Dining with the Dean Assignment

You will create a 3 course meal including the following:

- 1) Appetizer
- 2) Main Dish
 - a. With 2 sides
- 3) Dessert

Rules:

- 1) You may use recipes we've made in class, in the classroom cookbooks, or from home. (It must be in class today though.)
- 2) You must include one home ingredient, or one ingredient you will bring from home. It can not be a condiment, seasoning, or a spice.
- 3) You must follow the judge's dietary requests. Your judge has requested:
- 4) You must represent each food from the MyPlate Plan.
- 5) You must also follow correct portion sizes.
- 6) You must stay below \$30 for the entire meal, according to the pricing sheets provided.

Judging:

The judges will be judging you on the following: Color, Presentation, Texture, Creativity, and Taste.

Day 1: With a partner, create a 3-course meal. Complete with recipes and pricing for each of the 3 courses. Fill in the following charts provided:

Appetizer:

Main Dish:

Side:

Side:

Dessert:

Name:

Pictures of entrees: (Please draw and color what your plate presentation will look like.)

Appetizer:

Main Dish:

Dessert:

Pricing- List all ingredients, including individual pricing. Please show all work used to reach final total. (Use the back of this paper if needed.)

Name:

MyPlate:

How does this meet the "MyPlate" daily requirements?

How will you measure portion sizes?

How will you present this to your group, so they will want to pick yours?

Day 2:

Present your plan to your group. The group leader should lead voting on what plan to use for the actual competition. Make a plan of action on who will be responsible for preparing each dish. Remember to assign the house ingredient as well. Turn in a shopping list to the teacher for final approval.

Day 3: Cook and prepare your food to serve to the judge. Remember, it's important to maintain proper temperatures of food, whether cold or hot. Try and have all foods ready at the same time.

Prize: The winning team will be exempt from taking notes the following class period. You will receive print outs instead. Please know though, that you will still be responsible for the information on the test. They will also receive extra credit, to be determined by the teacher.

Good Luck! 🕲

Dining with the Dean



FRUIT NOTES

Nutrients in Fruits	1. 2. 3. Oranges:	Bananas:	Dried Fruit:	

When selecting fresh fruit look for:

- 1. Condition:
- 2. Denseness:
- 3. Color:
- 4. Aroma:
- 5. Size:
- 6. Shape:

What is enzymatic browning?

How can it be prevented?

HOW TO STORE FRESH FRUIT:

- a. Unripe fruits:
- b. Bananas:
- c. Berries/cherries/grapes:
- d. Citrus fruits:
- e. Other ripe fruits:
- f. Cut fruits:



	1.
Preparation	2.
Methods	3.
	4.
	5.
	6.
	7.



<u>IMPORTANT TERMS TO KNOW</u>: Define and give examples for each term below.

Produce:

Mature Fruits:

Immature Fruits:

Ripe Fruits:

Unripe Fruits:

Melons:

Drupes:

Pomes:

Tropical Fruits

Berries:

Citrus Fruits:

Using the terms above, circle or highlight each word below.

S	R	J	С	I	U	А	В	V	Q	V	Ρ	U	R
W	Т	J	Х	I	G	Ν	J	Q	S	Х	R	Ρ	V
Ε	Q	R	V	Y	Т	J	R	Ρ	Ε	I	0	J	В
Х	В	А	0	М	S	R	L	I	W	G	D	R	Ε
Ρ	С	М	С	Ρ	М	Т	U	М	Р	Ρ	U	Η	R
S	0	Ε	I	Y	I	Ε	Η	S	R	Ε	С	А	R
Ε	М	М	Ζ	Ζ	U	С	L	С	F	S	Ε	F	Ι
Ρ	F	D	Ε	R	R	0	А	0	М	R	D	Κ	Ε
U	R	В	W	S	D	L	Ρ	L	Ν	Y	U	В	S
R	Т	K	G	М	Х	Q	I	Y	F	Ε	Ρ	I	R
D	J	М	Ε	Η	G	K	Ρ	W	D	R	L	D	Т
В	I	М	М	А	Т	U	R	Ε	F	R	U	I	Т
S	М	С	V	I	Η	Ρ	Q	K	Т	Q	Y	I	С
М	А	Т	U	R	Ε	F	R	U	I	Т	Т	W	Т

Identify the types of fruits: berry, pome, drupe, citrus, melon, tropical

a. b. c. d. e. f.

