

October - Lesson Plan Grades K-I

THE COLOR way



Objectives

Learn that fruits and vegetables come in a variety of forms and colors.

Learn about the different sections of the supermarket.

Supplies Needed

October

Pick a **better** snack™ & **ACT**
bingo card

School lunch menu

Kindergarten:

“Fill Your Shopping Cart With Color” – page 9 in the *There’s A Rainbow on My Plate* Coloring Book

Crayons

1st Grade:

“A Rainbow on My Plate”
workheet

Scissors

Glue

Pencils

Background

Review resources at

http://www.idph.state.ia.us/pickabetersnack/the_color_way.asp

Eating fruits and vegetables along with an overall healthy diet can reduce the risk of some chronic diseases. It is important to choose a variety of fruits and vegetables each day and include fruits and vegetables from each of the five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients.

Different forms: In the fruit group, consumption of whole fruits (fresh, frozen, canned and dried) rather than fruit juice for the majority of the total daily amount is suggested for adequate fiber intake. In the vegetable group, vegetables may be eaten raw or cooked; fresh, frozen, canned or dried/dehydrated.

Variety of colors: MyPyramid uses different colors to identify food groups. Within the fruit and vegetable groups, color is also important. Dark green and orange vegetables are particularly nutritious, for example. Pick a **better** snack™ the Color Way focuses on the variety of color within the fruit and vegetable food groups. For young children, the Pick a **better** snack™ the Color Way messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety by choosing different colors each day.

For older children, it may be appropriate to begin talking about the five sub-categories of vegetables: dark green, orange, dry beans and peas, starchy, and others. Information can be found at www.MyPyramid.gov. The new USDA Food Guide, MyPyramid, uses a personalized approach based on individual calorie needs to determine the amount of fruits and vegetables to eat daily. Recommendations are given in cups rather than servings. More information on MyPyramid will be shared in the December through February lessons.

Activities for this lesson were selected from “There’s a Rainbow on My Plate” curriculum developed by Produce for Better Health Foundation.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.5aday.com/pdfs/kids/rainbow_on_plate/coloring_book.pdf

Do the Activity:
Kindergarten
Page 9 in the *There's A Rainbow on My Plate* Coloring Book

Pass out the "Fill Your Shopping Cart with Color" worksheet. Have the children color the fruit and vegetable items on their worksheet. Remind students of the different color group of fruits and vegetables. What item would be in the white group? (*cauliflower*)

What item would be in the green group? (*lettuce*) What item would be in the red group? (*tomatoes*) What item would be in the blue/purple group? (*raisins*) What item would be in the yellow/orange group? (*pineapple juice*)

Have the students color each grocery item the color identified above.

(Review the colors that match the color groups: *Cauliflower = White; Lettuce = Green; Tomatoes = Red; Raisins = Blue/Purple; Pineapple juice = Yellow/Orange*)

1st Grade
A Rainbow On My Plate

Introduce the activity by informing students that they are going to make their own colorful plate of fruits and vegetables. Pass out the Plateful of Color Activity Sheet. (Or, distribute a paper plate to each student. Have the students draw in lines to divide the plate into 5 pie-shaped pieces.)

Have the students color and cut out the pictures of fruits and vegetables. Then, have them glue the pictures on the worksheet or paper plate. (Or, use color grocery ads and have the students cut and paste onto the plate.)

Non-paper activity. Copy "A Plateful of Color" on a transparency or create a plate on poster board. Cut out the paper fruit and vegetables and give one to each student. Have each student bring their fruit/vegetable to the front of the classroom. Help the student identify the fruit/vegetable and determine what color category it would fit.

