



**Teacher Instructional Guide
Unit 2 – Nutrition and Health**

Lesson 1 – MyPyramid.gov

Lesson 2 – MyPyramid.gov: Steps to a Healthier You -Template

Lesson 3 – Balance, Variety, and Moderation

Lesson 4 – Breaking Bad Food Habits

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – MyPyramid.gov

Objective:

Students will learn about MyPyramid.gov and the Dietary Guidelines for Americans and how to incorporate these guidelines into their daily lives.

Standards

Health TEKS 6.1 A – Students analyze healthy and unhealthy dietary practices.

Health TEKS 6.1 B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B, - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What do you know about MyPyramid.gov and the current Dietary Guidelines for Americans?” Accept reasonable answers. Explain to students that they are going to learn about the Dietary Guidelines for Americans and the MyPyramid.gov Food Guidance System in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What do the colored bands on the MyPyramid graphic represent? (**Grains, Vegetables, Fruit, Milk, Meat and Beans, and Oils.**)
- What is the dietary recommendation for vegetables? (**2 ½ cups a day.**)
- What is the dietary recommendation for milk? (**3 cups a day.**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Either in class or at home, have students do further research on the Dietary Guidelines for Americans. Once they know specific facts and recommendations, have them make a “Dietary Guidelines for Americans” collage. They can draw, use clippings from newspapers or magazines, and/or use images from the Internet. When the students are finished with their collages, have each present his/her poster to the class. Display the posters in the classroom.
- Have students keep track of what they eat for week in a food journal or using the MyPyramid worksheet in the student section at www.caprockpress.com. At the end of the week, have them evaluate whether they met the Dietary Guideline recommendations. Then have each student write a brief paper about what he/she lacked and how he/she can change his/her eating habits to better meet the recommendations.
- **(Guest Speaker)** Have a registered dietician speak to your class about his/her job and the importance of healthy eating.
- **(Guest Speaker)** Have the cafeteria manager from your school talk to your class about how he/she works to follow the current Dietary Guidelines when preparing meals for the students.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the MyPyramid.gov Food Guidance System and the Dietary Guidelines for Americans.

1. Ask students to write or orally give a brief overview of the MyPyramid.gov Food Guidance System and state whether they think it is an effective tool. Students should support their answers with specific examples.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – MyPyramid Plan Template

Objective:

Students will use their MyPyramid plan from the previous lesson to complete their personalized MyPyramid graphic.

Standards Covered

Health TEKS 6.1 A – Students analyze healthy and unhealthy dietary practices.

Health TEKS 6.1 B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B, - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “Do you feel that you truly know and understand your personal MyPyramid recommendations?” Tell students that they are going to complete the MyPyramid graphic on page 6 with their personal MyPyramid recommendations.

Activities:

Have students complete their individual MyPyramid graphics. Consider displaying some examples so students can compare differences in the plans.

Additional Activities

- Ask each student to create a one-week eating and exercise plan. Tell students to base the plan on their MyPyramid personal recommendations. Have each student explain his/her schedule to the class.
- Ask students to give an overview of MyPyramid Tracker available at the MyPyramid.gov web site.
- Ask students to review and give an overview of the tools and resources available at MyPyramid.gov for young children.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week as they completed their personal MyPyramid templates/plans.

1. Ask students to recite their personal MyPyramid plan from memory.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 3 – Balance, Variety, and Moderation

Objective:

Students will learn the benefits of balance, variety, and moderation in a healthy eating plan.

Standards

Health TEKS 6.1 A – Students analyze health and unhealthy dietary practices.

Health TEKS 6.1 B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B, - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “How many of you have heard an adult or family member say, ‘I eat things like sweets in moderation’?” After hearing from the students that had something to share, tell the students that they will be learning about balance, variety, and moderation as a means to eating healthfully. Introduce the article in *Healthy and Wise*.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What are the three principles related to nutrition that can help you eat a more healthy diet? (**Balance, variety, and moderation**)
- According to the article, what does the word *balance* mean with relation to health? (**Striking a balance between the calories you eat and the calories you burn.**)
- According to the article, what ingredients in food should you watch for and eat only in *moderation*? (**High calorie foods, saturated and trans fat, cholesterol, sodium, sugar, and refined grains**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups.

