



# CHOOSING a VARIETY of FOODS

**Purpose:** To review and practice label reading; introduce serving size and provide opportunities for application with a selection of foods; and check Goal #1 for regular physical activity.

## Lesson Objectives - Students should be able to:

- describe what is on a nutrition label.
- identify recommended ways to know they are eating the right serving size of food.

## Lesson Outline

Part A Activities	Time (approx.)	Student Materials	Teacher Materials
1. Goal Check for Goal #1	10-15	Goal Calendar San Carlos Apache Map Story Sheet	Cassette Player Pathways Theme Music Pathways Nations Map Visual Aid B
2. What is a Serving Size	25-30	Activity Sheet 4 Supplies/Food Items *	Visual Aid C Food Stations

\* See list of supplies and food items for this activity at the end of this week.

## Week 3 - Part A



### Activity 1 Goal Check for Goal #1



Pathways Background: Goal setting is reinforced by a goal check activity focusing upon the completion of reaching the set goal. These goal checks are recorded so that students can monitor their progress in goal setting. Stories in cultural settings have also strengthened student understanding of concepts in Pathways. Originally stories were recorded on cassette tapes in the 3rd and 4th grades. In the fifth grade, students may either listen as the story is read aloud or read silently at their desks.

- A. Prepare students for today's lesson.
  - 1. Turn on the Pathways Theme Music cassette.
  - 2. Share with students that they will check their **Pathways Goal #1** to do Regular Physical Activity.
  - 3. Ask students to give the hidden message in their Pathways Puzzle, **Choose a Variety of Everyday Foods and Beverages**, and tell them that Week 3 will have an important activity about choosing.
  - 4. Turn off the Pathways Theme Music cassette.
- B. Have students review their **Goal Calendar** to share how many times they did their physical activity for at least 30 minutes outside of school time.
  - 1. Project **Visual Aid B – Goal Calendar** and ask students to circle the date on their calendar for each day they did their physical activity.
  - 2. Ask for a show of hands for those who completed all four days and then those who did the extra optional two days and congratulate students on completion of their Goal #1.
  - 3. Encourage students who have not yet completed their physical activity to continue to try to reach their Goal #1.
  - 4. Urge students to continue to use their Goal Calendar to plan physical activities that they can do outside of school time with friends or family and emphasize again the importance of exercising at least 30 minutes every day.

- C. Ask students to find the story sheet, “Runner Carrying Words”,<sup>1</sup> in their *Pathways Notebook* and have students read aloud or silently.

**R**unner Carrying Words (Ya ti nayi ahé)<sup>2</sup> moved quickly to dodge the rocky areas on the trail. In just a few hours, a little wind had made the weather colder. It was important to think about getting the Pathways Message to the next school.

The clouds moved overhead and seemed to be traveling in the same direction. In a few minutes, white snow flakes began floating in the air. Soon the trail was empty of animals who took shelter from the storm. Runner Carrying Words ran toward the desert over the soft snow.

With good thoughts, Runner reflected on how much he had enjoyed the summer. How good and warm the summer had been!

The trail seemed smoother as he ran over the new snow. It blew into even the tiniest crevice. Grass would grow well by spring with thanks to this snowstorm.

Runner Carrying Words was from the Dee’<sup>3</sup> (Deh), also known as the San Carlos Apache Tribe. This tribe was respected for its strong runners. In olden days, runners traveled at night to avoid being seen by enemies. Today, it is just as important to run to keep healthy and physically fit.

Using the muscles in his legs, Runner moved carefully uphill. He sipped from a water bag decorated with green, black, and yellow pony beads. Mostly, he thought about the message he carried, “Eat a Variety of Foods.” His thoughts went back into olden days when his tribe traded with other tribes to obtain different food. The Dee’ knew that it was always important to have enough different foods for the people to survive during the wintertime.

Yes, variety was important to the great-great grandparents. They knew that there was a balance in eating different foods. In this way, they took care of themselves to lead healthy lives.

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<sup>1</sup> Flesch-Kincaid reading level of 5.76.

