

It's on the Label

Subjects Taught: Language Arts, Mathematics, Health, Physical Education

Grade Levels: 3rd - 5th Grade

Brief Description: Learning to read and utilize food labels and information from the U.S. Department of Agriculture, students will compare nutritional value and caloric content of canned, frozen, and fresh fruits and vegetables, compare portions to serving sizes by actually measuring both and scale label information in direct proportion to recommended caloric intake.

Objectives: Students will:

1. Read nutritional value and caloric content from food labels.
2. Compare and contrast portions to serving sizes by actual measuring.
3. Convert standardized food label information in direct proportion to recommended caloric intake for individuals.
4. Analyze and compare nutritional values and caloric content of five types of canned, frozen and/or fresh fruits or vegetables.
5. Use all the capabilities developed to create an economical, year-round plan to increase fruit and vegetable consumption in the diet.

Life Skills: analyzing, communicating, comparing, evaluating, obtaining information, measuring, reading for content

Materials Needed:

- Either copies of *Shop Smart – Get the Facts on Food Labels* found under the National Nutrition Month label on pages 117-118 (one per student) or ensure that students have computer access and that the site is available.

- Posters of fresh fruit and vegetable nutritional value and caloric content (listed in resources from FDA)
- Copies of the student handouts- one per student:
Shop Smart – Get the Facts on Food Labels Canned, Frozen or Fresh?
- Internet access
- Multiple packages or nutrition labels from canned and frozen vegetables (green beans, peas, corn, spinach, carrots, yellow beans) and fruits
- Dry ingredients to measure (i.e., rice)
- Water or milk to measure
- Measuring cups

Time:

Activity One: 1 hour, plus time for research

Activity Two: 45 minutes, plus time for research

Activity Three: 30 minutes

Preparation:

- Either download and print copies of student handout *Shop Smart – Get the Facts on Food Labels* on pages 117-118 (one per student) or ensure that students have computer access.
- Download and print copies of the fresh fruit and vegetable posters available through the FDA website (links are in the resources section).
- Print out labels provided in the lesson or collect and bring in food labels to class.
- Gather measuring cups.
- Work with the school cafeteria to obtain various components of the school lunch program, plates and glasses and/or ingredients such as dry rice to use in the measuring demonstrations.
- Optional: Review the following web links and possibly share with students as an opening activity.
www.healthymeals.nal.usda.gov/hsmrs/EY/interact/interact/index02.htm reading labels

Florida Standards Met At-A-Glance

| | |
|------------------------|---|
| English /Language Arts | 3.W.1.2, 3.W.3.7, 3.W.3.8, 4.W.1.2, 4.W.3.7, 4.W.3.8, 5.W.1.2, 3.W.3.7, 5.W.3.8 |
| Mathematics | 4.MD1.1 |
| Physical Education | PE.3.L.2.12, PE.4.L.2.13, PE.5.L.2.12 |
| Health | HE.3.B.1.4, HE.3.B.4.2, HE.4.C.1.1, HE.5.B.1.4, HE.5.B.4.2, HE.5.C.1.1 |

Vocabulary: caloric content, nutritional value, portion, serving size

Background Information:

Reading the nutritional label found on many foods may seem straight forward, but for most students it will be a new experience. These are the components of the food label and instructions for a methodology for reading one from the U.S. Food and Drug Administration (one of the agencies that created the requirements for food labels).

Food label information has been standardized for adults who should be consuming a 2,000 calorie diet. So for younger, smaller students the amounts should be adjusted appropriately.

Not all foods are labeled. What foods are not? Raw fruits, vegetables, and fish are not labeled. Foods manufactured by small businesses are not required to have labels because the expense of research and label development would put them out of business. Foods consumed away-from-home at restaurants, bakeries and delicatessens or consumed immediately at locations such as food trucks, fairs and street vendors are not labeled because of the small business exemption. Single-serve, packaged ingredients such as condiments are not labeled. Also, other food items don't have labels because they have 'no nutritional significance' such as coffee, tea, bottled water or spices. How can nutritional information of these foods be obtained? It is available by using the U.S. Department of Agriculture's Nutrient Database that is covered in both the "Nutrient Tally" and "Nutrient Database" lessons in this book.

