

# **Which one is Healthier, Milk or Soda? Think Your Drink...**

3-6 Grade Thematic Unit including Reading, Math, Health/Technology and Writing

## **READING- FUNCTIONAL TEXT/FOOD LABELS**

**Standard:** 3R-S3-C2-PO4, 4R-S3-C2-PO1&2, 5R-S3-C2-PO2, 6R-S3-C2-PO3

**Objective:** TSW interpret details from functional text for a specific purpose to answer questions

**Materials:** Large Nutrition Facts Food Label (on overhead or poster size)  
5 empty soda cans  
5 empty Shamrock Farms milk cartons  
Chart paper  
Markers

### **Procedures:**

1. Ask students if they ever read food labels on what they are eating or drinking.
2. Model for students how to read and interpret the Nutrition Facts Label (you can either tell students what the food product is or see if they can guess). (For additional information about reading Nutrition Food Labels, visit the US Food and Drug Administration Website at <http://vm.cfsan.fda.gov/~dms/foodlab.html>)
3. While you are reading the label be sure to talk about Serving Size, Servings per container, Calories, Fat, Cholesterol, Sodium, Total Carbohydrates, Sugars, Protein, Vitamins and Ingredients
4. Tell students they will be comparing two different food labels
5. Divide students into groups and give each group a can of soda and a milk carton and a piece of chart paper.
6. Have students draw a line dividing the chart paper in half and label the top of each column: Milk/ Soda
7. Have students find the information for each including Serving Size, Servings per container, Calories, Fat, Cholesterol, Sodium, Total Carbohydrates, Sugars, Protein, Vitamins and Ingredients
8. Put the question "Which one is healthier, milk or soda?" and have students provide answers to what they think and why they think that, based on what they know from reading food labels.

### **Assessment:**

Teacher observation, completed group charts including Serving Size, Servings per container, Calories, Fat, Cholesterol, Sodium, Total Carbohydrates, Sugars, Protein, Vitamins and Ingredients and their answer as to which they think is healthier.

### **Extensions/Alternative Strategies:**

Gifted- Ask students to compare the nutritional value of other food to milk.

IEP/ ELL - Allow extra time and/or use multi-ability grouping, have them practice finding numbers for sugar, calories and carbohydrates on more than one label to get practice before comparing with other labels.

## **MATH- CREATING BAR GRAPHS OF RESULTS**

**Standard:** 3M-S2C1-PO2, 4M-S2-C1-PO2, 5M-S2-C1-PO2, 6M-S2-C1-PO2

**Objective:** Construct a bar graph with appropriate labels and title from organized data

**Materials:** Large Nutrition Facts Food Label (on overhead or poster size)

5 empty soda cans

5 empty Shamrock Farms milk cartons

Individual Graph paper

### **Procedures:**

1. Review students findings from Reading Lesson about which was healthier, milk or soda and hang the chart paper with the groups results on it so that students in each group can see it.
2. Discuss how they think they might be able to show this same information in a different way that might include a graph.
3. Discuss the parts of a bar graph including the x axis, the y axis, the title, and how to label information that goes into each including sugar, calories, sodium, protein and vitamins as each of the categories on the x axis and the numbers on the y axis.
4. Have students create a bar graph for the nutritional values of both milk and soda. (5<sup>th</sup> and 6<sup>th</sup> Grade students could create double bar graphs or line graphs using milk and soda on the same graph)

### **Assessment:**

teacher observation, individual bar graphs

## **HEALTH/TECHNOLOGY- HOW NUTRIENTS ARE USED BY THE HUMAN BODY**

**Standard:** 3CH-E8-PO1&2, 4CH-E8-PO1&2, 5CH-E8-PO1&2, 6CH-E8-PO1&2

**Objective:** TSW explain how basic nutrients are used by the body, identify the basic nutrients in milk including protein, Vitamin A, Calcium and Vitamin D

### **Procedures:**

1. Have students use a computer and go to [www.whymilk.com](http://www.whymilk.com).
2. Once on the site, have students take the Body Tour and Got Milk? Get Tall sections of the website. (If unable to get students on computers visit these sections of the website, print off information and make copies for students to read).
3. Have students record as much information as they can about why milk benefits their body, and how protein, Vitamin A, Calcium and Vitamin D are being utilized by their body. This can be done in partners or individually.
4. Review findings, put the information on the board next to each Protein, Vitamin A, Calcium and Vitamin D. Ask students if they found any additional nutrients and how milk benefits them.

**Assessment:** student recording information including how protein, Vitamin A, Calcium and Vitamin D benefits their body.

## **WRITING- PERSUASIVE ESSAY- CONVINCING A FRIEND TO DRINK MILK INSTEAD OF SODA**

**Standard:** 3W-S3-C4-PO1, 4W-S3-C4-PO1, 5W-S3-C4-PO1, 6W-S3-C4-PO1

**Objective:** TSW write a persuasive essay using at least three reasons that convinces a friend to drink milk instead of soda

**Materials:** Chart lists with calories  
Bar Graphs  
Nutrient Information from [whymilk.com](http://whymilk.com)  
Writing paper

**Procedures:**

1. Model the pieces of a persuasive essay and explain how it is designed to influence the reader.
2. Introduce the Persuasive Essay Rubric
3. Have students use the information they've collected in previous lessons including food labels, bar graphs, and information from [whymilk.com](http://whymilk.com) to write a paper about why a friend should drink milk instead of soda. Their finished persuasive essay should include at least three reasons why.

**Assessment:**

Completed persuasive essays that convince a friend to drink milk instead of soda using at least three reasons.