

Lesson 2: Eat the Rainbow

Grade Level: 1st Grade

Time: 60 minutes

Subjects: ELA

Overview: This lesson is Lesson 2 of 5 in the *Growing Up Strong* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Building on the first read in Lesson 1, students explore how eating a variety of colorful fruits and vegetables contributes to health. Through a video, word decoding, sorting, and a hands-on rainbow craft, students practice foundational literacy skills while connecting food to agriculture. Students conclude by writing an opinion piece that introduces a topic, states an opinion, gives a reason, and provides closure.

Skillset: Activating and connecting prior knowledge across lessons, gathering information from a video source, decoding regularly spelled one-syllable words, sorting words into categories, identifying real-life connections between words and their uses, hands-on craft and fine motor skills, distinguishing fact from opinion, opinion writing with a topic, opinion, reason, and closure, using end punctuation, and spelling untaught words phonetically.

Kansas Academic Standards

Kansas ELA Standards

RF.1.3.b Decode regularly spelled one-syllable words.

RI.1.12.a Sort words into categories to gain a sense of the concepts the categories represent.

RI.1.12.c Identify real-life connections between words and their uses.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.11.b Use end punctuation for sentences.

W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber, and Energy

T2.K-2.d Identify examples of food and fiber products that come from plants and animals.

Agriculture and the Environment

T3.K-2.b Recognize that agriculture provides our most basic necessities: food, fiber, energy, and shelter.

Objectives

English Language Arts Objectives

Students will be able to:

- Collect information from a video about how different colors of fruits and vegetables contribute to health.

- Decode regularly spelled one-syllable food words.
- Sort words into color categories to gain a sense of what each category represents.
- Identify real-life connections between color words and the foods they describe.
- Write an opinion piece that introduces the topic, states an opinion, supplies a reason, and provides a sense of closure.
- Apply end punctuation for sentences.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Materials Needed

Whole Class:

- Smartboard or display screen
- YouTube, Smart Reads for Kids: Let's Eat the Rainbow! Inspire kids to eat a rainbow of fruits and vegetables to stay healthy. <https://www.youtube.com/watch?v=IZvThmPPkJM>
- Chart paper titled: "What Does Each Color Do for Our Bodies?"
- Chart paper for decoding word list
- Markers

Eat the Rainbow Craft:

- Construction paper in rainbow colors (red, orange, yellow, green, blue, purple) — for the rainbow arcs
- Large construction paper, 12" x 18", light blue or white (one per student) — serves as the background for the rainbow and the space where the completed writing sheet will be glued below it
- Word cards: beet, yam, corn, kale, grape (one set per table)
- Food magazines, grocery store flyers, or pre-printed food pictures for cutting
- Scissors
- Glue sticks
- Sorting trays or paper plates, one per color, for pre-sorting cut-out pictures (optional, for shared class supply table)

Writing:

- Eat the Rainbow opinion writing sheet — companion document (one per student)
- Pencils and crayons

Lesson Procedures

1. Connecting to What We Know
 - a. Explain to students: "In our last lesson, we read *Growing Up Strong* and learned that Kailey's mom taught her class about eating a rainbow of foods: grains, milk, vegetables, meat, and fruits. Today we are going to learn more about why eating different colors of food is so good for our bodies, and then we are going to build our own food rainbow!"
 - b. Ask students:
 - "What colors do you remember from our rainbow of foods talk?"
 - "Why do you think eating different colors of food might be good for our bodies?"
 - c. Explain to students: "Let's watch a video to find out what each color of fruits and vegetables does for our bodies." Play YouTube Video — Smart Reads for Kids: Let's Eat the Rainbow! Inspire kids to eat a rainbow of fruits and vegetables to stay healthy. <https://www.youtube.com/watch?v=IZvThmPPkJM>

- d. Explain: "Fruits and vegetables come in many colors. Different fruits and vegetables provide different nutrients that help our bodies grow and stay healthy. Eating a variety of foods helps us get the nutrients our bodies need. Ask students:
 - "The video told us that each color of food helps our body in a different way. What is one color you remember, and what did it help with?"
 - "Why do you think eating just one color of food every day would not be enough to keep our whole body healthy?"
 - e. Prepare chart paper to record student responses. Ask students: "What Does Each Color Do for Our Bodies?" Guide students toward a simple summary for each color, such as:
 - Red foods help protect our bodies.
 - Orange foods help our skin and eyes.
 - Yellow foods help build strong bones.
 - Green foods help our tummy digest food.
 - Blue and purple foods help our brain.

