

OVERVIEW

After finishing the Back of the Box (ingredient list), students are now well equipped to practice their skills at home! Print the supplemental worksheet to build off what they know about ingredient lists.

LEARNING TARGETS

Students will be able to investigate a food product at home to analyze the ingredient list and determine whether the product is being truthful in their marketing.

MATERIALS

- Printed worksheet

INTRODUCTION: Example Script

Alright class, it's time to put your ingredient list knowledge into action! Your mission is to find one food product from your pantry or kitchen and investigate its marketing strategies. Let's go through the sheet together to ensure there's no questions when you're doing your homework.

1. Choose a Food Product

- Look for something you enjoy, like cereal, snacks, or a drink.

2. Complete the Worksheet

- You will fill out a worksheet with several prompts.
- Write down the name of the product and a brief description of what it is.
- Next, look at the ingredient list. You'll answer whether it's long or short and if you can picture the ingredients in your head.
- The next question is a little tricky, because it requires you to look at the marketed flavor on the front and if you can find that flavor in the ingredient list. For example, if something has pictures of strawberries, does it actually have strawberries in the ingredient list?
- The final questions asks you to thinking critically and answer if you think the product is being truthful based on the marketing on the front of the package and what you see in the ingredient list.

3. Submit Your Worksheet

- Once you have completed the worksheet, please turn it in by the due date. Be prepared to share your findings with the class!

ASSESSMENT

- To assess the Food Detectives @ Home worksheet, focus on the clarity and completeness of students' responses.
- Check that the students accurately identified the number of ingredients in the ingredient list and assess whether it's realistic that they can picture most of the ingredients in their head.
- Evaluate their reasoning as to why they feel like the product is being truthful in their marketing, ensuring they provide thoughtful explanation.
- Provide constructive feedback to guide their understanding of marketing strategies and ingredient list.

LEARNING STANDARDS

Common Core State Standards (CCSS) for 4th Grade ELA

1. Reading Informational Text:

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details.

2. Writing:

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

National Council of Teachers of English (NCTE) Standards for 4th Grade

- **Standard 3:** Students employ a wide range of strategies as they write and use different writing genres appropriately.
- **Standard 4:** Students use spoken, written, and visual language to communicate effectively.