Station 1

- 1. Nutrients in Fruits
- 2. What is Enzymatic Browning?
- 3. Preparation Methods

Station 2 Define the Terms

Station 3 Define the Terms

Station 4 How to store fresh fruits

Station 5 Word Search

Station 6

What to look for when selecting fresh fruit

Station 7 Fruit Identification and Extra Credit



NUTRIENTS PROVIDED BY VEGET&BLES

- 1.Vegetables contain many vitamins and minerals
- 2.Bell peppers, tomatoes and raw cabbage contain vitamin C
- 3.Leafy greens contain folic acid, vitamin K, Calcium, and Magnesium. They are also an important source of fiver carbohydrates, and phytochemicals.
- 4. They contain no cholesterol and are low in fat, calories and sodium
- 5.Many contain antioxidants (vitamin A and C and lycopene) which will help lower risks of cancers and heart disease.

HOW TO PRESERVE NUTRIENTS IN VEGET&BLES

- 1. Cooking affects flavor, texture, and the nutritional value.
- 2. Some nutrients in vegetables dissolve in cooking water or are destroyed by heat
- 3. Vitamin C is both heat sensitive and water soluble; Vitamin B is lost in water
- 4. Cook most vegetables for a short time in a small amount of water.





PREPARATION METHODS

1. Micro-wave

2. Baking

3. Steam

4. Stir-fry

5. Simmer

6. Sauté













SELECTING VEGETABLES

1. **Ripeness:** buy what you can use during the storage life of the vegetable. (2-5 days) (root veggies: 1-several weeks)

2. Color and Texture: bright characteristic color and crisp texture

3. **Shape:** typical for vegetable. (Misshapen may have inferior texture)

4. **Size:** Should be heavy for its size (large= overripe; small= immature)

5. **Condition:** Avoid wilted, decayed, or damaged veggies. Root vegetables, bulbs and tubers should not be sprouting.



STORING VEGETABLES

Potatoes: Cool, dark, dry place. Don't put in the refrigerator; humidity will cause mold and spoilage.

Onions: Cool, dry area. Place in woven bag or basket for air circulation.

Other Vegetables: Store in refrigerator in plastic bags, air-tight container or refrigerator crisper. Let tomatoes ripen before refrigeration.



VEGETABLES

	Potatoes:		
STORING		Preparation	1.
VEGETABLES		Methods	2.
	Oniona		3.
	Omons:		4.
			5
			6.
	Other Vegetables:		

	1.
	2.
SELECTING VEGETABLES	3.
	4.
	5.

Nutrients in Vegetables
1.
2.
3.
4.
5.
6.

How to Preserve Nutrients in Vegetables	
1.	
2.	
3.	
4.	
	7





Stiff peaks:

How to store eggs:

<u>Milk</u>

Terms: Pasteurization:

Homogenization:

Types of milk:	
Whole milk:	
Reduced-fat milk:	
Low-fat milk:	
Nonfat milk:	
Buttermilk:	
Chocolate milk	
Nonfat dry milk:	
Evaporated milk:	
Sweetened condensed milk:	
Lactose free milk:	

Serving sizes and Amounts for specific age groups





Functions of Fat:

- 1. 2.
- 3.
- 4.
- 5.
- 6.

Fat soluble vitamins _____ ____

HDL vs. LDL



Saturated	Mono-unsaturated	Poly-unsaturated

Math-in-CTE Lesson Plan Template

Lesson Title: What Grade is Your Fiber Intake?		Fiber Intake?	Lesson #: 4 Standard #4 Objective #2 (1- 47 minute class perio			
Author(s):		Phone Number(s):	E-mail Address(es):			
Natalie Wilson (FACS)801-726-5721		801-726-5721	nawilson@wsd.net			
Sheri Heiter (Math)801-710-3552		801-710-3552	sheiter@wsd.net			
Occupational Area:	Occupational Area: Foods I					
CTE Concept(s): Diet Analysis/Fiber Personal 3-Day Analysis of Diet Content/Benefits of Fiber in the Diet			iet Content/Benefits of Fiber in the Diet			
Math Concepts: Graphing, Basic Arithmetic, Percentages,						
Lesson Objective:	Students will identify how much fiber is in the various foods they eat, and will evaluate their daily diets to					
	determine adequate fiber intake. They will assign a letter grade to their personal fiber intake.					
Supplies Needed:	http://www.toyourhealthllc.com/forms/Intake-Diet-Tracker.pdf, Fiber Chart, Computer Lab w/Internet					
	Access, Calculators, Fiber Song, Fiber Content Chart, Sample 1 Day Menu					

