



Eat A Rainbow Every Day!

A large, colorful rainbow arches across the page. The rainbow has seven distinct bands of color: red, orange, yellow, green, blue, purple, and red. The text "Eat A Rainbow Every Day!" is written in a playful, bubbly font, with each word in a different color corresponding to the rainbow's colors. The text is positioned above the rainbow, following its curve.

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EAT A RAINBOW EVERY DAY!

Supplemental Lessons & Activities

Kindergarten

Introduction: Use this lesson to reinforce their knowledge of colors and students' sense of time.

Using a color wheel, review colors – focus on green, orange, red, purple, blue

Activity: What does a color taste like? smell like? feel like? Model the activity:

Blue tastes like my mom's blueberry muffins

Blue smells like a rainstorm

Blue feels like a cool breeze on a summer day

Go around the room and have children tell you what they think the different colors taste, smell and feel like.

Show the children the flash cards which illustrate the food groups and their corresponding colors.

Discussion: Each student can name a favorite food from each food group

Put in the "You've Gotta Move" DVD and play the Eat a Rainbow Every Day song (Learn the Lyrics version)

Activity: Color Recognition – color cards included

1. Match color cards to colors on the food pyramid
2. Match color cards with printed color words on the food pyramid
3. Match color words to the colors on the food pyramid

Activity: Time –

1. Students identify foods that they have eaten morning, noon, and night
2. Teacher designates areas of the classroom as morning, noon or night.
3. Teacher names a food (e.g. cereal) and students go to the appropriate area

Activity: Give the Food Guide Pyramid handout to the class. Color the food groups and write the correct food group name in the correct box.

(Explain that Oils are not a Food Group and should be a small part of your diet.)



EAT A RAINBOW EVERY DAY!

Supplemental Lessons & Activities

1st Grade

Introduction: This song and corresponding lessons teach children about eating a healthy balanced diet everyday using the USDA's food pyramid

Teachers should use the USDA's food pyramid on the overhead projector for this lesson.

Activity: Word identification – students match the word/picture cards to the correct category on the food pyramid. Students then match just the word cards to the correct category on the food pyramid.

Activity: Needs and Wants – Students classify food cards into two groups – needs and wants – Needs are foods that are good for us, and wants are foods that are not so good.

Put in the "You've Gotta Move" DVD and play the Eat a Rainbow Every Day song (Learn the Lyrics version)

Activity: Collecting Data: Students will utilize a class chart to graph foods that students have eaten for the week :

Week 1 – Fruits

Week 2 – Vegetables

Week 3 – Grains

Week 4 – Milk

Week 5 – Meat & Beans
see the sample chart

Activity: Give the My Pyramid handout to the class. Color the food groups and write the correct food group name in the correct box.
(Explain that Oils are not a Food Group and should be a small part of your diet.)



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Supplemental Lessons & Activities

2nd Grade

Introduction: This song and corresponding lessons teach children about eating a healthy balanced diet everyday using the USDA's food pyramid

Activity: Design their own - Show students a poster of the food pyramid, talk about the pyramid shape - then show other shapes (see samples). Have students create their own food pyramid, but using another shape. Be sure to remind them some sections are bigger than others, depending on how much you need in our daily diet.

(Explain that Oils are not a Food Group and should be a small part of your diet.)

Activity: Measurement - have students bring in different types of foods, then use a scale to measure and compare and chart the foods.

Activity: Phonics, short and long vowels - Have students write a list of their favorite foods, then classify the words according to short and long vowel sounds

Activity: Give the MyPyramid worksheet to the class. Let them fill it out.

Put in the "You've Gotta Move" DVD and play the Eat a Rainbow Every Day song (Learn the Lyrics version)



EAT A RAINBOW EVERY DAY!

Supplemental Lessons & Activities

Mississippi Department of Education Curriculum Competencies and Objectives Achieved

Kindergarten

Language Arts

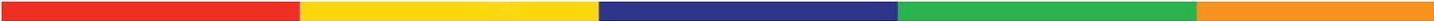
- 1. The student will use word recognition and vocabulary (word meaning) skills to communicate.**
- b. The student will apply knowledge of phonological and phonemic awareness.
- c. The student will use word recognition skills.
- e. The student will develop and apply knowledge of words and word meanings to communicate.
- g. The student will use pictures and context to understand the meaning of a word.

Mathematics

- 4. Identify measurable attributes of objects.**
- c. Recognize the clock (analog and digital) and calendar as measurements of time.
5. Collect, organize, and interpret data.
- a. Collect and organize data by counting and using tally marks and other symbols.
- b. Describe data by using mathematical language such as more than, less than, etc.

