

Harvest the Rainbow

Adapted from "Got Veggies" Curriculum



Overview

Students will be introduced to color as a distinguishing characteristic between vegetables. Through learned vocabulary, observation, and taste testing, students will be able to identify healthy eating options.

Grade Levels K-1

Time Required 1 hour

Materials

Different varieties of vegetables and fruits that represent a spectrum of colors from your garden or local market

Book: *Growing Vegetable Soup* by Lois Ehlert

Knife

Cutting Board

Plates

Word Bank

Tasting Chart

MN Standards Addressed

Students will:

Taste and identify a variety of fruits and vegetables.
Health Education 7.1

Recount key ideas about gardening and nutrition read aloud.

English Language Arts 8.2.2

Describe and sort fruits and vegetables into groups based on color and other observable characteristics.
Science 4.1.1.1

Be able to differentiate between healthy and unhealthy snacks.
Health Education 1.1

Develop descriptive vocabulary for specific characteristics of food.
English Language Arts 10.4.4

Make a chart to record observations about taste and color of fruits and vegetables.
Science 1.1.2.

Creating a Healthier Minneapolis

healthy eating + physical activity + smoke-free living

Minneapolis Department of Health and Family Support (MDHFS)

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Preparation

1. Prior to lesson, determine which vegetables and fruits you will need to harvest or purchase to demonstrate the variety of colors we eat. Rinse produce before slicing.
2. Get *Growing Vegetable Soup* by Lois Ehlert or a similar book to stimulate discussion about growing and eating a variety of vegetables and fruits from your garden.
3. Write the name of each vegetable or fruit on a display board or poster to record student descriptions (refer to taste testing chart at the end of the lesson).
4. Post Word Bank with adjectives to guide students' sensory observations (included at end of lesson).

Procedure

Introduction: Gather students for a discussion or a read-aloud. Use *Growing Vegetable Soup* by Lois Ehlert or similar book to stimulate discussion about growing and eating a variety of vegetables and fruits from your garden.

You may choose to use some of the following questions to guide your discussion:

1. Where does food come from?
2. Who has a garden or knows someone with a garden or a farm? What foods can we grow in Minnesota?
3. Who has tasted any of these fruits or vegetables before?
4. Which fruits or vegetables do you like to eat as a snacks?
5. Can you think of a fruit or vegetable that comes in more than one color? For example, tomatoes come in almost every color as well as in many shapes and sizes.
6. What colors and shapes of tomatoes have you seen?
7. How do these different vegetables and fruits help us grow? Why are they good for us to eat?

Answer: Fruits and vegetables are good for our bodies, as they are packed with nutrients like vitamins and minerals! For older students, you could explain that fruits and vegetables contain many nutrients including vitamin A and C, potassium, and dietary fiber. There are also some special fruits and vegetables, called the "super green and super orange." These dark green and orange vegetables are important to eat often because they contain extra amounts of vitamins and minerals. Can you guess which fruits and vegetables growing in your garden are green or orange superheroes? Answer: Super green: bok choy, broccoli, collard greens, mustard greens, romaine lettuce, spinach, kale, watercress, turnip greens, mesclun, and dark green leafy lettuce. Super orange: acorn squash, pumpkin, carrots, sweet potatoes, butternut squash, and hubbard squash.



Word Bank

Sweet	Sour	Flavorful	Earthy
Yummy	Sharp	Squishy	Zesty
Grand	Healthy	Zippy	Mealy
Delicious	Ripe	Tasty	Firm
Fragrant	Tangy	Acidic	Crunchy
Bitter	Juicy	Delectable	Tough

8. Do you know how many fruits and vegetables you should be eating each day?

Answer: The amount we should eat depends on if we are a boy or a girl, how much activity we get each day, and how old we are. Have children try the Fruit and Veggie Calculator at www.fruitsandveggiesmorematters.gov for information on how many fruits and vegetables kids should be eating daily. As their teacher, how many fruits and vegetables should you be eating? Compare the recommended amounts for adults and kids.

Following the introduction, review proper hand washing procedures and discuss why they are important. Have students wash their hands. Prepare selected produce for tasting.

Observation: Write names of selected fruits and vegetables on the display board or poster paper, or for older students, hand out Tasting Charts (see example on page 13). Explain to students that they will be acting as investigators and will be using their senses to observe, describe, and compare different fruits and vegetables. Before tasting, pass around each vegetable or fruit so students can observe the appearance, texture, scent, etc.

Tasting: Give each student a slice of vegetable or fruit. Encourage them to taste it. Tell students about where the produce was harvested. Show them the garden or a picture of the farmer. Have them observe and describe it using words from the Word Bank. Encourage students to use their own words, which can be added to the Word Bank for future sensory observation activities. Record student descriptions on the display board. Repeat these steps with each different vegetable or fruit. Encourage your students to use specific and descriptive vocabulary.

Review and Vote: Briefly review and compare vegetable and fruit descriptions. Have students vote for their favorite variety. This could be an opportunity for a math connection. Count the votes and create a graph or chart to represent the results. Discuss voting results and reasons why students chose one fruit or vegetable over others. Have each student contribute a word about class's favorite vegetable to create a poem.

Clean-up: Have students help with clean-up and wash their hands. If possible, vegetable and fruit scraps can go to a compost pile or worm bin.

