Topic:
Fruits and Vegetables

Lesson 3

Eat Your Colors!

Students will join **Farrah Fruit** and **Reggie Veggie** on additional explorations into the colorful world of fruits and vegetables. During these learning adventures, students will experience new fruits and vegetables through all of their senses, not the least of which is taste. They will discover where a variety of fruits and vegetables come from and that they make great snacks!

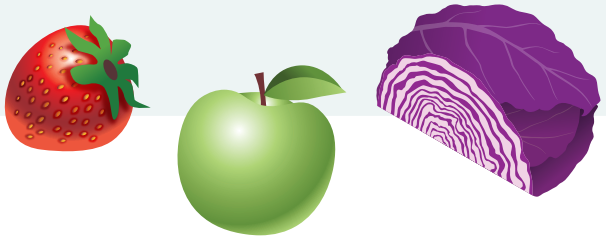
Learning Objectives

Students will be able to...

- Explain the importance of eating fruits and vegetables of every color for good health (i.e., eating a variety of fruits and vegetables).
- Identify food choices within the Fruit Group and Vegetable Group.

Essential Questions

- What colors are fruits and vegetables?
- Why is it important to eat different kinds of fruits and vegetables?



Lesson 3

Eat Your Colors!

Supplies and Preparation

Discover MyPlate Components*

- ***The Five Food Groups*** poster
- ***Reach for the Sky song***
- **Food Cards**
- ***Crunchy Rainbow Wrap* Look and Cook Recipe** (A copy for each student and to display. Teacher recipe instructions and supplies on pp. 80–82.)
- **Emergent Readers: *Fruits*** and ***Vegetables*** (Teacher and student versions)
- **Food Group Friends Profile Cards**: ***Farrah Fruit*** and ***Reggie Veggie***
- **Student Workbook** [WB; Activities 1–3, pp. 17–19]
- **STAR Chart**
- **Parent Handout: *Snack Time!***

Additional Supplies

- Suggested books** for **Book Club**:
  - ***Count on Pablo*** by Barbara deRubertis
  - ***Yum! ¡Mmmm! ¡Qué Rico! America's Sproutings*** by Pat Mora
  - ***Amara's Farm*** by JaNay Brown-Wood
- Crayons, construction paper, scissors, glue, star stickers, markers
- School food menu
- Fruits and vegetables for ***Super Senses*** activity (p. 37): banana or pineapple slices (for smelling) in a paper bag, an orange or kiwi in a "mystery bag" or box (whole fruit for feeling the outside), baby carrots or carrot stick (for hearing crunch, teacher to bite), blueberries in a clear container and a red bell pepper (for seeing color), and extra samples (for tasting). Additional supplies: drinking water and cups, plates, forks, and paper towels.

* Order or download at **TeamNutrition.USDA.gov**.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

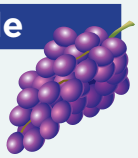
Whole Group Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.

★Teacher Tip★

Fruits and Vegetables by Color

Blue/Purple



Blackberries
Blueberries
Eggplant
Plums
Purple Belgian endive
Purple cabbage
Purple figs
Purple grapes
Purple potatoes
Taro

Green

Asparagus
Avocados
Bok choy
Broccoli
Brussels sprouts
Cabbage
Collard greens
Cucumbers
Edamame
Green apples
Green beans
Green leaf lettuce
Green lentils
Green peas
Green peppers
Green split peas
Honeydew melons
Kale
Kiwi
Okra
Snow peas
Spinach
Sugar snap peas
Swiss chard
Zucchini

Orange

Apricots
Butternut squash
Cantaloupe melons
Carrots
Nectarines

Orange (continued)

Oranges
Papayas
Peaches
Persimmons
Pumpkin
Sweet potatoes
Tangerines

Red

Cherries
Cranberries
Radishes
Raspberries
Red apples
Red beans
Red beets
Red bell peppers
Red grapes
Red lentils
Red potatoes
Red tomatoes
Rhubarb
Strawberries
Watermelon