Health

- 1. Comprehend concepts related to health promotion and disease prevention.**
 - d. Identify the food groups of the Pyramid.
 - 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.**
 - a. Demonstrate an ability to identify healthy food.
- 



EAT A RAINBOW EVERY DAY!

Supplemental Lessons & Activities

Mississippi Department of Education Curriculum Competencies and Objectives Achieved

1st Grade

Language Arts

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

- a. The student will apply knowledge of concepts about print.
- b. The student will apply knowledge of phonological and phonemic awareness.
- c. The student will use word recognition skills.
- h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

Science

8. Examine the different types of observable and measurable changes that matter can undergo.

- c. Compare/contrast objects according to size, shape, color, texture, and use.

Mathematics

5. Collect, organize, and interpret data in graphical form.

- a. Gather data, construct, and interpret simple bar graphs and pictographs.
- b. Analyze and interpret data by using mathematical language such as more than, less than, etc.

Health

6. Demonstrate the ability to use goal-setting and decision making skills to enhance health.

- a. Identify guidelines for making wise food choices.
 - b. Explore a variety of physical activities.
- 



EAT A RAINBOW EVERY DAY!

Supplemental Lessons & Activities

Mississippi Department of Education Curriculum Competencies and Objectives Achieved

(cont'd)

2nd Grade

Language Arts

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

- a. The student will apply knowledge of phonological and phonemic awareness.
- c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.

Mathematics

3. Describe, classify, and sort geometric figures according to their properties.

- a. Recognize and identify polygons (rhombus, square, triangle, trapezoid, rectangle, pentagon, hexagon, octagon, and decagon) according to the number of sides.
- b. Describe the effects of composition and decomposition of polygons when smaller shapes are substituted for a larger shape or a larger shape is substituted for smaller ones.
- c. Identify and classify three-dimensional figures (cone, pyramid, and cylinder) according to their characteristics.

4. Estimate, identify, and apply measurable attributes.

- a. Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram).
 - b. Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks.
5. Organize and interpret data in graphical form.
- a. Tally, record, interpret, and predict outcomes based on given information.
 - b. Create line graphs, bar graphs, and pictographs using real data.

Health

1. Comprehend concepts related to health promotion and disease prevention.

- a. Identify how dietary habits affect health.
- 



EAT A RAINBOW EVERY DAY!

EATING GREEN AND ORANGE, RED AND PURPLE AND BLUE
FOODS OF EVERY COLOR - ARE THE SECRET TO
HAVING ENERGY TO DO - WHAT I LOVE TO DO, BY
EATING GREEN AND ORANGE, RED AND PURPLE AND BLUE.

FIVE FOOD GROUPS - FOR THE KID ON THE GO, I SAID
FIVE FOOD GROUPS - SHOW THE WORLD WHA'CHA KNOW, ABOUT
FIVE FOOD GROUPS - DO YOU HEAR WHAT I SAY? - I SAID
FIVE FOOD GROUPS - EAT A RAINBOW EVERY DAY!

WELL, ALRIGHT!
YUMMY GRAINS AND VEGGIES, MILK AND FRUIT AND MEAT
FOODS FROM EVERY GROUP - ARE THE BEST TO EAT.
HELPS MY MIND TO UNDERSTAND - AND MY BODY TO COMPETE, BY
EATING GRAINS AND VEGGIES, MILK AND FRUIT AND MEAT.

FIVE FOOD GROUPS - FOR THE KID ON THE GO, I SAID
FIVE FOOD GROUPS - SHOW THE WORLD WHA'CHA KNOW, ABOUT
FIVE FOOD GROUPS - DO YA HEAR WHAT I SAY? - I SAID
FIVE FOOD GROUPS - EAT A RAINBOW EVERY DAY!
WELL, ALRIGHT!

THIS IS WHAT THEY CALL
"THE FOOD PYRAMID."
THEY THOUGHT IT UP SO YOU...
AND EVERY OTHER KID, WILL KNOW THAT:

GREEN STANDS FOR VEGGIES - BLUE FOR YOGURT, MILK AND CHEESE.
RED IS FOR THE FRUITS - ORANGE FOR THE GRAINS, LIKE THESE.
YELLOW STANDS FOR HEALTHY FATS AND OILS, AND SUCH...
AND PURPLE STANDS FOR BEEF, POULTRY, FISH, BEANS, EGGS AND NUTS!

