

## Grade 2

### Breakfast Builds Brains

#### Healthful Living Objective(s)

- 4.05 Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.

#### English Language Arts Objective(s)

- 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.  
2.01 Demonstrate sense of story (beginning, middle, end characters, details and settings).  
2.04 Pose possible how, why, and what if questions to understand and/or interpret text.

#### Information Skills Objective(s)

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.  
5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats.

#### Math Objective(s)

- 1.02 Use area or region models and set models of fractions to explore part-whole relationships in contexts.  
2.02 Tell time at the five-minute intervals.

#### Teacher Resource(s)

- N.C. Division of Public Health, North Carolina Nutrition Education and Training Program, *Food for Thought: Making the Grade through Healthful Eating K-5 Curriculum*, [www.nutritionnc.com](http://www.nutritionnc.com)
  - *What Foods are in Grains Group?*
  - *What Foods are in the Vegetable Group?*
  - *What Foods are in the Fruit Group?*
  - *What Foods are in the Dairy Group?*
  - *What Foods are in the Protein Foods Group?*
- U. S. Department of Agriculture, *Using MyPlate Along with MyPyramid*, [www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf](http://www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf)
- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast Flyer*, [www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf](http://www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf)

#### Material(s) Needed

- U.S. Department of Agriculture, *MyPlate* graphics slick, [www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf](http://www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf)
- *Jane Skips Breakfast Story*
- School Breakfast Menu
- *Vowels for Breakfast Answer Key*
- *Apple Brain Teaser Answer Key*

### Handout(s)

- *Jane Skips Breakfast*
- *Vowels for Breakfast*
- *Fractions for Breakfast*
- *Apple Brain Teaser*

Note that, as of June 2011, *MyPyramid* was replaced with *MyPlate* as a way to understand how to eat healthfully. It is important to know that you may continue to use existing *MyPyramid* educational materials, such as the *MyPyramid for Kids Poster*. This is because the information about what and how much to eat has not changed. Be aware that on *MyPlate* the Meat & Beans Group is called the Protein Foods Group and the Milk Group is called the Dairy Group.

### Focus

Using the *Jane Skips Breakfast Story* handout, read the story once out loud for the students. Repeat while students complete the *Jane Skips Breakfast* handout.

### Teacher Input

Ask students what happened to Jane when she did not eat breakfast. Write the word “breakfast” on the board. Ask students what it means. We go several hours without food and the word “breakfast” means to “break the fast”. A “fast” is a period of time when you do not eat. Discuss with students using the reflective questions below.

- How hungry are you when you wake up in the morning?
- Why do you think it is important to eat breakfast?
- How do you feel if you do not eat breakfast?
- Is it harder for you to concentrate or pay attention in school when you do not eat breakfast?
- Do you ever feel grumpy when you do not eat breakfast?
- Do you have more energy to play when you eat breakfast?

Breakfast foods can be many different foods, but to do our best in school we have to make healthy choices for breakfast. Breakfast should include one serving from the Grains Group (whole grain is best), a serving from the Fruit Group or Vegetable Group, and one serving of protein. Explain to the students that good sources of protein are found in the Protein Foods Group and Dairy Group. The *MyPlate* graphics slick can be displayed for the students to help them visualize the different food groups. Refer to the *What Foods are in Grains Group?*, *What Foods are in the Vegetable Group?*, *What Foods are in the Fruit Group?*, *What Foods are in the Dairy Group?* and *What Foods are in the Protein Foods Group?* teacher resources for more ideas about healthy breakfast choices.

Find out if the School Breakfast Program is offered in your school. If it is, find out what types of service options are available, i.e., traditional school breakfast in the cafeteria, school breakfast in the classroom, grab n’ go school breakfast, etc. Also, obtain a copy of and review the school breakfast menu with students. Encourage students to consider choosing school breakfast each morning.

