

Alberta Milk
Power to Play Program

Alberta Curriculum Links
Grade 2

Grade 2

Lesson 1: Meet our Superheroes!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

STEP ONE: MEET BROCK AND COCO

Health and Life Skills
Physical Education
Language Arts

STEP TWO: THE SUPER MISSION

Health and Life Skills
Language Arts
Art

STEP THREE: SING "OPEN YOUR BACKPACK"

Health and Life Skills
Physical Education
Music

Health and Life Skills & Physical Education

Grade 2

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this essential start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- ❖ Be introduced to healthy eating through watching a DVD episode, discussion and singing a song about power to play
- ❖ Create their own personal superhero identity

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>STEP ONE: MEET BROCK AND COCO</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices and activities ❖ Start a word wall <p>STEP TWO: THE SUPER MISSION</p> <ul style="list-style-type: none"> ❖ Reflect on healthy food choices ❖ Start a portfolio ❖ Create an identity <p>STEP THREE: SING “OPEN YOUR BACKPACK”</p> <ul style="list-style-type: none"> ❖ Describe healthy foods and active bodies 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-2.1 describe the effects of combining healthy eating and physical activity <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6 describe how the body benefits from physical activity <input type="checkbox"/> 8 understand the connections between physical activity and emotional well-being; e.g., feels good

Grade 2

Lesson 2: Review of Classifying Foods

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: EVERYTHING IN ITS PLACE

Health and Life Skills

Language Arts

Mathematics

POWER SNACK: KABOOM KABOBS!

Health and Life Skills

EXTENSION: MARKET DAY

Health and Life Skills

Language Arts

ACTIVITY B: WATCH DVD EPISODE 6 “OPERATION:

FOOD GROUPS”

Health and Life Skills

Language Arts

Mathematics

ENERGY BLAST: HEALTHY EATING’S A WALK IN THE PARK

Physical Education

Daily Physical Activity

ACTIVITY C: VIRTUAL POWER FOODS

Health and Life Skills

Language Arts

Mathematics

WRAP UP: CREATE A GRAPHIC ORGANIZER:

SUPERHERO POWER FOODS

Health and Life Skills

Language Arts

Mathematics

Health and Life Skills & Physical Education Grade 2

Lesson 2: Review of Classifying Foods

LESSON OVERVIEW

In this lesson, students will review food classification according to Eating Well with Canada’s Food Guide.

By the end of this lesson, students will be able to:

- ❖ Identify the four food groups in Canada’s Food Guide
- ❖ Identify and classify healthy foods found in each of the four food groups
- ❖ Connect healthy food choices from the four food groups to a healthy body

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: EVERYTHING IN ITS PLACE</p> <ul style="list-style-type: none"> ❖ Match foods to the four food groups ❖ Create a food word bank ❖ Explain how foods are sorted <p>ACTIVITY B: WATCH DVD EPISODE 6 “OPERATION: FOOD GROUPS”</p> <ul style="list-style-type: none"> ❖ Identify benefits of foods from four food groups <p>ACTIVITY C: VIRTUAL POWER FOODS</p> <ul style="list-style-type: none"> ❖ Sort food cards to create a power snack <p>WRAP UP: CREATE A GRAPHIC ORGANIZER: SUPERHERO POWER FOODS</p> <ul style="list-style-type: none"> ❖ Create a graphic organizer <p>POWER SNACK: KABOOM KABOBS!</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: MARKET DAY</p> <ul style="list-style-type: none"> ❖ Investigate new foods and classify them into food groups <p>ENERGY BLAST: HEALTHY EATING’S A WALK IN THE PARK [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 select and perform locomotor skills through a variety of activities <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <input type="checkbox"/> 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<input type="checkbox"/> 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3]
EXTENSION: MARKET DAY ❖ Investigate new foods and classify them into food groups	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Determine information needs <input type="checkbox"/> Recall and follow directions for accessing and gathering ideas and information 3.2 Select and Process Evaluate sources <input type="checkbox"/> Recognize when information answers the questions asked 3.4 Share and Review Share ideas and information <input type="checkbox"/> Share, with familiar audiences, ideas and information on topics <input type="checkbox"/> <i>Clarify information by responding to questions</i> <i>Review research process</i> <input type="checkbox"/> <i>Answer questions, such as "What did I do that worked well?" to reflect on research experiences</i>

