Chapter 8: Sugar

SUGAR SOLUTIONS

Many Americans eat and drink foods and beverages that contain calories from added sugars. Eating too much sugar will add extra calories to your diet that do not also provide important nutrients. For this reason, calories from added sugars are often called "empty calories." It is important to learn about the science and nutrition of sugar. In this chapter, students will explore sugar by learning about the types commonly found in the diet and their food sources.

FOOD EXPLORATION LABS

Lab I: Sweet Saccharide

- Teacher Preparation
- Teacher Lab Answer Key
- Student Lab

Lab II: Super Solutions

- Teacher Preparation
- Teacher Lab Answer Key
- Student Lab

INVESTIGATING YOUR HEALTH

Surprising Sugar

- Teacher Answer Key

Try This At Home: Fresh Fruit Juice

SUPPLEMENTAL MATERIALS

Teacher Preparation Slides

Student Pre-Lab Slides & Videos

Glucose Color Reference Chart

Food Explorations Lab I:
Sweet Saccharide

TEACHER LESSON PREPARATION

Lesson Focus

Understand the concept of simple carbohydrates (sugar) in the diet and their role in providing energy to the body.

Lesson Description

Students will test unknown sugar solutions for their glucose content and determine their identities. Students will also relate sugar content to calories and consider ways to reduce excess sugar in their diets.

Academic Content Standards

ELA Common Core Standards for Literacy in Science and Technical Subjects (R-reading, W-writing, SL-speaking and listening, L-language) Grades 6-8

R-1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R-3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

R-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical content relevant to grade (6-8) text and topics.

R-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph or table).

R-10 Read and comprehend complex literary and informational texts independently and proficiently.

W-2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade (6-8) topics, texts, and issues, building on others' ideas and expressing their own clearly.

L-1 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Next Generation Science Standards

Performance Expectations

MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter: Each substance has characteristic physical and chemical properties that can be used to identify it.

LS1.C Organization for Matter and Energy Flow in Organisms: Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, support growth, or release energy.

Science and Engineering Practices

- Analyze and interpret data to determine similarities and differences in the findings.
- Scientific knowledge is based on logical and conceptual connections between evidence and explanation.
- Develop a model to explain unobservable phenomenon.

Crosscutting Concept

Macroscopic patterns are related to the nature of microscopic and atomic-level structure.

Background Information

Sugar is a type of **carbohydrate**. Carbohydrates are macronutrients that our bodies need. They can be classified as either simple or complex. Complex carbohydrates are starches like bread and rice. Sugar, however, is a simple carbohydrate (made of one or two sugars). There are many types of sugar. For example, there are three types of sugar that can be found in fruit juice. They are **fructose**, **glucose**, and **sucrose**. They are nutritionally similar, providing 4 calories/gram. Fructose can be found in honey and fruit. Glucose is the primary simple sugar our bodies use for energy. Sucrose is table sugar (white sugar) and is created by linking fructose and glucose. Once in our bodies, these sugars work to supply us with energy. Grape juice has a 1:1 ratio of fructose to glucose and contains less fructose than other juices. Apple juice has a 2:1 ratio of fructose to glucose, making this juice lower in glucose. Juice that contains sucrose on the ingredient list contains added sugar along with the **natural sugars** present in fruit. Natural sugars are those already present in food.

In order for our bodies to use carbohydrates for energy, they must be broken down into glucose. Glucose is the primary source of fuel for our body. **Insulin** is a hormone produced by the pancreas that transports glucose from the blood to our cells. If our bodies do not produce enough insulin, there will be too much glucose in our blood, leading to serious health problems such as **diabetes**. Diabetes is a disease in which the body is unable to produce insulin. Type I diabetes occurs when a person does not produce insulin at all, while Type II diabetes occurs when someone develops **insulin resistance**. Insulin resistance results in a diminished ability to respond to insulin causing the pancreas to produce more insulin. This will eventually overwork the pancreas and prevent it from producing enough insulin.

Materials

Teacher Materials

NOTE: Teacher material list is based on 6 groups of 4-5 students (24-30 students total).

- 1 ½ cups apple (100%) juice
- 1 ½ cups white (100%) grape juice
- 3 Tbsp. white granulated sugar
- 3 cups water for samples
- 1 black permanent marker
- 1 bottle yellow food coloring
- 24, 2-4 oz. small clear, plastic cups for unknown and control samples
- 1 liquid measuring cup
- 1 plastic spoon for stirring samples
- 1/2 tablespoon

Student Materials

NOTE: Student material list is based on 1 group of 4-5 students. Refer to the FoodMASTER Middle "Equipment and Material Lists by Chapter" for whole class estimates (24-30 students divided into 6 groups) on perishable and nonperishable materials.

