SUGGESTED SCHEDULE

Week 1 Theme: Lots of Lettuce
Week 2 Theme: Fun at the Farmers’ Market
Week 3 Theme: Eating a Rainbow Plate
Week 4 Theme: Build a Salad

Optional activities

BOOKS

A Visit to the Farmers’ Market/Una Visita al Mercado de los Granjeros by Peggy Sissel-Phelan
Optional (Week One): Gathering the Sun: An Alphabet In Spanish and English by Alma de Ada
Optional (Week Four): From the Garden by Michael Dahl

NEWSLETTERS

For families
For teachers
Lettuce
Week 1: Lots of Lettuce

MATERIALS
- Fresh Fruit and Vegetable Photo Cards
- Optional: Gathering the Sun by Alma Flor Ada

LEARNING STANDARDS
Head Start Learning Domains
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Book Appreciation & Knowledge, Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Mathematics Knowledge Skills (Number Concepts & Quantities, Number Relationships & Operations, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills, Fine Motor Skills)
- Approaches to Learning (Initiative & Curiosity, Persistence & Attentiveness, Cooperation)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

DRDP-2015
- Approaches to Learning - Self Regulation
- ATL-REG1
- Social and Emotional Development; SED1, SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD5, LLD7
- English Language Development; ELD1, ELD2
- Cognition-Math & Science; COG9, COG11,
- History-Social Science: HSS5

Students will...
* understand that lettuce is a salad we eat raw
* learn about the varieties of lettuce and how they are different and how they are the same
* Identify lettuce as a leaf we eat

LESSON
1) Show children a lettuce photo card and tell them we are going to learn about lettuce this month.

2) Ask them to raise their hands if they have eaten lettuce before. Ask—How have you eaten lettuce? (In a salad, in a sandwich, on tacos, etc.) That’s right we usually eat lettuce raw— not cooked. Lettuce is a vegetable that we can put in salad.

3) Lettuce can come in different shapes and colors such as light green, dark green and red. Show the class a Fresh Fruit and Vegetable Photo Card for each different type of lettuce as you name them and have the students say what color each one is: Endive, Escarole, Iceberg Lettuce, Leaf Lettuce (can be green or red though the photo only shows the green variety), and Radicchio (ra-di-key-o).

4) Review the concept of plant parts (root, stem, leaf, flower, fruit, and seed) and ask the class what plant part lettuce is (answer is “leaves”).

Optional: Read the pages in Gathering the Sun for “Lettuce” and “Rain.”

Then read the pages of “Watering” and “Field Row.” Tell the students that this is how lettuce is grown on the farm—seeds are planted in field rows, and with water and sun, the plants grow to look like the “Lettuce” page (flip back to those pages). Turn to the “Farm workers” page and read to the class. Discuss how fruits and vegetables on farms are grown by the hard work of both farmers and farm workers. Lettuce is grown throughout the entire year in California.
Week 2: Fun at the Farmers’ Market

MATERIALS

- A Visit to the Farmers’ Market/Una Visita al Mercado de los Granjeros
  by Peggy Sissel-Phelan

LEARNING STANDARDS

Head Start Learning Domains

- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Book Appreciation & Knowledge, Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Mathematics Knowledge and Skills (Number Concepts & Quantities, Number Relationships & Operations, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills, Fine Motor Skills)
- Approaches to Learning (Initiative & Curiosity, Persistence & Attention, Cooperation)
- Creative Arts Expressions (Music, Creative Movement & Dance, Art, Drama)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

DRDP-2015

- Approaches to learning-Self Regulation; ATL-REG1
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD4, LLD6
- English Language Development; ELD1, ELD3
- Cognition-Math & Science; COG9, COG11
- Physical Development-Health; PD-HLTH10

LESSON

1) Ask the class if they know what a farmers’ market is. Describe if they don’t remember (a place where local farmers sell their fresh fruits and vegetables). Review what “local” means (food grown near us, within driving distance). Ask for a show of hands if anyone has been to a farmers’ market before. For those who say “yes” ask who they go with and what they like to buy there.

2) Read A Visit to the Farmers’ Market. As you go through the pages, ask students to identify colors and types of produce. Make sure to mention green and red lettuce (page 5). Point out that local farmers grow a lot of the fruits and vegetables that we like to eat. Ask the class what they like to eat from the book. In particular, point out fruits and vegetables they may have tried in taste tests, such as apples (pg. 17). Local food from the farmers’ market is fresh and tasty.

3) Ask the class are there other benefits of going to a farmers’ market? (it’s healthy exercise, we spend time with our family, and we get to taste new food and meet new people.)

4) Remind the children that it is healthy to eat a variety of colors. Green plants like lettuce are good for your eyesight and for strong teeth and bones.

