Pre-K / Edible Colors

Overview:
The class will read “Edible Colors” together to activate their prior knowledge about the different colors of food that they eat. Students will then participate in a sorting game where they will sort models or photos of fruits and vegetables by their color. Teachers have the option of utilizing color poems for this activity. Students will learn that the different colors help different parts of their body and they will color in those colors on an outline of a human body. Optional extensions are provided in which students can go on a color scavenger hunt in the garden, make a salad using fruits and vegetables of every color, or draw a shopping bag of fruits and vegetables of every color that they like to eat.

(Time Needed: 30 minutes + optional extensions)

Georgia Early Learning and Development Standards:
- CD-MA4. Sort and classify
- CD-SC5. Awareness of environment

Objectives:
- Students will be able to sort various fruits and vegetables to match the color cards.
- Students will be able to actively explore their environment to identify colors in the garden.
- Students will be able to depict or articulate that different colored foods are good for your body in different ways.

Materials:
- “Edible Colors” by Jennifer Vogel Bass
- Crayons

Reproducibles:
- Models or photos of various fruits and vegetables of different colors
- Color Posters (1 set)
- Outline of Human Body (1 for each student)
- Garden Color Scavenger Hunt (1 for each student)
- Shopping Bag (1 for each student)

For more information, visit www.georgiaorganics.org/for-schools
Outline:

- Engage: Read “Edible Colors”
- Explore: Complete edible colors relay and echo-read colors poem
- Explain: Learn the health benefits of different colored foods
- Extend: Taste a colorful salad, complete a garden color hunt, or draw your shopping basket

Lesson Plan:

- Engage (whole group / seated on the carpet) - 5 minutes
  Read “Edible Colors” by Jennifer Vogel Bass and review the colors as you read. Also, connect to children’s personal eating experiences through discussion as familiar foods occur during the book.

- Explore (whole group / moving on the carpet) - 10 minutes
  Edible Colors Relay: Designate a certain area of the learning space for each color. As you place the color cards, review each color by echo reading the color poem for that color. Provide each student with the same number of fruits or vegetables of various colors. When you say “go” students can walk around the learning space to place their fruit or vegetable in the area designated for its color. When everyone has finished and returned to the whole group area, review each color again. Repeating the echo reading of the poem and showing the fruits and vegetables of that color.

- Explain (whole group / at seats) - 15 minutes
  Explain that the colors of fruits and vegetables are clues to the nutrients they hold that help different parts of our body. Travel to each group of colored fruits and veggies, this time explaining the health benefits of each. As each color is introduced students will find the matching color crayon and shade in the body part that benefits from that color on the body outline provided.
  - Red/Orange – good for your heart
  - Purple/Blue – good for your brain
  - Green (like Spinach!) – good for your lungs
  - White – good for your bones
  - Yellow/Orange – good for your eyes

- Extend
  Garden Extension (small groups / outside) - 20 minutes
  Invite students to participate in a color scavenger hunt in the garden or outdoor space. With free time to explore, students are given a task to find something of each color that occurs in nature.

Other Optional Extensions

- Kitchen Extension (whole group / seated on the carpet) - 20 minutes
  Create a salad with fruits and vegetables from every color of the rainbow.
  - Red – strawberries, red cabbage, red apples
  - Orange / Yellow – carrots, mandolin oranges
  - Green – leafy greens (like Spinach!), green apples
  - Blue / Purple – blueberries
  This salad would be great with some crumbled blue cheese, nuts or granola, and a light drizzling of a sweet vinaigrette dressing.

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Other Optional Extensions (continued)

Real-Life Connection (independent / in seats) - 15 minutes
Provide students with a drawing of a shopping bag to draw the fruits and veggies they would like to buy at the grocery store. Remind them to include a variety of colors to ensure that they are getting all of their nutrients. When they are finished, they can describe their choices to the teacher or the class.

- Evaluate:

  Example Evaluation

<table>
<thead>
<tr>
<th>Engage</th>
<th>Student participated in listening to “Edible Colors” and contributed their personal eating experiences.</th>
<th>___/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore (CD-MA4.)</td>
<td>Student participated in the Edible Colors relay activity by sorting and classifying foods by their color.</td>
<td>___/25</td>
</tr>
<tr>
<td>Explain</td>
<td>Student colored in their human body outline to match the body part that the teacher identified for each color.</td>
<td>___/25</td>
</tr>
<tr>
<td>Extend (CD-SC5.)</td>
<td>Student actively explored their environment to find plants of different colors.</td>
<td>___/25</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>___/100</td>
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</tbody>
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