- Safety goggles
- 4-8 Glucose Test Strips
- Kitchen timer or stopwatch
- Glucose Color Chart
- Paper towel or napkin
- Apron (optional)
- Labeled cup containing control (¼ cup water)
- Labeled cup containing Unknown Sample A (¼ cup apple juice)
- Labeled cup containing Unknown Sample B (¼ cup grape juice)
- Labeled cup containing Unknown Sample C (¼ cup water and yellow food color)

Teacher Pre-Lab Preparation

1. Review teacher background information, teacher preparation slides, student pre-lab slides/videos, student introduction, suggested instructional plan, and the student *Food Exploration* lab investigation procedures.

2. Prepare materials needed for each group. Each group will need three unknown samples and a control. Label each cup as "Sample A", "Sample B", "Sample C", or "Control".

3. For each sample, pour ¼ cup of liquid (juice or water) into a clear, plastic cup.

a. Water = Control

b. Unknown Sample A = Apple (100%) Juice

c. Unknown Sample B = White Grape (100%) Juice

d. Unknown Sample C = Water mixed with ½ Tbsp. sugar - Color the sugar water yellow using food coloring. The color should be similar to the apple juice.

4. To ensure glucose concentrations can be properly measured during the lab, do not purchase diet or sugar free juices.

TIMESAVER: Prepared samples may be reused for other classes.

Suggested Instructional Plan

1. Review scientific vocabulary and knowledge prerequisites:

Carbohydrate	**Glucose**
Sucrose	**Fructose**

2. Consider having your students research carbohydrates and sources in the diet prior to beginning the lab investigation (see *Investigating Your Health*).

3. Distribute Materials:

It is recommended that materials are organized into stations for easier distribution. Materials are recommended based on the amount needed for 1 class of 30 students. Students should be arranged in small groups of 4-5.

Each group should receive:

- Student Lab Investigation Worksheets (1 per student)
- Student Lab Materials

4. Ask students to read *Sugar Solutions* and complete the focus questions for this lab investigation.

5. Before beginning the lab investigation:

a. Require students to wash their hands.

b. Emphasize the importance of practicing good food safety behaviors by not consuming substances used as part of the lab investigation.

6. Launch the lab by showing students the provided video lab demonstration *(Lab I: Sweet Saccharide Demonstration Video)*. The video will demonstrate procedures students will follow during the lab, including directions on how to accurately read the glucose strips. The glucose strips must be read at **exactly** 30 seconds.

7. Instruct students to observe and make a prediction about their unknown substances. Before testing unknown samples, students should practice obtaining consistent results using the control (water) sample.

   a. *Control Sample* (Water): The water sample will produce a negative test for glucose.

   b. *Unknown Sample A* (Apple Juice): Apple juice will be positive for glucose. The apple juice will produce a color that is slightly less brown than grape, however both will produce a positive test for glucose (dark brown color on strip). When identifying samples, students should conclude Sample A is apple juice because the strips detected a glucose level smaller than sample B. The data in Table C indicates the % of glucose in Apple Juice is between samples B and C.

   c. *Unknown Sample B* (Grape Juice): Grape juice will be positive for glucose. The concentration of glucose will prove to be higher compared to the other samples. When identifying samples, students should conclude Sample B is grape juice because the strips detected the largest glucose concentration. Looking at the data in Table C, Grape Juice has the largest % glucose.

   d. *Unknown Sample C* (Sugar Water): The sugar water should produce a negative test for glucose because it consists primarily of sucrose. The amount of glucose present is too small to be detected by the testing strip. An enzyme (sucrase) would have to be introduced in order to break sucrose down into its components (glucose and fructose). It is important to note that the test results will be identical to the control. This should indicate to students that the sample contains little to no glucose. When identifying samples, students should conclude Sample C is sugar water because the strips did not detect glucose and the data in Table C indicates the sample has the smallest % glucose.

8. Allow students to work in small groups on the Student Lab Investigation worksheet to further explore the topic and respond to lab questions.

9. Follow-up with a class discussion about dietary carbohydrates, the role they play in providing energy to the body, and the consequences of consuming too many "empty calories." See *Teacher Bites* for ideas on how to further extend this lesson.