White

Baking potatoes
Cauliflower
Jicama
Mushrooms
Navy beans
Turnips

Yellow

Chickpeas (Garbanzo beans)
Corn
Crookneck squash
Mangoes
Pineapples
Yellow peppers
Yellow summer squash
Yellow tomatoes
Wax beans

Warm Up (Whole Group; 20 minutes)

1. Display ***The Five Food Groups*** poster near the front of the room as a visual aid for this discussion. Begin the lesson by asking students to name different fruits. List their responses on the poster. Repeat, having students name vegetables.
2. Point out to students that the fruits and vegetables they mentioned are lots of different colors. They could make a rainbow with all of the beautifully colored fruits and vegetables they mentioned!
3. Name a variety of colors and ask students to name fruits and vegetables of that color.
4. Ask students why they think it is good to eat fruits and vegetables of different colors. (*They can make your plate/meal or snack look pretty. By eating different-colored fruits and vegetables you can help your body get what it needs to be healthy.*)
5. Divide your class into two groups and assign one group as fruits and the other as vegetables. Ask each student to draw a food from their food group. Have each student share their drawing with the class. Ask these questions:
   - Have you tasted the food in your drawing before?
   - What does it taste like?
   - Where did you eat it?
   - What color is your food?

After sharing, have students group themselves according to the color of their fruit or vegetable (i.e., red, orange, yellow, green, blue, purple, or white). Have students make a graph to show how many of them drew a fruit or vegetable of each color. Recap how many children used each fruit and vegetable color in the Activity Area on the poster.

Reach for the Sky Song

(Whole Group; 5 minutes)

Play the song ***Reach for the Sky***. Stop it occasionally and ask students to:

- Make yourself round like a pumpkin.
- Stand together like a bunch of grapes.
- Reach up high to pick an apple.
- Reach down low to pull a carrot.

Whole Group Activities (continued)

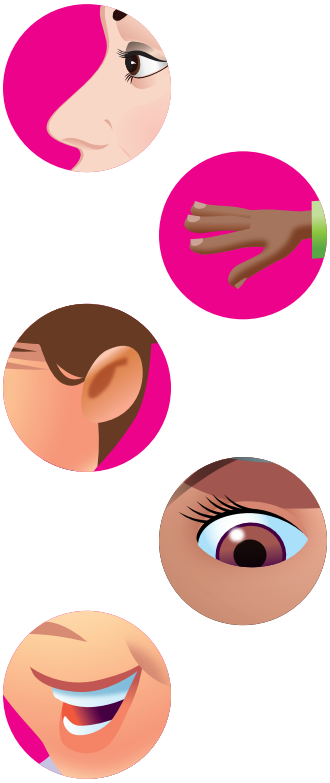
- Stand straight like celery.
- Rinse your lettuce. Now spin your lettuce dry.

Book Club (Whole Group; time will vary)

Read books about fruits and vegetables with your class to further their learning. **Review Appendix A: Book Club (p. 95) for suggested books with questions**. You may also find other selections in your library that can be used to generate a similar discussion.

Super Senses (Whole Group; 15 minutes)

Explore fruits and vegetables through the senses! Bring in (or ask parent volunteers to provide) fruits and vegetables listed on p. 35 under *Additional Supplies*. Provide each student with drinking water, a cup, plate, fork, and paper towel. Review food allergy and food safety sidebars on p. 39 before beginning this activity.



Gather students in a circle on the rug. Do not let them see the food items you have brought.

