Grade 4 - Nutrition

Lesson 5: Eating Right to Support Your Muscles and Skin
Lesson 6: Gathering Nutrition Information about Our Food

Objectives:

- ✓ Students will identify foods as belonging to the carbohydrate, protein or fat food category.
- ✓ Students will compare the carbohydrate, fat and protein value in various foods.
- ✓ Students will learn to read nutritional facts on food labels.
- ✓ Students will identify a balance of foods that support healthy muscles and skin.
- ✓ Students will track and report their food and drink consumption during a week's time.
- ✓ Students will practice incorporating into their diet a balance of foods that support the muscles and skin.

Materials:

- Food Pyramid poster (www.mypyramid.gov)
- Nutrition Facts labels for food from each of the Food Pyramid categories
- Measuring cups
- Journal or notebook for the Action Plan for Healthy Muscles and Skin—one per student
- Poster boards
- Magazines and newspapers with food pictures
- Sample foods from each of the Pyramid categories
- Bags with nutrition labels from chips, cookies, ice cream and other snack foods.
- Milk containers (Low fat and chocolate)
- Sand
- Food and Nutrient Chart I –**(Figure 1)**
- Food and Nutrient Chart II- **(Figure 2)**
- Food and Nutrient Chart III – **(Figure 3)**
- Nutrition Facts sample labels (11 labels) - **(Figure 4)**

Activity Summary:

In this lesson students will explore foods that support the development of healthy muscles and skin, focusing on variety and a balance of good foods in the diet. Students will sort foods into carbohydrate, protein and fat categories. Students will read nutrition facts labels and compare the carbohydrate, fat, and protein values of various foods.

Background Information for the Teacher:

Many foods contribute to the development of healthy muscles and skin. The most important thing for students to remember is that a *variety* of good foods is necessary. “Good foods” are those that are fresh or relatively unrefined. Foods with a high amount of sugar, fat, refined white flour, or chemicals are generally not good for us. Foods such as sodas, candy, chips, and other packaged snack foods have high concentrations of sugar and fat, with little nutritional value. Foods that are good for the development of your muscles and skin include:

- fresh vegetables
- fresh fruits
- whole grains (brown rice, oatmeal, millet, etc.)
- meat (chicken, fish, beef, pork)
- dairy (milk, cheese, yogurt)
- eggs
- nuts and seeds
- beans

The most important thing to remember is that we need all these foods. A variety of foods will supply the vitamins and minerals a growing body needs in order to develop strong muscles and healthy skin.

Foods are made up of nutrients that the body needs to grow and function. The three primary nutrients found in food are carbohydrates, fats and proteins. Carbohydrates and fats supply energy. Protein supplies energy but also supplies the building blocks necessary for growth and repair of muscles and skin. The body needs all three—carbohydrates, fats, and protein—in order to function properly.

Carbohydrates are the primary energy source for the human body. They work together with fats and proteins to supply the body with appropriate nutrition. Carbohydrates are made up of sugar and fiber. Foods such as fruit are high in sugar. Whole grains such as oatmeal are high in fiber. Fruits and whole grains also contain many vitamins and minerals that we need to maintain healthy bodies. Some foods, such as milk, contain a balance of carbohydrates, fats, and protein.
Although our bodies need carbohydrates, eating an excess of refined sugar can cause the body to store extra fat and leads to diseases such as Type 2 diabetes. Snack foods such as candy, sodas and cookies contain a high percentage of refined sugar with little beneficial fiber.

All sugar gets converted to glucose for the body to use. Some natural sugars are those found in fruit (fructose), in milk (lactose), and honey (made by bees.) Refined sugar, made from sugar cane and sugar beets, has caloric energy but no nutritive value. Refined sugar, when taken into the body, does not go through the normal digestive process. Since it is similar to our own internally processed

glucose it is absorbed fairly absorbed into the bloodstream. This interferes with the body's normal metabolism and hormonal balance. The body experiences an initial sugar "rush," quickly followed by a precipitous drop, which in turn triggers an over-stimulation of the adrenals and pancreas. Natural sugars, however, do go through the normal digestive process and are metabolized more appropriately by the body, thus avoiding the high and low swings precipitated by refined sugar.