*Lesson modified from All About...Farmers Markets: A Teaching Guide for Classrooms, Camps and Community Programs by P. Sissel-Phelan

Students will...
- learn about farmers’ markets and what they offer.
- understand why it’s important and fun to go to a farmers’ market.
- The concept of “Eat a Rainbow” will be reinforced.
**LEARNING STANDARDS**

*Head Start Learning Domains*
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Book Appreciation & Knowledge, Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Mathematics Knowledge and Skills (Number Concepts & Quantities, Number Relationships & Operations, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills, Fine Motor Skills)
- Social and Emotional Development (Social Relationships, Self-Concept & Self-Efficacy, Self-Regulation, Emotional and Behavioral Health)
- Creative Arts Expression (Music, Creative Movement & Dance, Art, Drama)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

*DRDP-2015*
- Approaches to learning-Self Regulation; ATL-REG1
- Social and Emotional Development; SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD4, LLD5
- English Language Development; ELD1, ELD2, ELD3, ELD4
- Cognition-Math & Science; COG9, COG10, COG11
- Physical Development-Health; PD-HLTH10

**LEGGON**

1) Ask the children—Should you eat only one color of fruits and vegetables or many colors? Many! That’s right we should eat a rainbow of colors of fruits and vegetables.

2) Hold up some Fresh Fruit and Vegetable Photo Cards as examples of the variety of colors: red, yellow, green, purple white, and orange. You can also show pages from books you have read to the class with colorful pictures, such as *I Eat Vegetables, Eating the Alphabet, or A Visit to the Farmers’ Market.*

3) Show the class the chart “Our Favorite Fruits.” Ask the children—what are your favorite fruits and what color are they? (Explain that fruits grow from flowers and usually have seeds, like oranges and apples. *Note: tomatoes, cucumbers and eggplants are technically fruit but we call them vegetables*). Record their answers on the chart. Fruits can be in more than one column if they come in different colors.

4) Repeat the activity for “Our Favorite Vegetables.” Explain that vegetables don’t have seeds and are different parts of a plant, such as the roots, stems, or leaves. Reiterate to the class that fruits and vegetables are great to eat anytime and that they help keep you healthy and strong.

5) Explain to the students that they are going to choose one fruit or vegetable from each color group to make a rainbow on their plates. Have the students cut out 5 pictures from magazines or grocery ads and glue them on the paper plate.

6) Encourage the children to share their rainbow to the class and display the charts and paper plates in the classroom.

**MATERIALS**

- Fresh Fruit and Vegetable Photo Cards
- Charts: Favorite Fruits and Favorite Vegetables
- Magazines or newspapers with pictures of fruits or vegetables
- Scissors
- Glue
- Paper plates

**Students will...**

* continue to learn that vegetables come in many colors and that it is important to “eat a rainbow.”
* identify a fruit or vegetable they would eat from each color group.
* choose a fruit or vegetable from each color group and construct their own “eat a rainbow plate”
# Activity: Our Favorite Fruits

<table>
<thead>
<tr>
<th>GREEN</th>
<th>RED</th>
<th>PURPLE</th>
<th>ORANGE</th>
<th>YELLOW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

©2015 Occidental College
Activity: **Our Favorite Vegetables**

<table>
<thead>
<tr>
<th>GREEN</th>
<th>RED</th>
<th>PURPLE</th>
<th>ORANGE</th>
<th>YELLOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
<th>Total</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lettuce
Week 4: Build a Salad

**MATERIALS**
- Food Experience ingredients
- Optional: *From the Garden* by Michael Dahl

**LEARNING STANDARDS**

*Head Start Learning Domains*
- Language Development (Receptive, Expressive)
- Literacy Knowledge and Skills (Book Appreciation & Knowledge, Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing)
- Logic and Reasoning (Reasoning & Problem Solving, Symbolic Representation)
- Mathematics Knowledge and Skills (Number Concepts & Quantities, Number Relationships & Operations, Geometry & Spatial Sense, Patterns, Measurement & Comparison)
- Physical Development and Health (Physical Health Status, Health Knowledge & Practice, Gross Motor Skills, Fine Motor Skills)
- Creative Arts Expressions (Music, Creative Movement & Dance, Art, Drama)
- English Language Development (Receptive, Expressive, Engagement in English Literacy Activities)

*DRDP-PS*
- Approaches to Learning-Self Regulation; ATL-REG1, Social and Emotional Development; SED1, SED3, SED4
- Language and Literacy Development; LLD1, LLD2, LLD3, LLD4
- English Literacy Development; ELD1, ELD2
- Cognition-Math & Science; COG9, COG10
- Physical Development-Health; PD-HLTH10
- History-Social Science; HHS5

**LESSON**

Optional: Read *From the Garden*. When you show the class the last page with pictures of salad, tell them that today they will be making their own salads with different varieties of lettuce.