THE "7 ELEMENTS"	TEACHER NOTES (and answer key)
1. Introduce the CTE lesson.	
	Resource1 (given the previous week) – Dietary Analysis form
Be sure students have their completed three-day diet analysis forms for this exercise using the template suggested above under "Supplies Needed."	
Play the Fiber Song	Resource 4 Fiber Song
Warm up (bell quiz) to assess student understanding of fiber needs and functions.	Project the quiz. Resource 5 Review the answers listed.
What happens if you don't get enough fiber?	If you don't consume enough dietary fiber, your digestive system won't properly process waste to eliminate it from the body. In other words, your body won't be able to produce effective bowel movements.



2. Assess students' math awareness as it relates to the CTE lesson. Guide students through calculating their percent correct on the quiz. $\frac{Number Correct}{4} = ?$ Multiply by 100 (move the decimal two places to the right) to obtain the final percentage. Perhaps discuss with students the fact that percent means "part of a 100." Also, the number correct in this formula is known as the numerator, while the 4 is known as the denominator.	$\frac{0}{4} = 0$ mult by $100 = 0\%$ $\frac{3}{4} = 0.75$ mult by $100 = 75\%$ $\frac{1}{4} = 0.25$ mult by $100 = 25\%$ $\frac{4}{4} = 1.00$ mult by $100 = 100\%$ $\frac{2}{4} = 0.5$ mult by $100 = 50\%$
How will we know if we are getting enough fiber?	We will know if we are getting enough fiber if we are having regular bowel movements that are produced without excessive effort or straining.
3. Work through the math example <i>embedded</i> in the CTE lesson. See notes at the side	 *Note: We've used an average value of 28 grams of fiber for each day. Not all people's systems will function optimally at this level. Some people will need the entire 35 grams, while others will require much less. *Note: I have a notebook prepared for student use containing a list of common foods along with their fiber content. You may want to use a website or a chart that you project for group use.
Show examples of various food packaging for students to determine fiber content (i.e. Bottle of pop vs. bottle of juice; cereals; fruits vs. other snacks).	Students should use their fiber charts (in whatever form you've chosen to use) to double-check fiber content as you work through these examples as a group.



Choose a selection of foods to represent a snack/meal. Calculate the total amount of fiber contained in these foods. Determine the percent of the daily recommended fiber content this snack/meal will provide. For example, if the snack we selected contained an apple and string cheese. fiber content would be 3 grams for the apple and 0 grams for the cheese.	Using an average value of the recommended daily allowance of 28 grams per day, compute the percentage of the daily recommendation this snack provided as follows: $\frac{number \ of \ grams \ of \ fiber \ in \ this \ snack}{average \ recommended \ daily \ allowance}} = \frac{3}{28} = .107$ Now, move the decimal to the right two places (which is the same as multiplying by 100) to get 10.7% of the daily recommended daily fiber intake is met by this snack.
4. Work through related, contextual math-in-CTE examples.	
Examine a sample one-day meal plan and determine the amount of fiber in each item listed. *This should be done as a whole-group activity.	Resource 2 – Sample Daily Diet Plan Use <u>http://www.wehealny.org/healthinfo/dietaryfiber/fibercontentchart.html</u> or classroom fiber content chart Resource 3 to determine the fiber content in the sample menu items.
Find the total number of grams of fiber consumed that day by adding the individual amounts together.	*Note – remind students that when adding fiber content values involving a decimal, that the decimals must be lined up so that proper place values are added together. For example: 2.00
	+ <u>25</u>
	2.25
	Some students mistakenly assume the answer to be 27.
	The total number of grams of fiber consumed with this diet is 30.25.



