Little D's Nutrition Expedition
2nd-Grade Classroom Nutrition Program
At-a-Glance Chart

Lesson Synopsis	Health Objectives	Cross-Curricular Objectives
Activity 1 Meet the Royal Food Family • Students learn that, in order to grow up healthy, they need foods from the Five Food Groups every day and physical activity as part of a healthy lifestyle. • Students pantomime activity as they listen to a story about how the Royal Food Family helps a sick dragon learn about the Five Food Groups. • Students participate in a group activity to help them remember the names of the food groups. • Class begins building a Food Group Wall Dragon.	• Name the Five Food Groups	• Listen in order to respond appropriately through movements (Language Arts) • Use information in text to make predictions (Language Arts) • Identify and compare characters in a story (Language Arts)
Activity 2 Holly and the Milk Group • Lady Holly the Cow introduces the Milk Group and identifies foods needed to help keep their bones and teeth strong and healthy. • Students listen to a story titled *The Magnificent Milk Group*. Then they assemble and read a mini-book titled *Thank Goodness for Cows*. • They participate in hands-on experiences to understand why they need strong bones and teeth. • Students complete a dragon scale, naming their favorite Milk Group food for the Food Group Wall Dragon.	• Identify foods that belong in the Milk Group • Identify the health benefit of foods in the Milk Group	• Listen in order to respond appropriately through movements (Language Arts) • Complete a task for which two or more steps are given orally (Language Arts) • Read fictional material for a specific purpose (Language Arts) • Explain the function of bones and teeth (Science) • Understand that milk is produced on a farm (Social Studies)
Activity 3 King Henry's Meat Group • King Henry describes how Meat Group foods and physical activity are important for building strong muscles. • After hearing the story *The Mighty Muscle Meat Group,* students classify Meat Group foods as plant or animal and then pantomime ways in which they use their muscles. • Students label Meat Group Foods on the Food Group Wall Dragon.	• Identify foods that belong in the Meat Group • Identify the health benefit of foods in the Meat Group	• Listen in order to respond appropriately through movements (Language Arts) • Classify foods into plant or animal sources (Science)

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Activity 4 Princess Peapod's Vegetable Group • Students journey through Princess Peapods Vegetable Patch and identify foods needed for good night vision. • After listening to the story *The Visit to the Vegetable Patch*, students work together as a class, or in small groups, and re-read the story while identifying appropriate adjectives associated with vegetables. • Students experience the importance of night vision with a "glow-in-the-dark" word hunt. • Students label Vegetable Group Foods on the Food Group Wall Dragon.	• Identify foods that belong to the Vegetable Group • Identify the health benefit of foods in the Vegetable Group	• Listen in order to respond appropriately through movements (Language Arts) • Use adjectives in writing (Language Arts)
Activity 5 Queen Anna Banana's Fruit Group • Queen Anna Banana introduces Fruit Group Foods that help their bodies heal cuts and bruises. • Using rhyming skills students identify mixed-up Fruit Group Foods. • After a simple demonstration about the importance of healthy skin, students help Queen Anna Banana write short poems. • Students label Fruit Group Foods on the Food Group Wall Dragon.	• Identify foods that belong to the Fruit Group • Identify the health benefit of foods in the Fruit Group	• Use phonemic awareness to identify rhyming words (Language Arts) • Use appropriate pre-writing strategies with teacher assistance (Language Arts) • Experiment with different forms of writing, including poetry (Language Arts)
Activity 6 Prince Waffle's Grain Group • Students listen to a story, *A Trip to the Café.* They solve math problems using high-energy foods. • Students identify foods that help give their bodies energy, as well as experience some physical activity. • Students write a food riddle based on a Grain Group food. • Students label Grain Group Foods on the Food Group Wall Dragon.	• Identify foods that belong to the Grain Group • Identify the health benefit of foods in the Grain Group	• Use appropriate pre-writing strategies to generate and organize ideas with teacher assistance (Language Arts) • Experiment with different forms of writing, including riddles (Language Arts) • Solve simple problems using money (Math)
Activity 7 We Need All Five • Students review the health benefits and foods in the Five Food Groups and learn a simple technique to help them understand why they need to eat from all Five Food Groups each day. • Students participate in a mystery story, set in the Kingdom of the Pyramid Palace, where they supply nouns, adjectives, verbs and nutrition information.	• Explain the need to eat foods from all Five Food Groups to stay healthy	• Listen attentively in order to respond appropriately through movement (Language Arts) • Demonstrate appropriate use of nouns, adjectives and verbs (Language Arts)