1. Explain to the children that today we will be tasting different kinds or varieties of lettuce.
2. Show the children the different varieties you have gathered for the taste test, noting colors, shape and size. How are they the same, how are they different? Identify the farm they were grown on if you know.
3. Ask the children about the different ways they eat lettuce (in a salad, in a sandwich, on tacos).
4. Ask the children if they think lettuce is a healthy choice to eat. Lettuce keeps your heart healthy and gives you energy. Explain that lettuce with darker colors (dark green or red) are even healthier than lettuce with light colors (white or light green).
5. Ask the children to recall which part of the plant lettuce is—leaves!
6. In small groups, have the children wash their hands.
7. As a group or in small groups, make the salad dressing and tear or cut the lettuce into bite sized pieces for the salad.
8. Refer to *Conducting an In-Class Taste Test* for more ideas on how to engage the class. Have children put a sticker on either the “I Like This” or “I Don’t Like This Yet” columns of the taste test sheet, or have them write or initial their names if they are able to do so.

Students will...
- review that there are many varieties of lettuce
- identify that lettuce is a leaf we eat
- taste a salad with different types of lettuce
Food Experience: Lettuce Taste Test

Serves 10 · Prep time: 10 minutes · Cook time: None

Ingredients:
- 1 head (about 4-6 cups) of green lettuce, (iceberg, romaine, butter)
- 1 head (about 4-6 cups) red lettuce (butter, red leaf)
- 1 cup baby spring mix salad
- Optional: sliced tomatoes, cucumber, snap peas, carrots and/or radishes

Dressing:
- 5 cups plain low fat yogurt
- 1/2 cup chopped fresh parsley
- 1/2 cup olive oil
- 1/2 cup fresh lemon juice
- 1-2 garlic cloves, minced
- 1 teaspoon sea salt & pepper

Directions:
1) Whisk all dressing ingredients in a bowl. Set aside.
2) Show the students whole lettuce for cutting or tearing into bite size pieces. Let the students taste each lettuce variety
3) Mix rest of lettuce mix in a large bowl. Divide evenly among students plates.
4) Serve with 1/2 cup of dressing

Makes 10 servings

MATERIALS NEEDED
- Cutting board
- Knife (optional)
- Large bowl
- Medium bowl
- Plates
- Forks

CHEF’S NOTES
- Select different varieties of lettuce, the more the better
- Have children use their hands to tear the lettuce apart

Snack

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Portion</th>
<th>CACFP Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td>1/2 cup</td>
<td>✔️</td>
</tr>
<tr>
<td>Bread/Alternative</td>
<td>1/2 cup</td>
<td>✔️</td>
</tr>
<tr>
<td>Meat/Alternative</td>
<td>1/2 cup</td>
<td>✔️</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A ✔️ indicates that this food group qualifies for CACFP crediting. If two categories are checked off, then recipe qualifies for CACFP reimbursement. The nutrition facts are provided to you for CACFP creditable recipes.
<table>
<thead>
<tr>
<th>“I LIKE THIS”</th>
<th>“I DON’T LIKE THIS YET”</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😐</td>
</tr>
<tr>
<td>“ME GUSTA”</td>
<td>“NO ME GUSTA TODAVÍA”</td>
</tr>
<tr>
<td></td>
<td>😐</td>
</tr>
</tbody>
</table>
## Extending the Learning Experience

### Optional Supplemental Lessons

### WEEK 1

**DRDP-2015**  
ATL-REG1  
SED3, SED4  
LLD2, LLD4  
COG9, COG11

### Garden Extension (Growing Minds, ASAP )

If you have lettuce growing in your garden bed, take the class out to the garden and tell them you are going to pick a few lettuce leaves to observe.  
Lettuce is a leaf that we eat. Do the students see other leaves that we can eat?  
Pick a few other types of edible leaves. Do they see leaves we don’t eat?  
Pick a few inedible leaves. Choose a few edible and inedible leaves.  
Hold them up side by side and ask the class to compare the leaves.  
How are they similar? How are they different?

### WEEK 2

**DRDP-2015**  
ALT-REG1, ALT-REG3  
LLD2, PD-HLTH1, PD-HLTH2

### Lettuce Limbo

Play limbo with your class! Instead of saying “limbo, limbo, limbo!” while the student walk under the bar (which can be a pool noodle, a loose piece of string or jump rope), say, “lettuce, lettuce, lettuce!”

Students who hit the bar when they are limbo-ing should sit down and wait for the next round to begin. After each child has a turn going under the limbo bar, lower it down a few inches.

When students are waiting in the limbo line, have them roll their hands in a circular motion, and on the third “lettuce,” students should put their hands in the air.

“Lettuce (roll hands in front), lettuce (keep rolling!), lettuce (put hands in the air!)”

