

VEGETABLES

GUIDELINE FOR THE TEACHERS



education4all
international expert center for special education

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Education material for children with an intellectual disability or neurological disorder.

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How to use the module

This module about 'vegetables' is made to educate children with a development delay. The manual package 'vegetables' consists of a Teacher's manual and a workbook for the children. It is advisable to use total communication (sign language, body language and expression) to help the child to understand the lessons.

Learning about vegetables is an important topic for children . Through the module children will gain knowledge about how vegetable taste, seasonal vegetables, real vegetables, vegetables fruits and taste enhancers. They will also learn basic skills like; recognise letters, read words, make connections, count pictures etc. Each child have its own workbook with exercise sheets.



This pictogram shows that the activities and exercises (with or without some adjustment) are also appropriate for children in the age of 2 to 5 years.

The manual content *blue text*. The blue text contain stories, songs or information about vegetables and should be read out loud by the teacher.

The different exercises from this module can be used in a daily program and can be used in the curriculum. It contains exercises for the cognitive, communication, social and motor development. The module can help to set goals for the individual education plan of the child.

The child's workbook can be used in two ways, when the child cannot read or write the teacher will read and explain the exercise and will help the child to make the exercise. When the child can read by himself, he will do all exercises by himself when necessary with some clarification from the teacher.

There is no specific guideline how to use the module. The amount of time, the use of the exercises are left to the teacher's discretion. Teacher's own creativity and imagination will further enhance the teaching - learning process. A feedback from the teachers is most welcome for further refining of the materials.

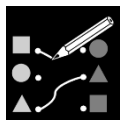
Note for the teacher

As a teacher in the special education it is important that you know how to address the children. Here we mention some basic rules:

Basic rules:

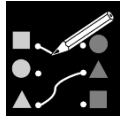
1. Use short sentences.
2. Use easy language.
3. Make eye contact with a child to make sure that the child pays attention.
4. Help the children by using visual examples.
5. Make sure that the children learn the curriculum in small steps. This is done for you in this learning method. If you stick to this method, this will be no problem at all.
6. Give children a fixed place in the classroom
7. Be predictable. The children can be scared if the teacher uses another voice when reading a story. They don't recognize you anymore.
8. Keep your emotions under control, because they can be very confusing.
9. Approach the child in a neutral way.
10. If a child needs to be spoken to in a more strict way, do this outside the classroom. In this way, you won't scare the other children.
11. Tell all the children what kind of behaviour is expected from them during certain exercises. Don't explain why, it will become more confusing. Example: Storytelling. Tell them that you expect them to sit still and don't speak.
12. Punishing children is not effective. You scare them even more. Tell the child what kind of behaviour is expected from him/her when a certain thing. Sometimes, it takes a while before the child knows how to behave.
13. Use a fixed ritual to calm children down. Do not show any emotion when a child is upset. Put the child somewhere alone in the classroom and make sure that the other children leave him/her alone.

Explanation of the exercises and pictograms



Connect the picture by drawing a line:

In this exercise the children have to connect the same pictures together, by drawing a line.



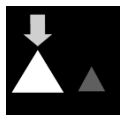
Connect the picture with the right word:

In this exercise, the children have to read a word. Then, they have to decide which picture belongs to the word. The children have to draw lines matching word and pictures. This can be done using different colours, so the assignment will be conveniently arranged.



Count the pictures: (Count and color, color the number)

In this exercise, the children have to apply what they learn about counting so far. the children are expected to be able to count until 10. The children have to count the number of pictures shown. This is a number between 1 and 10.



Big vs small :

The purpose of this exercise is to teach the children differences in size. If the children find it too difficult, you can revise some of the exercises .



Big, bigger, bigst / Small, smaller, smalst:

The purpose of this exercise is to teach the children differences in size. If the children find it too difficult, you can revise some of the exercises .

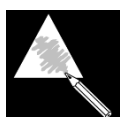
Which vegetable does not belong here:

The purpose of this exercise is to see if the children understood which vegetable does not belong in the row. They have to color the box under the picture red when the vegetable does not belong to the other vegetables.



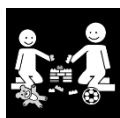
Make a shape around the vegetables:

The purpose of this exercise is to learn the children more about different shapes.



Colour the picture:

The purpose of this exercise is to let the children enjoy using colours and to learn them to recognize colors.



Creative play:

The purpose is that the children explore the theme by themselves by free play.

**Encircle what is asked for:**

This assignment contributes to the ability to count and to understand the numbers. The children have to encircle the number that is asked for. The assignment is made harder throughout the exercises by adding more pictures and asking for a higher number.

**Yes or No:**

The purpose of this exercise is to find out if the children know the right names belonging to the vegetables. In the exercise small sentences are used. When the child is not able to read, the teacher have to read out loud those sentences. They have to color the box green when the answer is yes and red when the answer is no.

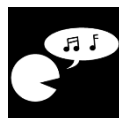
**Writing exercises:**

The purpose of this exercise is to pronounce the different animal names and to practice the writing skills.

**Story:**

Read out loud the story

(Take care that all children are seated and able to see the teacher)

**Song :**

Sing the song with the children (When possible use signs and body language)

**Gym and / or game:**

Physical exercises to help the child to develop fine and gross motor skills.

**Handicraft:**

To stimulate creativity and to practise fine motor skills.

**Remarks:**

To inform the teacher about other tools which can be added in this theme / module.

**Cognitive material:**

Make use of cognitive developmental toys, like puzzles, domino, blocks etc.

Vegetables



We, vegetables, are quite upset. People know so little about all the good things we do for them! We feed them, we help them when they're sick. We give them the very best present there is: all the warmth of the sun that our leaves gather, and all the moisture of the earth collected by our roots. How we could possibly tell you about all these wonderful treasures.

Even if you don't like to eat us, we are interesting to learn about. We come in lots of different shapes and sizes. Root vegetables, such as potatoes, carrots, radishes, beets and turnips grow under the ground. Leafy vegetables grow above ground. These include spinach and lettuce. Cauliflower and cabbage, belong to the cole family of plants.

In this theme you will learn a lot about us.

To introduce the theme vegetables to the children, bring some magazine pictures or photographs of vegetables.

Ask the children to name some of their favorite vegetables and write them on chart paper.

Talk about vegetables and taste enhancers which gives some extra flavour to the food.

Where do they grow?

Where do we get them?



Read the story 'the vegetable king' and show the children the pictures belonging to this story

Materials:
Magazines

Goals:
To learn more about vegetables in general.



Use real vegetables, picturebooks and puzzles to help them to get known with the subject.



Story can be used for early intervention children or pre-school.

The vegetable king

There was a meeting going on in a farm. All the vegetables had come to attend the meeting. It was an important meeting held to elect the king of the vegetables. Mango, the king of fruits was invited to preside over the meeting.



“Good morning vegetables! It’s a nice sunny day today. A good day to get together, isn’t it? I am glad all the vegetables have turned up for the meeting, all fresh and shining.” The elegant Mango greeted everyone as it started the meeting. “Good morning!”- greeted all the vegetables together.

The Mango proceeded, speaking solemnly- “As this is a meeting to elect a vegetable who will take on the responsibilities of the king, I would like to call all the interested vegetables to come up one by one and tell about their good qualities. Based on these we will decide on who will be the King.” The Mango looked around and called the Carrot first.

The Carrot started- “Sir, I am a good choice for the post of the King because the rabbits told me so!” Ha...ha..ha.ha.ha! All the vegetables burst out

laughing.

“Silence please Let us listen to all that the Carrot has to say.”-said the Mango. The Carrot continued. “The children too love me Sir! I have a beautiful, attractive red color and I am sweet too. The most important thing is, I have lots of vitamin A which keeps the eyes healthy.” “Thanks Carrot. You can please take your seat now.” The Mango then called the Potato.

“Sir, I am full of carbohydrate which gives energy to the body. Secondly, I am available round the year, not just in certain seasons.”- the Potato said humbly. Spinach came up next. It said- “Like the carrot I too have vitamin A along with other vitamins and minerals. But most important, I am very rich in iron and fiber. So spinach is not just good for eyes, it is good for blood and the whole body. Have you seen how strong Popeye the sailor man is?” The Mango nodded its head thoughtfully. The other vegetables too agreed. Then came a fat cauliflower.

“Sir, as you can all see I am handsome like a blooming flower. Not just children but everyone loves me. I too have lots of vitamins and minerals.”

“Sir, I am Broccoli. I look like the cauliflower, but I am a dark green beauty. You may be surprised to know that broccoli contains more vitamin C than many citrus fruits. It also has more calcium than milk.”- said a shy Broccoli.

A proud Brinjal said- “I have minerals and vitamins too. I am a born king actually! Look at my royal colour, the round shape and shiny smooth texture!!” One by one all the vegetables came and enlightened the Mango and the audience. The Mango was noting down everything. When all were done, the Mango compared its notes.

"Hmmm.. it is going to be difficult. Every vegetable is important for the body. Together they make the body strong and healthy. It is difficult to select any one vegetable."- mused the Mango.

"Mango Uncle, I have an idea!"

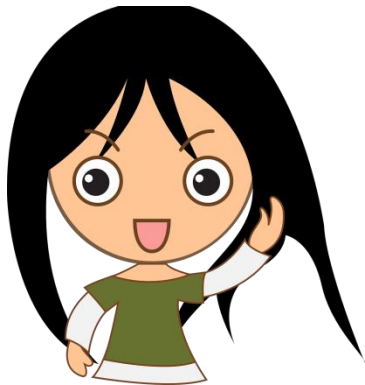
Who said that?

All the vegetables turned back to where the voice came from. It was Poly, a little girl. Mango knew Poly well, because it lived in the old mango tree in Poly's backyard. Poly played with her friends under the mango tree and they all loved the tree's mangoes.

"Poly? When did you come here?"-asked the surprised Mango.

"I was playing here when I heard your discussion."- said Poly.

"So, what is your great idea Poly? We all would like to know."- said the Mango.

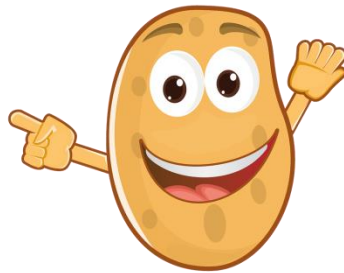


"I know a really nice person who should be the king."- said Poly, her eyes twinkling.







"Who should be the king?"- echoed all the anxious vegetables together.



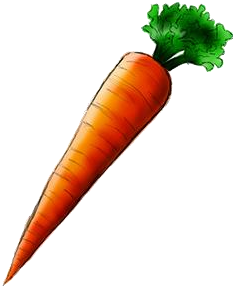

"Mamma!! She should be the King....no Queen. She is the queen of our kitchen already. She is the best person to decide which vegetables to cook on which day. She cooks a healthy combination each day. She has lots of love and intelligence and she is available round the year too."- explained Poly.

All the vegetables clapped. They all liked and agreed to Poly's idea because they all respected Mamma. Mamma loved them all. She selected all vegetables turn by turn and cooked them in such love that all vegetables felt like king on the dining table! So Mamma was declared the Queen by the vegetables.



Exercise 1: Getting acquainted with vegetables

	Cauliflower
	Radish
	Potato
	Cabbage
	String bean
	Onion

	<h1>Kohlrabi</h1>
	<h1>Spinach</h1>
	<h1>Parbol</h1>
	<h1>Carrot</h1>
	<h1>Red Spinach</h1>

Now that you know which plants are vegetables, do you know which ones aren't? Technically, tomatoes, green beans, pumpkins, gourds and cucumbers are fruit because they have seeds. They don't have a sweet taste like other fruit, but they are indeed fruit.

Exercise 2: Getting acquainted with vegetable fruits



Green beans



Green papaya



Cucumber



Pumpkin



Tomato



Bottle gourd



Bitter gourd



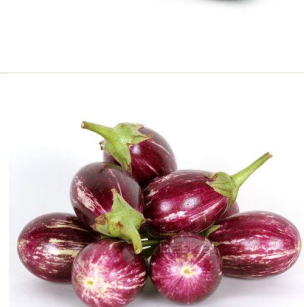
Teasel gourd



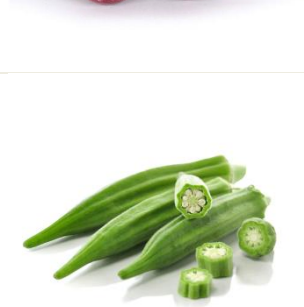
Ribbed gourd



Snake gourd



Brinjal



Lady Finger

Exercise 3: Getting acquainted with taste enhancers

	Garlic
	Red Peper
	Coriander
	Ginger
	Green Chili



Game: Name the item



Bring a basket full of all sorts of different vegetables and crops. Pack cauliflower, potato, onion, tomato's, garlic, pumpkin, chili, kohlrabi, snake gourd, etc. Put the children in a circle and the basket in the middle of it.