Fats are also an energy source for the body. The body becomes fat by eating foods that contain fat and also by converting sugar into fat. Fats are contained in foods such as nuts and seeds, as well as some fruits and vegetables. Fats are also present in many high protein foods such as meat and milk. The body stores fat as a reserve energy supply and uses it to cushion the organs.

Proteins are the primary nutrient for building muscles and skin, as well as the hair, the nails and internal organs. People need an appropriate balance of protein, carbohydrates, and fat in the diet to create and repair tissue. Too much protein is as detrimental to health as too little. Protein is found in meat, fish, poultry, eggs, and milk. It is also present in vegetables and legumes. Many traditional diets contain complete vegetarian sources of protein, such as the combination of beans and rice, beans and corn, or combinations of nuts, seeds and whole grains.

For further information, you may wish to refer to the new dietary guidelines from the website for the Department of Health and Human Services at http://www.health.gov/dietaryguidelines/ .

You can also find information about the new food pyramid at http://www.mypyramid.gov/ .

Reading the nutrition facts on food labels provides a way to compare different foods and their nutritional values. This lesson focuses on basic information, such as how many grams of fat, carbohydrates, and protein a food contains. Some students may be ready to tackle more difficult concepts and vocabulary found on food labels (such as cholesterol or sodium.)

Vocabulary:
Nutrition
Calories
Carbohydrate
Fat
Fiber
Sugar: simple and complex
Protein
Glucose
Calcium
Vitamins

Minerals
Nutrients

Optional vocabulary:
Cholesterol
Sodium

Lesson 5: Eating Right to Support Your Muscles and Skin

Engage (10 minutes):
Have sample foods from each one of the new food pyramid categories for students to see. Retain the foods' original packaging and labeling, if possible:

- Grains
- Vegetables
- Fruits
- Milk
- Meat & beans
- Oils

Show students the new food pyramid. (Use the "What You Should Know About Nutrition" Chart from the kit if available.) Ask students the following questions:

1. ***"What is the food pyramid?"***
2. ***"What kinds of foods are included on the pyramid?"***
3. ***"How does the food pyramid help us?"***
4. ***"Which of the food samples is on the pyramid?"***
5. ***"Where are these foods on the pyramid?"***

Explore (30 minutes):

1. Organize the students into six groups, one for each of the food pyramid categories. Assign each group a different food category. Give each group some magazines or the food store insert from the local newspaper. Have each group cut out pictures of foods that would belong in each category.

2. Draw the outline of a large food pyramid on a bulletin board or large poster board, then draw in the different food sections and label them. Let each group take turns pinning their pictures onto the section for their food category.

3. Have the students prepare a class presentation while they are waiting to put their pictures on the board. Each group should list five of the most important foods they found for their category and why they chose those foods for each category.

4. Ask the students if cookies, cakes, chips, and sodas are on the pyramid and in which section they would belong.

5. Using the wrappings from a bag of chips and a common brand of cookies, ask two students to read the ingredients on the back of each wrapping. After they've done this, have the students reconsider whether the cookie or chips belong on the pyramid or not.

6. Ask the students to consider some of the ingredients in the chips and cookies, such as refined sugar, fat, preservatives, and artificial flavorings. Ask two other students to look at the nutrition labels and find out what vitamins and minerals are in the cookies or chips.

Explain (25-30 minutes): *(NOTE: This section may be broken into two smaller chunks. Begin with a review of the first portion when the second is done.)*

1. Review each food pyramid category, along with some of the key points of those categories and some of the foods that belong there. At the end, ask the students to look again at the class food pyramid and consider whether any of the food pictures are either in the **wrong category** or don't belong on the pyramid at all. Have students state their reasons.

