LET'S LEARN ABOUT FLORIDA LETTUCE!

This Virtual Farm Field Trip unit is all about lettuce. It begins with an informative 5-minute video, transporting students to Traders Hill Farm in Hilliard, Florida. Your students will meet farmers Tracy and Kathy to learn how Florida lettuce is planted, grown, harvested and distributed.

We encourage you to expand the learning experience using this section's worksheets and guided activities, including a taste test. You may choose to use all these resources or pick the ones best suited to your classroom.





ACCESS VIRTUAL FARM FIELD TRIP

Scan code or visit:
FarmToSchoolFL.com/FieldTrips

FLORIDA LETTUCE FUN FACTS

- **Fresh lettuce is mostly water. Eating it helps you stay hydrated.**
- **Lettuce has vitamin K for strong bones.**
- **Lettuce comes in many colors: green, red and even purple.**
- **Romaine is the second most common type of lettuce grown in the U.S. behind iceberg, both of which are grown right here in Florida.**
- **Lettuce can grow in different ways! Field lettuce grows outside in the dirt, drinking rain and soaking up sunshine. Hydroponic lettuce grows with its roots right in water filled with plant food. Aquaponic lettuce grows in water too, but with fish. The nutrients from the fish feed the plants.**
- **In Florida, lettuce is largely grown outside in the rich soils south of Lake Okeechobee.**

BEFORE YOU WATCH: DISCUSSION STARTERS

Get students thinking about agriculture, science and nutrition by asking questions such as:

- *What do plants need to grow? What happens if they don't get what they need?*
- *Can a plant grow without dirt? What might it need instead?*
- *Let's name some vegetables. Can you think of any that are green?*
- *Close your eyes and imagine you are at a farm. What do you see? Hear? Smell?*
- *Today, we'll be taking a virtual field trip to visit a Florida lettuce farm. What do you know about lettuce?*
- *Have you eaten lettuce before? What did it taste like?*

AFTER YOU WATCH: CHECK FOR UNDERSTANDING

Trivia Toss

Materials

- **3 buckets, boxes or similar containers**
- **2 palm-sized balls (enough for each team to have one)**

Divide students into two teams. Students work as a team to answer a review question about the video. Then, if they answer correctly, they get a chance to toss a ball into one of three buckets to get a prize for their team. Prizes might be a homework pass, free time, extra computer time or lunch in the classroom.



Some teachers have shared that cornhole is a student favorite and works well for this exercise, too!

SUGGESTED QUESTIONS:

Find video comprehension questions, answers and video timestamps for finding those answers below.

- *What animal helps the lettuce grow on this farm?* ***(Fish, tilapia; 0:43)***
- *True or false: This farm grows lettuce in water instead of dirt.* ***(True; 0:36)***
- *True or false: This lettuce is ready to pick in about three months.* ***(False, about one month or 35-40 days; 0:59)***
- *True or false: Lettuce is mostly water.* ***(True; 1:45)***
- *Does lettuce like it warm or freezing cold?* ***(Warm, about 70 degrees, like our classroom; 2:02)***

Teacher Tip: 70°F is about the same comfy temperature we keep inside our homes and classrooms — lettuce likes the same cozy conditions we do. Ask why growing lettuce inside helps farmers keep it perfect all year, even when it's really hot or really cold outside.

- *True or false: Lettuce helps keep your bones strong.* ***(True; 2:53)***

Teacher Tip: Ask students what other foods keep bones strong. (Dairy!)

- *Where do the baby lettuce plants start growing?* ***(In the nursery; 4:00)***
- *True or false: An outdoor farm can grow more lettuce in less space than a greenhouse using hydroponics or aquaponics.* ***(False, this greenhouse grows 5 times more lettuce in the same space; 1:50)***
- *Which flowers is lettuce related to?* ***(Sunflowers, daisies and marigolds; 3:51)***

USING THESE TEACHING TOOLS

Below is an overview and guide for using the teaching tools included in this section, including guided activities, recipes and worksheets. We've included the education standards each tool complements, materials needed for each activity, a brief overview of each tool and tips for building your lessons.

You can find each of these tools on the following pages, along with additional information and pointers.