Grade 2

Lesson 3: “Aim for Four” Meals

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: SUPERHERO BALANCING ACT

Health and Life Skills

Language Arts

Mathematics

ACTIVITY B: TEACH AND SING CD SONG 7 “AIM FOR FOUR”

Health and Life Skills

Language Arts

Mathematics

ACTIVITY C: AIM FOR FOUR

Health and Life Skills

Language Arts

Mathematics

ACTIVITY D: RE-SORT MEALS!

Health and Life Skills

Language Arts

Mathematics

WRAP UP: WHICH MEAL AIMS FOR FOUR?

Health and Life Skills

POWER SNACK: FOUR FOOD GROUP CALIFORNIA SALAD

Health and Life Skills

EXTENSION: FAMILY FOOD AND FUN CREATIVE STORY

Language Arts

HOME CONNECTION: WHAT’S FOR DINNER?

Health and Life Skills

ENERGY BLAST: RUNNING FOOD GROUPS

Physical Education

Daily Physical Activity

Health and Life Skills & Physical Education Grade 2

Lesson 3: “Aim for Four” Meals

LESSON OVERVIEW

In this lesson, we are going to learn how to balance meals using healthy foods from Canada’s Food Guide.

By the end of this lesson, student will be able to:

- ❖ Select simple healthy meals that include four food groups (“Aim for Four”)
- ❖ Describe what makes a healthy meal

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Grade 2 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: SUPERHERO BALANCING ACT</p> <ul style="list-style-type: none"> ❖ Create a healthy meal <p>ACTIVITY B: TEACH AND SING CD SONG 7 “AIM FOR FOUR”</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices from each of the four food groups <p>ACTIVITY C: AIM FOR FOUR</p> <ul style="list-style-type: none"> ❖ Assess food choices <p>ACTIVITY D: RE-SORT MEALS!</p> <ul style="list-style-type: none"> ❖ Sort and track food choices in meals <p>WRAP UP: WHICH MEAL AIMS FOR FOUR?</p> <ul style="list-style-type: none"> ❖ Identify and classify foods into the four food groups <p>POWER SNACK: FOUR FOOD GROUP CALIFORNIA SALAD</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>HOME CONNECTION: WHAT’S FOR DINNER?</p> <ul style="list-style-type: none"> ❖ Classify foods according to Canada’s Food Guide <p>ENERGY BLAST: RUNNING FOOD GROUPS [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <input type="checkbox"/> W–2.2 <i>examine the need for positive health habits; e.g., adequate sleep, sun protection</i> <input type="checkbox"/> L–2.3 apply the decision-making process for age-appropriate issues <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
<p>FOUR”</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices from each of the four food groups 	<p>Mathematics (2007)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process Access information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use given categories and specific questions to find information in oral, print and other media texts <input type="checkbox"/> Evaluate sources <input type="checkbox"/> Recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> ○ describing ○ extending ○ comparing ○ creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <input type="checkbox"/> 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
<p>ACTIVITY C: AIM FOR FOUR</p> <ul style="list-style-type: none"> ❖ Assess food choices 	<p>Language Arts</p>	<p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate information <input type="checkbox"/> Examine gathered information to decide what information to share or omit <p>3.4 Share and Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share ideas and information <input type="checkbox"/> Share, with familiar audiences, ideas and information on topics <input type="checkbox"/> Clarify information by responding to questions <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group Cooperate with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in a variety of partnerships and group structures <p>Work in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute relevant information and questions to extend group understanding of topics and tasks <input type="checkbox"/> Stay on topic during class and group discussions <p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Recognize own and others' contributions to group process</i>
<p>ACTIVITY D: RE-SORT MEALS!</p> <ul style="list-style-type: none"> ❖ Sort and 	<p>Language Arts</p>	<p>General Outcome 3: Manage ideas and information</p> <p>3.1 Plan and Focus Focus attention</p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
track food choices in meals	<p>Mathematics (2007)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Relate personal knowledge to ideas and information in oral, print and other media texts <input type="checkbox"/> <i>Ask questions to determine the main idea of oral, print and other media texts</i> <p>Determine information needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and follow directions for accessing and gathering ideas and information <p>3.2 Select and Process Evaluate sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <p>Evaluate information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine gathered information to decide what information to share or omit <p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> o describing o extending o comparing o creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <input type="checkbox"/> 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
<p>EXTENSION: FAMILY FOOD AND FUN CREATIVE STORY</p> <ul style="list-style-type: none"> ❖ Write a creative story 	Language Arts	<p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.4 Create Original Text Structure texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions

Grade 2

Lesson 4: Munch on Healthy Lunches

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: CLASSROOM LUNCH STUDY PRINT
REVIEW
Health and Life Skills
Language Arts

EXTENSION: WATCH DVD EPISODE 4 “OPERATION:
WORLD OF FOOD”
Health and Life Skills
Language Arts

ACTIVITY B: HEALTHY LUNCH MUNCH!
Health and Life Skills
Language Arts
Mathematics

HOME CONNECTION: LUNCH IN A SOUP
Health and Life Skills

WRAP UP: DESIGN A SUPER LUNCH BOX
Health and Life Skills
Language Arts
Art

FUN CORNER
Health and Life Skills
Mathematics
Language Arts

POWER SNACK: SALSA SOUP!
Health and Life Skills

ENERGY BLAST: LUNCH BAG TAG
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education

Grade 2

Lesson 4: Munch on Healthy Lunches

LESSON OVERVIEW

In this lesson, students will learn about healthy lunches that include all four food groups. “Aim for Four” to play, grow and feel great!

By the end of this lesson, student will be able to:

- ❖ Describe the importance of a healthy lunch to play, grow and feel great
- ❖ Evaluate and select simple healthy lunches
- ❖ Design a simple healthy lunch using Canada’s Food Guide (“Aim for Four”)

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 4 of the Grade 2 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: CLASSROOM LUNCH STUDY PRINT</p> <ul style="list-style-type: none"> ❖ Identify healthy lunch choices <p>ACTIVITY B: HEALTHY LUNCH MUNCH!</p> <ul style="list-style-type: none"> ❖ Assess lunch choices <p>WRAP UP: DESIGN A SUPER LUNCH BOX</p> <ul style="list-style-type: none"> ❖ Design a lunch box <p>POWER SNACK: SALSA SOUP!</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: WATCH DVD EPISODE 4 “OPERATION: WORLD OF FOOD”</p> <ul style="list-style-type: none"> ❖ Identify food origins <p>HOME CONNECTION: LUNCH IN A SOUP</p> <ul style="list-style-type: none"> ❖ Identify healthy lunch foods <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Create a beverage pictograph ❖ Identify food cards <p>ENERGY BLAST: LUNCH BAG TAG [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <input type="checkbox"/> W–2.2 <i>examine the need for positive health habits; e.g., adequate sleep, sun protection</i> <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 select and perform locomotor skills through a variety of activities <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <input type="checkbox"/> 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
	activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Art	<input type="checkbox"/> Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments Expression <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation.
EXTENSION: WATCH DVD EPISODE 4 "OPERATION: WORLD OF FOOD" ❖ Identify food origins	Language Arts	General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention <input type="checkbox"/> Relate personal knowledge to ideas and information in oral, print and other media texts Plan to gather information <input type="checkbox"/> Ask questions to focus on particular aspects of topics for own investigations 3.2 Select and Process Access information <input type="checkbox"/> Use given categories and specific questions to find information in oral, print and other media texts General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community <i>Appreciate diversity</i> <input type="checkbox"/> Discuss the experiences and traditions of various communities portrayed in oral, print and other media texts
FUN CORNER ❖ Create a beverage pictograph	Mathematics (2007)	Strand: Number General Outcome: Develop number sense. <input type="checkbox"/> 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V] <input type="checkbox"/> 6. Estimate quantities to 100, using referents. [C, ME, PS, R] <input type="checkbox"/> 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems. <input type="checkbox"/> 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4-1.3, C7-1.1] <input type="checkbox"/> 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7-1.3] Strand: Shape and Space (Measurement) General Outcome: Use direct and indirect measurement to solve problems. <input type="checkbox"/> 2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]
FUN CORNER ❖ Identify food cards	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Mathematics (2007)	<p>order</p> <p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <p><input type="checkbox"/> 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]</p>

