

# FACS: Food Labels

## Summary

The label on a food product gives us many different types of information: ingredients, serving size, nutrition, etc.

## Main Core Tie

FCS 6th Grade

[Strand 1](#)

## Time Frame

2 class periods of 45 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Employability

## Materials

Various food labels for the students to read

2 small paper bags labeled Product A & Product B with food labels inside them-spree candy & dog treats

Product A & B overhead

## Background for Teachers

Basic information about nutrition labels

## Student Prior Knowledge

Basic cooking terminology

## Intended Learning Outcomes

Students will learn to read labels and compare the nutrients and ingredients in foods.

## Instructional Procedures

### Day 1

Have students divide a ½ sheet of paper into 2 columns- label 1 column #1 and the other column #2. Give the students 1-2 minutes to write as many things as they can think of that are on a food label in column #1.

[Product A and B overhead](#). Ask students that if they were on an island and didn't have anything to eat would they choose product A or Product B. Show the students the labels for product A and Product B. Students read "[Lets Read Labels](#)" As they read it have them fill in "[The Web](#)" graphic organizer for the Mandatory Information and "[Steps](#)" graphic organizer for the Voluntary Information.

Give the students actual food labels and food packages and have them complete the student activity guide, "Let's Read Labels" p. 2. Labels and packages may be given to students individually, in pairs, or as lab groups.

On the 1/2 sheet of paper give the students 1-2 minutes to write as many things as they can think of

that are on a food label in column #2.

Day 2

[Vanishing rolls](#) or [bandit biscuits lab](#).

### Assessment Plan

Successful completion of Let's Read Labels worksheet, graphic organizers, and writing activity.

### Authors

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