<sup>2</sup> Ya ti nayi ahé (Ya ti nayi a hé) The name for a person who is a messenger and who runs while carrying the words.

<sup>3</sup> Dee’ (Deh) - The name that the San Carlos people call themselves meaning “The People.”

## Week 3 - Part A

- D. Have students take out their map of the San Carlos Apache Tribe and pronounce Dee' (Deh), the cultural name for this tribe, and give its meaning of "The People."
1. Ask students to review the map of the San Carlos Tribe by identifying the location of the tribal headquarters.
  2. Ask for a volunteer(s) to name the two lakes and the newspaper from the information found on this map.
  3. Point out the population of the tribe and the land area for the San Carlos Apache Tribe.

### Activity 2 What is a Serving Size?

**Pathways Background:** Students have been introduced to label reading to identify the amount of fat and sugar in a product.

**Teacher Note:** Collect empty food packages to add to those brought by students for this activity. Then, after this activity be sure to save these food packages to be used in Week 5 - Part B and in Week 6 - Part B.

- A. Prepare students for this activity by stating that it is important to read the name of any food product because many products are advertising items with the words "low fat" and "fat free" next to the name of the product.
1. Ask students if they have noticed the new changes in wording on the milk their family buys at home.
  2. Discuss the wording on the most common types of milk as follows:
    - 2% milk changed to Reduced Fat - 2%
    - 1% milk changed to Low fat - 1%
    - Skim milk changed to Fat free - Skim
  3. Ask students which milk wording did not change? (Whole milk)

## Week 3 - Part A

- B. Explain to students that they will review the serving size information on the empty food packages that they brought for today's class. If students were unable to bring the items, distribute those collected from the teacher's lounge.
1. Ask students to recall the location for information on what is a serving of food on their food package.
  2. Display **Visual Aid C - Nutrition Facts** and point to the serving size information showing the number of servings in the package.
  3. Ask for volunteers to take turns to identify the number of servings on their food package.
- C. Explain that "a serving size" is a recommended amount of food to eat and is helpful as a guide for making food choices.
1. Emphasize that the actual amount of food in "a serving size" differs between foods.
  2. Inform students that a serving of milk at school breakfast or lunch is 1/2 pint or 1 cup of milk and ask students if they can imagine the size of a serving that is 1/2 pint or 1 cup of milk.
- D. Announce to students that it is not always easy to tell or imagine how much is a serving size so they will have an opportunity today to **guess** the serving size in several foods and then **measure** the actual serving size.
1. Divide students into groups and have them find **Activity Sheet 4 - Guess the Serving Size** in their *Pathways Notebook*.
  2. Read aloud or have a volunteer read the directions on this activity sheet.
  3. Review with students that they will **first** dish out what they think might be 1 serving size of food at a Food Station and set it aside.
  4. Stress to students that they will then **check** the serving size on the nutrition label of the package and then actually count or measure out this amount and set it aside.
  5. Finally, they will compare the two amounts to see if the amount that they guessed was larger/smaller than the actual serving size.

## Week 3 - Part A

- E. Inform students that the serving size information can be a useful way to help decide how many people can share a food item.
- F. Instruct Group 1 to start at Food Station 1, Group 2 at Food Station 2, and so on.
  - 1. Allow enough time for each group to go to a Food Station and measure the food.
  - 2. Announce when it is time for each group to rotate to the next Food Station.
  - 3. Monitor groups as they participate in this activity.
- G. Give time for students to discuss “Guess the Serving Size” with students using the following questions:
  - Were the serving sizes smaller or larger than your estimate?
  - Describe which foods were the most difficult for estimating a serving size.
- H. Congratulate students on their completion of the serving size activity this week.
- I. Encourage students who have not yet completed their four days of physical activity to reach Goal #1 to try to finish before the next Pathways class.

### Reminders:

- ✓ Write a thank you note for contributing teachers thanking them for their assistance with the collection of the empty food packages or containers.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.





# CHOOSING a VARIETY of FOODS

**Purpose:** Reinforce eating a variety of foods through the use of the **Everyday Foods** and **Sometimes Foods** Lists.

