



# PHYSICAL ACTIVITY

## Objectives

Be motivated to walk to school.

Learn the importance of walking to school safety.

## Supplies Needed

October

Pick a **better snack**<sup>™</sup> & **ACT** bingo card

## Background

Being physically active is important for good health. It is recommended that children get 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity, it can be done all at once, or spread over the day.

Every October, the U.S.A celebrates Walk to School Day. For more information go to [www.walktoschool.org](http://www.walktoschool.org).

Why promote walking and biking to school?

- To enhance the health of kids, increased physical activity can combat a host of health problems facing kids today.
- To improve air quality and the environment replacing car trips to school with walking or bicycling can help reduce air pollution.
- To create safer routes for walking and bicycling, sidewalks, education programs and traffic calming measures are some of the ways to improve conditions.

## Web Site Resources

[www.walktoschool.org](http://www.walktoschool.org)  
[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)  
[www.mypyramid.gov](http://www.mypyramid.gov)

## Do the Activity:

Take a walk around the perimeter of the school to “set the stage.”

Discuss with students how they got to school.

- Ask how many children walked to school.
- Ask how many children biked.
- Ask how many children rode the bus.
- Ask how many children carpooled – define a carpool as two or more families where parents share driving.
- Ask how many children came alone or with siblings in a car.
- Ask how many children came some other way (i.e. skateboard or scooter).

Discuss the history of transportation (the world before cars),

such as cave men and women walking everywhere, horses, wagons, etc. When you (the teacher) were younger how did you go to school? By foot or bike?

## Talk It Over:

What would be great about walking to school? (*Children are able to be active. They don't have to use the car and burn fuel, create pollution, etc.*)

Do any teachers live near enough to the school to walk?

Those who didn't walk or bike to school, why not? Would it be feasible? Could they walk with friends, neighbors, etc.?

Where are places that children could walk besides to school?  
*To the store, library, playground, etc.*

When walking, it is important to be safe. What are some safety tips?

- When you walk, run, rollerblade, skateboard, or ride a bike or scooter stop at the curb or edge of the street before you cross.
- Look left, look right, and look left again, turning your head to see over your shoulder, before you step into the street or cross to the other side.
- Step into the street only if you do not see any moving cars.
- Walk on the sidewalk or a walking path. When there is no sidewalk, always walk facing traffic.
- Cross at corners and crosswalks whenever possible.

## Apply:

Ask the students:

What are some activities you could do in October outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the October bingo card?

Ride	Dribble	Gather Leaves	Stretch	Kick
Hike a Trail	Walk	Skate	Play	Rake

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, they can dribble any item a basketball, a soccer ball, a four-square ball, etc. Or they could "rake" up "leaves" in their kitchen with a broom.

# October - Lesson Plan Grades K-I

## THE COLOR way



### Objectives

Learn that fruits and vegetables come in a variety of forms and colors.

Learn about the different sections of the supermarket.

### Supplies Needed

October

Pick a **better** snack™ & **ACT**  
bingo card

School lunch menu

Kindergarten:

“Fill Your Shopping Cart With Color” – page 9 in the *There’s A Rainbow on My Plate* Coloring Book

Crayons

1<sup>st</sup> Grade:

“A Rainbow on My Plate”  
workheet

Scissors

Glue

Pencils

### Background

Review resources at

[http://www.idph.state.ia.us/pickabetersnack/the\\_color\\_way.asp](http://www.idph.state.ia.us/pickabetersnack/the_color_way.asp)

Eating fruits and vegetables along with an overall healthy diet can reduce the risk of some chronic diseases. It is important to choose a variety of fruits and vegetables each day and include fruits and vegetables from each of the five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients.

Different forms: In the fruit group, consumption of whole fruits (fresh, frozen, canned and dried) rather than fruit juice for the majority of the total daily amount is suggested for adequate fiber intake. In the vegetable group, vegetables may be eaten raw or cooked; fresh, frozen, canned or dried/dehydrated.

