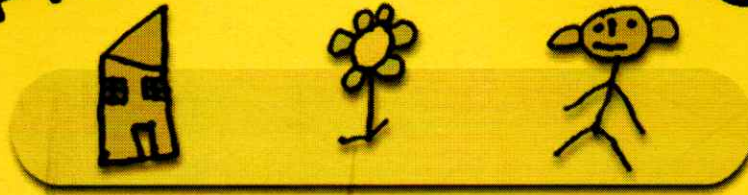
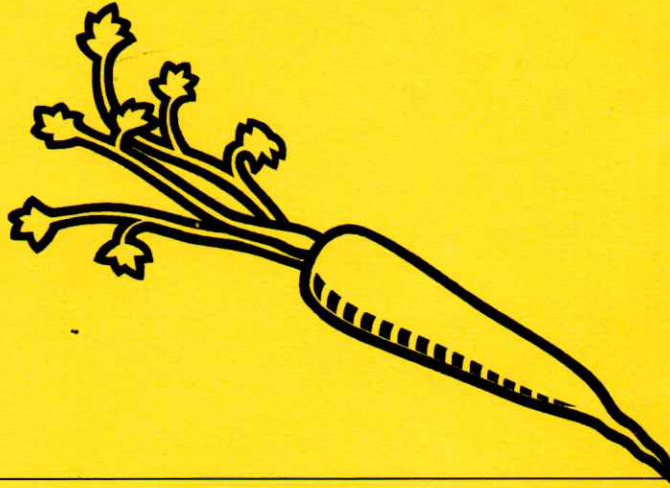


Pre-school Themes



Planning and preparation made easy

Vegetables



Groente

Each theme manual contains the following

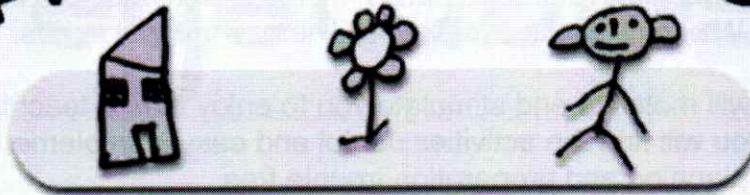
- Concept web
- Theme table
- Theme table labels
- Weeks lesson plan
- Weeks play area plan
- Individual lesson plans for one week (20 lessons)
- Templates
- Theme pictures
- Language discussion
- Creative activities
- Rhymes and songs
- Mathematics
- Stories
- Perceptual skills
- Games and movement
- CAPS content and skills
- Integration

Compiled by Karin Stedall

Art activities illustrated by Nicola Maritz

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Pre-school Themes



Planning and preparation made easy

Theme: Vegetables

Each theme manual contains the following

<ul style="list-style-type: none"> • Concept web • Theme table • Theme table words • Weeks lesson plan • Weeks play area plan • Individual lesson plans for one week (20 lessons) • Templates • Theme pictures 	<ul style="list-style-type: none"> • Language discussion • Creative activities • Rhymes and songs • Games and movement • Mathematics • Stories • Perceptual skills • CAPS content and skills • Integration
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Themes

Autumn	Day and night	My family	Spring (1 Sept)
Big school	Doctor & hospital	My five senses	South Africa
Birds	Easter	My home	Summer
Caring for our world	Farm animals	Opposites	Teeth and dentist
Christmas	Fire	Pets	Trees and wood
Circus	Fruit	Reptiles	Vegetables
Clothes	Garden visitors	Safety	Water
Colours	Hands	Shapes	Water animals
Dinosaurs	Land transport	Shopping & money	Wild animals
Colour red (Valentine)	Me and my body	Space	Winter

Compiled by Karin Stedall

Art activities illustrated by Nicola Maritz

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Blog: <http://preschoolthemeideas.wordpress.com/>

Pinterest: <http://pinterest.com/kstedall/>

Introduction

I have worked in a variety of pre-school settings and trained many pre-school teachers. For years my students have asked me to put all my ideas and activities in a book and at last I have done so! Welcome to the Pre-School Themes manual series.

I hope these guides will motivate and stimulate you to enjoy theme teaching as much as I do. I trust that that you will find the activities useful and easy to implement in your classrooms, making planning and preparation trouble free.

The themes have been written for 3-6 year olds. They are not specific to Grade R, but the ideas and activities can easily be adapted and applied to the Grade R classroom and the three subjects. The activities are aligned to the subjects and content, concepts and skills for the Curriculum and Assessment Policy Statement (CAPS) and integration has been indicated.

Young people are the future of our country. As pre-school teachers you have a big responsibility to prepare them for formal education and help these children become successful adults who can contribute to the economy of South Africa.

I honour and salute each one of you. It is not an easy task, but your love of children will carry you through.

Enjoy using the theme guides!

Karin Stedall

About this manual

This theme manual is intended only as a guideline. A weekly lesson plan is provided, but you must adapt and change it to suit your situation and personal circumstances.

The lessons are written in the order of the daily programme.

First ring – Language development

Creative activities – Main and side activities

Second ring – Different activities such as mathematics, games and movement, rhymes and songs and natural sciences

Third ring – Story

Stories have been included but are not meant to restrict or limit you, and you should add your own stories too. Some of the stories are a guide and you will need to add more detail when you tell the story to the learners.

I've used several symbols in the guide:

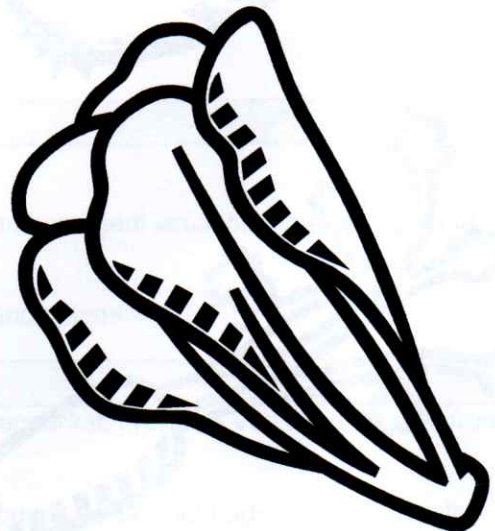
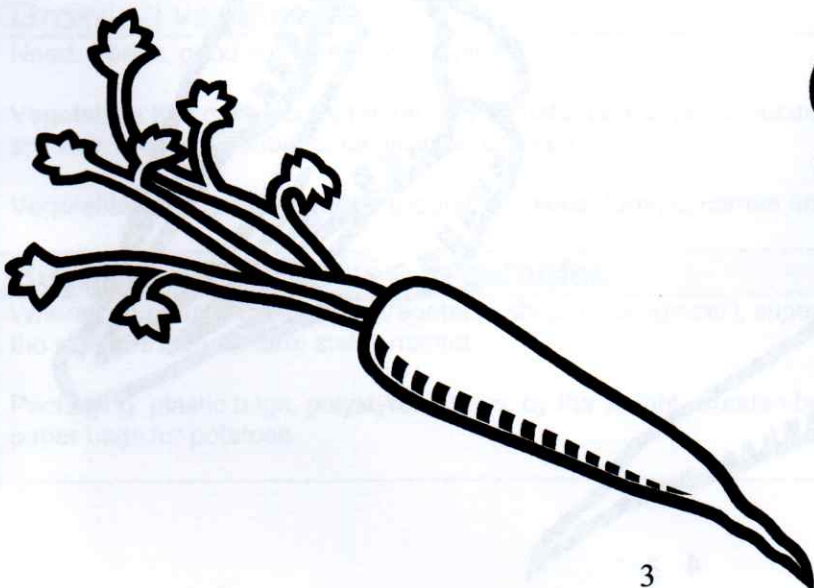
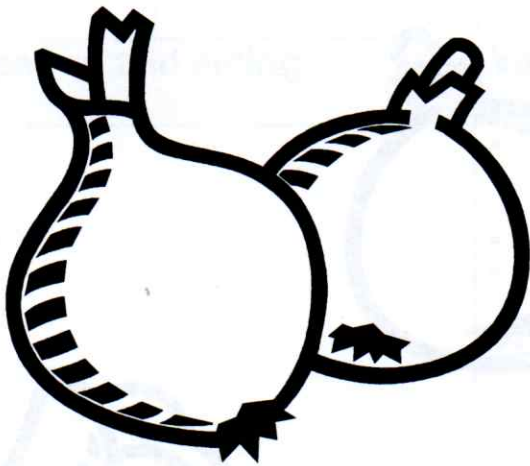
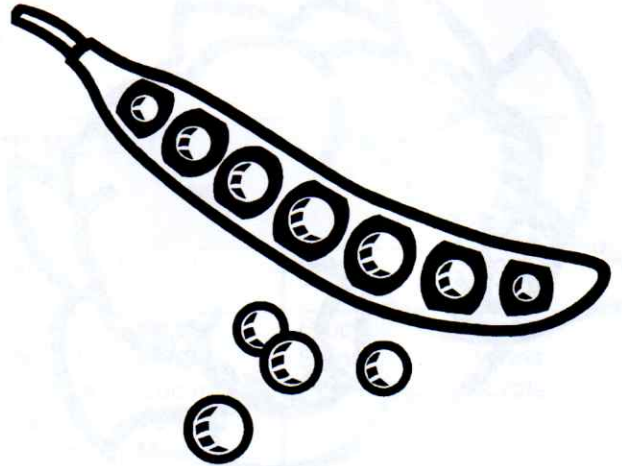
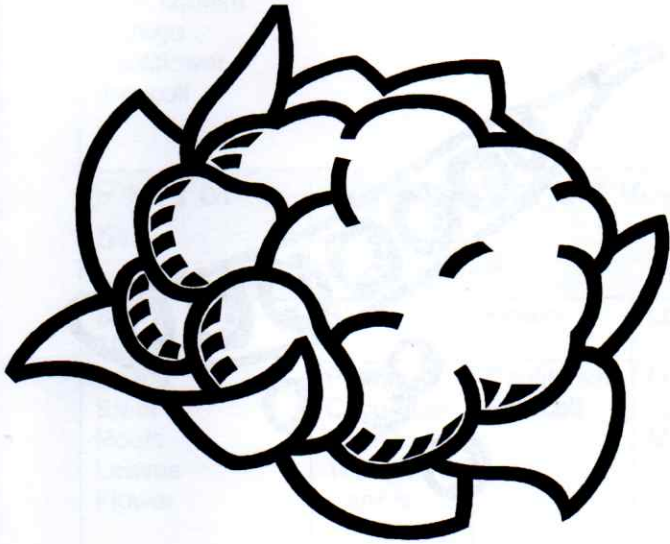
③ Year olds – Where relevant I have indicated how activities can be adapted for the three-year olds.

☺ Suggestions – Shows where I have offered extra help or advice.

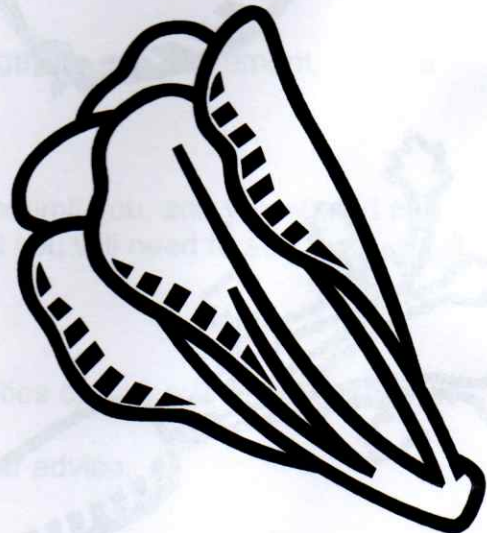
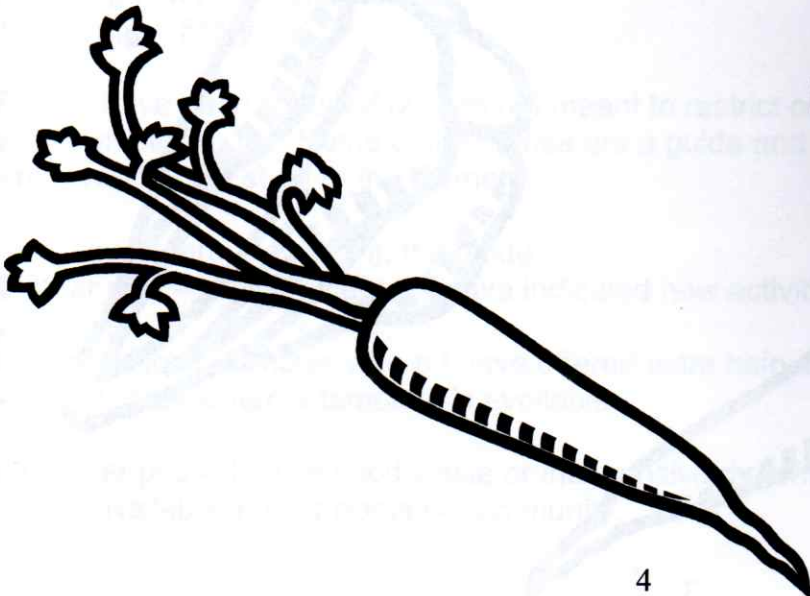
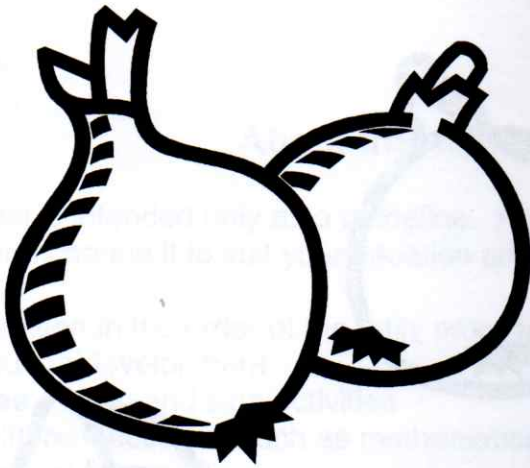
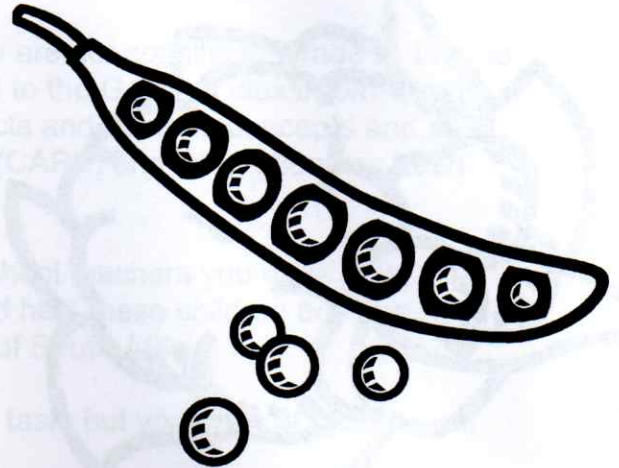
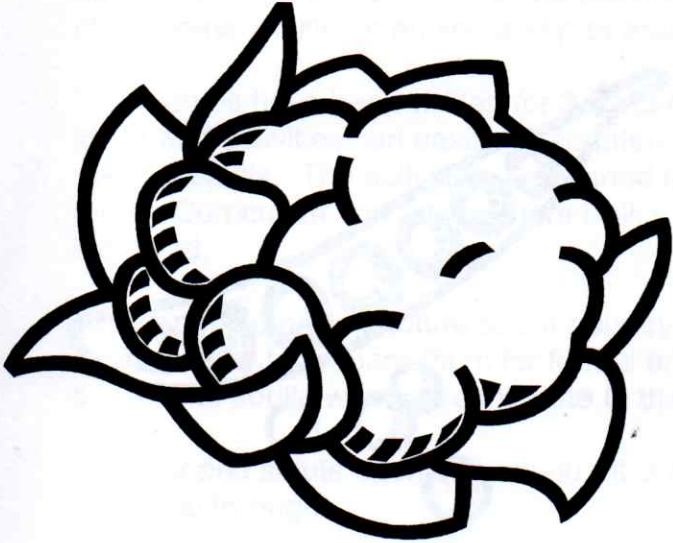
✍ – Indicates where a template is available.