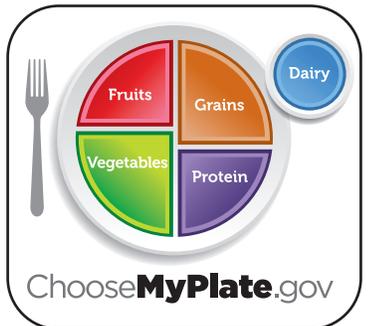
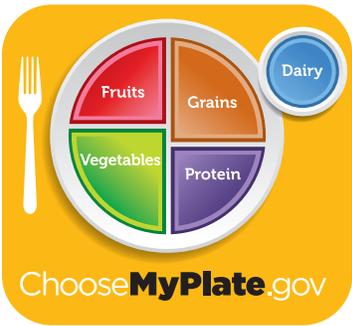
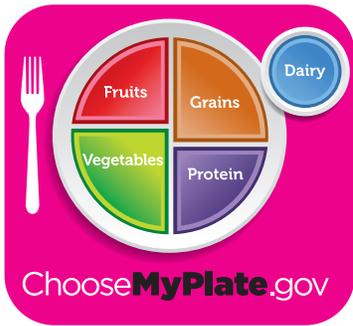
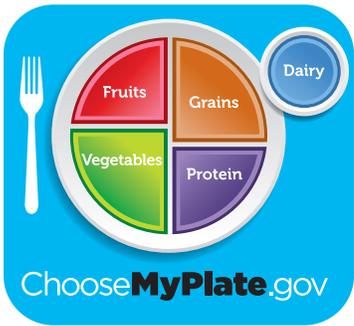
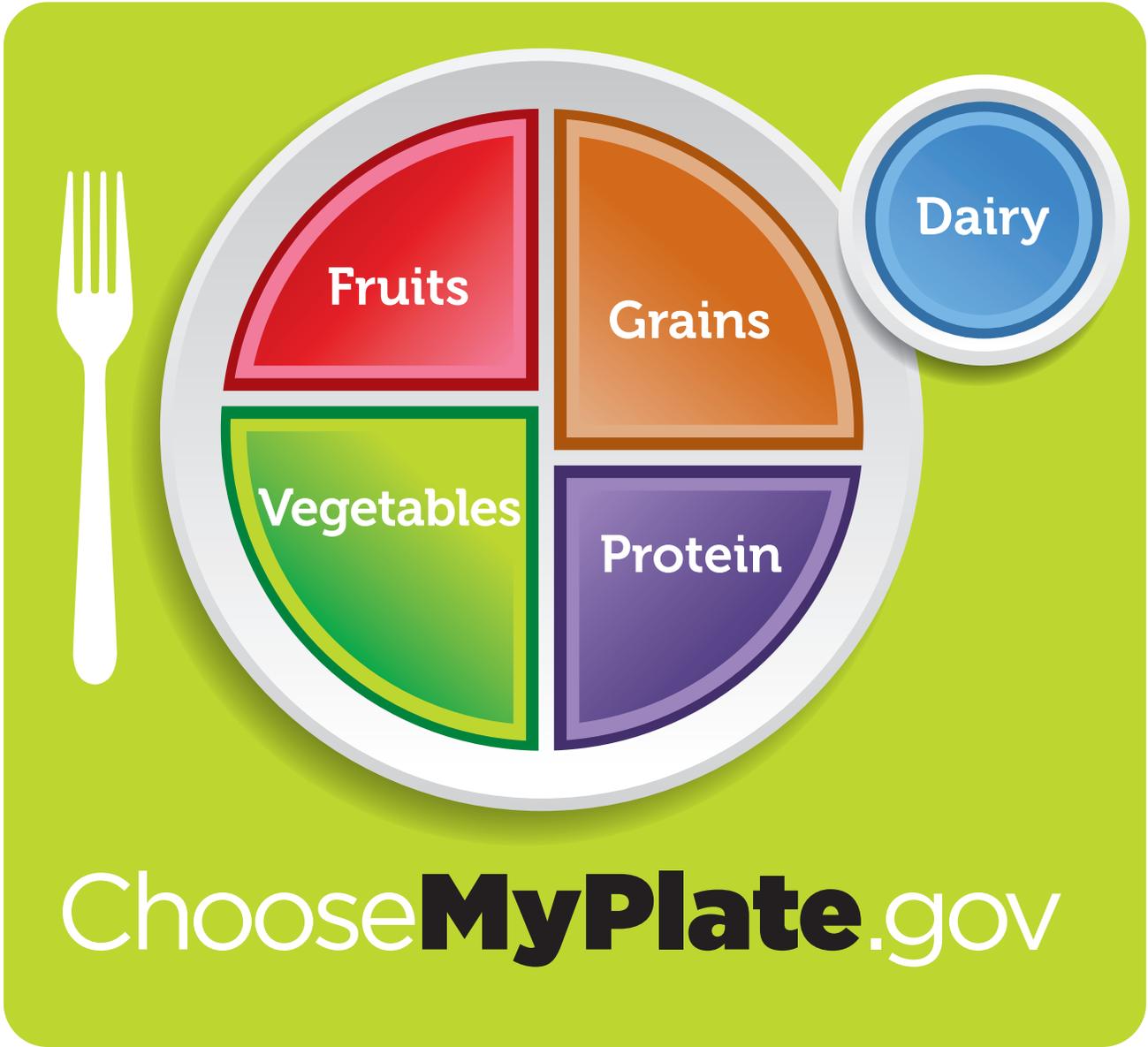
### Practice and Assessment

