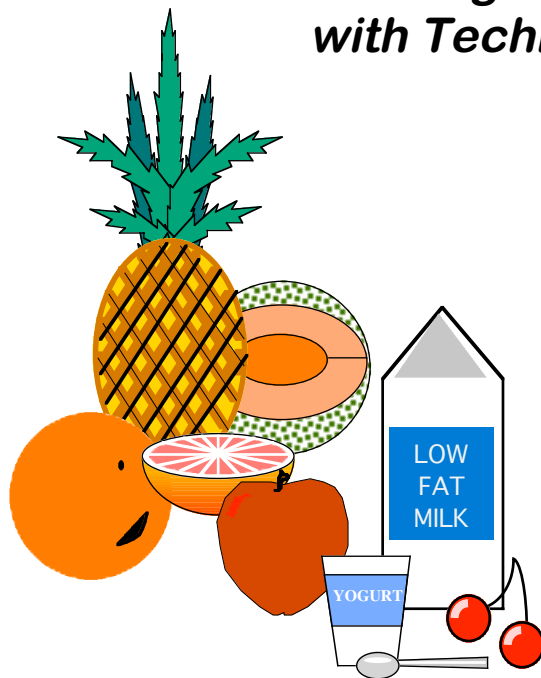


# Breakfast Science Project

*Building Thinking Skills  
with Technology*

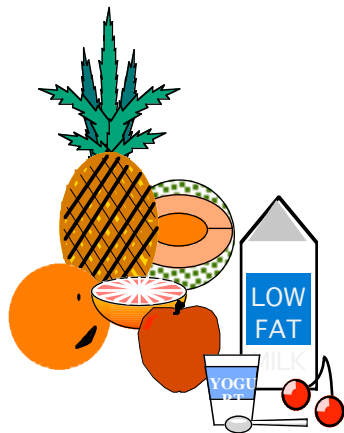


Marilyn Eggers  
Pacific Union Conference Advancing Technology in Education  
August, 1998

# Breakfast Science Project

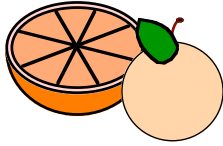
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“It is the work of true education to develop this power [individuality, power to think and to do], to train the youth to be thinkers, and not mere reflectors of other men’s thought.”

*Education, 17*



# Breakfast Science

## Introduction



Learning should be interesting and meaningful! Because of our hectic lifestyles, we too often get stuck in the rut of using worksheets and textbooks rather than incorporating innovative instructional strategies that address:

- multiple intelligences
- brain research
- Bloom's Taxonomy of the Cognitive Domain
- problem solving
- creativity
- real life



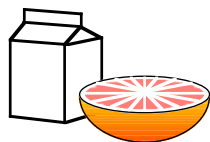
This packet of activities and resources is a springboard of ideas for how teachers can integrate technology and effective instructional strategies. Also, a brief collection of quotes from Eric Jensen's, *Teaching with the Brain in Mind* (1998), is included. Every teacher and parent should read this landmark book on how the brain learns and how we can best help our students achieve success. Many of the ideas and activities in this packet are supported by brain research..

- “Good quality education encourages the exploration of alternative thinking, multiple answers, and creative insights” (Jensen 16).
- “But today’s biology suggests that it’s the arts that lay the foundation for later academic and career success. A strong art foundation builds creativity, concentration, problem solving, self-efficacy, coordination, and values attention and self-discipline” (Jensen, 36).
- “Learning can become more functional when external stimuli is shut down and the brain can link it to other associations, uses, and procedures. ‘This association and consolidation process can only occur during down time,’ says Alan Hobson of Harvard University. This finding suggests that we may want to allow for several minutes of reflection time after new learning. Writing in journals or discussing the new learning in small groups makes good sense for the learning brain” (Jensen, 47).
- “Students can feel unmotivated in the face of unsuitable learning styles, a lack of resources, language barriers, a lack of choice, cultural taboos, fear of embarrassment, a lack of feedback, poor nutrition, prejudice, poor lighting, bad seating, the wrong temperature, fear of failure, a lack of respect, irrelevant content, and a host of other possibilities (Wlodkowski 1985)” (Jensen, 64).

