



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Seven, Day One

Age: 3 Year Olds

Theme: Food

Sub theme: Healthy Foods

Content/Concept: We should eat regular meals, breakfast (morning), lunch and dinner (evening) times.

Circle Time Activity:

Name of Activity: When do I Eat?

Objectives: At the end of the activity, child/children should be able to:

1. Identify at least three types of regular meals.
2. Name the different times of day when we eat the different regular meals.
3. Match foods that they eat to the regular meal types.

Skills: Matching, speaking, describing, identifying

Resources: Food items and regular meal times worksheet, pencil

Activity Steps:

1. Engage child/children in a discussion about the three types of meals that they eat each day.
2. Tell child/children that we eat three regular meals at different times in the day. (Breakfast in the morning, lunch at midday and dinner in the evening).
3. Ask child/children to name the types of foods that they eat at each of the different meal times.
4. Show child/children the pictures of the foods on the worksheet.
5. Engage child/children in a discussion about the time of day when each food is eaten.
6. Allow child/children to complete the worksheet. (See worksheet at Day One, Circle Time).

Guided Learning Activity:

Activity Title: Mealtime Order

Objectives: At the end of the activity, the child/children should be able to:

1. Sequence pictures of foods that are eaten for breakfast, lunch and dinner
2. Talk about their preference for at least three food items

Skills: Sequencing, counting, listening, speaking

Resources: Picture cards of foods with the different meal types

Activity Steps:

1. Show child/children the picture cards.
2. Engage child/children in a discussion about the foods on each card and the time of day they are usually eaten.
3. Assist child/children to cut and place in the correct order the times the foods are eaten: breakfast, lunch and dinner. (See worksheet in Day One - Guided Learning).
4. Allow child/children to talk about the foods they like to eat at each meal time. For eg. " I like to eat cornflakes for breakfast."/ "I like to eat macaroni and cheese for lunch."/ " I like to eat mackerel and rice for dinner."

Guided Creative Activity:

Name of Activity: My Menu Card

Objectives: At the end of the activity, the child/children should be able to:

1. Make at least one food item eaten at breakfast, lunch and dinner
2. Identify at least three foods eaten regularly

Skills: Listening, speaking, identifying

Resources: Cartridge paper, scissors, ruler, marker, playdough

Activity Steps:

1. Cut a 4" x 4" square of cartridge paper.
2. Write the words MENU CARD at the top.
3. Divide the menu card into three sections: Breakfast, Lunch, Dinner
4. Ask child/children to use the playdough to make at least one food item from each meal type. For example cereal, pizza and a chicken leg.



5. Guide child/children to place each food item made beside the appropriate heading.

Indoor/Outdoor Play Activity:

Name of Activity: Food Hopscotch

Objectives: At the end of the activity, the child/children should be able to:

1. Identify at least one food item from each regular type of meal
2. Perform at least two given actions

Skills: Identifying, hopping, dancing, listening

Resources: Chalk, mobile phone, pictures of foods from each regular meal type (newspaper, magazines, Day one worksheet pictures)

Activity Steps:

1. Use chalk to draw a picture of hopscotch on the ground.



2. Cut and place in each box at least one picture of a food item from each of the three regular meals. (Use pictures from Worksheets in Day one or pictures from magazines or newspapers).
3. Instruct child/children to hop onto the food items from one of the three regular meal types when it is mentioned.
4. Ask child/children to dance to music being played (from any available device).
5. Continue game until all pictures from the three regular meal types have been hopped and danced on.

Story Time Activity:

Name of Activity: Goldilocks and the Three Bears

Objectives: At the end of the activity, the child/children should be able to:

1. Tell the name of the food in the story.
2. Identify the time of day the food is eaten.
3. Talk about their favourite breakfast food item.

Skills: Listening, speaking, identifying, expressing

Resources: <https://youtu.be/KndSVsY5HWM>- 'Goldilocks and the Three Bears Story'

Activity Steps:

1. Click on the link <https://youtu.be/KndSVsY5HWM>, to watch and listen to the story, 'Goldilocks and the Three Bears'
2. Engage child/children in a discussion by asking the following questions:
 - a) What is the title of the story?
 - b) What is the name of the food mentioned in the story?
 - c) What time of day is this food eaten?
3. Allow the child/children to talk about their favourite breakfast food.

Follow-Up Activities:

Assist child/children to prepare one of their favourite meals from any of the three regular meal types.



