put in paper cups or ice cube trays.
3. When partially frozen, put a popsicle stick in each popsicle.

### Fish Soup

1. Cook 500mL cubed potatoes, 1 diced onion, in 500mL fish stock or water until nearly soft.
2. Add 450g fish cut into small pieces, seasonings and parsley.
3. Cook until fish is soft.
4. Add 500mL milk, a little cream or butter.
5. DO NOT BOIL. Serve hot.

### Banana Milk

1. Mash half a banana into a container with a lid.
2. Add 200mL milk.
3. Shake well

## MEAT AND FISH RECIPES

### Fish Salad Sandwich Faces

Spread bread with lots of FISH SALAD. Add your favourite toppings to make a funny face. Here are some suggestions.

HAIR - can be made from grated carrot, grated cheese, curly lettuce, alfalfa sprouts

EYES - can be made from olives, cucumber slices (for glasses), egg slices, pickles

NOSES - can be made from pickles, baby carrots, green pepper wedges

MOUTH - can be made from a tomato wedge, carrot stick, celery stick



(Adapted from Egg Marketing Board materials.)

## MORE MEAT AND FISH RECIPES

### Spaghetti

1. To two large cans/jars of tomato sauce add 1 onion, 1 green pepper and some mushrooms, chopped. Simmer half an hour.
2. Make meat balls from ground meat. Cook them in a frying pan.
3. Add meatballs to spaghetti sauce along with pepper. Keep warm.
4. Serve over cooked spaghetti noodles.

Serves 8

### Stew

1. Cover pieces of meat, or fowl with water.
2. Add 60mL dried onion, 60mL pot barley, 20mL salt, pepper:
3. Simmer half an hour.
4. Add 4 potatoes and 8 carrots cut in big pieces.
5. Make a paste from 60ml- flour and 250mL cold water.
6. Add to stew, stirring until thick.

Serves 8

## ON TOP OF SPAGHETTI

1. On top of spaghetti, all covered with cheese  
I lost my poor meatball when somebody sneezed.
2. It rolled off the table and onto the floor.  
And then my poor meatball rolled out of the door.
3. It rolled in the garden and under a bush,  
And then my poor meatball was nothing but mush.
4. The mush was as tasty as tasty could be,  
And early next summer it grew into a tree.
5. The tree was all covered with beautiful moss,  
It grew lovely meatballs and tomato sauce.
6. So if you eat spaghetti, all covered with cheese,  
Hold on to your meatballs and don't ever sneeze.



(Tune: On Top of Old Smokey)