

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, and corn 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"> - MyPlate Poster - napkins* - <u>Optional:</u> copies of Plants and Us text with Venn diagram 	<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) - hot sauce - 1 bag tortilla chips (12-16 oz.) - plastic coated paper plates* - family letters*

*one per student

Reinforcing Colorado Comprehensive Health Standards

Second Grade, Standard 2. Physical and Personal Wellness. 1. Apply knowledge and skills to engage in lifelong healthy eating. 3. Apply knowledge and skills related to health promotion, disease prevention and, health maintenance

While INEP nutrition lessons focus on the Colorado Comprehensive Health Standards, you will find you may utilize lessons to reinforce mathematics, physical education, reading, writing & communicating, science & social studies standards for your class.

SET-UP

Copies:

- Optional- “Plants and Us” text with Venn diagram

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.
- Have can of corn, 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 of 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?
 - ✓ Do you think Carlos liked to eat different vegetables?
 - ✓ 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 ingredients with students and show them the different vegetables.

- 2 limes, juice
- 1 green bell pepper
- 1 yellow squash
- 3 tomatoes
- 1 can low-salt corn

Science Note: Nutritionists say that tomatoes and squash are vegetables because they do not taste sweet like fruit, so they fit in the vegetable group of MyPlate. But plant scientists say they are the fruit because they have seeds in them. One way to stop the confusion is to call them fruit-vegetables.

- 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 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 lime juice, corn, and hot sauce to the cut-up vegetables. Point out to the students all the different and colorful vegetables that are in the salsa. If students don't like hot sauce, you can add to individual student's salsa tasting.
- 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 different 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?

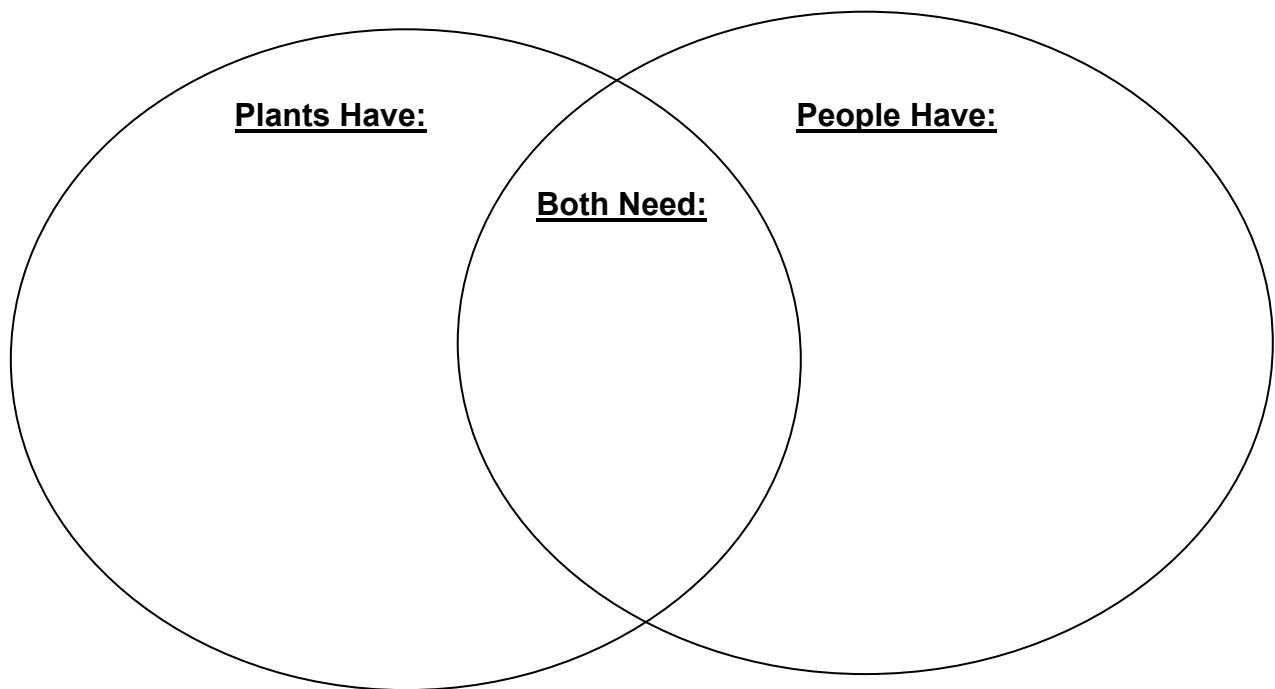
BACKGROUND INFORMATION

- By eating many different types of fruits and vegetables, we increase the variety of vitamins, minerals, and fiber to our diet. It is important to try to regularly eat from a variety of color groups so that you can get the widest health protection possible.
- Different colored fruits and vegetables contain hundreds of different phytochemicals, which are compounds found in plant foods that have many health benefits. Phytochemicals work together with vitamins, minerals, and fiber and other food compounds in ways that supplements simply can't duplicate.
- Salsa means "sauce" in Spanish. There are many kinds of salsa; the one we are most familiar with in the United States is a tomato-based salsa. Many of the commercial salsas are high in sodium, but by creating your own fresh salsa, you can decrease the amount of sodium you are consuming.
- The Dietary Guidelines of Americans (2020-2025) recommendations for sodium based on age: 1,200 mg/day for ages 1 through 3; 1,500 mg/day for ages 4 through 8; 1,800 mg/day for ages 9 through 13; and 2,300 mg/day for all other age groups. Many commercial salsas are high in salt, by creating your own fresh salsa, you can control the amount of salt you consume.
- Salsa can include many different vegetables and fruits. Tomatoes, chilies, peppers, onion, corn, cilantro, lime juice, and even mango are all very popular salsa ingredients. Eating fresh salsa is a fun, easy, and delicious way to get a variety of nutrients.
- 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.

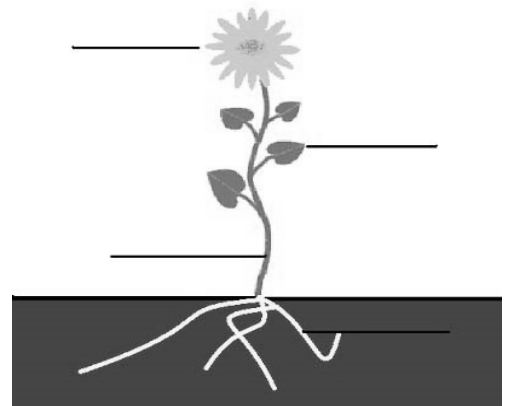
Plants and Us

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.



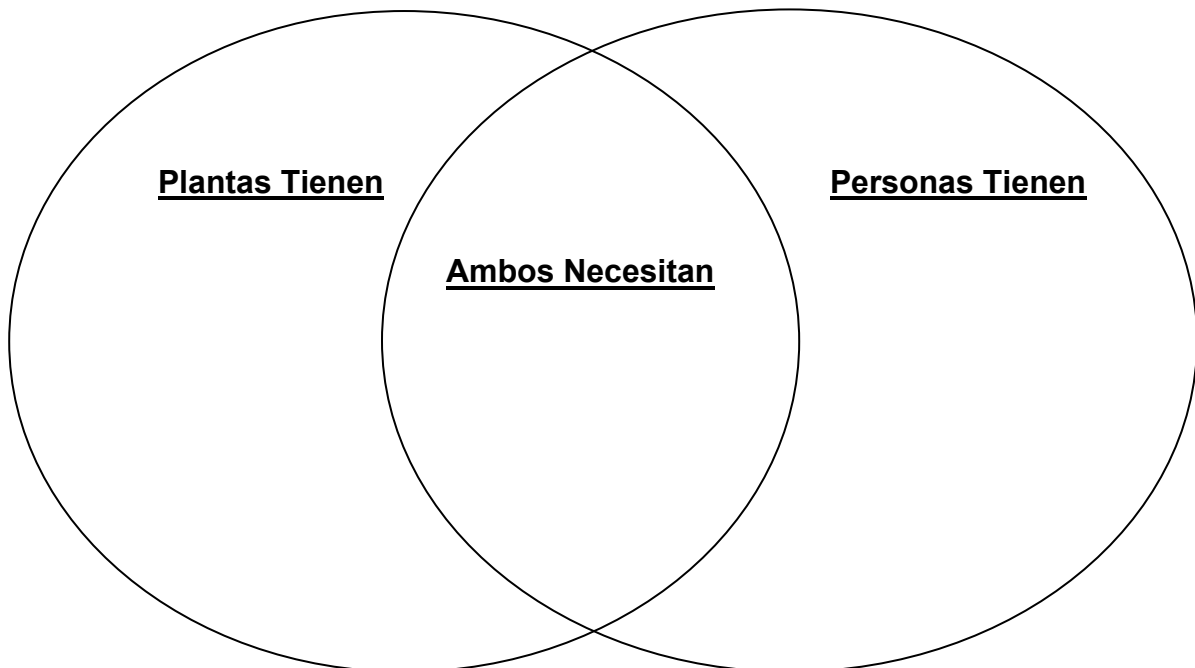
List some ways that plants help people:



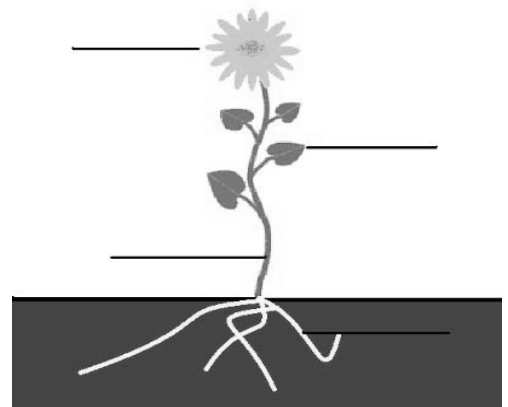
Las plantas y nosotros

¡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:

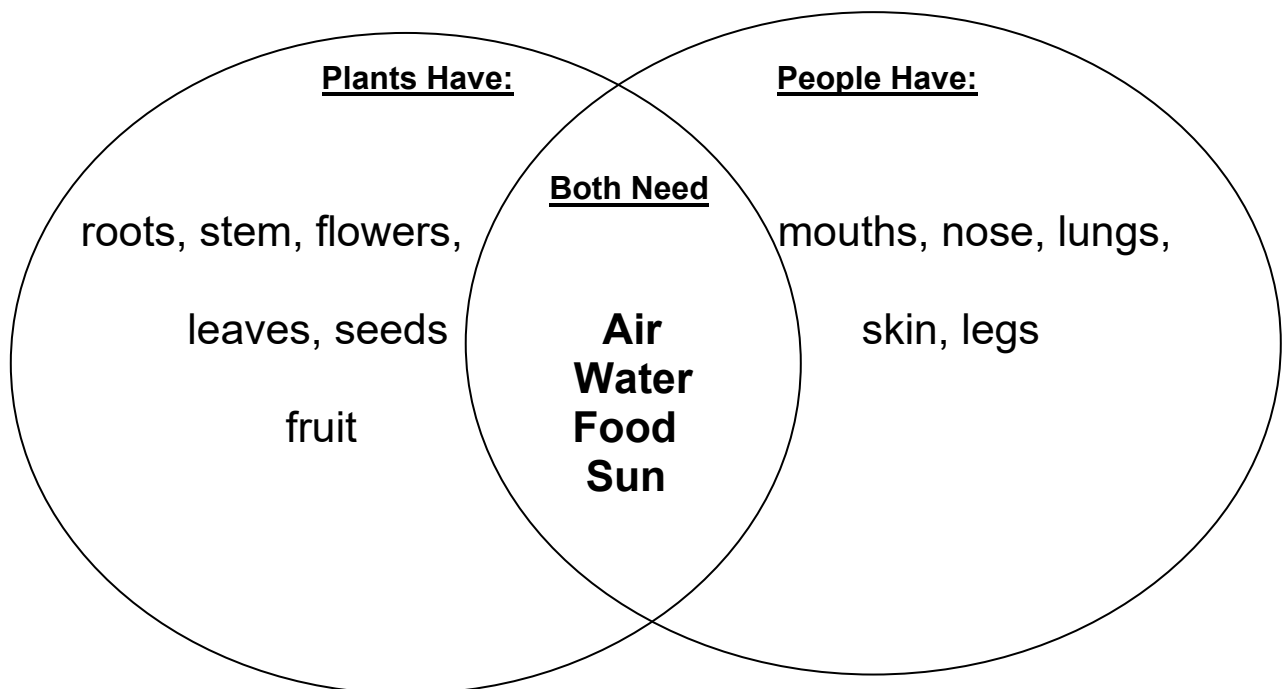


Plants and Us

(Teacher Answer Sheet)

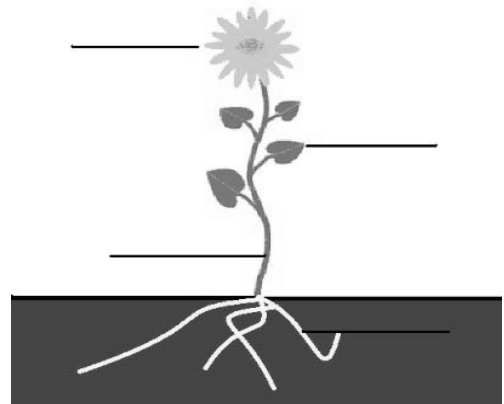
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Can you think of some ways that plants and people are the same?
Can you think of some ways they are different? Fill in the Venn diagram.



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.



Family Letter: Carlos' Colorful Salsa



Scan this QR code to watch how to make a similar snack to what we made in class.

Dear Families,

Today your student prepared a colorful salsa recipe that included many types of vegetables. They explored how different kinds of vegetables provide a variety of nutrients. For example, tomatoes are rich in potassium, and squashes are loaded with vitamin C.

If possible, try to **vary your veggies** to get as many different vitamins and minerals.

Colorful Salsa

Makes About: 11-12 servings

Total Recipe Cost: \$5.50 - \$6.50

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

Directions

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

**Feel free to adjust ingredients depending on allergies and/or what you have at home.*



Fun Fact: Students are more likely to eat what is on their plate if they are involved in preparing it. Washing produce, mixing, cutting foods with a plastic knife, and putting back ingredients are fun tasks for second grade students to do. If possible, have your student help with a family meal and see how enjoyable it can be for all.



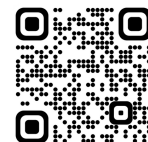
Movement is about nourishing the mind and the body!

Even a five-minute video that gets your heart pumping benefits your overall health. Follow the QR codes for a fun activity.

In Your Seat:



On your Feet:



Carta familiar: La salsa colorida de Carlos



Escanee este código QR para ver cómo hacer una merienda similar a la que hicimos en clase.

Queridas familias,
Hoy su estudiante preparó una receta de salsa colorida que incluía muchos tipos de verduras. Exploraron cómo diferentes tipos de verduras proporcionan una variedad de nutrientes. Por ejemplo, los tomates son ricos en potasio y las calabazas están cargadas de vitamina C.

Si es posible, intente variar sus verduras para obtener la mayor cantidad posible de vitaminas y minerales.

Salsa colorida

Rinde aproximadamente: 10-12 porciones

Costo total de la receta: \$5.50 - \$6.50

Ingredientes

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

Instrucciones

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

**Cambie los ingredientes que quiera según las alergias y/o lo que ya tengan en casa.*



Dato curioso: es más probable que los estudiantes coman lo que hay en su plato si participan en su preparación. Lavar los productos, mezclar, cortar alimentos con un cuchillo de plástico y volver a colocar los ingredientes, son tareas divertidas para los estudiantes de segundo grado. Si es posible, haga que su estudiante ayude con una comida familiar y vea lo agradable que puede ser para todos.



¡El movimiento se trata de nutrir al cuerpo y al cerebro!

Incluso un video de cinco minutos que le ayude a moverse beneficia su salud en general. Siga este código QR para hacer una actividad divertida. Videos en inglés.

En su asiento



En sus pies