## Lesson Objectives - Students should be able to:

- practice choosing a variety of foods from **Everyday Foods** in planning balanced meals and snacks.
- choose a variety of foods that provide no more than the recommended grams of fat per day.
- identify the number of servings a day recommended from each food group on the **Everyday Foods**

## Lesson Outline

Part B Activities	Time (approx.)	Student Materials	Teacher Materials
1. Planning a Variety of Food	25-30	Activity Sheet 5 Everyday Foods List School Lunch Menu	Cassette Player Pathways Theme Music Everyday Foods Poster Chalkboard
2. Pathways Family Challenge	10	Postcard #2 Family Challenge #2 Food Guide Pyramid Everyday Foods List Envelope	
3. Summary of the Week	10	Pathways Puzzle	Pathways Message





### Activity 1 Planning a Variety of Food



Pathways Background: Through use of the **Everyday Foods** poster in the third and fourth grades, a wide variety of healthful foods were emphasized by food groups. Students have had practice in selecting individual foods for each food group. Be sure to have a School Lunch Menu available for students to use in this activity.

- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
  2. Tell students that they will learn more information about what a serving size is and use their knowledge about **Everyday Foods** to plan several meals and snacks.
  3. Remind students to continue physical activities at least 30 minutes per day outside of school.
  4. Turn off the Pathways Theme Music cassette.
- B. Explain to students that they will work in their Pathways groups to plan meals, snacks, and a physical activity for a whole day as if students from another Pathways school were their guests.
1. Remind students that since their guests are Pathways students, they will want to eat low fat **Everyday Foods**.
  2. Tell students that they will plan a variety of **Everyday Foods** for their Pathways guests and ask students if they can define what it means to eat a variety of foods?  
  
*Answer: It means eating different kinds of foods.*
  3. Emphasize to students that a variety of food gives us the nutrients (protein, vitamins, and minerals) that we need to grow healthy and strong and that they can find a variety of food in the food groups on their **Everyday Foods** list.

## Week 3 - Part B

- C. Ask students to find their **Everyday Foods** lists in their *Pathways Notebook* which they will review in order to plan for a variety of foods.

1. Encourage students to think of selecting foods from each of the five food groups on the **Everyday Foods** List.
2. Ask for a volunteer(s) to point out and name the five foods groups on the **Everyday Foods** poster.

Bread, Rice, Pasta, Cereals  
Vegetables  
Fruits  
Milk, Cheese, Yogurt  
Meat, Poultry, Fish, Dried Beans

- D. Stress to students that it is recommended that a person eat a minimum number of servings from each food group every day.

1. Have students find the Bread, Rice, Pasta and Cereals page in their Everyday Foods list and locate the empty box at the top of the page.
2. Inform students that they will write down in this box the **total number** of servings for one day.
3. Instruct students to write “6 servings a day” in the empty box at the top of the Bread, Rice, Pasta and Cereals page.
4. Emphasize that this means it is recommended that a person eat 6 servings a day from the foods listed as Bread, Rice, Paste and Cereals.
5. Call out the following food groups and give the minimum number of servings as follows:

Vegetables: **3 servings a day**

Fruit: **2 servings a day**

Milk, Cheese, Yogurt: **3 servings a day**

Meat, Poultry, Fish, Dried Beans: **2 - 3 servings a day**



## Week 3 - Part B

- F. **Optional:** Give examples of foods that may be familiar to students or ask students to think of any other combination food that they enjoy at school or home.

- Tacos made with taco shells:

Taco shells are found in the Bread, Rice, Pasta, Cereals Group  
Meat and Beans are found in the Meat, Poultry, Fish, Dry Bean Group  
Lettuce and Tomatoes are found in the Vegetables Group  
Cheese is found in the Milk, Cheese, Yogurt Group

- Wasna (a Lakota food):

Dried Meat is found in the Meat, Poultry, Fish, Dry Beans Group  
Dried Berries are found in the Fruit Group

- Indian Taco:

Lettuce and Tomatoes from the Vegetables Group  
Cheese from the Milk, Cheese, Yogurt Group  
Chile beans from the Meat, Poultry, Fish, Dry Beans Group  
Fry Bread from the Bread, Rice, Pasta, Cereals Group (**on the Sometimes Foods list**)

- G. Ask students to find **Activity Sheet 5 - Meals and Snacks for Our Pathways Guests** in their *Pathways Notebook* and tell students that they will pick meals that most fifth grade students would like to eat.