Talk It Over:
Kindergarten

Introduce the activity by informing students that they are going to take a food shopping trip on their worksheets today. They will be visiting different parts of the grocery store to find their colorful fruits and vegetables – produce aisle; canned fruits and vegetables aisle; dried fruits aisle; and frozen aisle. What produce item did you find in the freezer section? *Cauliflower*

What fruits and vegetables did you find in the canned section?
Tomatoes and pineapple juice

What fruit did you find that is dried? *Raisins*

What vegetable product did you find in the fresh produce section? *Lettuce*

Did we find all five color groups on our shopping experience?
Yes

1st Grade

The color of a fruit or vegetable can be determined by the skin or flesh. For example, banana is classified in the white color group. If a student puts it in yellow, discuss why they chose yellow. Ask students to think about what part of the fruit or vegetable they eat. Would they eat the white part of the banana or the yellow part? A green apple is in the green group, a red apple is in the red group because of the skin. What parts of the apple do they like to eat?

Do not emphasize a right or wrong answer for classifying by color, the main message is eat a variety of colors.

Apply:

Look at the school lunch menu for the week. Have the students tell whether the fruit and vegetable items are canned, fresh, frozen, or dried (may not be able to tell from the menu).

Have the students name the color groups where the menu items fit.

Ask students to share their favorite canned, frozen, fresh and dried fruit or vegetable.

Distribute Pick a **better** snack™ & **ACT** bingo cards. Discuss with the students that the bingo cards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help them stay healthy.

Have the students raise their hands if they have eaten any of the fruit and vegetables pictured on the bingo cards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the bingo cards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding picture on the bingo card. When they have completed a row, either across, up and down or diagonally, they achieve a bingo.

Extend the Activity



Art, Music & PE

Place markers and paper at a learning center. Encourage students to create their favorite fruit. Talk with each student about which section of the grocery store the fruit would be found.



Language Arts & Reading

Read Feast for 10 by Cathryn Falwell, Clarion Books, 1993. In this book numbers from one to ten are used to tell how members of a family shop and work together to prepare a meal. Follow-up by writing a story titled Feast for Ms. _____'s Class. Have each student draw their favorite feast and write a sentence explaining their picture. Make into a class book for students to read at centers or reading time.



Math

Pineapple is a food that can be found in all sections of the grocery store. Create a human graph by having students stand in a designated spot in the classroom indicating their favorite form of pineapple. Each part of the human graph could be labeled by having one student hold the name of their section (freezer, canned, juice, dried, and fresh) on a card. Discuss, "What can we learn?"