GUIDED ACTIVITIES

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Video, Discussion Questions and Trivia Toss (in Classroom Guide) *On page 55*	Standard(s) Supported: SC.1.L.14.2, SC.K.L.14.3, SC.1.L.14.1, HE.K.CH.3.1, HE.K.PHC.1.1, ELA.K.C.4.1, SS.K.G.3.3, HE.K.R.1.2	- 3 buckets, boxes or similar containers - 2 palm-sized balls (enough for each team to have one)	This activity gets students out of their seats as they respond to questions about the Virtual Farm Field Trip video.	Divide the class into two teams and keep the questions moving so every student gets a turn. If a team answers incorrectly, offer the question to the other team before moving on. Some teachers have shared that cornhole works well for this exercise, too.
Lettuce Three Ways *On page 60*	Standard(s) Supported: SC.K.L.14.1, SC.1.L.14.1, SC.1.N.1.2, HE.K.PHC.1.1, HE.1.PHC.1.1	- Head of romaine lettuce - Lemon and/or salt, or a homemade vinaigrette (see recipe on following pages) - Store-bought creamy salad dressing	In this activity, you'll guide students through tasting lettuce in three different forms – plain, with a simple seasoning and with a creamy dressing.	Start by asking your school nutrition team if they can support you by acquiring and/or preparing the food items. Use this activity to introduce students to new, nutritious foods. Educate them on the nutritional differences between whole foods – like fresh lettuce – and packaged foods with long ingredient lists – like store-bought dressing.

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Recipe: Lemon and Olive Oil Vinaigrette *On page 62*	Standard(s) Supported: SC.K.N.1.2, SC.1.N.1.2, HE.K.R.1.2	Equipment required: - Small jar with a tight-fitting lid - Measuring cup - Measuring spoons - Paper or cloth towels for spills - Bowls or cups to serve Ingredients (adjust quantities based on class size): - ⅓ cup extra virgin olive oil - 1 tablespoon white wine vinegar or apple cider vinegar - 1 tablespoon lemon juice - 2 teaspoons honey or sugar - ¼ teaspoon garlic powder - ¼ teaspoon salt - Pinch black pepper	Use this recipe to prepare your own vinaigrette for the Lettuce Three Ways exercise.	You might demonstrate making one batch to share with your class or divide students into groups of four so each group can shake their own jar and watch the oil and vinegar temporarily combine.
Sense Explorers: Lettuce Edition *On page 63*	Standard(s) Supported: SC.K.L.14.1, SC.K.N.1.2, MA.K.NSO.1.1 / SC.1.L.14.1, SC.1.N.1.2, MA.1.M.1.1, MA.1.M.1.2	- 1 lettuce leaf per student (pick a variety of leaves, ranging in size and color, to provide contrast) - Magnifying glasses (optional) - Rulers	This activity encourages students to use their five senses to make observations about lettuce, then measure and compare their leaves.	You can also ask your school nutrition team to help provide food for this exercise! Use this activity to teach students how they can use their senses as tools. It will also help deepen students' familiarity with lettuce as a fresh and nutritious food choice.

WORKSHEETS

TOOL	COMPLEMENTARY STANDARDS	MATERIALS NEEDED	ABOUT THIS TOOL	TEACHER TIPS
Lettuce Plant Needs *On page 64*	Standard(s) Supported: SC.1.L.17.1	- Crayons, colored pencils or markers	This simple coloring sheet reinforces students' knowledge of the basic resources plants need to grow, and compares what lettuce needs when it is grown in soil with what it needs when it is grown in water.	This tool complements life science lessons about plants. Because it sets what lettuce needs in soil beside what it needs in water, it also gives students a concrete way into the idea of aquaponics before they meet the word itself.
Letter Practice *On page 65*	Standard(s) Supported: ELA.1.C.1.1	- Scissors - Glue - Writing instrument - Crayons, colored pencils or markers	This worksheet prompts students to practice writing the word "lettuce."	This lesson also presents an opportunity to practice sounding out with students. Get kids out of their seats by asking them to make each of the letters in the word "lettuce" with their bodies! You might put them in groups to make the whole word or demonstrate and make each of the letters together as a class.
Parts of a Lettuce Plant *On page 66*	Standard(s) Supported: SC.1.L.14.1, SC.1.L.14.2	- Scissors - Glue - Writing instrument - Crayons, colored pencils or markers	This worksheet asks students to cut out words naming parts of the lettuce plant and glue them in the appropriate spot. Students also have space to practice writing the words.	This worksheet complements life science lessons about parts of the plant. It also provides an opportunity to practice sounding out and spelling common science terms.
How Lettuce Grows *On page 67*	Standard(s) Supported: ELA.1.C.1.2	- Scissors - Glue - Crayons, colored pencils or markers	This worksheet invites students to color, cut and glue the basic stages of a lettuce plant's life cycle in the correct order.	This worksheet complements life science lessons about plant life cycles. It also encourages students to think critically about order of events. Try getting kids out of their seats by instructing them to pretend they are a seed, crouched in a ball. Then ask them to stand taller as they simulate the phases of the lettuce plant's growth.
Answer Key *On page 68*			See here for answers to each worksheet.	

