

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 299

Book Summary

A Rainbow of Food teaches students that eating healthy foods can be fun—and colorful. Readers also learn how different colored fruits and vegetables benefit their bodies. Detailed, supportive photographs, and high-frequency words support beginning readers.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Identify main idea and details
- Manipulate medial sounds
- Identify variant vowel *ow*
- Recognize and use prepositions *for* and *with*
- Understand and use compound words

Materials

Green text indicates resources are available on the website.

- Book—*A Rainbow of Food* (copy for each student)
- Chalkboard or dry-erase board
- Images of rainbows
- Visualize, main idea and details, prepositions, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *can*, *of*, *this*
- Content words:
Story critical: *cob* (n.), *energy* (n.), *healthy* (adj.), *snack* (n.), *stomach* (n.), *vitamins* (n.)

Before Reading

Build Background

- Write the word *rainbow* on the board and point to the word as you read it aloud. Ask students if they have ever seen a rainbow, and ask volunteers to share their experiences.
- Show students pictures of different rainbows from books, magazines, or online resources. Have students close their eyes and imagine a rainbow. Ask them what colors they see.

Book Walk

Introduce the Book

- Show students the front and back covers of the book, and read the title with them. Ask what they think they might read about in a book called *A Rainbow of Food*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following sentence on the board: *You can make a healthy rainbow out of all the different colors of fruits and vegetables.* Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud.

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or create pictures in their mind, while reading. Visualizing is on the basis of what a person already knows about a topic. Explain that one way to visualize is to draw a picture. Read aloud to the end of page 3.
- Model how to visualize using nonfiction text.
Think-aloud: *Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the book. For example, on page 3, the book begins by telling readers that people can eat a rainbow! Then the author explains that while people can't eat a rainbow out of the sky, they can eat a rainbow of food by choosing healthy fruits and vegetables. I imagined a person running toward a huge rainbow in the sky and trying to chomp on the air. Then I imagined that person grabbing a bright red apple and a yellow banana out of her bag and eating those instead. I thought about how much more delicious it would be to eat an apple instead of trying to eat an actual rainbow, and visualized her smiling contentedly and wiping the juice from her chin as she finished her apple.*
- Introduce and explain the **visualize worksheet**. Have students draw what they visualized about from page 3 on the worksheet. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Write the following list of words on the board: *broccoli, eggplant, cauliflower, and asparagus*. Ask students to describe what these words refer to (vegetables). Point out that the definitions of these words help to identify a main idea. (There are many different types of vegetables.) The words *broccoli, eggplant, cauliflower, and asparagus* are the details that support this main idea.
- Model using photographs to infer supporting details in the text.
Think-aloud: *When I look at the photograph on page 3, I see blackberries, kiwi, oranges, and papaya. I already know the title of the book is A Rainbow of Food. I know each fruit in this picture is a different color, and when people eat fruit, there are lots of different kinds and colors to choose from. I think eating many different kinds of fruit is a supporting detail to the main idea, which has to do with eating different colors of the rainbow. When I read, I know I will find out even more details about eating a rainbow of colors. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I'm reading. I know engaged readers do this when they read, so I am going to look for supporting details as I read this book.*
- Show students the front cover of the book and list some of the supporting details about eating a rainbow of food (raspberries, blueberries, kiwi, and so on).
- **Think-aloud:** *To understand and remember new information in a book, I can think about the main idea and details of the book. I know this is one skill engaged readers use, so I'm going to look for the main idea and details as I read.*

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though this boy is eating a healthy snack.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *vitamins* on page 7 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a boy drinking what looks like orange juice. I'm guessing there are vitamins in that juice. I know people take vitamins to help stay healthy, so maybe there are vitamins naturally in some foods.*
- Ask students to turn to the glossary at the back of the book and point to the word *vitamins*. Say: *When I look at the first part of the word, I see that it starts with the /v/ sound. Point out the other sounds that occur in the word.* Read the definition for *vitamins*: *natural substances, usually found in food, that many living things need for health and growth.* Have students return to page 7 and read the sentence that includes the word *vitamins*: *An orange is filled with vitamins that can help keep you from catching a cold.* Say: *I know the sentence makes sense with the definition of this word. The word must be vitamins.*