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Seven, Day Two

Age: 3 Year Olds

Theme: Food

Sub theme: Healthy Foods

Content/Concept: Some foods make our hair and skin healthy. These foods are fruits and vegetables

Circle Time Activity:

Name of Activity: They Make me Healthy

Objectives: At the end of the activity, the child/children should be able to:

- a) Name at least three foods that make our hair and skin healthy
- b) Distinguish between fruits and vegetables
- c) Talk about their favourite fruits/vegetables

Skills: Listening, speaking, identifying, comparing

Resources: pictures of fruits and vegetables (see pictures at the end of the week's plan)

Activity Steps:

1. Display pictures of fruits and vegetables (see pictures at the end of week's plan)
2. Engage child/children in a discussion about fruits and vegetables that make our skin and hair healthy.
3. Ask child/children to name at least three fruits/vegetables seen.
4. Allow child/ children to distinguish between fruits and vegetables in the pictures displayed.
5. Encourage child/ children to talk about their favourite fruit/vegetable.

Guided Learning Activity:

Activity Title: Counting up to Four

Objectives: At the end of the activity, the child/children should be able to:

1. Count up to four letters in the names of fruits and vegetables
2. Create one sentence with a fruit/ vegetable that has four letters in its name

Skills: listening, speaking, creating

Resources



corn

plum

bean

pear

Activity Steps:

1. Display pictures of fruits/ vegetables with four letters in its name. (see pictures in resources)
2. Engage child/ children in a discussion about the pictures by asking the following questions:
 - a) What is the name of one fruit with four letters in its name?
 - b) Which vegetable has four letters in its name?
3. Ask child/children to count the letters in the names of the vegetables/fruits and tell how many.
4. Encourage child/ children to create sentence on worksheet (see worksheet at the end of week's plan). E.g., I like c o r n (sentence can also be traced)

Guided Creative Activity:

Name of Activity: Fruit and Vegetable Models

Objectives: At the end of the activity, the child/children should be able to:

- a) Name at least three fruits and three vegetables
- b) Create a fruit or a vegetable from play dough
- c) Describe the fruit or vegetable that they create

Skills: creating, listening, speaking, observing

Resources: <https://www.youtube.com/watch?v=FpBAXySiJKI> " DIY-Miniature Play Dough Fruits, play dough

Activity Steps:

1. Click on the link <https://www.youtube.com/watch?v=FpBAXySiJKI> and view with child/children.
2. Engage child/children in a discussion about the different fruits and vegetables that were seen in the video by asking the following question:
 - a.) What are the names of three fruits and three vegetables seen in the video that help to keep our hair and skin healthy? (replay video for emphasis).

3. Guide child/children to create a fruit or a vegetable seen in the video using play dough.
4. Encourage child/children to describe /talk about the fruit or vegetable they have created.

Indoor/Outdoor Play Activity:

Name of Activity: Fruits and Vegetables Relay (played similarly to the Potato race.)

Objectives: At the end of the activity, the child/children should be able to:

1. Participate in a game
2. Name at least two fruits/ vegetables that keep our skin and hair healthy.

Skills: Listening, speaking, identifying

Resources: pictures of fruits and vegetables (see pictures at the end of week's plan), glue, scissors, cardboard, box

Activity Steps:

1. Assist child/ children to cut out pictures of fruits and vegetables (use pictures under circle time activity at the end of week's plan)
2. Ask child/ children to name at least two fruits /vegetables that keep our hair/skin healthy
3. Guide child/ children to paste the pictures on separate pieces of cardboard.
4. Assist child/children to group pictures into two sets (vegetables and fruits)

5. Instruct child/ children to put pictures on the ground at least three feet apart and place two boxes at the starting point.
6. Compete with child/children to complete the collection of the pictures placed on the ground.

Story Time Activity:

Name of Activity: Stories About Fruits for Babies

Objectives: At the end of the activity, the child/children should be able to:

1. Recall the title of the story
2. Answer at least three questions based on the story
3. Explain how they feel when they are sad/happy

Skills: Listening, observing, speaking

Resources: <https://www.youtube.com/watch?v=GgDAZhVBxzA> " Stories about Fruits For Babies" (watch up to 1min 35sec).

Activity Steps:

1. Click link <https://www.youtube.com/watch?v=GgDAZhVBxzA> "Stories about Fruits For Babies" and allow children to watch the video (watch up to 1min 35sec).
2. Engage child/children in a discussion about the story by asking the following questions:
 - a. What is the title of the story? (A Very Berry Day)
 - b. Can you tell the names of three fruits mentioned in the story?

- c. What is the colour of Miss Strawberry?
 - d. Why was Miss Strawberry sad?
 - e. What did Miss Strawberry's friends do to make her happy?
3. Encourage child/children to talk about how they feel when they are sad or happy.

Follow-Up Activities:

1. Allow child/children to watch the remainder of the story. Click link <https://www.youtube.com/watch?v=GgDAZhVBxzA> to watch video.
2. Provide plain paper and crayons for children to draw and colour fruits and vegetables of their choice from the story.