Let the children each take turns pulling out one vegetable and telling about it: what it is (onion, cauliflower), how it grows (above the ground, under the ground, in a tree).

Then discuss in what kind of season it grows. The time of the year, winter, rainy or summer season.
(see exercise 4, page 16 and 17)

Put up 3 baskets in a corner, each basket is a season (summer, monsoon and winter season) then as you pull out the vegetables and crops and discuss what season they belong with, the children take turns putting them in the correct baskets.

Sensory: Vegetable Taste Tests

Provide the children with a variety of vegetables to sample, encourage them to smell them touch them and taste them and describe the qualities of each one.

Materials:

baskets
Before class you need to collect as many vegetables and crops as you can. Have at least the following: cauliflower, tomato, onion, potato, garlic. If you can't get enough, ask parents to bring in some vegetables for the lesson.

Goals:

Fine Motor Development
Hand-Eye Coordination and Control
Concentration

Problem Solving – Choosing between vegetables can help children learn to make choices.

Goals:



Activities fit for early intervention children or pre-school

Exercise 4: Seasonal vegetables

Recognize the pictures and name the vegetables in the right season.





Winter

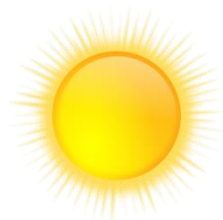
			
			
			
			






Spring



			
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Summer



Monsoon



			
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Exercise 5: vegetables versus taste enhancers

Encircle the vegetables red.

Encircle the taste enhancers blue.





Exercise 6: winter vegetables versus summer vegetables

Encircle the winter vegetables red.

Encircle the summer vegetables blue.



Exercise 7: Make a vegetable seasonal calendar

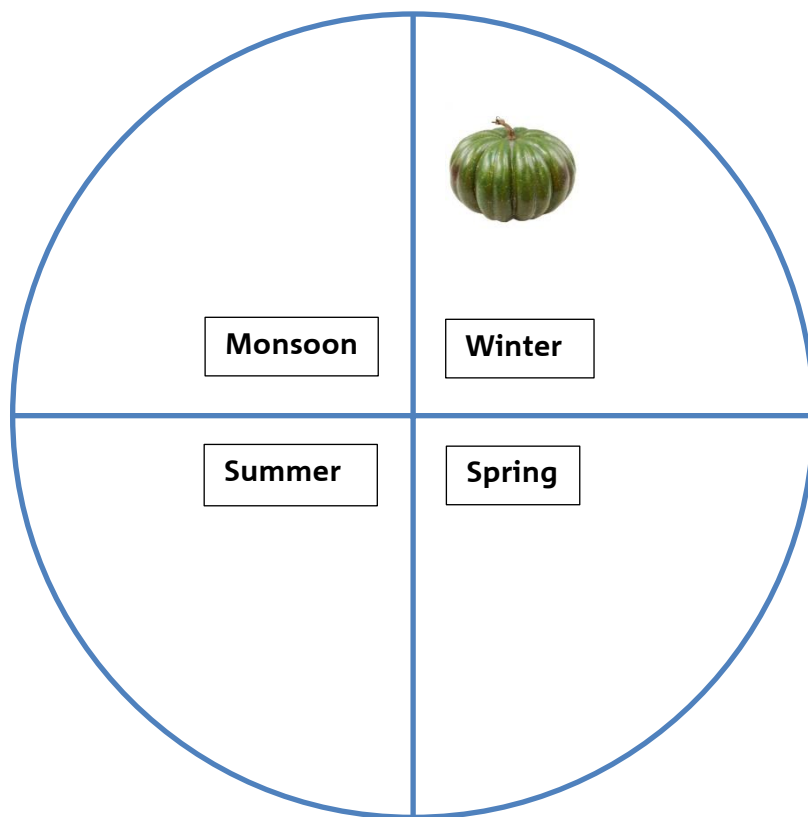
There are four seasons: winter, spring, summer and monsoon. Each season has its own typical weather conditions. Some vegetables grow only in winter season, other vegetables need the sun to grow and grow in summer season. We already learned in which season vegetables are growing.

Now we are going to make a vegetable seasonal calendar.

Make a copy of the circle calendar below onto a large sheet of poster paper, making it big enough to fill the whole page. When children are not able to read, you can choose to give each season a color.

Let the children cut the vegetables from their workbook page ... and let them put the vegetable in the right part of the pie.

As teacher you can choose if the children will make the exercise individually or as group.



Materials:

Big paper
Glue
scissors

Goals:

Fine Motor
Development
Hand-Eye
Coordination and
Control
Concentration

Problem Solving –
Choosing between
vegetables can help
children learn to make
choices.



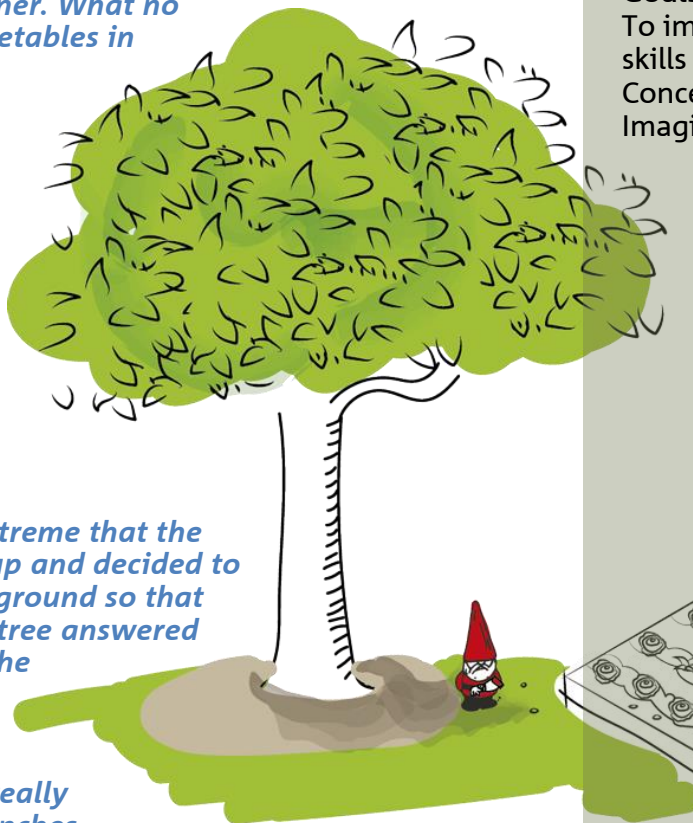
Story: The tree and vegetables

Once upon a time, there was a lovely vegetable patch, on which grew a very leafy tree. Both the patch and the tree gave the place a wonderful appearance, and were the pride and joy of the garden's owner. What no one knew was that the vegetables in the patch and the tree couldn't stand each other. The vegetables hated the tree's shadow, because it left them only just enough light to survive. The tree, on the other hand, resented the vegetables because they drank nearly all the water before it could get to him, leaving him with just enough to survive.

The situation became so extreme that the vegetables got totally fed up and decided to use up all the water in the ground so that the tree would dry up. The tree answered back by refusing to shade the vegetables from the hot midday sun, so they too began to dry up. Before long, the vegetables were really scrawny, and the tree's branches were drying up.

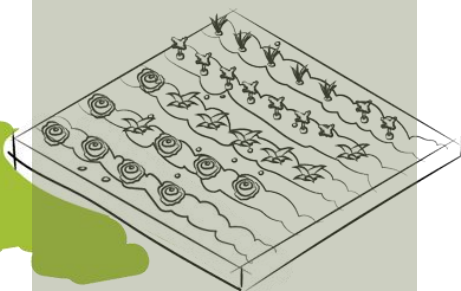
None of them suspected that the gardener, on seeing his vegetable patch deteriorating, would stop watering it. When he did that, both the tree and the vegetables really learned what thirst was. There seemed to be no solution, but one of the vegetables, a small courgette, understood what was going on, and decided to resolve it. Despite the little water available, and the unforgiving heat, the little courgette did all he could to grow, grow, grow...

He managed to grow so big that the gardener started watering the patch again. Now the gardener wanted to enter that beautiful big courgette in some gardening contest. And so it was that the vegetables and the tree realised that it was better to help each other than to fight. They should really learn how to live in harmony with those around them, doing the best they could. So they decided to work together, using both the shade and the water in the best combination to grow good vegetables. Seeing how well they were doing, the gardener now gave the best of care to his vegetable patch, watering and fertilising it better than any other patch for miles around.



Goals:

To improve listening skills
Concentration
Imagination



Story fit for early intervention children or pre-school

Discussion

*“Where do you get vegetables from?
Does your mom or dad (or aunt or grandma) buy
them at the grocery store or market?”*

Give each child a chance to answer. Continue by saying,

*“There are a lot of places to get healthy vegetables. Have
you ever picked a papaya off a tree or picked potato on the
ground?”*

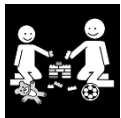
After giving each child a chance to answer, say,

*“There are a lot of places to get vegetables. We can
buy them at the grocery store, at a vegetable stand, at a
farm, or we can pick them from a garden. Has anybody ever
gone to a farm?”*

Let's go to see one soon.

Visiting a Farm.

Bring children to farm. Ask to the farmer to show to the children how the vegetables grow on the farm. Let children observe the farmer growing, picking and/or selling the vegetables. Observe some vegetable plant. Some vegetables grow at trees, vines, or underground etc.



Play: Farm Fun

Give the children farm related materials like tractors, wagons, and fences. Provide the children with a bunch of miniature plastic vegetables. Let them harvest the vegetables. Add trucks and crates so the children can use them to role-play the idea of transporting vegetables to the market.



Exercise 8: Vegetable Sorting:

Collect a variety of vegetable pictures and sort by color, size shape, or vegetable, etc.

Goal:

Stimulate language.
Respecting each other
Interaction with peers.

Materials:

Farm related cars,
fences, plastic
vegetables

Goal:

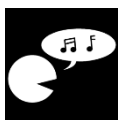
Stimulate
symbolicplay
Fine Motor
Development
Hand-Eye
Coordination and
Control
Concentration

Goal:

Classifying, matching
and sorting



Activities fit for early
intervention children
or pre-school



Song

Sung to: "Mary Had a Little Lamb"

*We are pumpkins, big and round
Big and round, big and round
We are pumpkins, big and round
Seated on the ground.*

*We are string beans, green and fine....
Growing on a vine.
We are onions, round and white....
We make soup taste right.
We are carrots, orange and long...
Help us sing our song.
We are cabbage, green or red....
See our funny head.
We are corn stalks, tall and straight....
Don't we just taste great.*



Play: Fingerplay



See the carrots in the ground

(point hands and arms in a point to form a carrot and point to the ground.)

I pull them hard without a sound

(pull them out)

I wash and clean them up and down.

(scrub up and down with your palms of your hands)

I love to eat them all year round.

(Pretend to eat carrots with mouth)

Goal:

Fine Motor
Development
Hand-Eye
Coordination and
Control
Concentration



Activities fit for early
intervention children
or pre-school


















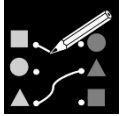
Game: Veggie Hunt

Hide toy vegetables in sand or in the classroom / garden and have the children find them.