Calculate the percentage of fiber consumed for the entire day by taking the number of grams consumed and dividing by our approximate recommended amount of 28 grams.	Find the percent of the recommended amount by performing the follow steps: $\frac{30.25}{28} = 1.080$ Multiply by 100 (Move the decimal two places to the right to obtain 108%). This sample daily diet plan contains over 100% of the recommended amount of fiber! That's an A+. (Note – Teachers should make their individ grading scales available to the students for this portion of the exercise.) The instructor should prompt the students to suggest two additional values for the fiber intake for days 2 and 3. Compute the percentages for each day using the steps listed above. The x-axis (horizontal) represents the day while the y-axis (vertical) represents the number of grams of fiber consumed.
Construct a bar graph (using appropriate labels and titles) to represent the fiber intake for the sample diet.	Some students may need one-on-one help to construct graphs.





Add the three daily percentages and divide by three. Move the decimal place two places to the right (multiply by 100) to arrive at your answer..

$$\frac{108 + 54 + 68 = 230}{\frac{230}{3}} = 76.7\%$$

Compute the percentage using this data.

ake
$$\frac{30.25}{25} = 0.864$$

Multiply by 100 (move the decimal two places to the right)

= 86.4% of the recommended daily intake. This represents a B grade now.



What if you got 23 grams a day and your body really needed 35? What would your grade be?	$\frac{23}{35}$ = 0.657 Multiply by 100 (move the decimal two places to the right) = 65.7% of the recommended daily intake. D grade.				
What about if you got 15 grams a day and your body really needed 25?	$\frac{15}{25} = 0.6$ Multiply by 100 (move the decimal two places to the right) = 60% of the recommended daily intake. D- grade				
5. Work through <i>traditional math</i> examples.					
What if you are eating out and your food bill comes to \$25.00. You were very impressed with your server and you want to tip 20%. How much	Convert 20% to a decimal by moving the decimal place two places to the left.				
should you leave for a tip?	25 x 0.20 = \$5.00				
Another night you spent \$45.00, how much tip would you leave if you want to tip 20%? How much would you leave for a tip if you only want to tip 15%	45 x 0.20 = \$9.00 tip 45 x 0.15 = \$6.75 tip				
You currently earn \$10.75 per hour. You have done such a great job t your boss offers you a 3% raise. How much per hour would you now make	10.75 x 0.03 = 0.323 This means you will receive an additional 0.32 (cents) per hour. In ot words, you will now earn \$11.07 per hour. You could also have multip 10.75 by 1.03 to get 11.07 in only one step. The one in front of the 0 simply preserves the original salary amount.				
6. Students demonstrate their understanding.					
er etaalmene aomonoriate mon anaorotanang.	Each student's meduat will be different based on their own record of				
Students will complete their three-day diet record/analysis and produce a b graph representing their daily fiber intake for that period of time.	what they have eaten for the three days.				



Student understanding is assessed formatively as the lesson progres through group participation results.	
7. Formal assessment.	
Students will submit the three-day diet record/analysis form and graph.	
Students will assign a letter grade for their overall fiber intake for the th day period.	The overall letter grade for the sample is a "C."
If the letter grade assigned was below an "A," the student should also include a paragraph indicating how they would alter their diet to include m fiber.	

NOTES:



Station 1

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BREAKFAST

1 cup shredded wheat 4.4 g

½ cup milk

1 banana 3 g

LUNCH

Turkey sandwich/turkey, whole wheat bread 2 slices 6 g, lettuce .2 g, tomato .5 g, cheese

