

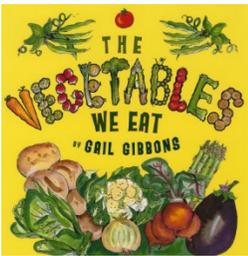
# Lettuce

## LETTUCE LEARN

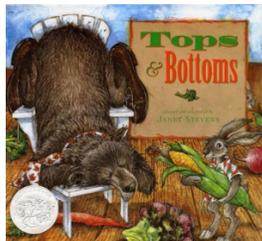
### English Language Arts

**PICK** up a good book

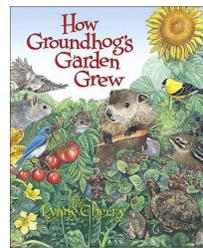
Consider exploring lettuce themed books\*:



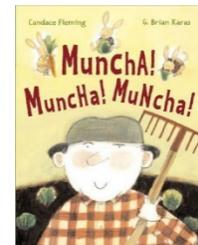
*'The Vegetables We Eat'*  
by Gail Gibbons



*'Tops and Bottoms'*  
by Janet Stevens



*'How Groundhog's Garden Grew'*  
by Lynne Cherry



*'Muncha! Muncha! Muncha!'*  
by Candace Fleming

\*The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Teachers and school leaders should check with their local district policy when selecting books to support instruction in determining age and content appropriateness for their students.

### LETTUCE research

Georgia Standard ELAGSE3W7: **3<sup>rd</sup> Grade**

Georgia Standard ELAGSE4W7: **4<sup>th</sup> Grade**

Georgia Standard ELAGSE5W7: **5<sup>th</sup> Grade**

Lettuce can be grown using hydroponic methods. Research and report on hydroponic growing systems. Discuss how the Greek word “hydro” means water and “ponos” means labor or work.



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## Science

### LETTUCE talk science

Georgia Standard S5P1: **5<sup>th</sup> Grade**

Hydroponics brings the opportunity for many chemistry discussions including interaction of various nutrients, pH adjusting, calculating ppm of nutrients, etc. Discuss methods used to test and adjust pH. Research the pH range for optimal nutrient uptake for different hydroponic growth (i.e. Bibb lettuce, strawberries, etc.).

Georgia Standard S2E3: **2<sup>nd</sup> Grade**

Review the plant life cycle and needs in a hydroponic growing system such as water, nutrients, light, air and structural support. Explore the effects on the environment.

Plants in space require special considerations. Check out this lesson which includes lettuce.

<https://kidsgardening.org/lesson-plans-plants-in-space/>

## Social Studies

### HYDROPONIC history

Georgia Standard SS6G3: **6<sup>th</sup> Grade**

Many different civilizations have utilized hydroponic growing techniques throughout history. Research the scientific pioneers of hydroponics. Consider exploring the hanging gardens of Babylon and/or floating gardens of the Aztecs of Mexico. Discuss the impact of location, climate, and distribution of natural resources, on Latin America.

Georgia Standard SS8E2: **8<sup>th</sup> Grade**

Research the economics involved with utilizing hydroponic growing systems. Consider the types of fertilizers used, etc. Conduct a cost comparison of traditional growing vs. hydroponic growing systems. Discuss how the utilization of hydroponic growing systems could affect Georgia agriculture.

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## Physical Education

### LETTUCE get moving

#### Supplies:

- 'Salad Bowl'-hula hoop to represent salad bowl; 1 hula hoop per 3 students
- 'Salad Ingredients'-a variety of items to represent ingredients (food models, scarves, small balls, bean bags, crumpled paper, etc.)
- Start Signal-cow bell, music, whistle, etc.

**Set Up:** Scatter the 'salad bowls' throughout the activity area. Divided students into groups of three per 'salad bowl'. Evenly distribute 'salad ingredients' between 'salad bowls'.

**Activity:** At the signal, students simultaneously begin collecting 'ingredients' from other hoops and place it in their 'salad bowl'. Participants can only take one 'ingredient' at a time and are not allowed to guard their 'salad bowl'. After three minutes, stop play and have each group count the 'ingredients' in their 'bowl'. Redistribute the 'ingredients' before the next round.

**Post-Activity:** Ask participants to raise their hand if they like salad. Explain that salads can include many different ingredients and can be customized just for their taste. Salad combinations are endless so try something new.

### Are you hungry for more food based learning opportunities?

Resources found here provide additional examples of ways to connect the classroom and cafeteria food based learning experiences: <http://sno.wednet.edu/food-based-learning/>