Distribute and direct students to complete the *Vowels for Breakfast* handout. Instruct students to draw a healthy breakfast that includes a grain, a protein and a fruit or vegetable. Direct them to write the words for the foods on the *MyPlate* graphic.

Distribute and direct students to complete the *Fractions for Breakfast* and *Apple Brain Teaser* handouts. Students can work individually or in pairs to complete these handouts.

Adapted from *Food for Thought: Making the Grade through Healthful Eating* K-5 Curriculum, N.C. Division of Public Health, North Carolina Nutrition Education and Training Program. Available at [www.nutritionnc.com](http://www.nutritionnc.com).





# Jane Skips Breakfast

## Story

Read the story once out loud for the students. Repeat while students complete the *Jane Skips Breakfast* handout.

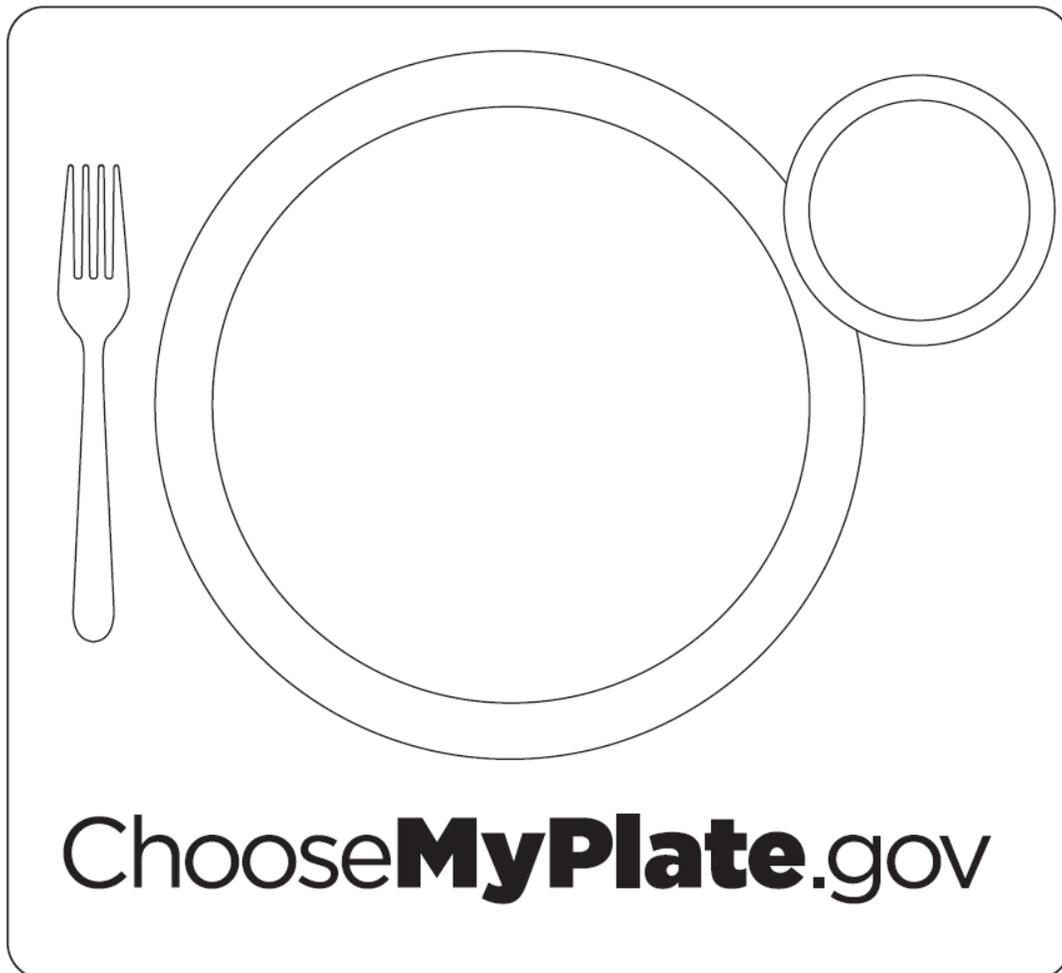
It is 7 o' clock in the morning (ask students to show the time on their worksheet). Jane has just woken up and only has 20 minutes to get ready for school before the bus comes to pick her up (ask students to record what time the bus will pick her up). She is very hungry when she gets up but does not have any time to eat breakfast. Jane knows that breakfast is a very important meal (ask students why) because she needs fuel to be able to think to do her school work. At 7:20 Jane runs out of the house and jumps into the school bus. The bus arrives at school at 7:45 (record on the clock and ask how many minutes it took to get to school). Jane is very hungry (ask students to use other words to describe how Jane may feel/act because