- “Never assume that because something is relevant to you, it’s relevant to your students. Help them discover relevance , but don’t impose your connections. Give students time to link prior learning with discussion, mapping, and journaling” (Jensen, 92-93).
- “When used properly, cooperative learning is highly brain compatible” (Jensen, 93).
- “Put higher stakes in the learning through the setting of goals or the possibility of public presentations to evoke emotional investment” (Jensen, 94).
- “Do fewer, but more complex projects, especially lengthy multi-level projects, with sufficient time and resources” (Jensen, 95).
- “Explicit learning models can include graphic organizers. They are a way of giving information a base of context for better understanding and meaning....Mapping can serve as preexposure to the patterns of a topic. These web-like drawings are a graphic, creative visual display of the topic and the key relationships, symbols, and buzzwords that create meaning for the learner” (Jensen, 97).
- “Ultimately, everyone has to make his or her own meaning out of things. It’s not more content that students want; it’s meaning” (Jensen, 98).
- “Setting up a controversy could involve a debate, dialogue, or an argument. Any time you’ve got two sides, a vested interest, and the means to express opinions, you’ll get action!....Research indicates that when emotions are engaged right after a learning experience, the memories are much more likely to be recalled and accuracy goes up” (Jensen, 80).
- “Complex thematic patterns emerge *after* the brain has gathered sufficient data with which to make a meaningful context. Patterns can be forged and constructed only when enough essential “base” information is already known. As a result, thematic curriculum may be more useful to older students than younger ones” (Jensen, 96).
- “Kovalik now says that a point of view, a principle to operate from, is far more useful than the use of a simple yearlong theme. Universal concepts and core organizing principles like interdependency can make much better sense to youngsters” (Jensen, 96).
- There’s also a great deal of value in the interdisciplinary and cross-disciplinary models”

- “Attitude is important. Tell students, ‘Yes, you can.’ Start with a new attitude about memory and recall. Avoid saying, ‘Oops, I have to go back. I forgot something.’ A more accurate statement is, ‘Hey, I just remembered something; I’ve go to go back.’ In other words, you never forget anything; you just remembered it later than you wanted to!” (Jensen, 110).
- “Teachers ought to simply model the love of learning, and they should show enthusiasm about their job” (Jensen, 80).

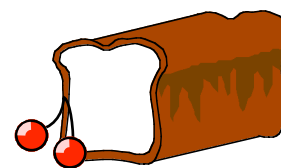
Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.



# Breakfast Science

## Cross-Curricular Activities

Grades 5-8



This collection of activities, projects, and ideas is just the beginning of what can be done with a breakfast theme! Critical thinking and multiple intelligences are addressed throughout.

### **Bible**

- Create a booklet on health and breakfast that includes inspirational resources as well as scientific ones.
- Conduct a Bible search on the web or in a print concordance to find verses that would support eating properly. Individuals or teams
- Conduct a Web search on E.G. White for quotes that would support eating breakfast. Individuals or teams

### **Science**

- Find out why cereals are enriched with certain vitamins and minerals. Write verses to a tune to explain this and sing it to the class. Teams
- Research how cereals are made. Evaluate the process. You may want to look for possible hazards, i.e., contamination problems. Individuals or teams
- Write and produce a skit on breakfast nutrition and the scientific reasons for eating well at breakfast. Perform the skit to the audience of your choice. Teams or whole class
- Write a formula for eating a good breakfast based on your scientific research. Individuals or teams
  - ◇ Example: fruit + grain + milk or milk product + protein = good breakfast

### **Math**

- Create a spreadsheet to do comparison shopping. Teams
  - ◇ Bring in boxes of cereal that have prices on them **OR** visit several markets with a chart to write name of cereal, market, weight, and price. Analyze data to find the best buys in your area. Individuals or teams
- Create and give a survey to all the students in the school on their breakfast eating habits. Put data into a spreadsheet or database. Create charts. Publish the results in the school or church newsletter. Whole class

### **Health**

- Make up analogies for eating breakfast and use them in creating posters. Display posters at the local library, airport, market, or other public place. Individuals or teams
  - ◇ “A day without breakfast is like....”
- Create a multimedia presentation on how and why the brain needs breakfast. Share with

other classes or schools. Individuals or teams

- ◊ Brain research ideas and concepts on web
- Paint a picture that shows the importance of breakfast. Consider featuring one or more various cultures, periods of time in history, or age groups. Individuals
- Choose a local restaurant that serves breakfast. Get a copy of the menu and analyze according to nutritional guidelines. Write an evaluation report to the restaurant with commendations and suggestions. Teams or whole class