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Seven, Day Three

Age: 3 Year Olds

Theme: Food

Sub theme: Healthy Foods

Content/Concept: Some examples of vegetables are lettuce, cucumber, callaloo. Some examples of fruits are apples, bananas, oranges, mangoes, limes

Circle Time Activity:

Name of Activity: Fruits and vegetables

Objectives: At the end of the activity, the child/children should be able to:

1. Name at least two fruits and two vegetables
2. State which fruit or vegetable they prefer
3. Identify at least two fruits and two vegetables seen

Skills: Identifying, speaking, observing

Resources: fruits and vegetable charts (see worksheet for Day Three)

Vegetables Chart



lettuce
sweetsop



cucumber



callaloo



cabbage



apples



mangoes



pineapple



Activity Steps:

1. Engage child/children in discussion about the fruits and vegetables seen on the charts; make comparison of both sets of foods (see worksheet for Day Three)
2. Ask child/children to name at least two fruits and two vegetables.
3. Encourage child/children to state which fruit or vegetable they prefer and why.
4. Allow child/children to identify at least two fruits and two vegetables seen.

Guided Learning Activity:

Activity Title: Count and Trace

Objectives: At the end of the activity, the child/children should be able to:

1. Count at least four fruits and vegetables
2. Trace the numeral four

Skills: Counting, manipulating, speaking

Resources: fruits and vegetables chart (see worksheet at the end of week's lesson)



numeral four

Activity Steps:

1. Ask child/children to name the fruits and vegetables on the charts (see worksheet at end of week's lesson).
2. Instruct child/children to count the fruits and vegetables seen.
3. Allow child/children to view numeral four card and use finger to trace
4. Assist child/children to complete the worksheet by counting each set of fruits and vegetables then trace the numeral four. (see worksheet at the end of the week's lesson).

Guided Creative Activity:

Name of Activity: Vegetable Prints

Objectives: At the end of the activity, the child/children should be able to:

1. Select their favourite paint colour
2. Use vegetable of choice to create a pattern

Skills: Printing, manipulating



Resources: , paint of different colours, paper and vegetables (corn/corn cob)

Activity Steps:

1. Show child/children the sample painting and discuss what is seen.
2. Allow child/children to select their favourite paint colour.
3. Use the paint, paper, corn/corn cob to create a pattern.
4. Allow the finished pattern to dry and display.

Indoor/Outdoor Play Activity

Name of Activity: Fruit and Vegetable Move

Objectives: At the end of the activity, the child/children should be able to:

1. Complete at least three fruit and three vegetable moves
2. Perform action as instructed
3. Share their preferred move

Skills: Running, jumping, hopping, shaking, twisting, turning, walking, spinning

Resources: picture cards (see worksheet at the end of week's lesson) container

Activity Steps:

1. Cut out pictures (see worksheet Day Three), place them in the container at a point A.
2. Instruct child/children to choose a card from the container.

3. Read the action on the card to child/children eg., jump, twist etc.,
4. Ask child/children to perform the action.
5. Encourage child/children to complete at least three fruit and three vegetable moves.
6. Allow child/children to share which move they prefer.

Story Time Activity

Name of Activity: The King of Fruits

Objectives: At the end of the activity, the child/children should be able to:

1. Answer at least three questions from the story
2. Retell the story

Skills: Listing, speaking, naming, identifying

Resources: https://youtu.be/ZKZJCUo_yE4 " The King of Fruits."

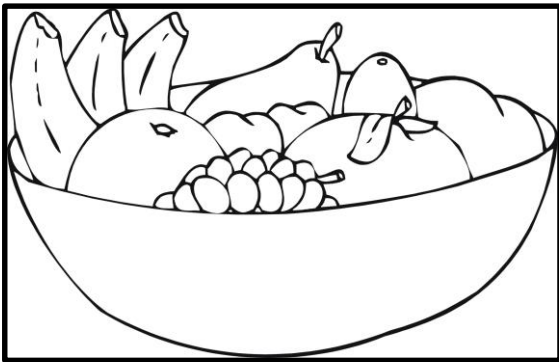
Activity Steps:

1. Click on the link https://youtu.be/ZKZJCUo_yE4 to listen/ watch the story. Ask child/children the following questions:
 - a) What is the title of the story?
 - b) What are two fruits mentioned in the story?
 - c) Which fruit is the king of fruits?

d) Which fruit mentioned in the story is most important?