- **Smell:** Ask students to close their eyes and not call out as you walk in front of them and allow them to smell the **banana** or **pineapple** slices (or another fragrant fruit) in a paper bag. See how many students are able to guess the correct fruit once everyone has had the opportunity to smell it.
- **Touch**: Pass around an **orange** or a **kiwi** and ask students to describe how the outside feels. Place the food in a "mystery bag" with a drawstring top to allow children to reach in and feel the fruit without seeing it. (A box with a small opening would work, as well.)
- **Hearing:** Have students close their eyes again and listen closely as you take a bite of a **carrot**. Can they guess which food made that sound? Ask students to open their eyes and see the carrot. If you have additional samples, allow each child the chance to bite their own **carrot**.
- **Sight:** Pass around some **blueberries** in a clear container and a **red bell pepper**. Ask students to describe the colors and what the foods look like. If you have time, have students describe the colors of the **banana** (or **pineapple**), **kiwi**, and **carrot,** as well.
- **Taste (see food allergy and food safety sidebar on p. 39):** Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 39. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar. Distribute paper plates, forks, and the food to sample. Invite students to taste the food and describe it using all of their senses.

Display ***The Five Food Groups* poster** near the front of the room. Ask students to share which fruits or vegetables they like to eat at snack time. Have them circle the foods on the poster they used in the activity, and say which are fruits and which are vegetables. Explain that any fruit or vegetable makes a great healthy snack and helps them do what they need to do each day—like play, listen, dance, run, blink, and think!

Whole Group Activities (continued)

Food Club (Whole Group; 25 minutes)

Crunchy Rainbow Wrap Look and Cook Activity

(See pp. 80–82 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, students get to make a colorful and delicious wrap creation with vegetables! By choosing from each color of the rainbow, students will expand their vegetable vocabulary while getting to try new and different vegetables together. Not only is it fun to make, but a great way for children to eat their colors too!

1. Review the recipe and directions for making the ***Crunchy Rainbow Wrap*** on pp. 80–82. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages. Alternatively, you may want to set up multiple tables where groups of four–six students can all assemble their wraps at the same time.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 39. Have everyone participating in the food preparation wash their hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (p. 80) so students can clearly see it as they prepare their wraps, and provide a print copy for each student to take home. Review the steps and demonstrate how they will be making their ***Crunchy Rainbow Wrap***. Show students the food choices, and remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your food—they'll be more willing to try new foods when it is modeled for them. Encourage students to share adjectives describing the color, taste, and texture of their wraps (e.g., crunchy, juicy, delicious, tasty, fresh, sweet).
7. Put the **Look and Cook Recipe** in students' weekly folders to take home. Remind students to tell their families about the wrap and to try the recipe together.
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.

Taste Testing Activity

If you don't have enough time or resources to make the ***Crunchy Rainbow Wrap***, introduce the students to just the bell pepper(s) (or another vegetable) in a taste testing activity.

- Display the **Reggie Veggie Food Group Friend Profile Card** on the board or flip chart. Tell the students a bell pepper is part of the Vegetable Group. Talk about the other foods that are part of the Vegetable Group (carrots, broccoli, snap peas, spinach, beans).
- Conduct the taste testing activity. See p. 107 for ideas on how to conduct the activity.

★Teacher Tip★

You may want to tie this lesson in with a **Halloween**, **Valentine's Day**, or **St. Patrick's Day Celebration**, focusing on **orange**, **red**, and **green** colors, respectively. See the Classroom Celebrations on pp. 70–75 for ideas.

Whole Group Activities (continued)

Cafeteria Connection (Whole Group; 30 minutes)

Eat & Wear Your Colors!

To underscore how we all eat fruits, vegetables, and other foods in an array of colors and shapes, have a fruit- and veggie-filled fashion event in the cafeteria for 1 week.

First, create a list or word web of fruits, then a separate one for vegetables. Use the list on p. 36, the **Food Cards**, or the ***Fruits*** and ***Vegetables*** **Emergent Readers** to start. With each word added, ask students to identify the letter it begins with and the color of the fruit or vegetable. Write and spell out each word on colored paper or using colored markers.