FIVE FOOD GROUPS - FOR THE KID ON THE GO, I SAID
FIVE FOOD GROUPS - SHOW THE WORLD WHA'CHA KNOW, ABOUT
FIVE FOOD GROUPS - DO YA HEAR WHAT I SAY? - I SAID
FIVE FOOD GROUPS - EAT A RAINBOW EVERY DAY!
EAT A RAINBOW EVERY DAY!

WELL, ALRIGHT!

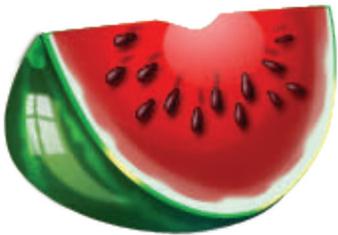
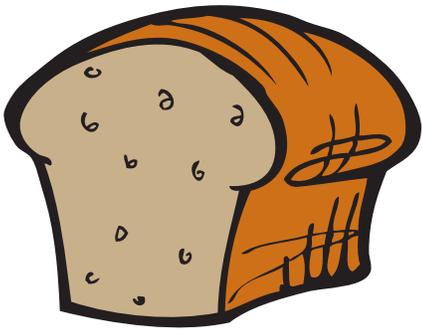
Lyrics by Michael Earl - Music by Randy Klein

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Sasha

Jacob

Hector

Jenny

Mrs. Spinner's Class

Gina

Keisha

WEEK 1 Fruits 	Monday 32	Tuesday 27	Wednesday 33	Thursday	Friday
Week 2 Vegetables 	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 Grains 	Monday	Tuesday	Wednesday	Thursday	Friday

How Many Fruits and Vegetables can We Eat?



Mrs. Potter's class's goal is to eat 700 fruits and vegetables in April!

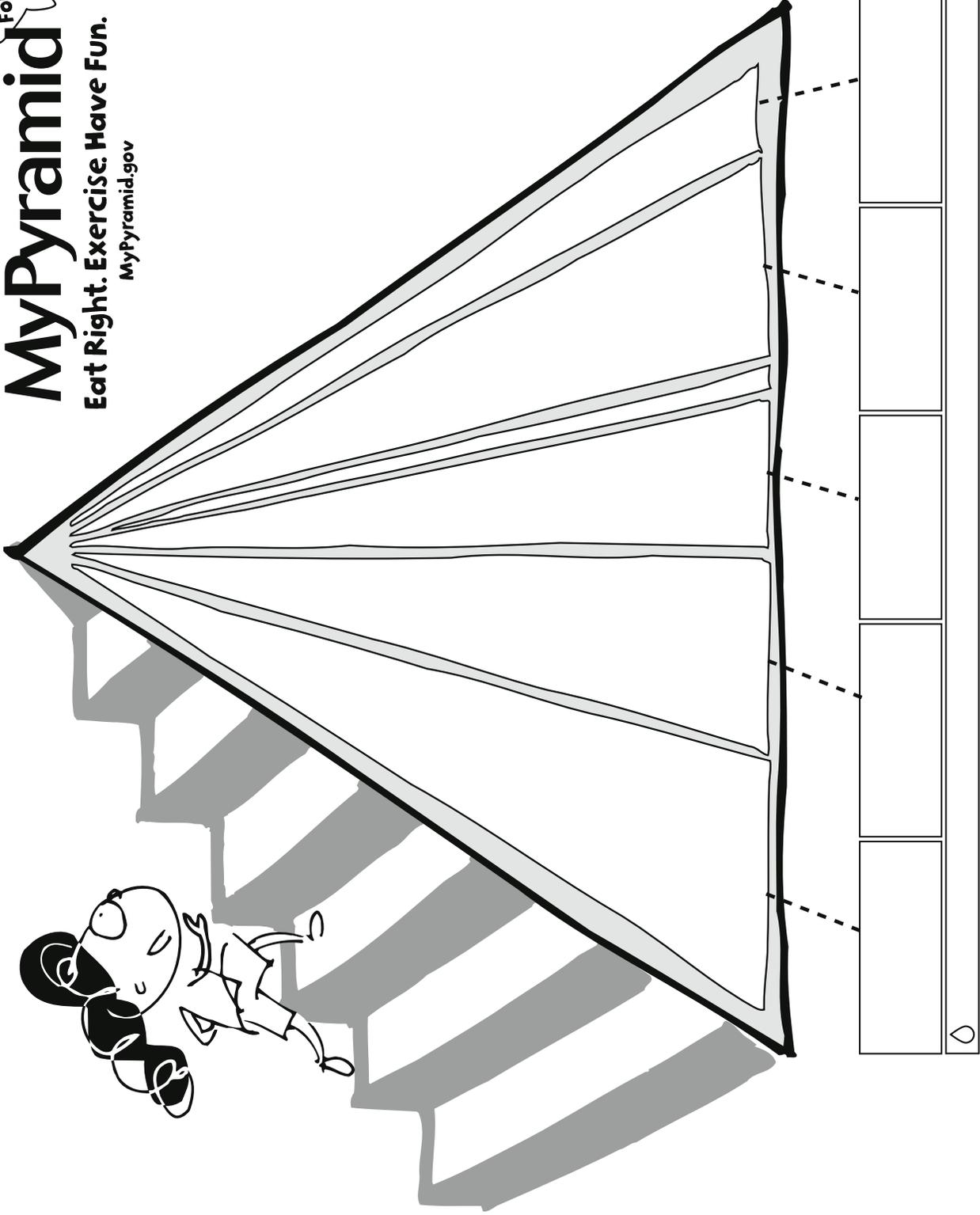
Students	Monday	Tuesday	Wednesday	Thursday	Friday
John					
Kristen					
Mark					
Bradley					
Sidney					
Kate					
Keisha					