Variety of colors: MyPyramid uses different colors to identify food groups. Within the fruit and vegetable groups, color is also important. Dark green and orange vegetables are particularly nutritious, for example. Pick a **better** snack™ the Color Way focuses on the variety of color within the fruit and vegetable food groups. For young children, the Pick a **better** snack™ the Color Way messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety by choosing different colors each day.

For older children, it may be appropriate to begin talking about the five sub-categories of vegetables: dark green, orange, dry beans and peas, starchy, and others. Information can be found at [www.MyPyramid.gov](http://www.MyPyramid.gov). The new USDA Food Guide, MyPyramid, uses a personalized approach based on individual calorie needs to determine the amount of fruits and vegetables to eat daily. Recommendations are given in cups rather than servings. More information on MyPyramid will be shared in the December through February lessons.

Activities for this lesson were selected from “There’s a Rainbow on My Plate” curriculum developed by Produce for Better Health Foundation.

**Web Site Resources**

[www.idph.state.ia.us/pickabetersnack](http://www.idph.state.ia.us/pickabetersnack)  
[www.5aday.com/pdfs/kids/rainbow\\_on\\_plate/coloring\\_book.pdf](http://www.5aday.com/pdfs/kids/rainbow_on_plate/coloring_book.pdf)

**Do the Activity:  
Kindergarten  
Page 9 in the *There's A  
Rainbow on My Plate  
Coloring Book***

Pass out the "Fill Your Shopping Cart with Color" worksheet. Have the children color the fruit and vegetable items on their worksheet. Remind students of the different color group of fruits and vegetables. What item would be in the white group? (*cauliflower*)

What item would be in the green group? (*lettuce*) What item would be in the red group? (*tomatoes*) What item would be in the blue/purple group? (*raisins*) What item would be in the yellow/orange group? (*pineapple juice*)

Have the students color each grocery item the color identified above.

(Review the colors that match the color groups: *Cauliflower = White; Lettuce = Green; Tomatoes = Red; Raisins = Blue/Purple; Pineapple juice = Yellow/Orange*)

**1<sup>st</sup> Grade  
A Rainbow On My Plate**

Introduce the activity by informing students that they are going to make their own colorful plate of fruits and vegetables. Pass out the Plateful of Color Activity Sheet. (Or, distribute a paper plate to each student. Have the students draw in lines to divide the plate into 5 pie-shaped pieces.)

Have the students color and cut out the pictures of fruits and vegetables. Then, have them glue the pictures on the worksheet or paper plate. (Or, use color grocery ads and have the students cut and paste onto the plate.)

Non-paper activity. Copy "A Plateful of Color" on a transparency or create a plate on poster board. Cut out the paper fruit and vegetables and give one to each student. Have each student bring their fruit/vegetable to the front of the classroom. Help the student identify the fruit/vegetable and determine what color category it would fit.

**Talk It Over:  
Kindergarten**

Introduce the activity by informing students that they are going to take a food shopping trip on their worksheets today. They will be visiting different parts of the grocery store to find their colorful fruits and vegetables – produce aisle; canned fruits and vegetables aisle; dried fruits aisle; and frozen aisle. What produce item did you find in the freezer section? *Cauliflower*

What fruits and vegetables did you find in the canned section?  
*Tomatoes and pineapple juice*

What fruit did you find that is dried? *Raisins*

What vegetable product did you find in the fresh produce section? *Lettuce*

Did we find all five color groups on our shopping experience?  
Yes

**1<sup>st</sup> Grade**

The color of a fruit or vegetable can be determined by the skin or flesh. For example, banana is classified in the white color group. If a student puts it in yellow, discuss why they chose yellow. Ask students to think about what part of the fruit or vegetable they eat. Would they eat the white part of the banana or the yellow part? A green apple is in the green group, a red apple is in the red group because of the skin. What parts of the apple do they like to eat?

Do not emphasize a right or wrong answer for classifying by color, the main message is eat a variety of colors.