Wherever possible, I've used waste or inexpensive materials for the lessons, which are readily available in your home or community.

vegetables

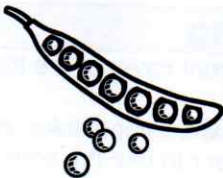


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Theme: Vegetables Theme information (concepts/contexts)

Different kinds of vegetables	
Cabbage Potato Spinach Turnips Carrots Gem squash Marogo Cauliflower Broccoli	Beans Peas Mealies Tomato Lettuce Cucumber Onions Butternuts Pumpkin



Parts of the vegetable	What part of the vegetable can we eat?						
	Skin	Flower	Leaves	Flesh	Seeds	Stems	Roots
Skin Flesh Seeds Stem Roots Leaves Flower	Potato Cucumber Tomato Turnips Carrots	Cauliflower Broccoli	Lettuce Spinach Marogo	Potato Butternut Cucumber Tomato Pumpkin	Beans Peas Cucumber Tomato Mealies	Broccoli Spinach	Potato Onions Carrots

Ways of preparing and eating vegetables	Value of vegetables
Cooked/raw Fresh/frozen Cut/whole Peeled or with skin on Tinned Dried Bottled Salads Soups	<ul style="list-style-type: none"> • Healthy food • Provide the body with vitamins and minerals and some are a good source of fibre • Keep your teeth healthy and help you to grow • Starch vegetables such as potatoes, peas and mealies provide the body with carbohydrate which gives you energy

Growing vegetables

Need: Seeds, good soil, water and sunlight

Vegetables that grow above the ground: tomato, beans, peas, cucumbers, gem squash, pumpkin, butternut, spinach, mealies, cabbage, cauliflower, broccoli

Vegetables that grow below the ground: potatoes, turnips, carrots and onions

Buying and packaging vegetables

Where do you buy vegetables: Vegetable shop (Greengrocer), supermarket, Fruit and Veg shop, Spaza, from the side of the road, farm stalls, market

Packaging: plastic bags, polystyrene trays, by the weight, wooden boxes, plastic net bags, sold individually, paper bags for potatoes

Note: You should never place dangerous (e.g. glass) or poisonous (e.g. some plants) items on your theme table.

Heading

Use the front cover of the theme or

Write the word vegetables in a potato shaped paper and print potato prints around the outline of the potato (Remember to use the correct grade 1 print)

Items to place on the table

- As many different fresh vegetables as you can afford– some cut open such as a gem squash
- Some vegetables could be in different packaging such as a net bag, brown packet from potatoes, a polystyrene tray and gem squash green bags.
- Plastic vegetables
- Empty tinned vegetable tin
- Vegetable soup box or packet
- Some dried vegetables such as onion flakes
- “Smash” instant potato packet

- A potato that has started to sprout (with eyes)
- A carrot top placed in a saucer of water and starting to sprout
- A bean seed covered with cotton wool (not tissue) and kept wet while it sprouts

- Packet of vegetable seeds
- Watering can
- Small rake



Pictures

Of different vegetables
Books with pictures of vegetables

Hands-on activity

Sprouting (growing) bean seed

Play dough recipe

Play dough recipe: Cooked

2 cups flour, 1 cup salt, 4 teaspoon cream of tartar(important – don't leave out), 1 tablespoon oil, 2 cups water, powder paint or food colouring.

- Mix all together in a medium pot. (including the paint or food colouring)
- Heat over medium heat, stirring all the time as it thickens
- Stir until it forms a ball. Cook and stir until the play dough is “dry” and firm (about 5 min)
- Remove from pot and knead well. Cool.
- Store in a plastic packet - sealed (no air) **Do not store in the fridge**
- **Do not let the play dough get wet; even wet hands from the learners will damage the play dough. You will not be able to add flour to fix the stickiness.**

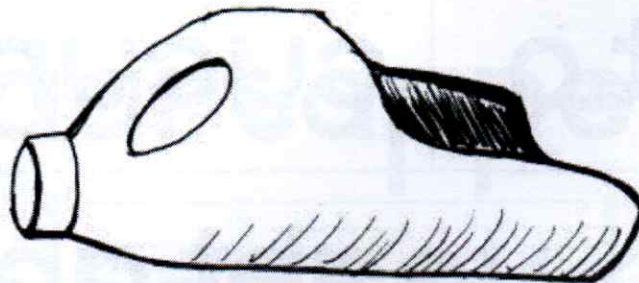
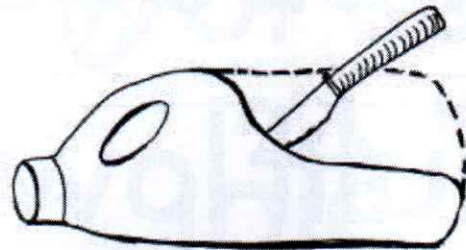
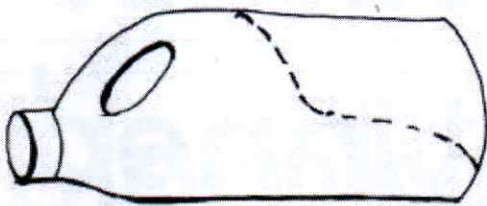
☺ **Printing pads:** Place thin sponge in flat polystyrene trays and pour paint onto the sponge. Don't wash the printing trays at the end of the activity. Allow to dry out and add fresh paint when you need to use them again.

Punch bag made from gem squash (or orange bags)

Fill an orange or gem squash bag with crumpled newspaper or old magazine pages. Attach a string to the top pf the bag and pull closed. Hang the punch bag from a tree, pole or jungle gym



Plastic scoops: Made from milk bottles or fabric softener bottles. Take care when cutting the plastic that the knife does not slip.



bean

spinach

butternut

seeds

pumpkin

broccoli

potato

marogo

mealie

onion

cabbage

carrot

cauliflower

tinned

tomato

cucumber

dried vegetables

boontjie

spinassie

botterskorsie

pampoen

brokkelie

kool

marog

mielie

sade

ui

tamatie

wortel

blomkool

inlê

aartappel

gedroogde groente

Weekly play area planning

Theme: Vegetables

Please visit Pinterest for many more ideas and activities for this theme <http://pinterest.com/kstedall/vegetables/>

Note: If you do not have the listed play materials, use any other suitable play materials which you have at your centre.

Indoor sand tray: Fill a flat container such as a tray or large polystyrene tray with sand pit sand. Wet the sand. Place different dried vegetable seeds next to the sand for the learners to create pictures and patterns in the sand using the seeds.

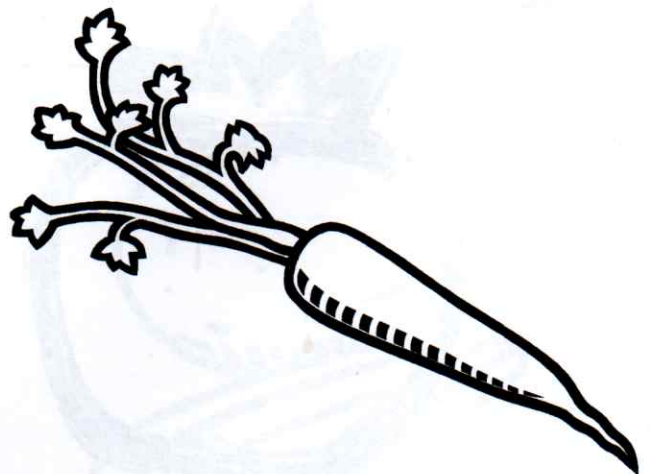
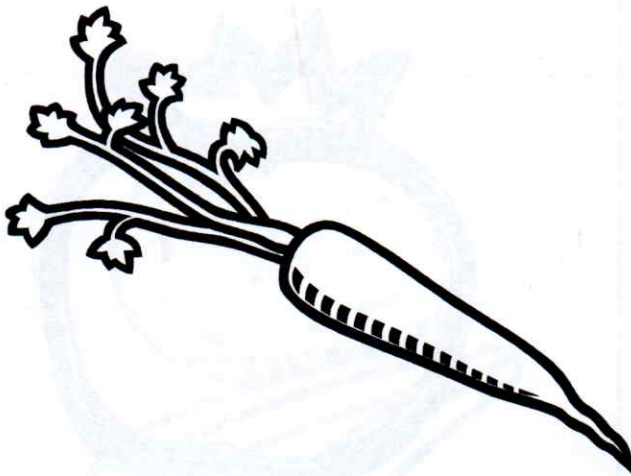
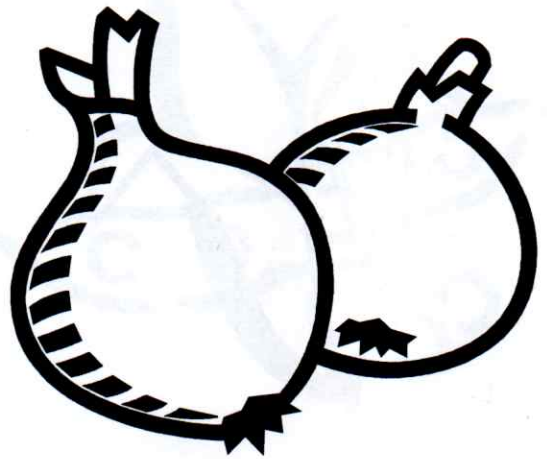
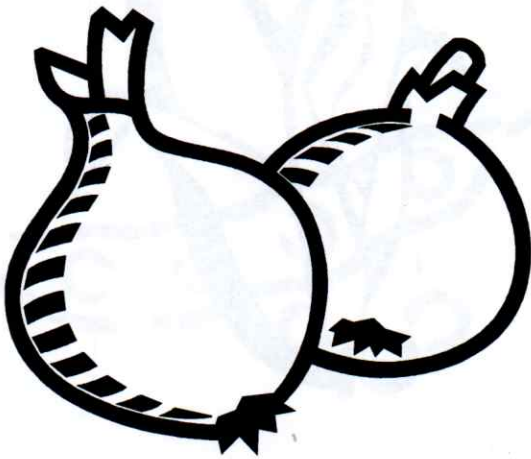
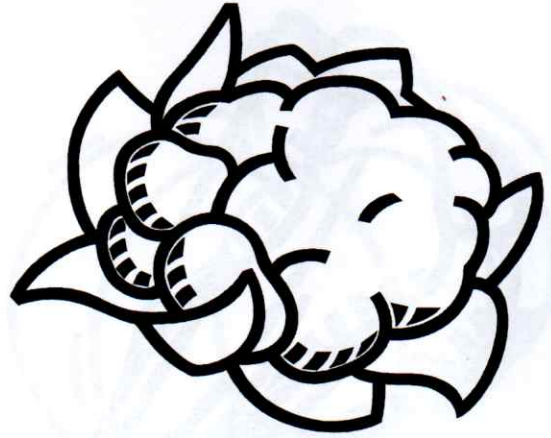
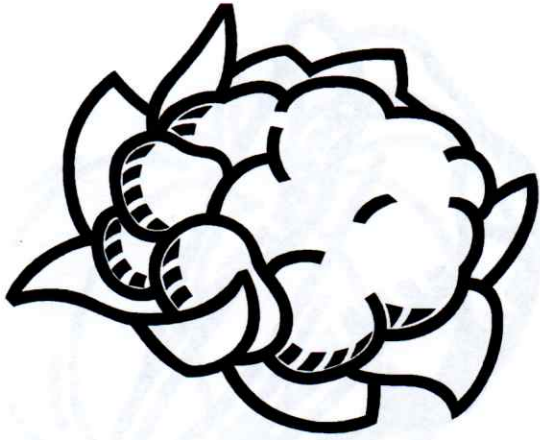
Day	Fantasy area	Educational toys	Block area	Book area	Outdoor	Water play	Sand play
Mon	Real vegetables Vegetable packaging Pretend money Plastic packets for shopping Till Shelves to display the vegetables Aprons Pens and paper	Sorting green pegs – either peg board pegs or coloured washing pegs	Trucks and cars	Books about vegetables	Sticks to draw in the sand	Watering cans (Make holes in the lid of milk bottles)	Rake Buckets Spades Dried beans
Tues		Matching vegetable cards Sand tray with dried beans (see above)			Punch bags	Yogurt cups	Used gem squash skins Old cooking pots and spoons to make veg soup
Wed		Sorting different coloured dried beans such as white and brown beans			Vegetable bags to jump over	Scoops	Pumpkin pips Probably best to put some sand in a separate container for this activity or you may have a pumpkin patch instead of a sandpit!
Thurs		Counting beans to match number cards			Punch bags	Tea sets	Sticks White powder paint to sprinkle
Friday		Ordering vegetables by size – carrots			Scoops and potatoes	Plastic vegetables to wash	Spades and beans Watering cans