Next, divide the class into small teams. Have each team select a fruit or vegetable from a hat (with words from the list). The color of the fruit or vegetable they select is their "fashion color" for the following day. Encourage students to wear clothing items that correspond to that color—or create fruit and veggie badges, hats, masks, or costumes from paper bags or poster board.

Challenge students to add to the list throughout the week. Ask: *Have you tried a new fruit or vegetable? What vegetable did you eat in your* ***Crunchy Rainbow Wrap****? What colors have you eaten this week?*

Food Safety

Participants must follow these steps:

- **Handwashing:** Wash hands using soap and water, scrub and lather for 20 seconds, rinse under running water, and dry using a clean paper towel.
- **Surfaces:** Wash all tables, utensils, cutting boards, etc. with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Rinse produce thoroughly under running water before eating. Precut items labeled "prewashed" and "ready-to-eat," like lettuce or baby carrots, can be eaten without further rinsing.

Important Food Allergy and Disability Reminder

Remember to:

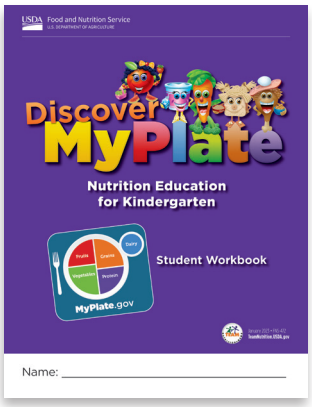
- Work with parents/caregivers, the school nurse, the Section 504 Coordinator, and/or Nutrition Services Director to make reasonable modifications to any recipes or food items suggested in these activities to accommodate requests related to food allergies or a disability in your classroom or school.
- Always follow your school and individual student's food allergy plan and individualized education program or 508 plan that includes information about a necessary meal modification due to a disability.

Small Group Activities

Choose any of the following activities for students to do during Center Time.

Literacy Center (Small Group; time will vary)

Use the **Emergent Readers** (Teacher and student versions) for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.



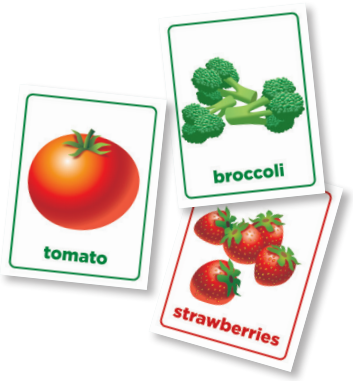
Student Workbook (Small Group; time will vary)

Have students complete workbook pages individually or in small groups. These can be done during Center Time or during the **Food Club Look and Cook** activity.

- ***Bananas for Fruit!*** [WB, p. 17] Students isolate the beginning letter of different fruit names in this activity. After students complete the page, see which fruits are class favorites and which they most want to try.
- ***Vote for Veggies!*** [WB, p. 18] Students write the first letter of each vegetable, then identify which vegetables start with the same letter. Similar to the fruit activity, take a tally after to find out which vegetables are favorites and which they most want to try.

  TIP! Look at the school lunch menu for the week. If some of the same vegetables are being offered, discuss them with your class prior to lunchtime and encourage them to eat or try them. After lunch, talk about the vegetables students enjoyed.
- ***Snack Count*** [WB, p. 19] Students count and compare healthy snack food items in this math activity.

  TIP! Remind students that snacks are like "mini meals." Eating healthy foods from the food groups at snacks is important. Fruits and vegetables are great snack choices.



Food Cards (Small Group: 3–4 students; 15 minutes)

Guess Which?

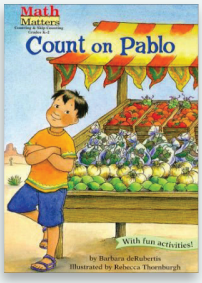
Allow students to play a spin on the classic "Guess Who" game using only the fruit and vegetable foods from the **Food Cards**. Put each food group in its own pile, facedown. Pairs of students will play where one player chooses a card from either card pile without the other player seeing what it is. The student who selects the card must then describe the food to their partner by explaining what color the food is, what it looks like, how it tastes, and other attributes. At the end of the game, or when all cards have been drawn, students can get up and dance the "Veggie Boogie" or do the "Fruit Hop" together with the class.

