

2nd Grade: Curriculum Connections

Lesson 1: Fruits and Vegetables

ACTIVITY #1: MARKET MYSTERY MATH

- **Invite** students to challenge their peers by making their own word problems related to *The Market Mystery*.
Examples:
 - Kayla's chickens laid 24 eggs today. She gathered 12 of them to send to the market. How many eggs were left?
 - How many food groups are included in a recipe for stir-fried rice?
- Once the problems are written, **collect and check** them for accuracy and then present one a day to the students for them to solve.

ACTIVITY #2: HOW DOES YOUR GARDEN GROW?

Materials Needed: half an egg carton for each student, potting soil, seeds of your choice

- **Grow** a vegetable or herb garden in the class windowsill or schoolyard.
- **Give** each student half an egg carton and enough soil to fill each compartment of the carton.
- **Tell** each student to fill each carton compartment with the potting soil.
- **Give** each student seeds to plant in the soil of their cartons. Make sure the students label their mini-nurseries!
- Too complicated? Students can sprout birdseed on a wet sponge.

Lesson 2: Meat, Beans & Nuts and Grains, Breads & Cereals

ACTIVITY #1: DESIGN A GAME

Materials needed: six to eight poster boards or sheets of construction paper, crayons or colored pencils, paper

- **Divide** students into groups of three to four.

- **Tell** the students that they will be creating their own board games.
- Their games can be about one or more food groups or about the farms Emma and Robby visited.

Example:

- *Like Monopoly, each space on the board can represent a place or a scene in The Market Mystery.*
- Students can design question cards and make rules for their games.
- When complete, **have** teams switch and play one another's games.

ACTIVITY #2: CREATE A RECIPE

Materials needed: large index cards (one per student), pencils

- **Invite** students to create new, simple recipes with their families and bring them to class.
- **Compile** all the recipes and try them, one by one, as a whole class.
- Alternatively, **ask** students to work with their families to find newspaper and magazine articles about specific foods, nutrition or farming.

Lesson 3: Milk & Milk Products and "extra" Foods

ACTIVITY #1: MYPLATE MATCH GAME

- **Have** students log on to the website provided below to play an interactive food grouping game. This interactive tool will reinforce the food-group foods and color associations the students were taught over the past three lessons, while helping them discover how many servings of food and how many minutes of moderate-vigorous physical activity they need every day.
- www.DairyCouncilofCA.org/interactives

ACTIVITY #2: VISIT A DAIRY FARM

- To continue the discussion about where foods come from, try to **arrange** a visit to a dairy farm (if there is one in your vicinity) so your class can see where milk really comes from.
- **Call** the dairy farm closest to you and ask if dairy tours are available. Many children in urban areas are sure that milk comes from the grocery store!

Lesson 4: Mixed Foods

ACTIVITY #1: FAIRY TALE CREATURES GET HUNGRY, TOO!

Preparation: Prepare a piece of paper with fairy tales and the foods from their stories (see below for fairy Tales and foods)

Materials needed: copies of the prepared sheet, pencils

- **Have** students work in pairs to investigate the foods from fairy tales and sort the foods into the correct food groups.

Examples:

Goldilocks and the Three Bears has porridge, which is in the Grains, Breads & Cereals food group and, if prepared with milk form the Milk & Milk Products group, is a mixed food.

Cinderella gets around town in a pumpkin, which is in the Vegetables food group.

Jack and the Beanstalk has Jack climbing a beanstalk with a bag of dried beans, which would be in the Meat, Beans & Nuts food group.

Hansel and Gretel nibble bits of a sugar-laden gingerbread house, which is an “extra.”

The Three Little Pigs has a big, bad wolf who is interested in pork! Pork is in the Meat, Beans & Nuts food group.

- **Have** students revisit the old classics to discover the food themes running through many of them.
- **Extend** the activity further by having the students write their own fairy tales with food themes.

ACTIVITY #2: DIFFERENT ... YET SIMILAR

- **Have** students discover the similarities and differences in a variety of cultural foods.

Example:

- The various cultural versions of the sandwich: burrito, egg roll, pita, hot dog, calzone.

- **Have** students discover the variety of ways different cultures prepare the same food.

Example:

- The various preparations of rice: Spanish rice, fried rice, pilaf, curried rice.

- For more information on cultural foods, visit Dairy Council of California’s *A Celebration of Culture Guide*, available online.
- This guide includes the cultural eating patterns, common food choices and favorite dishes of five major cultures in California today – African-American, Mexican-American, Filipino-American, Chinese-American and Vietnamese-American, along with translated food lists.
- www.DairyCouncilofCA.org/PDFs/CulturalFoodGuide.pdf

Lesson 5: Snack Time

ACTIVITY #1: INVENT A HEALTHY SNACK

Preparation: Prepare a list of healthy foods for the class. See the list of possible food items below.