LETTUCE THREE WAYS

This group activity brings the field trip to life as students get the opportunity to taste lettuce three ways: plain, with simple seasoning or with a creamy dressing.

MATERIALS



Head of romaine lettuce



Lemon and/or salt, or a homemade vinaigrette *(see recipe on following pages)*



Store-bought creamy salad dressing

COLLABORATE WITH YOUR CAFETERIA

Consider partnering with your school nutrition team to obtain these food items and/or prepare a lettuce-wrap-style dish for your taste test. Be sure to contact them ahead of time, discuss the support you will need and show gratitude for their collaboration!

SUGGESTED QUESTIONS

Lead a discussion as your students try lettuce three different ways. Questions like the following can help kids better connect with their food, think about their preferences and encourage them to make nutritious choices in the future.

Before the tasting:

1. *Have you tried romaine lettuce before? How did you eat it? What did you think?*
2. *If not, what do you think it will taste like?*
3. *Did you know that there are hundreds of lettuce types? How do you think the different kinds look, feel and taste different from each other?*

As they try the plain lettuce:

1. *What do you think of the texture of the plain lettuce? Is it crunchy or soft?*
2. *Describe the flavor. Is it like lettuce you've tasted before? If yes, how so? If not, how is it different?*
3. *How would you feel about eating fresh lettuce as a snack? Why? What might you eat it with?*

As they try the lettuce with a squeeze of lemon, sprinkle of salt or homemade vinaigrette:

1. *How is this lettuce similar to the plain lettuce you just tried?*
2. *How is it different?*
3. *Have you eaten lettuce like this before? How else have you had it? Which way do you prefer?*

As they try the lettuce with the creamy dressing:

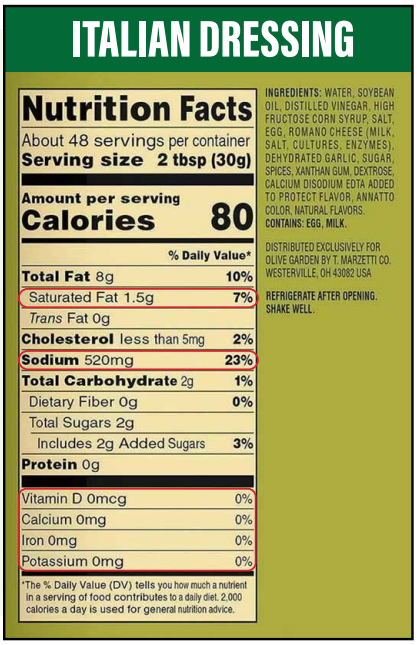
1. *How does the texture of this lettuce compare to the other lettuce you tried?*
2. *Describe how the creamy dressing looks and tastes. How is it the same or different from the lemon, salt or vinaigrette you tried?*
3. *Before today, did you know that adding different dressings can change the texture of the lettuce? What other dips, dressings or sauces might you try eating with lettuce?*
4. *What's one new way you'd like to try eating lettuce after today?*

TEACHER TIP:

Use this as a quick nutrition lesson. Explain that whole foods with just one ingredient — like fresh lettuce — are usually more nutritious than packaged foods with a long list of ingredients.

A food with lots of ingredients — like store-bought dressing — is like a puzzle with many pieces, and some pieces might not be so nutritious (like added sugar). Simple foods you recognize are better for your body and help you feel your best.

Pass around the dressing bottle and read the ingredient list together. Ask: "Any long words we can't say?" Then you may point out the amount of sodium and saturated fat, and lack of vitamins in one serving. Encourage students to compare this to fresh lettuce. There isn't an ingredient list — because it's just lettuce!