Additional Activities

- Ask students to write a paper explaining the benefits of balance, variety, and moderation in a person’s life. Tell them to write the paper as if the person reading it knows nothing about health and nutrition. Have students use facts from the *Healthy and Wise* article and other sources to support their ideas. When they are finished, have them read their papers to the class.
- Using magazines or other resources, tell students to find a current article that encourages balance, variety, and/or moderation as a means to a healthier lifestyle. Have them bring their articles to class and share “highlights” from them with the class.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about balance, variety, and moderation.

1. Divide students into groups and have each group come up with an “Infomercial” on the benefits of balance, variety, and moderation in a person’s eating habits. Have them present their “Infomercials” for the class when they are ready. Have them be silly and creative!
2. Ask students to create posters – in groups – of good foods and foods to eat only in moderation. Tell them they can draw, use pictures from magazines, etc. to make fun, informative posters. When they are finished, hang the posters in the classroom.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 4 – Breaking Bad Food Habits

Objective:

Students will learn that it is important for them to eat healthy foods and to break bad food habits as a means to live healthier lives.

Standards

Health TEKS 6.1 A – Students analyze health and unhealthy dietary practices.

Health TEKS 6.1 B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B, - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (6) – Students will demonstrate the ability to use goal-setting skills to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Ask students if they have any bad food habits. Ask how many of them drink sodas or eat candy every day. Facilitate a discussion and then refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What is a habit? **(A tendency to repeat an act over and over again)**
- According to the article, what are examples of bad food habits? **(Drinking too many soft drinks, eating too much candy, and consuming an abundance of fast food.)**
- **(Critical Thinking)** Why is most fast food considered unhealthy? **(Because the food is often fried, served in oversized portions, and includes a large, sugary soft drink. Accept other reasonable answers.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign the home connection activity for homework.

Additional Activities

- Ask students to write a paper explaining why bad food habits are unhealthy. Tell them to use information from the Healthy and Wise article, along with other sources, to support their statements. Have them share their papers with the class.
- In groups, have students make posters or collages showing bad food habits (i.e.: people eating fast food, people drinking sodas, etc.) and good food habits (i.e.: people eating fruit, drinking water, etc.) Ask students to show their finished posters to the class and explain them.
- Tell students to write down one bad food habit they would like to break. Tell them to work on breaking their bad food habits for one month, using tips from the article. After one month, have the students report back on their progress. Are they kicking the habit? Encourage discussion.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about breaking bad food habits.

1. Divide students into groups and assign each group the task of creating a week's menu for the school cafeteria. Encourage them to include healthy

foods. When they are finished, have them present their menus to the class.

2. Ask students to write a letter to the principal asking him/her to consider providing healthier food and drink options in school vending machines or cafeteria menus. Tell students to use facts from the Healthy and Wise article – as well as other sources – to support their positions. Have students read their letters to the class. Gather the letters and assign one student the task of delivering them to the principal's office.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer Unit 2 Test – Available at the end of this instructional guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

“Excellent” or 4 points	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
“Good” or 3 points	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
“Average” or 2 points	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
“Poor” or 1 point	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 2 Test – Nutrition and Health

1. True or False: Three principles related to nutrition that can help you eat a healthy diet are balance, variety and moderation.
2. Balance means to strike a balance between the calories you _____ and the calories you _____.
 - a. Eat . . . store
 - b. Eat . . . burn
 - c. Avoid . . . use
 - d. Waste. . . eat
3. Which of the following is NOT one of the food groups from which a person should obtain nutrients to keep his/her body healthy?
 - a. Whole Grains
 - b. Meat and Beans
 - c. Fruits
 - d. Saturated Fats
4. Moderation means to lessen the _____.
 - a. Activity
 - b. Intensity
 - c. Balance
 - d. Variety
5. A _____ is the tendency to repeat an act over and over again.
 - a. Schedule
 - b. Priority
 - c. Habit
 - d. Routine
6. True or False: Bad food habits over a period of time do not affect your health.
7. Which of the following is an example of a bad food habit?
 - a. Eating a banana after a sports practice
 - b. Drinking soft drinks with all meals and snacks
 - c. Going out for ice cream or frozen yogurt once a month with your family
 - d. Eating breakfast before school
8. If you are trying to break the bad food habit of eating candy, a good strategy to break the habit is to set a goal to reduce the number of times you eat candy by at least _____.