(This chart will be referenced again during the writing component at the end of the lesson.)
2. Decoding One-Syllable Food Words. Explain to students: "Before we build our rainbow, let's practice reading some food words. Today's words are all one syllable, which means they have just one beat, and they are spelled in a regular way we can sound out."
 - a. Model decoding each word on chart paper:
 - "Beet: b-ee-t. The ee says it's a long ē sound. Beet. A beet is a red vegetable that grows underground."
 - "Yam: y-a-m. Yam. A yam is an orange vegetable."
 - "Corn: c-or-n. When a vowel is followed by 'r', it changes the vowel sound. Corn. Corn is a yellow crop, and one of the biggest crops Kansas farmers grow."
 - "Kale: k-a-le. The silent 'e' at the end makes the 'a' say its own name. Kale. Kale is a leafy green vegetable."
 - "Grape: gr-a-pe. The silent 'e' makes the 'a' say its own name. Grape. Grapes can be green or purple."
 - b. Ask individual students to decode yam and kale aloud without teacher support to check for independent understanding.
 - c. Explain to students: "These five words are going to help us build our rainbow today."
 3. Eat the Rainbow Craft with Word Sorting and Real-Life Connections. Distribute background paper, rainbow-colored construction paper arcs, the five word cards, magazines, scissors, and glue sticks.
 - a. Explain to students: "Today you are going to build your own food rainbow. First, glue your colored arcs onto your background paper to make a rainbow shape. Then we are going to sort our word cards by color. After that, you can look through the magazines and add more foods you find."
 - b. Sorting words by color. Explain to students: "When we sort things, we put them into groups based on something they have in common. Today we are going to sort our food words by color. Sorting words helps us understand what a category really means, even without a picture in front of us."
 - c. Model sorting two word cards, decoding each one first:

- “Here is the word card that says beet. Let’s decode it together: b-ee-t, beet. What color is a beet? Red! I will sort this word card into the red group.”
 - “Here is the word card that says kale. K-a-le, kale. What color is kale? Green! I will sort this word card into the green group.”
- d. Ask students:
 - “Why do we sort beet and kale into different groups?”
 - “What do all the words in the green group have in common?”
 - e. Real-life connections. Explain to students: “Good readers connect new words to things they know and experience. When we learn a word, we do not just know what it means. We connect it to something real: an object we can picture, an experience we have had, or a situation in which we have used that word ourselves.”
 - f. Model connecting a word to a real object, experience, and situation: “Let’s take the word grape. I can picture a real grape. I can remember an experience of eating grapes as a snack after school. And I know a situation where I would use this word: I might ask for grapes at the grocery store.”
 - g. Ask students, guiding them through each part of the connection:
 - “What is a real food you know that is orange? Picture it in your mind.” (connect to a real object)
 - “Can you remember a time you ate or picked out something orange? Tell us about it.” (connect to an experience)
 - “When would you use the word orange while talking about food, at the store, at dinner, in the garden?” (identify a real-world situation)
 - h. Explain to students: “All of these foods started as crops that a farmer planted, grew, and harvested. Corn, kale, beets, yams, and grapes all started on a farm before they ever reached your plate.”
 - i. Model gluing one arc and one sorted word card before releasing students to work. Then have students build their own rainbows by decoding and sorting the five food word cards by color and gluing each card onto the matching arc. Next, students cut out additional food pictures from magazines, connect each food to a personal experience or a place where they have seen it, and glue the pictures onto the matching color of their rainbow. While students work, prompt decoding, sorting, and real-life connections:
 - “What does this word card say? Can you decode it?”
 - “What color does that word belong with?”
 - “What is a real memory or place where you have used or eaten this food?”
 - “Do you think a farmer grew this food, or did it come from an animal?”
 - j. Allow approximately 15 minutes for the craft. Have early finishers begin thinking about their writing: “Which color of the rainbow is your favorite to eat? Why?”
 - k. Set finished rainbows aside on the same large construction paper background. Students will glue their completed writing sheet onto the bottom portion of this same paper, creating one finished piece.
4. Fact and Opinion. Gather students on the carpet, seated so every student can see the chart paper.
 - a. Explain to students: “Now we are going to write about our rainbow. But before we write, let’s remember the difference between facts and opinions.”

