

Shopping for Math

Learning Objective

Students learn to read for detail using food labels

DIRECTIONS

1. Distribute the Shopping for Math reproducible to students. Explain that they will be reading for detail by looking at food labels.
2. Talk about food labels with students. Before they look at the reproducible, have the class brainstorm the kinds of information they think can be found on food labels. Ask them if they ever look at food labels at home or in the grocery store.
3. Instruct students to answer the questions.

ANSWERS

1. 242 2. 35 3. 25 4. 30% 5. 3 6. 12% 7. about 260 8. 14



What You'll Need

- Shopping for Math reproducible, page 33

Name _____ Date _____

Shopping for Math

Minimum. What's cooler?™ Help! Can you see to look at the labels on the packages of food in your house or at the grocery store? Well, we've made it easy for you. Read the label here and answer the questions.

Soup's On!

| Ingredient | Amount | Calories from fat |
|--------------|--------|-------------------|
| Water | 100 g | 0 |
| Salt | 100 g | 0 |
| Tomato | 100 g | 0 |
| Onion | 100 g | 0 |
| Garlic | 100 g | 0 |
| Herbs | 100 g | 0 |
| Oil | 100 g | 900 |
| Protein | 100 g | 400 |
| Carbohydrate | 100 g | 400 |
| Fiber | 100 g | 0 |
| Sugar | 100 g | 400 |
| Starch | 100 g | 400 |
| Protein | 100 g | 400 |
| Mineral A | 100 g | 0 |
| Mineral B | 100 g | 0 |
| Mineral C | 100 g | 0 |
| Mineral D | 100 g | 0 |
| Mineral E | 100 g | 0 |
| Mineral F | 100 g | 0 |
| Mineral G | 100 g | 0 |
| Mineral H | 100 g | 0 |
| Mineral I | 100 g | 0 |
| Mineral J | 100 g | 0 |
| Mineral K | 100 g | 0 |
| Mineral L | 100 g | 0 |
| Mineral M | 100 g | 0 |
| Mineral N | 100 g | 0 |
| Mineral O | 100 g | 0 |
| Mineral P | 100 g | 0 |
| Mineral Q | 100 g | 0 |
| Mineral R | 100 g | 0 |
| Mineral S | 100 g | 0 |
| Mineral T | 100 g | 0 |
| Mineral U | 100 g | 0 |
| Mineral V | 100 g | 0 |
| Mineral W | 100 g | 0 |
| Mineral X | 100 g | 0 |
| Mineral Y | 100 g | 0 |
| Mineral Z | 100 g | 0 |

QUESTIONS

1. How many grams are in each serving? _____
2. How many calories from fat are in each serving? _____
3. How many milligrams of cholesterol are in each serving? _____
4. What percentage of the daily value of vitamin A is in each serving? _____
5. How many grams of dietary fiber are in each serving? _____
6. What percentage of dietary fiber are in each serving? _____
7. About how many calories are there in the whole container? _____
8. How many grams of sugars and protein, added together, are in each serving? _____

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- pencil



EXTENSION ACTIVITIES

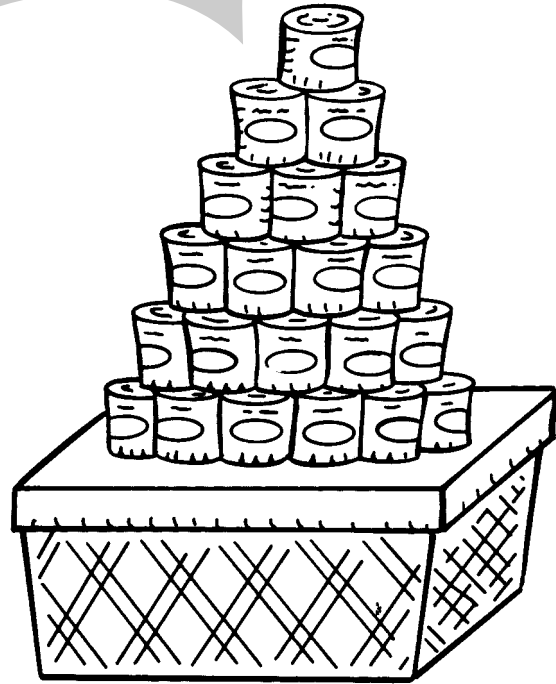
Students can bring food labels from home and compare the statistics they find there. To extend this activity to much larger amounts, labels from bulk food packaging could be obtained from the cafeteria. The percentage of daily value statistic can help teach percents, fractions, and decimals. The serving size is often a fraction; asking students to find the total amount of food in a package can be a way to teach multiplying fractions. Servings are often given in grams as well, and present an ideal way to talk about metrics and do some basic conversions. The nutritive values of various foods can be a good discussion for science or health class.

Shopping for Math

Mmmmmmm...What's cookin'? Math! Ever take time to look at the labels on the packages of food in your house or at the grocery store? Well, we've made it easy for you. Read the label here and answer the questions.

Soup's On!

| | |
|---------------------------------|-----------------------|
| Nutrition Facts | |
| Serving size: 1 cup (242g) | |
| Servings per container: about 2 | |
| Amount per serving | |
| Calories: 130 | Calories from fat: 35 |
| | (%) Daily Value |
| Total Fat 4g | 6% |
| Saturated Fat 1.5g | 8% |
| Cholesterol 25mg | 8% |
| Sodium 780mg | 33% |
| Total Carbohydrate 13g | 4% |
| Dietary Fiber 3g | 12% |
| Sugars 4g | |
| Protein 10g | |
| Vitamin A | 30% |
| Calcium | 4% |
| Vitamin C | 0% |
| Iron | 10% |
| Key: | |
| g = grams | |
| mg = milligrams | |



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