she is very hungry). She cannot concentrate on her math lesson and feels very irritable. She doesn't even want to talk to her good friend Sarah at recess! By the time lunch finally comes at 11:45 (ask students to record the time), Jane feels horrible! She can't wait to eat! Ask students what Jane should have done so she is not as hungry at lunch. Ask them what time she should have gotten up if she needed 10 minutes for breakfast.

## Vowels for Breakfast – Answer Key

Finish the words with one of the vowels to find some good choices for breakfast foods that are a grain, a protein and a fruit or vegetable.

<u>Grain</u>	<u>Protein</u>	<u>Fruit</u>	<u>Vegetable</u>
cereal	milk	orange	tomato
toast	egg	apple	pepper
oatmeal	yogurt	banana	mushroom
pancake	ham	grapefruit	spinach
grits	peanut butter	raisins	onion

Draw a healthy breakfast and write the names of the foods on the picture. Be sure to include a grain, a protein and a fruit or vegetable. Include your favorites even if they are not on the lists above.



## Apple Brain Teaser - Answer Key

Sarah, Anita, Damien, Sharon and Matt were called to the office during their daily fruit break. They left their apples on the teacher's desk to eat when they go back to the classroom. Since all the apples were red, telling them apart was a bit tricky. The only difference was in size. The pile of apples had one of each size: 2 ounces, 3 ounces, 4 ounces, 5 ounces and 6 ounces.

Sarah knows hers was the smallest.  
Anita said hers was larger than Sharon's but smaller than Damien's.  
Matt said his was probably the largest.

Who owns which apple?

