

## Day Six, Lesson #6

Time Estimate: 30-40 minutes  
Content Area: Health/Nutrition  
Grouping: Large to Small to Individual

### Objectives

- ♦The student will investigate the type of information listed on food labels.
- ♦The student will write an evaluation of their favorite food based on the nutritional information listed on the label.

### Materials

- ♦Food labels that students bring from home
- ♦Blackboard/Chalk
- ♦Activity Sheet #6

### Procedure

1. Have students bring in one or more food labels with nutritional information.
2. Have students take turns naming the different kinds of information listed on their labels while you list the types of information on the board. (For example: serving size, daily values, amount in grams, calories from fat, etc.)
3. Ask the students what the various elements are: What does Daily Value mean? (The amount of each nutrient we should consume daily.) What are calories? (A calorie is a measurement of energy in food.) How many calories do people the age of the students need a day? (About 2,000)
4. Hand out Activity Sheet #6. Have student complete sheet.
5. Have students divide into their small groups from yesterday's lesson about the Food Pyramid. Have students share their labels in their small groups and come to a group decision about which foods are most nutritious and which are least nutritious according to the labels.
6. After returning to the large group, allow one person from each group to share their group's information.

### Assessment Questions

Did the student bring in a label? Does the student understand the information on a food label? Did the student properly evaluate the nutritional content of his/her favorite food?

## Day Six, Lesson #7

Time Estimate: 60 minutes  
Content Area: Geography/Social Studies  
Grouping: Large Group to Partners

### Objectives

- ♦The student will brainstorm about crops from the south.
- ♦The student will research products from a southern state with a partner.
- ♦The student will name three crops from a southern state.

### Materials

- ♦Research materials, such as encyclopedias
- ♦9 pieces of posterboard
- ♦Marker

### Procedure

1. Have students try to name the nine states which grow peanuts. As a hint, tell students that all nine states are in the south. Write each correctly named state on a piece of posterboard and hang it on the wall.
2. Have students brainstorm about other crops which might be grown in the nine states, taking into consideration their climates.
3. Have students choose a partner or two with whom to work (class should be divided into nine parts). Have each pair or threesome work together to find out the top three crops of one of the nine states. As each group finds the correct information, have them list it on their posterboard and draw a picture depicting each crop on the posterboard.
4. Return to large group and have each pair or threesome share the information they found.

### Assessment Questions

Does the student demonstrate some knowledge of southern climate? Does the student work with a partner to conduct research? Is the student able to name three southern crops?