2. Tell the students that it is important to understand the basic building blocks of food. Each kind of food shown on the pyramid is made up of important nutrient building blocks. Introduce the vocabulary words **carbohydrate, protein, and fat.**

3. Tell the students they are going to be learning about these words and how they are part of our nutrition. *(NOTE: The purpose of the following activity is to have the students demonstrate knowledge they already have. As the activity progresses the students will learn what they don't know. That is why there is a "don't know" column.)*

4. Have some pictures of food cut out and placed in a basket or bag. These pictures should represent a variety of carbohydrates, proteins and fats in food. Pass the basket around the room and have each student pull out a picture. Make sure the students cannot see which picture they are selecting. Have each student classify their food picture as a **carbohydrate**, **protein** or **fat**.

5. Put those pictures on the board under the appropriate heading: Carbohydrate, Fat or Protein. If the student does not know the answer, put picture under a fourth column with the heading "**Don't Know Yet**."

6. Ask the students to look at all the foods under the Carbohydrate heading and try to describe what a carbohydrate food is. Write the key words of

their descriptions, names, or definitions above the heading. Repeat for proteins and fats.

7. Draw the Food and Nutrient Chart below on the board, putting in the labels across the top and down the left side. *(You may want to put this on an overhead projector. **See Figure 1** to print.)* As you review the following information, fill in the key information, leaving room in the boxes for a student activity.

Food and Nutrient Chart

(An "X" means that all foods in that food group contain that nutrient.)

	Carbo-Hydrate	**Protein**	**Fat**
Benefits of	Primary energy source	Nutrient for building muscles, skin, organs, hair and nails.	Energy source
Grains	XX		
Veggies	XX		Avocado, olives
Fruits	XX		
Milk	XX	XX	XX
Meat & Beans	Beans	Meat and Beans	Meat
Oils		Meat Fish	XX

Carbohydrates:

- Primary energy sources for the human body
- Grains (primarily fiber)
- Vegetable (primarily fiber)
- Fruits (primarily sugar)

NOTE: Sugar and fiber are both carbohydrates.

Show students some samples of food which contain a lot of fiber and food containing a lot of sugar.

Note to Teacher: It may be important to introduce processed or refined sugars. It will be useful to help students understand that some kinds of sugars are helpful in the body (the natural sugars found in fruit, milk, and honey) while some sugars are not healthy for the body (those found in cookies, candy, sodas, etc.)

Point out that cookies, candy, cake, and sodas also contain carbohydrates in the form of refined sugar.

Ask the students with the cookie and chip bags to look at the ingredients and the nutrition information and determine what kind and how much sugar is contained in that product. Stress that these kinds of food don't appear on the pyramid because they're not good sources of vitamins and minerals to grow healthy muscles and skin.

Fats:

- Energy source for the body
- The body gets the fat it needs from foods that contain fat and also by converting sugar into fat.
- Nuts (contain carbohydrate, fat and protein)
- Seeds (contain carbohydrate, fat and protein)
- Some vegetables contain fats that are beneficial. (Ex: Olives, avocados)
- Fish
- Milk
- Meat

Point out the thin yellow line that represents **fats** on the food pyramid. Ask:***"Why is the yellow section on the pyramid is so THIN compared to the other food categories?"*** *(It indicates that you should ingest only a* ***small*** *amount of fat daily.)*

Emphasize that too much sugar can become excess fat in the body. Ask the students what happens if they get really hungry and can't eat a meal for a while? The body may actually then begin to burn the fat it has stored in the past. When you eat more than you need your body stores fat as a way to guarantee survival for times when you may not get enough food. It is not healthy for us in our modern life if we store too much food (fat) in our body. It is healthier to eat the right amount for what we need right now.

Proteins:

- Primary nutrient for building muscles and skin, as well as the organs, hair and nails.
- Milk (contains all three nutrients: carbohydrates, protein and fat)
- Meat (also contains fat)
- Beans (contains proteins and carbohydrates)
- Vegetarian food combinations such as beans and rice, corn and beans, nuts and whole grains are known as whole proteins.