Small Group Activities (continued)

Dramatic Play (Small Group; 15 minutes)

Making a MyPlate Meal at School

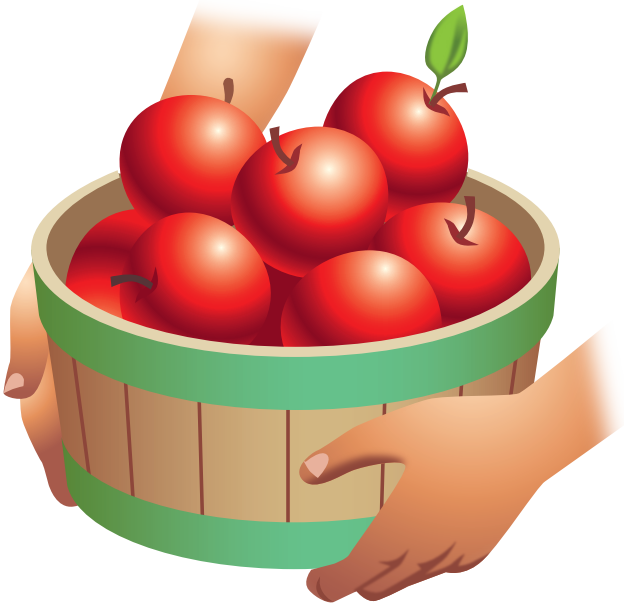
During dramatic playtime, encourage students to play "school lunchroom," taking on various roles in the cafeteria. They should encourage other "students" to try something new, especially fruits and vegetables. Other students can play roles that encourage their friends to try new foods. Students should practice making **MyPlate** meals at school, identifying different fruit and vegetable dishes, suggesting healthy fruit and vegetable snacks, and describing how tasty they can be. Provide chef coats and hats, uniform shirts, lunch trays, serving utensils, a play cash register, and other related objects for kids to use in their dramatic play.



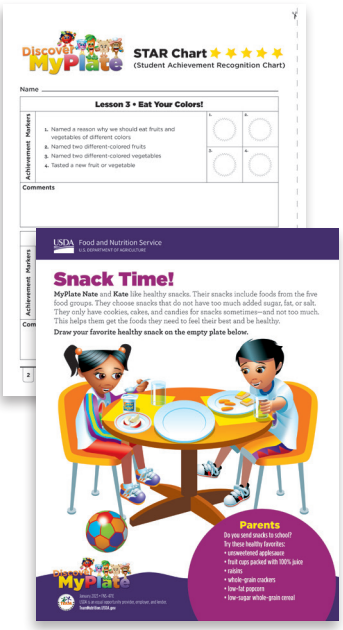
Salsa by Numbers

Make the book ***Count on Pablo*** by Barbara deRubertis available for students to look at in the math center. In the book, Pablo eagerly helps his grandmother prepare to sell vegetables at the farmers market. At first, no one comes to buy, but when Pablo suggests they let customers sample the vegetables in a delicious salsa, sales soar. As part of this story, students can practice skip-counting by twos, fives, and tens.

Optional: After students are familiar with the book, prepare to make and eat salsa to celebrate! Bring in chopped vegetables and fruit (pineapple, peach, or mango go great with salsa) and have students help mix them together in a bowl. Serve with baked whole-corn tortilla chips and fresh vegetables.