Science & Health

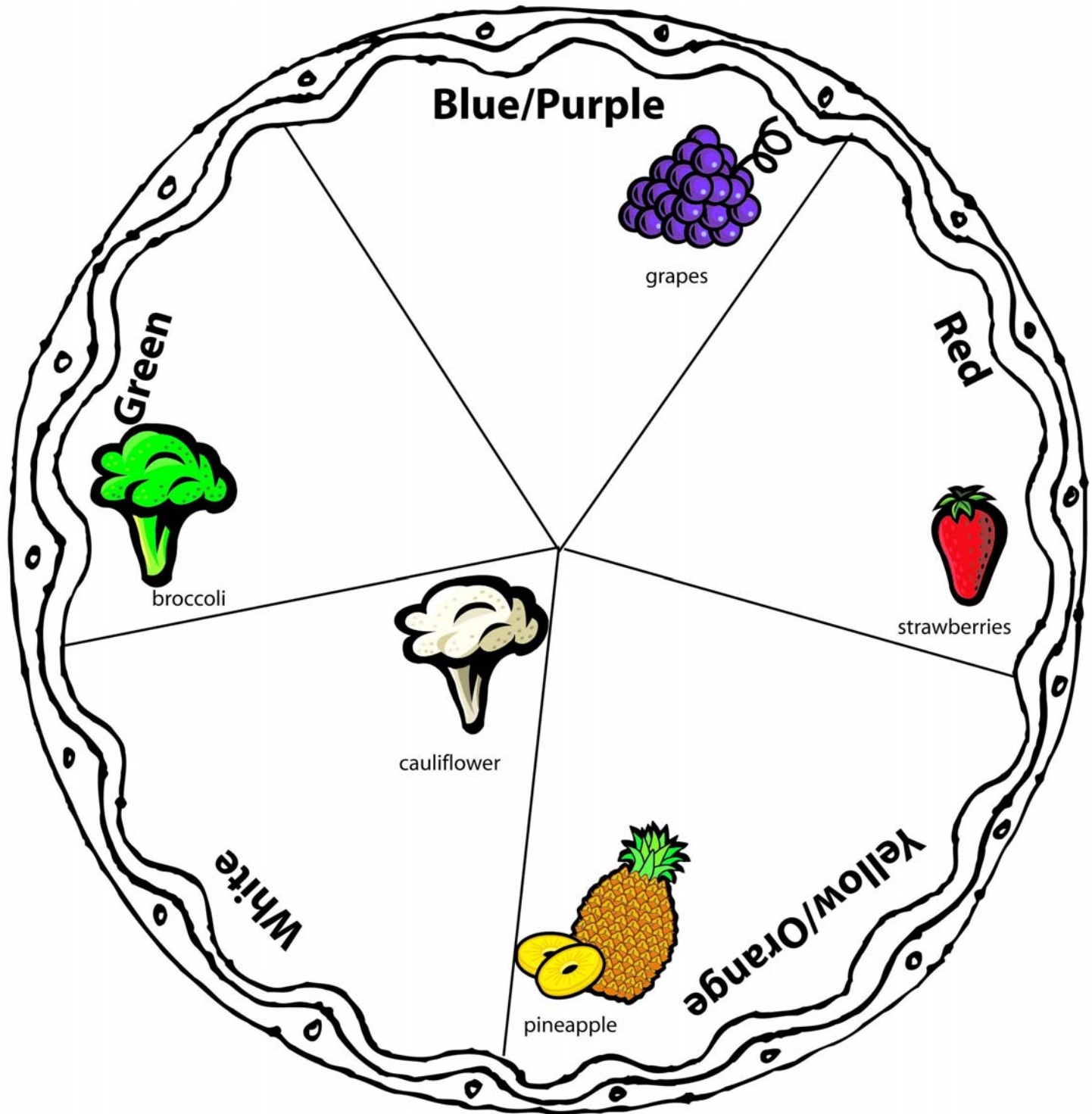
Place a variety of empty food containers to represent foods from the different sections (freezer, canned, juice, dried, and fresh) of a grocery store at a learning center. Label paper bags and have students sort containers into the bags.



Social Studies

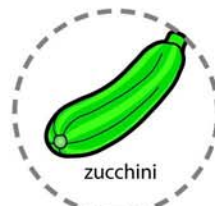
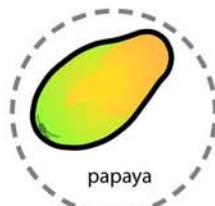
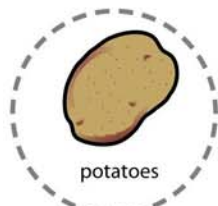
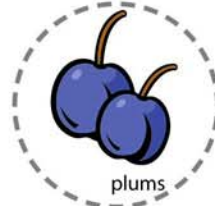
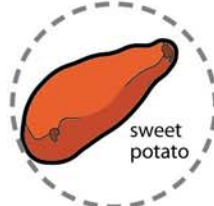
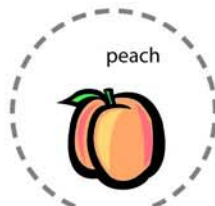
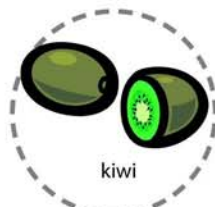
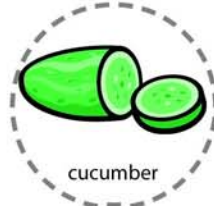
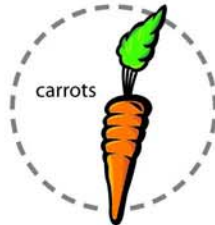
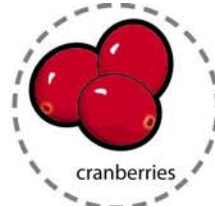
As a class, choose a country and research how citizens in that country purchase food.