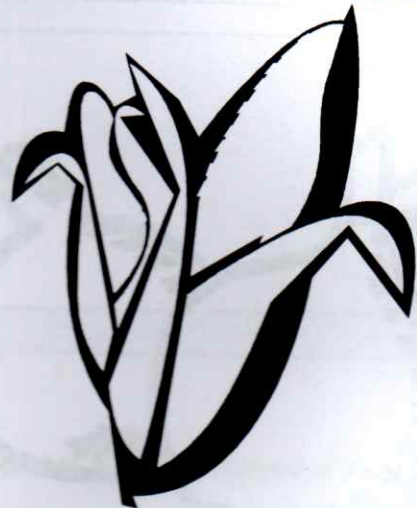
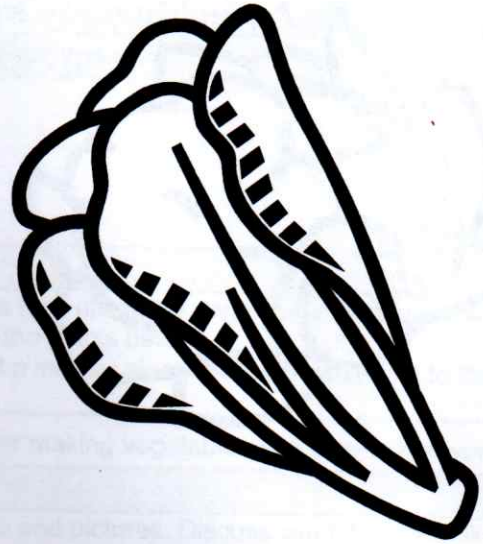
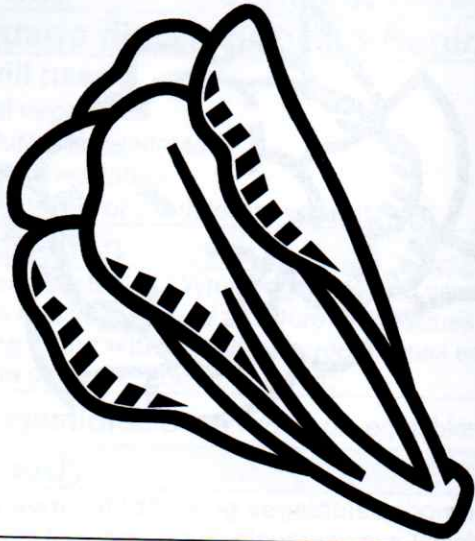
Weekly lesson planning Theme: Vegetables Ages: 3 – 6 y

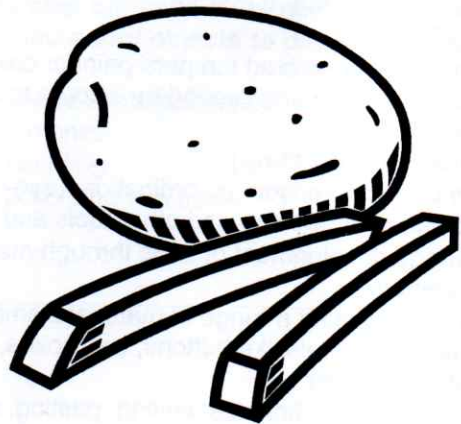
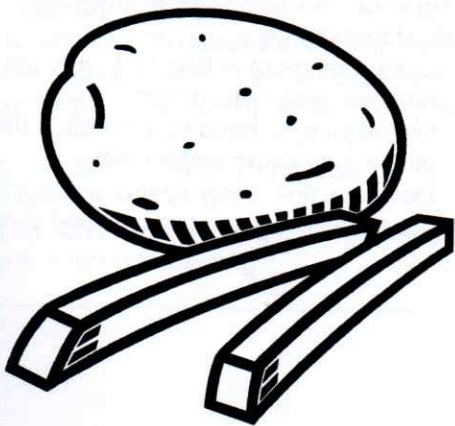
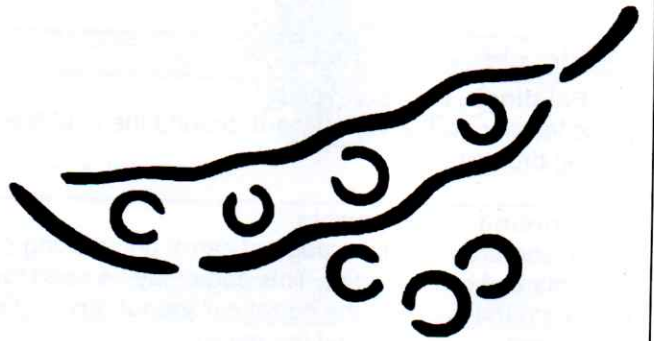
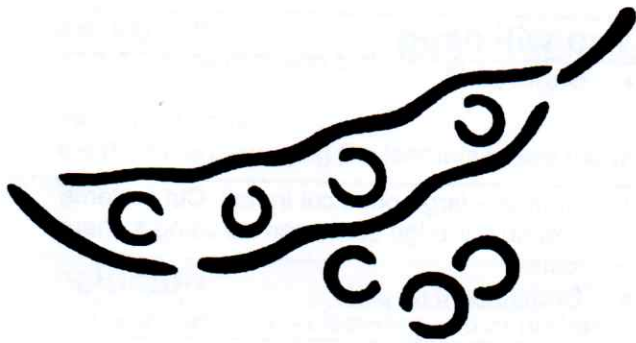
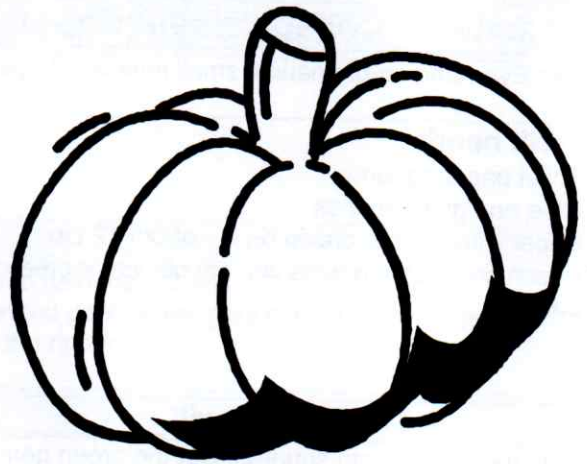
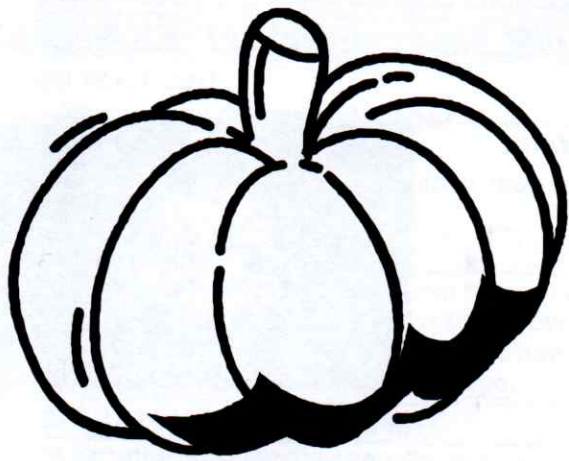
Day	Language and theme discussion(use concept web)	Main creative activities	Side creative activities	Second ring	Story Languages
Mon	<p>Different kinds of vegetables Discuss the different kinds of vegetable showing pictures or real vegetables Game: I'm thinking of a vegetable... Remember the sequence of the vegetables –visual and auditory</p>	<p>Collage a cauliflower – using toilet paper squares and green vegetable bags</p>	<ul style="list-style-type: none"> • Painting – around the cauliflower • Printing – with cut carrots • Painting – a small page orange for day 2 	<p>Life Skills: Performing arts Rhymes and songs New song: Dingle dangle scarecrow Rhymes: Dig a little hole I'm a tomato</p>	<p>Worm finds a new home Visual aids Picture of a worm and vegetables</p>
Tues	<p>What part of the vegetable can be eaten Use real vegetables which have been cut open Mathematics: Ordering carrots by size</p>	<p>Collage a carrot – using torn paper</p>	<ul style="list-style-type: none"> • Cutting – the carrot shape • Printing – with cut onions • Play dough – free play 	<p>Mathematics Sorting: Different coloured bean seeds Patterning: Using different coloured bean seeds and sequences Counting: With verbal addition and subtraction using bean seeds</p>	<p>The very enormous carrot Visual aids Peg people</p>
Wed	<p>Ways of preparing vegetables Discuss ways of preparing vegetables using pictures. Natural sciences: Dried vegetable flakes</p>	<p>Printing using potatoes – on a potato shaped paper</p>	<ul style="list-style-type: none"> • Cut and paste – different vegetables • Painting – own choice of vegetables • Play dough – with plastic knives 	<p>Mathematics Graph: Data handling Favourite vegetable</p>	<p>The vegetable dream Visual aids Real vegetables or pictures</p>
Thur	<p>Growing vegetables Discuss what seeds need to grow. Using pictures or real vegetables discuss which vegetables grow above and below the ground. Rhyme: We are going to plant a bean and Five little peas in a pod</p>	<p>Drawing seed packets – using wax crayons</p>	<ul style="list-style-type: none"> • Collage – a scarecrow using toilet rolls • Collage – the clothes of the scarecrow using pieces of material • Painting – the vegetables around the scarecrow 	<p>Life skills: Beginning knowledge Natural sciences Growing a bean seed Making vegetable soup</p>	<p>Jack and the bean stalk Visual aids Beans Picture of a hen, money and a harp</p>
Frid	<p>Buying and packaging vegetables Technology: Look at different vegetable packaging materials and containers Drama and role-play: Buying vegetables using good manners</p>	<p>Drawing own choice of vegetables – cutting and pasting to a polystyrene tray</p>	<ul style="list-style-type: none"> • Cut and paste – the drawn vegetables • Printing – with dry mealie cobs • Play dough – with seeds 	<p>Life skills: Physical development Games and movement Pass the potato Hot potato Here we go round the veggie patch Hide the potato</p>	<p>Peter plants beans Visual aids 5 bean seeds and the number cards</p>

First ring	Concept: Different kinds of vegetables	Ages: 3 – 6 y
Language discussion and Beginning Knowledge		
<p>You will need:</p> <ul style="list-style-type: none"> • Real vegetables • Pictures of vegetables ✍ • Plastic vegetables • Word labels of the different vegetables ✍ 		
Introduction		
<p>Who likes vegetables? What vegetables do you like the most? As they name the vegetables try and show them the real vegetable or a picture and discuss each one using the points below. Labelling items with words: As you discuss each vegetable let a learner place the word label next to the vegetable and 'read' the word aloud.</p>		
<p>☺ Suggestions: Buy a variety of vegetables and use them for making vegetable soup later in the week</p>		
Main body		
<p>Discuss some of following vegetables showing real vegetables and pictures. Discuss what they look like; what shape they are, what colour they are, which are winter and summer vegetables, the texture – hard or soft etc</p>		
Cabbage, Potato Spinach Turnips Carrots Gem squash Marogo Cauliflower Broccoli	Beans Peas Mealies Tomato Lettuce Cucumber Onions Butternuts Pumpkin	
Conclusion and activity		
<p>Game: I'm thinking of a vegetable that</p> <ul style="list-style-type: none"> • Has a brown skin and its name starts with a 'p' (potato) • A white vegetable and its name starts with a 'c' (cauliflower) <p>Continue in this way referring to either the real vegetables on the table or to pictures displayed at the theme table.</p> <p>Game: Auditory memory (Remember what you hear) Say three vegetable names of vegetables that are on the theme table. The learners must remember what you said and set out the three vegetables. Continue increasing the number of vegetables each time.</p> <p>Visual memory: Set out a sequence of vegetables and ask the learners to remember what they see. Remove the vegetables and see if the learners can place the vegetables back in the same order.</p> <p>Match vegetable pictures together to make sets. ✍ using the picture cards on the next few pages.</p>		
<p>③ Year olds: Leave out the sound that the vegetable begins with.</p>		

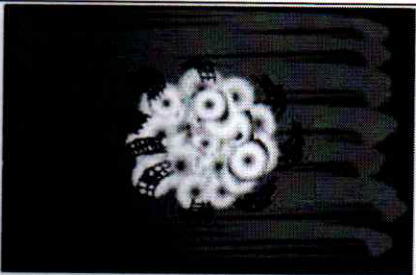

Subjects, study areas, skills, content and integration	
<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Talks about pictures in posters, theme charts, books • Begins to recognise that words are made up of sounds e.g. the beginning letter of vegetable names • Listens to and recalls simple word sequences in order (e.g. vegetable names) 	<p>Life Skills: Beginning knowledge Topic: Vegetables Context: Different kinds of vegetable</p> <ul style="list-style-type: none"> • Names of vegetables








Theme: Vegetables Day 1

Creative activities	Concept: Different kinds of vegetables	Ages: 3 – 6 y
Main activity: Collage a cauliflower		
Skills: Eye-hand co-ordination, small muscles, large muscles		
You will need: <ul style="list-style-type: none"> • Toilet paper squares • Glue and glue brushes • Paper with a circle drawn on it – about 12 cm • Green gem squash bags cut into pieces or green paper 	Diagram: 	
The teacher will		The learners will
Tear the toilet paper into squares. Cut the green gem squash bags into smaller pieces		Paste crumpled toilet paper squares into the circle for the white cauliflower. They will paste the pieces of green gem squash bags around the circle for the leaves of the cauliflower. The collage is painted at the side activity
 Suggestions: No gem squash bags – either draw the leaves, print the leaves or use green crinkle paper (crepe) squares		

Side art activities	You will need
1. Painting – the cauliflower The learners will paint the earth around the cauliflower using brown paint	<ul style="list-style-type: none"> • Brown paint
2. Printing – with carrots The learners will print a page of carrot prints using cut carrots and orange paint. This page may be used for the background page for the carrot collage for day 2. (Or only print a frame around the page)	<ul style="list-style-type: none"> • Carrots – large ones cut in half. Cut patterns around the edge of the carrots using a sharp knife • Orange printing pads
3. Painting – a small page orange for day 2 The learners will paint a small piece of paper orange	<ul style="list-style-type: none"> • Paint – orange • A5/A6 paper
 Suggestions: To make orange paint mix equal quantities of red and yellow powder paint	

3 Year olds: Make sure they only paint around the cauliflower or you may have brown cauliflowers

Subjects, study areas, skills, content and integration

Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Craft skills and techniques: cutting, pasting, tearing • Simple printmaking techniques to create informal pattern using carrots 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc
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Theme: Vegetables Day 1

Second ring	Concept: Different kinds of vegetables	Ages: 3 – 6 y
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Life skills: Performing arts: Rhymes and songs

- You will need:**
- Words of the rhymes and songs
 - Scarecrow picture
 - Small empty tin and some big dried bean seeds

Introduction

Sing a song the learners all know well to warm them up and to gain their attention.
 Ask the learners if they know what a scarecrow is? It's a pretend person that gets placed in the vegetable patch to scare away the birds (they eat the new shoots and the ripe fruit)
 Show them the picture (on the next page)

Main body

New song: Dingle dangle scarecrow
 Sing the song through for the learners once.
 Sing the 1st verse and ask the learners to join in where they can
 Sing it again.
 Continue with each verse until the learners have learnt most of the words
 Add the actions and sing it through twice more with all the actions and the learners all singing with you.
 Repeat this song throughout the week when you have a transition time.



