Chapter Science Investigation Name _____

Choosing Healthful Foods

What You Need

packages and cans of food from the supermarket

Find Out

Do this activity to see how reading food labels on packages can help you make wise choices about the foods you eat.

Process Skills

Predicting
Observing
Communicating

Time

- 25 minutes the first day
- 20 minutes a day for two weeks

What to Do

1. Set up a ten-page *Nutrition Journal*. Use one chart for each school day for two weeks.

2. Bring one package or can of food you like to school each day. **Write** the name of the food on your *Nutrition Journal* page.

3. Without looking at the label, **predict** what nutrients the food has in it to help your body grow strong.

4. **Observe** the information on the "Nutrition Facts" label.

5. **Record** the food value per serving in your *Nutrition Journal*.

6. **Record** whether or not your prediction was correct and what you learned from the label.

Nutrition Journal

Date:
Name of Food:
Nutrition Prediction:

% of Daily Value per Serving
- **Carbohydrates:**
- **Proteins:**
- **Vitamins (list them):**
- **Calcium:**

Was your prediction correct?

What did you learn about the food's value?

Conclusions

1. How did the labels help you learn how foods can help your body grow strong?

They list the percent per serving of daily recommended amounts of things needed to build strong bodies—carbohydrates, proteins, vitamins, minerals, calcium.

2. Were some of your predictions correct? Why?

Students may say that what they learned in their book and from their observations helped them make correct predictions.

New Questions

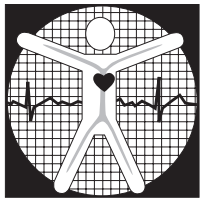
1. How could you compare the nutrition value of two different cans of corn?

Compare the information on the labels.

2. What questions do you have about some other parts of the "Nutrition Facts" label?

Why are cholesterol and sodium listed?

Name _____



ACTIVITY

Reading Food Labels

Write the name of each food on the chart. **Observe** each of the foods, reading the labels on their packaging. **Record** the total fat grams per serving for each food in the second column in the chart.
Observations will vary.

Compare fat gram contents per serving for each food. Which foods have the highest fat content per serving? **Record** your observations in the third column in the chart.
Observations will vary.

Name of Food	Fat Grams per Serving	Observation

Name _____

Conclusions

1. Which types of foods contained large amounts of fat?
   Answers may include chips, cookies, and so on.

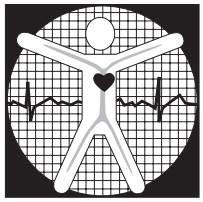
2. What else did you see on the Nutrition Facts labels?
   Answers may include calories, carbohydrates, sodium, and so on.

Asking New Questions

1. How else could you find out which foods contain large amounts of fat?
   Answers may vary. Possible answer: by reading the ingredient list to see if the foods contain butter or oils, which are both high in fat.

2. Why is it important to learn to read nutrition labels?
   To be able to tell what amounts of different nutrients various kinds of foods contain. To be able to make educated choices about the foods to include in the diet.

Name _____



ACTIVITY

Finding Water in Fruits

Hypothesis 1

What makes the fruit slices look and feel wet?

Accept all reasonable answers; some students may correctly hypothesize that water makes the fruit feel wet.

How many paper clips did you use for each slice of fruit? **Write** the name of the fruit and the number of paper clips in the chart.

Answers will vary.

Name of Fruit	How Many Paper Clips: First Weighing	How Many Paper Clips: Second Weighing

Hypothesis 2

How will the fruit slice change?

Answers will vary; some students may think that the fruit will dry out.

Weigh each slice of fruit a second time. **Record** the number of paper clips in the chart.

Answers will vary.

Name _____

Conclusions

1. Compare your prediction with your observation.
Answers will vary based on student predictions and observations.

2. How did the fruit slices change?
They weighed less after drying.

3. What was removed from the fruit slices? How do you think it was removed?
Water, answers will vary but could include evaporation.

4. Were your first and second measurements the same or different?
Student responses will vary. Help students to understand that results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. Students may wish to repeat their measurements several times to improve accuracy.

Asking New Questions

1. Raisins are dried grapes. How could you make raisins?
Answers will vary. Some students may say to dry them on a tray in the sun.