A Rainbow on My Plate



Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate
<http://www.5aday.com/html/educators/activities.php>

THE COLOR WAY



Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate, <http://www.5aday.com/html/educators/activities.php>

October – Lesson Plan Grades K-I

FOCUS ON FRUITS



Objectives

Learn the special characteristics of grapes.

Learn that grapes are colorful and easy to eat as snacks.

Supplies Needed

October

Pick a **better snack™** & **Act** bingo card

3 different varieties of seedless grapes (green, red, blue-black)

Large bunch of seedless grapes for making “Cool Grapes”

Paper plates

“Eat A Colorful Variety of Fruits Cool Grapes recipe” worksheet

Taste Opportunities

Featured Fruit:
Grapes

Background

Grapes come in more than 50 varieties in black, blue, blue-black, golden, red, green, purple, and white colors with a juicy pulp inside. The two main types of grapes are the American and European. They both come in seeded and seedless varieties. Common varieties include Thompson, Flame, Ruby, Perlette and Tokay grapes. Most U.S. grapes are grown in California.

Grapes date back as far as the Egyptians and early Romans. In the early 1800's Native Americans grew grapes, but they had a sour taste. A California farmer began growing the first table grape in the mid-1800s. Nearly all of the grapes consumed in the United States are now grown in California.

Grapes grow in bunches on vines. They are considered berries. The vines must grow for two years before the grapes can be picked. The vines grow best when held up with trellises, so the grapes do not lie on the ground. It is estimated that one bunch contains 100 grapes.

Grapes are about 80 percent water, making them a low-calorie snack or dessert; a cup of Concord or Catawba grapes contains only about 60 calories. Grapes also add fiber to the diet and are naturally low in sodium. Raisins, or dried grapes, contain only about 15 percent water. For this reason, nutrients and calories are more concentrated in raisins-one cup contains 464 calories! Like other dried fruit, raisins are a good source of iron. If you eat them for a snack, brush your teeth afterwards to remove sticky, natural sugar.

Grapes are good sources of phytochemicals that can prevent certain diseases. They are good sources of vitamins C & K. Vitamin C helps heal wounds and vitamin K is needed to help blood clot.

The average American eats eight pounds of grapes per year; up from 2 pounds per year in the 1970's.

Sources: Harvest of the Month, California Nutrition Network, Centers for Disease Control, 5 A Day, Fresh California Grapes

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

**Do the Activity:
Kindergarten**

Mix up a variety of green, red, and blue-black grapes and put them on a plate.

Have the students take a grape and without talking, look at its shape, color and texture. Then have them search for others who have grapes that match theirs. Remind the students to touch only their own grape.

1st Grade

The search continues until all students are in one of the 3 groups. How many students have green grapes? Red? Blue-black?

After tasting green, red, and blue-black grapes, have the students form a line behind their favorite color. How many students lined-up behind green? Red? Blue-black? Compare the numbers. Which is greatest?

Talk It Over:

Talk about how fruits are good to eat for snacks, for dessert, or at meals. What are dried grapes called? (raisins)

We need to eat fruits every day. Grapes are the fruit featured on the October Pick a **better** snack™ & **ACT** bingo card. Fruits are convenient – all you need to do to get grapes ready to eat for a snack is to **Wash. Eat. (How easy is that?)**

Apply:

Ask the students what color groups are represented by grapes? *Grapes – green, blue/purple, red*

Ask the students what are some different forms of grapes that they can eat at home? *Grapes – fresh, canned, dried, make-your-own frozen*



**Taste
Opportunity**

Have students eat the grapes. Talk about how the grapes taste and their texture.

In advance, wash grapes and remove stems. Arrange grapes on a baking sheet and place in freezer for 30 minutes. Have students try the “Cool Grapes.” Remind the students that they can then put an “X” through the bingo square of the fruits that they sampled.