Rhyme: Dig a little hole
 Say it with the learners and include the actions

Rhyme: I'm a tomato
 Say the rhyme encouraging the learners to say the words with you and to do the actions

Conclusion

Activity: Mathematics – Listening and counting
 Ask the learners to sit quietly with their eyes closed (or lie down) and drop beans into a tin one by one. The learners must listen and tell you how many beans you dropped into the tin. Let them clap the same number they heard. Vary the amounts each time, remembering to drop them one by one and to be sure the learners are all listening when you start.

Subjects, study areas, skills, content and integration

<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes <p>Subject: Life Skills: Performing arts Creative games and skill</p> <ul style="list-style-type: none"> • Singing action songs using different parts of the body to interpret the song 	<p>Subject: Mathematics Topic: Number concept development Estimate and count objects to develop number concept</p> <ul style="list-style-type: none"> • One-to-one correspondence • Count in ones • Rote counting • Clap according to number
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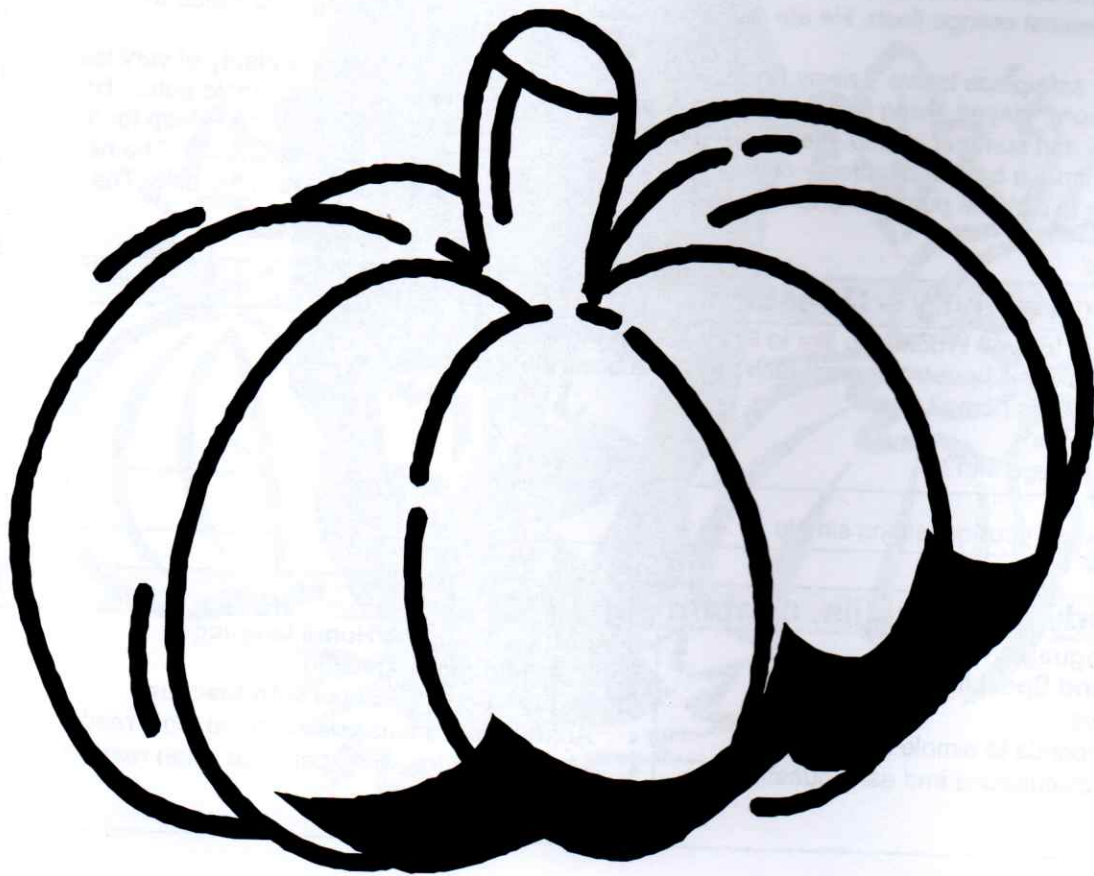
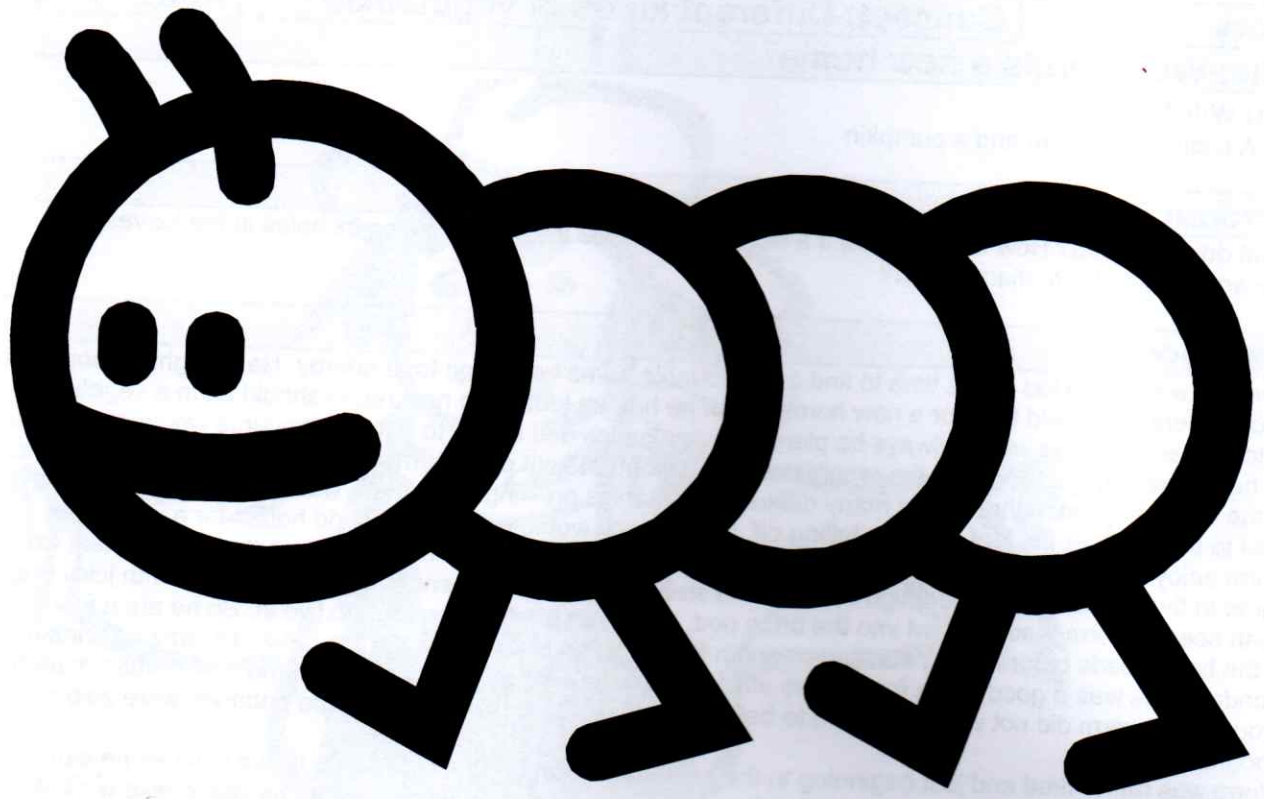
Scarecrow



Theme: Vegetables Day 1

Story	Concept: Different kinds of vegetables	Ages: 3 – 6 y
Title: Worm finds a new home		
You will need:		
<ul style="list-style-type: none"> • A picture of a worm and a pumpkin 		
Introduction		
<p>What do worms eat? How do you know if a worm has eaten a leaf (there are small holes in the leaves) Are worms tasty for humans to eat?</p>		
Main body		
<p>One day worm decided it was time to find a comfortable home with good food nearby. He thought for some time about where he should look for a new home. Then he had an idea! The new home should be in a vegetable patch. That way there would always be plenty of juicy leaves and stems to eat and the birds would not find him as he was also green between the green leaves. So worm set out on a journey. He came to a vegetable patch. In the vegetable patch there were many different vegetables growing. First there was a row of spinach. Worm tried to sleep under the leaf but kept falling off. No, spinach would not make a good house for a worm. But worm enjoyed eating their juicy leaves and soon there were lots of small round holes in the leaves. Next worm came to the beans. He climbed high up the bean stalk until he came to some large beans filled with juicy green bean seeds. Worm tried to crawl into the bean pod, but it was too thin for worm to live in. So he ate a few holes in the bean seeds before going back down again. He wriggled on in the vegetable patch. He was beginning to wonder if this was a good place for a home after all. Next he came to the carrots, but the carrot was under the ground and worm did not want his home to be underground. So he wriggled on. The potatoes were also no good to live in.</p> <p>Worm was rather tired and just beginning to think he would never find a nice home to live in when he came to a big white pumpkin. Worm did not recognize the pumpkin as a vegetable. He thought he would take a nibble or two. He did not like the taste of the hard white skin. Just when worm thought he should move on he suddenly tasted the nicest, sweetest orange flesh. He ate some more and suddenly fell into a big hole inside the pumpkin.</p> <p>Now this looks like a safe place to live – away from the birds and the hot sun and there is plenty of very tasty food right here. So worm stayed, living in the pumpkin, eating all the vegetables in the vegetable patch. He grew fatter and fatter and summer ended. He spun himself into a cocoon inside the pumpkin to sleep for the winter. In the spring time, a beautiful butterfly came out of the cocoon and flew out of the pumpkin. The next day the farmer came to pick the pumpkin and wondered what had made all the little holes in the skin. The butterfly just smiled.</p>		
Conclusion and activity – Questions		
<p>Where did worm want to live? Would you like to live in a vegetable patch? Why did worm not make his house in the spinach plant, the bean plant or the carrot plant? Where did worm make his home? Why was it a good home? What did the worm change into?</p>		
<p>3 Year olds: Keep your questions simple.</p>		

Subjects, study areas, skills, content and integration	
<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Listens to stories • Listens and responds to simple questions • Participates in discussions and asks questions 	<p>Integration: Subject: Home language Skill: Reading and Viewing Shared reading as a class with teacher</p> <ul style="list-style-type: none"> • Answers questions based on the story read • Makes links to own experience when reading with the teacher



Theme: Vegetables Day 2

First ring	Concept: What part of the vegetable can be eaten?	Ages: 3 – 6 y
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Language discussion and Beginning Knowledge

You will need:

- Gem squash – one whole one and one cut in half
- A variety of real vegetables or pictures
- Five carrot outlines – cut out and coloured

Introduction

Show the learners some of the vegetables that you showed them yesterday. Revise the name of the vegetables. Show the learners a gem squash. Discuss what they see. Ask what they will find inside the gem squash. Have another gem squash already cut open to show the learners the inside of the gem squash. Name the skin, flesh and the pips

☺ **Suggestions:** Cut a gem squash open before the lesson as it is often quite difficult to cut a raw gem squash.

Main body

Discuss the different parts of the vegetables showing real vegetables cut open e.g. gem squash and potato. Name the different parts of the vegetables and discuss each vegetable with reference to what part we eat.

Parts of the vegetable	What part of the vegetable can we eat?						
Skin	Skin	Flower	Leaves	Flesh	Seeds	Stems	Roots
Flesh							
Seeds	Potato	Cauliflower	Lettuce	Potato	Beans	Broccoli	Potato
Stem	Cucumber	Broccoli	Spinach	Butternut	Peas	Spinach	Onions
Roots	Tomato		Marogo	Cucumber	Cucumber		Carrots
Leaves	Turnips			Tomato	Tomato		
Flower	Carrot			Pumpkin	Mealies		

Conclusion and activity

Mathematics – ordering carrots

Show the learners the five carrots. Arrange them from the longest to the shortest. Take them down and hand them out to the learners. They arrange them again. Muddle the order and ask learners to sequence them correctly again. Set them out in the educational toy area.