### **Language Arts**

- Keep breakfast log for one week as a “T” chart. On the left side keep track of what you ate for breakfast. On the right side record how you felt and worked throughout that day. Analyze strengths and weaknesses. Write an evaluation that includes recommended changes and the reasons for those recommendations. Individuals
- Write daily reflection journal on breakfast discoveries, applications, & questions, during the breakfast unit. Individuals
- Write a poem about breakfast. Individuals
- Write a fable about breakfast nutrition. Individuals

### **History**

- Investigate and create a report on the development of breakfast cereals. Individuals or teams
  - ◊ Dr. Kellogg, SDA church, and breakfast cereal industry
- Create a picture timeline to show breakfast changes throughout history. Individuals, teams or whole class
- Pick a time period in history. Compare and contrast the breakfast diets of the various groups. Be sure to keep track of your sources. Individuals
  - ◊ Example: Native Americans and colonialists

### **Interdisciplinary**

- Create a balanced nutritional breakfast menu for a homeless kitchen or others in need, create a budget, raise the money, purchase the food, choose the music to play during breakfast, cook the breakfast, serve and clean up afterward. Evaluate the process and event. Whole class
- Create a board or card game on breakfast. Teams
- Create a 1-2 minute Public Service Announcement (PSA) video on the importance of breakfast to be shown to the rest of the school, parents, and/or church members. Or show it at a local public school, retirement center or public TV station. Teams
- Create a database on the nutritional labels of breakfast cereals. Analyze to find the best, worst, etc., based on nutritional guidelines. Teams or whole class
- Create a puppet show for young children to teach about eating breakfast. Teams or whole class
- Design a nutritious breakfast product that doesn't exist yet. Produce a prototype and test

it with your class. Develop a marketing plan and a responsible product packaging plan. Create a print or multimedia advertisement. Teams

- Create and post a breakfast web site with reports, original pictures, and links to further information. Teams or whole class
- Create a brochure on breakfast to be given to your chosen target audience. Be sure to include graphics and good information in an attractive form. Teams or whole class
- Design a breakfast with no meat or processed foods. Then make it and serve to the audience of your choice. Teams
- Make a class breakfast cookbook. Specialize in easy and quick breakfasts. Create your own original breakfast recipe, test with others. Have a special breakfast and make some of the class's favorite recipes. Have cookbooks available for "book signing". Consider making a multicultural breakfast cookbook or at least having a multicultural section. Individuals and whole class
- Have a breakfast fair and invite the church and/or community to attend. Share all the projects the class has made. Invite nutritionists and medical folks to participate. Whole class

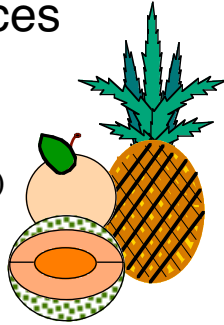
### **Research Questions to Explore**

- Are there stories that mention breakfast (eating in the morning) in the Bible?
- Is there a connection between eating a good breakfast and the body's metabolism?
- Do animals eat when they wake up?
- Do primates have breakfast habits?
- How—if at all—has El Niño effected breakfast? Consider crops, etc.
- Does the United States give any foreign aid that helps with breakfasts?
- Find the United States exports and imports that are related to breakfast.
- Is eating a balanced nutritional breakfast an equal opportunity for all? If so, how? If not, why not? If not, propose creative solutions.



# Breakfast Resources

**NOTICE:** Web sites often change quickly. This means that the URLs (web addresses) may change or that the content may change. Please check out the sites before having your students do web research. These web addresses are posted for your convenience on a web page at:



<http://www.atie.org/~meggers/atie/breakfast/>

## Student Web Resources

- Kellogg's Nutrition Camp!  
<http://www.nutritioncamp.com/>
  - Kellogg's Nutrition University  
<http://www.kelloggsnu.com/>
  - Breakfast for You and Your Child  
<http://www.eatright.org/nfs64.html>  
American Dietetics Association
  - Breakfast--Still Kids Most Important Meal of the Day  
<http://www.eatright.org/nfs14.html>  
American Dietetics Association
  - Nutrition Guidelines: Breakfast and Nutrition  
<http://web.bu.edu/cohis/nutrion/health/dietguid/brkfast.htm>
  - Breakfast Around the World  
<http://www.minnetonka.k12.mn.us/SCHOOLS/groveland/grade1/breakfast.html>  
A grades K-3 Internet project.
  - A Multi-Cultural Breakfast in Your Classroom
- <http://www.minnetonka.k12.mn.us/SCHOOLS/groveland/grade1/room.html>
  - Food and Fitness  
<http://kidshealth.org/kid/food/>
  - Dole 5 a Day: Nutrition Education for Kids, Teachers and Parents  
<http://www.dole5aday.com/>
  - Choose a Healthy Breakfast  
<http://www.public.health.wa.gov.au/hp1008.htm>
  - Good Intentions Can't Beat Breakfast  
<http://www.healthyideas.com/cooking/news/more/970821.news.html>  
The must have meal: empty tummy = empty head
  - Bible Gateway  
<http://bible.gospelcom.net/bible?>
  - E.G. White Writings  
<http://www.egwestate.andrews.edu>
  - The Food Guide Pyramid  
<http://www.kidslaughing.com/FoodPyramid.htm>
  - Time for School Breakfasts: The Facts  
<http://www.usda.gov/fcs/ogapi/FACTS4.htm>
  - Five-Minute Breakfast Fuel Ups  
<http://www.wheatfoods.org/archive/5fast.html>
  - Make Extra Special Oatmeal - Recipe  
<http://www.teleport.com/~eversc/emlnews/FK-NovDec97.htm#KID>

- Fuel for Active Kids  
<http://www.teleport.com/~eversc/emlnews/FK-JulyAug97.htm#FA>
- Comparing Sugar and Fiber in Breakfast Cereals  
<http://www.teleport.com/~eversc/emlnews/FK-June97.htm#kids>
- Helping Those in Need  
<http://www.teleport.com/~eversc/emlnews/FK-May97.htm#kids>
- 5 Healthy Things to Do (March/April)  
<http://www.teleport.com/~eversc/emlnews/FK-MarchApril97.htm#kids>
- 10 Healthy Things to Do (February)  
<http://www.teleport.com/~eversc/emlnews/FK-Feb97.htm#kids>
- A Nutter Peanut Butter Story  
<http://www.teleport.com/~eversc/emlnews/FK-Jan97.htm#kids>
- Nutrition Sites for Kids  
<http://www.teleport.com/~eversc/Links.htm>
- Breakfast Recipes  
<http://SOAR.Berkeley.EDU/recipes/breakfast/>
- Kid Recipes  
<http://SOAR.Berkeley.EDU/recipes/kids/indexall.html>
- Fruity Breakfast Parfait - Recipe  
<http://www.dole5aday.com/cook/1.html>
- Cyber Eat-Os Cafe: CyberSpace

Healthy Eating and Snacks  
<http://www.tomorrows-girl.com/cybreatos.htm>

- Kids Food CyberClub Homepage  
<http://www.kidsfood.org/>
- Native American Traditional Food Nutrients  
<http://indy4.fdl.cc.mn.us/~isk/food/fooddata.html>
- Native American Foods - Recipes  
<http://indy4.fdl.cc.mn.us/~isk/food/recipes.html>
- Andrew's Belgian Breakfast - Recipe  
<http://www.affi.com/for-kids/andrew.htm>

## Teacher Web Resources

- Catch the Calcium Craze  
<http://www.eatright.org/nfs72.html>  
American Dietetics Association
- The Role of Healthy Eating in Weight Loss  
<http://www.realtime.net/anr/weightloss.html02>  
Mentions SDAs
- Nutrition Information  
<http://www.public.health.wa.gov.au/CatNut.htm>
- Nutrition Education - Breakfast Eaters  
<http://www.ext.vt.edu/news/periodicals/foods/education/dec97-12.html>

- Breakfast: Waking Up to a Healthy Start



<http://www.familyhaven.com/health/breakfst.html>

- National School Breakfast Week and Nutritional Info  
<http://www.asfsa.org/nutritionnews/1998nsbw/index.htm>
- Food Guide Pyramid in Asian Languages  
<http://www.asfsa.org/nutritionnews/FOOD.HTM>
- Learn Healthy Nutritional Habits  
<http://www.mes.umn.edu/Documents/J/I/11350.html>
- Children's Nutrition  
<http://www.bcsct.com/kidnutri.htm>
- Eating Fruit Can Save Your Life  
<http://www.womensedge.com/cooking/news/more/971009.news.html>
- Sizing Up Kids' Nutrition and Fitness  
<http://www.geocities.com/HotSprings/2455/sizing.html>
- A Practical Guide for Parents: Advertising, Nutrition, and Kids  
<http://www.geocities.com/HotSprings/2455/adnukid.html>
- Traditional (Native American) Food Health  
<http://indy4.fdl.cc.mn.us/~isk/food/foodmenu.html>