MyPyramid

Eat Right. Exercise. Have Fun.

MyPyramid.gov

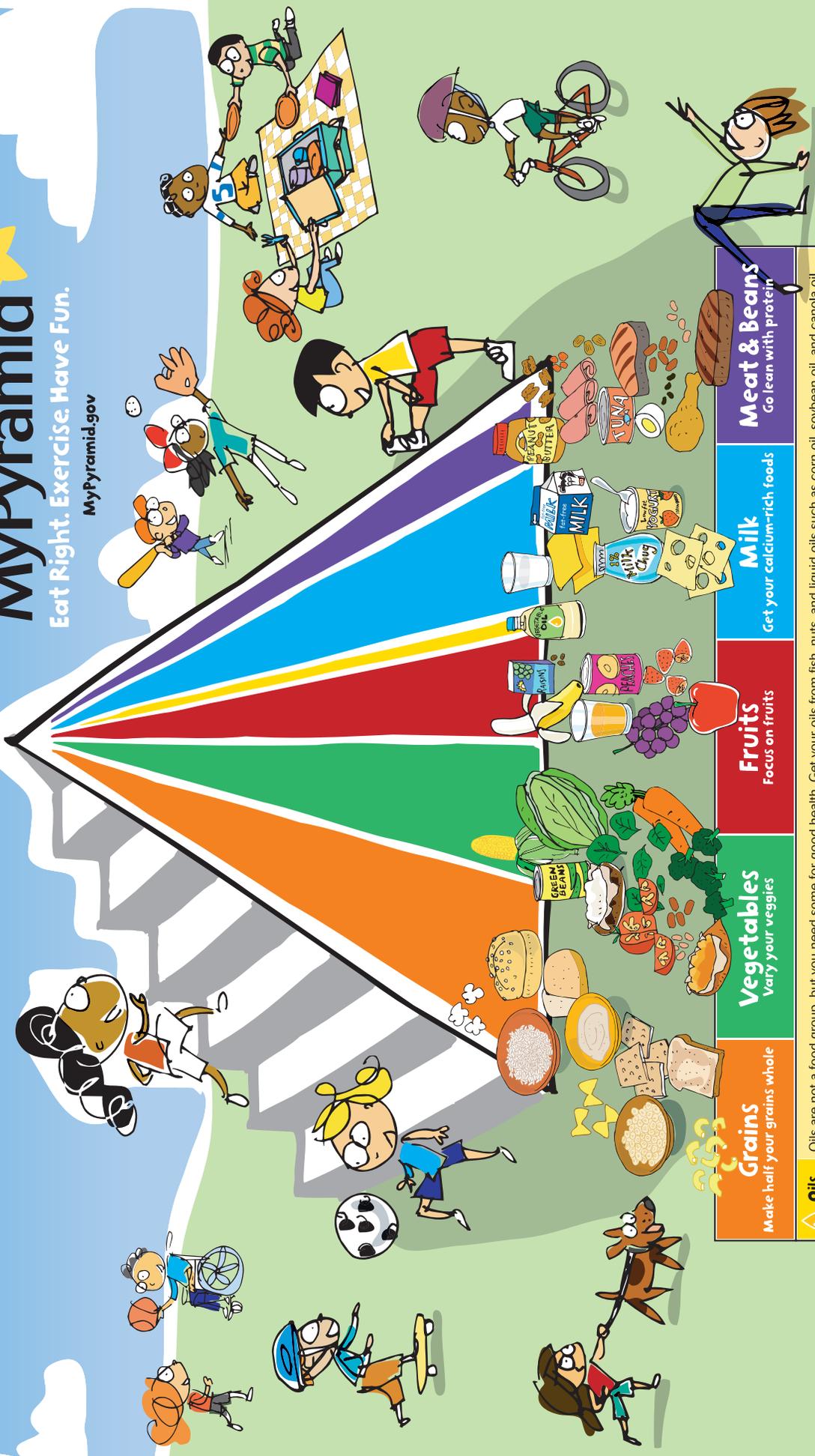


MyPyramid

For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov



Grains
Make half your grains whole

Vegetables
Vary your veggies

Fruits
Focus on fruits

Milk
Get your calcium-rich foods

Meat & Beans
Go lean with protein



Oils

Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.



Find your balance between food and fun



Fats and sugars — know your limits



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Food and Nutrition Service
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PN25361



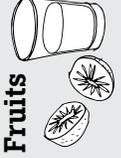
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MyPyramid Worksheet

Name: _____

MyPyramid FOR KIDS

Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast: _____ _____ _____	Grains 	Make at least half your grains whole grains.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or 1/2 cup cooked rice, pasta, or cereal)		____ ounce equivalents