Apple 4 g

DINNER

Chicken breast

½ c carrots 3.4 g

½ c mashed potatoes 3 g

White dinner roll 1 g

Apple juice .25 g

SNACK

 $\frac{1}{2}$ trail mix 4.5 g



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FIBER CONTENT OF FOODS

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Grams Fiber

0

00000

2 0 0.8 1.4

0.8 1.1 0.6 2.1 1.1 1.9 0.8 0.6 1.9

0.9 0.5 2.1 0.3 2.1

1.5 1.3 2.9 0.8 3,0

1.0

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120020000000000000000000000000000000000	847.438N	004845004	12/10/2374-04		
Food Item	Amt Grams Fiber		Food Item	Amt	
Grains and Cereals		1. 1	St. Meats and Protein	1.1	
All Bran	% cup	13.2	Beef	1 02	
Cheerios	% cup	27	Cold Cuts frankfurters	Islice/Leach	
Cornflakes	% cup	0.5	Equa	I each	
Fiber One	% cup	21.0	Fish	1 oz	
Grapenuts	% cup	75	Pork	1 oz.	
Grits, cooked	% cup	0.4	Poultry Chicken, Turkey	1 oz.	
Nutri-Grain, wheat	% cup	8.0			
Oatmeal, cooked	Vi cup	2.0	Breads and Crackers		
Product 19	% cup	0.8	Bagel, plain 4"	1	
PutTed Rice	1/4 cup	0.2	Biscuit baked 2"	1	
PutTed Wheat	% cup	0.4	Combread, 2" sq.	l sq.	
Quaker Ostmeal Squares	% cup	3.0	Bread: French	1 slice	
Kaisin Bran	% cup	5.5	ontmeni	1 slice	
Rice Krispies	% cup	0.1	pita, white, 4"	I each	
Shredded Wheat	2 biscuits	5.5	pumpernickel	1 slice	
Special K	% cup	0.5	raisin	1 slice	
Tout a ball a base			iye	I slice	
Lotal, whole wheat	74 cup	27	sourdough	I slice	
Wheat Bran Flakes	% cup	5.1	white	1 slice	
Wheaties	va cup	23	whole wheat	1 slice	
Pasta, noodles, macaroni:		1 1	Bun, hamburger or hotdog	I each	
white, cooked	% cup	0.6	Crackers: graham	3 sqs.	
spinach, cooked	% cup	1.3	saltine	5 sqs.	
whole wheat, cooked	% cup	1.3	saltine, whole wheat	5 sqs.	
Popcorn, air popped	3 cups	3.6	snack, standard type	5 each	
	172203000	1 100	snack, whole wheat	5 each	
Rice: white, cooked	's cup	0.2	 A statistic to come or other in 	1	
brown, cooked	's cup	12	English Muffin	(A) (1	
wild, cooked	20 cup	1.0	Melba Toast, wheat	4 slices	
and the second se	14	1 100	Pretzels, hard	15	
Wheat oran	24 cup	10.3	Roll: brown & serve	1	
wheat germ	74 cup	4,3	brown & serve, wheat	S. 10.	
			Taco shell	1	
£0		+ - 1	Tortilla: corn	1 S S	
		1 . 1	Tiour .	i .	
Legumes		1. 4	Warne, toasted	- 1 C C C C	
Beans, cooked	Contract of	1 2232	100		
baked	% cup	3.4			
black, end	Ve cup	7.5			
butter, dried, ckd	1/2 cup	6.6			
garbanzo, cnd	% cup	5.3	N.S.S.		
kidney, dried, ckd	1/2 cup	6.6			
cnd, ckd	12 cup	8.2			
lima, cnd, ckd	12 cup	5.8		- B	
Irz, ckd	's cup	5.4	KEY:		
navy, cnd, ckd	'n cup	9.6	end = canned		
pinto, end	Vs cup	55	ckd = cooked	1	
dried, ckd	2 cup	7.7	frz = frozen	1	
white, chd,	72 cup	6.5	oz = ounce		
design and shirts	The statement				
dried, ckd	7s cup	0.2	so(s) = square(s)		
dried, ckd Chick Pess, ckd	% cup	6.3	sq(s) = square(s) med = medium		
dried, ckd Chick Peas. ckd Lentils, dried, ckd	% cup % cup	6.3 7.8	sq(s) = square(s) med = medium bik = black	1.1	

U.S. Department of Agriculture, Agricultural Research Service. 2004. USDA National Nutrient Database for Standard Reference, Release 17. Nutrient Data Laboratory Home Page, http://www.nal.usda.gov/fnic/foodcomp