Teacher Bites: Lesson Extension

- Have your students bring in other types of foods to test, such as energy drinks, fruit juices, fresh fruit and/or processed foods (soft drinks, salad dressings etc.). In groups, students should cover each of the Nutrition Facts Labels with colored paper and tape. Once labels are covered, instruct students to order the food items from least to most sugar content based on their findings.

Food Explorations Lab II:
Super Solutions

TEACHER LESSON PREPARATION

Lesson Focus

Understand the properties of solutions, how heat can affect those solutions, and to apply the concept to solutions containing simple carbohydrates (sugar) that are commonly part of a person's diet.

Lesson Description

Students will make saturated sugar solutions at hot (teacher) and cold temperatures (students) in order to compare sugar content. Students will also compare these sugar contents and associated calories to the sugar content and calories of a natural fruit juice.

Academic Content Standards

ELA Common Core Standards for Literacy in Science and Technical Subjects (R-reading, W-writing, SL-speaking and listening, L-language) Grades 6-8

R-1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R-3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

R-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical content relevant to grade (6-8) text and topics.

R-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph or table).

R-10 Read and comprehend complex literary and informational texts independently and proficiently.

W-2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade (6-8) topics, texts, and issues, building on others' ideas and expressing their own clearly.

L-1 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Next Generation Science Standards

Performance Expectations

MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Disciplinary Core Ideas

PS1.A Structure and Properties of Matter:

- Each substance has characteristic physical and chemical properties that can be used to identify it.
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

LS1.C Organization for Matter and Energy Flow in Organisms: Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, support growth, or release energy.

Science and Engineering Practices

- Analyze and interpret data to determine similarities and differences in the findings.
- Develop a model to predict and/or describe phenomena.
- Scientific knowledge is based on logical and conceptual connections between evidence and explanation.

Crosscutting Concept

Macroscopic patterns are related to the nature of microscopic and atomic-level structure.

Background Information

The solubility of a substance is defined as the amount of **solute** that will dissolve in a **solvent**. A solute is the substance that dissolves in a liquid. A solvent is the liquid that dissolves the solute. For example,

in a sugar water solution, the sugar (solute – substance present in least amount) will dissolve in water (solvent – substance present in larger amount). Sugar solubility in water increases when temperature increases. The heated water molecules move faster, allowing the sugar to more readily fit between the water molecules. For example, if you add table sugar to tea that has already cooled, the sugar will collect at the bottom of the glass. This happens because the molecules in the cold tea are not moving as quickly as the hot tea, preventing the sugar from readily dissolving. The result is a tea that will taste less sweet until you reach the bottom, where all the sugar has collected. Since heat makes sugar more soluble, we should be aware of foods containing sugar that have been heated during preparation (e.g. some sweetened beverages and candy). It is important to be aware of the types of sugar in these products. For example, naturally sweetened orange juice will be a better choice when compared to another with added sugar. Naturally sweetened products contain only the sugar found in the product and do not have added sugar.

Materials

Teacher Materials

NOTE: Teacher material list is based on 6 groups of 4-5 students (24-30 students total).

Demonstration *(see Suggested Instructional Plan step 7)*

- safety goggles
- 100mL water
- 1 triple beam balance
- 1 hot plate or double burner
- 1 small or medium pot
- apron (optional)
- 500g white sugar
- 1 Large Spoon
- 6 Styrofoam cups to hold heated solution
- 1 Container for massing sugar

Lab Investigation

- 30 oranges
- 150g white sugar
- 6 plastic sandwich bags
- 100g white sugar (as extra)

Student Materials

NOTE: Student material list is based on 1 group of 4-5 students. Refer to the FoodMASTER Middle "Equipment and Material Lists by Chapter" for whole class estimates (24-30 students divided into 6 groups) on perishable and nonperishable materials.

- safety goggles
- 1 - 9 oz. plastic cup
- 1 - 100mL graduated cylinder
- 1 plastic spoon
- 1 paper plate
- 1 hand juicer
- 4 or 5 oranges
- aprons (optional)
- 1 250mL beaker with 125-150mL water
- 1 small bag sugar (25g)
- 1 plastic knife
- 1 medium bowl (diameter = 7.5-9")
- 1 triple beam balance
- 6, 2-4 oz. Styrofoam cups (tasting)

Teacher Pre-Lab Preparation

IMPORTANT NOTE: The teacher will demonstrate creating the heated sugar solution.

1. Review teacher background information, teacher preparation slides, student pre-lab slides/videos, student introduction, suggested instructional plan, and the student *Food Exploration* lab investigation procedures.