Set the Purpose

- Have students read to find out more about eating a rainbow of food. Remind them to stop after every few pages to visualize the most important information and draw on their worksheet what they visualized about it.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Did*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model visualizing.
Think-aloud: *When I read page 5, I pictured a healthy boy eating a handful of raspberries. Then I pictured a different boy coughing and sneezing while eating a handful of candy.* Have students share the pictures of what they visualized while reading. Have them explain their drawings aloud.



Model identifying the main idea and details for a specific page.

Think-aloud: *As I read page 6, I noticed all of the sentences mentioned something about carrots. I read that carrots are orange and they keep your eyes healthy. I also read that they are vegetables that are fun to crunch. I will underline this information. On the basis of what I've read, I think the main idea of the section is carrots.*


- Write the main idea on the board. Ask students to identify details that support this main idea (*orange, healthy eyes, vegetables, and crunchy*). Write these details on the board.
- **Check for understanding:** Have students read to the end of page 8. Have them visualize the information on those pages. Discuss what they visualized. Ask students to use their worksheet to add to their drawings as they visualize the information in the book. Point out that they can use their drawings to identify the important details of the page.




Have students read page 9 and look for the main idea and important details. Remind them to underline the important information. Invite them to work with a partner to identify the main idea of the section (*corn*). Have them write the main idea in the margin of their book or on a separate piece of paper. Discuss the supporting details (*yellow, healthy stomach, vegetable, cob*) and check to make sure they are underlined in students' books.

Lesson Plan *(continued)*

A Rainbow of Food

 Have students read the remainder of the book. Remind them to visualize as they read and have them continue to put an asterisk or a star next to information where they visualized.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important events in the story.
- **Think-aloud:** *When I read about broccoli, I pictured myself as a humongous dinosaur eating a big, green tree that looked like broccoli. I pictured a dinosaur friend by my side, also chomping on green broccoli trees. This helped me to remember what broccoli looks like and to remember that part of the book.*
- **Independent practice:** Have students complete the visualize worksheet. If time allows, have students share their pictures when finished.

Reflect on the Comprehension Skill

- **Discussion:** Talk about how stopping to review the important details helped students remember the facts and better understand the information. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- Have students reread page 12 and look for supporting details about the main idea. Write on the board and say the main idea (*blueberries*). Ask volunteers to share what details they underlined that support the main idea (*help you remember things, help you do well in school*). Write the details on the board.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). When everyone has finished working independently, review the answers aloud.
- **Enduring understanding:** In this book, you learned about eating different fruits and vegetables and how they make you healthy. Now that you know this information, what fruits and vegetables will you eat today to create your own rainbow of food?

Build Skills

Phonological Awareness: **Manipulate medial sounds**

- Say the word *food* and ask students what sound they hear in the middle of the word. Ask students what word you would have if you changed the /oo/ sound in *food* to short /a/ (*fad*).
- Give students other words and ask them to manipulate the medial sounds to create new words: *block*—change /o/ to /a/ (*black*); *rind*—change long /i/ to /ou/ (*round*); *bliss*—change /i/ to /e/ (*bless*); *bless*—change /e/ to /ou/ (*blouse*).


Phonics: **Variant vowel ow**

- Have students turn to page 3 and find the word *rainbow*. Ask them what sound the *ow* letter combination makes in this word (long /o/ sound).
- Have students turn to page 11 and find the word *chow*. Ask students what sound the *ow* letter combination makes in this word. Point out the difference in these examples.
- Talk about how the difference between the digraph (as in *rainbow*) and the diphthong (as in *chow*) is subtle. Demonstrate how the digraph in *rainbow* represents a single sound, the long /o/ sound. Write *bow* and *go* on the board. Have students read both words. Check to see if students understand that the words rhyme. Remind students that the long /o/ sound is a single sound.


