

Invent-a-Salsa (5th Grade)



NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- prepare food** and **taste** a vegetable/fruit salsa they invent.
- express ways** they can **eat fruits and vegetables at every meal.**
- explain** the **health benefits** of eating fruits and vegetables.
- identify** that eating a variety of fruits and vegetables gives our bodies different vitamins and minerals that are important for good health.

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 - serving tray - 4 mixing bowls - 4 mixing spoons <p><u>In Paper Goods Bin</u></p> <ul style="list-style-type: none"> - plastic knives* - 16 plastic spoons - plastic gloves (two per student) 	<ul style="list-style-type: none"> - family letter/recipe copies* - activity sheet copies* - salsa descriptions (use on overhead) - napkins* 	<ul style="list-style-type: none"> - 4 tomatoes - 1 Anaheim chili pepper - 1 green bell pepper - 1 red onion - 1 red bell pepper - 2 limes - cilantro - corn low-salt (15 oz) - black beans (15 oz) - pineapple tidbits (20 oz) - bag tortilla chips (12-15 oz) - hot sauce - 25 serving containers - plastic coated paper plates*

*one per student

SET-UP

IMPORTANT: This lesson has a lengthy set up!

1. Four groups of students will be inventing their own salsa.
2. Each of the four groups will have a different base ingredient- tomato salsa, corn salsa, black beans salsa or pineapple salsa.
3. The other ingredients are for students to pick and choose to add to their salsa.
4. Each group will need to divide their salsa into four serving containers so each of the groups can taste each of the salsas.

Alternative and Time Saving Options:

1. Get rid of base ingredients for salsas and let each group make choices using all ingredients. This option's success depends on students' ability to work well in groups.
2. Do not have groups share their salsas but just eat their own creations.
3. Do not do group presentations.

Copies:

- Make copies of family letter/recipe (each student) and Invent-a-Salsa activity sheet (each student).

Work-area:

- Students will work in four groups. Have work areas ready for four groups.
- Have nutrition table ready for lesson ingredients and materials.

Food-prep:

- Wash the vegetables and the limes.
- Cut each vegetable into the following pieces and place in a 12 oz bowl:

Important: Save 3 tomatoes as the "base ingredient" for the tomato salsa group.

1 tomato	cut into 2 pieces
1 Anaheim chili pepper	cut into 4 pieces
1 green bell pepper	cut into 2 pieces
1 red onion	cut into 4 small pieces (only use 1/8 of the onion total)
1 red bell pepper	cut into 2 pieces
2 limes	cut each lime in half (each group will get one)
1 bunch of cilantro	divide into 3 bunches

- Each group will get one half of lime and a base ingredient.
- Arrange cut-up vegetables on the serving tray on the nutrition table. Keep the hot sauce where the teacher can distribute it.
- Open and drain the cans of corn, black beans, and pineapple. Rinse black beans and cut up the 3 left over tomatoes to create the tomato base.
- Put corn, black beans, pineapple and tomatoes into separate mixing bowls. Each of these bowls will be delivered to a group. The groups will add their salsa ingredients to the bowl containing the base ingredient.
- Pass out the salsa bases, a mixing spoon, half a lime (for squeezing), 2 plastic gloves per student, enough plastic-coated paper plates and plastic knives for each group.
- Have serving containers, small paper plates, plastic spoons, tortilla chips and napkins ready to pass out to each student in each group for tasting salsa.

Other prep:

- Write salsa base ingredients in one column on the board and salsa choice ingredients in separate column on the board. (The list of the base and choice ingredients are in the activity sheet.)
- Have salsa descriptions from Chipotle ready to show on overhead device.

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.

- What do you think it means to eat lots of different (a variety of) vegetables?
- **Refer to the Key Behavior on the board “Vary your veggies” and tell students that today they will learn one way to eat many different vegetables. Not only should students vary their veggies they should also “Make half their plate fruits and vegetables” to ensure they are eating enough of them!**
- Explain that different vegetables have different vitamins and minerals that our bodies need. For example, tomatoes have a lot of vitamin C and vitamin A while black beans have a lot of iron and fiber.
 - ✓ Vitamin C helps heal cuts and helps us fight against colds and the flu.
 - ✓ Vitamin A helps our eyes work properly, helps our skin and helps bones grow.
 - ✓ Iron helps our blood get oxygen to all parts of our body.
 - ✓ Fiber is very important for cleaning out our digestive system.
- Our bodies need all of these nutrients to function properly and one way to ensure that we get them is to eat many different vegetables.
- Tell students that today they are going to become chefs and create their own salsa that is full of lots of different vegetables.
- Explain to students that salsa means “sauce” in Spanish and there are many different kinds of salsa; the one they are most familiar with in this country is a tomato-based salsa. We often purchase pre-made salsa in jars and bottles.
- Display the salsa descriptions from Chipotle and read over with class. Discuss the different salsas and how they are described and have students start thinking of their own their salsas.