### WEEK 3

**DRDP-2015**  
ATL-REG 4, ATL-REG7  
SED3, SED4  
LLD2, LLD3, LLD4  
ELD1, ELD2  
COG5, COG9, COG10  
HDSS5

### Discovery Lab

Place various lettuce heads or bunches on the tables in your classroom for students to examine by measuring and comparing.

Make available scientific tools such as measuring tapes and rulers, a scale, pH strips, magnifying glasses, and tweezers.

Make available paper, pencils and crayons for students to draw their observations. Teachers can write down the student’s observation on each student’s paper or collectively on one large paper and collectively discuss the observations.

As the activity progresses, cut a cross section of the produce and have students compare the cut to the whole.

### WEEK 4

**DRDP-2015**  
PD-HLTH10  
HSS5

### “Let-us” Eat! (Veggie washing activity to do prior to Taste Test)

In this activity, students will learn that it is important to wash fruits and vegetables before we eat them. Begin this activity by reminding students that lettuce grows close to the ground and gets dirty. Before we eat it, we have to make sure the lettuce is nice and clean.  
Demonstrate to students how to rub the leaves under running water to make sure they are clean.  
Next, have students work in groups of three and distribute a small bunch of lettuce to each group. If you have a sink in your classroom, place a colander in the sink and allow each group to take turns washing the lettuce. Students can rip the leaves into small pieces (or if they have supervision, allow students to try cutting the lettuce with knives) to make a salad!
# Food Experience: Lettuce Wraps

Serves 24 · Prep time: 10 minutes · Cook time: None

## Ingredients:

- 24 Romaine lettuce leaves, 2 heads
- 24 (1 oz) deli sliced cheddar cheese**
- 2 1/2 cup sliced tomato, 2 large Tomatoes
- 24 deli turkey slices
- 2 cups sliced avocados, 2 large Avocados
- 1/2 cup Honey Mustard or Ranch Dressing (to be accredited to CACFP use hummus or yogurt dip)

** the same as the sandwich sliced cheese

## Directions:

1) Follow the pictorial directions to help kids assemble their wrap

## MATERIALS NEEDED

- Cutting board
- Knife
- Plates

Makes approximately 24 Taste Tests

Recipe adapted from Centralia School District Nutrition Network, State Preschool Programs
Lettuce Wraps

1. Romaine leaf
2. Turkey slice
3. Slice cheese
4. Slice avocado
5. Add diced tomatoes
6. Roll

Lettuce Wraps:
1 Head Romaine Lettuce
1 pkg. Sliced Turkey
1 pkg. Sliced Cheese
1 Avocado
1 Tomato
1 Bottle Ranch Dressing

Directions:
1. Wash lettuce and pat dry
2. Place 1 turkey slice on lettuce
3. Add 1 slice cheese
4. Slice avocado, add to wrap
5. Dice tomato, add to wrap
6. Roll lettuce
7. Dip in Ranch dressing
   Serves 12
# Food Experience: Cactus Salad

Serves 24 (1/4 cup) · Prep time: 10 minutes · Cook time: none

## Ingredients:
- 1 cup cleaned and finely chopped cactus leaf or
- 1 (14-ounce) jar cactus, drained and rinsed
- 1 small white onion, sliced
- 3 tablespoons cider vinegar
- Mozzarella cheese, shredded (optional)
- 1 head romaine lettuce, shredded
- 2 radishes, thinly sliced
- 2 tablespoons chopped cilantro
- 1 tomato, finely chopped

## Directions:
1) In a medium bowl, mix cactus, onion, and vinegar.
2) Let stand 15 to 30 minutes.
3) Place lettuce on a platter or large bowl.
4) Top with marinated cactus mixture, tomato, radishes, cilantro and cheese topping. Serve immediately.

## MATERIALS NEEDED
- Cutting board
- Knife
- Large bowl
- Medium bowl
- Plates

## CHEF’S NOTES

Makes approximately 24 (1/4 cup each) Taste Tests
Recipe adapted from Tulare County Office of Education, Harvest of the Month

©2015 Occidental College
Healthy Serving Ideas
• Try different kinds of salad greens to find out which ones your child likes.
• Add salad greens like romaine, green leaf, and red leaf lettuce to sandwiches.
• Ask your children to create their own salads. Let them pick out the vegetables and toppings they want to use.
• Add color to salads with carrot strips, shredded purple cabbage, or even fruit (e.g., oranges, apples, raisins).
• Use or make lowfat salad dressings. Ask the produce manager at your local store for recipe tips.