Show the back of the Pick a **better** snack™ & **ACT** bingo card for October. Discuss that there are ways to eat vegetables and fruits as snacks. Suggest that they look at the back of their bingo card at home and have their family pick out a snack idea to try.

Show the *Eat A Colorful Variety of Fruits Cool Grapes* recipe. Explain how these activity sheets will give their families even more snack ideas to choose from. Pass out activity sheets for the students to take home.

Extend the Activity



Art, Music & PE

Teach the students the following action rhyme:

Twisted on a vine

Twisted on a vine, grapes hang down. (Arms hang down & swing them side-to-side)

Two little grapes smiled at me. (*Trace smile on face with a finger*)

I picked 5 grapes

One-two-three-four-five (*Reach hands out long in front and to the side while picking 5 grapes and putting them in a "bucket," one at a time*)

Mmmmm....were they good! (*Rub hand in circular motion over stomach*)



Language Arts & Reading

Read The Grapes Grow Sweet by Lynne Tuft.



Math

Create a graph of the students' favorite colors of grapes to eat. One way to make a graph would be to have the students place their names in a pocket chart above the color of the grape that they like best. Discuss "What can we learn?"



Science & Health

Display a bunch of red grapes and a box of raisins in front of the class. Compare the differences.



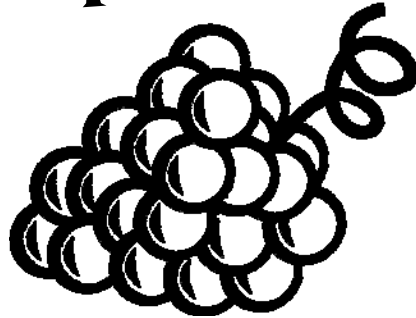
Social Studies

Discuss where grapes are grown. Show California on a United States map.

October – Activity Sheet Grades K-3
FOCUS ON FRUITS

Eat a Colorful Variety of Fruits
Cool Grapes

You will need:
1 large bunch of seedless
green or red grapes



Wash the grapes
and remove the stems.
Arrange grapes on a
baking sheet and place
in the freezer for 30 minutes. Remove from
freezer and enjoy. Store remaining frozen
grapes in plastic bags in the freezer.
Makes 4 servings.

16 grapes count as $\frac{1}{2}$ cup.
How many count as 1 cup?

More colorful recipes for your family can be found at
http://www.idph.state.ia.us/pickabetersnack/the_color_way.asp.

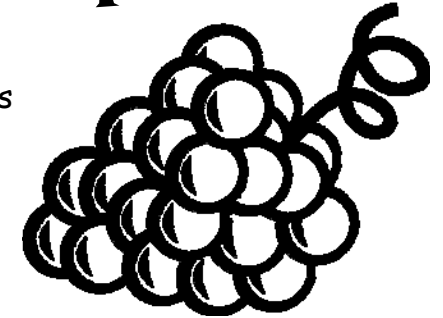
Teachers: My Pyramid suggests that children 4 to 8 years old eat 1 to 1½ cups of fruit every day. Go easy on 100% fruit juice; choose whole fruit for more fiber and nutrients. Go to www.mypyramid.gov for more details. Students can create a personal food pattern for themselves.



October – Activity Sheet Grades K-3
FOCUS ON FRUITS

Eat a Colorful Variety of Fruits
Cool Grapes

You will need:
1 large bunch of seedless
green or red grapes



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October - Lesson Plan Grades K-I

VARY YOUR VEGGIES



Objectives

Learn the special characteristics of carrots, radish and jicama.

Learn that vegetables are easy to eat as snacks.

Supplies Needed

October

Pick a **better snack**[™] & **ACT** bingo cards

Jicama, carrots, and/or radishes for taste samples

Knife

Taste Opportunities

Featured Vegetables:

Carrot

Jicama

Radish

Background

Carrots: Carrots originated in Asia, near Afghanistan. At that time, carrots were shades of purple! In the 16th century, orange carrots were developed in Holland in honor of William I of Orange. The orange-colored carrots were shipped from Europe to the early American settlers.