Subjects, study areas, skills, content and integration

Subject: Home language

Skills: Listening and Speaking

- Participates in discussions and asks questions
- Listens and responds to simple questions
- Talks about pictures in posters, theme charts, books

Subject: Mathematics

Content: Measurement: Length

Informal measuring

- Compare and order the length of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, taller, shorter, wider

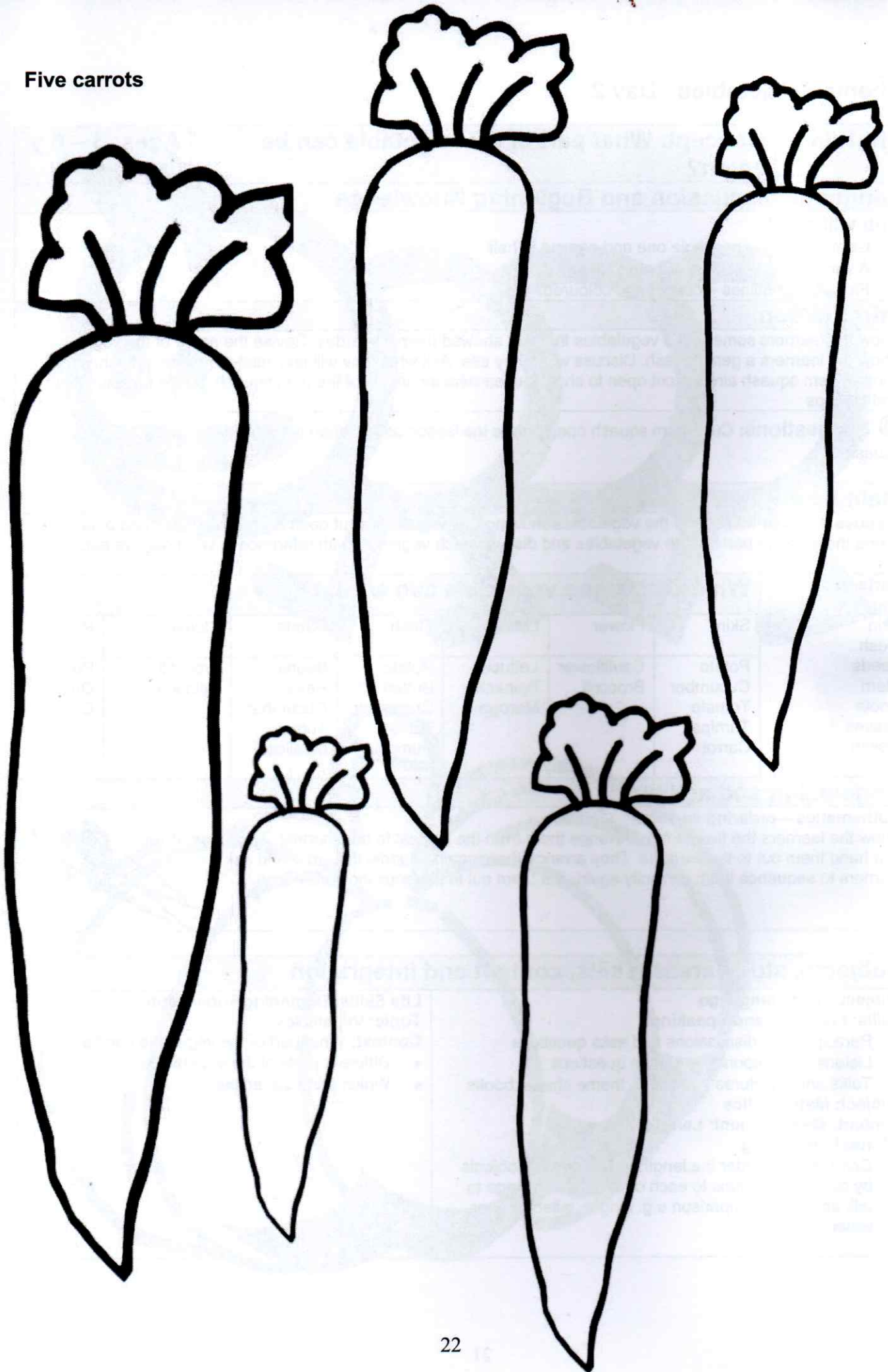
Life Skills: Beginning knowledge

Topic: Vegetables

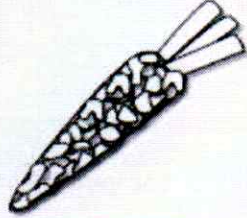


Context: What part of the vegetable can be eaten

- Different parts of the vegetables
- Which parts are edible


Five carrots



Theme: Vegetables Day 2

Creative activities	Concept: What part of the vegetable can be eaten?	Ages: 3 – 6 y
Main activity: Collage a carrot using torn paper		
Skills: Eye-hand co-ordination, small muscles, planning, perseverance		
You will need: <ul style="list-style-type: none"> • Carrot outline • Orange painted paper from day 1 • Glue and glue brushes • Green wax crayons 	Diagram: 	
The teacher will		The learners will
Trace a carrot outline for each learner		Cut the carrot shape out BEFORE they begin to collage (at side table) Tear the orange paper into smaller pieces and paste them onto the carrot shape. They will colour the leaves green
 Suggestions: You can use torn egg boxes to fill in the carrot outline and paint them orange. Only set out green wax crayons for this activity		
 3 Year olds: Tear the paper into smaller pieces. Cut out the carrots for this age group.		

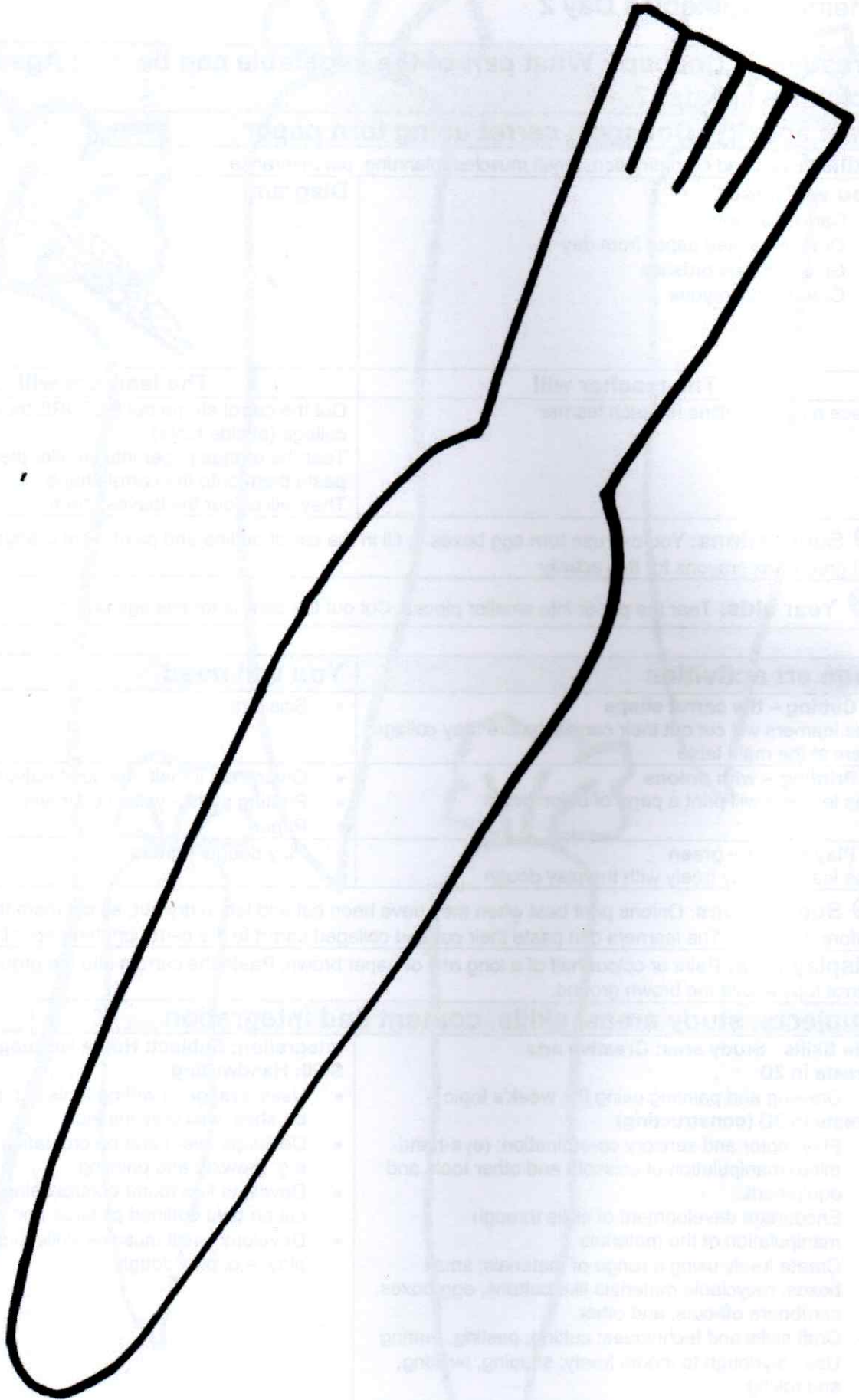
Side art activities	You will need
1. Cutting – the carrot shape The learners will cut out their carrots before they collage them at the main table	<ul style="list-style-type: none"> • Scissors
2. Printing – with onions The learners will print a page of onion prints	<ul style="list-style-type: none"> • Onions cut in half – about 4 halves • Printing pads – yellow or brown • Paper
3. Play dough – green The learners play freely with the play dough	<ul style="list-style-type: none"> • Play dough – green

 **Suggestions:** Onions print best when they have been cut and left to dry out, so cut them the day before. Optional: The learners can paste their cut and collaged carrot to the carrot printed paper from day 1

Display idea: Paint or colour half of a long row of paper brown. Paste the carrots into the ground with the carrot tops above the brown ground.

Subjects, study areas, skills, content and integration

Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Drawing and painting using the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Craft skills and techniques: cutting, pasting, tearing • Use playdough to model freely: shaping, twisting, and rolling • Simple print-making techniques using found objects such as onions 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc • Develops small muscles skills through finger play, e.g. play dough
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Theme: Vegetables Day 2

Second ring	Concept: What part of a vegetable can be eaten?	Ages: 3 – 6 y
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Mathematics: Sorting, patterning and counting

● **Year olds:** Keep the activities on their level. Leave out addition and subtraction and focus on patterning and counting

You will need:

- Dried white beans
- Dried brown beans
- Polystyrene tray or something similar for each learner

Introduction

Counting: Show the learners some vegetables and ask them to count how many they see. Continue varying the amounts of vegetables you show (potatoes work well)

Seat the learners in a circle. I ask them to sit on the edge of the carpet. Seat your learners who need extra attention near to you. Hand a polystyrene tray to each learner (or something similar) and give each learner a small handful of white and brown beans. Let them “play freely” with them until all the plates and beans have been distributed.

Main body

Sorting: Ask the learners to sort the beans – brown beans on one side and white beans on the other side.

Patterning: Show the learners the first pattern by setting it out on the carpet in front of you where all the learners can see it to copy. Check which learners do not understand and help them. You may need to set out another pattern for them to copy before you can ask them to create patterns according to verbal instructions

Ask the learners to set out the following patterns of beans (add other patterns – verbally only)

- One white, one brown, one white, one brown
- Two white, one brown, two white, one brown
- Two brown, two white, two brown

Add some of your own patterns.

Counting: Ask the learners to count out five white and five brown beans (or whatever number you think they will understand) Ask the learners to return the extra beans that they have otherwise it becomes confusing when they end up mixing them.

Ask the learners to set out different numbers of beans in front of them. You can make it more complex by asking for 3 white beans and 2 brown beans etc. Continue asking for different amounts of beans and checking that the learners are correct. Use a variety of combinations.

Addition: Ask the learners to put out 5 beans and 2 beans – to count them together. Use words like add, equals and altogether. Continue with other combinations.

Subtraction: Ask the learners to set out 8 beans and to take away 2 beans. How many are left? Use words such as take away, equal, subtraction. Continue with other combinations.

Conclusion

Give the learners time to play freely with their beans for a few minutes before collecting all the beans. Make sure the learners sort the beans and place the white beans in one container and the brown beans in another.

Subjects, study areas, skills, content and integration

<p>Subject: Mathematics Content: Numbers, Operations and Relationships Topic: Number concept development: Count with whole numbers Counting objects</p> <ul style="list-style-type: none"> • Estimate and count to at least 10 everyday object readily <p>Topic: Number concept development: Solve problems in context Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve word problems (story sums) in context and explain own solution to problems involving addition and subtraction with answers up to 10 <p>Content: Patterns, Functions and Algebra Geometric patterns Copy and extend</p> <ul style="list-style-type: none"> • Copy and extend simple patterns using physical objects and drawings (e.g. using colours and shapes) 	<p>Topic: Number recognition Uses numbers in familiar contexts</p> <ul style="list-style-type: none"> • Identify numbers in pictures and dot cards • Play number card games <p>Knows number symbols and recognise number names</p> <ul style="list-style-type: none"> • Semi-concrete with 2-D objects such as number and picture cards; dot cards <p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Matches and sorts things according to shape, colour, size etc
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Mathematics – Number cards Day 2

1

2

3

4

5

6

Mathematics – Number cards Day 2

7

8

9

10

0

Story **Concept: What part of the vegetable can we eat?** **Ages: 3 – 6 y**

Title: The very enormous carrot (many learners do not know turnips!)

You will need:

- Peg people (Colour, cut and Presstick each one to a peg)
- Box such as a beer tray or shoe box to peg the people onto (even the back of a chair works well)

Introduction

Who know where a carrot grows.(In the ground) How do you know when it is time to pull up a carrot (difficult as you cant see the carrot in the ground). Do you know what size enormous is? (very, very big)

Main body

One sunny morning a man decided to plant some carrot seeds. He fetched the garden fork from the shed and dug a patch of his vegetable garden. It was hard work, but he made sure there were no weeds or big stones left. Then very carefully he sprinkled on the carrot seeds in rows. He took great care of his seeds, watering them each day. In a few days little green shoots appeared. As the days went by the carrots grew bigger and bigger. But one carrot grew bigger than all of the others. It was so big you could even see the orange carrot sticking out from the ground. The man decided it was time to pull out the very big carrot (*show the carrot*) so they could have it for dinner. So the man took hold of the leaves with both his hands and he pulled and he pulled (*Attach the man to the carrot*). But he could not pull up the very enormous carrot. The man asked his wife to help him. So the man pulled the carrot and the woman pulled the man. They pulled with all their might (*Add the wife*). But they could not pull up the very enormous carrot. (*Ask the learners to help pretend to pull the carrot*)

Continue with the story repeating the above phrase to include the following helpers.

(*Add each one to the box as you call them out by pegging them one behind each other to a box*)

A little girl, a dog, a cat, a mouse

They all pulled and pulled and pulled with all their might." Don't stop now, I think we've done it" shouted the man. And then, all of a sudden, the very enormous carrot came flying out of the ground. The cat fell on the mouse, the dog fell on the cat, the girl fell on the dog, wife fell on the girl and the man fell on his wife (*Make the people fall over*)

It was the most enormous carrot they had ever seen! When everyone had finished laughing, they all got back onto their feet. "You must all stay for dinner to enjoy the carrot" said the man and the lady.

So they all stayed for dinner and enjoyed every mouthful of the very enormous juicy carrot.

Suggestion: Enlarge the people and make two sets so the learners can retell the story to each other.

Conclusion and activity – Questions

What seeds did the man plant?

What did the one carrot seed do?

Why could the man not pull out the carrot?

Who did they call to help?

(*Ask the learners to arrange the people in the same order as they were called in the story*)

What would you have done to get the carrot out of the ground?