The issue of restaurant labeling is being revisited and this is changing, particularly for chain restaurants. Many of these restaurants are voluntarily developing and making nutritional information available. Overall, the concept is to give consumers as much information as possible without placing onerous burdens on small businesses or where exact servings may be altered in the food preparation.

Sample Label for Macaroni & Cheese

This lesson has four purposes:

- First is to educate students to read food labels. Research shows that adults reading food labels have healthier diets and maintain healthier weights.
- Second is to make clear to students the difference between serving sizes and portion sizes.
- Third is to help students convert label information standardized for a 2,000 calorie daily diet recommendation

into information appropriate for the number of calories the student should consume each day.

- Fourth is to dispel myths about the nutritional differences between fresh, frozen and canned fruits and vegetables. Increasing consumption of fruits and vegetables is important to the overall health of the U.S. population, regardless of whether they are fresh, frozen or canned. The prohibitively high cost of fresh fruit and vegetables can be overcome by buying these items frozen or canned. Use of a home garden is also a cost-savings device and an ideal source of vegetables and fruits. Having a school garden and teaching students how to garden is a great way to provide students with the skills needed to become life-long gardeners. In addition, it will increase their willingness to consume fruits and vegetables and provide them with a way to contain food costs and eat more fruit and vegetables.

| Nutrition Facts | |
|---|--------------------------------|
| Serving Size 1 cup (228g) Servings Per Container 2 | |
| Amount Per Serving | |
| Calories 250 | Calories from Fat 110 |
| % Daily Value* | |
| Total Fat 12g | 18% |
| Saturated Fat 3g | 15% |
| Trans Fat 3g | |
| Cholesterol 30mg | 10% |
| Sodium 470mg | 20% |
| Total Carbohydrate 31g | 10% |
| Dietary Fiber 0g | 0% |
| Sugars 5g | |
| Protein 5g | |
| Vitamin A | 4% |
| Vitamin C | 2% |
| Calcium | 20% |
| Iron | 4% |
| * Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs. | |
| | Calories: 2,000 2,500 |
| Total Fat | Less than 65g 80g |
| Sat Fat | Less than 20g 25g |
| Cholesterol | Less than 300mg 300mg |
| Sodium | Less than 2,400mg 2,400mg |
| Total Carbohydrate | 300g 375g |
| Dietary Fiber | 25g 25g |

① Start Here

② Quick Guide to % DV

- 5% or less is low
- 20% or more is high

③ Limit these Nutrients

④ Get Enough of these Nutrients

⑤ Footnote

As of August 2014 when Gardening for Nutrition was going to the printer, changes to the format of food labels were being considered and had not been adopted by the U.S. Food & Drug Administration.

Activity One:

1. Show students the FDA video *The Food Label and You* (Set as a CSI Investigation) at www.fda.gov/food/ingredientpackaginglabeling/labelingnutrition/ucm275409htm to introduce the topic to your students.
2. Have students read the article, *Shop Smart — Get the Facts on Food Labels* and answer the comprehension questions on the student worksheet.
3. Using real nutrition labels from fruits and vegetables or if those are not available use the labels from frozen and canned peas that are included with this lesson, have students focus attention on calories per servings, vitamins, and minerals.
 - a. Compare a canned fruit label and a canned vegetable label. Ask:
 - “Which had more calories per serving – the fruit or the vegetable?”
 - “Which has more Vitamin C – the fruit or the vegetable?”
 - “Which has more Vitamin A – the fruit or the vegetable?”
 - “Which has more minerals – the fruit or the vegetable? And what type of minerals?”
 - b. Compare canned and frozen vegetables of the same type (green beans, peas, corn, spinach, carrots, yellow beans, etc.) and have students complete the *Canned, Frozen or Fresh?* student handout.
4. Discuss their observations of the comparisons. Ask:
 - “Are all columns similar?” (*No*)
 - “Is one significantly better or worse in any category than another?” (*It varies with food selected.*)
 - “Is there one column (fresh, canned, frozen) that is always lowest in certain nutritional value or caloric content?” (*No*)
 - “Is this information surprising?”
 - “If the prices are comparable which is the best nutritional value?”
5. Have students discuss value, benefit and limitations of vegetable or fruit food labels. Ask:
 - “How do nutrition labels provide a quick comparison between foods?” (*They compare the same categories, provide information about a few key nutrients, compare fat, sugar and calories, etc.*)
 - “Do the nutrition labels provide all the information there is to know about a food?” (*No*)
 - “Are there other nutrients in foods that are important to your health?” (*Yes*)
 - “Where can you find additional information?” (*USDA's Nutrient Database*)