Grade 2

Lesson 5: Snacks for an Active Body: “Aim for Two”

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 3 “OPERATION:
SUPER SNACKS”
Health and Life Skills
Language Arts

POWER SNACK: YOGURT SUNDAE
Health and Life Skills

ACTIVITY B: FUEL AN ACTIVE BODY!
Health and Life Skills
Language Arts

EXTENSION: SNACK CIRCLE
Health and Life Skills

ACTIVITY C: PLAY! GROW! FEEL GREAT!
Health and Life Skills
Language Arts
Mathematics

FUN CORNER
Physical Education

ENERGY BLAST: POWER PLAY
Physical Education
Daily Physical Activity

WRAP UP: ACTIVE SUPERHERO BOOK!
Health and Life Skills
Language Arts
Art

Health and Life Skills & Physical Education Grade 2

Lesson 5: Snacks for an Active Body: “Aim for Two”

LESSON OVERVIEW

In this lesson, students explore healthy snacks that include two food groups, and learn the importance of moving their bodies.

By the end of this lesson, student will be able to:

- ❖ Describe the importance of healthy snacks for playing, growing and feeling great
- ❖ Select a favourite physical activity that will help build a healthy body
- ❖ Describe the importance of physical activity for a healthy body
- ❖ Plan simple healthy snacks using two food groups

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 5 of the Grade 2 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 3 “OPERATION: SUPER SNACKS”</p> <ul style="list-style-type: none"> ❖ Create a class chart <p>ACTIVITY B: FUEL AN ACTIVE BODY!</p> <ul style="list-style-type: none"> ❖ Identify connection between healthy foods, physical activity and thinking <p>ACTIVITY C: PLAY! GROW! FEEL GREAT!</p> <ul style="list-style-type: none"> ❖ Create plan for snacks that promote healthy bodies <p>WRAP UP: ACTIVE SUPERHERO BOOK!</p> <ul style="list-style-type: none"> ❖ Create active superhero book page <p>POWER SNACK: SNACK CIRCLE</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: SNACK CIRCLE</p> <ul style="list-style-type: none"> ❖ Classify healthy snack 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <input type="checkbox"/> W–2.1 describe the effects of combining healthy eating and physical activity <input type="checkbox"/> W–2.2 <i>examine the need for positive health habits; e.g., adequate sleep, sun protection</i> <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 recognize that “energy” is required for muscle movement [ACTIVITIES ONLY] <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 select and perform locomotor skills through a variety of activities <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
foods FUN CORNER ENERGY BLAST: POWER PLAY [PHYSICAL EDUCATION OUTCOMES]	class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Grade 2

Lesson 6: Start Your Day the Power Way

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION:
POWER BREAKFAST”
Health and Life Skills
Language Arts