Carrots grow in a host of other colors including white, yellow, or red. The carrot is a plant with a thick, fleshy, deeply colored root, which grows underground, and feathery green leaves that emerge above ground. Carrot roots have a crunchy texture and a sweet and minty aromatic taste, while the greens are fresh tasting and slightly bitter.

Most people refer to carrots as the vegetable that is good for our eyes. This is because carrots are an excellent source of beta-carotene that converts to vitamin A in our bodies. Vitamin A is very important for healthy eyesight, skin, growth, and helps our body resist infection. In fact, carrots contain a group of plant pigments called carotenoids, and beta carotene is a member of this group. These plant pigments were first identified in carrots and therefore their name was derived from the word carrot. Carotenoids are linked to reducing chronic diseases such as cancer and heart disease.

There are many varieties of carrots. Carrots can be as small as two inches or as long as three feet, ranging in diameter from one-half of an inch to over 2 inches. Carrots are usually sold packaged in plastic bags. Baby carrots were once longer carrots that have been peeled, trimmed to 2 inches or smaller in length and packaged. True baby carrots are removed from the ground early and actually look like miniature carrots.

Jicama: [HEE-kah-mah] Jicama is often referred to as the *Mexican potato*. This large, bulbous root vegetable has a thin brown skin and white crunchy flesh. Its sweet, nutty flavor is good both raw and cooked. Jicama must be peeled before using.

Jícama is available from November through May and can be purchased in Mexican markets and most large supermarkets. It is grown in Central America and Mexico. When cooked,

jicama retains its crisp, water chestnut-type texture. It is a fair source of vitamin C and potassium.

Radish: Radishes are root vegetables that resemble beets or turnips in appearance and texture, but have a distinct flavor. It is the root of a plant classified in the mustard family. In the United States radishes are usually eaten raw; however, they can be added to cooked dishes or served whole. The biggest crops grown in the United States come from California and Florida, but most states grow radishes.

Web Site Resources

www.idph.state.ia.us/pickabetersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html

Do the Activity: Kindergarten

Write the word carrot on the board. Have the students think of as many vegetables as they can that start with the letters in the word. *c – cabbage, cauliflower, celery, corn, cucumbers; a – artichokes, asparagus; r – rutabaga, radishes, red cabbage; o – okra, onion; t – tomatoes, turnips.*

Some letters do not have many choices, so you may want to also talk about fruits. *c – cantaloupe, cherries, cranberries; a – apple, apricots, avocado; r – raisins, raspberries, rhubarb; t – tangerines*

1st Grade

Write the word “carrot” vertically on the chalkboard. As a class write an acrostic poem that describes the carrot.

For example: Carrots are crunchy
And good for you
Really, really good for you!
Roots are what carrots are
Orange is the color that helps my eyes
They taste great!

Talk It Over:

What part of the plant are we eating when we eat jicamas, radishes and carrots? *roots*

What does the root of a plant do? *Roots function like feet. They help plants stay firmly in the soil. They take up water for the plants. Nutrients from the soil enter plants through their roots and help them grow. The water and minerals move from the roots to the stems.*

What color groups would jicama, radish and carrot fit into?

Jicama – white; Radish – red; Carrot – yellow/orange

Explain that jicama [HEE-kah-mah] is often referred to as the *Mexican potato*.

Apply:

Pick a **better** snack™ reminds students that it is easy to eat vegetables as snacks. Have students raise their hands if they have never eaten a carrot. Have students raise their hands if they have never eaten a radish. Have the students raise their hands if they have ever seen or tried jicama.



**Taste
Opportunity**

Have the students wash their hands. Cut up jicama for the students to sample. Ask students if they can taste any difference between a sliced large carrot and a baby carrot. Jicama has a bland flavor similar to raw potato. Students could dip a small wedge in salsa to jazz up the flavor. Remind them that they can then put an “X” through the bingo square of the vegetable that they just sampled.