Activity Two:

1. Explain that research has shown that people tend to underestimate the amount of food they eat and overestimate the amount and intensity of exercise they conduct. Portion sizes are generally three to four times the normal serving size for many foods with the exception of vegetables and fruits. The exception is juice, which has large serving sizes. Using the various measuring cups and ingredients, have students demonstrate the size they would consider and the average portion size. Rice is a good material to use for this purpose and they can pretend that it is a food prepared to eat. (Students can also research their favorite restaurant foods on the websites of chain restaurants.)
2. Reading nutrition labels or researching the information online at www.MyPlate.gov, determine the actual serving sizes for those same foods.
3. Discuss the difference between the portion size and the actual serving size. How many servings are they actually eating of any given food?

Frozen vs. Fresh vs. Canned

1. Produce for freezing is picked off the vine at its peak of ripeness and nutritional content, and is quickly frozen to a temperature that maximally locks in its vitamins, minerals, antioxidants and flavor. The sooner produce is frozen after picking, the more vitamins and minerals it will retain. While some early nutrient loss does occur with the first steps in the freezing process, the low temperature keeps produce at optimal quality for approximately one year. Depending on the cooking method you choose or how you prepare the vegetable, it also may taste very similar to the fresh variety.
2. Canning has been around for 200 years, and involves cooking food in a can or jar as it's sealed. As long as the container stays sealed, the contents will remain stable, retain its food quality and nutrient content and have a long shelf life. Dented or bulging cans need to be thrown out. Canning (high temperatures and sterile containers) destroys organisms that would cause spoilage so no need for preservatives. Salt and sugar, often added to canned vegetables, is therefore used for flavoring, not preservation, and can take a very healthy vegetable and make it less desirable than its fresh or frozen counterpart.
3. By the time produce is eaten, fresh, frozen or canned, it may have few differences in nutritional value. Choosing a mix of produce in order to help families more easily, inexpensively and creatively meet recommended daily servings without sacrificing nutrition is the idea.

“Florida Seasonal Fruits & Vegetables, What's in Season in Florida?” By Molly Watson, About.com Guide www.localfoods.about.com/od/searchbyregion/a/floridaseasons.htm.

- Have students review serving sizes and the number of servings of fruits and vegetables recommended for their age group on a daily basis.
- Ask how many students meet this requirement.
- Journal the information and have students forecast the impact of the portions they are eating of each *MyPlate* category – both positive and negative.

Activity Three:

- Share the information in this chart and explain to students that people have varying energy needs depending on their age and activity level. This chart is for students ages 7 to 12. (This topic will be covered in more depth in the lesson “Energy In/Energy Out.”)

| Estimated Calorie Needs | | | | | | |
|-------------------------|-----------|-------------------|--------|-----------|-------------------|--------|
| Age | Male | | | Female | | |
| | Sedentary | Moderately Active | Active | Sedentary | Moderately Active | Active |
| 7 | 1400 | 1600 | 1800 | 1200 | 1600 | 1800 |
| 8 | 1400 | 1600 | 2000 | 1400 | 1600 | 1800 |
| 9 | 1600 | 1800 | 2000 | 1400 | 1600 | 1800 |
| 10 | 1600 | 1800 | 2200 | 1400 | 1800 | 2000 |
| 11 | 1800 | 2000 | 2200 | 1600 | 1800 | 2000 |
| 12 | 1800 | 2200 | 2400 | 1600 | 2000 | 2200 |

Institute of Medicine Dietary Intakes Micronutrients Report. 2002. (Actually Kilocalories)

- Explain that two federal agencies - (Food & Drug Administration [FDA] and U.S. Department of Agriculture [USDA]) - developed a nutritional label that had to be the standard used for all people. So, the nutrition information on the label is standardized for an average adult that should be consuming 2,000 calories per day. Ask: “Are you an average adult?” (*No*)
“Looking at this chart, should you be consuming 2,000 calories per day?” (*Answers will vary but for most students the answer will be no.*)
“Is the information on the nutrition label accurate for the percentage of nutrients you will be receiving from a specific food?” (*Answers will vary but for most students the answer will be no.*)

Note: Some labels also contain information for a 2,500 calorie diet to account for adult males.