CACTUS SALAD
Makes 4 servings. 1½ cups per serving. Prep time: 15 minutes
Ingredients:
4 cups shredded green cabbage
2 fresh cactus leaves (about 1 cup), cleaned and finely chopped
4 thin slices white onion
4 radishes, thinly sliced
1 large tomato, chopped
1 serrano chili, seeds removed and finely chopped
2 tablespoons cider vinegar
1 teaspoon oil
1 teaspoon sugar

1. In medium bowl, mix cabbage, cactus, onion, radishes, tomato, and chili. Place on 4 separate plates.
2. In small bowl, stir together vinegar, oil, and sugar. Drizzle over each salad. Serve immediately.

Nutrition information per serving:
Calories 48, Carbohydrate 9 g, Dietary Fiber 3 g, Protein 2 g, Total Fat 0 g, Cholesterol 0 mg, Sodium 20 mg

Recommended Daily Amount of Fruits and Vegetables*

<table>
<thead>
<tr>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males 2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td>Females 2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

How Much Do I Need?
• One cup of salad greens is about two cupped handfuls.
• One cup of salad greens (butterhead, green leaf, red leaf, romaine, iceberg) is an excellent source* of vitamin K.
• Most varieties of salad greens are also a good source* of vitamin A and folate.
• Vitamin K helps stop cuts and scrapes from bleeding too much. It also works with calcium to help build strong bones.

The amount of fruits and vegetables that is right for you depends on your age, gender, and physical activity level. Add a variety of colorful fruits and vegetables to your plate at every meal – red, yellow/orange, blue/purple, green, and white/tan/brown. This will help you reach your daily goals.

*Excellent sources provide at least 20% Daily Value (DV). Good sources provide 10-19% DV.

Did You Know?
Dark lettuce leaves have more nutrients than lighter-colored leaves.

Let’s Get Physical!
• You are a role model. It is important that your child sees you being active.
• Go for a morning or evening jog. Have your child ride next to you on a bike.
• Play one of your favorite outdoor childhood games with your family.

For more ideas, visit: www.letsmove.gov

Produce Tips
• Look for dark green leaves. Choose lettuce heads that are tight and firm.
• Wrap salad greens in slightly damp paper towels. Place in a plastic bag with holes for air. Store in the refrigerator for up to one week.
• Rinse lettuce with cold water. Gently pat dry leaves before using.
Ensalada de Nopales

Rinde 4 porciones. 1½ taza por porción. Tiempo de preparación: 15 minutos

Ingredientes:
- 4 tazas de repollo verde cortado en tiritas finas
- 2 nopales frescos (aproximadamente 1 taza) limpios y finamente picados.
- 4 rebanadas delgadas de cebolla blanca
- 4 rábanos cortados en rebanadas delgadas
- 1 tomate grande picado
- 1 chile serrano sin semillas y finamente picado
- 2 cucharadas de vinagre de sidra
- 1 cucharadita de aceite
- 1 cucharadita de azúcar

1. Mezcle el repollo, los nopales, la cebolla, los rábanos, el tomate y el chile serrano en un tazón mediano. Reparta la ensalada en 4 platos.
2. En un tazón pequeño mezcle el vinagre, el aceite y el azúcar. Rocíe sobre cada ensalada. Sirva inmediatamente.

Información nutricional por porción:
Calorías 48, Carbohidratos 9g, Fibra Dietética 3g, Proteínas 2g, Grasas 1g, Grasa Saturada 0g, Trans 0g, Sodio 0mg, Colesterol 0mg

¿Cuánto Necesito?
- Una taza de lechuga equivale a dos puñados.
- Una taza de lechuga (mantecosa, de hoja verde, de hoja roja, romana, iceberg) es una fuente excelente* de vitamina K.
- La vitamina K evita el sangrado excesivo de las cortadas y raspaduras.

Recomendación Diaria de Frutas y Verduras**

<table>
<thead>
<tr>
<th>Niños, de 5 a 12 años</th>
<th>Adolescentes y adultos, de 13 años en adelante</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hombres</td>
<td></td>
</tr>
<tr>
<td>2½ - 5 tazas por día</td>
<td>4½ - 6½ tazas por día</td>
</tr>
<tr>
<td>Mujeres</td>
<td></td>
</tr>
<tr>
<td>2½ - 5 tazas por día</td>
<td>3½ - 5 tazas por día</td>
</tr>
</tbody>
</table>

*Si es activo, coma el número más alto de tazas por día. Visite www.choosemyplate.gov para aprender más.1

¿Sabía Que?
Las hojas de lechuga de color verde oscuro tienen más nutrientes que las hojas de color más claro.
Health and Learning Success Go Hand-In-Hand

With California’s bountiful summer harvest, it is a great time to demonstrate how students can eat a variety of colorful fruits and vegetables every day as part of a healthy, nutrient-rich diet. Research shows that school-based nutrition education promoting healthful eating and physical activity can improve academic performance. Harvest of the Month supports academic content standards to give students the chance to explore, taste, and learn about the importance of eating fruits and vegetables. It can support students in making healthy food choices.