**Apply:**

Look at the school lunch menu for the week. Have the students tell whether the fruit and vegetable items are canned, fresh, frozen, or dried (may not be able to tell from the menu).

Have the students name the color groups where the menu items fit.

Ask students to share their favorite canned, frozen, fresh and dried fruit or vegetable.

Distribute Pick a **better** snack™ & **ACT** bingo cards. Discuss with the students that the bingo cards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help them stay healthy.

Have the students raise their hands if they have eaten any of the fruit and vegetables pictured on the bingo cards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the bingo cards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding picture on the bingo card. When they have completed a row, either across, up and down or diagonally, they achieve a bingo.

**Extend the Activity**



**Art, Music & PE**

Place markers and paper at a learning center. Encourage students to create their favorite fruit. Talk with each student about which section of the grocery store the fruit would be found.



**Language Arts & Reading**

Read Feast for 10 by Cathryn Falwell, Clarion Books, 1993. In this book numbers from one to ten are used to tell how members of a family shop and work together to prepare a meal. Follow-up by writing a story titled Feast for Ms. \_\_\_\_\_'s Class. Have each student draw their favorite feast and write a sentence explaining their picture. Make into a class book for students to read at centers or reading time.



**Math**

Pineapple is a food that can be found in all sections of the grocery store. Create a human graph by having students stand in a designated spot in the classroom indicating their favorite form of pineapple. Each part of the human graph could be labeled by having one student hold the name of their section (freezer, canned, juice, dried, and fresh) on a card. Discuss, "What can we learn?"



**Science & Health**

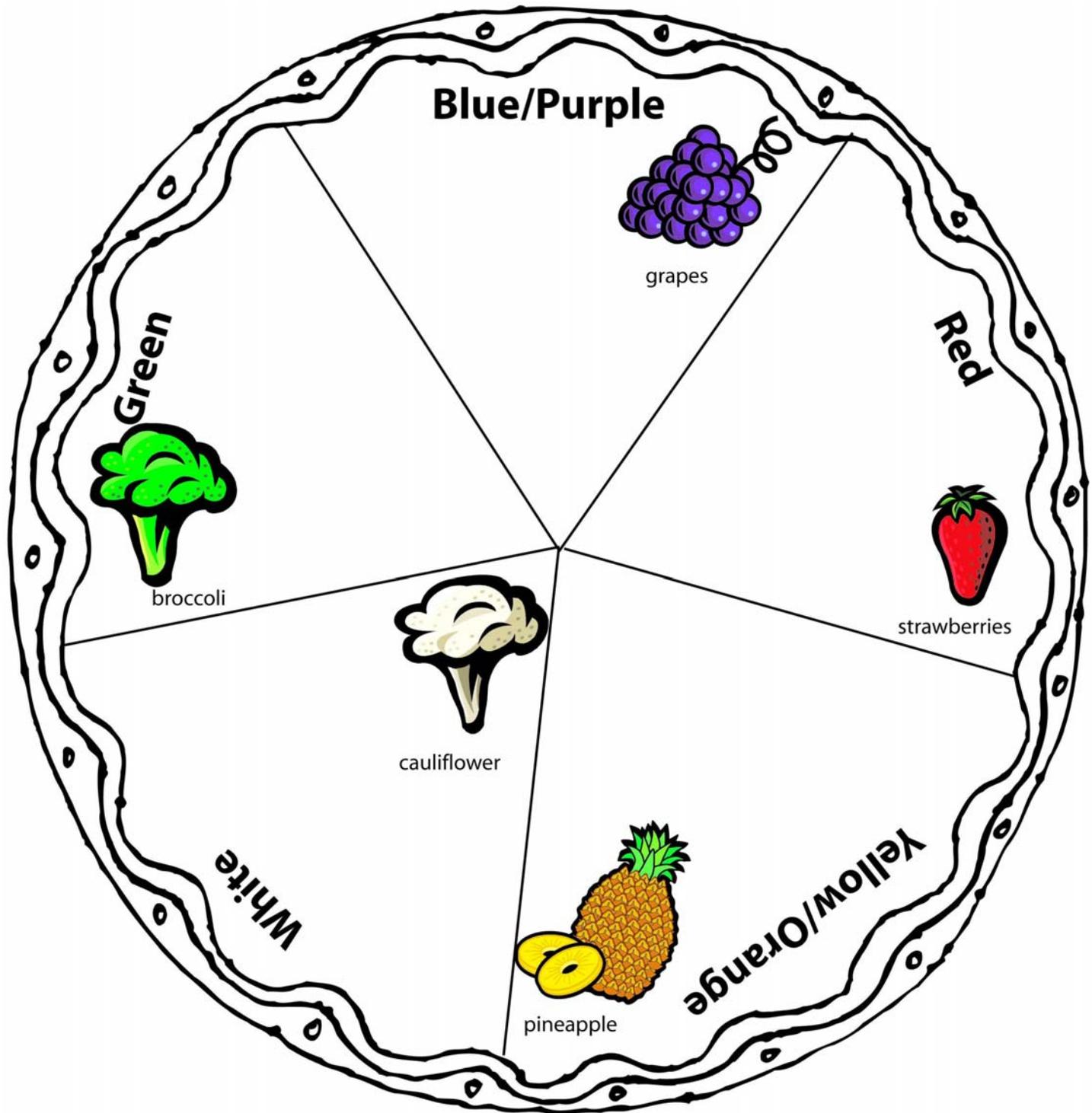
Place a variety of empty food containers to represent foods from the different sections (freezer, canned, juice, dried, and fresh) of a grocery store at a learning center. Label paper bags and have students sort containers into the bags.