- Explain that they now will convert the information on the nutrition label so that it is correct for their age and

gender. How will they do this? (This math activity may be more appropriate for older elementary.) Create a mathematical formula:

For example, take a child that should be consuming 1,000 calories per day and the frozen pea label included with this lesson. The label states that a person consuming 2,000 calories per day would get 30 percent of their vitamin C by eating one half cup of frozen peas but this child is only supposed to eat 1,000 calories so if they ate the half cup serving they would be getting twice as much vitamin C.

$$\frac{2,000 \text{ adult calories}}{1,000 \text{ child calories}} = \frac{X \% \text{ of vitamin C provided to child}}{30\% \text{ of vitamin C provided to adult}}$$

The child is eating $\frac{1}{2}$ or 50% of the calories of the adult. So divide the adult percentage of Vitamin C by 50% (or $\frac{1}{2}$) and the child percentage of vitamin C is 60% for a half cup serving.

- Have students calculate the percentage of calories they should be consuming and divide that into the percent of vitamin C provided by a single serving. This percentage can then be used on all label amounts.

Evaluation Options:

- Assess students' completion of the reading and worksheet assignment.

Smart – Get the Facts on Food Labels

- Find out what foods are a good source of fiber, calcium, iron, and vitamin C. Compare similar foods to see which one is lower in calories and fat. Search for low-sodium foods. Search for foods low in saturated fats and trans fats.
- Serving size and portions
- Total calories and fat, dietary fiber, saturated fats and trans fats, percent of daily values, vitamins and minerals.

“Canned, Frozen or Fresh?” Student Handout – Answers will vary with the choice of vegetables evaluated.

- Ask the students to select and review the nutritional value and caloric content of five fruits and/or vegetables from the school garden and fresh produce information from the USDA Nutrient Database and write this information in their science notebook. Have them create a chart with

a row for each per the student handout. Assess students' science notebook for fruit/vegetable nutritional value comparison using a checklist for completion and for fruit/vegetable caloric content comparisons. A *It's On the Label Checklist* is included with this lesson for evaluating the journaling.

Example:

| Name: | Canned | Frozen food | Fresh produce |
|-----------------|--------|-------------|---------------|
| Vitamin A | | | |
| Vitamin C | | | |
| Iron | | | |
| Calcium | | | |
| Sodium | | | |
| Caloric content | | | |

- Provide students with two labels – one a nutritious food and the other a candy, cookie or snack food. Have them identify which one meets the guidelines of *MyPlate* and which one does not.
- Have students research and write a report as a plan about which fruits and vegetables they can eat inexpensively in season or grow in a garden inexpensively in season, and which fruits and vegetables they can eat inexpensively out-of-season in either a canned or frozen form.
- Have students use the percentage of the 2,000 calorie diet that they should consume (as developed in activity three) and recalculate the nutritional information on a food label as it should apply to him or her.

Extensions and Variations:

- Have the school cafeteria manager speak to the class about the Farm to School program or other programs promoting eating local fruits and vegetables in season and how they are incorporated into the school lunch program, changes to the school lunch program, how they calculate servings and meet USDA standards.
- Conduct a scientific experiment showing how to blanch vegetables from the garden prior to freezing and why this is done.
- Have students as individuals or in small groups answer these questions: “Would we find the same results using

organic fruits or vegetables? If expense is an issue, what is your best option?”

- Have students compare the format of the current food label to a new food label the U.S. Food & Drug Administration (FDA) was considering at the time this book went to print in 2014 at www.fda.gov/food/guidance-regulation/guidancedocumentsregulatoryinformation/labelingnutrition/ucm385663.htm#images How are the two labels different? Why is the FDA considering making a change? How will the new food label affect consumers?