ALTERNATE IDEAS

If you have extra time to prepare, or if your school's nutrition team agrees to prepare a dish for your taste test, here are some great options to use in place of either of the dressing options:

- **Lettuce varieties side by side**
- **Chilled vs. room-temperature lettuce**
- **Lettuce as a dipper (with hummus or ranch)**
- **"Massaged" romaine (massage vinaigrette into lettuce for a change in taste and texture)**
- **Lettuce wrap burger sliders**
- **Lettuce boats with Southwestern style fillings**
- **Lettuce cups with Asian-inspired chicken filling**

LEMON AND OLIVE OIL VINAIGRETTE RECIPE

Estimated Yield: About ½ cup dressing (4 two-tablespoon servings)

EQUIPMENT REQUIRED

- Small jar with a tight-fitting lid
- Measuring cup
- Measuring spoons
- Paper or cloth towels for spills
- Bowls or cups to serve

MATERIALS AND INGREDIENTS

Adjust quantities based on class size.

- ⅓ cup extra virgin olive oil
- 1 tablespoon white wine vinegar or apple cider vinegar
- 1 tablespoon lemon juice
- 2 teaspoons honey or sugar
- ¼ teaspoon garlic powder
- ¼ teaspoon salt
- Pinch black pepper

DIRECTIONS

1. Combine all ingredients in the small jar.
2. Seal jar tightly and shake vigorously until dressing appears combined and slightly cloudy.
3. Serve over chopped romaine.

TIP: You might choose to demonstrate how to make the dressing for the class, or have students work in small groups to shake and mix their own jars as a hands-on activity. Observe how the oil and vinegar combine/emulsify, then discuss why they eventually separate into distinct layers.



CUSTOMIZE YOUR DRESSING

Switch up your dressing by experimenting with other flavors. Stir in a tablespoon of grated Parmesan cheese for a richer, cheesy flavor. Add a teaspoon of Dijon mustard to add a little kick and help the dressing emulsify. Or have fun playing with different seasonings and herbs like basil, Italian seasoning or chives.

SENSE EXPLORERS: LETTUCE EDITION

This simple, hands-on activity invites students to use their five senses as tools. They will make observations about lettuce, describe the vegetable and compare their observations with their classmates.

TEACHER TIP: Be sure to ask your school nutrition team if they can support you by providing romaine lettuce!

WHAT YOU'LL NEED:

1 LETTUCE LEAF PER STUDENT

Try to pick a variety of leaves, ranging in size and color, to provide contrast.

Consider passing out magnifying glasses so children can observe closely!

ACTIVITY:

Invite your students to use each of their five senses to experience and make observations about lettuce. Guide them through this activity, one sense at a time. Begin with broad, open-ended questions, followed by more specific questions, as outlined below.

SIGHT:

Look at the lettuce with your eyes. Describe what it looks like. What is it shaped like? Is it light green or dark green? Is it all the same color, or are some parts different? How big is it? Now observe through your magnifying glass. Do you notice anything different?

TOUCH:

Run your fingers over the leaf. How does it feel? Is it smooth or bumpy? Is it sticky or waxy? Wet or dry? Is it cool to the touch? Is it heavy or light? Does it break when you bend it?

SMELL:

Smell the lettuce. What does it smell like? Fresh and earthy? Is it a very strong scent? Does it remind you of any other smells or other vegetables you've tried?

TASTE:

Take a bite of the lettuce. How does it taste? Is the flavor strong or weak? Sweet or bitter? What other foods does the taste remind you of?

HEARING:

Listen to the sound the lettuce makes as you tear it. Does it make a crisp or crunchy sound? Is it loud or soft? Can you hear the sound as you take a bite and chew?

MEASUREMENT MOMENT!