- **Review** with the students the information about snack foods. Use the Nutrition Facts located at the beginning of Lesson 5 in the teacher guide.
- **Ask** students to work together to “invent” unusual but healthy food-group snacks for the class.
- **Possible** foods for the list:
 - Celery
 - Peanut butter
 - Crackers
 - String cheese
 - Raisins
 - Vegetable sticks
 - Salsa
 - Fruit slices
 - Rice cakes

ACTIVITY #2: BUMPER STICKER SNACK AD

Materials needed: one piece of paper per student, crayons or colored pencils

- **Review** with the students the information about snack foods. Use the Nutrition Facts located at the beginning of Lesson 5 in the teacher guide.
- **Have** students create fictional bumper stickers to promote a favorite food-group snack.
- **Decorate** the classroom walls with the bumper stickers.
- **Option:** Instead of food-group snacks, have the students create bumper stickers advertising healthy food at Olivia’s Market or one of the farms from *The Market Mystery* story.

Lesson 6: What’s For Breakfast?

ACTIVITY #1: BREAKFAST TODAY AND YESTERDAY

- **Have** students interview an adult at home to discover what the adult ate for breakfast as a child.
- When the students return with their interviews, **ask** the following questions:
 - How have things changed or not changed?
 - Are there foods available today that weren’t available when the adult they interviewed was a child?
 - Did people eat larger or smaller breakfasts?
- **Investigate** cultural differences as well.
 - What kind of traditional ethnic foods do some families eat?
- **Create** a simple comparison chart on the blackboard to organize the collected data.

ACTIVITY #2: BREAKFAST AND JUMP TO IT

- **Have** your students log on to the website below to reinforce the importance of a healthy breakfast. This interactive tool will allow students to build a healthy breakfast while reinforcing the “3 out of 5” model.
- www.DairyCouncilofCA.org/interactives

Lesson 7: Moving Around

ACTIVITY #1: OUR BODY PARTS

Materials needed: body part pictures cut from magazines

- What parts of the body are involved when engaging in physical activity?
- **Show** the pictures of the body parts that you cut from magazines and have students identify them.
- **Play** “Simon Says” or “Dance the Hokey Pokey.” **Ask** students to describe the function of different body parts during the exercise.

Example:

- What do your arms do when you run?
- What do your legs do when you make the bed?
- Do your elbows move when you play soccer?

ACTIVITY #2: FOOD GROUP RELAY

Materials needed: seven shoe boxes, food picture cards

Preparation: Label the first five boxes the food-group names. Label the next box “extras” and the last box “mixed foods.”

- **Divide** students into teams of four or five and have them line up for a relay race.
- **Mix and distribute** food picture cards to each team, giving each student five to 10 cards.
- Students from each team **form** a relay line, and the first student in each line carefully but quickly runs to place a picture in the correct box.
 - Students may only place one picture in the box at a time, so once they place a picture they must return to the relay line to take their second turn after the others from their team have gone.
- **Time** the activity to make it even more exciting.
- The first team to place all of its cards in the correct boxes wins the relay.

Lesson 8: What's Missing?

ACTIVITY #1: CAFETERIA LUNCHES

Materials Needed: *copy of your school's cafeteria menu*

- **Read, or write** on the board, a few lunches from the school menu.
- **Determine** if each lunch is balanced.
- If a meal is not balanced, **ask** students what could be added to the meal or what snack they could eat later in the day to balance the meal.

ACTIVITY #2: FAMILY GROCERY LIST

Materials needed: *paper, pencils*

- **Divide** students into pairs.
- **Referring** to *The Market Mystery* story, **have** students create the grocery list they think Dad made for Emma and Robby to take to Olivia's Market.
- **Encourage** students to talk to their own parents about helping make the family grocery list each week.

Lesson 9: My Balanced Meal

ACTIVITY #1: CONTINUE THE STORY

- **Have** the students work individually or in pairs to continue the adventures of Robby and Emma from *The Market Mystery*.
- **Students** can begin their stories where the book ends.
- **Ask** the students the following questions to help get them started.
 - What adventures will the siblings have next?
 - What else would Robby and Emma like to learn about the foods they eat?
- **Tell** the students that they can add illustrations to their stories, too.
- **Have** the students share their stories aloud once completed.

ACTIVITY #2: COOKING FOR THE COMMUNITY

- **Prepare** a community meal, as Emma and Robby did.

- Students can write invitations to be given to their parents, other classes, school staff, cafeteria workers and other school community members.
- Be sure to **organize** parent volunteers to help students prepare the meal at school!