Resources:

Food finders website compares canned to frozen
www.guidingstars.com/tag/food-labels

Fresh Fruit Poster:

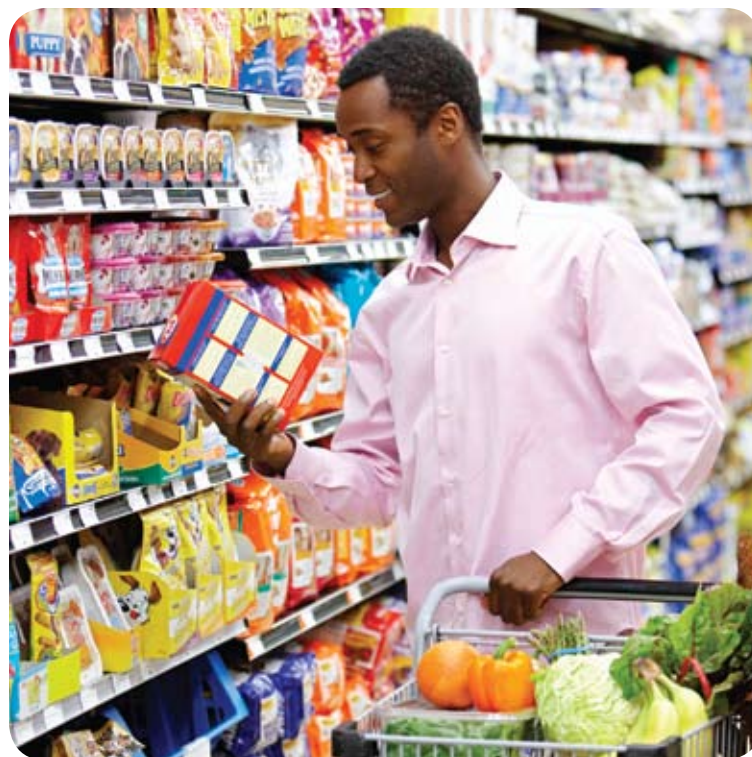
www.fda.gov/downloads/Food/LabelingNutrition/FoodLabelingGuidanceRegulatoryInformation/InformationforRestaurantsRetailEstablishments/UCM153464.pdf

Fresh Vegetable Poster:

www.fda.gov/downloads/Food/LabelingNutrition/FoodLabelingGuidanceRegulatoryInformation/InformationforRestaurantsRetailEstablishments/ucm063477.pdf

Figuring Out Food Labels:

www.kidshealth.org/kid/stay_healthy/food/labels.html



Shop Smart — Get the Facts on Food Labels

Become a smart shopper by reading food labels to find out more about the foods you eat. The Nutrition Facts panel found most food labels will help you:

- Find out which foods are good sources of fiber, calcium, iron, and vitamin C
- Compare similar foods to find out which one is lower in fat and calories
- Search for low-sodium foods
- Look for foods that are low in saturated fat and trans fats

A Quick Guide to Reading the Nutrition Facts Label

Start with the Serving Size

- Look here for both the serving size (the amount for one serving), and the number of servings in the package.
- Remember to check your portion size to the serving size listed on the label. If the label serving size is one cup, and you eat two cups, you are getting twice the calories, fat and other nutrients listed on the label.

Check Out the Total Calories and Fat

Find out how many calories are in a single serving and the number of calories from fat. It's smart to cut back on calories and fat if you are watching your weight!

Let the Percent Daily Values Be Your Guide

Use percent Daily Values (DV) to help you evaluate how a particular food fits into your daily meal plan:

- Daily Values are average levels of nutrients for a person eating 2,000 calories a day. A food item with a 5% DV means 5% of the amount of fat that a person consuming 2,000 calories a day would eat.
- Remember: percent DV are for the entire day — not just for one meal or snack.
- You may need more or less than 2,000 calories per day. For some nutrients you may need more or less than 100% DV.

For more food label information,
visit the Food and Drug
Administration at [www.fda.gov/
Food/ResourcesForYou/Consumers](http://www.fda.gov/Food/ResourcesForYou/Consumers)

