

# FARM TO PRESCHOOL HARVEST OF THE MONTH ACTIVITY PACKET

## Lettuce



## April 2010

### Books and Activities

- 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



Materials provided by the Center for Food & Justice- UEPI Occidental College  
Materials modified by permission from the Network for a Healthy California-Merced County Office of Education

# HARVEST OF THE MONTH ACTIVITIES

## Lettuce Week 1

**Theme: Lots of Lettuce**

**Book:** Gathering the Sun by Alma Flor Ada

**Objectives:**

- Students will learn about the varieties of lettuce and how they are grown

**Materials:**

Fresh Fruit and Vegetable Photo Cards

**Directions:**

1. Discuss with the class that this month they'll be learning about different kinds of lettuce. Lettuce is a vegetable that we can put in salad. 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 says only the green variety), and Radicchio (ra-di-key-o). Review the concept of plant parts from last month (root, stem, leaf, flower, fruit, and seed) and ask the class what plant part lettuce is (answer is "leaves").
2. 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 – 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.
3. Ask the students how they like to eat lettuce (such as in salads, on tacos, in sandwiches, in soup, etc.).

# HARVEST OF THE MONTH ACTIVITIES

## Lettuce Week 2

### Theme: Fun at the Farmers' Market

**Book:** A Visit to the Farmers' Market by Peggy Sissel-Phelan

### **Objectives:**

- Students will learn about farmers' markets and what they offer.
- Students will understand why it's important and fun to go to a farmers' market.
- The concept of "Eat a Rainbow" will be reinforced.

### **Directions:**

1. Ask the class if they know what is a farmers' market. 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: snow peas (pg. 5), turnips (pg. 9), green beans (pg. 13) and apples (pg. 17).
3. Talk about other benefits of going to farmers' markets, such as: it's healthy exercise, we spend time with our family, and we get to taste new food and meet new people. Local food from the farmers' market is fresh and tasty.
4. Discuss how it is healthy to eat a variety of colors and review how the color of plants can show how they good for you. 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

# HARVEST OF THE MONTH ACTIVITIES

## Lettuce Week 3

### Theme: Eat a Rainbow Plate

#### Objectives:

- Students will continue to learn that vegetables come in many colors and that it is important to “eat a rainbow.”
- Students will identify a fruit or vegetable they would eat from each color group.
- Students will explain why it is important to eat fruits and vegetables from each color group.
- Students will choose a fruit or vegetable from each color group and construct their own “eat a rainbow plate” to share with the class.

#### Materials:

Fresh Fruit and Vegetable Photo Cards

Charts: Favorite Fruits and Favorite Vegetables (see insert)

**Magazines or newspapers with pictures of fruits or vegetables**

Scissors

Glue

Paper plates

#### Directions:

1. Talk to the students about eating a rainbow of colors for their fruits and vegetables. Hold up some of the **Fresh Fruit and Vegetable Photo Cards** to give some 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.
2. Show the class the chart “**Our Favorite Fruits.**” Ask students their favorite fruits and what color they are. Explain that fruits grow from flowers and usually have seeds. (Note: tomatoes, cucumbers and eggplants are technically fruit but we call them vegetables). Then record the answer in the column. Fruits can be in more than one column if they come in different colors. 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.

3. 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.
4. Have the students share their plates with the class and explain to the best of their ability, which fruits and vegetables they chose from each color group.

# HARVEST OF THE MONTH ACTIVITIES

Lettuce  
**Week 4**

## **Theme: Build a Salad**

**Book:** From the Garden by Michael Dahl (from November 2009's curriculum)

### **Objectives:**

- Students will create their own salads.

### **Materials:**

Food Experience ingredients

### **Directions:**

1. Read From the Garden. When you show the class the last page with pictures of salad, ask them if they are ready to make their own salads today.
2. Remind the class about the different types and colors of lettuce. Lettuce with darker colors (dark green or red) are even healthier than lettuce with light colors (white or light green).
5. Prepare for the taste test as appropriate for your class. If you have any information about the farm(s) where they came from, share that with the class. Refer to **How to Conduct a Taste Test** for other ideas on how to interact with the students. Have students put a sticker on either the "I Like This" or "I Don't Like This" columns of the taste test sheet and give them a sticker if they tried any part of the taste test (if you are participating with stickers). If they only like a part of the salad, ask them if they liked the lettuce.

# **Food Experience Calendar April 2010**

## **Bountiful Salad**

## **Food Experience, Week 4**

Lettuce Wraps

Optional

Cactus Salad

Optional

# Food Experience Recipes

## April 2010

### **Bountiful Salad**

2-3 heads of lettuce, different types such as:

Bibb, Romaine, Green Leaf, Red Leaf, Butter, Radicchio

2 or more salad fruits or vegetables in season, such as:

avocado, carrots, broccoli, baby spinach, shredded cabbage, tomatoes,  
orange segments

1 cup low fat salad dressing

### **Directions:**

1. Wash all the vegetables.
2. Allow class to see the whole lettuce head before cutting into bite sized pieces.
3. Cut other salad vegetables into bite sized pieces.
4. Lay out the salad add-ons in a salad-bar style.
5. Give each student a few cut leaves of each type of lettuce and allow them to add in the remaining choices as they desire (encourage them to pick at least other offering).
6. Add dressing to taste (about ½ TBSP per student).

Makes approximately 25 Taste Tests

Developed by *Network for a Healthy California*

## **Optional**

### **Lettuce Wraps**

2 heads Romaine lettuce  
2 packages sliced turkey  
2 packages slice cheese  
2 Avocados  
2 Tomatoes  
1/2 cup Ranch or other salad dressing

#### **Directions:**

1. Follow the pictorial directions on the following as to assembling the wrap.

Makes approximately 24 Taste Tests

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

## Optional

### **Cactus Salad**

- 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
- 1 head romaine lettuce, shredded
- 1 tomato, finely chopped
- 2 radishes, thinly sliced
- 2 tablespoons chopped fresh cilantro
- Mozzarella cheese, shredded (optional)

#### Directions:

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

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