

LEARNING WITH *Sweetpotatoes*

Mini-Lesson



How Did That Get in My Lunchbox?

Kindergarten – 5th Grade

Mini-Lesson Focus:

- Health
- Food Groups
- Plant Life Cycle
- Sequencing

Materials:

- Teacher Guidance on [Thinglink](#)
- [Life of a Sweetpotato](#)

Procedure:

1. Say to students, “Have you ever wondered why you have orange fries on your lunch plate? I wonder if you have sweetpotato chips in your lunchbox. Did you know there are sweetpotato gummies? What’s in your lunchbox is really important, but the most important part is knowing where it came from.”
2. Say, “Let’s look at the sweetpotato.” Using digital media provided from the NC Sweetpotato Commission, share the following videos (choose at least one):
 - [How are they grown?](#)
 - [Why did they choose a sweetpotato?](#)
 - [How did they get to me?](#)
3. After viewing the video introduction, students will complete an independent activity of writing sequencing of the sweetpotato life cycle to gain a better understanding of where it comes from.
4. After this mini lesson, students can expand their learning to focus on core content standards aligned to curriculum.
 - Read aloud *How Did That Get in My Lunchbox? The Story of Food* by Chris Butterworth.
 - Supplemental Lesson Plans
 - [Let’s Go Shopping](#) (K-2)
 - [Homegrown in your State: Fruits and Vegetables](#) (K-2)



Standard Subsets:

Reading/Writing

K-2

RL.K.1 With prompting and support, ask and answer questions about key details in a text/multimedia

RI.K.2 With prompting and support, identify the main topic and retell key details of a text/multimedia.

RL.1.1 Ask and answer questions about key details in a text/multimedia.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text/multimedia.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.2.1 Answer who and what, where questions to demonstrate understanding of details in a familiar text.

3-5

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

Science

1st Grade

1.L.2 Summarize the needs of living organisms for energy and growth.

3rd Grade

3.L.2 Understand how plants survive in their environments.

Health

K-2

K.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

K.NPA.1.1 Classify foods by groups in MyPlate.

1.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

1.NPA.1.1 Select a variety of foods based on MyPlate.

2.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

2.NPA.1.1 Recognize the interrelationship of parts of MyPlate.

2.NPA.1.2 Plan meals that are chosen for energy and health

3-5

3.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

3.NPA.2.1 Identify the sources of a variety of foods

4.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.

4.NPA.1.1 Plan meals using MyPlate.

5.NPA.1 Apply tools (MyPlate) to plan healthy nutrition and fitness.

5.NPA.1.1 Use MyPlate to make healthy choices of foods and beverages.

Thank you
to our partners