- Ethnic and Regional Cooking  
<http://www.kitchenlink.com/rcpeth3.html>
- Vegetarian and Vegan Recipes  
<http://www.vrg.org/recipes/>
- Vegetarian Corner - Recipes  
<http://www.fabulousfoods.com/recipes/vegcorner/vegcorner.html>
- Breakfast Recipes  
<http://www.fabulousfoods.com/recipes/breakfast/breakfast.html>
- Vegetarian Nutrition  
<http://www.vrg.org/nutrition/>
- Breakfast Specials - Recipes  
<http://members.tripod.com/~dinerfoods/breakfast.html>
- Best Breakfast Bets - Links to Recipes  
<http://www.bguide.com/webguide/fw/plus/970613.fabfinds.html>
- Vegetarians - Nutrition  
<http://www.thriveonline.com/eats/joan.04-08-97.html>
- Vegetarian Recipes  
<http://soar.berkeley.edu/recipes/vegetarian/index0.html>

## Software Possibilities

Schools don't need lots of software to run a great learning program; however, they do need to have a few, well-selected tools that will enhance student creativity, critical thinking, and problem solving. This list is not comprehensive but gives several examples for each category.

- **Word processing:** MS Word, WordPerfect, MS Works, AppleWorks, etc.
- **Database:** MS Access, MS Works, AppleWorks, FileMaker Pro, etc.
- **Spreadsheet:** MS Excel, MS Works, AppleWorks, Corel Quattro Pro , etc.
- **Draw/Paint:** MS Works, AppleWorks, Paintbrush, etc.
- **Multimedia:** HyperStudio, MS PowerPoint, Digital Chisel, Kid Pix Studio Deluxe, Corel Presentations, etc.
- **Wep page editor:** Adobe PageMill, MS FrontPage, etc.
- **Mapping/webbing:** Inspiration
- **Desktop Publishing:** MS Works, AppleWorks, MS Publisher, Print Shop Deluxe, Adobe PageMaker, etc.
- **E-mail:** Outlooks Express, Eudora Light - both free
- **Web Browsers:** Netscape, MS Internet Explorer - both are free

# Breakfast Science Database



## Introduction

One of the most powerful tool applications to use for teaching critical thinking and problem solving is the database. The database allows students and teachers to gather and manipulate data in creative ways that they wouldn't otherwise be able to do.

When students collect data—whether off cereal boxes, observations, measurements, surveys, etc.—and put it into a database, they are empowered to think in new ways. Since we are in the information age, it is important that students be able to evaluate “information critically and competently”.<sup>1</sup>

## Objectives

1. Students will collect breakfast cereal nutritional information and will create a database.
2. Students will compare and contrast nutritional data in the database.
3. Students will analyze the data compared with nutritional guidelines.

## Procedure

1. Have students bring in boxes of cereal. If there isn't enough variety, go to the market and collect the necessary information. It would be good to have about 20-30 cereals represented (or more if your students really get into this activity).
2. Discuss with students what could be learned by studying the nutrition labels on cereal boxes. Have them brainstorm possible field names. Set up the database with the fields (or as noted on p. 13).
3. Have pairs of students take turns entering the data. Stress the need for accuracy. One student can double check the other's work. Have students alternate doing data entry. And be sure to have all students participate.
4. Once the database is complete have students generate questions that could be answered by working with the database (or use the worksheet on p. 12).
5. Have students work in pairs to answer the questions.

