



A Rainbow of Food: The Key to Healthy Eating Grade Level 4-5



Connection to The Big Race, Pickles and SkipPy the Super Roo Film:

Throughout the lesson, be sure to remind students that whenever SkipPy the Super Roo was eating in the film, everything he ate was colorful. Compared to Rex, whose table was filled with bland white colored foods. That's because the healthy foods in our world are a variety of bright colors and they serve as a friendly reminder to always try and have a colorful plate to eat healthy.

Student Learning Objectives:

I can make good choices about foods based on their color and how healthy they are for my body.

Content Areas Addressed:

- **Science**
- **Writing (optional extension activity)**

Approximate Time To Complete:

30 minutes

Materials:

- Food items either printed (one set per partnership) or cut-out and put in bags for each partnership (see below)
- 1 copy per student of the plate worksheet (see below)
- Crayons / colored pencils

Applicable Colorado State Standards:

5th Grade Science Standard 2:

Human body systems have basic functions, structures, and needs.

4th Grade Reading, Writing and Communications Standard 3:

The recursive writing process is used to create a variety of literary genres for an intended audience.

Procedure:

1. Begin this lesson by asking students to think about the colors of the foods they eat. Ask them to share some of the colors they can think of and the foods that are those colors.

2. Tell students that they are going to be getting into partners to sort different foods. Each partnership should receive a bag of the different food items cut up so that they are easy to sort. Another option would be to hand students the printed paper of the foods and they can cut them out themselves.
3. Tell students to first sort the foods in anyway they see fit.
4. Have students take a walk around the classroom silently observing how all the different groups sorted the foods.
5. Have students return to their sorting stations and ask them to now sort them into "healthy" and "unhealthy" groups to see what they view as good and bad food choices.
6. Have students do another tour of their classmates sorts to see if they placed food items in the same categories as other members in the class.
7. Bring all students to one of the groups that correctly sorted the food - they should have all colorful & healthy foods are together vs. white bland foods. (Note that yogurt is in this category because of it's high added sugar content). Point out characteristics of the food in both the "healthy" and "unhealthy" categories.
8. The goal is for students to see that the healthy foods are often very colorful whereas the unhealthy and high-sugar foods are usually a bland white color. In addition, whole fruits & vegetables have a substantial amount of fiber, nature's way of slowing down our hunger and fighting the sugar in our bodies. When you eat fiber, it slows down the sugar entering your bloodstream and makes you feel fuller longer.
9. Finally, end the lesson by having students draw on the plate provided below, a healthy meal, *that they would enjoy*, that has a rainbow of colors.

Optional Next Steps & Resources:

This lesson is a great opportunity for a writing piece. Ask students to describe the perfect healthy meal with as much descriptive language as they can. This will reinforce the need for a colorful plate as well as work on descriptive writing.

Have students research the power of fiber. See if they can find what foods are high in fiber. Conduct an experiment where students eat something high in fiber one day and then something low in fiber the next day and see what keeps them fuller longer. This would be a perfect experiment to do when studying the scientific method and the "controls" in an experiment.