1. Divide students into groups and distribute a school lunch menu to each group.
2. Explain that they will start by choosing a meal from the school lunch menu and then write down this selection on the lines under "Lunch" on the sheet.
3. Then, they need to write down the food groups in this selection on the lines next to their meal.
4. Point out that students should choose a variety of foods and can use the Pathways Nations Foods that are on the **Everyday Foods List**.
5. Ask students to complete their planning of a breakfast, dinner, and snacks for their guests.
6. Allow students time to complete their menus.

## Week 3 - Part B

- H. Have students add up their total servings in each food group for all their mealtimes and snacks and compare this number with the recommended number of servings a day. If the total servings are less than what is recommended, additional foods must be added to meet the total number of servings a day.
1. Discuss, as time permits, the many different ways to reach the recommended number of servings a day from the different food groups.
  2. Ask if any of the Pathways Nations Foods may have been included and have students name some of them.
  3. Ask students to complete their planning on this activity sheet by filling in the blanks for an American Indian game and two exercise breaks .
- I. Remind students that they can choose Sometimes Foods “once in a while” but that it is best to choose **Everyday Foods** most often because they are the foods that are lower in fat and the beverages that have little or no added sugar.



### Activity 2 Pathways Family Challenge



**Teacher Note:** Please adjust this activity for students who are in a boarding program and do not return home each day. In those cases, check with the Dorm Director for dorm staff who can assist students who do not go home on weekends.

- A. Ask students to share the responses from their families who were mailed **Postcard #1 - “Be Active Every Day”**.
1. Have a volunteer identify on which Pathways Nation was this photo taken of a mountain. (Apache)
  2. Ask for students to name some of the physical activities that their families like to do.

## Week 3 - Part B

- B. Ask for a show of hands of how many students have returned their Family Challenge #1 sheet.
1. Congratulate students who have completed and returned their first challenge.
  2. Encourage those students who have not yet returned the challenge to do so as soon as possible.
  3. Remind students that there is a very special reward for every student who returns all four completed Family Challenges.
- C. Distribute **Postcard #2 - “Eat A Variety of Everyday Foods and Beverages”** and review the following Postcard #2 materials with students:
- Postcard #2
  - Family Challenge #2
  - Food Guide Pyramid
  - Everyday Foods list
  - Envelope for materials
1. **Optional:** Pathways staff will inform each school if they will mail Postcard #2 directly to the families.
  2. Instruct students to place these materials in the envelope, take them home, and complete the activities with their family.
- D. Remind students to bring back their signed Family Challenge #2 sheet as soon as both sides of it are completed.
- E. Encourage students to remember the Pathways Message to **Choose a Variety of Everyday Foods and Beverages.**

## Week 3 - Part B

### **Activity 3** **Summary of the Week**

- A. Point to the **Pathways Messages** on the classroom wall and ask students which message best fits their activities this week.
1. Ask for a volunteer to read aloud the message that fits their activities this week which is **Choose a Variety of Everyday Foods and Beverages**.
  2. Encourage students to eat a variety of foods which can help them get all the different nutrients that they need to grow healthy and strong.
  3. Emphasize that eating a variety of foods is the best for them and gives them many different tastes and textures and different kinds of food to enjoy.
- B. Emphasize to students that they have done a good job as a member of their group and sharing responsibilities to support each other throughout this week.
- C. Distribute the **Pathways Puzzle** to each student for completion outside of class.
1. Remind students that the puzzle contains words or phrases that will give them a clue to their next class.
  2. Tell students that they can check their work on the puzzle and give them the location of the key to this week's puzzle.
- D. Congratulate students on their completion of activities this week.