## Evaluation

1. Have students reflect on their work and evaluate what they discovered.

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<sup>1</sup> “The Nine Information Literacy Standards for Student Learning,” see page 20

# Breakfast Cereal Science

## Reference Page

### Cereals listed:

Cheerios  
 Cinnamon Streusel  
 Corn Flakes  
 Corn Pops  
 Crispix  
 French Toast Crunch  
 Frosted Cheerios  
 Frosted Flakes  
 Frosted Mimi-Wheats  
 Fruit & Fibre  
 Fruit Loops\*  
 Grape-nuts  
 Honey Crunch Corn Flakes  
 Honey Nut Cheerios  
 Honey Nut Clusters  
 Lucky Charms  
 Oatmeal Crisp  
 Raisin Bran  
 Rice Krispies  
 Shredded Wheat 'n Brann\*  
 Shredded Wheat Spoon Size  
 Special K  
 Total Corn Flakes  
 Total Whole Grain  
 Trix  
 Wheat Chex

### Fat Information

Recommendations: No More Than—  
 Total fat: 30 percent of calories  
 Saturated fat: 10 percent of calories  
 Polyunsaturated fat: 10 percent of calories  
 Monounsaturated fat: 10 percent of calories

<u>Energy Source—1 gram</u>	<u>Num. of Cal.</u>
Carbohydrate	4
Fat	9

### Carbohydrate Information

**Complex carbs** (starches) and naturally occurring sugars (fruits, milk, and yogurt)

Percent of cal. recommended	48
Percent of cal., typical Am.	28

**Refined & processed** sugars (table sugar, sweeteners added to processed foods)

Percent of cal recommended	10
Percent of cal., typical Am.	18

### Dietary Fiber Information

Food contains:	Food considered:
2 to 3 grams	Fiber source
4 to 5 grams	Good fiber source
6 to 7 grams	Very good source
8 grams & over	Excellent source

### Sodium Guidelines

For healthy people who wish to monitor their sodium intake, use the following guide to evaluate the sodium levels in breakfast cereals:

<b>Amount</b>	<b>Rating</b>
125 mg to 200 mg	Low
200 mg to 300 mg	Moderate
More than 300 mg	High

### Estimated Safe and Adequate Daily Intake of Sodium

<b>Age</b>	<b>mg of Sodium</b>
1-3	325-975
4-6	450-1350
7-10	600-1800
11 & over	900-2700
Adults	1100-3300

### Field

Gram  
 Cal.  
 Fat Cal.  
 Total fat  
 Chol.  
 Sodium  
 Total Carb.  
 Fiber  
 Sugars  
 Protein  
 1st Ingred.  
 2nd Ingred.  
 3rd Ingred.

### Content

# of g per serving  
 Number of calories  
 Calories from fat  
 Total g from fat  
 Cholesterol, mg  
 mg  
 Total # of g  
 g  
 g  
 g  
 First ingredient  
 Second ingred.  
 Third ingredient

**Adding 1/2 cup of low fat (2% fat) milk** to cereal adds: 1 1/2 tsp naturally occurring sugar, 60.5 calories, 60.9 mg sodium, 2.45 g of fat, 9.15 mg of cholesterol, and 4.05 g protein.

### References

Carper, J. (1987). *Jean Carper's Total Nutrition Guide*. New York, NY: Bantam Books.  
 Chilnick, L.D. (1987). *The Food Book*. New York, NY: Dell Publishing.

# Breakfast Cereal Cost Comparison Chart

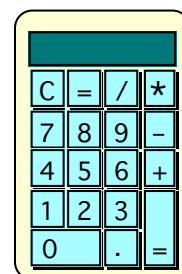
Market \_\_\_\_\_ Town \_\_\_\_\_

Cereal	Weight	# of Servings	Grams/Serv.	Price

# Breakfast Science Spreadsheet

## Introduction

Databases deal primarily with words, although they can do some calculations. Spreadsheets, however, are number crunchers and also allow us to answer “what if” questions.



## Objectives

1. Students will collect data on breakfast cereal prices and will create a spreadsheet.
2. Students will compare and contrast prices of cereals of various sizes from different markets.
3. Students will evaluate the data to determine the best economic deals on breakfast cereal in the area.
4. Students will combine their knowledge from the cereal nutritional database with the best economic deals for the best of the best cereal.

## Procedure

1. Have students brainstorm what information they would need in order to find the best deals on cereal.
2. Have students make a chart with those factors or labels (or have them use the chart on p. 16) to collect the data from local markets.
3. Have students choose which cereals they each will gather information about.
4. Group students to cover the markets in the area. Make sure that all participate.
5. Have students create the spreadsheet. Enter labels.<sup>1</sup>
6. When data is collected, have student pairs enter the values. One student enters data while the other double checks for accuracy. Trade partners. Make sure that all participate.
7. Once data is entered, have class brainstorm on how to set up the formulas for the spreadsheet.
8. Set formulas up and analyze the results. Encourage students to be creative.