**Social Studies**

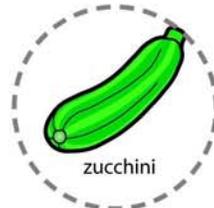
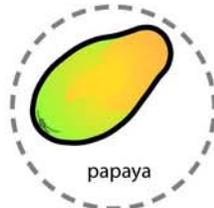
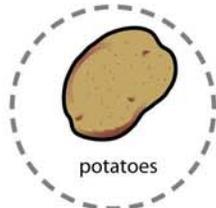
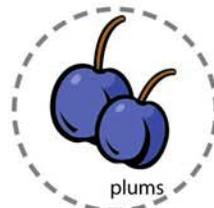
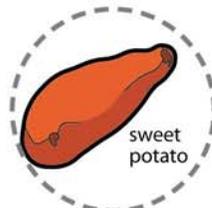
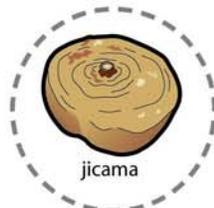
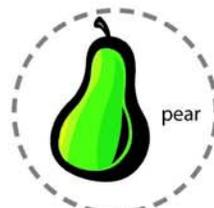
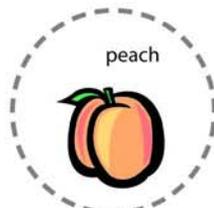
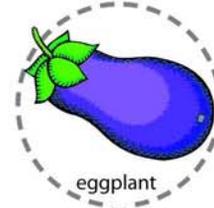
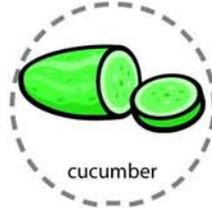
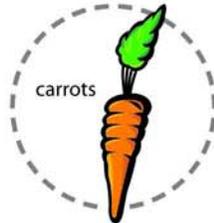
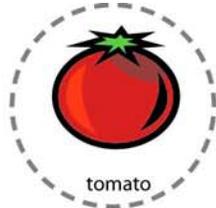
As a class, choose a country and research how citizens in that country purchase food.

# A Rainbow on My Plate



Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate  
<http://www.5aday.com/html/educators/activities.php>

# THE COLOR WAY



Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate, <http://www.5aday.com/html/educators/activities.php>