- b. Write two sentences side by side on chart paper, one labeled Fact and one labeled Opinion:
 - Fact: "Corn is yellow."
 - Opinion: "Corn is my favorite vegetable."
 - c. Point to each sentence and explain: "This sentence states a fact. 'Corn is yellow' is a true statement no matter who you are or what you like. This next sentence states an opinion because it is what I think. 'Corn is my favorite vegetable.' Someone else might think a different vegetable is their favorite, and that would be their opinion. Neither person would be wrong."
 - d. Ask students, pointing back and forth between the two sentences: "Which sentence states a fact? How do you know? Which sentence states an opinion? How do you know?"
 5. Opinion Writing: Topic, Opinion, Reason, and Closure. Explain to students: "Today we are going to write a whole opinion piece about our rainbow, with four parts: we introduce our topic, we state our opinion, we give a reason, and we end with a closing thought."
 - a. Model each part on chart paper, thinking aloud:
 - "My topic: Today I am writing about my favorite color of food from our rainbow. This sentence tells my reader what I am writing about."
 - "My opinion: My favorite color to eat is red. This is what I think, not something everyone would agree with."
 - "My reason: I like red foods because they are sweet and juicy, like a strawberry. This tells my reader why I feel this way."
 - "My closing thought: Eating colorful foods like red ones helps me grow up strong and healthy. This sentence wraps up my whole opinion, not just my last point."
 - b. Point to and name each part: topic sentence, opinion sentence, reason sentence, closing sentence.
 - c. Model spelling an untaught word phonetically during writing: "I want to spell strawberry. That is a big word, and we haven't practiced it together. Let me say it slowly and listen for the sounds: straw-ber-ry. S, t, r, a, w, b, e, rr, y. I will write down every sound I hear, even if I am not sure it is exactly right. That is what good writers do with words they have not learned yet."
 - d. Point to the end punctuation on each sentence and ask: "What mark did I put at the end of each sentence? Why does a telling sentence need a period?"
 - e. Ask students: "What is your favorite color of food? What is your reason? How could you close your opinion?"
 6. Independent Writing — Eat the Rainbow Opinion Sheet. Distribute the Eat the Rainbow opinion writing sheet.
 - a. Explain to students: "Look at your rainbow craft and think about our chart from the video. Write your opinion using all four parts: your topic, your opinion, your reason, and a closing thought. Remember your end punctuation, and if you are not sure how to spell a word, say it slowly and write the sounds you hear."
 - b. Students complete the writing sheet independently using drawing, dictating, and writing. Circulate and support:
 - Prompt for topic and opinion: "Which color is your favorite to eat? Write that color in your sentence."
 - Prompt for reason: "Why do you like that color? Think about what we learned from our video."

- Prompt for closure: “How could you end your opinion? What is one more thing you want your reader to know?”
 - Support for end punctuation: “Show me where your sentence ends. What mark goes there?”
 - Support for phonetic spelling: “Say the word slowly. What sounds do you hear? Write the letters that match.”
(Differentiation: Students who need additional support may dictate their opinion while the teacher or a classroom helper scribes. Students ready for a challenge can add a second reason to their opinion.)
- c. Final assembly: Once writing is complete, students cut out their finished opinion sheet and glue it onto the bottom portion of the same large construction paper that holds their rainbow, creating one finished piece with the rainbow on top and their written opinion below it.
7. Closing Discussion and Kansas Connection. Gather students together with their completed rainbows and writing sheets.
- a. Ask students:
- “What did we learn from our video about eating a rainbow of colors?”
 - “What is one word you decoded and sorted onto your rainbow today? What color group did it belong to?”
 - “What is your favorite color of food to eat? Why?”
- b. Kansas Connection. Explain to students: “Most foods on your rainbow today started on a farm. Kansas farmers grow crops like tomatoes, corn, squash, and leafy greens that end up on our plates in every color of the rainbow. Other foods, like milk and eggs, come from animals. Farmers help provide many of the foods we eat. When you eat a colorful plate of food, you are eating the hard work of farmers — and helping your whole body stay strong and healthy, just like Kailey’s mom taught her class.”
- c. Ask students:
- “Have you ever grown a fruit or vegetable at home or seen one growing? What was it?”
 - “Do you know anyone who grows food, like in a garden or on a farm? What do they grow?”

Assessment: Assess student understanding through teacher observation during the video discussion, decoding instruction, sorting activity, craft activity, shared writing, and independent writing. The teacher should note whether students can decode regularly spelled one-syllable food words, sort words into color categories and explain what the category represents, identify real-life connections between color words and the foods they describe, distinguish a fact from an opinion, write an opinion piece that introduces the topic, states an opinion, supplies a reason, and provides a sense of closure, use end punctuation for their sentences, and spell untaught words phonetically. The completed rainbow craft and opinion writing sheet serve as the primary artifacts for this lesson.

Supplemental Activities: Display the completed food rainbows alongside the “*What Does Each Color Do for Our Bodies?*” chart and the “*How Do We Grow Up Strong?*” chart from Lesson 1. Guide students to see the connection between eating a variety of colorful foods and the ways Kailey’s mom said we grow up strong. For an extension activity, invite students to decode a few additional one-syllable food words, such as *plum*, *pear*, or *lime*, and sort them onto the classroom rainbow. Invite students to keep a simple color tally for one day, marking which rainbow colors they ate at lunch, and share their tally with the class the next day.

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Eat the Rainbow Cards



Beet



Yam



Corn



Kale



Grape

Student Name: _____

Eat the Rainbow

[illegible]

Check Your Writing!



Topic



Opinion



Reason



Closure



Period at
the end.