PROCESS

Step 1: Have students wash their hands with soap and warm water. Divide the class into four groups.

- Step 2: Brainstorm with students what they might need to make a salsa. Point out the ingredients on the board.
- Step 3: Show the base ingredients and the choice ingredients. Explain that each group will be assigned a base ingredient and that each group can then choose **three** choice ingredients.
- Step 4: After you have assigned the base ingredient to each group and each group has decided on their 3 choice ingredients, have one person from each group come up to the nutrition table to get their 3 choice ingredients.
- Step 5: Pass out the base ingredient bowl, ½ lime, mixing spoon, plastic coated paper plates, plastic knives and plastic gloves to each group. **Note:** If the desired ingredients are taken by other groups, the group will have to select something else at the nutrition table.
- Step 6: Have students start making their salsa. Tell the students that they should squeeze the juice of the lime over their salsa (it is not for cutting). **Important:** Have students use hot sauce sparingly.
- Step 7: After groups finish making their salsas pass out the chips and have them eat and enjoy their salsa.
- Step 8: Pass out the activity sheets and have students discuss their salsa and come up with a good name and description for it.
- Step 9: **Let's Eat, Let's Talk.** After students have tasted their salsas ask students what they learned about ways they can eat lots of different vegetables. Let students know only they can make the choice to eat a variety of vegetables. Ask the questions in the box **Make Health Happen.**
- Step 10: Remind students to take home the recipes they invented to share with their families.

Sharing and Presentations Option:

- ✓ Have students use serving containers and divide their salsas into 4 different containers (one for each group, including their own).
- ✓ Have groups taste their own salsa and use the activity sheets to come up with their salsa names and descriptions.
- ✓ Have groups present their salsa names and descriptions to the class as students taste each salsa.

Make Health Happen

- How many different vegetables did you try today?
- What are some other foods you could eat that have a variety of vegetables? (salads, soups)
- What could you do today to make sure to get the fruits and vegetables your body needs?

REINFORCING STANDARDS

Comprehensive Health

- **GR.5-S.2-GLE.1** Demonstrate the ability to engage in healthy eating behaviors.

Reading, Writing and Communicating

- **GR.5-S.1-GLE.1** Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience.
- **GR.5-S.1-GLE.2** Listening strategies are techniques that contribute to understanding different situations and serving different purposes.
- **GR.5-S.2-GLE.1** Literary texts are understood and interpreted using a range of strategies.
- **GR.5-S.2-GLE.2** Ideas found in a variety of informational texts need to be compared and understood.
- **GR.5-S.2-GLE.3** Knowledge of morphology and word relationships matters when reading.
- **GR.5-S.3-GLE.1** The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes.
- **GR.5-S.3-GLE.2** The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes.
- **GR.5-S.3-GLE.3** Conventions apply consistently when evaluating written texts.