2. Prepare materials for the teacher demonstration and for each group.

3. The teacher demonstration will show students a heated (supersaturated) solution. After saturating the solution, you will divide the liquid among 6 (1 per group) Styrofoam cups. The solution will be very hot. It is important to allow cooling time before students observe the solution. Students will need to observe the solution starting with conclusion question #2.

4. Each group will need 100mL water in a graduated cylinder or other container, and 1 bag containing 25g of white sugar. Keep extra sugar on hand during the lab investigation. Some groups may need additional sugar when creating their saturated solutions.

5. If needed, identify 2-3 students to help with the teacher demonstration (e.g. measuring, recording data on board).

6. Students may need to be taught or reminded how to use a triple beam balance, including how to mass granular solids. General directions are provided for students in their procedure.

TIMESAVERS: To save time pre-measure the 500g of sugar needed in the demonstration. Separate the sugar into two plastic bags containing 250g each.

If time is a limitation, use the demonstration video in the student pre-lab materials in place of the in-class teacher-led demonstration. Provide students with the data found in Table A on page 217 of the Teacher Edition after your class has viewed the video.

Suggested Instructional Plan

1. Review scientific vocabulary and knowledge prerequisites:

Solution	**Saturated Solution**	**Super-saturated Solution**
Solvent	**Solute**	

2. Consider having your students research common solutions in everyday living (particularly those we consume) prior to beginning the lab investigation.

3. Distribute Materials:

   It is recommended that materials are organized into stations for easier distribution. Materials are recommended based on the amount needed for 1 class of 30 students. Students should be arranged in small groups of 4-5.

Each group should receive:

- Student Lab Investigation Worksheets (1 per student)
- Student Lab Materials

4. If applicable, ask students to read Sugar Solutions and complete the focus questions for this lab investigation.

5. Before beginning the lab investigation:

   a. Require students to wash their hands.

   b. Emphasize the importance of practicing good food safety behaviors by not consuming substances used as part of the lab investigation.

   c. In this investigation, students should be allowed to taste their final product as part of the lab investigation.

6. Begin the student lab investigation by asking students to make a prediction about which solution will contain the greatest concentration of sugar.

7. Launch the **teacher demonstration**. The demonstration will show students how to create a heated (super-saturated) solution. Write data (grams of sugar needed to saturate the solution) on the board for students to record.

   a. On high heat, quickly heat 100mL of water.

   b. While the water heats, measure out 250 grams of sugar.

   c. Once the water is hot (simmering, but not boiling), begin adding sugar 50-100 grams at a time. Allow the sugar to dissolve before adding more sugar.

   d. Continue heating the solution and adding sugar, until additional sugar will not dissolve. If you have to add additional sugar beyond the initial 250 grams, measure and add sugar in 50-gram increments.

   e. Record the specific amounts of water (mL) and sugar (grams) needed to create the super-saturated solution. Students should record the amount of carbohydrate (sugar) needed to create a super-saturated heated solution in Table A.

   f. Divide the hot solution into separate Styrofoam cups (1 per group of students) and set aside, allowing each to cool for later observation.

8. Launch the student portion of the lab investigation. Students should find that the heated sugar solution (super-saturated) had the greatest amount of sugar in it, followed by the cold solution (saturated), and regular solution (fresh orange juice).

   a. *Solution:* At the end of the lab, students will make freshly squeezed orange juice. The natural sugar in the orange juice is a solution. Solutions consist of two or more substances. The orange juice is not fully saturated with sugar particles. They are different from colloids and emulsions. Colloids are solutions with particles dispersed throughout. Emulsions are a suspension of two substances that do not mix together.

b. *Saturated Solution:* The cold solution represents a saturated solution. A saturated solution is created when a maximum amount of solute (sugar in this case) is dissolved into another substance (solvent). Environmental conditions (e.g. temperature) can result in changes to solubility.

c. *Super-saturated Solution:* The heated solution represents a super-saturated solution. Generally, the higher the temperature, the greater the solubility of a solid in a liquid (e.g. sugar in water). Super-saturated solutions have been forced to dissolve a greater amount of solute than it is normally capable of holding. This type of solution is unstable. Agitation (e.g. insertion of a wooden skewer) will cause the formation of crystals.

9. Allow students to work in small groups on the Student Lab Investigation worksheet to further explore the topic and respond to lab questions.

10. Follow-up with a class discussion about solutions commonly found in real life (e.g. soft drinks, sweet tea, simple syrup), and the relevance to overall health and energy balance. See *Teacher Bites* for ideas on how to further extend this lesson.