- a. 100%
 - b. 20%
 - c. 95%
 - d. 50%
9. True or False: One option to break a bad food habit is to replace the unhealthy food with a healthier selection.
10. The website address for MyPyramid is:
- a. MyPyramid.org
 - b. MyPyramid.net
 - c. MyPyramid.gov
 - d. MyPyramid.edu
11. True or False: By inputting a person's age, gender, and activity level, the MyPyramid website can create a personalized eating and activity plan for that person.
12. One of the key recommendations of the current Dietary Guidelines is to engage in at least _____ to _____ minutes of exercise most days of the week.
- a. 30 to 60
 - b. 20 to 30
 - c. 60 to 90
 - d. None of the above
13. The Dietary Guidelines recommend that most people eat how many cups of vegetables a day?
- a. 1 cup
 - b. 2 cups
 - c. 2 ½ cups
 - d. 3 cups
14. True or False: The key recommendations of the Dietary Guidelines for Americans are based on a 2,000-calorie intake pattern.
15. The Dietary Guidelines recommend that a person consume _____ cups of low fat or fat-free milk or dairy products each day.
- a. 3 cups
 - b. 6 cups
 - c. 8 cups
 - d. None of the above
16. The types of fat that the Dietary Guidelines say to avoid is:
- a. Olive Oil
 - b. Vegetable Oil

- c. Solid Fats (saturated and trans fats)
- d. Fish

17. True or False: MyPyramid is the current food guidance system.

18. How many servings of fruit do the Dietary Guidelines recommend that most people eat each day?

- a. 1 cup
- b. 4 cups
- c. 8 cups
- d. 2 cups

Unit 2 Test Answer Key – Nutrition and Health

1. True or False: Three principles related to nutrition that can help you eat a healthy diet are balance, variety and moderation. **True**
2. Balance means to strike a balance between the calories you _____ and the calories you _____. **b**
 - a. Eat . . . store
 - b. Eat . . . burn
 - c. Avoid . . . use
 - d. Waste. . . eat
3. Which of the following is NOT one of the food groups from which a person should obtain nutrients to keep his/her body healthy? **d**
 - a. Whole Grains
 - b. Meat and Beans
 - c. Fruits
 - d. Saturated Fats
4. Moderation means to lessen the _____. **b**
 - a. Activity
 - b. Intensity
 - c. Balance
 - d. Variety
5. A _____ is the tendency to repeat an act over and over again. **c**
 - a. Schedule
 - b. Priority
 - c. Habit
 - d. Routine
6. True or False: Bad food habits over a period of time do not affect your health. **False**
7. Which of the following is an example of a bad food habit? **b**
 - a. Eating a banana after a sports practice
 - b. Drinking soft drinks with all meals and snacks
 - c. Going out for ice cream or frozen yogurt once a month with your family
 - d. Eating breakfast before school
8. If you are trying to break the bad food habit of eating candy, a good strategy to break the habit is to set a goal to reduce the number of times you eat candy by at least _____. **d**

- a. 100%
- b. 20%
- c. 95%
- d. 50%

9. True or False: One option to break a bad food habit is to replace the unhealthy food with a healthier selection. **True**

10. The website address for MyPyramid is: **c**

- a. MyPyramid.org
- b. MyPyramid.net
- c. MyPyramid.gov
- d. MyPyramid.edu

11. True or False: By inputting a person's age, gender, and activity level, the MyPyramid website can create a personalized eating and activity plan for that person. **True**

12. One of the key recommendations of the current Dietary Guidelines is to engage in at least _____ to _____ minutes of exercise most days of the week. **a**

- a. 30 to 60
- b. 20 to 30
- c. 60 to 90
- d. None of the above

13. The Dietary Guidelines recommend that most people eat how many cups of vegetables a day? **c**

- a. 1 cup
- b. 2 cups
- c. 2 ½ cups
- d. 3 cups

14. True or False: The key recommendations of the Dietary Guidelines for Americans are based on a 2,000-calorie intake pattern. **True**

15. The Dietary Guidelines recommend that a person consume _____ cups of low fat or fat-free milk or dairy products each day. **a**

- a. 3 cups
- b. 6 cups
- c. 8 cups
- d. None of the above

16. The types of fat that the Dietary Guidelines say to avoid is: **c**

- a. Olive Oil
- b. Vegetable Oil

- c. Solid Fats (saturated and trans fats)
- d. Fish

17. True or False: MyPyramid is the current food guidance system. **True**

18. How many servings of fruit do the Dietary Guidelines recommend that most people eat each day? **d**

- a. 1 cup
- b. 4 cups
- c. 8 cups
- d. 2 cups