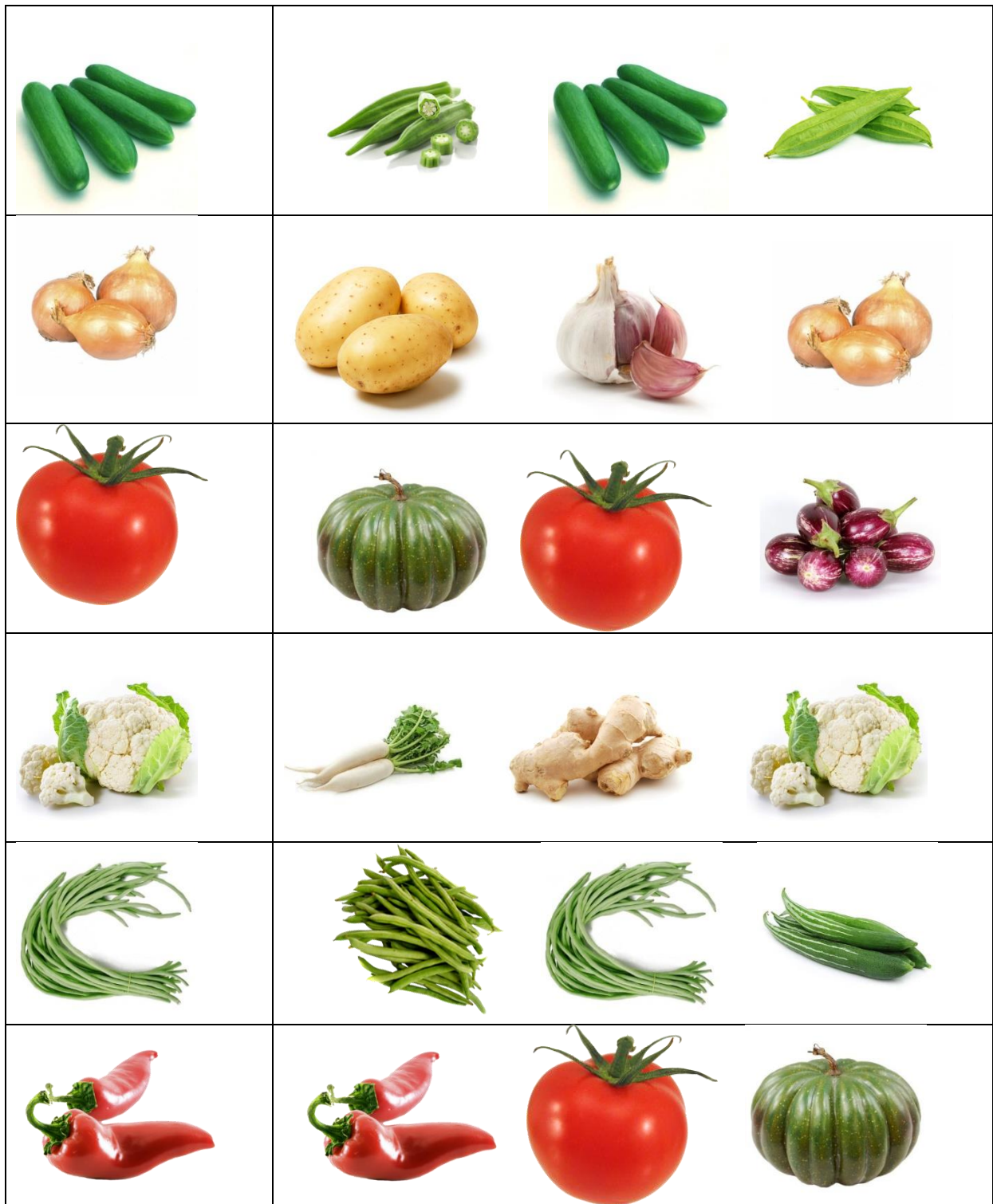


Exercise 9: Connect the picture by drawing a line



Exercise 10: Connect the picture by drawing a line





Drama : A Farm Market

Set up a pretend farm market, set up one table for vegetables. Add farmer clothes like lounghi and shirts, work gloves, (**name of cloth farmer wear on his head**), and what ever else you can find. Set out wooden crates and child sized wheel barrels. Have a variety of play (or maybe real) vegetables, a scale, aprons, and what ever else will make this a realistic dramatic play experience.

Have one child be the clerk, and the others have to be shoppers. Give the shoppers a list and they need to purchase the items on their list. After they find their items they can pay the clerk. Have them separate and put back the foods when they are done and let a different child be the clerk, give them different lists and let them do it again.

Supply the children with plenty of paper and pencils for writing lists. Give them small pieces of poster board or small chalkboards to make signs for the Farm Market. Hang colorful shopping ads in the area (or create your own) from your local grocery or farm market for the children to look at and "read".

Science and Sensory: Grow a Potato Head

Provide each child with a potato that has had the top cut off. Let them glue on buttons for eyes and a pom-pom for a nose, maybe some yarn for a mouth. After it is dry give the children some grass seeds to sprinkle on the top of the head. The seeds will sprout and Mr. Potato head will look like he grew hair. (You may wish to store them in a plastic container that has a lid so that they do not dry out)



Materials:

Farmer cloths, crates, vegetables (real or plastic), scale, posters, play money, paper, pencils.

Goals:

Goals:

Fine Motor
Development

Hand-Eye
Coordination and
Control

Concentration

Colour recognition

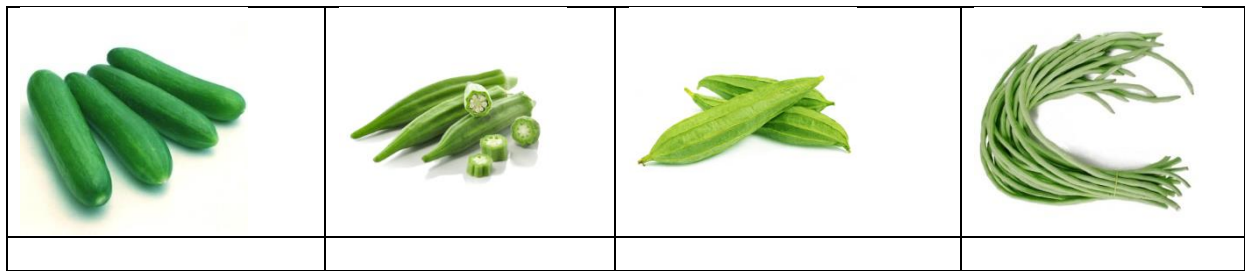
Size recognition

Language
development

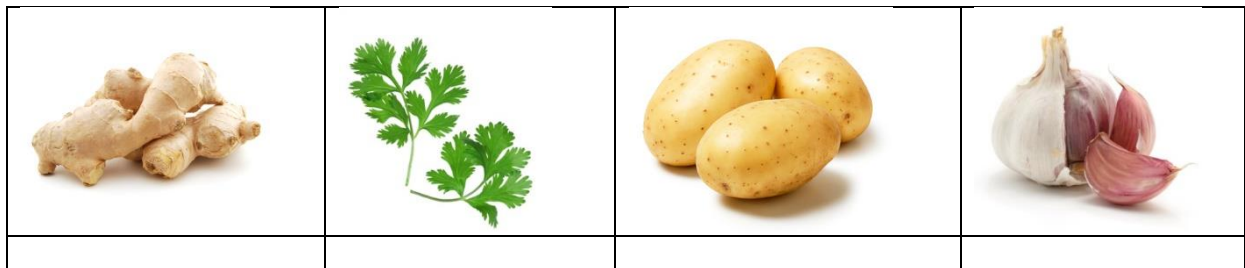
Material:

Potato, buttons, pom-pom, grass seeds

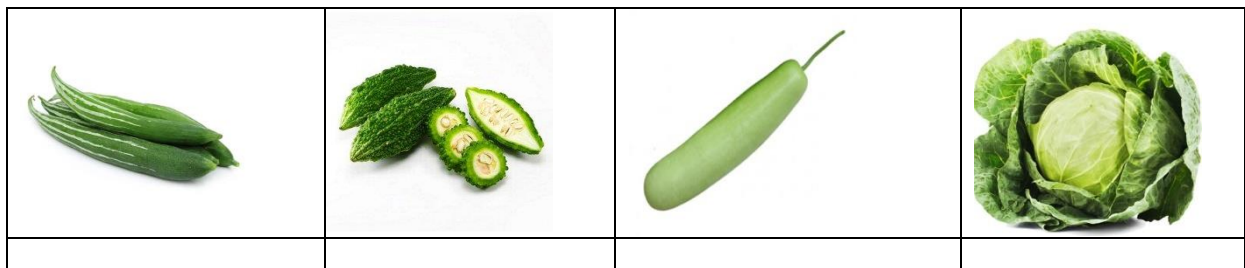
Exercise 11: Which vegetable does not belong here?



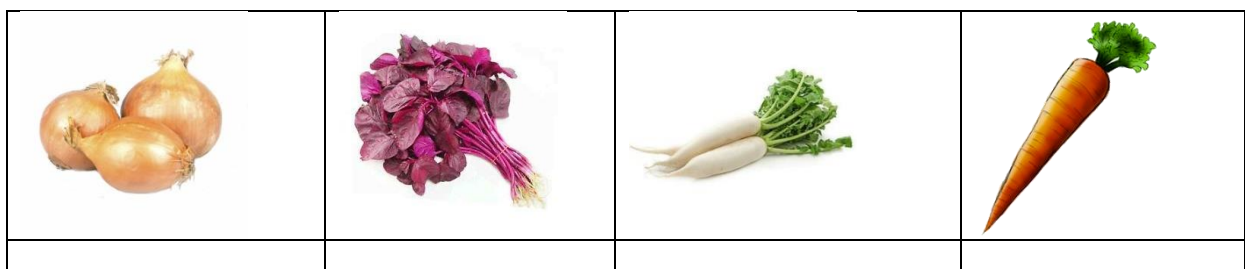
Answer: the Cucumber, because you don't have to cook it before eating



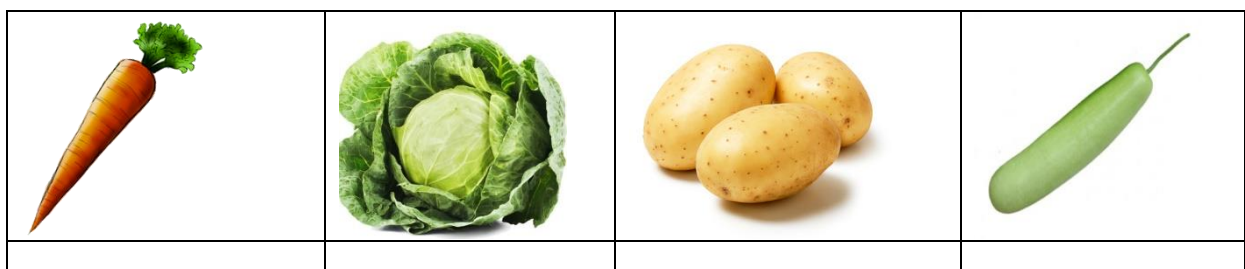
Answer : The potato, because it is not a taste enhancer



Answer: The cabbage, because it does not belong to the gourd family.







Answer : The Red Spinash, because it does not grow under the ground.


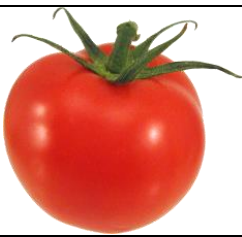




Answer : the bottle gourd, because it is technically a fruit.





Exercise 12: Which vegetable does not belong here?





Answer: the brintjal because it's the only vegetable which grows in the summer.

Answer : The tomato, because it is the only vegetable which grows in the winter.

Answer: The onion, because it is the only vegetable which grows in spring.

Answer : the teasel gourd, because it is the only vegetable which grows in monsoon.

Colors

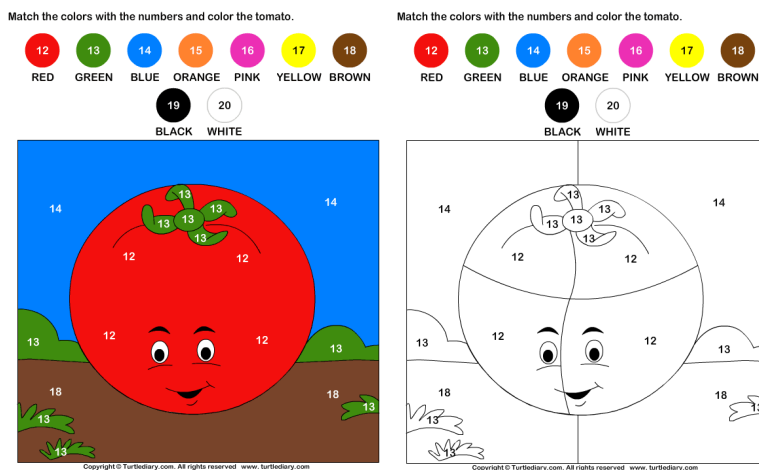
One of the best ways for children to learn their colors is simply by coloring. Coloring has always been a favorite with children. Learning colors allows children to group or classify items – children develop their ability to make logical connections. A precursor to both math and language arts. Another thing that children learn from coloring pages, with preprinted pictures on them, is how to accept boundaries. While a preschooler might scribble all over a coloring sheet, with no respect for the boundaries (lines on the coloring page), as the child gets older, they will begin to respect those lines, and make an effort to color between them.