3 Year olds: Keep your questions simple

Subjects, study areas, skills, content and integration

Subject: Home language

Skills: Listening and Speaking

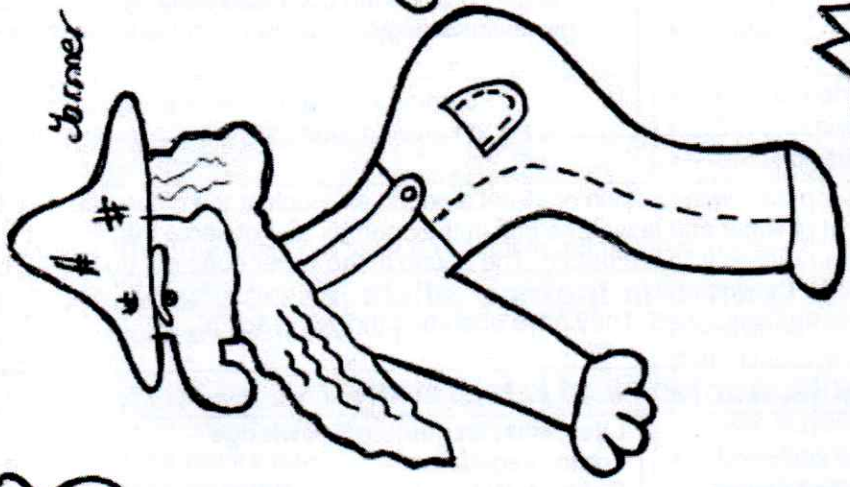
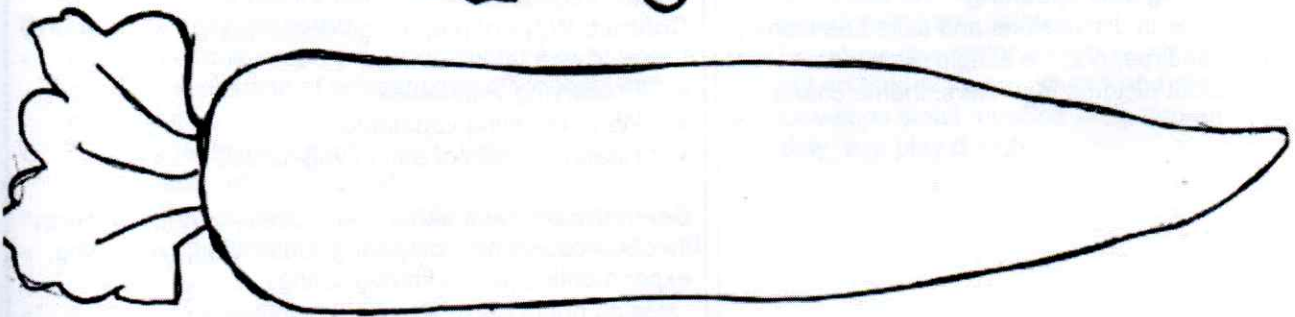
- Listens to stories
- Listens and responds to simple questions
- Participates in discussions and asks questions

Integration: Subject: Home language

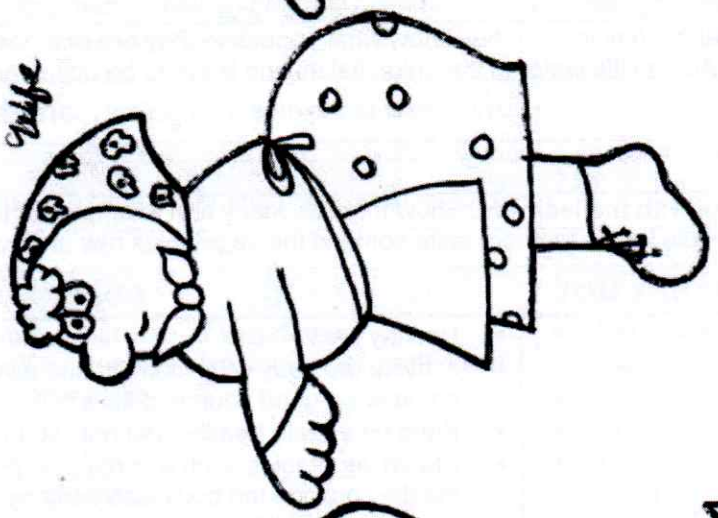
Skill: Reading and Viewing

Shared reading as a class with teacher

- Answers questions based on the story read
- Makes links to own experience when reading with the teacher
- Arranges a set of pictures in such a way that they form a story



Farmer



Wife



Daughter



Dog



Cat



Mouse

First ring	Concept: Ways of preparing and eating vegetables Value of vegetables	Ages: 3 – 6 y
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Language discussion and Beginning Knowledge

You will need:

- Onion flakes
- Small bowl of water
- Potato
- Sharp knife to peel potato
- Tinned vegetable tins
- Fresh and frozen vegetables
- Cooked and raw vegetables



Introduction

Show the learners some dried onion flakes. Ask them if they know what vegetable they are and pass them around for the learners to smell them. Add a little water to the onion flakes and leave to be observed at the end of the lesson.

Main body

Discuss some of the following points with the learners. Show them as many real examples of the different ways of eating vegetables. Where possible let the learners taste some of the vegetables raw and cooked e.g. beans

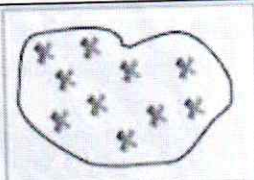
<p>Cooked/raw Fresh/frozen Cut/whole Peeled/ with skin on</p> <p>Tinned Dried Bottled Salads Soups</p>	<ul style="list-style-type: none"> • Healthy food • Provide the body with vitamins and minerals and some are a good source of fibre • Keep your teeth healthy and help you to grow • Starch vegetables such as potatoes, peas and mealies provide the body with carbohydrate which gives you energy
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Conclusion and activity

Natural sciences: Show the learners a potato with the skin on. Peel a potato and look at the difference. Cut the potato in half and put one half in a bowl of water and leave one half in the open air and observe that it goes brown. Why? Because the air causes a reaction with the potato. The potato in the water does not go brown as it is protected (not exposed) from the air by the water.
Look at the onion flakes. Observe what has happened. They have absorbed the liquid again.

Subjects, study areas, skills, content and integration

<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Talks about pictures in posters, theme charts, books 	<p>Life Skills: Beginning knowledge Topic: Vegetables Context: Ways of preparing vegetables Value of vegetables</p> <ul style="list-style-type: none"> • Preserving vegetables • Ways of eating vegetables • Health benefits of eating vegetables <p>Scientific process skills; the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;</p> <p>Personal and Social Well-being</p> <ul style="list-style-type: none"> • Nutrition
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Creative activities	Concept: Ways of preparing and eating vegetables Value of vegetables	Ages: 3 – 6 y
Main activity: Printing with potatoes in a potato shape		
Skills: Eye hand co-ordination, small muscles, large muscles		
You will need:	Diagram:	
<ul style="list-style-type: none"> • Large paper • Potatoes • Printing pads – brown • Scissors 		
The teacher will	The learners will	
Draw a potato shape for each learner. Prepare the potatoes by cutting them in half and cutting patterns around the edge using a sharp knife	The learners will cut out the potato shape and print potato prints in the potato shape	
😊 Suggestions: Printing on brown paper is effective.		
🕒 Year olds: Cut the paper into potato shapes for them		

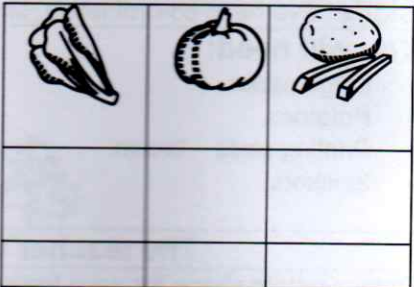

Side art activities	You will need
1. Cut and paste – pictures of vegetables The learners will cut vegetables pictures and paste them to a page or a paper plate	<ul style="list-style-type: none"> • Vegetable pictures (supermarket adverts have many) • Scissors • Glue and glue brushes • Paper
2. Painting – vegetables The learner will paint a vegetable of their choice	<ul style="list-style-type: none"> • Paint – a variety of colours • Paper
3. Play dough – green with plastic knives The learners will cut the play dough using the plastic knives	<ul style="list-style-type: none"> • Play dough – green • Plastic knives • Small plastic lids or plates

🕒 **Year olds:** They may not paint a vegetable. Allow them to enjoy the paint but limit the colours to only 3

Subjects, study areas, skills, content and integration

<p>Life Skills Study area: Creative arts</p> <p>Create in 2D</p> <ul style="list-style-type: none"> • Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week's topic <p>Create in 3D (constructing)</p> <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Craft skills and techniques: cutting, pasting, tearing • Use playdough to model freely: shaping, twisting, and rolling • Simple print-making techniques using found objects such as potatoes 	<p>Integration: Subject: Home language</p> <p>Skill: Handwriting</p> <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc • Develops small muscles skills through finger play, e.g. play dough
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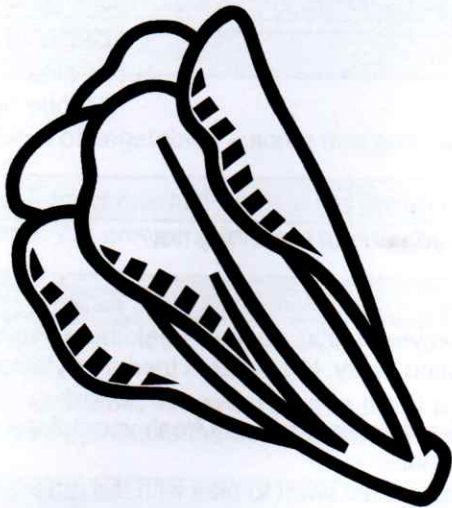
Theme: Vegetables Day 3

Second ring	Concept: Ways of preparing and eating vegetables Value of vegetables	Ages: 3 – 6 y
Mathematics – data handling – graph		
You will need:		
<ul style="list-style-type: none"> • Graph sheet • Milk lids – all the same colour • Presstick • Labels for the top of the graph 		
 Suggestions: Be sure the learners understand the choice between the three vegetables		
Introduction		
<p>Today we are going to find out how many learners like spinach, pumpkin or potato. The learners must predict (guess) what the answer will be.</p> <p>Graph: What is your favourite vegetable between spinach, pumpkin and potatoes</p> <p>Teacher: Use the pictures on the next page. Colour them in. ✍</p>		
Main body		
<p>Ask the learners to decide what vegetables are liked the most in the group. Allow the learners to come up two by two and place their lid under the picture of the vegetable they like. The lids must touch each other and be one below the other)</p> <p>After each learner has placed their lid, look at the rows of lids.</p> <p>Ask the following questions.</p> <ul style="list-style-type: none"> • Which row is the longest? Under which vegetable are they placed? Which vegetable is liked the most? • Which row is the shortest? Under which vegetable are they placed? Which vegetable is liked the least? • Are any rows the same (equal)? Which are they? • Which row is the next longest? Under which vegetable are they placed? <p>Draw a line across the bottom of the graph page. With the help of the learners count the lids under each row and write the numeral (number) under the column.</p> <p>Count different rows of lids together e.g. longest and shortest (addition)</p> <p>Count all the counters and then count the learners to see that every learner had a turn to place a counter</p>		
Conclusion		
Which vegetable did you think would be liked the most? Were we correct?		

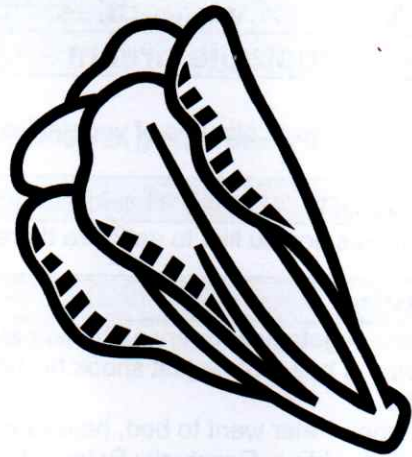
Subjects, study areas, skills, content and integration	
<p>Subject: Mathematics Content: Data Handling Collect and sort objects</p> <ul style="list-style-type: none"> • Collect and organise objects • Collect and sort everyday physical objects <p>Discuss and report on sorted collection of objects</p> <ul style="list-style-type: none"> • Answer questions about how the collection was sorted 	<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Listens to stories • Listens and responds to simple questions • Participates in discussions and asks questions • Matches and sorts things according to shape, colour, size etc

Mathematics: Data handling: Graph

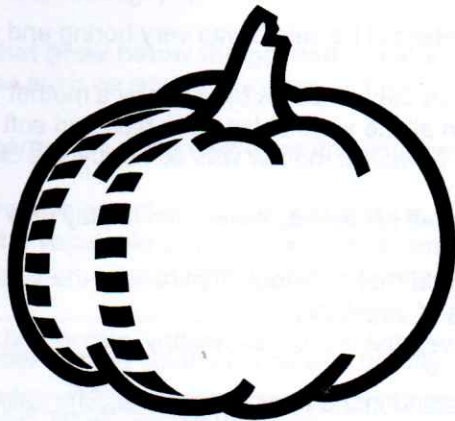
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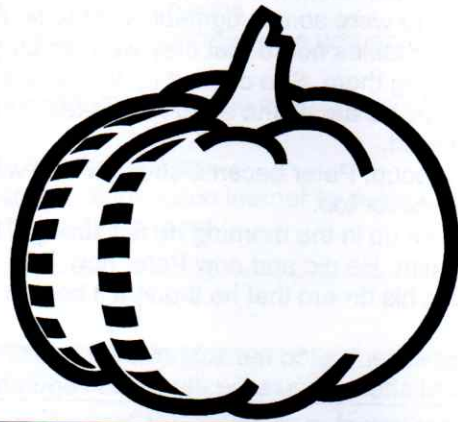
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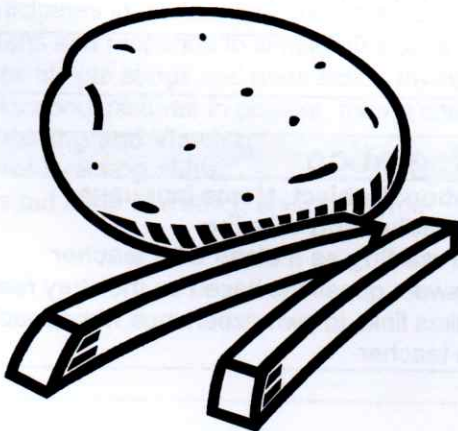
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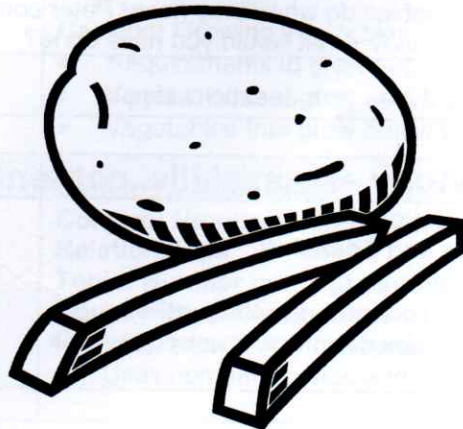
pumpkin



aartappel



potato



Story	Concept: Ways of preparing and eating vegetables	Ages: 3 – 6 y
Concept: Value of vegetables		

Title: The vegetable dream

You will need:

- Real vegetables or pictures of vegetables (pp 12-14)

Introduction

What vegetables do you like to eat? Are there any vegetables that you do not like? Why not?