Many foods combine all three nutrients. Protein works together with carbohydrates and fats to repair tissue and build new tissue. You need all three nutrients in correct proportion to have a healthy body.

Return to the pictures on the board. Ask the students to look at all the pictures and determine if they are in the appropriate category. Have them move the foods in the **"Don't Know Yet"** column to the correct category. Have the students explain why the food belongs in that category.

Extend:

1. On a full-sized sheet of paper have the students draw four columns and label them **Breakfast**, **Lunch**, **Dinner**, **Snacks**.
2. Have the students write down everything they eat for one day. Ask the students to mark how many times in the day they ate that food.
3. Have the students make a chart similar to the one below on a full-sized sheet of paper. When the students bring their completed lists to class have them put the foods they ate in the appropriate column on their Food and Nutrition chart. Students can work together in pairs to complete this part of the activity. (**Note**: Leave the Nutrition column **blank**. This will be used in Lesson 6: Gathering Nutrition Information About Our Food.**)**
4. When the charts for all the students are complete, have each pair of students join with a second pair and **trade charts**. Each student pair will compare the charts of the other pair to the information on the Food Pyramid and the Carbohydrate, Protein, and Fat information on the board. The student pairs will write a brief report on each of the two charts they reviewed, explaining how accurately the chart is completed. If they think any food is not in the appropriate category, they should say **what** the correct category is and explain **why** that is so.

Food and Nutrient Chart (See Figure 1)

	Carbohydrate		Protein		Fat	
	Food Eaten	**Nutrition Facts**	**Food Eaten**	**Nutrition Facts**	**Food Eaten**	**Nutrition Facts**
Grains						
Vege-tables						
Fruits						
Milk						
Meat & Beans						
Oils						
Foods not listed						

Evaluate:
The Extend activity may be used as an assessment tool.

- **Optional Enrichment Activity: MyPyramid for Kids**

If resources are available, organize a time that a high school student, aide, or parent could come in and assist each student at the computer and go to http://www.mypyramid.gov/mypyramid/index.aspx. At this website, which is designed especially for students ages 6-11, students can:

- Play "MyPyramid Blast Off Game" (an interactive computer game where kids can keep track of how their food choices fit into MyPyramid
- Create a two-sided poster of MyPyramid for Kids. (One side is for younger children, highlighting a simplified pyramid graphic. The other side has a poster for older children, and includes messages for healthy eating and physical activities
- Create a "Tips for Kids" mini-poster with the MyPyramid for Kids graphic on one side and eating and physical activity tips on the other side. (Spanish-language version also available)
- Take a closer look at MyPyramid for Kids with a step-by-step explanation of key concepts of the program
- Create a coloring page
- Create worksheets to help kids keep track of how their food choices match up to the recommendations of MyPyramid for Kids and set goals for making healthier food choices

(NOTE for TEACHERS: This website also includes helpful materials for classroom use.)

Lesson 6: Gathering Nutrition Information About Our Food

Engage: (15 minutes)
Encourage students to think about how we can determine how much nutrition is actually in the foods that they eat. Ask: ***"Where can we get that information?"*** (*This information is often printed directly on the packaging material that the food comes in.)*

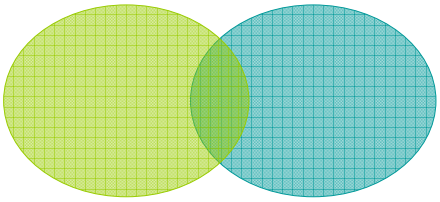
Explain what information is included on Nutrition Labeling by showing students the labels on a variety of different packaged foods. (Note: Using nutrition labels for foods that the students actually eat is ideal, but if that is not possible, use the nutrition labels of typical foods included at the end of this lesson.)

1. Use milk containers from two different kinds of milk (low fat and chocolate) which is served to students at your school. Make an overhead copy of the nutrition labels on both. (Keep the cartons!)

