

Supplemental Activity: Sugar Smarts

Nutrition Lesson(s) Supported:

- Sugar Smarts

Supplies Needed:

- 4.4_SW_Sugar-Smarts-Worksheet

Length of Time to Complete:

15 minutes

Audience (grades): 4th

Common Core Standards Taught:

- Mathematics: Measurement and Data
 - A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
- Operations and Algebraic Thinking
 - A.1 Interpret a multiplication equation as a comparison
 - A.2 Multiply or divide to solve word problems involving multiplicative comparison

Lesson:

Why is it important to limit the amount of sugar we consume? (*Consuming too much sugar can lead to: increased risk of type 2 diabetes, weight gain, tooth decay, and suppressed immune system*).

Can we determine if a snack is a good choice by only knowing how much sugar is the snack? (*No*) How do we know how to choose the best snack? (*look at the whole product, how much sugar does it have?, does it have fiber?, does it have vitamins and minerals?, how much saturated fat does it have?*) It is important to consider the combination of nutrients in the product when choosing your snacks.

We are going to do an exercise to understand how much sugar is in some foods that we may be eating. Who remembers how many grams of sugar are in one teaspoon? (*4 grams of sugar is equal to one teaspoon of sugar*).

(Distribute handout). The handout has a list of some common snacks foods and the approximate grams of sugar for one serving. Use this information to answer the questions below. Don't forget to show the equation you used to find the answer.

Sugar Smarts! Answer Key

1. Tom did not eat any whole fruit. He had two snacks that equaled 40 grams of sugar. Which two snacks did Tom eat?

(2 carrots and 1 cup of fruit juice)

2. Kayla wants to eat 2 *different* snacks, but cannot eat more than 6 grams of sugar, what snacks can she eat?

(1 cup of popcorn and 2 carrots)

3. Jose had two *different* snacks that had a total of 25 grams of sugar. He traded one of these snacks so he had two snacks that had a total of 34 grams of sugar.

Which snacks did Jose start with?

(2 carrots and 1 apple)

What snacks did Jose have after the trade?

(2 carrot and one ice cream cone)

4. During the month of January, Jude ate:

4 servings of popcorn

8 apples

3 cup of fruit juice

1 banana

How many grams of sugar did Jude eat?

$((4 \times 0g) + (8 \times 19g) + (3 \times 34g) + (1 \times 14g) = 268$
grams of sugar)

5. In February Jude ate:

4 servings of carrots

8 ice cream cones

3 cups of fruit juice

1 banana

How many grams of sugar did Jude eat?

$((4 \times 6g) + (8 \times 28g) + (3 \times 34g) + (1 \times 14g) = 364$ *grams of sugar)*

¡Buzos con el Azúcar! Pistas para Responder

1. Tom no comió ninguna fruta. Él hizo dos colaciones que equivalen a 40 gramos de azúcar. ¿Cuál de las siguientes dos colaciones se comió Tom?

(2 zanahorias y 1 taza de jugo de fruta)

2. Kayla quiere comer 2 colaciones distintas, pero no puede comer más de 6 gramos de azúcar, ¿Qué puede comer de colación?

(1 taza de palomitas y 2 zanahorias)

3. José tiene 2 colaciones diferentes que en total tienen 25 gramos de azúcar. Él intercambió 1 de sus colaciones para tener 2 que en total tengan 34 gramos de azúcar.

¿Con qué colación empezó José?

(2 zanahorias 1 manzana)

¿Qué colación tuvo José después del intercambio?

(2 zanahorias y 1 cono de helado)

4. Durante el mes de Enero, Jude comió:

4 porciones de palomitas

8 manzanas

3 tazas de jugo de fruta

1 plátano

¿Cuántos gramos de azúcar comió Jude?

$((4 \times 0g) + (8 \times 19g) + (3 \times 34g) + (1 \times 14g) = 268 \text{ gramos de azúcar})$

5. En Febrero Jude comió:

4 porciones de zanahorias

8 conos de helado

3 tazas de jugo de fruta

1 plátano

¿Cuántos gramos de azúcar comió Jude?

$((4 \times 6g) + (8 \times 28g) + (3 \times 34g) + (1 \times 14g) = 364 \text{ gramos de azúcar})$