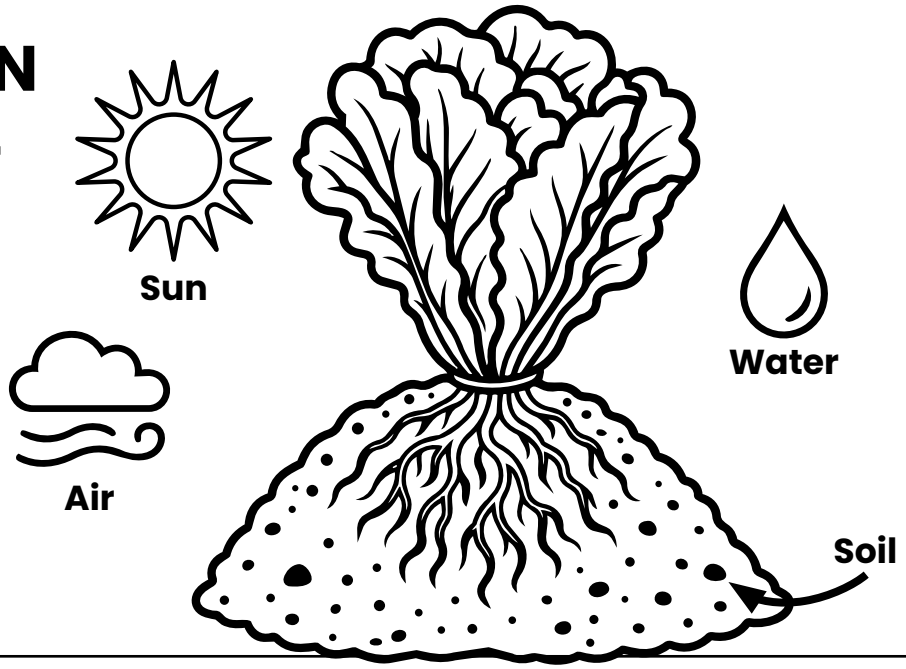
Group students in trios and have them put their lettuce leaves in size order, shortest to longest. Then, have them estimate how long the longest leaf is. Hand out rulers and have students measure and compare their findings with other groups.

Name _____ **Date** _____

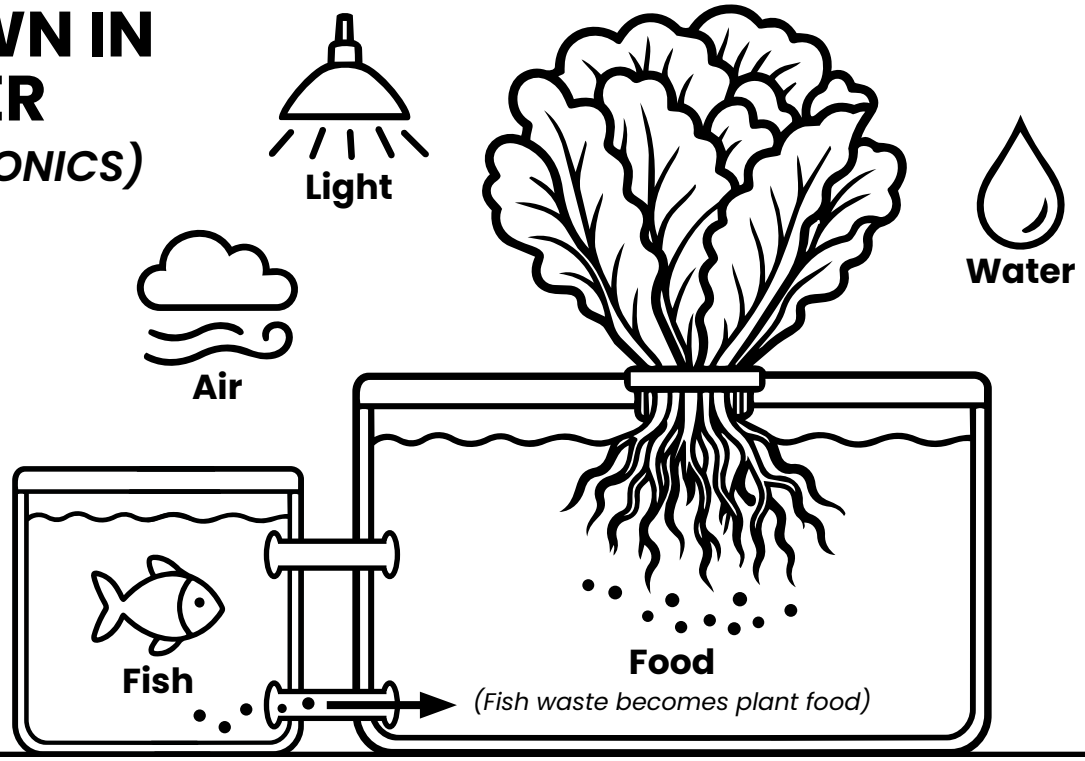
Lettuce Plant Needs

Directions: Color the pictures of what lettuce needs to grow, in the field with soil or in the greenhouse with water and fish.