2. Show both milk labels on the overhead so everyone can see them and become familiar with what a nutrition label looks like. Have students study the kinds of information on the labels.

3. Now draw a Venn Diagram (example below) on the board. Write "Lowfat Milk" on one side and "Chocolate Milk" on the other side, leaving the overlapping circle portion blank. Pass around the two milk containers. Start one container on opposite sides of the room. Have a student answer **one question**, then pass the carton to the next student. Make sure everyone in the group can see the labels on the overhead so they will be able to check the information the students give.

   Ask the students the following questions. If the information is the same on both kinds of milk write it in the center. If the information differs write it under the appropriate name. (Children will not only be learning how to read labels but also comparing nutrition in food.)



Have students:

- Identify the serving size.
- Identify the number of servings per container.
- Identify the calories per serving. (Point out that this is <u>not</u> the same as the total calories in the container. If you wish, have students calculate the total calories in the container.)
- Find the total carbohydrate for each serving.
- Answer these questions: How much protein is in a serving?
  How much fiber is in the carbohydrate in milk?
  How much sugar is in the carbohydrate in milk?
  What is the total fat content in a serving?

Explore: (15 minutes)

1. Gather the labels from a variety of food products. Include a few foods from each one of the Food Pyramid groups, and some processed foods such as cookies, ice cream, chips or candy. **(Note: This can be done either by dividing the responsibility of bringing in different foods among the students or bringing them in yourself.)**

2. Divide the students into groups and give them one label for each food category. Have the groups determine the following information:
   - How many servings are in the container?
   - Which food has the highest protein content per serving?
   - Which food has the highest carbohydrate content per serving?
   - Which food has the highest fat content per serving?
   - Which food has more fiber?
   - Which has more sugar?

3. Have the students make a chart to organize the results, comparing the nutrients by food pyramid category. **(See Figure 3)** Have them make a list of what they consider to be the healthiest foods on their chart. Encourage students to discuss their conclusions.

4. Ask each group to prepare a presentation of their results for the class. (You may want to give each group **Figure 3** on an overhead to make the presentation clearer.) As they present, write what they consider to be the healthiest foods for each food pyramid group on the board, a large poster board or paper.

Explain: (20-25 minutes)

1. Ask: ***"What did we learn from these labels?"*** *(It is important to know that all the information on the labels is based on what is known as "Serving Size.")* ***"What are some of the serving sizes on your labels?"*** Have students make note of several different serving sizes.

2. Explain that you're going to demonstrate how big these serving sizes actually are. With several measuring cups available, show students a cup and indicate the measurements marked on it. Using a large container of sand, assign different serving size portions to each group of students. Have each group come up and scoop enough sand in a cup for the amount of that serving. Display so all students can see each one.

3. Ask the students what a gram is and how much they think it weighs. After students have had a chance to respond, show them a one-dollar bill or one M&M as an example of something that weighs a gram. A gram is a small amount; it is very light in weight.

4. Ask: ***"How can we use this information to help us be healthy?*** *(It's important to know how big our servings of food should be so that we don't unintentionally eat too much.)* Say: ***"Let's create a healthy food plan using our research and the recommendations in the Food Pyramid."***

5. Using the Food Pyramid Chart from the kit as a reference for information about daily servings from each category, ask students to tell you what daily servings the pyramid recommends for one category. Ask the class to select foods from the healthiest foods list for *that* category. Have them decide how many servings of each food should be used.

6. Repeat for each of the remaining food pyramid categories.

Extend:
Have students use the Food and Nutrition Chart they made for the Lesson 5/ Extend activity. Have them use the Chart at home and look at the nutrition labels for the foods they listed on the chart, then write an **analysis** of their results, comparing what they ate to the Food Pyramid recommendations.

Evaluate:
The Extend activity can be used as an assessment tool.

Optional Enrichment Activity: Food Journal
Have students keep a food journal for a week. (Note: This can be a continuation of the information they wrote earlier in the lesson.)