Exercise 13:

Find a vegetable the same color as the white radish.
Find a vegetable the same color as the brinjal.
Etc.

Exercise 14: Color by number

Give the children the worksheet Color by number and let them make an exact copy of the already colored tomato.



Material :

Goals:

Fine motor development:
pinching and picking up small objects

Concentration and memory: remaining focused on set challenge

Eye and hand coordination: trial and error through doing and watching
Becoming familiar with and learning colours

Social: Practising interactions and discussions with others.

Problem solving:
Exploring strategies to assist in overcoming any problems that may arise.

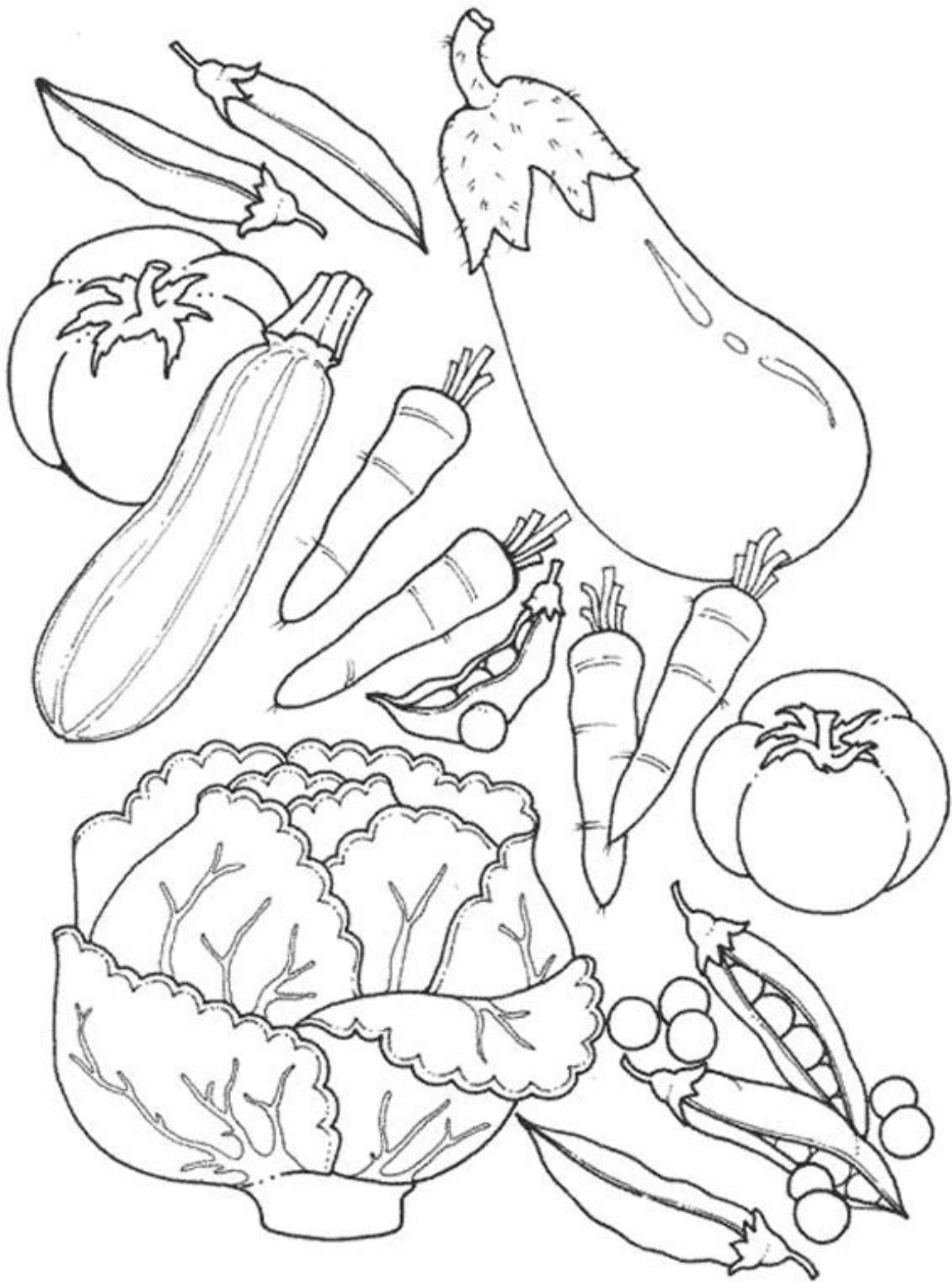
Cognitive – become familiar and learn about colours.



Exercise 15 and 16 fit for early intervention children or pre-school

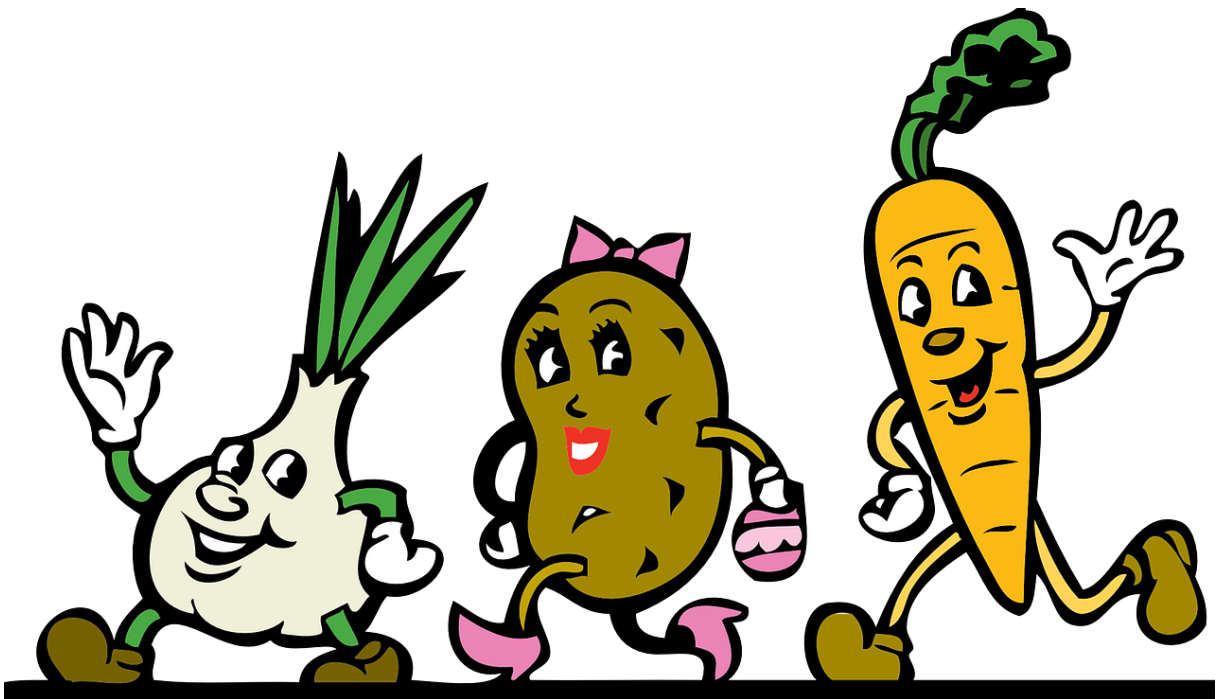
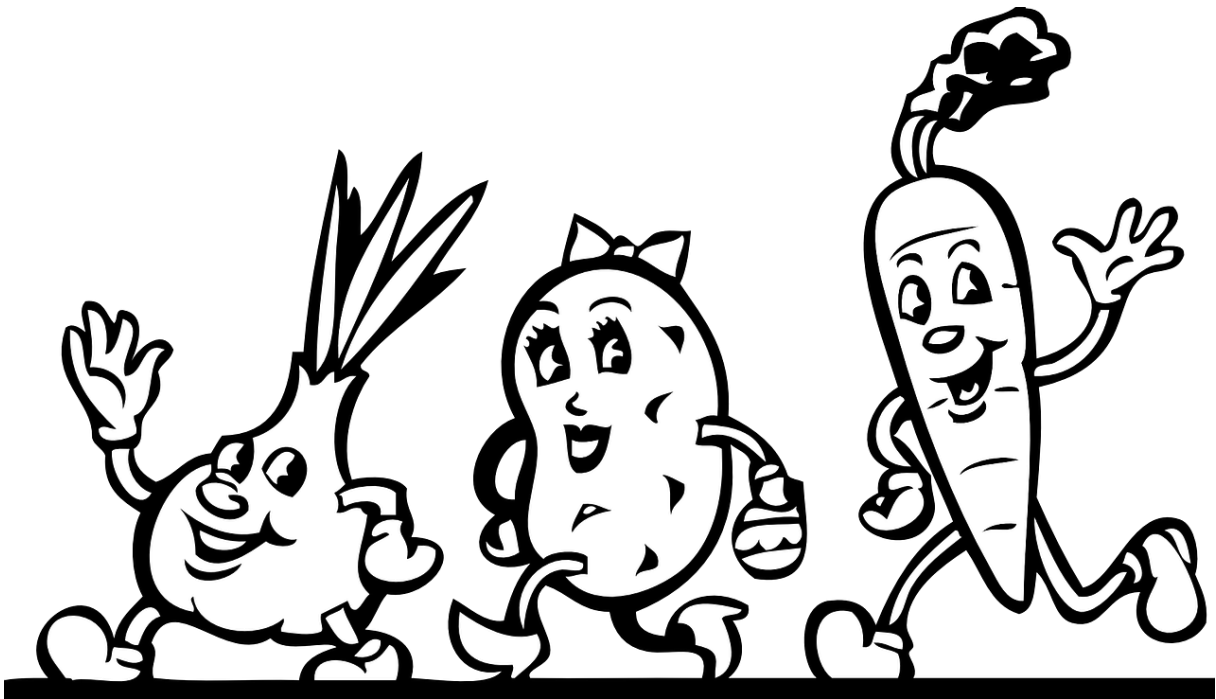


Exercise 15: Color the picture




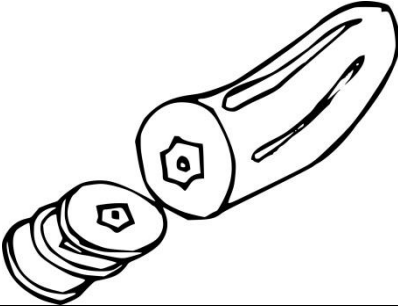
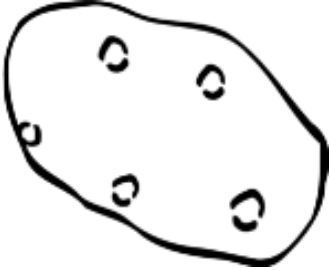



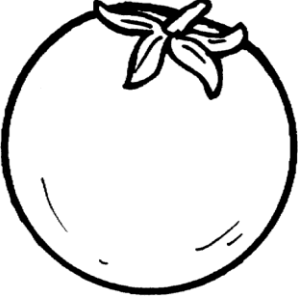
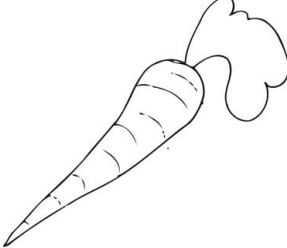












Exercise 16: Color the picture
Make an exact copy.