What would you do (with adult help) to the featured October bingo card vegetables to get them ready to eat as a snack?

Carrot – Wash. Eat. Or Peel. Eat. (How easy is that?)

Radish- Wash. Slice. Eat. (How easy is that?)

Jicama – Peel. Slice. Eat. (How easy is that?)

Show the back of the Pick a **better** snack™ & **ACT** bingo card for October. Highlight the ways to eat vegetables as snacks. Encourage the students to look at their bingo cards at home and have their families pick out a snack idea to try.

Extend the Activity



**Art, Music
& PE**

Offer construction paper, scissors, and glue (or glue sticks) at a learning center for the students to create their own “carrot” person or “jicama” person.



**Language Arts
& Reading**

Read The Carrot Seed by Ruth Krauss, Scholastic Inc., 1993.



Math

Read Just Enough Carrots by Stuart J. Murphy, Scholastic Inc, 1997. Discusses fewer, same, more.



**Science &
Health**

Place a variety of potatoes (such as Russet, Yukon Gold, and Red Pontiac) and a jicama at a learning center for students to explore with their five senses (except taste).



Social Studies

Locate Mexico on a map to indicate the origins of jicama.

October - Lesson Plan Grades K-I

PHYSICAL ACTIVITY



Objectives

Be motivated to walk to school.

Learn the importance of walking to school safety.

Background

Being physically active is important for good health. It is recommended that children get 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity, it can be done all at once, or spread over the day.

Every October, the U.S.A celebrates Walk to School Day. For more information go to www.walktoschool.org.

Supplies Needed

October

Pick a **better snack**[™] & **ACT** bingo card

Why promote walking and biking to school?

- To enhance the health of kids, increased physical activity can combat a host of health problems facing kids today.
- To improve air quality and the environment replacing car trips to school with walking or bicycling can help reduce air pollution.
- To create safer routes for walking and bicycling, sidewalks, education programs and traffic calming measures are some of the ways to improve conditions.

Web Site Resources

www.walktoschool.org
www.idph.state.ia.us/pickabetersnack
www.mypyramid.gov

Do the Activity:

Take a walk around the perimeter of the school to “set the stage.”

Discuss with students how they got to school.

- Ask how many children walked to school.
- Ask how many children biked.
- Ask how many children rode the bus.
- Ask how many children carpooled – define a carpool as two or more families where parents share driving.
- Ask how many children came alone or with siblings in a car.
- Ask how many children came some other way (i.e. skateboard or scooter).

Discuss the history of transportation (the world before cars),

such as cave men and women walking everywhere, horses, wagons, etc. When you (the teacher) were younger how did you go to school? By foot or bike?

Talk It Over:

What would be great about walking to school? (*Children are able to be active. They don't have to use the car and burn fuel, create pollution, etc.*)

Do any teachers live near enough to the school to walk?

Those who didn't walk or bike to school, why not? Would it be feasible? Could they walk with friends, neighbors, etc.?

Where are places that children could walk besides to school?
To the store, library, playground, etc.

When walking, it is important to be safe. What are some safety tips?

- When you walk, run, rollerblade, skateboard, or ride a bike or scooter stop at the curb or edge of the street before you cross.
- Look left, look right, and look left again, turning your head to see over your shoulder, before you step into the street or cross to the other side.
- Step into the street only if you do not see any moving cars.
- Walk on the sidewalk or a walking path. When there is no sidewalk, always walk facing traffic.
- Cross at corners and crosswalks whenever possible.

Apply:

Ask the students:

What are some activities you could do in October outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the October bingo card?

Ride	Dribble	Gather Leaves	Stretch	Kick
Hike a Trail	Walk	Skate	Play	Rake

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, they can dribble any item a basketball, a soccer ball, a four-square ball, etc. Or they could "rake" up "leaves" in their kitchen with a broom.