



Lesson 2: Eat the Rainbow

Grade Level: Kindergarten

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 supports a healthy body. After watching a short video, students sort food pictures by color and create a food rainbow, connecting familiar foods to the crops Kansas farmers grow. Throughout the lesson, students practice categorization, real-life word connections, letter-sound relationships, and opinion writing. Students conclude by expressing a food preference and connecting the foods they eat to agriculture.

Skillset: Activating and connecting prior knowledge across lessons, gathering information from a video source, sorting foods into color categories, identifying real-life connections between words and their uses, applying phoneme-grapheme correspondence to food words, hands-on craft and fine motor skills, opinion writing with a stated preference, capitalization, end punctuation, and phonetic spelling.

Kansas Academic Standards

Kansas ELA Standards

RF.K.3.a Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.

RI.K.12.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

RI.K.12.c Identify real-life connections between words and their uses.

W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.11.a Capitalize the first word in a sentence and the pronoun I.

W.K.11.b Recognize and name end punctuation.

W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

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.

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:

- Recall information from a video about how different colors of fruits and vegetables support the body.
- Sort food pictures into color categories and identify familiar foods that match each color.
- Identify the beginning consonant sound in familiar food words and match the sound to its corresponding letter.
- Compose an opinion piece identifying a favorite food and giving a reason, using drawing, dictating, and writing.
- Apply writing conventions: capitalizing the first word and the pronoun 'I', using end punctuation, and spelling simple words phonetically.

Materials Needed

Whole Class:

- Smartboard or display screen
- 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>
- Chart paper titled: "What Does Each Color Do for Our Bodies?"
- 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
- 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. Explain to students: "In our last lesson, we read *Growing Up Strong* and learned about different foods Kailey's mom described as eating a rainbow of foods — grains, milk, vegetables, meat, and fruits. Today we are going to explore colorful fruits and vegetables, learn why eating a variety of foods is important, and create our own food rainbow."
 - a. 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?"



- b. Explain to students: “Let’s watch a video to find out what each color of fruits and vegetables does for our bodies.”
 2. Video — Let’s Eat a Rainbow of Colors. Play the 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>.
 - a. After the video, ask students:
 - “The video told us that each color of food helps our body differently. 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?”
 - b. Prepare chart paper to record student responses. Ask students and record their answers on the chart. “What is one main thing each food color does 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.

(W.K.8 — students are gathering information from the video as a provided source. This chart will be referenced again during the writing component at the end of the lesson.)
3. Eat the Rainbow Craft with Embedded Sorting & Real-Life Connections. Distribute background paper, rainbow-colored construction paper arcs (or have students cut simple arc shapes), 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 look through the magazines and cut out food pictures. Look at the food picture carefully. What color do you notice most? You will then place the picture in that color group, but before you glue anything down, you are going to sort your pictures, just like a scientist, and think about where you have seen these foods in real life.”
 - b. Sorting by color. Explain to students: “When we sort things, we put them into groups based on something they have in common. Today we are sorting pictures of food by their color. Sorting helps us see patterns and understand ideas better, such as which foods belong to the red group and which belong to the green group.”
 - c. Hold up two or three sample food pictures and model sorting:
 - “Here is a picture of a strawberry. What color is it? Red! I will sort it into the red group.”
 - “Here is a picture of broccoli. What color is it? Green! I will sort it into the green group.”
 - d. Ask students:
 - “Why do we sort the strawberry and the broccoli into different groups?”
 - “What do all the foods in the red group have in common?”
 - e. Real-life connections. Explain to students: “I can connect words to things I know and experience. When we learn a word, good readers do not just know what it means — they connect it to something real: an object they can picture, something they have done, or a time they have used that word themselves.”

- f. Model connecting a word to a real object, experience, and situation. Explain: "Let's take the word red. Red is a color. I can picture a real object that is red, a strawberry. I remember the experience of eating a red tomato. And I know a situation where I would use this word: at the grocery store, I might look for a red apple to eat."
 - g. Ask students, guiding them through each part of the connection:
 - "What is a real food you know that is green? Picture it in your mind." (connect to a real object)
 - "Can you remember a time you ate or picked out something green? Tell us about it." (connect to an experience)
 - "When would you use the word green while talking about food — at the store, at dinner, in the garden?" (identify a real-world situation)
 - h. Explain to students: "Today, as you sort your food pictures, use these color words the same way you would in real life. Pretend you are telling a family member what color of food you are choosing and why. All of these colorful fruits and vegetables started as crops that a farmer planted, grew, and harvested. Whether it is a red tomato, an orange carrot, or a green pepper, a farmer worked hard to grow that food before it ever reached your plate."
 - i. Model gluing one arc and one sorted food picture before releasing students to work. Students build their rainbow: cutting food pictures, sorting them by color, connecting each one to a real-life memory or place they have seen it, and gluing them onto the matching color of their rainbow.
 - j. While students work, prompt sorting and real-life connections:
 - "What food did you just find? What color is it? Which part of the rainbow does it belong on?"
 - "What is a real memory or place where you have used or eaten this food? When would you use this color word to talk about food?"
 - "Do you think a farmer grew this food, or did it come from an animal?"