Teacher Bites: Lesson Extension

- Repeat the investigation with salt to determine solubility differences between the substances.
- Have students bring in Nutrition Facts labels from their favorite sweetened beverage (see Investigating Your Health). Compare the sugar content and ingredients. Be sure to point out the sources of sugar (i.e. natural versus added sugars).
- Teach students about crystallization and solutions that are saturated beyond the solvents capacity by making "crystal rocks." After allowing the super-saturated solution to cool, place a wooden skewer or thread into the solution. You should begin to see crystallization within 5 hours. If you fail to see crystals, you may need to further saturate your solution with additional sugar.

Investigating Your Health:
Surprising Sugar

STUDENT HEALTH INVESTIGATION

Lesson Focus

Explore sources of added sugars in the diet. Students will evaluate the sugar content of common beverages and evaluate sugar consumption within their own diet.

Lesson Description

Students will compare and contrast Nutrition Facts labels for three types of beverages including soda, juice, and their favorite drink. They may find labels in the grocery store or use USDA's on-line database. Students will also record the type, amount, and calories of the sugar-sweetened beverages they consume in one week.

Academic Content Standards

ELA Common Core Standards for Literacy in Science and Technical Subjects (R-reading, W-writing, SL-speaking and listening, L-language) Grades 6-8

R-1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical content relevant to grade (6-8) text and topics.

R-10 Read and comprehend science/technical texts in the grades 6-8 text.

W-2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W-7 Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W-9 Draw evidence from informational texts to support analysis, reflection, and research.

Next Generation Science Standards

Performance Expectation

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Disciplinary Core Idea

LS1.C Organization for Matter and Energy Flow in Organisms: Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, support growth, or release energy.

Science and Engineering Practices

Analyzing and Interpreting Data: Analyze and interpret data to determine similarities and differences in the findings.

Suggested Instructional Plan

1. Review Scientific Vocabulary and Knowledge Prerequisites:

   Added Sugars **Natural Sugars**

2. **Part A** - Instruct students to research common sources of dietary sugar prior to beginning the investigation. Students should seek to identify specific food sources of added sugars in the diet and the health consequences of consuming too much sugar.

3. Students can find food labels in the grocery store, USDA's nutrient database (http://ndb.nal.usda.gov/ndb/search/list), or use the labels provided.

4. See the Teacher Edition workbook for answers to the *Investigating Your Health* lab questions.

5. **Part B** - Instruct students to keep a log of how often they drink sweetened beverages over seven days. If time is a factor, instruct students to recall their intake over the previous seven days. Students should consider all forms of sweetened beverages (e.g. soft drinks, sweetened tea).

6. See the Teacher Edition workbook for answers to the *Investigating Your Health* lab questions.

7. If completed in-class, allow students to work in small groups on the Investigation worksheet to further explore the topic and respond to questions.

8. Follow-up with a class discussion about student findings related to sweetened beverages and student generated ideas for healthier beverage options.

BEVERAGE NUTRITIONAL FACTS

Soft Drink: Dr. Peppy

Nutrition Facts

Serving Size	**12 fl oz**
Calories	**150**
Total Fat	**0g**
Sodium	**55mg**
Total Carbohydrates	**40g**
Dietary Fiber	**0g**
Sugars	**40g**
Protein	**0g**

Vitamin A 0%	Vitamin C 0%
Vitamin E 0%	Calcium 0%
Iron 0%	Thiamin 0%
Niacin 0%	Folate 0%
Vitamin B_{12} 0%	Zinc 0%
Magnesium 0%	

100% Juice: Orange Juice

Nutrition Facts

Serving Size	**8 fl oz**
Calories	**110**
Total Fat	**0g**
Sodium	**10mg**
Total Carbohydrates	**25g**
Dietary Fiber	**0g**
Sugars	**21g**
Protein	**2g**

Vitamin A 4%	Vitamin C 137%
Vitamin E 0%	Calcium 35%
Iron 2%	Thiamin 18%
Niacin 3%	Folate 15%
Vitamin B_{12} 0%	Zinc 0%
Magnesium 7%	

Favorite Drink Example: Sweetened Tea

Nutrition Facts

Serving Size	**16 fl oz**
Calories	**70**
Total Fat	**0g**
Sodium	**14mg**
Total Carbohydrates	**18g**
Dietary Fiber	**0g**
Sugars	**18g**
Protein	**0g**

Vitamin A 0%	Vitamin C 0%
Vitamin E 0%	Calcium 0%
Iron 0%	Thiamin 0%
Niacin 0%	Folate 0%
Vitamin B_{12} 0%	Zinc 0%
Magnesium 0%	