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芝	FIB	ER CO	NTENT	r of foods	NUT-C	3EN-033-;
Food Item	Amt	Grams Fiber		Food Item	Amt	Grams Fiber
Grains and Cereals		1	· · · ·	Meets and Protein	1	
All Bran	15 cup	132	-	Ber	1 02	0
Cheerios	No cup	27	1000	Cold Cuts, frank furters	Ishce/I each	0
Corntlakes	1. cup	0.5	GT	East	l each	0
Fiber One	% cup	21.0	-4	Fish	1 oz.	0
Grapenuta	% cup	7.5	CD.	Pork	l az.	0
Grits, cooked	% cup	0.4	and a	Poultry Chicken, Turkey	t oz.	0
Nutri-Grain, wheat	% cup	8.0				
Ostmeni, cooked	13 Cap	2.0		Breads and Crackers	1.5.0	
Product 19	74 cup	0.8		Bagel, plain 4"	1 1	20
Pulled Kice	th cup	02		Biscuit, beked, 2"	1	0.8
				Combread, 2" sq.	1.96	
Quaker Ostmesi Squares	% cup	30		Bread: French	I slice	0.8
Raisin Bran	% cup	5.5		ontmeal	I slice	1.1
Rice Krispies	% cup	0.1		pits, white, 4"	I each	0.6
Shredded Wheat	2 biscuits	5.5		pumpernickei	1 slice	2.1
Special K	74 cup	0.5		raisin	1 slice	11
Total whole wheat	N. cun	1 11		i)e	I slice	1.9
Wheat Bran Flakes	14 cup	- 41		sourdough	1 stice	0.8
Wheaties	% cup	23		white whole wheat	1 slice	1.9
Pasta noodles, macaroni:				Pro barbarra barbar	Lench	0.9
white, cooked	14 cup	0.6		Bun, hamburger or holdog	3 505	0
spinach, cooked	16 cup	13		cractors granam	5 505	0.5
whole wheat, cooked	% cup	13		saltine whole wheet	5 sqs.	2.1
Popcorn, air popped	3 cups	3.6		stack, standard type	5 each	0.3
Rice: white cooked	Vi cum	0.2		snack, whole wheat	5 each	2.1
brown, cooked	Xoup	12		C. C. A. M. C.	5 - 2a C	1 14
wild, cooked	14 cup	1.0		English Multin Malhe Toest, wheat	4 slices	13
				Pretzels, hard	15	2.9
Wheat bran	% cup	10.3		Roll: brown & serve	1	0.8
Wheat germ	14 cup	43		brown & serve, wheat	1	3,0
				Taco shell	1 1	1.0
				Tortille: com		10
		1 . 4		flour	1.1	0.8
Legumes		1 1		Wallie, wested		
Bears, cooked	14			AND IN THE REAL OF	1	
teked	in cup	3.4				
black, end	N Cup	73		1		
batter, arted, ckd	12 cup	0.0		125		
kutney dried old	14 cup	1 44		1 ED		
cnd chd	14 CHD	82	30 L L L			0
lime, and, akd	14 cup	1 11				
fiz, ckd	15 cup	54	1	VEV.		10 X
nevy, cnd, ckd	15 cup	9.6		NET.	1.1	
pinto, cnd	1/4 cup	5.5		cnd = canned	1	
dried, ckd	Vi cup	7.7		cka = cooked	1	
white, end,	% cup	6.5		112 - trozen	1	E 1
dried, ckd	% cup	6.2		oz = ouice		
Chick Peas, ckd	% cup	6.3		med a medium		
Lenzils, dried, ckd	25 cap	7.8		blk = black	1	
sold Peas, dried, ckd	21 CUD	8.2		STR. STREET	1	E

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U.S. Department of Agriculture, Agricultural Research Service. 2004. USDA National Nutrient Database for Standard Reference, Release 17. Nutrient Data Laboratory Home Page, http://www.nal.usda.gov/fnic/foodcomp

