



GRADE 5

Farm to School Lesson Plan

Topic: Food and Nutrition—Food Labels (suggested month: **December**)

Monthly Essential Question: How do we know what we're eating?

Content Areas Addressed: Science, Health

Standards Addressed:

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS.ELA-LITERACY.RI.5.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS.ELA-LITERACY.RI.5.4)
- Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.5.1b, c, d)
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS.ELA-LITERACY.SL.5.3)

Key Terms: Daily value
Nutrition fact label

Materials Needed: Food and Nutrition PowerPoint
Blank paper

Writing utensils
Sampling food and supplies

Introduction: (5 min) *Introduce essential question—How do we know what we are eating? “As you get older, you begin to make more independent decisions about the foods you eat. Think back to kindergarten when your teacher or parents planned your meals and snacks for you. How many of you plan and choose your own snacks now? “Let’s talk a little bit about healthy eating. There seems to be information about healthy food all around us. Where are some places we get information about healthy food? (magazines, food containers, research, friends/family, school) Many of you said you are in charge of your own snacks. As you get even older, you are going to take on more and more responsibility for your eating. It’s important that you have tools to help you make those decisions, and today we are going to learn how to use some of them.”

Development: (20 min) Show MyPlate graphic. “MyPlate is one tool that you can use when you are making decisions about food. What do you notice about the MyPlate graphic? (at the table, food groups with colors, half plate is fruit and vegetables) MyPlate is especially helpful when you are looking at a whole meal, but it still leaves a lot of decisions up to you. Looking at just the glass, we see it says dairy. Dairy could mean yogurt, cheese or maybe milk. Let’s say we decide on milk. MyPlate doesn’t tell us what kind of milk—should we have chocolate or strawberry, 2% or skim? Even with the guidance of MyPlate we need to use other tools to help us make choices about food. Let’s watch a video that shows us how to food labels to make healthy choices. Show “How to Read a Nutrition Facts Label” video. “Food labels give us important information about the nutritional value of the food. Let’s look at the labels of foods, side by side, to determine which would be the healthier choice” (together as a class).” First, look for the words ‘Serving Size’ in the top row of labels. Are they similar serving sizes? Now find the number of calories in a single serving of the food. Remember, calories is a measurement unit like inches or cups. We use calories to measure how much energy we can receive from a food. Is there a difference between your two snacks? If there is a difference, can you determine the reason why there is a difference? (example: more sugar or fat) What other information can you learn from the nutrition fact label? (servings per container, nutrient contents, etc.) Which of your two foods do you think is the healthier option?” Go through each example. Show the 4 healthier options on the board. “How many of you would be okay with choosing the healthy option? Is it bad if we eat the less healthy option? No it isn’t bad, just remember to be aware of the serving size and try to eat the healthier options more often. Also remember that these snacks we are discussing all have labels, which means they are processed foods. Of course to choose the healthiest snack, we could always choose one that doesn’t have a label. What kind of snack would that be?” (Fruits and veggies) “Let’s watch another video that shows us how the nutrition facts labels will be changing.”

Sampling & Closure: (5 min) Conduct local fruit or veggie tasting. Instruct each student to take a ‘polite bite’. (eat at least one bite and only say polite things) *Review essential question—How do we know what we are eating? “It’s important to remember that the same answer is not always right or wrong. Something you have for snack today may not be the right choice tomorrow for a variety of reasons. Maybe you have football practice after snack today or maybe you didn’t have your normal apple at lunch. The purpose for giving you tools to use when making food choices is so that you can make the best choice for you in that particular food-making situation.”

Adapted from: www.getactivewoodcounty.org