

Watch Out for the Sugar Baddie™

TEKS: First Grade

Math

- 1 (A) Compare and order whole numbers up to 99 (less than, greater than, or equal to using sets of concrete objects.

(D) Read and write numbers to 99 to describe sets of concrete objects.
- 11 (A) Identify mathematics in everyday situations.

Reading

- 4 (A) Confirm predictions about what will happen next in text by "reading the part that tells".

(B) Ask relevant questions and seek clarification.
- 9 (B) Describe characters in a story and the reasons for their actions and feelings.

Meets Additional TEKS:

Reading: 1(F); 13(A); 14(A,B,C,D)

Math: 5(C); 12(A,B)

Science: 4(A)

Objective:

Students will observe that many drinks contain added sugar.

Students will learn to read nutritional labels on beverages and other foods.

Students will gather data on an item's sugar content based on its nutritional label.

Students will draw conclusions based on the gathered data.



Activities:

1. Introduction (5 minutes) – The *Sugar: Master of Disguise* video introduces children to the negative effects of sugar.
2. Shared Reading of *Chocolatina* (15 minutes) – Explore a short book that provides an example of a child eating too much sugar.
3. Points to Ponder (5 minutes) – Options for further discussion.
4. What's in a Label? (15 minutes) – An exercise that shows students how to read a nutritional label to find out how much sugar they are consuming.
5. Show Me the Sugar (10 minutes) – A quick activity that demonstrates how much sugar is in one can of soda.
6. Be A Sugar Detective (45 minutes) – An activity that shows students how to count the amount of sugar in their drinks.

Materials:

Introduction: Video: Sugar: Master of Disguise

Shared Reading: Book: Chocolatina by Erik Kraft

Show Me The Sugar: soda can, sugar, bowl/transparent glass, teaspoon

Be A Sugar Detective: What's In My Drink worksheet, Unifix cubes or counters, a set of 6 empty drink containers for each group of kids (for example: chocolate milk, white milk, fruit juice, orange juice, empty bottle of water)

Did You Know...

The American Heart Association recommends no more than 3 teaspoons of added sugar (12 grams) per day for children ages 4-8.¹ Children age 4-8 eat an average of 21 teaspoons of sugar each day!² Most kids' cereals have so much sugar in them, that just one bowl is more than the 3 teaspoons recommended for the whole day! Added sugars are sugars, syrups and other caloric sweeteners that are added to foods during processing, preparation, or consumed separately. Added sugars do not include naturally occurring sugars such as those in fruit or milk. Names for added sugars include: brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, high-fructose corn syrup, honey, invert sugar, lactose, maltose, malt syrup, molasses, raw sugar, turbinado, sugar, trehalose, and sucrose.

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's M.I.!

For example, in this lesson, you might ask students to SHOW how they can reduce the amount of sugar they drink each day (Bloom). Alternatively, for a musical style of learner (Gardner), you might suggest the student create a song or rap about the dangers of sugar.

Brain Builder Vocabulary:

Gramo (unidad de peso equivalente, más o menos, a un centavo)
etiqueta
comparar
mínimo
máximo
del mínimo al máximo
orden
datos (información)

Additional Book:

Bread and Jam for Frances by Russell Hoban

Other Resources:

<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm#twoparts>

<http://www.northcoastnutrition.org/media/files/sugarshockers042010Eng.pdf>