Exercise 17: Give the vegetables the right color

		
 Purple	 Green	 Yellow
		
 red	 orange	 Dark green
		
 Red	 White	 Pink

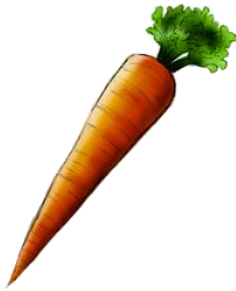


Exercise 18: Put a circle around the green vegetables



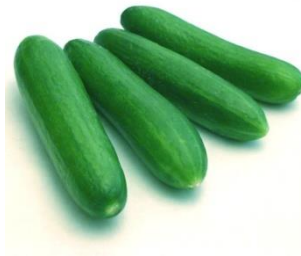


Exercise 19: Put a circle around the red and orange vegetables





Exercise 20: Connect exact the same vegetable with a line



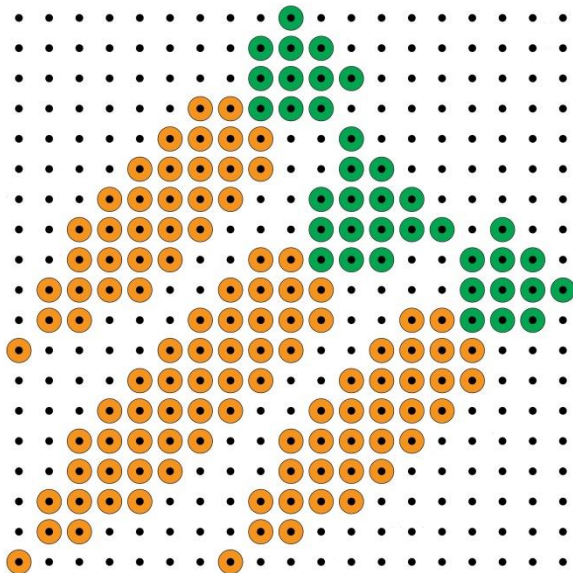
Shapes

Learning about and recognising basic shapes is so much more fun and motivating when it is hands-on. Children need the opportunity to create and explore with shapes to learn what shapes look like and how to make them.

This shapes activity has been created with a number of manipulative items, to invite children to play creatively, imaginatively, mathematically, to construct, problem solve, explore, discover and try new things, all while having fun and learning about shapes.

Making shapes with melt beads

Give the children melt beads or plug mosaic and let them make vegetables in which they use different kind of shapes. Like a tomato and coulfiflower are round. Maybe they can make a carrot?



Exercise:

Fill up a pillowcase with a variety of vegetables. The children take turn reaching into the pillowcase selecting a piece of vegetable. Instruct the children to keep their eyes closed. Let them feel each item, smell it, shake it to see if it produce any sound, then let them guess what they are holding.

Material :
melt beads, plug
mosaic.

Goals:
Creativity and
imaginative play,

Fine Motor
Development

Hand-Eye
Coordination and
Control

Concentration

Spatial awareness –
experimenting and
exploring with shape
and space

Language
development – shape
names and
communication

Classifying, matching
and sorting

Problem solving and
self-correcting

Shape recognition



Use shapes puzzles,
plug mosaic.



Exercise 21: Draw the shapes



Oval



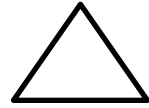
square



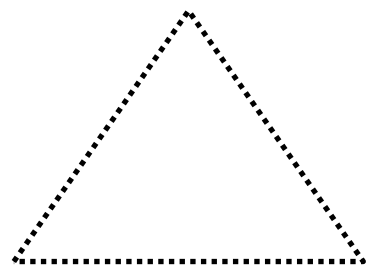
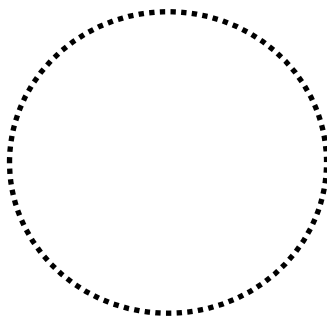
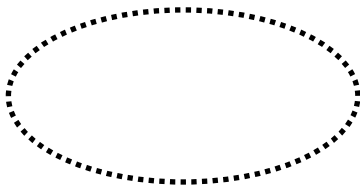
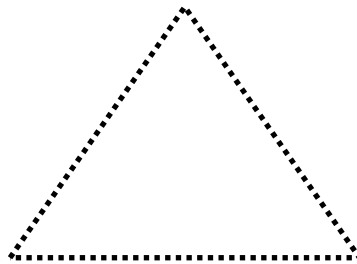
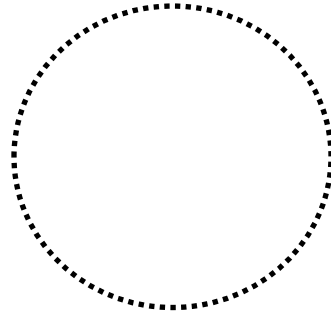
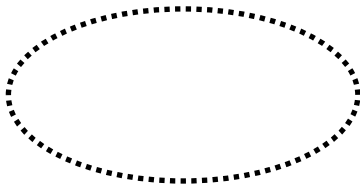
circle

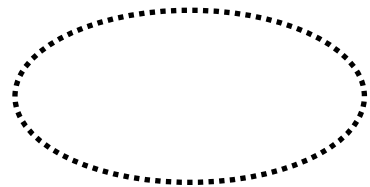
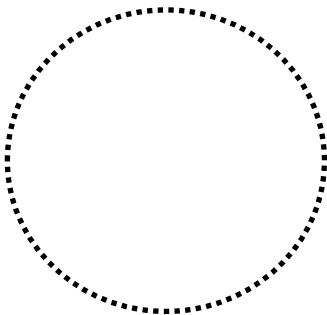
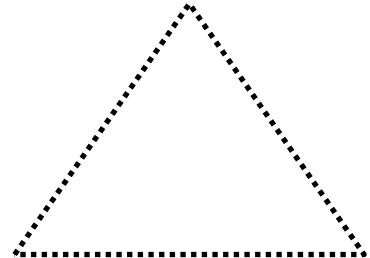
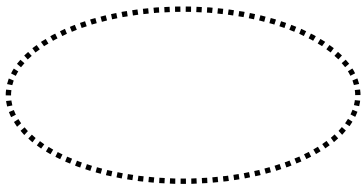
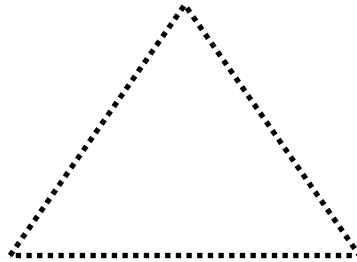
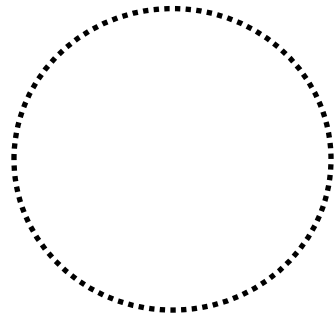
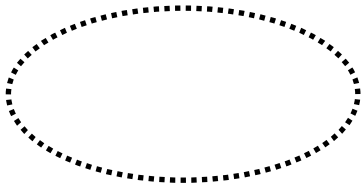


rectangle



triangle







Exercise 22: Color the shapes



green



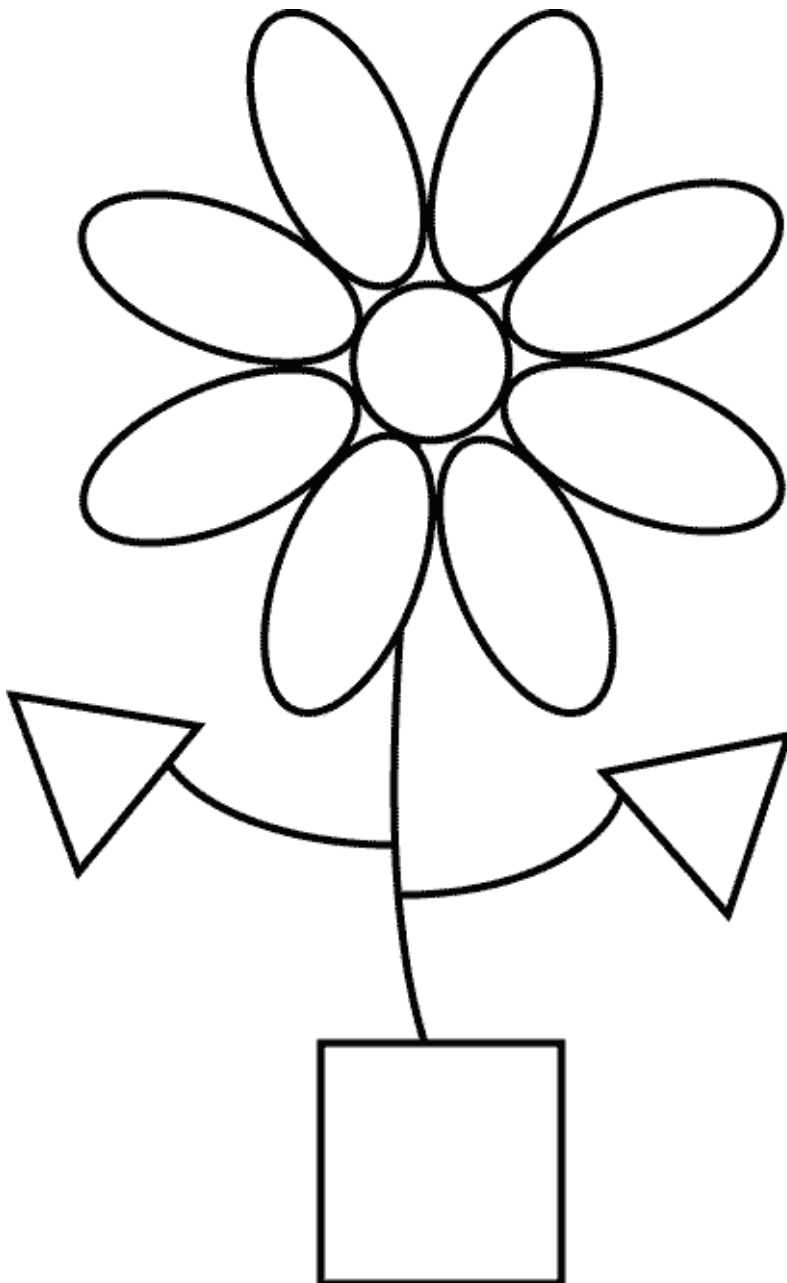
yellow



brown

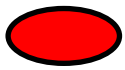


orange





Exercise 23: Draw the shape



Oval



square











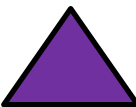









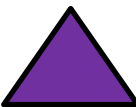







circle



rectangle





























Triangle



Exercise 24: What comes next
Cut and paste





















































    	
    	
     	
    	
    	

				
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Exercise 25: What comes next

Cut and paste



Exercise 26: Make shapes around the vegetables



Oval



square



circle



rectangle



triangle



Oval



Rectangle



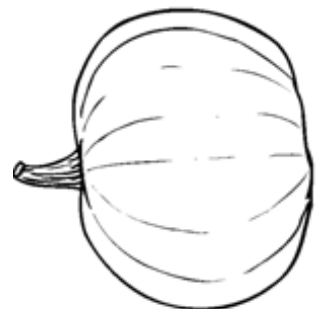
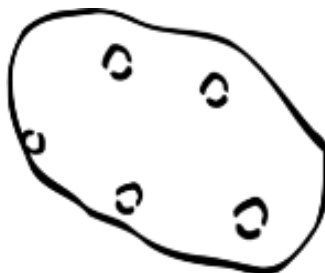
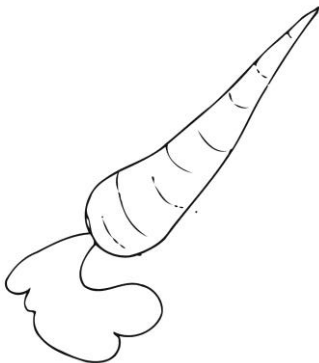
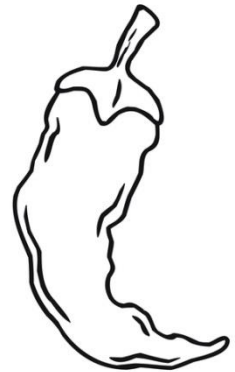
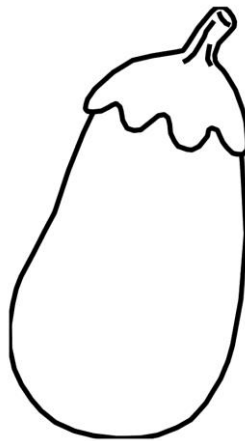
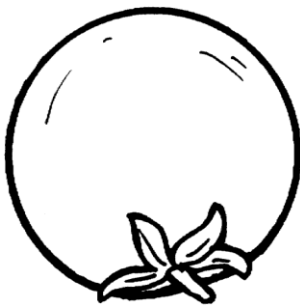
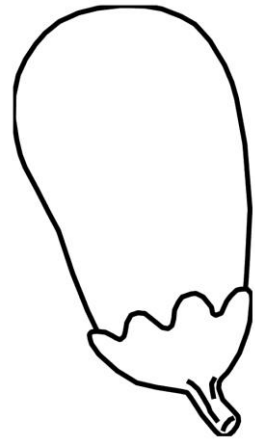
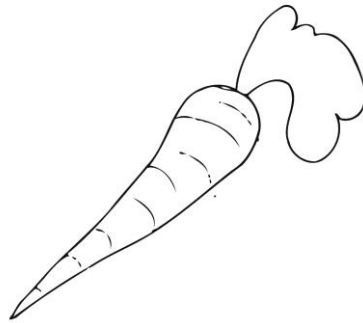
Square



Triangle



Exercise 27: Connect the same shapes



Grow your own vegetables

Gardening is a fantastic activity that everyone in your class will enjoy. It is the perfect way to spend several hours a week working together outside in the fresh air and sunshine. Gardening is also great for instilling a sense of responsibility, cooperative learning and excitement in a child. Not to mention, when all is said and done, you are left with a beautiful bounty of fresh, organic foods that your class grew together – and will enjoy eating together.