1. Every morning, have students record what they had for breakfast in their journal. After lunch, have them record what they just ate for lunch, then encourage them to take the journal home and write down what they have for dinner. (If that seems logistically difficult, have them try to remember their dinner menu when they record their breakfast entry in the morning.)

2. At the end of the week, have students circle the foods that are good for creating healthy muscles and skin, putting an "X" through foods that are not as good, such as candy, sodas, and other food with little or no nutritional value. Ask: ***"How many X's do you think is okay to have each day? How many do YOU have? Do you have too many?"***

3. Have students make a list of healthy foods they will include in their diet every day. Also have them indicate any foods they might decrease or eliminate (such as candy or sodas.)

Additional Web Resources:
- www.revolutionhealth.com – Provides information and tools to help you take control of your health and improve your life.

- www.nutritionexplorations.org – Features a printable Nutrition Calendar and has interactive nutritional games.

Correlation to Standards:

Grade Level Expectations:
Science:
Strand 8: Impact of Science, Technology and Human Activity

3. Science and technology affect, and are affected by, society.
   A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done.
      b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (assess locally).

Frameworks:

Health and Physical Education
II. Health Maintenance and Enhancement

B. Nutrition Principles and Practices
What All Student Should Know/What all Student Should Be Able to Do:

1. Basic Principles of nutrition are necessary for an understanding of how nutrition and health are interrelated.
   a. Identify, locate and select about the sources and basic functions of the six essential nutrients.
   b. Categorize foods into the appropriate food group on the food pyramid, based on primary nutrient content.

2. Balance, variety, and moderation in the diet will enhance and promote health.
   c. Make informed decisions regarding food choices based on an understanding of balance, moderation, and variety.

3. Food provides energy for the human body to work, grow and perform daily routines.
   d. Describe the relationship between food intake and energy/activity levels.

C. Consumer Health
What all Students Should Know/What All Students Should Be Able to Do:

2. Reading Labels can help consumers make decisions about product selections.
   a. Interpret labels in order to make decisions about product selections.

Figure 1

Food and Nutrient Chart I

	Carbohydrate	Protein	Fat
Benefits of			
Grains			
Vegetables			
Fruits			
Milk			
Meat & Beans			
Oils			

Figure 2

Food and Nutrient Chart II

	Carbohydrate		Protein		Fat	
	Food Eaten	Nutrition Facts	Food Eaten	Nutrition Facts	Food Eaten	Nutrition Facts
Grains						
Veggies						
Fruits						
Milk						
Meat & Beans						
Oils						
Foods not on the Pyramid						

Figure 3

Food and Nutrition

Food	Carbohydrate	Protein	Fat	Fiber	Sugar

Healthiest Food List:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Food: 1% lowfat milk

Nutrition Facts	
Serving Size 1 cup (240 ml)	
Servings per Container 8	
Amount per serving	
Calories 120	Calories from fat 20
	% daily value
Total Fat 2 g	4%
Saturated fat 1.5g	8%
Cholesterol 15mg	5%
Sodium 140mg	6%
Total Carbohydrate 14g	5%
Dietary Fiber 0g	
Sugars 14g	
Protein 10g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Vitamin D 25%

Food: 1% Flavored lowfat yogurt (values will vary depending upon the yogurt)

Nutrition Facts	
Serving Size 1 container (6 oz.)	
Servings per Container 1	
Amount per serving	
Calories 190	Calories from fat 15
	% daily value
Total Fat1.5. g	2%
Saturated fat 1g	5%
Cholesterol 5mg	2%
Sodium 140mg	6%
Total Carbohydrate 38g	13%
Dietary Fiber 2g	8%
Sugars 35g	
Protein 6g	12%
Vitamin A 0%	Vitamin C 0%
Calcium 30%	Iron 0%

Food: unsweetened apple sauce (snack cups)

