



# EAT A RAINBOW

*Kitchen*

EST. TIME 45 minutes SEASON fall TYPE cooking concept

GRADE K | LESSON #2

## ? ESSENTIAL QUESTION(S)

- What does it mean to “Eat a Rainbow”?
- Why is it important to eat a variety of colors of fruits and vegetables?



## MATERIALS

- 1 piece of poster board
- Chart paper, easel, and colored markers
- Neutral-colored post-it notes (at least 2 per each student)
- Colored pencils or crayons (at least 2 boxes per each table of 10 students)
- Handout: *Color Poems* (1 copy to display as posters)

## Abc VOCABULARY

- Vitamins, nutrients
- Nourish

## ✓ ASSESSMENT

- Observational checklist



Use the lesson template to create your own and share with us!

## PREPARATION (5 MINUTES)

Gather materials and cut the poster board into 6 equal rectangles. On each rectangle, write the name of a color (red, orange, yellow, green, blue, and purple). Use a marker of that color to write the word (i.e., write “red” in red ink).

## TEACHER BACKGROUND

Health guidelines recommend half of each meal be made up of fruits and vegetables. In addition, eating a variety of fruits and vegetables ensures consumption of a variety of vitamins and minerals. One strategy is to eat a rainbow of fruits and vegetables. This is particularly effective because phytonutrients, the compounds that give fruits and vegetables their unique colors, play a wide range of roles in keeping our body healthy. By eating a rainbow, we ensure that we are consuming a variety of phytonutrients to support overall health. If at your school another first or second language is commonly spoken or taught, add the names of the colors in that language to the color poems.

## LESSON DESCRIPTION

Students will review the variety of fruits and vegetables they explored in **Lesson #1: Welcome to the Kitchen** and will draw them and then sort them by color to begin a collaborative art project. Students will kinesthetically model what part of the body is nourished by many fruits and vegetables of each color. Then, students will echo read a poem about colors, go on a kitchen scavenger hunt, and explore books and magazines about food to find more foods of each color to add to their collaborative art project depicting a rainbow of different fruits and vegetables.

## LEARNING OBJECTIVES

### Content Learning Objectives

**HC.K.2** Explain what Eat a Rainbow means.

### Life Skills Learning Objectives

**CLS.2** Students cooperate and communicate well with each other.

## ACADEMIC STANDARD CONNECTIONS

**CCSS.ELA-LITERACY.L.K.5.A** Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

**CCSS.MATH.CONTENT.K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count.

## HEALTH STANDARD CONNECTIONS

**National Health Education Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

IGNITE INTEREST (5 MINUTES) *engage*

1. Remind students that, as discussed in **Lesson #1: Welcome to the Kitchen**, they each have something special to contribute to the class, and we welcome those unique qualities to our community. In the same way, each fruit and vegetable has special or unique qualities, to contribute to our experience of food or to the **nourishing** of our bodies. State that just as we need every student and their unique qualities to be our best community, we need a variety of fruits and vegetables and their unique qualities—**vitamins** and **nutrients**—to be our best selves.
2. Review student names and the fruits and vegetables they chose in **Lesson #1: Welcome to the Kitchen** (that begin with the same letter as their name). Go around the class in a circle, working together as a group to remember the students' names and the fruits or vegetables they chose. If the class is stumped on the fruit or vegetable, the student can provide clues such as color, shape, size, taste, etc.

STIR DISCOVERIES (15 MINUTES) *explore*

1. Provide each student with a neutral-colored post-it note and each table of 10 students with at least 2 boxes of colored pencils or crayons. Instruct students to first select the colored pencil or crayon that matches the color of the fruit or vegetable they chose. Then, instruct students to think about the shape of that fruit or vegetable. When they have had a chance to select their color and consider the shape, instruct students to draw their fruit or vegetable on the post-it note.



See "Teaching Strategies" in Appendix section for information on transitioning between whole and small groups effectively.

2. Distribute each of the small posters labeled with each color, placing 2 on each of the 3 tables of 10 students. Instruct students to stand from their seats, move around the classroom, and stick their post-it note drawing to the poster labeled with the matching color before returning to their seats.
3. When all students have returned to their seats, invite them to explore the color poster that's in front of them at their table with their small group of 5. Have them name the fruits and vegetables they recognize and count the total number on their poster.