BACKGROUND INFORMATION

- This lesson provides a great opportunity for your students to experience what it's like to be a chef, and to be exposed to a real career. Being a chef or cook requires special skills. For example, they are knowledgeable about foods, nutrition, and food safety. They are competent in food preparation from simple to sophisticated dishes. They are careful observers and record keepers. They are good at reproducing the same food from the same recipe, yet they are not afraid to create new ones. They enjoy cooking. Also, they enjoy sharing their foods with other people, and are willing to accept feedback to improve their recipes to make their food taste better.
- Another important aspect to being a chef is that they not only create great food but they have to sell the foods to make a profit in most situations. On menus, chefs describe their delicious foods in easy-to-understand yet catchy words to make customers want to buy their foods.
- This lesson is focused on being a chef, using a scientific mind to conduct an edible experiment (i.e. create a salsa), and also being a salesperson who wants to sell his/her special salsa to classmates. The students will explore ideas for creating enticing descriptions to encourage other students to want to try their salsa.
- Salsa means "sauce" in Spanish. There are many different 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 can include many different vegetables and sometimes, even beans and fruit. Tomatoes, chilies, peppers, onion, corn, cilantro, lime juice, and even mango and pineapple are all very popular salsa ingredients. Eating fresh salsa is a healthy and delicious way to get the variety of vegetables your body needs.
- Tomatoes originated in South America in the Andes Mountains but were not commonly consumed until they made their way (by wind and animals) to Central America and Mexico. There they became an important crop for the Indians living in those areas. The tomato was brought from Mexico to Spain by the Spanish conqueror Hernando Cortes in the 1520's. It was not until the 1800's that it really became a popular food in Europe and North America.
- Tomatoes are a very healthy food containing vitamin C, vitamin A and potassium. They are high in fiber. They may help reduce the risk of certain cancers. Either canned or fresh tomatoes are healthy and either can be used in salsa.
- Sweet peppers and spicy chilies also originated in the Americas and were brought back to Europe by Christopher Columbus. The spicy varieties spread quickly throughout the world and became popular for spicing up many dishes in Africa, India and China. Europeans used the sweet varieties, green and red bell peppers, as fresh vegetables. Today spicy peppers and hot chilies are very popular and are used all over the United States. They are also very healthy.

They contain vitamin C and vitamin A, helping the body fight disease, and they may even help prevent certain types of cancer.

- Corn, called maize, is also a native plant of North America. Native Americans introduced corn and some of its uses to early settlers. Today, the U.S. produces roughly 50% of the world's corn crop. Corn is a good source of carbohydrates and fiber. It also provides vitamin C, folate, magnesium, phosphorus, and thiamin. Yellow corn also offers some vitamin A.
- Pineapple probably originated in South America and spread to the Caribbean, Central America, and Mexico. Like tomatoes, peppers, and corn, pineapples were brought back to Europe by explorers and spread as far as China and the Philippines. In the 1800's, pineapple was introduced into the Hawaiian Islands and it became their major fruit crop. Fresh pineapple contains an enzyme called bromelain, which digest proteins. That's why you cannot use fresh pineapple in gelatin (the bromelain breaks down the protein in the gelatin and prevents it from setting), but pineapple is a helpful ingredient to use in a marinade sauce to tenderize meats. Pineapple is high in vitamin C and also contains manganese.
- Black beans, also called "turtle beans", are popular in South and Central America, the Caribbean, and in some Asian countries like China, Korea, and Japan. Black beans are high in complex carbohydrates, protein, fiber, minerals, and vitamins. Black beans have no cholesterol and are very low in fat so that they are an ideal alternative to meat and they can be used in a wide variety of dishes.

Dear Family,

Today we invented our own salsas in class! Our class created 4 different salsas and voted on which one we liked the best. We used the different vegetables listed below and one salsa had pineapple. Have you ever tried pineapple salsa? My salsa included the ingredients I checked below. Let's invent our own salsa at home!



Parent Tip: Having your kids help in the kitchen increases their willingness to try new foods. Fifth graders can help you in the kitchen by following recipes, measuring and mixing!

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

Invent a Salsa



Mark the ingredients that you put in your salsa.

Base ingredients

- tomato
- black beans
- corn
- pineapple
- lime
- hot sauce

pick 3 other ingredients

- 1/2 tomato
- 1/4 Anaheim chili pepper
- 1/4 green bell pepper
- 1/4 red onion
- 1/4 red bell pepper
- 1/3 bunch cilantro

Directions

1. Wash and cut up vegetables and fruit.
2. Add all together and mix.
3. Add hot sauce and juice of the limes.
4. Eat with tortilla chips and enjoy!

Make half your plate fruits and vegetables!
Eat colorful fruits and vegetables every day!

Querida familia,

¡Hoy inventamos nuestra propia salsa en clase! Nuestra clase creó 4 salsas diferentes y votamos en cual nos gustó mejor. Utilizamos las diferentes verduras enumeradas a continuación y una salsa tenía piña. ¿Alguna vez has probado salsa de piña? Mi salsa incluye los ingredientes que he marcado a continuación. ¡Vamos a inventar nuestra propia salsa en casa!



Consejo para los padres: El hecho de que sus hijos ayuden en la cocina aumenta su deseo de probar nuevos alimentos. Los estudiantes de quinto grado pueden ayudarle en la cocina siguiendo recetas, midiendo y mezclando.

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

Inventa una Salsa



Marca los ingredientes que usaste en tu salsa.