Exploring California Salad Greens: Taste Testing

What You Will Need (per group of 3-4 students):
- 1 cup each of several varieties of washed California grown salad greens*
- Printed Nutrition Facts labels** for each variety
- Dry erase board and markers

*See Home Grown Facts (page 3) for varieties.

Activity:
- Make separate rows on board for each salad green variety. Label columns: appearance, texture, smell, sound, and flavor.
- Observe and taste the first variety and discuss its characteristics within group.
- Write sensory descriptions in appropriate column; repeat for each variety.
- Compare and contrast the Nutrition Facts labels for each variety.
- Take a poll to find out students’ favorite variety. Share results with school nutrition staff.

For more ideas, reference:

Cooking in Class: Caesar Salad Wrap

Makes 24 tastes at ¼ slice each

Ingredients:
- 1 head romaine lettuce, torn into bite-size pieces
- 4 tomatoes, chopped
- 2 tablespoons green onion, chopped
- 6 tablespoons reduced fat Caesar salad dressing
- 2 tablespoons Parmesan cheese
- 6 (10-inch) fat free flour tortillas
- Small plates or napkins

1. In a large bowl, combine all ingredients, except flour tortillas.
2. Place equal amounts of salad mixture in each tortilla.
3. Roll up tortillas and slice into quarters. Serve on plates.

Hint: You may need to prepare in two batches.

Nutrition Information per serving:
Calories 82, Carbohydrate 14 g, Dietary Fiber 1 g, Protein 3 g, Total Fat 2 g, Saturated Fat 0 g, Cholesterol 0 mg, Sodium 191 mg

Source: Network for a Healthy California, 2011.

For more ideas, reference:
Kids Cook Farm-Fresh Food, CDE, 2002.

Reasons to Eat Salad Greens

One cup of salad greens provides:
- An excellent source of vitamin K*
  (green leaf, red leaf, romaine, butterhead, and iceberg).
- An excellent source of vitamin A
  (green leaf, red leaf, romaine, and butterhead).
- A good source of folate (romaine and butterhead).
- A good source of vitamin C (green leaf).

*Champion sources provide a good or excellent source of vitamin K (at least 10% Daily Value).

Champion Sources of Vitamin K*:
- Asparagus
- Avocado
- Brussels sprouts
- Celery
- Cooked greens
- Peas
- Salad greens
- Soybean

*Learn about vitamin K on page 2.

Nutrition Facts

Serving Size: 1 cup green leaf lettuce, shredded (36g)
Calories 5

<table>
<thead>
<tr>
<th>Nutrition Component</th>
<th>Amount</th>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>10mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>1g</td>
<td>0%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
<td>2%</td>
</tr>
<tr>
<td>Sugars</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 53%
Vitamin C 11%

Source: Network for a Healthy California, 2011.

For more information, visit: www.nal.usda.gov/fnic/foodcomp/search/ (NDB No.: 11250, 11251, 11252, 11253, 11257)
What is Vitamin K?
- Vitamin K is a fat-soluble vitamin.
- Vitamin K helps stop cuts and scrapes from bleeding too much and starts the healing process.
- Together with calcium, vitamin K helps build strong bones.
- Vitamin K may also help keep blood vessels healthy.
- Low levels or deficiency of vitamin K affects the body’s ability to clot blood and may result in easy bruising and bleeding (such as nose bleeds). Deficiencies are rare and usually only result when the body does not absorb vitamin K from the intestinal tract.
- Our bodies store vitamin K only in small amounts, so it is essential to obtain vitamin K through the foods we eat. Leafy green vegetables are a major source of vitamin K.

Source: http://lpi.oregonstate.edu/infocenter/vitamins/vitaminK/

How Do Salad Greens Grow?
Lettuce is grown year-round, but since lettuce seeds germinate and grow best at lower temperatures, and can even withstand a moderate freeze, the peak harvest season is January through May.

Lettuce seeds are sown thinly in rows or in wide-row bands about 18 inches to two feet apart to utilize garden space. Seeds are covered with no more than one-half inch of fine soil, which is kept moist for 10 to 14 days. About three to seven days after planting, lettuce emerges from the ground. Young roots typically lengthen to about two to three centimeters before the seedling begins to extend upward. The cotyledons (the leaf in the embryo that emerges, enlarges, and becomes green) are the first leaves to emerge from the ground, and their storage reserves are utilized for early development. The first true leaves emerge soon after the cotyledons sprout and the process of photosynthesis begins. Growers thin out the plants to allow good air circulation between the plants and help prevent foliar, or leaf, diseases.

All salad greens are harvested by hand. They are cut with a sharp knife near the base of the head and any damaged outer leaves are removed. Then they are usually packed in a box right in the field and shipped to market.