| Nutrition Facts | | | |
|---|-----------------------|---------|---------|
| Serving Size 1 cup (228g) | | | |
| Servings Per Container 2 | | | |
| Amount Per Serving | | | |
| Calories 250 | Calories from Fat 110 | | |
| % Daily Value* | | | |
| Total Fat 12g | 18% | | |
| Saturated Fat 3g | 15% | | |
| Trans Fat 1.5g | | | |
| Cholesterol 30mg | 10% | | |
| Sodium 470mg | 20% | | |
| Total Carbohydrate 31g | 10% | | |
| Dietary Fiber 0g | 0% | | |
| Sugars 5g | | | |
| Protein 5g | | | |
| Vitamin A | 4% | | |
| Vitamin C | 2% | | |
| Calcium | 20% | | |
| Iron | 4% | | |
| * Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs: | | | |
| | Calories: | 2,000 | 2,500 |
| Total Fat | Less than | 65g | 80g |
| Sat Fat | Less than | 20g | 25g |
| Cholesterol | Less than | 300mg | 300mg |
| Sodium | Less than | 2,400mg | 2,400mg |
| Total Carbohydrate | | 300g | 375g |
| Dietary Fiber | | 25g | 30g |

As of August 2014 when Gardening for Nutrition was produced, changes to the format of food labels were being considered and had not been adopted by the U.S. Food & Drug Administration.

The High and Low of Daily Values

- 5 percent or less is low — try to aim low in total fat, saturated fat, cholesterol, and sodium
- 20 percent or more is high — try to aim high in vitamins, minerals and fiber

Limit Fat, Cholesterol and Sodium

Eating less of these nutrients may help reduce your risk for heart disease, high blood pressure and cancer:

- Total fat includes saturated, polyunsaturated and monounsaturated fat. Limit to 100% DV or less per day.

Shop Smart — Get the Facts on Food Labels

continued

- Saturated fat and trans fat are linked to an increased risk of heart disease.
- Sodium — high levels can add up to high blood pressure.
- Remember to aim low for % DV of these nutrients.

milk, eggs, fish, crustacean shellfish, tree nuts, peanuts, wheat and soybeans.

What Health Claims on Food Labels Really Mean

FDA has strict guidelines on how certain food label terms can be used. Some of the most common claims seen on food packages:

Get Enough Vitamins, Minerals and Fiber

- Eat more fiber, vitamins A and C, calcium, and iron to maintain good health and help reduce your risk of certain health problems such as osteoporosis and anemia.
- Choose more fruits and vegetables to get more of these nutrients.
- Remember to aim high for % DV of these nutrients.

Additional Nutrients

- Carbohydrates — There are three types of carbohydrates: sugars, starches and fiber. Select whole-grain breads, cereals, rice and pasta plus fruits and vegetables.
- Sugars — simple carbohydrates or sugars occur naturally in foods such as fruit juice (fructose), or come from refined sources such as table sugar (sucrose) or corn syrup.

Check the Ingredient List

Foods with more than one ingredient must have an ingredient list on the label. Ingredients are listed in descending order by weight. Those in the largest amounts are listed first. Effective January 2006, manufacturers are required to clearly state if food products contain any ingredients that contain protein derived from the eight major allergenic foods. These foods are

- Low calorie — Less than 40 calories per serving.
- Low cholesterol — Less than 20 mg of cholesterol and 2 gm or less of saturated fat per serving.
- Reduced — 25% less of the specified nutrient or calories than the usual product.
- Good source of — Provides at least 10% of the DV of a particular vitamin or nutrient per serving.
- Calorie free — Less than 5 calories per serving.
- Fat free / sugar free — Less than 1/2 gram of fat or sugar per serving.
- Low sodium — Less than 140 mg of sodium per serving.
- High in — Provides 20% or more of the DV of a specified nutrient per serving.
- High fiber — 5 or more grams of fiber per serving.

FDA also sets standards for health-related claims on food labels to help consumers identify foods that are rich in nutrients and may help to reduce their risk for certain diseases. For example, health claims may highlight the link between calcium and osteoporosis, fiber and calcium, heart disease and fat or high blood pressure and sodium.

For a referral to a registered dietitian nutritionist
and for additional food and nutrition information, visit www.eatright.org.

This tip sheet is provided by:

Authored by registered dietitian nutritionists on staff with the Academy of Nutrition and Dietetics/Sources:
US Food and Drug Administration, ADA Complete Food & Nutrition Guide

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Frozen and Canned Peas Labels

As of August 2014, when Gardening for Nutrition was going to the printer, changes to the format of food labels were being considered and had not been adopted by the U.S. Food & Drug Administration.