GROWN IN SOIL



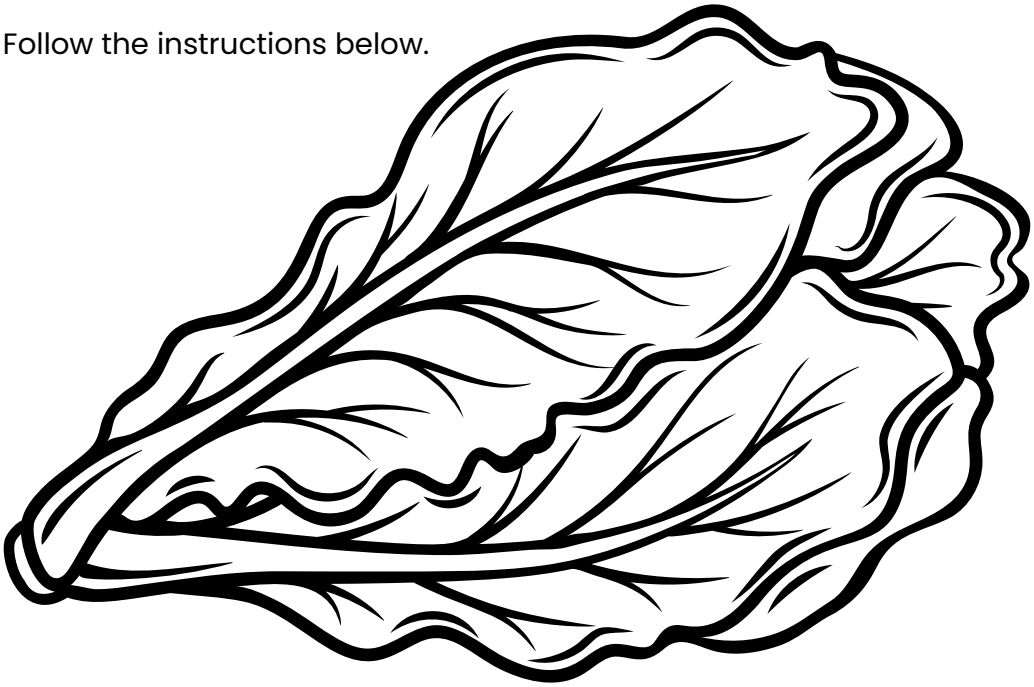
GROWN IN WATER *(AQUAPONICS)*



Name _____ **Date** _____

Letter Practice

Directions: Follow the instructions below.



Ll is for

Trace it:

Lettuce

Write it:

_____

_____

_____

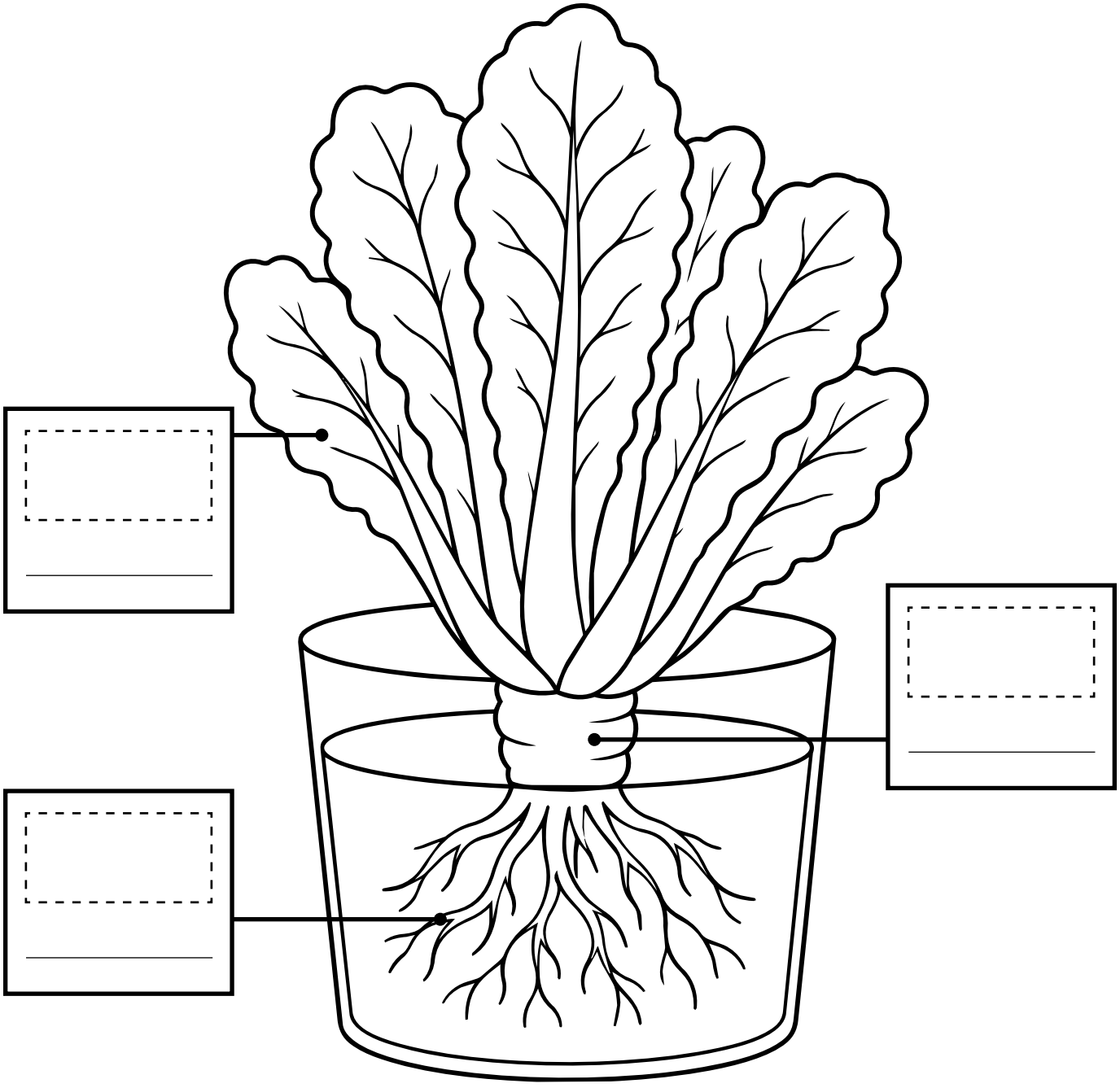
Cut out the letters and glue them in the correct order in the boxes above.

e t L e u t c

Name _____ **Date** _____

Parts of a Lettuce Plant

Directions: Color the lettuce plant. Then cut the words for parts of the plant and glue them where they belong. Next, write the word on the blank line in each box.



