

Lesson: How Much of Each Nutrient Does Your Body Need, and How Can You Find Out What Is In Each Food?

Grade Level: 5th Grade

Standards:

Health 5.3.6 Demonstrate strategies to improve or maintain personal health.

Science 5.4.9 Explain that like other animals, human beings have body systems.

Objectives:

- When given a food label, the student will be able to identify the nutrients that can be found on the label, 3 out of 4 times.
- When given a food pyramid, the student will be able to identify which foods are present in the food their label came from with 75% accuracy.

Advanced Preparation by Teachers:

Materials: Food labels from a large variety of packaged foods. Collect food labels yourself, and ask students to collect and bring in empty food packages or labels from the packages. You will need at least one food label for each pair of students.

Procedures:

Introduction (Engage): Ask *Can you think of another way, besides testing, to determine the nutritional content of foods?* (Bloom's Application) If students do not suggest reading food labels, raise the idea.

Step by Step Plan:

Step 1 (Explore): Pass out food labels and a copy of the food label record sheet to pairs of students.

Step 2: Ask *What kind of information is given on the food labels?* (Bloom's Knowledge) Discuss the information given on the food labels.

Step 3: Explain that sugars and starches are carbohydrates.

Step 4: Explain that nutritionists suggest the average amount of each nutrient a person should consume. This amount is called daily recommended allowance, or RDA.

Answer questions students might have, for example, about serving sizes or grams and milligrams.

Step 5 (Explain): Bring pairs of students together in groups of eight. Ask students to compare the nutrition facts from their food labels and record sheets and to complete facts chart illustrated.

Step 6: Assemble the class as a whole and discuss which kinds of food are high and low in basic nutrients.

Closure (Elaborate): Sometime nutritionists recommend selecting foods from the basic food groups, such as meats, fruits, vegetables, breads and cereals, and dairy products. Introduce the *Food Guide Pyramid*. Ask *Which food group relates to carbohydrates? Which food group relates to proteins? Which food group relates to fats? Which food group relates to vitamin C? Which food group relates to calcium?* (Bloom's Knowledge) As a class discussion, develop a typical day's menu for students in

your class.

Adaptations/Enrichment: For students with LD or MiMH provide them with a sheet that explains each of the things they will be looking for on the label with a space for them to fill in the blanks. This should give them direction as to what they are looking for. For gifted students, discuss the comparisons between percentages and grams. Have them decide whether or not it would be good to eat the food because of how much of the daily serving it provides and how much is left to get the rest of the needed nutrients.

Assessment: For this lesson, I would use both formative and summative assessment. During the time of discovery where the students are looking for the nutrients on the label, I would ask questions and listen for understanding and the questioning that leads up to questioning. For the summative assessment, I would collect their food pyramid and food label sheets in which I can see if they could identify which nutrients and foods are present in the food that their label came from.