

Carlos' Colorful Salsa (2nd Grade)



NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- prepare** and **taste** a vegetable salsa.
- express ways** they can **eat vegetables every day**.
- explain** the **health benefits** of eating vegetables.
- identify** that bell peppers, tomatoes, yellow squash, corn and black beans fit in the vegetable food group of MyPlate.

MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<p><u>In Kitchen Bin</u></p> <ul style="list-style-type: none"> - cutting board (teacher only) - chef knife (teacher only) - can opener - 1 large bowl - 3 small bowls - mixing spoon - measuring spoons <p><u>In Paper Goods Bin</u></p> <ul style="list-style-type: none"> - plastic knives* - plastic gloves (2 per student) 	<ul style="list-style-type: none"> - recipe copies* - MyPlate Poster - napkins* 	<ul style="list-style-type: none"> - book: "Carlos and the Squash Plant" by Jan Romero Stevens - 2 limes, juice - 1 green bell pepper - 1 yellow squash - 3 tomatoes - 1 can low-salt corn (15 oz) - 1 can black beans (15 oz) - hot sauce - 1 bag tortilla chips (12-16 oz.) - plastic coated paper plates*

*one per student

SET-UP

Copies:

- Make copies of colorful salsa family letter/recipe (each student).

Work area:

- Students will work individually at their desks.
- Have nutrition table ready for lesson materials and ingredients.

Food-prep:

- Wash the green pepper, tomatoes and yellow squash.
- Cut the vegetables into pieces depending on class size; enough pieces for students to then cut them into smaller pieces.
- Cut the limes in half. They will be squeezed into the salad.
- Open and drain can of corn and black beans. Rinse black beans only.
- Have can of corn and black beans, hot sauce, limes, large bowl, mixing spoon, and tablespoon on nutrition table ready to use for salsa.
- Have plastic coated paper plates, plastic knives, and plastic gloves ready for students to cut vegetables.
- Have tortilla chips ready to serve with salsa. Have students use their coated plates for eating off.

Other-prep:

- Have the book “Carlos and the Squash Plant” ready to read to the class.
- Have whole vegetables ready to show students when going over recipe.
- (Optional) Have “Plants and Us” text with Venn diagram ready to display and work on together as a class.

INTRODUCTION WITH STUDENTS



Let's Wake Up Our Brains! Brain Boost Exercise!

Mix it up Veggie Salsa -Repeat to get your heart going!

- ♥ Go veggies, go, go veggies! (punch the sky, way up high, one arm at a time)
- ♥ V-E-G-G-I-E-S, go, go veggies!! (keep punching)
- ♥ Go peppers, go, go peppers! (hop on one foot)
- ♥ P-E-P-P-E-R-S, go, go peppers! (keep hopping)
- ♥ Go squash, go, go squash! (jump up and down)
- ♥ S-Q-U-A-S-H, go, go squash! (keep jumping)
- ♥ Go tomatoes, go, go tomatoes! (do squats)
- ♥ T-O-M-A-T-O-E-S, go, go tomatoes! (keep squatting)
- ♥ Mix it all together and make veggie salsa! (wiggle and shake)

Now that our minds are ready to go, let's get started on our nutrition lesson.

- Introduce the book “Carlos and the Squash Plant” to students. Tell them that Carlos really likes to eat different vegetables, especially squash. Read the story “Carlos and the Squash Plant” to the class.
 - ✓ Where did Carlos and his family live? (New Mexico, Española Valley)
 - ✓ What did they do for their living?

- ✓ Why is farming/ growing plants important for everyone?
 - ✓ What kinds of vegetables did his family grow?
 - ✓ Why do you think Carlos didn't want to take a bath?
 - ✓ Do you think it is possible for a squash plant to grow from a human's ear?
- **Refer to the Key Behavior on the board and tell students that they need to eat different vegetables every day for their health. "Vary your veggies" means to eat different vegetables every day.**
 - Tell students that today they are going to make a salsa out of different vegetables including a yellow squash, Carlos' favorite, and that we can thank farmers for growing them so we can eat them!

PROCESS

- Step 1: Have students wash their hands with soap and warm water.
- Step 2: Go over the recipe with students and show them the different vegetables. Tell students that beans are special and fit in 2 food groups (protein and vegetable group). Beans are a very healthy food!
- Step 3: Pass out plastic coated paper plates, plastic knives, and plastic gloves to each student. Have students put on gloves and remind them to keep their hands, plates, knives, and vegetables clean.
- Step 4: Pass out the vegetables. Give each student 2-3 different vegetables to cut up. Tell them the vegetables should be cut into very small pieces.
- Step 5: When the students have finished cutting up all of the vegetables, collect them in the large bowl. **Tip:** Using 2 bowls makes collection faster.
- Step 6: Demonstrate how to make the salsa by adding the corn, beans and hot sauce to the cut up vegetables. Point out to the students all the different and colorful vegetables that are in the salsa.
- Step 7: Pass out the salsa with 4-5 tortilla chips. Give a small amount to each student.
- Step 8: **Let's Eat, Let's Talk. While students eat ask them what they learned by having them explain why it is important to eat vegetables every day. Ask and discuss the questions in Make Health Happen.**
- Step 9: Optional: Display "*Plants and Us*" text with Venn diagram on overhead and read with class. Fill out the Venn diagram together and list ways that plants help people. **See teacher answer sheet.**
- Step 10: Have students tell you the most important thing of all that plants do for people. ***Plants are food that helps us grow and live!***
- Step 11: **Pass out recipe and have students take home to share with their family.**

Make Health Happen

- What did you like about the "veggie salsa"?
- How can you set a goal to eat vegetables in the lunchroom every day?
- How can you make sure to get the vegetables you need to eat every day?

REINFORCING STANDARDS

Comprehensive Health

- **GR.2-S.2-GLE.1** Identify eating and drinking behaviors that contribute to maintaining good health.

Physical Education

- **GR.2-S.1-GLE.1** Demonstrate the elements of movement in combination with a variety of locomotor skills.

Reading, Writing and Communicating

- **GR.2-S.1-GLE.1** Discussions contribute and expand on the ideas of self and others.
- **GR.2-S.1-GLE.2** New information can be learned and better dialogue created by listening actively.
- **GR.2-S.2-GLE.1** Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.
- **GR.2-S.2-GLE.2** Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.
- **GR.2-S.2-GLE.3** Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology.
- **GR.2-S.3-GLE.2** Exploring the writing process helps to plan and draft a variety of simple informational texts.
- **GR.2-S.3-GLE.3** Appropriate spelling, capitalization, grammar, and punctuation are used and applied.

Science

- **GR.2-S.2-GLE.1** Organisms depend on their habitat's nonliving parts to satisfy their needs.
- **GR.2-S.2-GLE.2** Each plant or animal has different structures or behaviors that serve different functions.

BACKGROUND INFORMATION

- There are hundreds of varieties of vegetables and they offer us the key to a healthy diet. Many vegetables are rich in vitamins, minerals, and fiber.
- Roots, tubers, and bulbs grow underground and store nutrients. They store energy in the form of carbohydrate. Examples of root, tuber, and bulb vegetables are: potatoes, sweet potatoes, onions, turnips, rutabagas, beets, carrots, radishes, and parsnips. Sweet potatoes and carrots provide an excellent source of beta-carotene (precursor of vitamin A). Radishes, turnips, rutabagas, and potatoes are high in vitamin C, and onion and garlic have cholesterol-lowering properties.
- Stems are identified as the stalk, such as celery, asparagus and rhubarb. Asparagus is high in vitamins C and A and rhubarb contains some vitamin C and calcium.
- Leafy vegetables contain a lot of water and few calories. Nutritionally, however, they are nutrient-rich; the darker the green color, the richer in nutritional value. Most dark green leafy vegetables are excellent sources of beta-carotene and vitamin C, and good sources of fiber and folacin, with a few rich in iron and calcium. Leafy vegetables include: spinach, collards, kale, lettuces, cabbage, Swiss chard, and the tops of root vegetables like turnip and beet greens.
- Examples of flower vegetables are broccoli, cauliflower, and artichoke. These vegetables are rich in vitamin C and folacin.
- Fruit vegetables are technically fruits because they are the fleshy part of the plant containing the seeds. But they are called vegetables because they do not taste sweet like fruits. Examples of fruit vegetables are: tomatoes, peppers (sweet and hot), cucumbers, eggplants, okra, and squash (summer and winter). Tomatoes, okra, and peppers are high in vitamin C and winter squash is high in beta-carotene.
- Seeds (or pods) store energy and nutrients for new plant growth. They include: green beans, peas, young soybeans, lima beans, and sweet corn. Seeds are nutrient dense vegetables, providing a wide array of carbohydrates, protein, fiber, vitamins, and minerals.
- Although some vegetables provide more nutrients than others (such as Romaine lettuce vs. iceberg lettuce), it is important to understand that all vegetables are healthy and should be eaten in generous quantities.
- Students will develop a greater acceptance of a variety of foods through repeated exposure and familiarity. Preparing and eating food in the classroom is a valuable experience for everyone.

Dear Family,

I learned that there are many different vegetables and how eating a variety of vegetables every day is great for me. Our class cut up different vegetables and made and ate this delicious salsa together. I could show you how we made it!



Parent Tip: If you shop for food with your child, ask him or her to pick out 2 different colored vegetables to try at home.

Scan this QR code to watch a video on how to make the healthy snack we made in class.

Colorful Salsa



Makes: 11-12 servings

Total Cost: \$5.34

Serving Cost: \$0.45

Ingredients

- 1 can of corn, low-salt drained (15 oz.)
- 1 can black beans, drained and rinsed (15 oz.)
- 1 green pepper
- 3 tomatoes
- 1 yellow squash
- 2 limes, juiced
- hot sauce, to taste

Choose low or no salt canned foods to reduce sodium in your diet.

Nutrition Facts	
Serving Size 1 Cup (153g)	
Servings Per Container 12	
Amount Per Serving	
Calories 70	Calories from Fat 5
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 230mg	10%
Total Carbohydrate 15g	5%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	
Vitamin A 8%	Vitamin C 50%
Calcium 2%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 20g 25g
Cholesterol	Less than 300mg 305mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

Directions

1. Cut vegetables into small pieces.
2. Put the cut-up vegetables in a large bowl and add corn and beans.
3. Add lime juice and hot sauce.
4. Mix well and serve.
5. Eat with tortilla chips and enjoy!

Vary your veggies!
Eat different vegetables every day!

Querida Familia,

Hoy he aprendido sobre los diferentes tipos de vegetales y que comer distintos tipos de vegetales todos los días es bueno para mí. Nuestra clase pico diferentes verduras, y juntos comimos esta deliciosa salsa. ¡Puedo enseñarle cómo la hicimos!



Consejos para los Padres: Si va con su hijo al mercado, pídale que escoja 2 frutas o verduras de diferentes colores para que las pruebe en casa.

Escanee este código QR para ver un video sobre cómo preparar el refrigerio saludable que preparamos en clase.

Salsa colorida



Rinde: 11-12 porciones

Costo total: \$5.34

Costo por porción: \$0.45

Ingredientes

- 1 latas de maíz, baja en sal, escurrida (15 oz)
- 1 lata de frijoles negros, escurridos y enjuagados (15 oz)
- 1 pimienta roja
- 3 tomates
- 1 calabaza amarilla
- Jugo de 2 limones verdes
- Salsa picante, al gusto

Elija alimentos bajos en sal o sin sal enlatados para reducir el sodio en su dieta.

Nutrition Facts	
Serving Size 1 Cup (153g) Servings Per Container 12	
Amount Per Serving	
Calories 70	Calories from Fat 5
% Daily Value*	
Total Fat 0.5g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 230mg	10%
Total Carbohydrate 15g	5%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	
Vitamin A 8%	Vitamin C 50%
Calcium 2%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Saturated Fat	Less than 25g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

Instrucciones

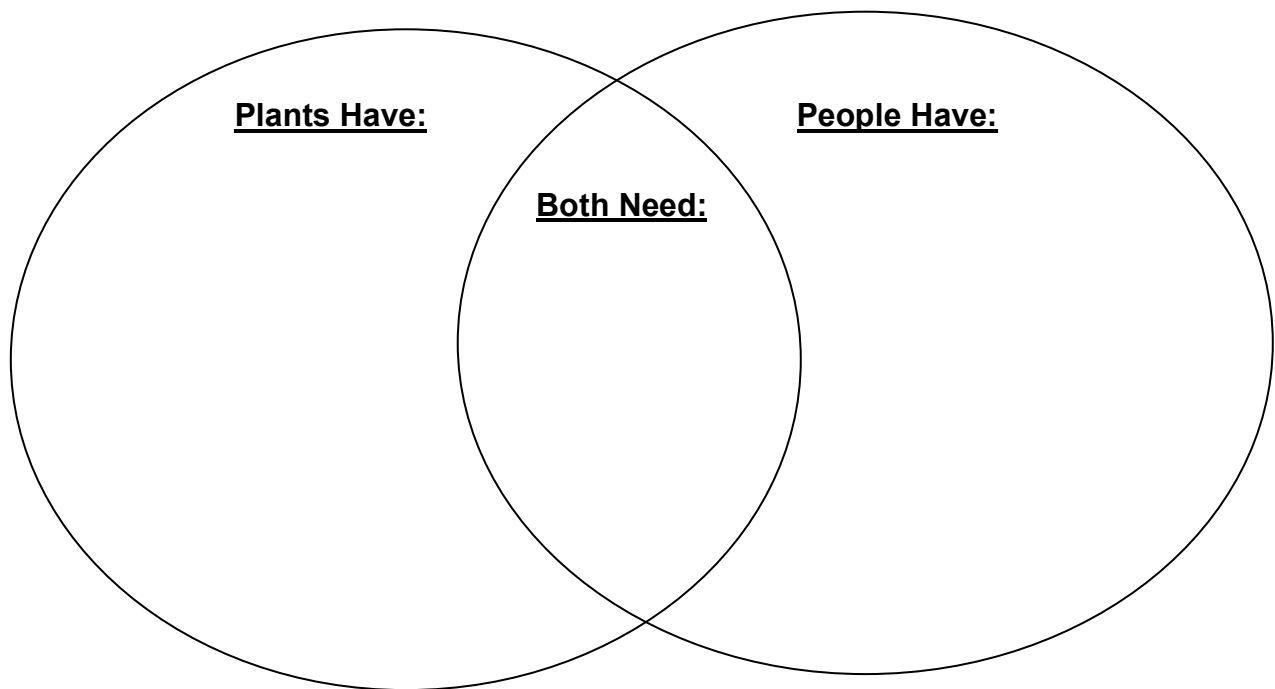
1. Cortar las verduras en trocitos.
2. Colocar las verduras picadas en un tazón grande y agregar el maíz y los frijoles.
3. Agregar el jugo de los limones y salsa picante.
4. Mezclar bien y servir.
5. ¡A comer con chips de tortilla y disfrutar!

¡Varíe sus verduras!
¡Coma diferentes verduras todos los días!

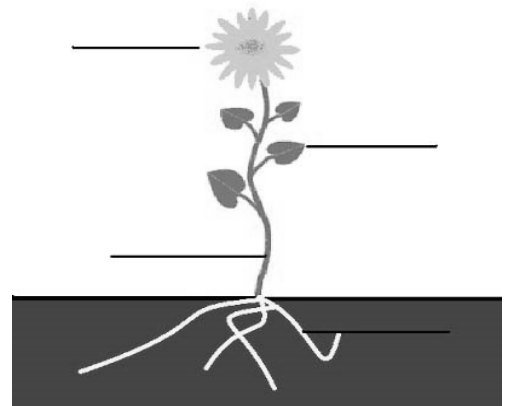
Plants and Us

We need plants to live! What do plants need? Plants need sunlight, water, air, soil and food to live. A plant has four main parts, which are the roots, stem, leaves and flowers. Seeds and fruit are also parts of a plant. Each part helps the plant live. The roots take in water from the ground. The stem holds the plant up and carries water to the leaves. The leaves use sunlight to make food for the plant. The flowers make seeds. The fruit of a plant holds the seeds. Seeds are baby plants. We eat all parts of the plant and their food keeps us healthy. Do you think plants need us?

Can you think of some ways that plants and people are the same? Can you think of some ways they are different? Fill in the Venn diagram.



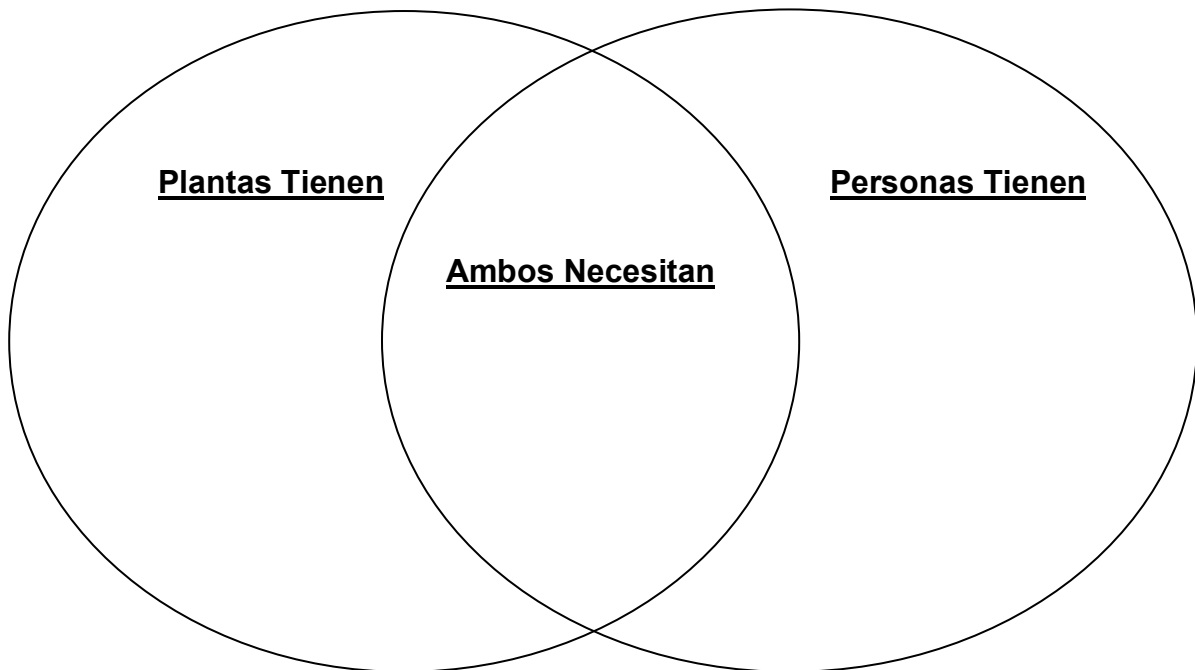
List some ways that plants help people:



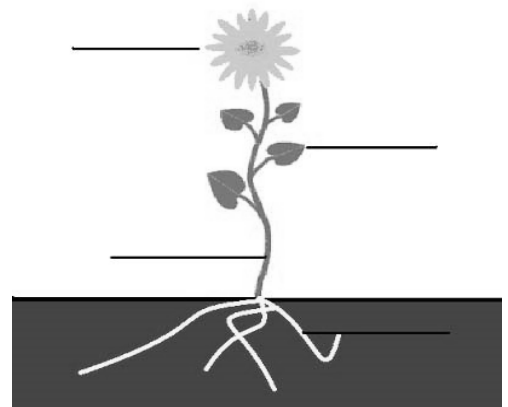
Las plantas y nosotros

¡Nosotros necesitamos las plantas para vivir! ¿Qué necesitan las plantas? Las plantas necesitan la luz solar, agua, aire, tierra y alimentos para vivir. Una planta tiene cuatro partes principales que son las raíces, el tallo, las hojas y las flores. Las semillas y los frutos también son partes de una planta. Cada parte ayuda a la planta a vivir. Las raíces toman agua de la tierra. El tallo sostiene la planta y lleva el agua a las hojas. Las hojas usan la luz del sol para producir alimentos para la planta. Las flores producen semillas. El fruto de una planta contiene las semillas. Las semillas son plantas bebés. Nosotros nos comemos toda la parte de la planta y su comida nos mantiene saludable. ¿Tu crees que las plantas nos necesitan?

¿Se te ocurre alguna manera en que las plantas y las personas son iguales?
¿Se te ocurre alguna manera en que son diferentes? Completa el diagrama de Venn.



Haz una lista de las maneras en que las plantas ayudan a las personas:

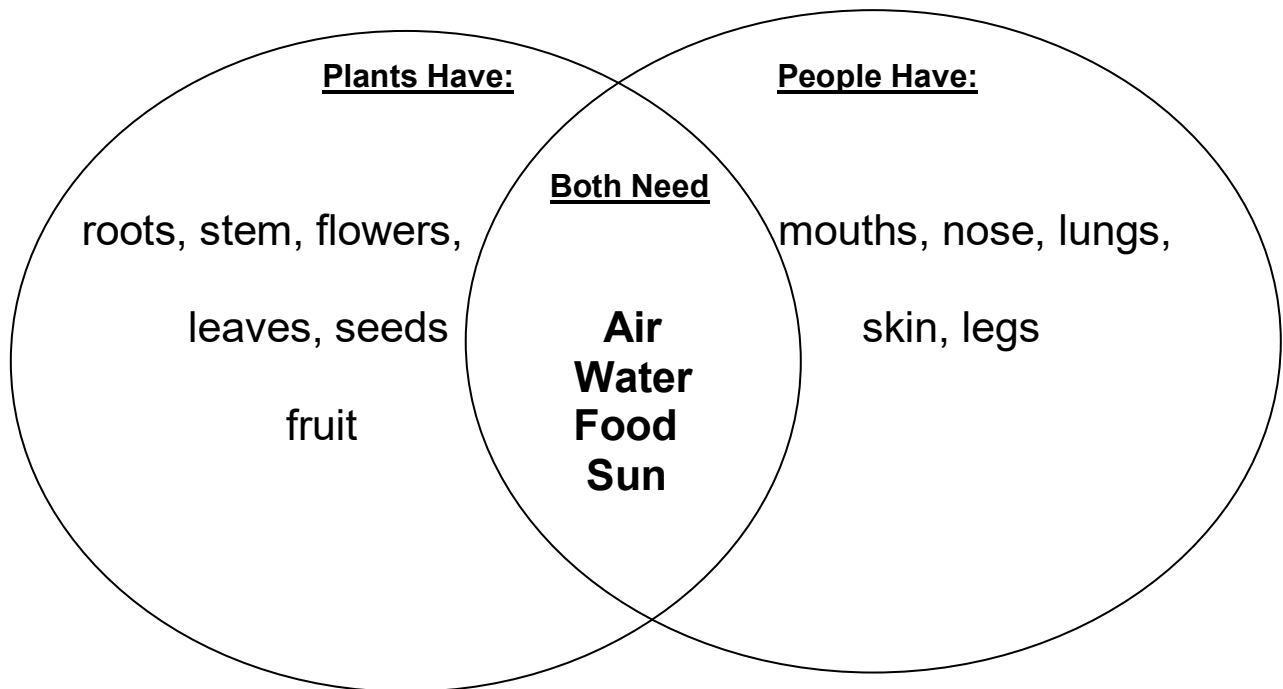


Plants and Us

(Teacher Answer Sheet)

We need plants to live! What do plants need? Plants need sunlight, water, air, soil and food to live. A plant has four main parts, which are the roots, stem, leaves and flowers. Seeds and fruit are also parts of a plant. Each part helps the plant live. The roots take in water from the ground. The stem holds the plant up and carries water to the leaves. The leaves use sunlight make food for the plant. The flowers make seeds. The fruit of a plant holds the seeds. Seeds are baby plants. We eat all parts of the plant and their food keeps us healthy. Do you think plants need us?

Can you think of some ways that plants and people are the same?
Can you think of some ways they are different? Fill in the Venn diagram.



List some ways that plants help people:

1. They are food that helps us grow and live.
2. They give us shade.
3. They are beautiful.