How to grow your own vegetable:

- Wash your hands, place the earth tablet on a dish and add 20-30 ml of water. You are making earth now.
- Fill the jar with ground up to 0.5 cm below the edge. Make sure you keep some earth.
- Place the seed mat or loose seeds on the ground in the jar.
- Cover the seed mat or loose seeds with the remaining soil until the jar is full. Do not pressurize the ground and insert the planter into the jar.
- Put your jar on a dish and put the dish in a light spot (not in the sun!).
- Look 2 times a day if the earth is still moist. If the pot is light brown and dry, put some water on the dish. The pot takes water of its own.
- Pot when the plant is 3-4 cm tall.
- Put the whole jar into a larger pot with earth. Or put the jar in the full soil. The roots grow naturally through the pot. Does the stem become too long and bends over? Then attach the stem to a bamboo stick to give the plant extra support.
- Put the plant in a light spot, but not in the sun and give it regular water.



Material:



Or other seeds
Earth
dish

Goals:

Fine Motor
Development

Hand-Eye
Coordination and
Control

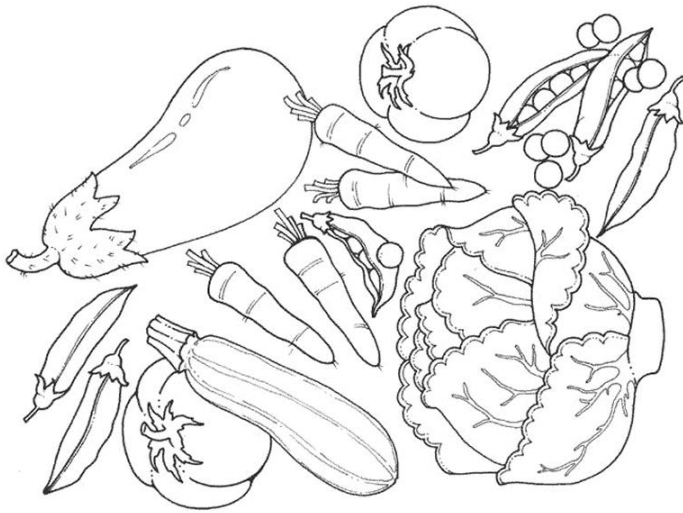
Concentration



Handicraft: Vegetable Mobile

Take exercise 15 from the workbook. Let the children cut the by themselves colored vegetables. For younger children help them to cut it. From a cardboard cut four 12 cm diameter of circle. Paste the vegetables picture each side. Punch a hole to each circle. Tie yarn to middle of stick to hang by, and then tie the vegetable picture to hang down from stick.

Variations : Have children draw by themselves or cut their favorite vegetables from old magazine.



Materials:

Goals:

Eye-hand coordination

Creativity

Concentration

Problem solving and self-correcting



This activity fit for early intervention children or pre-school



Game: Vegetable soup

This is a group game that teaches memory skills.

Set out a large cooking pot.

Have your children stand around the pot.

Tell them that you are going to make some vegetable soup but that you need their help.

Taking turns, each child pretends to toss a vegetable into the pot. When pretending is too difficult, toss plastic vegetables or pictures of vegetables in the pot. The hard part of the game is that when it is your turn, you have to remember all the other vegetables that have been placed into the pot and then add your own, in the proper order.

Example: There have already been carrots, peas, tomatoes put into the pot and you want to add onions. You must say, "We're making vegetable soup today and we're adding carrots, peas, tomatoes and then you say onions".

Continue as long as abilities or interest lasts.



Materials:

Plastic vegetables,
pictures of vegetables,
cooking pot

Goals:

To train the memory,
Concentration and
Social skills



Big versus small

While children are most likely aware that you - as their teacher - are much bigger than they are, they may not realize the technical terms or range of sizes when it comes to big and little.

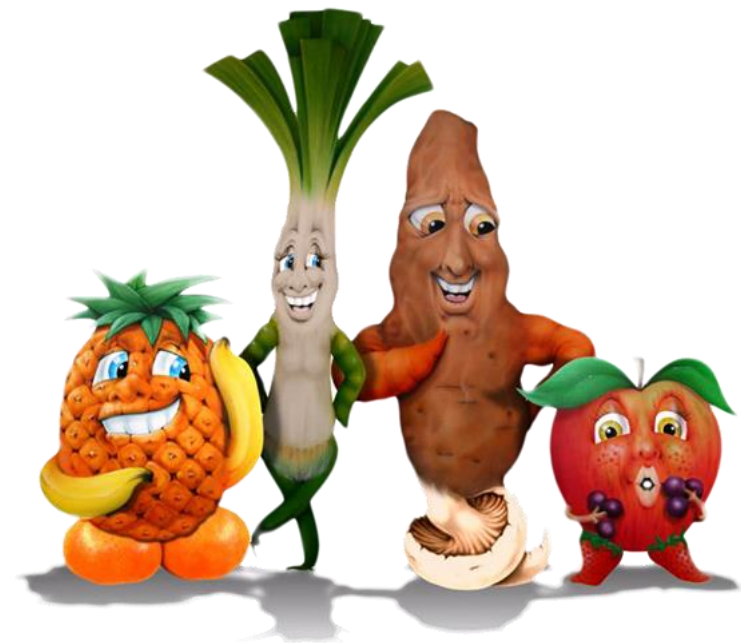
Introducing your children to the extreme opposites of sizes is very educational and can be fun. It will be the foundation for learning the opposites of other things, like hot or cold. Teaching big and small is the starting place when teaching children all about opposites.

Small, medium, big

Length: Which is longer, the cucumber or the carrot?

Size: What's the largest vegetable you can find? What is the smallest vegetable they could find?

Continue this with all available vegetables.



Materials:

Goals:

Science Skills

Children will be able to differentiate between big and small. Children will be able to list things that are big and small. Children will learn to understand about opposites.

Fine Motor Development

Hand-Eye Coordination and Control

Size recognition

Children will be able to sort big and small vegetables.











Activities fit for early intervention children or pre-school



Exercise 28: Big vs small













Look at the picture in group A, make a circle around the picture in group B that is smaller than group A

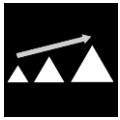
A	B
	
	
	
	



Exercise 29: Big vs small

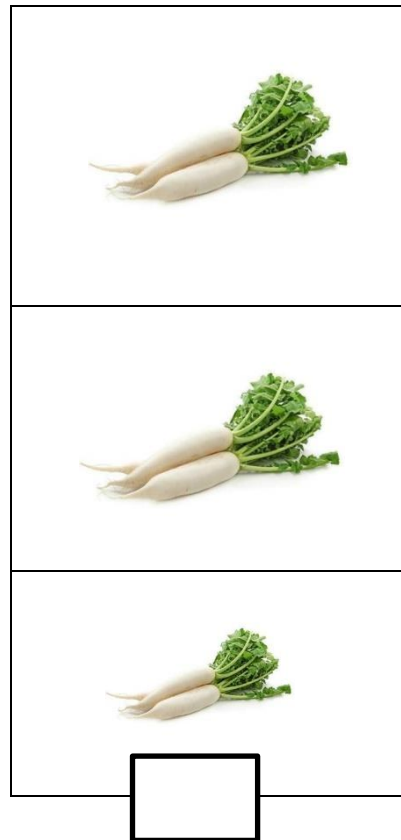
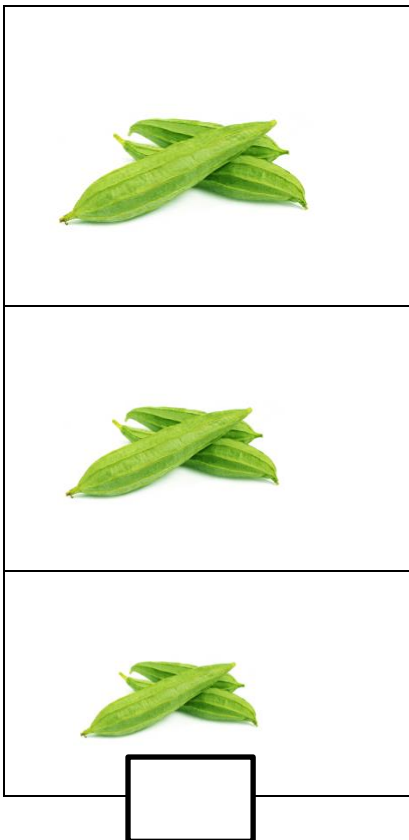
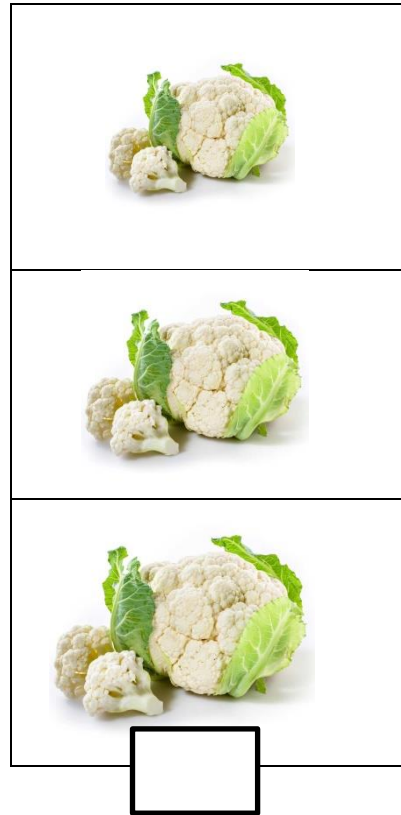
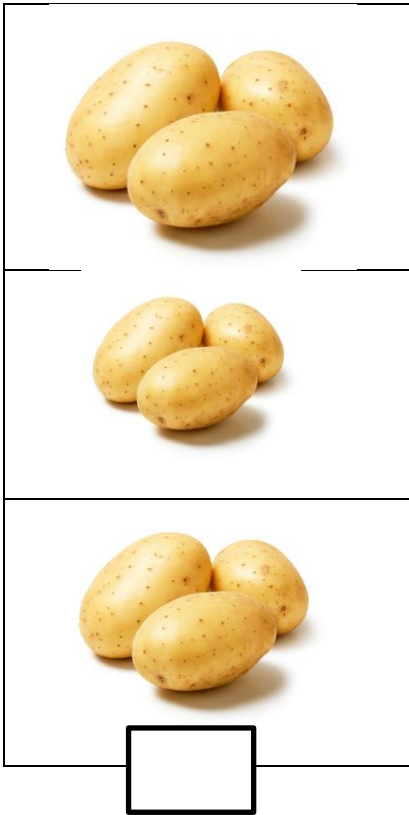
Look at the picture in group A, encircle the picture in group B that is bigger than group A

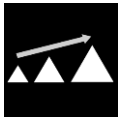
A	B
	 
	 
	 
	 