Nutrition Facts	
Serving Size 1 container (4 oz.)	
Servings per Container 1	
Amount per serving	
Calories 80	Calories from fat 0
	% daily value
Total Fat 0g	0%
Saturated fat 0g	0%
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 19g	6%
Dietary Fiber 2g	9%
Sugars 16g	
Protein 0g	0%
Vitamin A 2%	Vitamin C 0%
Calcium 0%	Iron 2%

Food: unsweetened 100% juice (pomegranate, blueberry, pineapple, blackberry)

Nutrition Facts	
Serving Size 8 fl. Oz (240 ml)	
Servings per Container 4	
Amount per serving	
Calories 140	Calories from fat 0
	% daily value
Total Fat 0g	0%
Saturated fat 0g	0%
Cholesterol 0mg	0%
Sodium 10mg	0%
Potassium 170mg	4%
Total Carbohydrate 34g	11%
Dietary Fiber 0g	0%
Sugars 33g	
Protein 0g	0%
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 2%

Food: peanut butter (peanuts and salt, no added sugar or fat)

Nutrition Facts	
Serving Size 2 Tbsp (32g)	
Servings per Container about 14	
Amount per serving	
Calories 190	Calories from fat 150
	% daily value
Total Fat 16g	25%
Saturated fat 2.5g	13%
Cholesterol 0mg	0%
Sodium 45mg	2%
Total Carbohydrate 7g	2%
Dietary Fiber 2g	8%
Sugars 2g	
Protein 8g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 4%

Food: rolled oats (plain, no added sugar or flavoring)

Nutrition Facts	
Serving Size ½ cup Dry* (40g)	
Servings per Container about 13	
Amount per serving	
Calories 150	Calories from fat 25
	% daily value
Total Fat 3g	4%
Saturated fat .5g	3%
Cholesterol 0mg	0%
Sodium 0mg	0%
Total Carbohydrate 27g	9%
Dietary Fiber 4g	16%
Sugars 1g	
Protein 8g	
Vitamin A 0%	Vitamin C 0%
Calcium 2%	Iron 10%

*Serving = approximately 1 cup cooked

Food: English muffin

Nutrition Facts	
Serving Size 1 muffin	
Servings per Container 6	
Amount per serving	
Calories 130	Calories from fat 10
	% daily value
Total Fat 1g	2%
Saturated fat 0g	0%
Cholesterol 0mg	0%
Sodium 220mg	9%
Total Carbohydrate 26g	9%
Dietary Fiber 1g	4%
Sugars 2g	
Protein 4g	
Vitamin A 0%	Vitamin C 0%
Calcium 8%	Iron 8%

Food: chocolate chip cookie

Nutrition Facts	
Serving Size 1 cookie (1 oz)	
Servings per Container 8	
Amount per serving	
Calories 140	Calories from fat 60
	% daily value
Total Fat 7g	11%
Saturated fat 2.5g	13%
Cholesterol 10mg	3%
Sodium 80mg	3%
Total Carbohydrate 16g	5%
Dietary Fiber 0g	0%
Sugars 9g	
Protein 2g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 6%

Food: canned tomatoes (14.5 oz can)

Nutrition Facts	
Serving Size 2 oz. drained (about ¼ cup)	
Servings per Container 2 ½	
Amount per serving	
Calories 50	Calories from fat 0
	% daily value
Total Fat 0g	0%
Saturated fat 0g	0%
Cholesterol 45mg	15%
Sodium 50mg	2%
Total Carbohydrate 0g	0%
Dietary Fiber 0g	0%
Sugars 0g	
Protein 12g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 4%

Food: Canned tuna (6.5 oz can) unsalted

Nutrition Facts	
Serving Size ½ cup	
Servings per Container 3	
Amount per serving	
Calories 25	Calories from fat 0
	% daily value
Total Fat 0g	0%
Saturated fat 0g	0%
Cholesterol 0mg	0%
Sodium 290mg	12%
Total Carbohydrate 6g	2%
Dietary Fiber 1g	5%
Sugars 4g	
Protein 1g	
Vitamin A 15%	Vitamin C 35%
Calcium 2%	Iron 4%