Main body

Peter disliked vegetables. Every night his parents told him to eat his vegetables as they would help him to grow into a big strong boy. But he just shook his head and pushed the plate away. His parents tried everything – even punishment!

That night when Peter went to bed, he was feeling hungry. He had not eaten his lovely fresh vegetables and his tummy was grumbling. Eventually Peter fell asleep and he had a dream.

In his dream he became very sick. He had no energy to play and he did not want to play with the other children at school. He always sat on the side watching them. Soon they stopped asking him to play because they knew the answer would be no.

In his dream the vegetables had all become alive. His mother was making vegetable soup and as she put each vegetable into the pot, they jumped out and ran away. She put in an onion, but it ran away, she put in some carrots but they jumped out of the pot and ran away, she tried to put in some pumpkin, but the pumpkin rolled away before she could put it into the pot. Each vegetable she tried to cook ran away. *(Add more vegetables and show a picture of each vegetable as you name them)*

There was only water left in the pot. She gave the soup to Peter but he said it was very boring and it would taste much nicer if there were some vegetables in the soup.

When all the vegetables heard that they were so surprised that they all came back. Peter's mother put them into the pot after cutting them. She cooked up the soup and when all the vegetables were nice and soft she served the soup to Peter. He ate all the soup and asked for another bowl. His mother was so happy she clapped her hands and cheered.

After eating the soup, Peter became stronger and well again. All his friends asked him to play with them. He had energy to play soccer too.

When Peter woke up in the morning he felt strange. He decided that he should try some of the vegetables his mother served him. He did and now Peter now likes all kinds of vegetables.

He felt so bad in his dream that he thought it best to eat the vegetables to stay healthy, strong and full of energy.

When the clinic sister visited the school she chose Peter to stand in the front of the class. She said he looked very healthy and she was sure he ate all his vegetables. Peter just smiled!

Conclusion and activity – Questions

- What did Peter not like to eat? What vegetables do you not like to eat?
- What do your parents do or say if you do not eat your vegetables?
- Why was his tummy grumbling when he went to bed?
- What kind of soup did Peter's mother give him to eat?
- What was missing?
- What did the vegetables do when they heard Peter complain about the boring soup?
- Did Peter eat the soup? What would you have done?

3 Year olds: Keep your questions simple.

Subjects, study areas, skills, content and integration

Subject: Home language

Skills: Listening and Speaking

- Listens to stories
- Listens and responds to simple questions
- Participates in discussions and asks questions

Integration: Subject: Home language

Skill: Reading and Viewing

Shared reading as a class with teacher

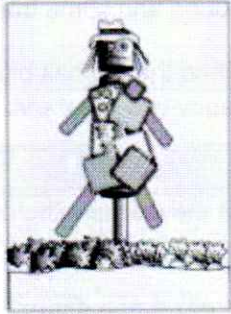
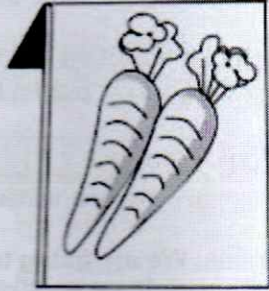
- Answers questions based on the story read
- Makes links to own experience when reading with the teacher

Theme: Vegetables Day 4

First ring	Concept: Growing vegetables	Ages: 3 – 6 y
Language discussion and Beginning Knowledge		
<p>You will need:</p> <ul style="list-style-type: none"> • Vegetable seeds • Seed packets • Pictures of vegetables – some that grow above the ground and some that grow below the ground (pp12-14) • Chart – paint one half of the chart brown for the earth and the top half blue for the sky • Rhyme: We are going to plant a bean 		
Introduction		
<p>Who knows what I need to make these seeds grow? Show the learners the bean seed on the theme table</p> <p>Rhyme and drama: We are going to plant a bean The learners dramatise the actions of the rhyme while you say it with them</p>		
Main body		
<p>Discuss some or all of the following points:</p> <p>Need: Seeds, good soil, water and sunlight to grow</p> <p>Vegetables that grow above the ground: tomato, beans, peas, cucumbers, gem squash, pumpkin, butternut, spinach, mealies, cabbage, cauliflower, broccoli</p> <p>Vegetables that grow below the ground: potatoes, turnips, carrots and onions As you discuss each vegetable place the picture either above the ground or below the ground on the chart.</p> <p>Game:</p> <ul style="list-style-type: none"> • Ask the learners to close their eyes and you remove one vegetable. See who can tell you which one is missing. • Change the position of one vegetable and see if they can see the mistake. • Remove the vegetable pictures and hand them to the learners. Allow each learner to come up and place the vegetable in the correct place – either growing above or below the ground. 		
<p>3 Year olds: Leave out the conclusion activity</p>		
Conclusion and activity		
<p>Rhyme: Five little peas in a pod Say the rhyme while the learners use their fingers</p>		

Subjects, study areas, skills, content and integration	
<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Sings simple songs and does action rhymes • Talks about pictures in posters, theme charts, books <p>Skill: Reading and Viewing Emergent Reading skills</p> <ul style="list-style-type: none"> • Acts out parts of a story, song or rhyme 	<p>Life Skills: Beginning knowledge Topic: Vegetables Context: Growing vegetables</p> <ul style="list-style-type: none"> • Requirements to grow vegetables • Vegetables that grow above the ground • Vegetables that grow below the ground <p>Subject: Mathematics Content: Numbers, Operations and Relationships Topic: Number concept development: Count with whole numbers Count forwards and backwards</p> <ul style="list-style-type: none"> • Uses number rhymes and songs

Theme: Vegetables Day 4

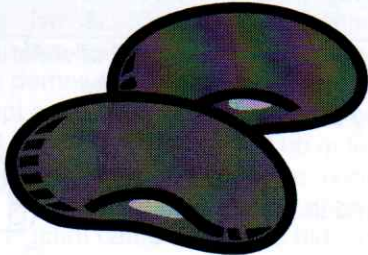

Creative activities	Concept: Growing vegetables	Ages: 3 – 6 y
Main activity: Drawing – seed packets		
Skills: Eye hand co-ordination, small muscles		
You will need: <ul style="list-style-type: none"> • A5 paper • Wax crayons • Bean seeds • Glue and glue brushes 		Diagram: 
The teacher will		The learners will
Fold the papers in half		The learners will paste two sides of the paper together. They will draw a vegetable on the front. They will place two or three dried beans in the packet and paste the packet closed

Side art activities	You will need
1. Collage – a scarecrow using toilet rolls The learners will create a scarecrow using a whole toilet roll as the body, 1/3 toilet roll for the head and toilet roll strips for the arms and legs.	<ul style="list-style-type: none"> • Toilet rolls • Toilet roll strips • 1/3 toilet roll • Paper
2. Collage – the scarecrows clothes 'Dress' the scarecrow with material scraps. Draw a face using wax crayons	<ul style="list-style-type: none"> • Material scraps • Glue and glue brushes • Wax crayons •
3. Painting – vegetables around the scarecrow The learners will paint vegetables growing around the scarecrow	<ul style="list-style-type: none"> • Paints – in different colours (no paint- draw vegetables using wax crayons or cut out and paste vegetables)
😊 Suggestions: The learners dismantle the play dough and seeds once they have made a pattern. If you do not have material scraps for the scarecrow use cut newspaper pieces or orange bags	
🎯 3 Year olds: May find the scarecrow too difficult. As a group collage, teacher can draw a larger scarecrow and the learners paste the material squares.	

Subjects, study areas, skills, content and integration	
Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Drawing and painting using the week's topic Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other • Craft skills and techniques: cutting, pasting, tearing 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc

Theme: Vegetables Day 4

(There are two activities for day 4 second ring. Either do both or choose one)

Second ring	Concept: Growing vegetables	Ages: 3 – 6 y
Life skills: Beginning knowledge: Natural sciences – growing a bean seed		
<p>You will need:</p> <ul style="list-style-type: none"> • Bean seeds • Cotton wool or toilet paper • Flat container 		
<p>😊 Suggestions: Sometimes the dried beans you buy in the packet from the supermarket will also grow.</p>		
Introduction		
<p>Show the learners some dry beans and discuss what you see. If possible give each learner a bean seed to observe. Where is the bean seed going to start growing (in the middle of the bean edge) What does a seed need to grow; water and warmth (and soil for it to grow and produce beans)</p>		
Main body		
<p>Observe the bean seed that has already begun to sprout. Discuss what they see and what will happen next.</p>		
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>		
Conclusion and activity		
<p>If possible, allow each learner to place a bean seed in a flat plastic lid (yogurt lids work well) and to cover the bean seed, water it and watch it grow over the next week. Remind them to water the seed everyday. Write the learners name on the lid using a permanent koki pen (most koki's are water soluble and will wash off)</p>		
<p>😊 Suggestions: Keep the beans in a warm part of the classroom. Don't over water – they will rot – just keep them damp. Try and plant the growing beans in the school garden, but not all beans survive!</p>		

Subjects, study areas, skills, content and integration	
<p>Life Skills: Beginning knowledge Topic: Vegetables Context: Growing bean seeds</p> <p>Scientific process skills; the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;</p>	<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Participates in discussions and asks questions • Listens and responds to simple questions • Talks about pictures in posters, theme charts, books

Theme: Vegetables Day 3

Second ring	Concept: Ways of preparing and eating vegetables Value of vegetables	Ages: 3-6 y
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Life skills: Natural sciences: Making vegetable soup

3 Year olds: Need lots of help and supervision and cut some of the vegetables smaller for them

You will need:

- A packet or two of vegetable soup or beef soup, a pot, a measuring cup and a jug of water
- A variety of vegetables for the learners to cut: carrots, potato, cabbage, and any other veg of your choice
- Plastic knives
- Cutting boards (2 litre ice cream lids work well)
- Bucket of water, soap and a towel

😊 Suggestions: Peel and prepare the vegetables ahead of time. The learners will cut the vegetables into smaller pieces. You may need to cut some into smaller chunks first.

Introduction

Discuss the value of eating vegetables. Discuss that you need to wash your hands and the vegetables before preparing vegetable soup. Look at the raw vegetables and discuss what they see now and what changes will take place when they are cooked.

Main body

Read the soup packet instructions. Place the water in the pot measuring the amount of water and telling the learners how much water you have used. Open the packet of soup and discuss what you see – the ingredients are dehydrated (dried). Add the dry soup powder to the water and stir well. Discuss what you see.

The learners each cut some vegetables into smaller pieces and add them to the soup in the pot.



Conclusion and activity

Cook the vegetable soup and serve it for lunch. Discuss what they taste, see and smell.



Subjects, study areas, skills, content and integration

Subject: Life Skills Beginning Knowledge

Scientific process skills; the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;


Technological process skills; investigate, design, make, evaluate, communicate

Subject: Home language

Skills: Listening and Speaking

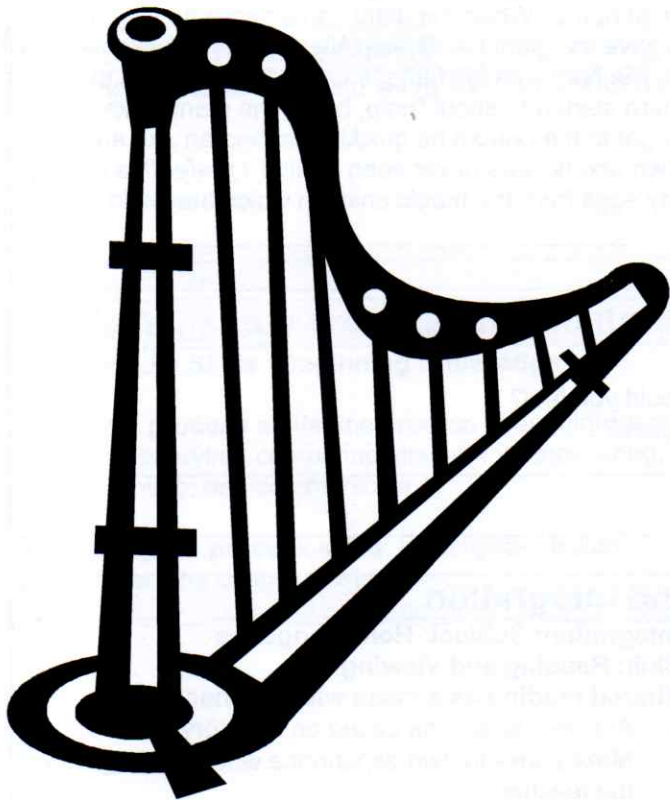
- Participates in discussions and asks questions
- Listens and responds to simple questions
- Talks about pictures in posters, theme charts, books etc

Theme: Vegetables Day 4

Story	Concept: Growing vegetables	Ages: 3-6 y
Title: Jack and the beanstalk		
You will need:		
<ul style="list-style-type: none"> • Some beans • A picture of a bag of money, a chicken and a harp 		
Introduction		
Who knows what a giant is? (a very big person) Do we have giants now a day?		
Main body		
<p>Jack lived with his mother. They had no food or money except for a cow. So they decided to sell the cow to get some money to buy food. Jack took the cow to the market. On the way to the market Jack met a man. "What a good cow you have there" said the man. "I have no money but I will exchange the cow for some magic beans" Jack gave the cow to the man and took the magic beans. When he got home he gave the beans to his mother. She was furious and threw the beans out of the window and poor Jack had to go to bed with no food. When Jack looked out of the window the next day he could not believe his eyes. In their garden was a very big bean plant which reached right up into the clouds. Jack decided to climb the bean plant to see where it went. Jack's mother was not happy about it as there may be danger there. But Jack said there may be food up there so off he went. At the top of the bean plant Jack came across a very big house. It was a giant's house. Jack wanted to go in but the giant's wife stopped him. He begged her to let him in and promised he would be very good. The giant's wife likes children so she let Jack in. She kindly gave him some milk to drink and some food to eat. Just then the giant came home. He said "Fee, fi, fo, fum, little children here I come" The giant's wife quickly hid Jack in the cupboard to keep him safe. The wife said there were no children in the house, and she gave him his dinner. After his food he demanded to have his money bags. The bags were put on the table and soon the giant fell fast asleep. Jack crept out of the cupboard and saw the money bags. "He stole those from my father" said Jack. "I must get them back" Jack crept up quietly and took the money bags off the table. He quickly climbed down the bean stalk and gave the money to his mother. She was so happy. The next day Jack climbed up the bean stalk again and once again the giant's wife gave him some food and milk to drink. When the giant came home she hid him in the cupboard. She gave the giant his dinner and then he asked for his magic hen. The wife brought him the hen. When the giant fell asleep, Jack took the hen and went down the beanstalk. It was the same hen the giant had stolen from Jack's father. Jack went up the beanstalk again and the giant's wife begged him to go away. She said the giant was very angry and he would catch Jack. But she let him in. When the giant came home he said he could smell children. But she hid Jack in the cupboard and gave the giant his dinner. After dinner he asked for his magic harp. When the giant went to sleep Jack saw that the harp was his father's which the giant had stolen. He took the harp and on his way down the bean stalk the harp started to shout "help, help" The giant woke up and started to chase Jack down the bean stalk. When Jack got to the bottom he quickly grabbed an axe and chopped down the bean stalk. The giant came crashing down and he was never seen again (I prefer this ending to the one where he is killed!) Jack and his mother got many eggs from the magic chicken which they sold for food and were never hungry again.</p>		
		
Conclusion and activity – Questions		
<p>Why did Jack need to sell the cow? Who did he sell the cow to? What did he get in exchange for the cow? How did his mother feel when she saw the beans? How would you feel? Can you remember all the things Jack took back from the giant? What happened to the giant at the end of the story?</p>		
<p>3 Year olds: Keep your questions simple</p>		

Subjects, study areas, skills, content and integration	
<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Listens to stories • Listens and responds to simple questions • Participates in discussions and asks questions 	<p>Integration: Subject: Home language Skill: Reading and Viewing Shared reading as a class with teacher</p> <ul style="list-style-type: none"> • Answers questions based on the story read • Makes links to own experience when reading with the teacher

Pictures of a harp, a chicken and a bag of money



First ring	Concept: Buying and packaging vegetables	Ages: 3 – 6 y
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Language and Beginning Knowledge

You will need:

- Examples of different packaging for vegetables
- Pretend money (write amounts on plastic milk lids)

Introduction

Who knows where you can buy vegetables from?
 Who knows where vegetables come from (seeds/ farms)?