Lesson Plan *(continued)*

A Rainbow of Food


- Write the words *chow* and *now* on the board. Have students read the words. Read the words slowly, over-enunciating the slip from the /o/ to /w/ sound. Explain that in these examples, the two letters still have two separate sounds—they are just put together.

 **Check for understanding:** Have students circle all the words in the book that contain the ow letter combination. If the letters represent one sound and the long /o/ sound, as in *rainbow*, have students write the number 1 above the word (*know*, *rainbow*, *yellow*). If the letters represent two sounds put together, as in *chow*, have students write the number 2 above the word (*chow*, *down*).

Grammar and Mechanics: **Prepositions for and with**

- Explain that *prepositions* are words that show a relationship between things. They provide information about *where*, *when*, *how*, *why*, and *with* or *for* what something happens. Explain to students that, for this lesson, they will be focusing on the prepositions *for* and *with*.
 - Ask students to turn to page 13. Write the following sentence from the book on the board: *Get sticky with a bite of this juicy fruit.* Point to the word *with*. Have a volunteer explain how the preposition is used in this sentence (it explains *with* what they will get sticky).
 - Ask students to turn to page 10. Write the following sentence from the book on the board: *Squish up this fruit to make a creamy dip for chips.* Point to the word *for*. Have a volunteer explain how the preposition is used in this sentence (it explains *for* what they will make the creamy dip).
-  **Check for understanding:** Have students look through the text and circle examples of the prepositions *for* and *with*. Record on the board the prepositions that students identify in the book. Discuss the type of information each preposition provides (*with* or *for* what something happens).
- Independent practice:** Introduce, explain, and have students complete the **prepositions worksheet**. If time allows, discuss their responses.

Word Work: **Compound Words**

- Write the word *rainbow* on the board. Ask students which two words are joined together in the word *rainbow* (*rain* and *bow*). Explain that this word is called a *compound word*. A compound word contains *two words that together create one meaning*. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
 - Write the following sentence on the board: *Blueberries can help you remember things.* Have students read the sentence and identify the compound word (*blueberries*). Ask them which two words are joined together in the word *blueberries* (*blue* and *berries*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the bigger word.
-  **Check for understanding:** Have students reread page 7 in their book. Have them identify and underline the compound word on the page (*breakfast*). Ask students to circle the two words contained in the compound word. Have them use these words to discuss with a partner the meaning of the larger word. Then discuss the meaning of the word with students as a group.
- Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. When they have finished, discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them visualize with someone at home when they read the book.

Extend the Reading

Informational Writing Connection

Brainstorm with students to create a list of fruits and vegetables not mentioned in the book. Have each student choose a new fruit or vegetable to learn more about. Provide print and Internet resources, and help them research to find out more about how it fuels or helps the body (see Science Connection below). Write the following questions on the board for students to use as guides: *What color is the fruit or vegetable? What does it look like? How does it help you stay healthy?* Have students write facts on a page, along with a picture or illustration. Combine all of the pages together to create a class book titled *Our Rainbow of Food*.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Explain to students that scientists study food to discover and learn more about how it helps our bodies. Talk about the importance of scientists studying the vitamins found in fruits and vegetables. Using an overhead projector, show students how to employ a search engine such as Google to find more information about a topic. Type in: *vitamins in fruits and vegetables*, and point out the articles that come up. Model how to locate the best information and how to review that information to further understand a subject.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- accurately identify the main idea and supporting details to better understand the text in discussion and on a worksheet
- correctly manipulate medial sounds
- consistently identify and categorize words with variant vowel /ow/
- correctly identify and use prepositions *for* and *with* during discussion and on a worksheet
- correctly identify and form compound words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)