POWER SNACK: CEREAL TASTE TEST
Mathematics

EXTENSION: GET PHYSICAL
Physical Education

ACTIVITY B: HEALTHY BREAKFAST STUDY PRINT
Health and Life Skills
Language Arts

HOME CONNECTION: BREAKFAST IN BED
Health and Life Skills

ACTIVITY C: THINK, PAIR, SHARE: SUPERHERO
BREAKFAST!
Health and Life Skills
Language Arts
Mathematics

FUN CORNER
Physical Education
Science
Art

WRAP UP: THE GREAT BREAKFAST GRAPH
Health and Life Skills
Language Arts
Art

ENERGY BLAST: HAVE A BALL!
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education

Grade 2

Lesson 6: Start Your Day the Power Way

LESSON OVERVIEW

In this lesson, students will learn the importance of starting the day with a healthy breakfast that includes all four food groups.

By the end of this lesson, student will be able to:

- ❖ Use Canada’s Food Guide to design a simple healthy breakfast
- ❖ Describe healthy breakfast food choices
- ❖ Describe the importance of eating a healthy breakfast to play, grow and feel great!

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 6 of the Grade 2 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION: POWER BREAKFAST”</p> <ul style="list-style-type: none"> ❖ Identify healthy breakfast food choices <p>ACTIVITY B: HEALTHY BREAKFAST STUDY PRINT</p> <ul style="list-style-type: none"> ❖ Identify need for healthy breakfast choices <p>ACTIVITY C: THINK, PAIR, SHARE: SUPERHERO BREAKFAST!</p> <ul style="list-style-type: none"> ❖ Create a healthy breakfast and track food groups <p>WRAP UP: THE GREAT BREAKFAST GRAPH</p> <ul style="list-style-type: none"> ❖ Create a class breakfast graph <p>EXTENSION: GET PHYSICAL</p> <ul style="list-style-type: none"> ❖ Create personal graphs <p>HOME CONNECTION: BREAKFAST IN BED</p> <ul style="list-style-type: none"> ❖ Create a healthy breakfast menu <p>FUN CORNER</p> <p>ENERGY BLAST: HAVE A BALL! [PHYSICAL</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <input type="checkbox"/> W–2.1 describe the effects of combining healthy eating and physical activity <input type="checkbox"/> R–2.6 <i>develop strategies to show respect for others; e.g., show interest when others express feelings, offer support</i> <input type="checkbox"/> R–2.8 <i>recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer</i> <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 select and perform locomotor skills through a variety of activities <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 identify and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
EDUCATION OUTCOMES]	<input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

Alberta Cross-Curricular Links Grade 2

Lesson 6: Start Your Day the Power Way

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 2 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION: POWER BREAKFAST” ❖ Identify healthy breakfast food choices	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <input type="checkbox"/> Contribute relevant ideas and information from personal experiences to group language activities <input type="checkbox"/> <i>Talk about how new ideas and information have changed previous understanding</i> 1.2 Clarify and Extend Consider the ideas of others <input type="checkbox"/> Connect own ideas and experiences with those shared by others
ACTIVITY B: HEALTHY BREAKFAST STUDY PRINT ❖ Identify need for healthy breakfast choices	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.4 Create Original Text Generate ideas <input type="checkbox"/> Use own and respond to others’ ideas to create oral, print and other media texts <input type="checkbox"/> <i>Elaborate on the expression of ideas</i> <input type="checkbox"/> <i>Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts</i> General Outcome 3: Manage ideas and information 3.1 Plan and Focus <input type="checkbox"/> Determine information needs <input type="checkbox"/> Recall and follow directions for accessing and gathering ideas and information 3.3 <i>Organize, Record and Evaluate</i> <i>Organize information</i> <input type="checkbox"/> <i>Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order</i>
ACTIVITY C: THINK, PAIR, SHARE: SUPERHERO BREAKFAST! ❖ Create a healthy	Language Arts	General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Cooperate with others <input type="checkbox"/> Work in a variety of partnerships and group structures Work in groups <input type="checkbox"/> Contribute relevant information and questions to extend group