Main body

Discuss some of the following points showing real examples of packaging where possible

Where do you buy vegetables: Vegetable shop (sometimes called a green grocer), supermarket, Fruit and Veg, spaza, from the side of the road, farm stalls, market

Packaging: plastic bags, polystyrene trays, by the weight, wooden boxes, plastic net bags, sold individually, paper bags for potatoes

Technology: Look at the different packaging materials and discuss how well the packaging functions – effectively or not. Compare the different materials.

Conclusion and activity

Drama with role-play: Set up a vegetable shop and give each learner some pretend money to come and choose a vegetable and to pay for it. Emphasise good manners when requesting to purchase something and to say please and thank you.



Subjects, study areas, skills, content and integration

Subject: Home language

Skills: Listening and Speaking

- Participates in discussions and asks questions
- Listens and responds to simple questions
- Sings simple songs and does action rhymes
- Talks about pictures in posters, theme charts, books

Subject: Life Skills: Performing arts

- Dramatising make-believe situations, fantasy and own life experiences

Life Skills: Beginning knowledge

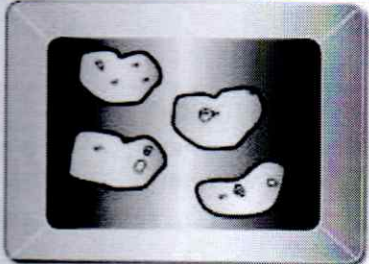
Topic: Vegetables

Context: Buying and packaging vegetables

- Where to buy vegetables
- Vegetable packaging

Technological process skills; investigate, design, make, evaluate, communicate

Theme: Vegetables Day 5

Creative activities	Concept: Buying and packaging vegetables	Ages: 3 – 6 y
Main activity: Drawing – any vegetables and paste on polystyrene tray		
Skills: Eye-hand co-ordination, small muscles		
You will need: <ul style="list-style-type: none"> • Small paper • Wax crayons • Polystyrene trays 	Diagram	
The teacher will		The learners will
No preparation		Draw a vegetable or two on the paper and colour them in. They will cut and paste the vegetable and complete the activity at the side table.
😊 Suggestions: Give the learners smaller papers otherwise they will draw vegetables that are too big for the polystyrene trays.		
🍷 Year olds: They may need a vegetable outline to colour in		

Side art activities	You will need
1. Cutting – the vegetables they have drawn The learners will cut out their drawn vegetables and paste them to the polystyrene tray.	<ul style="list-style-type: none"> • Scissors • Polystyrene trays • Glue and glue brushes
2. Printing – with dried mealie cobs The learners roll the mealie cobs in the printing trays and roll them on the paper in different directions	<ul style="list-style-type: none"> • Dried mealie cobs • Printing pads – yellow • Paper • Bucket of water, soap and a towel
3. Play dough – with seeds The learners will press the play dough into a plastic lid and press different dried seeds into the play dough to create faces or patterns	<ul style="list-style-type: none"> • Play dough • Plastic lids • Dried seeds – pumpkin pips, dried beans of different colours and sizes, any other dried seeds

😊 **Suggestions:** No polystyrene trays – the learners can all paste their vegetables into a group pot outline drawn by the teacher.

Subjects, study areas, skills, content and integration

Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Draw and give own interpretation to drawings using the week's topic using wax crayon, oil pastels and other drawing media Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Encourage development of skills through manipulation of the materials • Craft skills and techniques: cutting, pasting, tearing • Use playdough to model freely: shaping, twisting, and rolling • Simple print-making techniques using found objects such as dried mealie cobs 	Integration: Subject: Home language Skill: Handwriting <ul style="list-style-type: none"> • Uses a range of writing tools e.g. paint brushes, wax crayons etc. • Develops eye- hand co-ordination through play e.g. drawing and painting • Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc • Develops small muscles skills through finger play, e.g. play dough
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Second ring	Concept: Buying and packaging vegetables	Ages: 3 – 6 y
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Life Skills: Physical Development: Games and movement

You will need:

- 2 potatoes
- Music or a drum

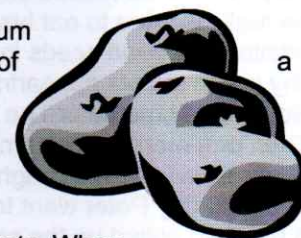
Introduction

Singing: Dingle, dangle scarecrow
To warm up and to gain their attention

Main body

Game: Pass the potato

The learners sit in a circle. A potato is passed around the circle. When the music or drum stops the learner holding the potato has to say a vegetable name. If they cannot think of name they have to sit the round out in the middle of the circle until the next learner can't think of a name. The learners must say a different vegetable name each time except for the 3 year olds.



Game: Hot potato

The learners sit in a circle and pass two potatoes while the music plays or the drum beats. When the music stops the two learners holding the potatoes have to chase each other until they get back to their seat. If they get caught they should sit out in the middle of the circle till the next person gets caught

Game and song: Here we go round the veggie patch

The learners stand in a circle and move around when they sing the 1st verse. They stand still and do the actions when they sing the 2nd verse. The 1st verse is repeated and the following verses dramatised as they sing them.

Optional: Throwing potatoes. If you have enough potatoes the learners can throw potatoes in the air and try to catch them or throw them to a partner.(or bean bags)

Conclusion and activity

Game: Hide the potato

One learner closes their eyes and another learner hides the potato. While the learner is looking for the potato, the other learners must say "hotter" if the learner is moving closer to the potato and say "colder" if moving away from finding the potato. When the learner finds the potato they have a turn to hide it.

Subjects, study areas, skills, content and integration

Subject: Life skills: Physical development
Sports and games

- Pass the potato
- Hot potato
- Here we go round the vegetable patch
- Hide the potato
- Throwing potatoes

Subject: Home language

Skills: Listening and Speaking

- Participates in discussions and asks questions
- Listens and responds to simple questions
- Sings simple songs and does action rhymes
- Talks about pictures in posters, theme charts, books

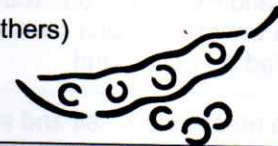
Story	Concept: Buying and packaging vegetables	Ages: 3 – 6 y
Title: Peter plants beans (Integration mathematics and natural sciences)		
You will need:		
<ul style="list-style-type: none"> • 5 Bean seeds and the number cards. 		
Introduction		
Have you every planted a bean seed? What does a seed need to grow? How long does it take before you get beans from a bean seed? Let's see what happened to Peter's bean plants.		
Main body (Show the number cards as the beans become one less)		
<p>Peter watched his dad working in the garden. He was planting seeds, digging in compost, watering and weeding. Peter helped his dad where he could. Then Peter asked his dad if he could have his own small vegetable patch to look after. His dad reminded him that it was a lot of hard work to grow vegetables and that they need to be looked after and watered regularly. But Peter promised he would take care of them because he really wanted to eat his own fresh beans. So together they prepared a patch of ground. Peter carefully planted five bean seeds in a row. Everyday he watered them and after a few days he was so excited to see 5 tiny green shoots appearing. Each day the beans grew bigger and taller and got more leaves. Peter knew it would take time before he could pick beans, but he was in no hurry.</p> <p>Then one morning he came to water his beans and one bean plant had fallen over. Peter was so disappointed. A worm had eaten through the stem and the plant had died. Now there were only 4 bean seeds left growing. The next day Peter went to water his beans and he was so disappointed to see one bean plant had fallen over. A bird had pulled up the small plant. Now there were only 3 bean seeds left.</p> <p>The next day Peter went to water his beans. His dog was so happy to have him in the garden and before Peter had a chance to chase the dog away, the big dog stepped on another bean plant and broke the stem. Peter was so upset with the dog and he shouted at him to go away. Now he only had two bean plants left.</p> <p>His dad helped him to put some sticks around the bean plants to protect them. But when Peter came the next day to water the bean plant, the cat had scratched in the vegetable garden and another bean plant had died. Now there was only one plant left. Peter and his dad added extra sticks. This helped a lot and the bean plant grew very tall. One morning Peter was excited to see little white flowers on the plant. His dad said they would soon become beans. Peter continued to water the plant.</p> <p>One afternoon his brother and their friends were playing soccer. They kicked the ball into the air and Peter watched in horror as he saw the ball heading straight for his one and only bean plant. He dived towards the ball just managing to save it before it knocked the bean plant over. Peter shouted at his brother and his friends to be more careful.</p> <p>And then at last the beans were finally ready to be picked. Peter picked 10 beans. He helped his mother to prepare the beans for dinner. That night everyone said how tasty the beans were. "That's because they are fresh from the garden" Peter said and smiled all through dinner. His dad and mom both agreed that home grown fresh beans were the tastiest and the healthiest.</p>		
Conclusion and activity – Questions		
<p>What seeds did Peter plant? How many? Can you remember how each plant got damaged? How did Peter save his last plant? How many beans did he pick? What did his family say about the beans? What would you have said?</p>		
<p>3 Year olds: Keep your questions simple.</p>		

Subjects, study areas, skills, content and integration	
<p>Subject: Home language Skills: Listening and Speaking</p> <ul style="list-style-type: none"> • Listens to stories • Listens and responds to simple questions • Participates in discussions and asks questions 	<p>Integration: Subject: Home language Skill: Reading and Viewing Shared reading as a class with teacher</p> <ul style="list-style-type: none"> • Answers questions based on the story read • Makes links to own experience when reading with the teacher

Theme: Vegetables Rhymes and songs

Five little peas in a pod

Five little peas in a pea-pod pressed (make a fist with one hand)
One grew, two grew and so did all the rest (raise one finger, then two and then the others)
They grew and grew and did not stop (stretch fingers wide)
Until one day the pod went POP (clap hands loudly)



The veggie patch (Tune of Here we go round the Mulberry Bush)

Here we go round the veggies patch
The veggie patch, the veggie patch
Here we go round the veggie patch
So early in the morning

This is the way we pull the weeds
Pull the weeds, pull the weeds
This is the way we pull the weeds
So early in the morning

Continue singing the first verse while moving in a circle.
When you sing the 2nd verse the learners stand still and do the actions

Add verses such as

This is the way we dig the ground
This is the way we water the veggies
This is the way the veggies grow
This is the way we pick the veggies
This is the way we wash the veggies
This is the way we eat the veggies
This is the way we grow big and strong

Plant a bean

We are going to plant a bean
Plant a bean, plant a bean
We are going to plant a bean
In our little garden green

First we plant it with our finger
With our finger, with our finger
First we plant it with our finger
In our little garden green

Then we water our little seed
Our little seed, our little seed
Then we water our little seed
In our little garden green

Then the summer sun will shine
Sun will shine, sun will shine
Then the summer sun will shine
On our little garden green

Then the beans will grow
Beans will grow, beans will grow
Then the little beans will grow
In our little garden green

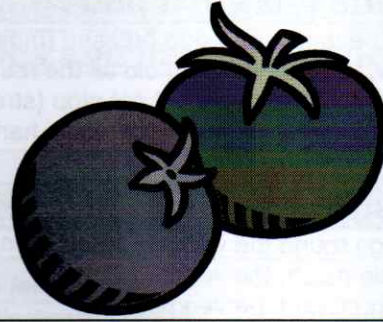
This is the way we eat our beans
Eat our beans, eat our beans
This is the way we eat our beans

So early in the morning

I'm a tomato (Tune Mary had a little lamb)

I'm a tomato, red and round
Red and round, red and round
I'm a tomato, red and round
Seated on the ground

I'm a mealie stalk, tall and straight
Tall and straight, tall and straight
I'm a mealie stalk, tall and straight
And I taste just great



Dingle dangle scarecrow (learners do the actions)

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said

"I'm a dingle, dangle scarecrow
With a flippy floppy hat
I can shake my hands like this
And shake my feet like that

When all the hens were roosting
And the moon was round and bright
Up jumped the scarecrow
And cried with all his might

I'm a dingle, dangle scarecrow
With a flippy floppy hat
I can shake my hands like this
And shake my feet like that



Dig a little hole

Dig a little hole (pretend to dig)
Plant a little seed (pretend to drop a seed into the hole)
Pour a little water (pretend to water)
Pull a little weed (pull and throw)

Scarecrow

Flip, flop, flip, flop
See the scarecrow go
Flip, flop, flip, flop
Bending to and fro
To the left, to the right
Back and forth with all his might
Then the wind is quiet and so.....
Flip, flop, flip, flop (slowly)
Flip, flop, flip, flop (very slowly)
Flop (fall to the ground)