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Activity 8 The Dragon's Tail ("Others" Category) • The class recalls the story from Activity 1, *The Royal Food Family to the Rescue,* to learn about foods in the "Others" category. • After reading a short story called *Others Come Last* that helps identify foods of the "Others" category. Students learn that "Others" do not help the body stay healthy and grow the way Five Food Group foods do. • Using a cause-and-effect exercise, students review the importance of eating daily from all Five Food Groups each day. • A tail is added to the Food Group Wall Dragon depicting the "Others" category.	• Identify foods in the "Others" category • Review the health benefits of the Five Food Groups	• Make predictions before reading and relate to personal experience (Language Arts) • Use information in text to explore cause and effect (Language Arts)
Activity 9 Smart Snacking Dragon • While learning how to identify a "Smart Snack," students will use prior knowledge to develop a general definition for a snack: "A snack is actually a small meal." • Students will then join Little D as the Royal Food Family works with their dragon friend to solve snack problems.	• Describe a "Smart Snack"	• Discuss prior knowledge and relate it to text before reading (Language Arts)
Activity 10 Healthfully Ever After • Students pantomime activity as they listen to the *Healthfully Ever After* story, which provides the opportunity to practice meal planning. • The story engages students' help in solving three nutrition challenges Little D needs to overcome before returning to his cave. • King Henry gives Little D a new name that reflects his nutrition accomplishments.	• Plan a "Smart Snack" • Plan a meal using all Five Food Groups	• Identify/compare a character's attributes across stories (Language Arts) • Listen in order to respond appropriately through movements (Language Arts)

Little D's Nutrition Expedition
Interactive Games
2nd-Grade Classroom Nutrition Program

Game Description	Games reinforce lessons as indicated below									
	1	2	3	4	5	6	7	8	9	10
Little D's Tasty Tunes™ Students participate in a listen-and-respond musical activity that reinforces the names of the Five Food Groups. Bonus questions help reinforce the health benefits of each food group. Nutrition education objectives: ▪ Primary: Identify and classify foods in the Five Food Groups ▪ Secondary: Name a health benefit for each Food Group Interdisciplinary outcomes: ▪ Echo short rhythms and melodic patterns ▪ Practice auditory and visual sequential memory skills	√	√	√	√	√	√	√	√	√	√
Quintricious!™ Students practice identifying and classifying foods into the Five Food Groups as they play a matching game that requires eye-hand coordination. Three levels of increasing difficulty provide an added challenge. Nutrition education objectives: ▪ Identify and classify foods in the Five Food Groups Interdisciplinary outcomes: ▪ Use eye-hand coordination to group items with similar attributes ▪ Practice analysis and categorization skills to increase automaticity and response time		√	√	√	√	√	√	√	√	√
Little D's Picnic Adventure!™ Students help Little D match foods in the same food group as he travels the countryside looking for picnic foods. Nutrition education objectives: ▪ Identify and classify foods in the Five Food Groups Interdisciplinary outcomes: ▪ Sort and classify items according to common attributes ▪ Follow written and oral directions to perform a task						√	√	√	√	√
Get Me to the Banquet on Time! ™ Students travel through a maze collecting food group foods. Later, they sort the foods for a banquet for the Royal Food Family. Bonus questions reinforce the health benefits of each food group. Nutrition education objectives: ▪ Primary: Identify and classify foods in the Five Food Groups ▪ Secondary: Identify a health benefit for each Food Group Interdisciplinary outcomes: ▪ Use spatial reasoning to plan and navigate a path ▪ Improve visual attention skills							√	√	√	√