Frozen Peas

Serving Size 1 cup (1g)
Serving Per Container 3

| Amount Per Serving | | % Daily Values* |
|--|------------------|-----------------|
| Calories | 60 | |
| Total Fat | 0g | 0% |
| Saturated Fat | 0g | 0% |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0% |
| Sodium | 0mg | 0% |
| Total Carbohydrate | 11g | 4% |
| Dietary Fiber | 6g | 24% |
| Sugars | 5g | |
| Protein | 5g | 10% |
| Vitamin A | 15% | • Vitamin C 30% |
| Iron | 6% | |
| *Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs. | | |
| Calories | | 2,000 |
| Total Fat | Less than 65g | 80g |
| Sat Fat | Less than 20g | 25g |
| Cholesterol | Less than 300mg | 300mg |
| Sodium | Less than 2400mg | 2400mg |
| Total Carbohydrate | 300g | 375g |
| Dietary Fiber | 25g | 30g |

Canned Peas

Serving Size 1 cup (1g)
Serving Per Container 3

| Amount Per Serving | | % Daily Values* |
|--|------------------|-----------------|
| Calories | 60 | |
| Total Fat | 0g | 0% |
| Saturated Fat | 0g | 0% |
| Trans Fat | 0g | |
| Cholesterol | 0mg | 0% |
| Sodium | 380mg | 16% |
| Total Carbohydrate | 12g | 4% |
| Dietary Fiber | 3g | 12% |
| Sugars | 4g | |
| Protein | 4g | 8% |
| Vitamin A | 6% | • Vitamin C 10% |
| Calcium | 2% | • Iron 8% |
| *Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs. | | |
| Calories | | 2,000 |
| Total Fat | Less than 65g | 80g |
| Sat Fat | Less than 20g | 25g |
| Cholesterol | Less than 300mg | 300mg |
| Sodium | Less than 2400mg | 2400mg |
| Total Carbohydrate | 300g | 375g |
| Dietary Fiber | 25g | 30g |

Canned, Frozen or Fresh?

Name _____

Read the labels of canned and frozen vegetables and research fresh vegetables at the USDA Nutrient Database at www.ndb.nal.usda.gov/ to complete this chart.

| Name of Vegetable: | | | |
|---------------------------|--------|-------------|---------------|
| | Canned | Frozen food | Fresh produce |
| Vitamin A | | | |
| Vitamin C | | | |
| Sodium | | | |
| Calcium | | | |
| Caloric content | | | |

| Name of Vegetable: | | | |
|---------------------------|--------|-------------|---------------|
| | Canned | Frozen food | Fresh produce |
| Vitamin A | | | |
| Vitamin C | | | |
| Sodium | | | |
| Calcium | | | |
| Caloric content | | | |

It's on the Label Checklist

Name: _____

Date: _____

Science notebook checklist for fruit/vegetable

Vitamin A comparison

5 items listed and compared 5 points

4 items listed and compared 4 points

3 items listed and compared 3 points

2 items listed and compared 2 points

1 item listed and compared 1 points

Assignment not completed 0 points

Science notebook checklist for fruit/vegetable

Mineral comparison

5 items listed and compared 5 points

4 items listed and compared 4 points

3 items listed and compared 3 points

2 items listed and compared 2 points

1 item listed and compared 1 points

Assignment not completed 0 points

Science notebook checklist for fruit/vegetable

Vitamin C comparison

5 items listed and compared 5 points

4 items listed and compared 4 points

3 items listed and compared 3 points

2 items listed and compared 2 points

1 item listed and compared 1 points

Assignment not completed 0 points

Science notebook checklist for fruit/vegetable caloric
content comparison

5 items listed and compared 5 points

4 items listed and compared 4 points

3 items listed and compared 3 points

2 items listed and compared 2 points

1 item listed and compared 1 points

Assignment not completed 0 points

Nutritional value and caloric content checklist: each section is complete and correct based on package data. Analyze basic nutritional value and caloric content from a can, a frozen food bag and the fresh fruit and/or vegetable posters and write the data in a science notebook in a chart.

| Name: | Canned | Frozen food | Fresh produce |
|-----------------|--------|-------------|---------------|
| Vitamin A | | | |
| Vitamin C | | | |
| Iron | | | |
| Calcium | | | |
| Sodium | | | |
| Caloric content | | | |