Exercise 30: small, medium, big

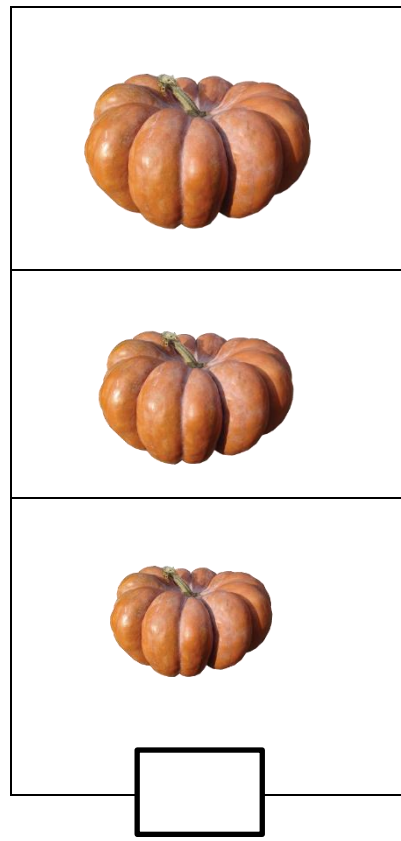
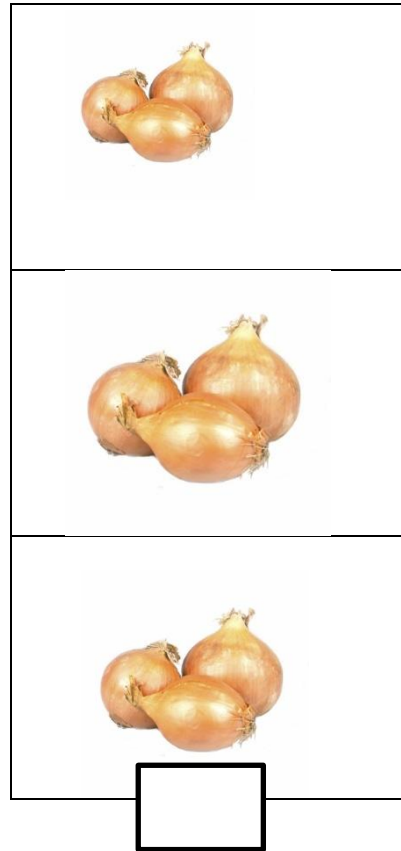
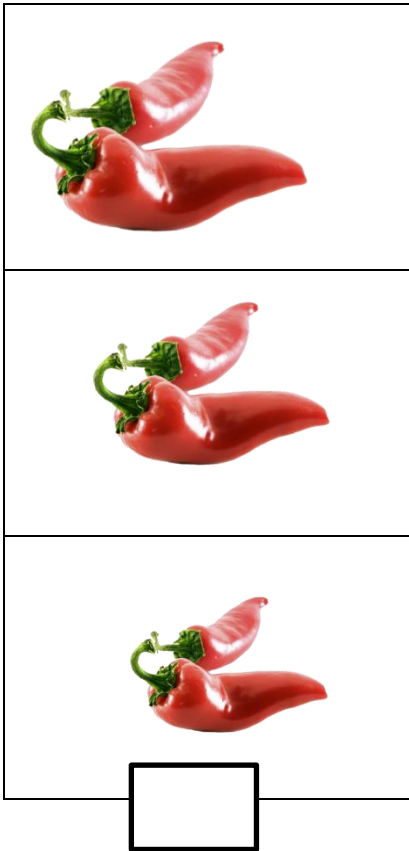
Which picture shows small, medium, big? Color the box green when the picture shows small, medium, big?





Exercise 31: *big, medium, small*

Which picture shows big, medium, small? Color the box green when the picture shows big, medium, small.



Counting

Learning to count is a key math skill. But taking the next step, being able to connect numbers with their names, can be difficult for children. For example, a child might be able to count to five by rote, but unable to count out five objects-- connecting the numbers to the items.

Exercise

With this activity, you can easily build on the numbers the child has learned and even introduce new numbers. When the child physically moves a certain number of steps between the numbers on the number line, the child is making a mental bridge to a specific number. Before you know the child have mastered his numbers.

What to do:

- Help the child set the rope out in a long, straight line.
- Using the marker, help the child to create number sheets by writing large numerals 1-20 on the pieces of paper.
- Starting with the smallest number, set up the sheets in numerical order along the rope, placing them face down so that the numbers are hidden.
- Depending on the concept you are trying to teach the child, you might want to leave out certain numbers. Maybe you only want to focus on odd, or maybe only even numbers. You might want to only feature multiple of 5 and have your child walk 5 steps between each number. There are many possibilities.
- Encourage the child to start walking along the rope.
- Every time she comes to a face down sheet, have her flip it over, call out the number on the sheet, and then turn the sheet back over so the number is once again hidden.
- Have the walk up and down the line to get a firm hold on the numbers.

Material:

1 long rope
20 sheets of paper
Marker. Paper
Index cards
Markers
Removable Tape

Goals:

Count on by 1s to 20;
count on by 2s, 5s, and
10s and count back by
1s with number

Gross motor skills:
Counting steps

Number hunt

Children love scavenger hunts, This scavenger hunt have the children practice their counting and work on recognizing numbers by sight.

How to do:

- Create a set of numbers for the children to hunt. Draw one large number on each sheet of paper. Make it colorful and fun with polka dots, stripes or whatever other designs you want.
- Do this for the numbers 1-10.
- Make the scavenger hunt cards. On the front of the first index card, draw one large dot. Then, on the back of the card, write a 1. Repeat using two dots for 2 and so on until you have made ten cards.
- Explain to the child that he gets to hunt for the numbers one through ten.
- Hand the child a card, dot side up. Ask him how many dots it has. What number should they be looking for?
- Now the hunt is on! When the child finds a number, such as the number 2, have him check the back of the card. Did he find the right number? If so, he gets to move on to the next step. If not, encourage him to try again.
- Once the correct number has been found, he needs to take down the found number. If he has found the number 2, he needs to find two of something (two windows, 2 chairs, 2 photos) and hang the number up once he has identified the items.
- Alter this game for a child who's having troubles learning her numbers. Is she is confusing 2 and 5? On day one, have her locate the number two several times, each time finding pairs of objects around the room. On day two, have her find 5 several times. On day three, have her find both 2 and 5.

Material:

Paper
Index cards
Markers
Removable tape











Goal:

Children will be able to identify and match numbers.















Exercise 32: Combine the number with the vegetables

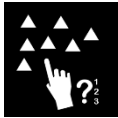
1
2
3
4
5
6
7
8
9
10









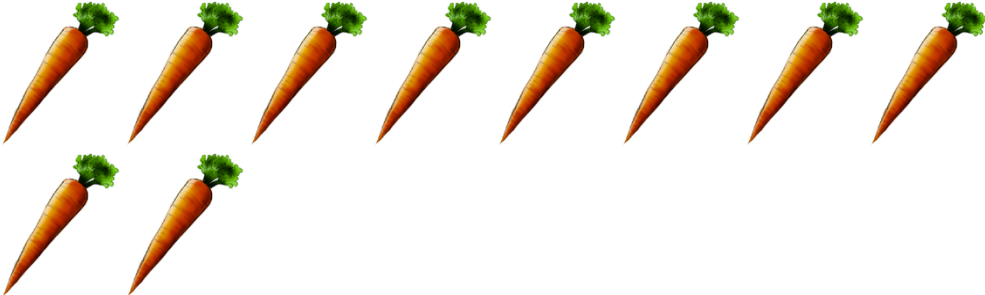
Exercise 33: Count the vegetables



Exercise 34: Count the vegetables

Count the vegetables and write down the right number





	
	
	
	
	
	
	



Exercise 35: Count the vegetables



How many:





			
			



Exercise 36: Count the vegetables





















How many?

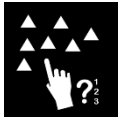
			
			



Exercise 37: Count the vegetables


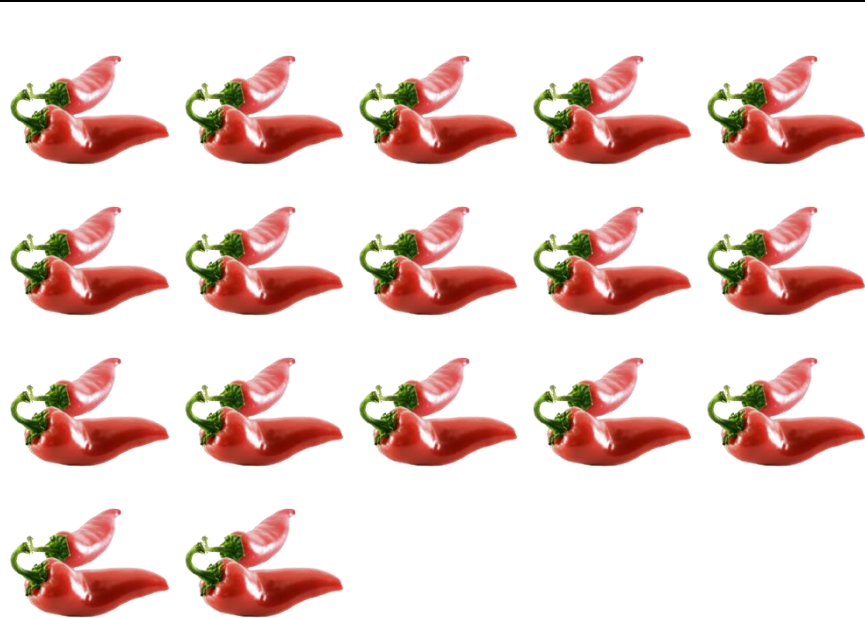
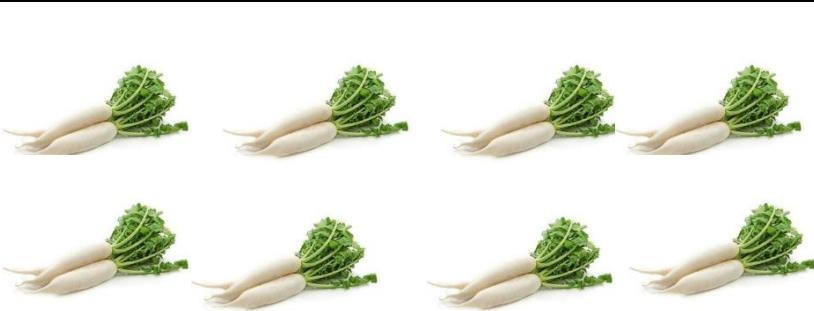
Count the vegetables, write the sum

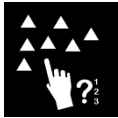
	+		=	
	+		=	
	+		=	
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	+		=	
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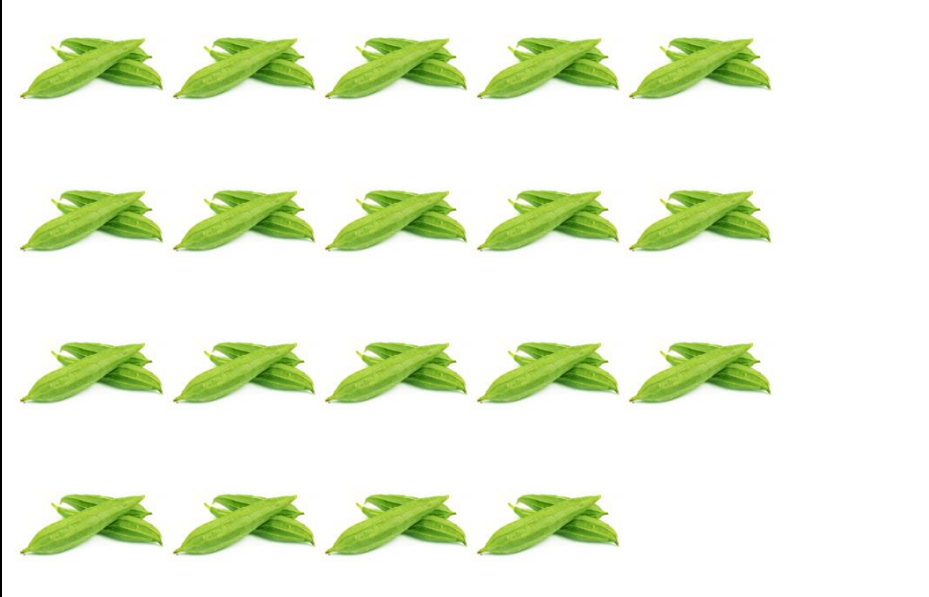
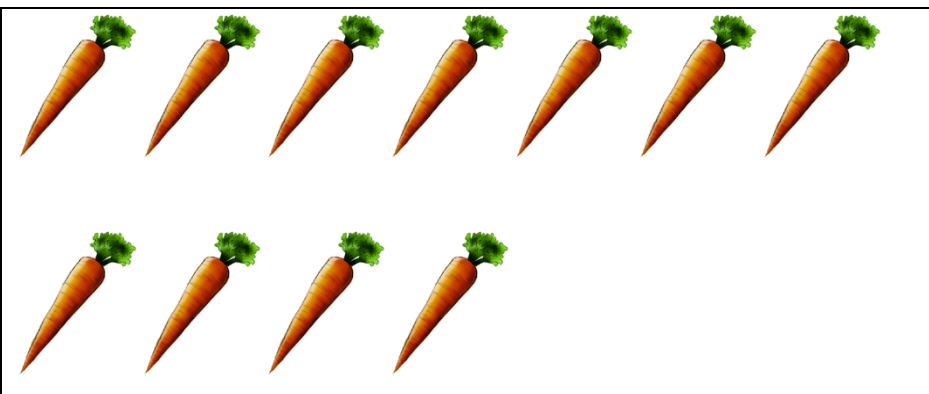
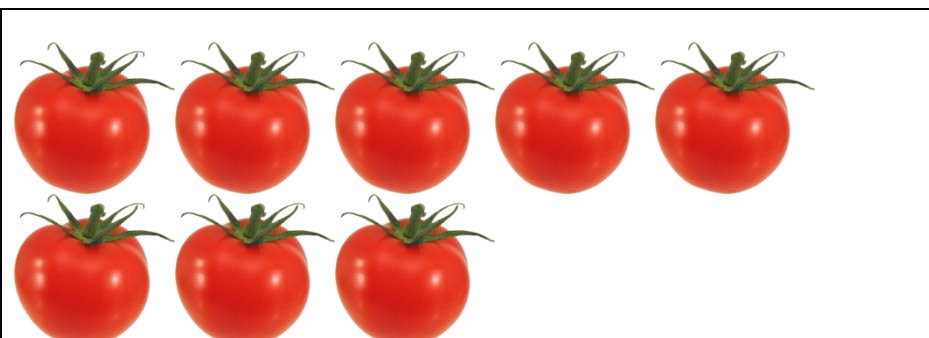
Exercise 38: Count the vegetables