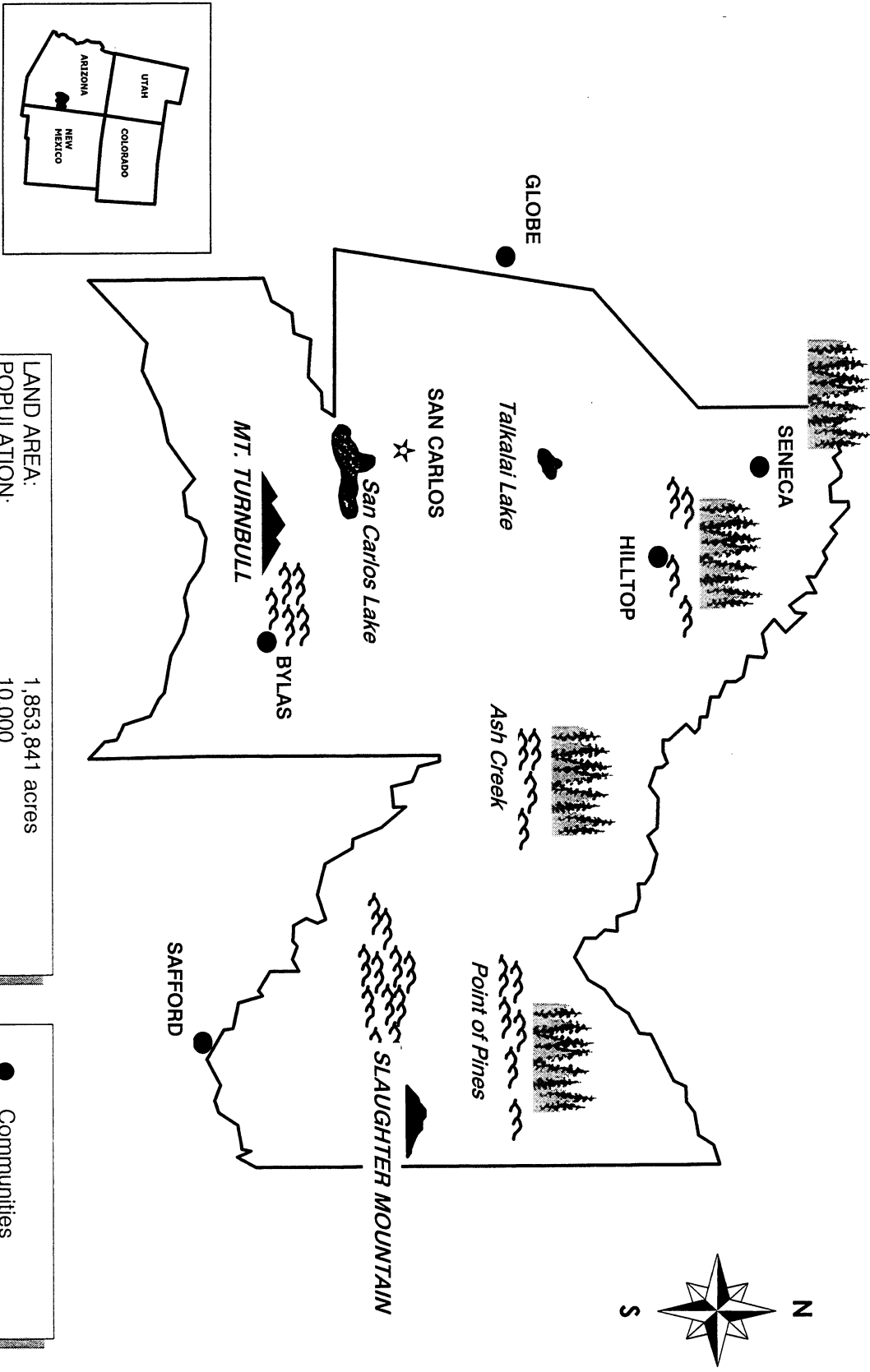
#### **Reminders:**

- ✓ Select the Trail blazers for Week 4 – Part B to complete the Blue Bead Trail.
- ✓ Jot notes down on the Teacher Interview form after completing this lesson.