Grade 2

Lesson 7: Design-A-Meal

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 2 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 7 “OPERATION:
AIM FOR FOUR”
Health and Life Skills
Language Arts

ACTIVITY B: MENU MARATHON!
Health and Life Skills
Language Arts
Mathematics

ACTIVITY C: ON TOP OF OUR _____!
Health and Life Skills
Language Arts
Music

WRAP UP: SPECIAL OF THE DAY
Health and Life Skills
Language Arts
Art

POWER SNACK: PIZZA – WITH A TWIST!
Mathematics

EXTENSION: WHAT’S FOR DINNER?
Health and Life Skills
Mathematics

HOME CONNECTION: TAKEOUT MENU FUN!
Health and Life Skills

FUN CORNER
Physical Education
Science
Art

ENERGY BLAST: SUPER SKIPPING
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education Grade 2

Lesson 7: Design-A-Meal

LESSON OVERVIEW

In this final lesson, students will review the importance of healthy meals to fuel playing, growing and feeling great. They will also design a simple menu.

By the end of this lesson, student will be able to:

- ❖ Use Canada’s Food Guide to design a simple, healthy meal
- ❖ Recognize the four food groups that go into making healthy meals

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 7 of the Grade 2 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR”</p> <ul style="list-style-type: none"> ❖ Discuss role of likes and dislikes in food choices <p>ACTIVITY B: MENU MARATHON!</p> <ul style="list-style-type: none"> ❖ Identify meals in a menu that includes four food groups <p>ACTIVITY C: ON TOP OF OUR _____!</p> <ul style="list-style-type: none"> ❖ Create a healthy food choices verse <p>WRAP UP: SPECIAL OF THE DAY</p> <ul style="list-style-type: none"> ❖ Create a Special of the Day card <p>POWER SNACK: PIZZA – WITH A TWIST!</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: WHAT’S FOR DINNER?</p> <ul style="list-style-type: none"> ❖ Create personal graphs <p>HOME CONNECTION: TAKEOUT MENU FUN!</p> <ul style="list-style-type: none"> ❖ Identify entrées with all four food groups <p>FUN CORNER</p> <p>ENERGY BLAST: SUPER SKIPPING</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–2.5 classify foods according to <i>Canada’s Food Guide to Healthy Eating</i>, and apply knowledge of food groups to plan for appropriate snacks and meals <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 select and perform locomotor skills through a variety of activities <input type="checkbox"/> 3 select and perform nonlocomotor skills through a variety of activities <input type="checkbox"/> 5 select and perform ways to receive, retain and send an object, using a variety of body parts and implements, individually and with others <input type="checkbox"/> 9 perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <input type="checkbox"/> 13 select and perform basic skills of running, jumping, throwing in a variety of environments and using various equipment; e.g., catching <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to play cooperatively with others of various abilities, in large or small groups <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
[PHYSICAL EDUCATION OUTCOMES]	activities <input type="checkbox"/> 5 demonstrate moving safely and sensitively in various environments; e.g., modified games

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Art	<p><i>print and other media texts</i></p> <p><i>Evaluate sources</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize when information answers the questions asked <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order <p>Evaluate information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine gathered information to decide what information to share or omit <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve</p> <p>Expand knowledge of language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop categories of words associated with experiences and topics of interest <p>Enhance artistry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present ideas and information by combining illustrations and written texts <p><i>Enhance presentation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments <p>Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation.
<p>EXTENSION: WHAT'S FOR DINNER?</p> <ul style="list-style-type: none"> ❖ Create personal graphs 	Mathematics (2007)	<p>Strand: Patterns and Relations (Patterns)</p> <p>General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> o describing o extending o comparing o creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <input type="checkbox"/> 3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V] <p>Strand: Shape and Space (3-D Objects and 2-D Shapes)</p> <p>General Outcome: Describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]
FUN CORNER	Language Arts Art	<p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.4 Create Original Text</p> <p>Structure texts</p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<input type="checkbox"/> Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions Expression <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation.