

## Fresh Salsa (4<sup>th</sup> Grade)



### NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- ☒ Students **prepare** and **taste** fresh salsa.
- ☒ Students **express ways** they can **eat more and different vegetables.**
- ☒ Students **explain** the **health benefits** of eating different vegetables every day.
- ☒ Students **identify** that tomatoes, bell pepper, onion and corn fit in the vegetable food group of MyPlate.

### MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<b><u>In Kitchen Bin</u></b> <ul style="list-style-type: none"> <li>- cutting board (teacher only)</li> <li>- chef knife (teacher only)</li> <li>- can opener</li> <li>- bowls</li> <li>- mixing spoon</li> </ul> <b><u>In Paper Goods Bin</u></b> <ul style="list-style-type: none"> <li>- plastic knives*</li> <li>- plastic gloves (2 per student)</li> </ul>	<ul style="list-style-type: none"> <li>- senses activity sheet</li> <li>- copies*</li> <li>- napkins*</li> </ul>	<ul style="list-style-type: none"> <li>- book: "Carlos and the Skunk" by Jan Romero Steven</li> <li>- 2 limes (juice)</li> <li>- 2 tomatoes</li> <li>- 1 red bell pepper</li> <li>- 1 Anaheim pepper</li> <li>- 1 shallot</li> <li>- cilantro</li> <li>- tortilla chips (12-16 oz)</li> <li>- 1 can corn low-salt (15 oz)</li> <li>- hot sauce</li> <li>- plastic coated paper plates*</li> <li>- 6 serving containers</li> <li>- family letter/recipe copies*</li> </ul>

\*one per student

## Reinforcing Colorado Comprehensive Health Standards

Fourth Grade, Standard 2. Physical and Personal Wellness.3. Apply knowledge and skills related to health promotion, disease prevention and health maintenance.

Fourth Grade, Standard 2. Physical and Personal Wellness.1. Apply knowledge and skills to engage in lifelong healthy eating.2. Describe the connection between food intake and physical health.

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:

- Make copies of Senses activity sheet (each student).

#### Word-area:

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

#### Food-prep:

- Wash tomatoes, bell pepper, Anaheim pepper, shallot (similar to onion), and cilantro.
- Cut vegetables into enough pieces so that each student will have 2-3 different vegetables to cut up.
- Cilantro Taste Test: Save the cilantro out for a taste test. Plan to offer it to those who would like it after the taste test.
- Cut the limes in half. These will be squeezed into the salsa.
- Open and drain corn.
- Have plastic coated paper plates, plastic gloves, and plastic knives ready for cutting up vegetables.
- Have hot sauce, can of corn, limes, mixing spoon and bowl on nutrition table ready for making salsa.
- Have corn tortilla chips, small paper plates, plastic forks, and napkins ready to pass out for serving and eating salsa.

#### Other-prep:

- Have book “Carlos and the Skunk”, by Jan Stevens ready to read to the class.

### INTRODUCTION WITH STUDENTS

**Let's Wake Up Our Brains! Brain Boost Exercise!**  
**Move Your Body! Let's get our hearts pumping!**



- ♥ Jog in place. (30 seconds)
- ♥ Jump in place. (30 seconds)
- ♥ Squat up and down. (30 seconds)
- ♥ High knees in place. (30 seconds)
- ♥ Reach up to the sky and down to the ground. (30 seconds)

- Now that our minds are ready to go, let's get started on our nutrition lesson.
- Start with the cilantro taste test. Give each student one small taste. Explain that cilantro can be an acquired taste, meaning it may take a few tries before they learn to like it. But for some people cilantro tastes like soap. This is because of their genes and how their brains process the taste of cilantro. It is just the way their taste buds are, and they are especially sensitive to the soapy taste in cilantro. This will probably never go away for those people. Do you have that gene?
- Discuss the vocabulary word senses. *"The different ways your body is able to experience the world around you." When we eat the taste buds on our tongue send signals to our brains telling us to experience the taste of the food.*
  - What are the 5 senses and what are they good for?  
*Sight, Smell, Sound, Touch, and Taste.*
  - What sense do you use most when eating? Why?
  - Do you use your sense of smell to help you taste?
  - When you eat do you use your eyes and mouth to sense the look and feel of the food?
- Read and discuss the book, "Carlos and the Skunk".
  - ✓ What does the term, "You can't believe everything you hear" mean in the story?
  - ✓ Even though Carlos didn't tell his parents what happened, do you think they knew? Why do you think that?
  - ✓ Have you ever smelled a skunk? Why is your sense of smell so important? (*It can warn of something dangerous.*)
  - ✓ How does a skunk's spray help the skunk?
  - ✓ What would you have done if you were Carlos?
  - ✓ Why does Carlos like salsa so much?
- Tell students that today they are going to make a delicious fresh salsa, a lot like Carlos' favorite salsa from the book.
- Ask students to tell you the ingredients needed to make salsa. (tomatoes, onion, chilies, peppers, etc.)
- Tell students that tomatoes, sweet bell peppers, and hot chilies were first grown and eaten in Mexico and Central America.
- **Refer to the Key Behavior on the board and tell students that there are many ways to make sure you eat different fruits and vegetables, including eating salsa. Ask students where salsa fits in MyPlate. Explain they need to eat fruits and vegetables at lunch, snack and dinner. Salsa is full of healthy vegetables. Eating salsa helps us *"vary our fruits and vegetables"*.**
- Students are going to eat their salsa with tortilla chips. Corn tortillas and tortilla chips are made from cornmeal, which is part of the grains group.
- Explain that by making and eating fresh salsa they are making a healthy choice for their bodies. Ask students to tell you one way they plan to make a healthy choice today. Ask them to be specific. For example, "Today I am going to choose one fruit and one vegetable in the lunchroom and eat both".

## PROCESS

- Step 1: Have students wash their hands with soap and warm water.
- Step 2: Go over the salsa recipe with students. Pass out plastic gloves, plastic coated plates and knives. Give each student 2-3 vegetables to cut up. Tell them to cut the vegetables into small pieces and demonstrate how to do this. The shallot (similar to onion) should be cut into very small pieces.
- Step 3: When the students have cut up all of the vegetables collect them in the bowl.
- Step 4: Next, in front of the students, add the can of corn, juice of the limes, and hot sauce to the vegetables and mix. **Note:** Offer cilantro to those who like the taste only.
- Step 5: Serve the salsa with the corn tortilla chips. Make sure to give students only 1 tablespoon of salsa to start. This will give students a chance to taste it first and not overwhelm them. If they like the salsa, give them more the second time around.
- Step 6: **Let's Eat Let's Talk.** Ask students what they thought of the salsa. Help students feel able to eat different vegetables every day. "Vary your veggies!" Ask and discuss the questions in **Make Health Happen.**
- Step 7: Pass out the "senses" activity sheet and go over with students. Have them use their senses to come up with different descriptive words that describes the salsa. (colorful, juicy, spicy, mild, sweet, sour, etc.)
- Step 8: Pass out salsa recipe and encourage students to take it home and share it with their family.

### Make Health Happen

- ☒ What did you like about today's salsa?
- ☒ Why is eating salsa good for you?
- ☒ How are you going to make sure you get the different vegetables your body needs every day?

## BACKGROUND INFORMATION

- Salsa means “sauce” in Spanish. There are many different kinds of salsa; the one we are most familiar with in the United States is a tomato-based salsa, which is high in vitamin C. 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.
- Salsa means “sauce” in Spanish. There are many kinds of salsa, but the one we are most familiar with in the United States is a tomato-based salsa. By creating your own fresh salsa, you can add many different flavors to the salsa from your own ingredients.
- 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. By creating your own fresh salsa, you can control how much sodium goes into the recipe.
- Salsa can include many different vegetables and fruits. Tomatoes, chilies, peppers, onion, corn, cilantro, lime juice, and mango are all very popular salsa ingredients. Preparing and tasting fresh salsa is a fun and nutritious way to eat vegetables and fruit. Canned tomatoes are a great substitute in salsa if fresh ones are not available.
- History of the Tomato: Tomatoes originated in the Andes Mountains of South America. They were not used as food until they later made their way (by wind and animals) to Central America and Mexico where they became an important crop for the indigenous people living in those areas. The tomato was brought from Mexico to Spain by Hernando Cortes, a Spanish conquistador, in the 1520s. It was not until the 1800s that it became a popular food in Europe and North America. Tomatoes are a nutrition packed food containing vitamin C, vitamin A, potassium, and fiber.
- Sweet peppers and spicy chilies also originated in the Americas and were then brought over to Europe. The spicy varieties spread quickly throughout the world and became popular for adding spice to many dishes. Today spicy peppers or hot chilies are very popular and are used all over the United States. Sweet peppers and spicy chilies are also nutritious. They contain vitamin C and vitamin A which may help the body fight disease and may even help prevent certain types of cancer.
- Corn, also called maize, is a native plant of North America. Indigenous peoples in the US introduced corn and some of its uses to early colonists. Today, the U.S. is the largest producer of corn in the world.
- Corn tortillas and tortilla chips are made from cornmeal and originated in Mexico. They are still an important staple food in Mexico and among the Hispanic population in the U.S.

Visualize with your five senses



Hear



Feel



See



Taste



Smell

## Visualiza tus cinco sentidos



Escuchar



Sentir



Ver



Gusto



Oler

## Family Letter: Fresh 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 salsa recipe that included many types of vegetables. They also explored how we are able to taste foods and experience flavors. For your next meal together, try to use your five senses (touch, hear, sight, smell and taste) to explore and appreciate the experience of eating food.

### Fresh Salsa

Makes About: 10-12 servings

Total Recipe Cost: \$6.00- \$8.00

#### Ingredients

- 4 tomatoes
- 1 red bell pepper
- 1 Anaheim chili pepper
- 1/8 red onion
- 1 can of corn, low-salt (15 oz.)
- cilantro
- 2 limes
- hot sauce to taste

#### Directions

1. Everyone washes their hands.
2. Open and drain the corn.
3. Wash the tomatoes, pepper, chili, and onion.
4. Cut the tomatoes, chili, peppers, and onion into small pieces.
5. Put them into a bowl and add the corn, cilantro, hot sauce and juice of the limes.
6. Eat with tortilla chips and enjoy.

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



Nutrition claims on food labels can get confusing. Use the list below to help you understand common terms food manufactures use to advertise their products.

- **"Excellent Source Of"** or **"High"**: food contains 20% or more of the Daily Value.
- **"Good Source"**: food contains 10% - 19% of the Daily Value.
- **"Fortified"**: food has nutrients added that are not normally there.
- **"Enriched"**: food has nutrients added back that were lost during processing.



If possible, try one of these physical activities that you can do in your seat or on your feet as a family.

- **"Sock it to me"**: Hold open an empty bag or laundry bin while your student tries to throw rolled-up socks inside.
- **Dance party**: Turn on your favorite music and try the following dance moves: robot, superhero, grasshopper, and touchdown. Ask your student how many other dances they can create.





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 que incluía muchos tipos de verduras. También exploraron cómo podemos probar los alimentos y probar los sabores. Para su próxima comida juntos, trate de usar sus cinco sentidos (tacto, oído, vista, olfato y gusto) para explorar y apreciar la experiencia de comer alimentos.

### Salsa fresca

Rinde aproximadamente: 10-12 porciones

Costo total de la receta: \$6.00 - \$8.00

#### Ingredientes

- 4 tomates
- 1 pimiento morrón rojo
- 1 chile tipo Anaheim
- 1/8 de cebolla roja
- 1 lata de granos de maíz (baja en sal) (15 oz.)
- cilantro
- 2 limones verdes
- salsa picante al gusto

#### Instrucciones

1. Todos se lavan las manos.
2. Abrir y escurrir las latas de elote y duraznos.
3. Lavar los tomates, los chiles y la cebolla.
4. Cortar los tomates, los chiles, pimientos y la cebolla en trozos pequeños.
5. Poner en un tazón y añadir los granos de maíz, cilantro, la salsa picante y el jugo de limones verdes.
6. ¡Comer con tortillas de chips y disfrutar!

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

La descripción de las propiedades nutricionales en las etiquetas de los alimentos puede resultar confuso. Use la lista a continuación para comprender los términos comunes que usan los fabricantes de alimentos para publicitar sus productos.

**"Excelente Fuente de"** o **"Alto"** / **"Excellent Source Of"** o **"High"**: el alimento contiene 20% o más del Valor diario.

**"Buena Fuente"** / **"Good Source"**: el alimento contiene 10% - 19% del Valor diario.

**"Fortificado"** / **"Fortified"**: la comida tiene nutrientes que se agregaron ya que normalmente no lo tienen.

**"Enriquecido"** / **"Enriched"**: los alimentos tienen nutrientes que se agregaron ya que se perdieron durante el procesamiento.



Si es posible, pruebe una de estas actividades físicas que puede hacer en familia desde su asiento o estando de pie.

**"Caletín para mí"**: Sostenga abierta una bolsa vacía o un cesto de ropa sucia mientras su estudiante trata de arrojar los calcetines enrollados dentro.

**Fiesta de baile**: encienda su música favorita e intente los siguientes movimientos de baile: robot, superhéroe, saltamontes y touchdown.

Pregúntele a su estudiante cuántos otros bailes puede crear.