Helpful Hint:
Learn how to grow your own lettuce in the School Garden activity (page 3).

For more information, visit: www.calgreens.org

Botanical Facts
Pronunciation: lĕt’əs
Spanish name: lechugas variadas
Family: Asteraceae
Genus: Lactuca
Species: L. sativa

Salad greens consist of hundreds of varieties of different lettuce, which is a temperate annual plant of the family Asteraceae, or sunflower family. Initially, a lettuce plant will have a short stem called a rosette. When it blooms, the rosette lengthens and branches, ultimately producing several flower heads that look similar to dandelions. This process is called bolting. When grown to eat, lettuce is harvested before this bolting process begins.

Some varieties of Lactuca, like iceberg, have been specifically cultivated to remove the bitterness from their leaves. These types of lettuce (often called “crisheads”) have a high water content, lighter colored leaves, and little nutrient value. Leaves with greater pigmentation contain more antioxidants and nutrients. According to the CDC, the four main types of lettuce are butterhead (e.g., boston, bibb), crisphead (e.g., iceberg), looseleaf (e.g., red leaf, green leaf), and romaine.

For more information, visit:
http://plantanswers.tamu.edu/publications/vegetabletravelers/index.html

How Much Do I Need?
One cup of salad greens is about two cupped handfuls. For kids, the recommended serving size for salad greens is one cup. For adults, the recommended serving size is two cups. The amount of fruits and vegetables that each person needs depends on age, gender, and physical activity level. Have students find out how much they need to eat and write down how they plan to meet the daily recommended amount. Take time each week to talk with students about their goals.

Recommended Daily Amount of Fruits and Vegetables*

<table>
<thead>
<tr>
<th></th>
<th>Kids, Ages 5-12</th>
<th>Teens and Adults, Ages 13 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td>2½ - 5 cups per day</td>
<td>4½ - 6½ cups per day</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>2½ - 5 cups per day</td>
<td>3½ - 5 cups per day</td>
</tr>
</tbody>
</table>

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.

For more information, visit:
www.harvestofthemonth.com
A Leaf of Salad Greens History

As a cultivated crop, lettuce originated in or around the Mediterranean basin. Wild forms of lettuce in Egyptian tomb paintings and written accounts of lettuce that date back to 79 A.D. all support evidence that salad greens are one of the oldest known vegetables.

Lettuce was among the first vegetables brought to the New World by Christopher Columbus. At the start of the 20th century, the western shipping industry took off, greatly expanding the crop’s popularity and range. The early western shipping industry relied mostly on New York lettuce cultivars. However, a disorder called “brown blight” destroyed numerous early plantings and by 1922, the magnitude was great enough to prompt the USDA to assign a plant breeder, I.C. Jagger, to Southern California to develop disease-resistant cultivars.

Jagger used healthy plants and some that he found in the affected New York lettuce fields. He eventually released three cultivars under the name “Imperial,” which remained popular until the late 1940s, when the first true iceberg lettuce was developed by T.W. Whitaker. Two types of iceberg lettuce, Great Lakes and Calmar, dominated lettuce production until 1975, when the USDA replaced Calmar with the Salinas group. Salinas remains the most commonly grown lettuce variety today.

For more information, visit:
www.history.org/history/CWLand/resrch1.cfm
www.calgreens.org

Home Grown Facts

- California leads the nation in production of leaf lettuce, head lettuce, and romaine lettuce*.
- Accounting for all varieties, lettuce was California’s seventh largest commodity for the period of 2006-2008.
- In addition to the four main varieties (butterhead, romaine, red and green leaf), other California grown varieties include bok choy, bibb lettuce, cilantro, endive, escarole, iceberg lettuce, Italian parsley, kale, Napa cabbage, parsley, radicchio, and green and red cabbage.
- The counties of Monterey, Imperial, Fresno, San Benito, and Santa Barbara account for the highest percentage of California’s lettuce production.

*2008 Data
For more information, visit:
www.cdfa.ca.gov

School Garden: Grow Your Own Salad

If your school has a garden, here is an activity you may want to implement. Look for donations to cover the cost of seeds, tools, irrigation systems, electric pumps, and any salary incurred by garden educators or others.

Growing salad greens in a school garden is easy and inexpensive, and can be done nearly any time from September through June*.

What You Will Need:
- Variety of salad green seeds
- Large growing area
- Seaweed extract or compost tea

Activity:
- Till the soil thoroughly, breaking up clumps and removing stones and debris.
- Dig in plenty of compost and well-cured manure to ensure the best growing soil for each selected salad green variety.
- Plant seeds about two feet apart, depending on variety.
- Keep soil moist, but avoid watering in the evening.
- Mulch soil to conserve moisture and keep soil cool.
- Once plants have grown, feed every three weeks with seaweed extract or compost tea.
- Begin cutting lettuce leaves as soon as they are large enough for use in a salad (or other meals).
- Harvest butterhead, romaine, etc., when heads are firm and fully formed.