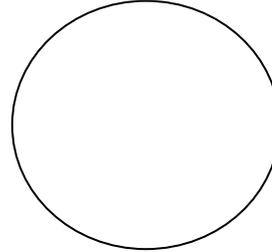
2 oz.	3 oz.	4 oz.	5 oz.	6 oz.
Sarah	Sharon	Anita	Damien	Matt



Name: \_\_\_\_\_

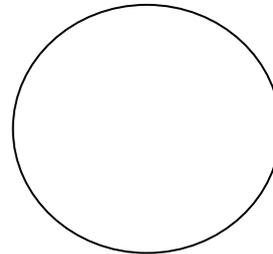
## Jane Skips Breakfast

1. It is 7 o'clock in the morning. Show the time on the clock:



2. What time will the bus pick Jane up? \_\_\_\_\_

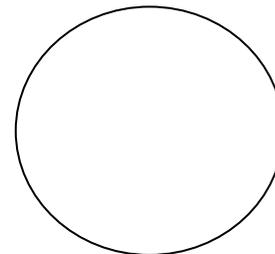
3. What time does the bus get to school? Show the time on the clock:



4. How many minutes did the bus take to get to the school? \_\_\_\_\_

5. What words describe how Jane feels when she gets to school?

6. Lunch is at 11:45. Show the time on the clock:



7. Draw a picture on the back of this page showing a healthy breakfast that Jane can eat tomorrow.

Name \_\_\_\_\_

## Vowels for Breakfast

Finish the words with one of the vowels to find some good choices for breakfast foods that are a grain, a protein and a fruit or vegetable.

### Grain

c\_\_r\_\_al

to\_\_st

o\_\_tm\_\_al

p\_\_nc\_\_ke

gr\_\_ts

### Protein

m\_\_lk

\_\_gg

y\_\_g\_\_rt

h\_\_m

pean\_\_t b\_\_tt\_\_r

### Fruit

or\_\_ng\_\_

\_\_pple

b\_\_n\_\_n\_\_

grap\_\_fru\_\_t

ra\_\_s\_\_ns

### Vegetable

t\_\_mat\_\_

p\_\_pp\_\_r

m\_\_shr\_\_om

sp\_\_n\_\_ch

on\_\_on

Draw a healthy breakfast and write the names of the foods on the picture. Be sure to include a grain, a protein and a fruit or vegetable. Include your favorites even if they are not on the lists above.



Name \_\_\_\_\_

## Fractions for Breakfast

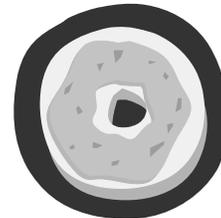
1. If you have three apples and you cut them in half. How many halves would you have?

\_\_\_\_\_



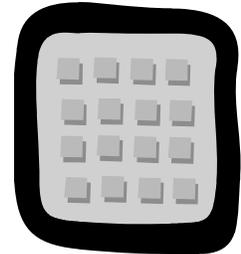
2. Sally has one large bagel to eat with her three friends. Cut the bagel so each person will get the same amount. How much of the bagel will each friend eat?

\_\_\_\_\_



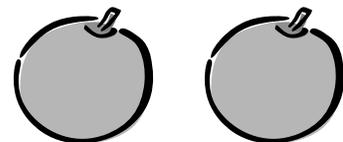
3. Tom is going to share his breakfast waffle with his mother, father, sister and himself. Cut the waffle in four pieces. How much will each person get if the waffle is cut in equal pieces?

\_\_\_\_\_



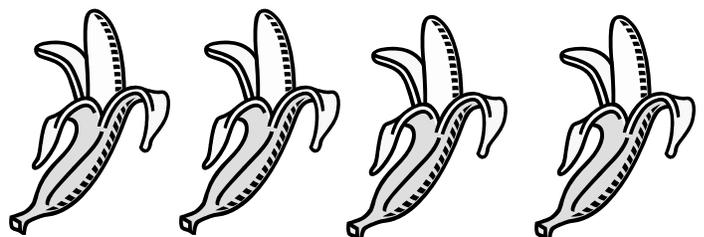
4. Jane has 2 oranges. She wants to share them with her four friends. How much of the orange would each friend have if she cut the oranges in equal pieces?

\_\_\_\_\_



5. Tameka has 4 bananas cut into halves. How many halves does she have?

\_\_\_\_\_



Name: \_\_\_\_\_

## Apple Brain Teaser

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