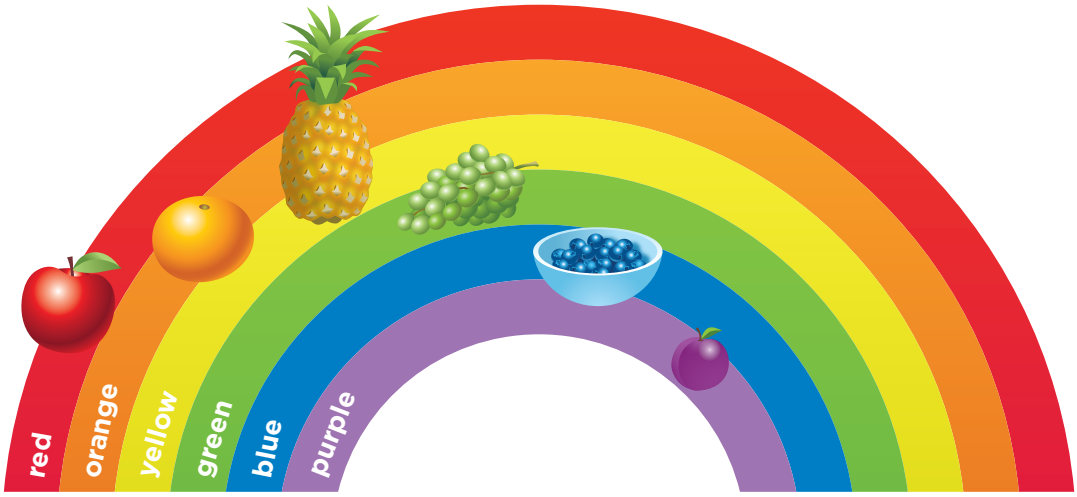
Reflection & Assessment



At the end of the lesson, make a bulletin board display featuring a rainbow. Have students pin their food drawings from the introductory discussion onto the corresponding color band. If some colors have fewer foods, ask students to draw additional examples to fill in the rainbow. Finally, challenge the class to try each fruit or vegetable of the rainbow with meals or as healthy snacks throughout the day! Check in with students and revisit the rainbow every day of the week to remind them.

Reward each student with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see below). Students may add their stars or stickers to the **STAR Chart**.

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the ***Snack Time!*** **Parent Handout** and ***Crunchy Rainbow Wrap*** **Look and Cook Recipe**.



Lesson 3 Achievement Markers

- Named a reason why we should eat fruits and vegetables of different colors
- Named two different-colored fruits
- Named two different-colored vegetables
- Tasted a new fruit or vegetable

★ **Award a star or sticker for each achievement!**

Reflection & Assessment (continued)

Extra Helpings

Food Friends! (Whole Group; 20 minutes)

Invite a "Food Friend" (such as the principal or librarian) to visit the class for a "Fruit and Vegetable 20 Questions." (The number of questions can be adjusted, depending on the number of students in your class.) Before the speaker arrives, work with each student to help them form a question for the guest. Suggestions may be given, such as, *"Do you like potatoes mashed or baked? Do you like carrots raw or cooked? What is your favorite kind of apple? What is your favorite fruit or vegetable snack?"*

Sorting Out "Sometimes" Foods (Small Group; 20 minutes)

Provide the class with pictures of fruits and vegetables, or **Food Cards**, as well as pictures of candy and boxes of sweetened cereals (that use rainbow artwork or have colored foods highlighted on the packaging). Ask students to sort out the foods that belong to the Fruit Group and Vegetable Group.

Lead the class in a discussion: Colorful fruits and vegetables are great to eat at meals and snacks. You should eat them every day. Some candies and sweet cereals come in rainbow colors too. They are not part of the Fruit Group or Vegetable Group. You cannot pick these foods from your garden to eat. They are made in a factory. They have color and often lots of sugar added to them. Eating too much sugar is not good for our health. Sweet and sticky foods can also cause cavities. Candies and sugary cereals are "sometimes" foods. That means you should only eat them every once in a while, not every day. Which of these foods are fruits? Which are vegetables? Which are "sometimes" foods?