## Evaluation

1. Have students evaluate their work and make recommendations to parents.
2. Have students decide what they would do differently if they were to do this again.

<sup>1</sup> Or you could have students first create a database with the information and then copy and paste it into a spreadsheet after you have sorted it the way you want it. This arrangement allows students to do more than one kind of analysis on the data.



### Breakfast Cereal Cost Comparison

	A	B	C	D	E	F	G	H	I	J	K
1	Cereal	Weight	No. of Serv.	Gr. per Serv.	Price	Pr. per Gr.	Pr. per Serv.	Brand	Type	Market	City
2	100% Nat. Gr. - Low Fat R.	23.4	12	55	5.29			Quaker	Dry	Lucky	Sand City
3	100% Nat. Gr. - O.& H.	28	17	48	5.29			Quaker	Dry	Lucky	Sand City
4	100% Nat. Gr. - O. & H.	28	17	48	5.39			Quaker	Dry	Nob Hill	Watsonville
5	100% Nat. Gr. - R.	23.4	12	56	5.39			Quaker	Dry	Nob Hill	Watsonville
6	100% Nat. Gr. - R.	28	16	51	5.29			Quaker	Dry	Lucky	Sand City
7	Cheerios	10	9	30	2.83			Gen. Mills	Dry	Lucky	Sand City
8	Cheerios	15	14	30	3.69			Gen. Mills	Dry	Lucky	Sand City
9	Cheerios	20	19	30	4.89			Gen. Mills	Dry	Nob Hill	Watsonville
10	Cheerios	20	19	30	5.09			Gen. Mills	Dry	Lucky	Sand City
11	Cheerios	35	33	30	5.99			Gen. Mills	Dry	Nob Hill	Watsonville
12	Cheerios	10	9	30	2.89			Gen. Mills	Dry	Nob Hill	Watsonville
13	Cheerios	15	14	30	3.79			Gen. Mills	Dry	Nob Hill	Watsonville
14	Cinnamon Toast Crunch	14	13	30	4.09			Gen. Mills	Dry	Lucky	Sand City
15	Cinnamon Toast Crunch	14	13	30	4.19			Gen. Mills	Dry	Nob Hill	Watsonville
16	Cinnamon Toast Crunch	20.25	19	30	4.99			Gen. Mills	Dry	Lucky	Sand City
17	Cookie Crisp	12.25	11	30	4.29			Gen. Mills	Dry	Nob Hill	Watsonville
18	Corn Bursts	15	14	31	2.49			Malto Meal	Dry	Nob Hill	Watsonville
19	Corn Flakes	12	12	28	2.33			Kellogg	Dry	Lucky	Sand City
20	Corn Flakes	12	12	28	3.29			Kellogg	Dry	Nob Hill	Watsonville
21	Corn Flakes	18	18	28	3.13			Kellogg	Dry	Lucky	Sand City
22	Corn Flakes	24	24	28	3.69			Kellogg	Dry	Lucky	Sand City
23	Corn Flakes	24	24	28	3.79			Kellogg	Dry	Nob Hill	Watsonville
24	Corn Flakes	45	46	28	5.49			Kellogg	Dry	Nob Hill	Watsonville
25	Cream of Wheat	12	12	28	3.89			Nabisco	Inst. Cod	Nob Hill	Watsonville
26	Cream of Wheat	28	24	33	3.98			Nabisco	Cooked	Lucky	Sand City
27	Crunchy Corn Bran	16	17	27	2.99			Quaker	Dry	Lucky	Sand City
28	Crunchy Corn Bran	16	17	27	3.49			Quaker	Dry	Nob Hill	Watsonville
29	Golden Grahams	13	12	30	4.19			Gen. Mills	Dry	Nob Hill	Watsonville
30	Golden Grahams	18	17	30	4.79			Gen. Mills	Dry	Lucky	Sand City
31	Grape Nuts	16	8	58	2.69			Post	Dry	Nob Hill	Watsonville
32	Grape Nuts	32	16	58	4.09			Post	Dry	Nob Hill	Watsonville
33	Grape Nuts	64	31	58	6.39			Post		Nob Hill	Watsonville
34	Grape Nuts	24	12	58	3.59			Post	Dry	Nob Hill	Watsonville
35	Grape-Nuts	24	12	58	3.43			Post	Dry	Lucky	Sand City
36	Grape-Nuts	32	16	58	3.89			Post	Dry	Lucky	Sand City
37	Lucky Charms	14	13	30	4.29			Gen. Mills	Dry	Nob Hill	Watsonville
38	Lucky Charms	20	19	30	5.09			Gen. Mills	Dry	Lucky	Sand City
39	Multi Bran Chex	16	8	58	3.79			Gen. Mills	Dry	Nob Hill	Watsonville
40	Oatmeal Crisp - Almond	17.5	9	55	4.49			Gen. Mills	Dry	Nob Hill	Watsonville
41	Quick Oatmeal	42	30	40	3.69			Quaker	Cooked	Nob Hill	Watsonville