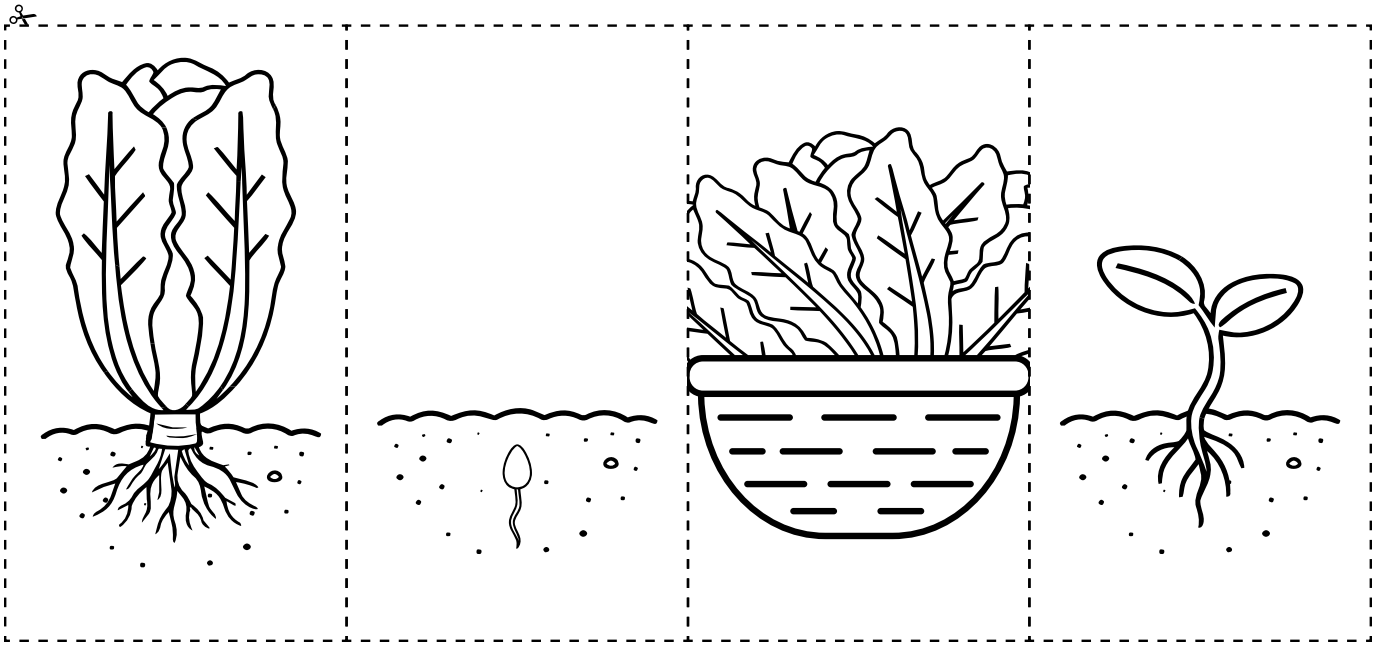
Leaf	Root	Stem

Name _____ **Date** _____

How Lettuce Grows

Directions: This lettuce grows in soil (dirt!). Color, cut and glue the pictures in the correct order to show the life cycle of lettuce.

1	2	3	4

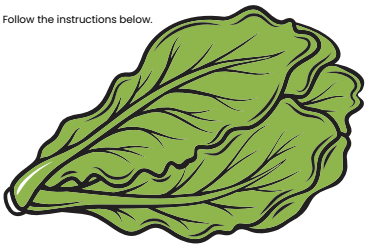


ANSWER KEY

Name _____ Date _____

Letter Practice

Directions: Follow the instructions below.



Ll is for

L e t t u c e

Trace it:

Lettuce

Write it:

Lettuce

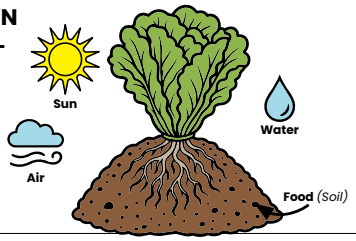
Cut out the letters and glue them in the correct order in the boxes above.

Name _____ Date _____

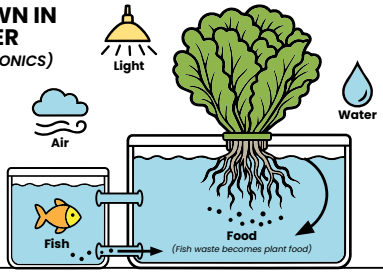
Lettuce Plant Needs

Directions: Color the pictures of what lettuce needs to grow, in the field or in the greenhouse.

GROWN IN SOIL



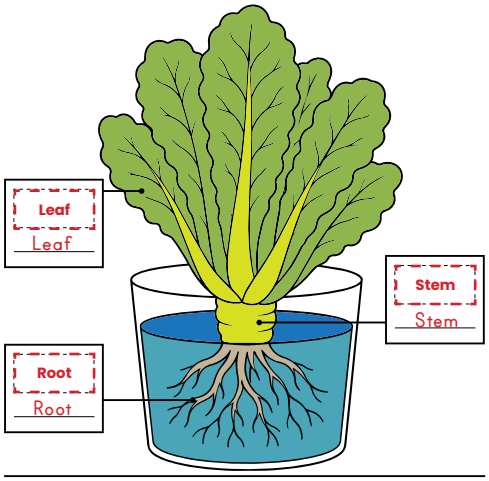
GROWN IN WATER *(AQUAPONICS)*



Name _____ Date _____

Parts of a Lettuce Plant

Directions: Color the lettuce plant. Then cut the words for parts of the plant and glue them where they belong. Next, write the word on the blank line in each box.



Name _____ Date _____

How Lettuce Grows

Directions: This lettuce grows in soil (dirt). Color, cut and glue the pictures in the correct order to show the life cycle of lettuce.