#### CLARIFY NEW IDEAS (5 MINUTES) *explain*

1. Explain to students that each group of fruits and vegetables are similar in color and may also have similar unique qualities that **nourish** our bodies.

Group by group, explain how each color group may nourish our bodies and model a hand motion for students to remember it by:

- **Red fruits and veggies:** help keep your heart strong.  
(hands over heart)
- **Orange fruits and veggies:** help keep your eyes healthy.  
(point to eyes)
- **Yellow fruits and veggies:** help keep you from getting sick.  
(point to everything!)
- **Green fruits and veggies:** help make your bones and teeth strong. (point to teeth)
- **Blue and purple fruits and veggies:** help your memory.  
(point to brain)

2. In conclusion, explain that if students eat a variety of fruits and vegetables ("Eat a Rainbow"), they'll eat a variety of colors, and a variety of their body parts will be nourished from their heart, to eyes, to muscles, to teeth, to brain, and everything in between.



See “Teaching Strategies” in Appendix section for information on how to lead an echo read.

WATCH IT RISE (15 MINUTES) *elaborate*

1. Echo read the color poems (below) with students and challenge students to point to the body part that is likely nourished by that color food.
2. Provide each group with more post-it notes and challenge them to draw more fruits or vegetables that match their color (including those they heard in the poem). For inspiration, they can explore the kitchen or look through a selection of books or magazines about food. As students work together to draw their fruits and vegetables, acknowledge observed behaviors that align with the life skills learning objectives, such as cooperating and communicating well with each other. Also, use the observational checklist to assess students’ current development of the life skills.
3. When each of the individual posters are filled with post-it notes of different fruits and vegetables of that color, hang them together in rainbow order on a wall in the classroom for students to view. New fruits and vegetables can be added throughout the year as they are introduced.
4. Read to students the following prompt to complete in their journal:

**Note:**

Draw a square to represent a shopping bag and draw a fruit or vegetable of each color that you would want to buy from your farmers market to “eat a rainbow.”

REFLECT (5 MINUTES) *evaluate*

1. Recognize specific students’ behaviors that aligned with being the best for themselves, their communities, and their environment. Specifically, ask students to reflect on how they cooperated and communicated with each other during the activity today.
2. Review with students:
  - What does it mean to Eat a Rainbow?
  - Why is it important to eat a variety of colors of fruits and vegetables?
3. Share appreciation for each of their individual contributions to the kitchen and to the community, and for their respect for the kitchen. Express excitement for your next time together.

## CONNECTIONS TO GARDEN LESSONS

Go on a rainbow scavenger hunt in the garden, looking for fruits and vegetables of every color.

## POSSIBLE EXTENSIONS

**Cafeteria:** Go on a rainbow scavenger hunt in the cafeteria or at the salad bar, finding fruits and vegetables of every color.

## ADDITIONAL RESOURCES

- Whole Kids Foundation, Eat a Rainbow  
<https://www.wholekidsfoundation.org/downloads/better-bites/better-bites-eat-a-rainbow.pdf>
- American Heart Association, Eating the Rainbow  
[http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm\\_466712.pdf](http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_466712.pdf)
- *I Eat a Rainbow* by Bobbie Kalman
- *Eat a Rainbow: Healthy Foods* by Susan Temple Kesselring and Tatevik Avakyan

## COLOR POEMS



### RED

Red is an apple.  
Red is a cherry.  
Red is a rose.  
And a ripe strawberry.

## COLOR POEMS



### ORANGE

Orange is an orange,  
Orange is a carrot,  
Orange is the color  
Of the beak of a parrot.



## COLOR POEMS



### YELLOW

Yellow are lemons,  
pineapples and squash,  
Bananas and corn,  
All healthy, by gosh!



## COLOR POEMS



### GREEN

Bright green tomatoes  
Are bitter to the tongue  
But spinach and broccoli-  
I eat them up, yum!

## COLOR POEMS



### BLUE

Blue is the ocean.  
Blue is the sky.  
Blue are the blueberries  
I put into the pie.

## COLOR POEMS



### PURPLE

Purple are grapes.  
Purple are flowers.  
Purple is lavender  
That smells good for hours.