Encircle the right number

	15
	12
	13
	17
	15
	16
	9
	8
	10



Exercise 39: Count the vegetables
Encircle the right number

	17
	19
	18
	12
	13
	11
	7
	9
	8



Game: Vegetable math

Shopping: To begin each child chose a number card. Then they went shopping and selected the appropriate number of vegetables to match the number on the card.

Counting: After returning to the picnic mat the children shared the vegetables they chose. They named each vegetable, counted how many in all and told which vegetable they liked the best and why.

Comparing: Next we aligned the vegetables to practice one-to-one correspondence and compare the numbers. Aligning the vegetables helps the children visually see which number has more vegetables. We discussed the following vocabulary terms: more, less, greater and fewer.

Sorting: Then we combined everyone's vegetables and sorted them. The children chose to sort them by kind. Depending on the combinations of vegetables you could also choose other characteristics for sorting like: shape, color, or whether they grow above or below ground. The final step in our game was restocking the vegetable stand shelves so the shoppers could play again later.

Exercise 40 : Weights & Measures

Let the children make predictions about the weights of the pumpkin or other vegetables. Encourage them to compare the pumpkins / vegetables and predict which will be heavier and lighter.

Ask questions like: Which feels heavier, the cauliflower or the lettuce?

Material:

Food scales, balances, and a variety of vegetables or gourds.

Goal:

Concentration

Language development

Classifying, matching and sorting

number recognition

Recognizing words

Pictures are immediately engaging and often less daunting for children than texts. Using pictures helps the child to make generalizations that can help them to master the conventions of language. So many children are visual learners they understand new words must faster by using something that is familiar to them—real life!

How to help children to read / recognize words:

- Ask the child to identify what they see in the picture.
- Blindfold the picture and see if they can read the word.
- Say the word, write the word; ask the child to spell the word aloud and then to pronounce it.
- Read and review the picture word aloud.
- Add signs, if desired, to the picture.

Only when the child is able to identify and connect the right word to the right picture, he is able to do the exercises 43 and 44.



Exercise 41: Sort by letter

Let the children sort the vegetables by beginning letter.

Material:

Real of plastic vegetables, separate letters of the words, word charts.

Goal:

Concentration

Language development

Classifying, matching and sorting

Letter & Word recognition

Exercise 42: Identify the picture and word



Couliflower



Radish



Potato



Tomato



Pumpkin

		<p>Onion</p>
		<p>Lady Finger</p>
		<p>Brinjal</p>
		<p>Ribbed gourd</p>
		<p>Cucumber</p>
		<p>Bottle goard</p>



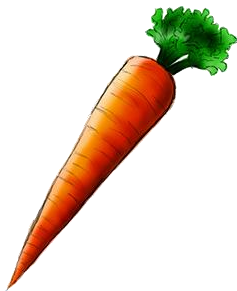
Cabbage



Teasel gourd



Bitter gourd



Carrot



Green Papaya



Beans



Parbol



Spinach



Kohlrabi



String bean



Snake gourd



Red Spinach



Garlic



Red Peper



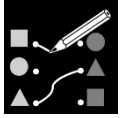
Coriander









Ginger



Green Chili



Exercise 43: Connect the picture to the right word

	Snake gourd
	Parbol
	Ginger
	Kohlrabi
	Green chili
	String bean



Red peper



Teasel gourd



Brinjal



Spinach









Red Spinach















Potato









Exercise 44: Connect the word to the right picture

  	  
Garlic	Snake gourd

  	  
Parbol	Coriander

  	  
Ginger	Couliflower

  	  
Green Papaya	Bottle gourd







  	  
Brinjal	Lady Finger



Exercise 45: Yes or No

Color the box green when the answer is yes







Color the box red when the answer is no

	This are unions	<input type="radio"/>
	This is a pumkin	<input type="radio"/>
	This is a couliflower	<input type="radio"/>
	This is red spinach	<input type="radio"/>
	This is red peper	<input type="radio"/>
	This is a bottle gourd	<input type="radio"/>



Exercise 46: Yes or No

Color the box green when the answer is yes Color the box red when the answer is no







	This is garlic	<input type="radio"/>
	This is snake gourd	<input type="radio"/>
	This is bitter gourd	<input type="radio"/>
	These are lady beans	<input type="radio"/>
	These are parbols	<input type="radio"/>
	This is a kohlrabi	<input type="radio"/>









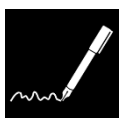
Exercise 47: Yes or No

Color the box green when the answer is yes

Color the box red when the answer is no

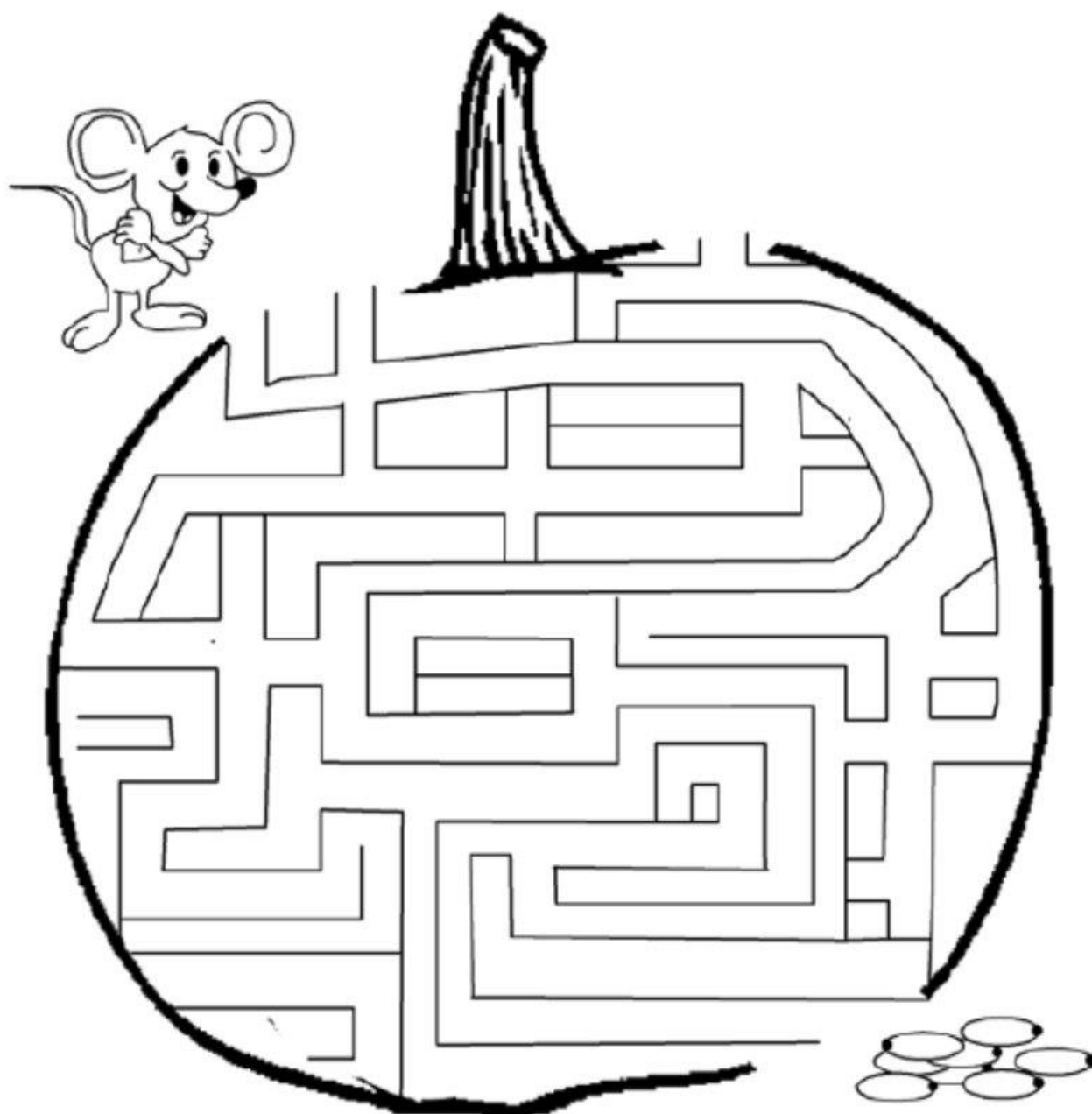
	An onion grows under the ground	<input type="radio"/>
	A green papaya grows in a plant	<input type="radio"/>
	A chili grows in winter season	<input type="radio"/>
	Potatoes grow in a tree	<input type="radio"/>
	Kohlrabi is a plant	<input type="radio"/>
	Spinach are leaves from a tree	<input type="radio"/>

	Ginger is the root of a plant	<input type="radio"/>
	Pumpkin grow under the ground	<input type="radio"/>
	Garlic is the flower of a plant	<input type="radio"/>
	Bottle goard grows in a tree	<input type="radio"/>
	Lady finger is a flower of a plant	<input type="radio"/>
	Coriander is a herb	<input type="radio"/>









Exercise 48: Help the mouse to find the pumpkin seeds








Can you help the mouse find the way to the pumpkin seeds?









Exercise 49: Copy the letters

	আ			
	গা			
	শা			
	র			
	ম			
	কু			

	লা			
	ধ			
	ঙ			
	বাঁ			
	বো			
				
				




Exercise 50: Copy the words

			
Potato	Beans	Carrot	Garlic



Exercise 51: Copy the words

			
Green chili	Ginger	Pumpkin	Spinach



Exercise 52: Write the name under the right picture






Garlic	Beans	Union	Carrot
Pumpkin	Ginger	Spinash	Red peper
Green chili	Couliflower	Potato	Parbol








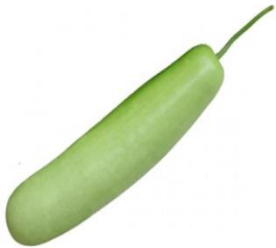

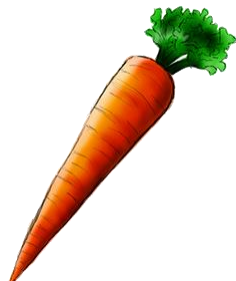


Which words are left:



Exercise 53: Say and Write

Exercise 54 : reading sentences



This is an **onion**

It has a thin skin

It is pink or white in color

Cutting onions brings tears in your eyes

Onion has a strong smell

It can be eaten raw

Onions are used for making curries and omelettes

What else can be made out of onions?

These are **brinjals**

Some brinjals are round in shape, some are long in shape

Brinjals are violet, green or white in colour

They have small seeds inside

They have a long green stalk

Brinjals are used for making curries

Have you eaten brinjal curry?

Did you like it?