# SAN CARLOS APACHE TRIBE



**LAND AREA:** 1,853,841 acres  
**POPULATION:** 10,000  
**AGRICULTURE:** alfalfa, jojoba beans  
**LIVESTOCK:** cattle, horses  
**ECONOMY:** forestry, mining, tourism  
**TRIBAL HEADQUARTERS:** San Carlos, AZ  
**NEWSPAPER:** *Moccasin*

- Communities
- ★ Tribal Headquarters

## Runner Carrying Words

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The clouds moved overhead and seemed to be traveling in the same direction. In a few minutes, white snow flakes began floating in the air. Soon the trail was empty of animals who took shelter from the storm. Runner Carrying Words ran toward the desert over the soft snow.

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Yes, variety was important to the great-great grandparents. They knew that there was a balance in eating different foods. In this way, they took care of themselves to lead healthy lives.

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## GUESS THE SERVING SIZE

### Directions:

- 1) Write down the name of the food item at a station.
- 2) Either count or measure your guess for 1 serving size.
- 3) Then, check the **Nutrition Facts** on the food label for the actual size of 1 serving.
- 4) Finally, count or measure the size of 1 serving according to the Nutritional Facts.
- 5) After you have visited each station, answer the question at the bottom of this sheet.

Food Station #	Name of Food	My Guess of 1 Serving Size	Actual Serving Size (according to the Nutrition Facts)	My Guess was ✓
1				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
2				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
3				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
4				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving
5				<input type="checkbox"/> More than 1 Serving <input type="checkbox"/> Less than 1 Serving

Which foods were the most difficult for you to guess the serving size? Why?

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## Food Stations

Directions: Place each food items at a separate station with the necessary measuring utensils.

**Station #1: Medium-Size Bag of Potato Chips**  
(also - 1 paper plate)

**Station #2: Quart Bottle of Apple Juice**  
(also - 1 plastic liquid measuring cup; 1 - 10 or 12 oz paper cup)

**Station #3: Can of Green Beans**  
(also - 1 set of plastic measuring scoops or cups; 1 plastic bowl or plate; 1 plastic spoon)

**Station #4: 10" or 12" Frozen Pizza Box**  
(also - cardboard wedges as examples: full circle, 1/2 circle, 1/4 circle, 1/6 circle)

**Station #5: Medium-Size Package of Sunflower Seeds**  
(also - 1 set of plastic measuring scoops or cups; 1 plastic bowl or plate; 1 plastic spoon)

# FOR OUR PATHWAYS GUESTS

## Meals, Snacks and Fun

**Directions:** Choose a menu for each mealtime and then count the number of food groups in each meal. If there are none, put a zero by that food group. Finally, add up the total number of servings in each food group for the whole day.

Menu for Breakfast:

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### Breakfast

Total Number of Servings from each food group at breakfast:

- \_\_\_\_\_ Bread, Rice, Pasta, Cereals
- \_\_\_\_\_ Fruits
- \_\_\_\_\_ Meat, Poultry, Fish, Dried Beans
- \_\_\_\_\_ Vegetables
- \_\_\_\_\_ Milk, Cheese, Yogurt

Menu for Lunch:

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### Lunch

Total Number of Servings from each food group at lunch:

- \_\_\_\_\_ Bread, Rice, Pasta, Cereals
- \_\_\_\_\_ Fruits
- \_\_\_\_\_ Meat, Poultry, Fish, Dried Beans
- \_\_\_\_\_ Vegetables
- \_\_\_\_\_ Milk, Cheese, Yogurt

Menu for Dinner:

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### Dinner

Total Number of Servings from each food group at dinner:

- \_\_\_\_\_ Bread, Rice, Pasta, Cereals
- \_\_\_\_\_ Fruits
- \_\_\_\_\_ Meat, Poultry, Fish, Dried Beans
- \_\_\_\_\_ Vegetables
- \_\_\_\_\_ Milk, Cheese, Yogurt



## Snacks

List one or two snacks:

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Total Number of Servings from each food group  
in the snacks:

- \_\_\_\_\_ Bread, Rice, Pasta, Cereals
- \_\_\_\_\_ Fruits
- \_\_\_\_\_ Meat, Poultry, Fish, Dried Beans
- \_\_\_\_\_ Vegetables
- \_\_\_\_\_ Milk, Cheese, Yogurt

## Total Servings from each Food Group

**Directions:** Write your total servings from each Food Group on each blank.  
Compare your total servings with the recommended number for 1 day on the  
**Everyday Foods** List.