*In cooler climates or during winter months, select a site that gets full sunlight. In warmer climates or summer plantings, select a site that gets partial sunlight.

For more ideas, reference:

Home Grown Facts

- California leads the nation in production of leaf lettuce, head lettuce, and romaine lettuce*.
- Accounting for all varieties, lettuce was California’s seventh largest commodity for the period of 2006-2008.
- In addition to the four main varieties (butterhead, romaine, red and green leaf), other California grown varieties include bok choy, bibb lettuce, cilantro, endive, escarole, iceberg lettuce, Italian parsley, kale, Napa cabbage, parsley, radicchio, and green and red cabbage.
- The counties of Monterey, Imperial, Fresno, San Benito, and Santa Barbara account for the highest percentage of California’s lettuce production.

*2008 Data
For more information, visit:
www.cdfa.ca.gov

Student Sleuths

1. Why are darker green lettuce leaves more nutritious than lighter green leaves? What is the difference in the nutrient content? How does iceberg lettuce’s nutrient content compare to darker green varieties?
2. Describe how vitamin K plays a role in helping blood clot. How much vitamin K should you have in your diet for your age?
3. What are three things that the mineral manganese helps the body to break down?
4. Name three other vegetables that belong to the family Asteraceae.
5. What are four components of photosynthesis? What is an effect of photosynthesis?
6. Develop a pie graph depicting the percentages of the varieties of lettuce commercially grown in California.
7. Identify what percentage of all commercially produced lettuce varieties make up the bagged salad sold in the domestic marketplace.

For information, visit:
http://lpi.oregonstate.edu/infocenter/vitamins/vitaminK/
www.nal.usda.gov/fnic/foodcomp/search
www.leafy-greens.org
www.calgreens.org
Adventurous Activities

Science Investigation:

What You Will Need:
Two potted plants*, masking tape, water

Activity:
- Using masking tape, label one plant “light” and other plant “no light.”
- Put the “light” plant in a sunny window.
- Put the “no light” plant in a closet.
- Hypothesize how plants will react.
- Water both plants regularly.
- After two weeks, compare and contrast plants.
*Look for donations for plants.

Research Writing:

Based on results from the Science Investigation, assign a research and writing project about photosynthesis.

For more ideas, visit:
www.agclassroom.org

Just the Facts

- Americans eat about 30 pounds of lettuce every year. That’s about five times more than in the early 1900s.
- In the United States, lettuce is the second most popular vegetable (behind potatoes).
- According to CalCHEEPS findings*, green salad is the most commonly eaten vegetable by California children.
- The ancient wild relative of lettuce contained a sedative-like compound. Ancient Romans and Egyptians would take advantage of this property by eating lettuce at the end of a meal to help induce sleep.

Cafeteria Connections

- Partner with school nutrition staff to challenge classes to create and promote a new salad for the school menu. Provide classes with a budget and the “Promotion Planner” from Fruits and Vegetables Galore. The goal is to develop a new “salad” that can be introduced through the cafeteria or snack bar.
- Encourage younger students to complete the Word Jumble activity on the Salad Greens Menu Slick and to sign their name. On a selected day, draw names during lunch. Selected students will help create a “salad” (with guidance from school nutrition staff) and will be acknowledged for their creation on the day it is served.

For more ideas, reference:

Physical Activity Corner

What You Will Need:
- 1 hula hoop per 3 students (“salad bowl”)
- A variety of items to represent “salad ingredients” (scarves, small balls, beanbags, crumpled paper, etc.)

Activity:
- Scatter the hoops throughout the activity area.
- Divide students into groups of three at each hoop.
- Divide items equally between all hoops.
- Have students decide what vegetable each item represents.
- Students simultaneously begin collecting “ingredients” from other hoops; students can only take one ingredient at a time.
- Items must be placed, not thrown, and students cannot guard their hoop.
- After several minutes, stop play. Have groups count their items (skip this step to minimize competition), then redistribute items before starting play again.

Adapted from: www.catchinfo.org

Student Champions

- Have students visit the produce section of a grocery store and interview the produce manager. Report back to class: how many different varieties of salad greens are available? What are the different ways they are sold (e.g., bagged, cut, salad bar)? Is the price different or the same for each variety?
- Have students create posters and cut-out materials with information about salad green varieties to post on the school salad bar. Students can also bring these materials to local restaurants and grocery stores to hang in their salad bars for customers.

Adapted from: www.catchinfo.org

Literature Links

- Secondary: Green Power: Leaf and Flower Vegetables by Meredith Sayles Hughes, Sell What You Sow by Erica Gibson, and Agricultural History by the University of California Press, Journals Division.