Lunch: _____ _____ _____	Vegetables 	Color your plate with all kinds of great tasting veggies.	2 1/2 cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		____ cups
Snack: _____ _____ _____	Fruits 	Make most choices fruit, not juice.	1 1/2 cups		____ cups
Dinner: _____ _____ _____	Milk 	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1 1/2 ounces cheese = 1 cup milk)		____ cups
Physical activity: _____ _____ _____	Meat and Beans 	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, 1/2 ounce nuts, or 1/4 cup dry beans)		____ ounce equivalents
	Physical Activity 	Build more physical activity into your daily routine at home and school.	At least 60 minutes of moderate to vigorous activity a day or most days.		____ minutes

How did you do yesterday? Great So-So Not So Great

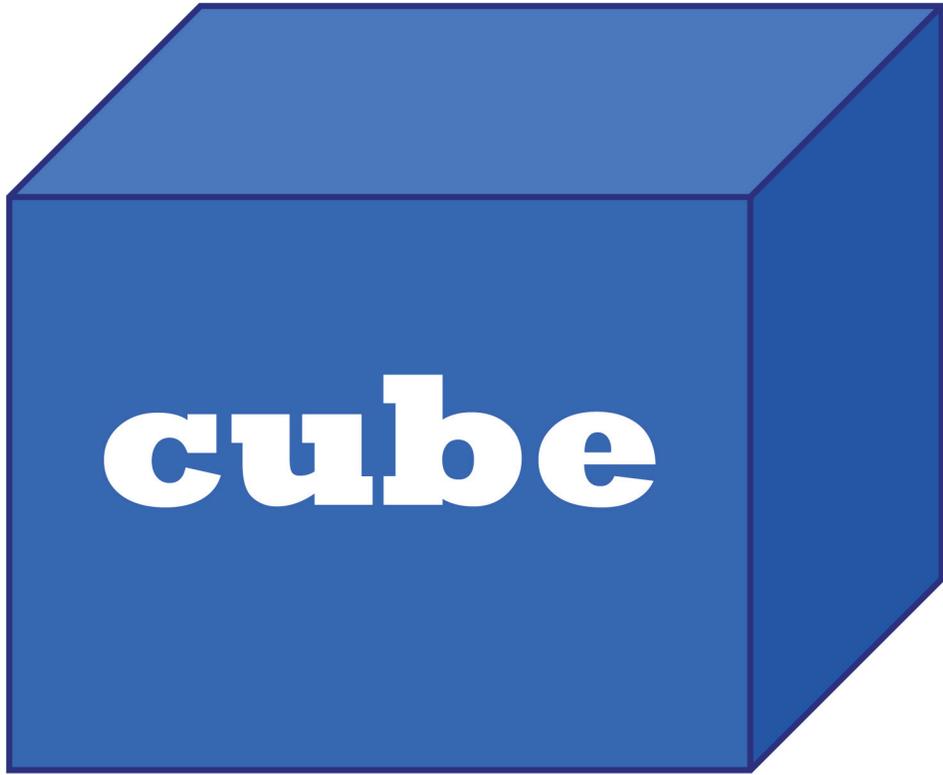
My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.









pentagon



trapezoid

blue

orange

green

red

yellow

purple