- \_\_\_\_\_ Bread, Rice, Pasta, Cereals
- \_\_\_\_\_ Meat, Poultry, Fish, Dried Beans
- \_\_\_\_\_ Milk, Cheese, Yogurt

- \_\_\_\_\_ Fruits
- \_\_\_\_\_ Vegetables

Fill in the following:

The American Indian Game will be \_\_\_\_\_

Two exercise breaks to do are: \_\_\_\_\_

# Pathways Puzzle

Directions: Use these cues and find the hidden messages.

A	-	F	N	-	B
B	-	E	O	-	O
C	-	X	P	-	J
D	-	M	Q	-	W
E	-	Y	R	-	K
F	-	T	S	-	C
G	-	H	T	-	D
H	-	L	U	-	Q
I	-	Z	V	-	R
J	-	G	W	-	P
K	-	I	X	-	S
L	-	A	Y	-	U
M	-	N	Z	-	V

Hidden Message # 1:

\_\_\_\_\_  
T O

\_\_\_\_\_  
X O D B F G K M J

\_\_\_\_\_  
L S F K Z B

\_\_\_\_\_  
B Z B V E T L E

## Week 3

Name: \_\_\_\_\_

Directions: Use these cues and find the hidden messages.

A	-	E	N	-	J
B	-	F	O	-	X
C	-	O	P	-	D
D	-	V	Q	-	I
E	-	S	R	-	M
F	-	A	S	-	L
G	-	G	T	-	R
H	-	U	U	-	Z
I	-	Q	V	-	Y
J	-	K	W	-	B
K	-	P	X	-	T
L	-	H	Y	-	C
M	-	W	Z	-	N

Hidden Message # 2:

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M C T J Q Z G R H E Y S A E

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W T A F X L Q Z G L F T P

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E M A F X Q Z G

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M F T R B F Y A

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B F E X A T L A F T X W A F X



# *Pathways Puzzle*

Hidden Message # 1:

D O

S O M E T H I N G

A C T I V E

E V E R Y D A Y

Hidden Message # 2:

W O R K I N G M U S C L E S

B R E A T H I N G H A R D

S W E A T I N G

W A R M F A C E

F A S T E R H E A R T B E A T

***Eat a Variety of Everyday Foods***

# Food Label \* Information

Food label title

## Nutrition Facts

Serving Size 1/2 cup (114g)

Servings Per Container 4

Serving size stated  
in commonly served  
portionsNumber of grams (g)  
of fat in each serving  
of this food

### Amount Per Serving

Calories 90      Calories from Fat 30

% Daily Value\*

Daily Value is a guide  
to a day's intake of  
each nutrientNutrients affecting  
your health with the  
amount in grams (g)  
or milligrams (mg)  
listed**Total Fat** 3g 5%

Saturated Fat 0g 0%

**Cholesterol** 0mg 0%**Sodium** 300mg 13%**Total Carbohydrate** 13g 4%

Dietary Fiber 3g 12%

Sugars 3g

**Protein** 3g% Daily Value shows  
each nutrient in this  
food product as part  
of a 2000 calorie daily  
intake. For example,  
this product provides  
5% of the Daily Value  
of fat per 1/2 cup  
serving

Vitamin A 80% • Vitamin C 60%

Calcium 4% • Iron 4%

Daily amounts of  
nutrients based  
on 2000 and 2500  
calorie daily food  
intake

\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2400mg	2400mg	
Total Carbohydrate		300g	375g	
Fiber		25g	30g	

Calories per gram:

Fat 9 • Carbohydrates 4 • Protein 4



Sample Label Only