(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?" 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 at the end of Step 5, creating one finished piece.)
4. Opinion Writing. Gather students on the carpet, seated so every student can see the chart paper. Bring a marker and have a second color of marker available for corrections/edits.
- a. Explain to students: "Now we are going to write about our rainbow. But before we write, let's learn about two different kinds of statements: 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?"
- e. Explain to students: "Today we are going to write our own opinions about our rainbow. When we write an opinion, we do two things: first we tell the reader our topic, and then we share what we like best about it, along with a reason. Watch me write mine on our chart paper." At the top of the chart paper, write the heading My Opinion and say aloud: "I am writing the word Opinion at the top so we remember what kind of writing this is." Below the heading, write the sentence frame: "I like to eat ____ because ____."
- f. Explain to students: "Here is our sentence frame. It has two blanks, one for our color, and one for our reason. Watch me think about my own answer and fill in the blanks." Explain to students: "Before I fill in my first blank, I am going to think about the word red, because that is a color I like to eat. I need to think about the sounds in this word and which letters match those sounds." Say the word red slowly, holding up one finger for each sound, then write each letter on the chart paper as you say it aloud:
 - "/r/ — that matches the letter r." (Write r in the first blank.)
 - "/e/ — that matches the letter e." (Write e in the first blank.)
 - "/d/ — that matches the letter d." (Write d in the first blank.)
 Point to the finished word and say: "r-e-d, red. I matched every sound I heard to a letter."
- g. Ask students, calling on 1–2 volunteers: "What sound does the word 'ham' start with? What letter matches that sound?" Confirm the answer aloud: "Yes, /h/ matches the letter h — just like the beginning of red matches /r/ to the letter r."
- h. Model filling in the second blank on chart paper. Write the reason as you say it aloud, pausing between words:
 - "Because it helps me run and jump."
- i. Read the full sentence aloud, pointing to each word, and narrate each feature explicitly:
 - "I like to eat red because it helps me run and jump. Watch my very first letter — capital 'I'. The first word in every sentence starts with a capital letter, and remember, the word 'I' is always capitalized too." (Point to the capital 'I'.)
 - "And at the very end of my sentence, I add a period." (Point to the period.)
- j. Capitalization: Point directly to the capital 'I' on the chart and explain: "The first word in a sentence always starts with a capital letter. This is a rule that never changes. Our sentence starts with the word 'I', and that word is special. 'I' is always capitalized every time we write it, whether it is the first word in a sentence or not."
- k. Ask students: "Come point to the capital letter in my sentence. Why is that letter capitalized?" Call on one student to come up and physically point to the capital 'I' on the chart paper.
- l. End punctuation. Point directly to the period at the end of the sentence and explain: "Every sentence needs an end mark so the reader knows the sentence is finished. I used a period because I am telling you something — that is called a telling sentence. A period is the most common end mark we use."
- m. Ask students: "Come point to the end mark in my sentence. What is it called?"

- Call on a second student to come up and point to the period.
- n. Close the explicit instruction by reading the full modeled sentence aloud together as a class, tracking each word with your finger: "I like to eat red because it helps me run and jump."
 - o. Transition to independent writing. Direct students: "Now it is your turn to write your own opinion about your favorite color to eat, just like I did. Let's go back to your seats."
5. 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. Which color is your favorite to eat? Write your opinion using our sentence frame, and don't forget your capital letter and end punctuation." Students complete the writing sheet independently using drawing, dictating, and writing. Circulate and support:
 - Prompt for opinion: "Which color is your favorite to eat? Write that color in your sentence."
 - Prompt for reasoning: "Why do you like that color? Think about what we learned from our video."
 - Support for capitalization: "Show me the first word in your sentence. Is it capitalized?"
 - Support for end punctuation: "Show me where your sentence ends. What mark goes there?"
 - Support for phonetic spelling: "Say the word slowly. What sound do you hear first? Write that letter."(Differentiation note: 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 sentence.)
 - b. 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.
6. Closing Discussion & Kansas Connection. Gather students together with their completed rainbows and writing sheets.
- a. Encourage students to look at the variety of foods students collected. Ask students:
 - "What did we learn from our video about eating a rainbow of colors?"
 - "What is one food you put on 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, sorting instruction, craft activity, shared writing, and independent writing. Teacher should note whether students can sort food pictures into color categories, identify real-life connections between color words and the foods they describe, apply phoneme-grapheme correspondence when naming food words, compose an opinion piece that states a preference with a reason, recall information from the video and craft experience to support their writing, capitalize the first word in a sentence and the pronoun I, recognize and name end punctuation, and spell simple 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 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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Student Name: _____

Eat the Rainbow

I like to eat

because