Ingredientes de base

- tomate
- frijoles negros
- maíz
- piña
- lima
- salsa picante

escoge otros 3 ingredientes

- 1/2 tomate
- 1/4 pimiento de chile de Anaheim
- 1/4 pimiento morrón verde
- 1/4 cebolla roja
- 1/4 pimiento morrón rojo
- 1/3 manojito de cilantro

Instrucciones

5. Lave y corte las frutas y verduras.
6. Agregue todo junto y mezcle.
7. Añada la salsa picante y el jugo de las limas.
8. ¡Cómala con totopos y disfrute!

**¡Haga que de la mitad de su plato sea de frutas y verduras!
¡Coma frutas y verduras todos los días!**



Sample Salsa Descriptions from Chipotle

Fresh Tomato Salsa (mild)

Chopped red, ripe sweet tomatoes mixed with red onions, jalapeño peppers and freshly chopped cilantro for a mildly tangy refreshing taste. Vegetarian.

Roasted Chili-Corn Salsa (medium)

Sweet, succulent corn, blended with roasted poblano peppers, jalapeño peppers, red onions and freshly chopped cilantro. This unique, robust salsa is both sweet and mildly hot. Vegetarian.

Tomatillo Green-Chili Salsa (medium-hot)

A distinctive combination of tomatillos, tomatoes, jalapeño peppers, red onions, freshly chopped cilantro and several spices. A rousing addition to a barbacoa or carnitas burrito. Vegetarian.

Tomatillo Red-Chili Salsa (hot)

This salsa of pureed chilies de arbol, tomatillos and fresh spices is smooth, full-bodied and a rich, rusty red, very hot. Vegetarian.

Thank you Chipotle for letting us use your menu descriptions.
<http://www.chipotle.com/>



Descripciones de Salsas de Chipotle

Salsa Fresca de Tomate (suave)

Tomates rojos maduros dulces picados mezclados con cebollas rojas o moradas, jalapeño y cilantro recién picado para lograr un refrescante sabor ligeramente picante. Vegetariana.

Salsa de Chile Asado y Maíz (medio)

Dulce y succulento maíz mezclado con pimientos poblano asado, pimientos jalapeños, cebollas rojas y cilantro recién picado. Esta salsa especial densa es dulce y ligeramente picante. Vegetariana.

Salsa Verde de Tomatillo (medio-picante)

Una combinación distintiva de tomatillo, tomates, pimientos jalapeños, cebollas rojas, cilantro picado fresco y especias varias. Un acompañamiento ideal para una barbacoa o burrito de carnitas. Vegetariana.

Salsa Rojo de Tomatillo (picante)

Esta salsa hecha de puré de chiles de árbol, tomatillos y especias frescas es suave, con cuerpo y un rico color rojo oxido. Muy picante. Vegetariano.

Gracias Chipotle por permitirnos usar sus descripciones de menú.
<http://www.Chipotle.com/>

Invent-a-Salsa



Name: _____ Date: _____

1. Name your salsa.

2. Mark the ingredients that you put in your salsa.

Base ingredients

- ___ tomato
- ___ black beans
- ___ corn
- ___ pineapple
- ___ lime
- ___ hot sauce

pick 3 Choice ingredients

- ___ 1/2 tomato
- ___ 1/4 Anaheim chili pepper
- ___ 1/4 bell pepper
- ___ 1/4 red onion
- ___ 1/2 zucchini
- ___ 1/3 bunch cilantro

3. Use your senses to describe your salsa (taste, sight, smell).

4. Pretend you are the chef. Explain why other people would want to try your special salsa. Don't forget to say it is full of vegetables and healthy to eat!

Inventa-una-Salsa



Nombre: _____ Fecha: _____

1. Nombra tu salsa.

2. Marca los ingredientes que vas a poner en tu salsa.

Ingredientes Base

- ___ tomate
- ___ frijoles negros
- ___ maíz
- ___ piña
- ___ lima
- ___ Salsa picante

Escoge 3 ingredientes de tu elección

- ___ 1/2 tomate
- ___ 1/4 chile Anaheim
- ___ 1/4 chile morón
- ___ 1/4 cebolla roja
- ___ 1/2 calabacita
- ___ 1/3 ramo de cilantro

3. Usa tus sentidos para describir tu salsa (el sabor, la vista, el olor).

4. Haz de cuenta que eres el jefe de cocina/chef. Explica por qué otras personas querrían probar tu salsa especial. ¡No se te olvide decir que tiene muchas verduras y es muy saludable!