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FIBER CONTENT OF FOODS

NUT-GEN-033-2005

×	FIBE	CR CO	NTENT OF FOODS		
Food Item	Amt	Grams Fiber	Food Item	Amt	Grams Fiber
39					
Fruits			Vegetables		
Apple rediskan	1 med.	33	Asparagus, ckd	1's cup	15
Apple, reason	15 cup	15	Beans green, cnd	½ cup	13
Anricots' end drained	's cup	20	Beets, flesh only, ckd, cnd	15 cup	1.5
dned	5 halves	1.3	Broccoli, frz, chpd, ckd	12 cup	28
fresh/skin	1 whole	0.7	raw	'n cup	1 14
Avocado, fresh, flesh only	loz	19	Brussels Sprouts, ckd	% cup	3.4
Banana, fresh	1 med.	31	Cabbage, fresh	½ cup	0.8
Bernes: blackbernes, fresh	I cup	76	ckd	% cup	1.4
bluebernes, fresh	1 cup	3.5	Carrota, end	% cup	1 10
raspberries, fresh	1 cup	8.0	fresh	I med.	1 10
strawberries, fresh	1 cup	33	- sliced, ckd	's cup	1 15
to be a series of the series o			Cauliflower, frz.ckd	is cup	11
Cherries: bik, fresh	10 large	1 11	Calue Carb damand	16 cup	10
red. cnd	15 cup	14	Cerery, Iresa, chopped	16 cup	21
Dates	2 med.	10	Corn, whole kernel, cha	South	0.1
Figs, dried	2 cach	3.7	Cocumper, inclusion		
Fruit Cocktail, canned	12 cup	20	Foundant cled	% cup	1.8
Grapefruit, fresh, pink	10 each	04	Greens collect ckd	% cup	2.7
Grapes, fresh	10 cach		kale ckd	14 cup	. 13
ut out further	1 med	23	mustard ckd	Ys cup	-1.4
Kiwi, tresh, tiesh only	Leach	17	spinach, frz. ckd	1/2 CUID	3.5
Mango, mean, nean only	I cup	14	nw	1 cup	0.7
home day	1 cup	0.7	turnip, ckd	% cup	2.5
watermelon	1 cup	0.6	Lettuce, iceberg	1 cup	0.7
Nectarine, fresh	1 each	23	Mushrooma, fresh	1/2 cup	0.4
Orange, fresh, flesh only	1 med.	3.1	0 m m m m	14 mm	26
	16 000	16	Oliver	5 large	0.7
Peaches: cnd	i cup	1 13	Onion ckd	15 CMD	1.5
fresh w/skin	Vé cue	20	fresh	1/2 cup	1.1
Pear cnd	Long	51	a state of the second se		-
Pinespeler and	% cup	1.0	Peas: field, blacksye, etc	15 cup	5.5
fresh	14 cup	1.1	groen, and	15 cup	3.5
Plum, red, fresh	2 med.	1.8	green, frz	15 cup	4.4
Prunes: dried	2 med.	2.0	snow, ckd	14 cup	2.3
stewed	16 cup	4.0	Potate: baked, flesh only	I med.	23
Raisins	4 thep	1.4	with skin	1 med.	1 12
Tangerine, fresh, flesh only	I med.	1.5	mashed	vi cup	1.0
1999 - 447 - Friday Barris Barris Barris - 1	18.5	1	sweet, baked	i mea.	20
	1	1.1.1	sweet, cnd	Vi cup	1.1
			Squash, yellow, ckd	14 cup	1.0
Dairy	100000		Tomato cod	5 cup	1 13
Cheese	I oz.	0	formatio, crist	% cup	1.5
fce Cream, vanilla	15 cup	0.5			
Yogurt, plain	8 oz.	0			
Nuts and Sauda	1.1		Beverages		1
Nuts and Seeus	6 whole	0.8	Milk	8 oz.	0
Nuts: aimonds	6-8 whole	21	Juice: angle	1/2 cup	0.2
Critical Auto	1 02	2.7	cranberry	15 cup	03
Antenious (Intercal	1 02	2.3	grapefruit	12 cup	0.3
peanora, routed	10 whole	2.7	orange	15 cup	0.5
wainuts	7 whole	1.9	prune Juice	14 cup	2.6
Coconut, dried	1/2 cup	21	V-8 /	15 cup	10
tiresh	1/2 cup	3.5	Soft Drinks	12 02	0
Peanut Butter, smooth	I (bsp.	1.0			
crunchy	1 ubsp.	13		1.5	
	I then	1 14			
Sesame Seeds	i way.	1 221	6	1.1	

U.S. Department of Agriculture, Agricultural Research Service. 2004. USDA National Nutrient Database for Standard Reference, Release 17. Nutrient Data Laboratory Home Page, http://www.nal.usda.opv/fnic/foodcomp

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Fiber Quiz

- 1. Name the two types of fiber.
- 2. What is the purpose of fiber?
- 3. How much fiber do we need?
- 4. Do most Americans get enough fiber in their diet?

Fiber Quiz Key

- 1. Soluble and Insoluble
- 2. To help eliminate waste from the body
- 3. 20-35 grams
- 4. NO