# The Nine Information Literacy Standards for Student Learning

## Information Literacy

The student who is information literate:

- Standard 1      Accesses information efficiently and effectively.
- Standard 2      Evaluates information critically and competently.
- Standard 3      Uses information accurately and creatively.

## Independent Learning

The student who is an independent learner is information literate and:

- Standard 4      Pursues information related to personal interests.
- Standard 5      Appreciates literature and other creative expressions of information.
- Standard 6      Strives for excellence in information seeking and knowledge generation.

## Social Responsibility

The student who contributes positively to the learning community and to society is information literate and:

- Standard 7      Recognizes the importance of information to a democratic society.
- Standard 8      Practices ethical behavior in regard to information and information technology.
- Standard 9      Participates effectively in groups to pursue and generate information.

Excerpted from chapter 2, "Information Literacy Standards for Student Learning," of *Information Power: Building Partnerships for Learning*.

## Breakfast Cereal Nutrition

Cereal	Cal.	Fat Cal.	T. Fat	Chol.	Sodium	T. Carb.	Sugars	Protein	1st Ingred.	2nd Ingred.
Cheerios	80	10	1.5	0	200	16	1	2	whole oat flour	modified food starch
Cinnamon Streusel	100	10	1	0	160	23	8	2	rice flour	sugar
Corn Flakes	80	0	0	0	230	18	2	1	milled corn	sugar
Corn Pops	110	0	0	0	110	26	12	1	milled corn	sugar
Crispix	70	0	0	0	180	18	2	2	milled corn	rice
French Toast Crunch	120	15	1.5	0	170	26	12	1	corn meal	sugar
Frosted Cheerios	110	10	1	0	200	24	13	2	whole oat flour	sugar
Frosted Flakes	120	0	0	0	220	29	13	2	milled corn	sugar
Frosted Mini-Wheats	120	5	0.5	0	0	28	7	3	whole wheat	sugar
Fruit & Fibre	200	25	3	0	230	39	13	4	whole wheat	rice
Fruit Loops*	100	5	1	0	125	23	12	1	sugar	corn flour
Grape-nuts	200	10	1	0	350	47	7	6	wheat	malted barley
Honey Crunch Corn Flakes	130	10	1	0	310	30	12	2	milled corn	sugar
Honey Nut Cheerios	110	10	1	0	260	22	10	2	whole oat flour	sugar
Honey Nut Clusters	140	15	1.5	0	180	30	11	2	whole wheat	rice
Lucky Charms	110	10	1	0	200	24	12	2	whole oat flour	marshmallow bits
Oatmeal Crisp	210	25	2.5	0	210	44	19	4	whole grain oats	whole grain wheat
Rasin Bran	130	10	1	0	250	30	13	3	wheat bran	raisins
Rice Krispies	90	0	0	0	270	22	2	2	rice	sugar
Shredded Wheat 'n Brann*	200	5	1	0	0	47	1	7	whole wheat	wheat bran
Shredded Wheat Spoon Size	170	5	0.5	0	0	41	0	5	whole wheat	preservative
Special K	110	0	0	0	250	22	3	6	rice	wheat gluten
Total Corn Flakes	110	5	0.5	0	210	25	3	2	corn meal	sugar
Total Whole Grain	110	10	1	0	200	24	5	3	whole grain wheat	sugar
Trix	110	15	1.5	0	180	23	12	1	corn meal	sugar
Wheat Chex	190	10	1	0	390	41	5	5	whole wheat	sugar