

EXERCISE 1

DIRECTIONS: Read or review the scenario. Answer the questions. Circle the word or phrase that goes in the blank.

1. Ms. Lara says that snacks are important to a child's daily_____.

nutrition ingredients meals

2. Children's stomachs are small and they can't eat enough at _____ to get the nutrition they need.

grocery stores meals concession stands

3. Hungry children may even try to sneak _____ between meals.

oils foods carbohydrates

4. Well-planned _____ keep children from getting too hungry between meals.

snacks fast food desserts

5. Children can help shop for snacks at the _____.

MyPyramid Cooperative Extension Service Office grocery store

6. Show older children how prepare simple _____.

food groups portions recipes

7. Pack snacks like _____ when going out.

sweets crackers carbonated soft drinks

8. Buy _____ that is 100% juice.

milk carbonated soft drinks juice

9. Physically active children need extra_____ for growth.

energy vitamins health

10. A healthful snack is more than just _____.

calories sodium recipes

TEACHER DIRECTIONS

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Read the sentence in the activity. Ask learners to look for the sentence within the section that tells the answer. Either read or ask someone to read that sentence. Reread the target sentence in the activity and the options. Ask a reader to choose the correct response. Reread the target sentence in the activity with the correct option.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently.

After each sentence or after the activity is complete, ask learners to explain or give examples. For instance, after the first sentence "Ms. Lara says that snacks are important to a child's daily nutrition," ask questions such as "What kind of snack would contribute to nutrition?" "Why are snacks important to a child's daily nutrition?" "Are snacks important to the nutrition of adults? Why or why not?"

More advanced learners can explain the other words or use them in verbal or written sentences.

KEY

1. nutrition
2. meals
3. foods
4. snacks
5. grocery store
6. recipes
7. crackers
8. juice
9. energy
10. calories

This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana State Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.

EXERCISE 2

DIRECTIONS: Think about what you learned about MyPyramid and dietary guidelines. Answer the following questions. When possible, use complete sentences.

1. Why does Anna want to know about snacks? _____

2. Who does Anna call for information? _____

3. What is a healthful snack? Why is it important for children's nutrition?

4. Find 3 words or phrases in the story that you think are most important to healthful snacks. List the words or phrases:

(1) _____

(2) _____

(3) _____

Write a sentence with each word or phrase.

(1) _____

(2) _____

(3) _____

5. Identify a healthful snack for each food group in MyPyramid.

6. Pretend that you are preparing a snack for a two-year-old child. Identify three snacks that you should not give a child that age.

7. How can you use MyPyramid to choose healthful snacks?

8. Which tip for preparing and serving healthful snacks did you find most helpful? Why?

9. Identify one tip for preparing and serving healthful snacks that involves children's participation.

10. What is a kid-friendly snack? _____

11. Why is important to make healthy snacks readily available? _____

12. How do advertisers try to fool buyers? _____

13. What is the wrong time for serving snacks? Why? _____

14. Why can't food be used as a reward for good behavior? _____

15. How can adults be good role models for snacks? _____

16. Which tip will be most difficult for you to use? Why? _____

TEACHER DIRECTIONS for EXERCISE 2

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Lower-level learners may respond verbally.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently with written responses. Encourage learners to discuss responses verbally as a class or in small groups.

KEY

Answers may vary but should include basic information.

1. Anna wants to know if Tim should eat snacks between meals.
2. Anna calls Ms. Lara at the Cooperative Service Extension Office.
3. A healthful snack is nutritious. It provides carbohydrates, proteins, fats, dietary fiber, minerals, vitamins, and water. Snacks that are low in fat, salt, and sugar are better choices.
4. *Answers will vary.*
5. *Answers will vary.*
6. You should not give a child under the age of three any thing that he or she could choke on including (*any 3 of the following*) nuts, peanut butter, hot dogs, raisins, popcorn, whole grapes, and carrot chunks.
7. MyPyramid helps you plan snacks because you can choose foods from the food groups that are still needed for a day's nutrition.
8. *Answers will vary.*
9. *Any of the following:* Let children help shop for snacks at the grocery store. Involve children in preparing healthful snacks. Use appropriate sanitation and safety techniques when showing children how to prepare snacks.
10. A kid-friendly snack is the right size for children, age-appropriate, and fun to eat.
11. Children often reach for whatever is closest and easiest to get so if healthful snacks are readily available, children will be more likely to choose them.
12. Advertisers try to fool buyers by claiming that snacks are nutritious when they really aren't nutritious.
13. The wrong time to serve snacks is within a couple of hours before a meal or throughout the day.
14. Food should be viewed as nutrition. Using food as a reward teaches the wrong values about food.
15. Children imitate what adults do. If adults model good snack habits, children will imitate them.
16. *Answers will vary.*

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