2. Allow child/children to retell the story.

Follow-Up Activities: Allow child/children to colour the picture below using natural colours of the fruits and vegetables





Early Childhood Commission

Term Two Parent Support Activity Plans

Week Seven, Day Four

Age: 3 Year Olds

Theme: Food

Sub theme: Healthy Foods

Content/Concept: Fruits have different sizes, shapes, colours, tastes and textures. Some fruits are sweet while some are sour

Circle Time Activity:

Name of Activity: What's in My Fruit Basket

Objectives: At the end of the activity, the child/children should be able to -

1. Describe at least three fruits in terms of their colour, size, shape and texture
2. Distinguish between sweet and sour
3. Identify their favourite fruit and say what they like about it

Skills: Describing, identifying, differentiating

Resources: Real fruits: orange, lime, sweet pineapple, banana, tamarind, melon, grapefruit, jackfruit (Use fruit picture cards if you do not have any of the real fruits)

Activity Steps:

1. Prepare a basket or box with all the fruits listed above.
2. Ask child/children to take a fruit from the basket and describe it. You may ask the child to tell you:
 - a. What is the name of the fruit?
 - b. What is the colour of the fruit?
 - c. What is the shape of the fruit?
 - d. How does it feel, rough or smooth?
3. Cut a piece of each of the fruit and ask the child/children to taste it
4. Ask child/children to tell you if the fruit is sweet or sour
- 5 Randomly select the other fruits and let the child/children say the name, colour, size, shape, texture and taste.

Guided Learning Activity:

Activity Title: Four sweet and sour fruits

Objectives: At the end of the activity, the child/children should be able to:

1. Count four (4) different sweet and sour fruits.
2. Use simple sentences to talk about four fruits they like.

3. Match sets of 4 fruits.

Skills: Counting, matching, identifying

Resources: basket with fruits or fruits picture cards, worksheet

Activity Steps:

1. Display basket with sweet and sour fruits or picture cards.
2. Allow child/children to join in counting the fruits in the basket.
3. Encourage child/ children to select 4 fruits that are sweet and 4 that are sour.
4. Ask child/children to talk about 4 fruits that they like to eat.
5. Allow child/children to complete worksheet by matching the sets with four sweet fruits and the sets with 4 sour fruits (see worksheet in Day 4- Guided Learning).

Guided Creative Activity:

Name of Activity: Cool Fruit Punch

Objectives: At the end of the activity, the child/children should be able to:

1. Complete a given task
2. Measure ingredients using one cup

3. Explain how to make fruit punch

Skills: Measuring, explaining

Resources: melon, pineapple, orange, blender, measuring cup, drinking glasses/cups

Activity Steps:

1. Dice the melon and pineapple to make one cup each (point out that this is one cup).
2. Allow child/children to pour one cup of diced melon and one cup of diced pineapple into the blender.
3. Assist child/children to cut and squeeze about one cup of orange juice.
4. Allow child/children to pour one cup of orange juice into the blender.
5. Guide child/children to measure one cup of water and pour into blender.
6. Assist child/children to measure half cup of crushed ice and pour into blender.
7. Add sugar, if desired.
8. Ask child/children to explain how the fruit punch was made

Indoor/Outdoor Play Activity:

Name of Activity: Fruit Hopscotch

Objectives: At the end of the activity, the child/children should be able to:

1. Identify at least four sweet and sour fruits
2. Share what they like about the activity

Skills: Jumping, following instruction, counting

Resources: Chalk, hopscotch design, pictures of sweet and sour fruits

Activity Steps:

1. Draw a hopscotch on a flat surface or make a copy of template (see Day 4 worksheet)
2. Place sets of sour and sweet fruits in each square.
3. Demonstrate to child/children how to use the hopscotch for example, jump on the box with 4 sweet fruits or jump on the box with 4 sour fruits.
4. Allow child/children time to follow the instructions given to jump on each set of fruits with 4.
5. Ask child/children to share what they liked about the activity.

Story Time Activity:

Name of Activity: The Enormous Watermelon by Brenda Parkes and Judith Smith

Objectives: At the end of the activity, the child/children should be able to:

1. Answer questions based on the story
2. Share what they like about the story

Skills: Using context cues to tell meaning, listening

Resources: https://www.youtube.com/watch?v=mo_BGBwikgs

Activity Steps:

1. Click on the link https://www.youtube.com/watch?v=mo_BGBwikgs to watch and listen 'The Enormous Melon'
2. Engage child/children in a discussion about the story by asking the following questions:
 - a) What is the title of the story?
 - b) What did Old Mother Hubbard plant?
 - c) What do you think the word 'enormous' means? (The word means very big)
 - d) Why did she call her friends to help her?
 - e) What did they do when they came to Old Mother Hubbard's house?
 - f) How do you think the melon tasted, sweet or sour?
3. Allow child/children to say what they liked most about the story.

Follow-Up Activities: Fruit Printing

<https://www.youtube.com/watch?v=zSOrjxdtPII>

1. Select at least two fruits.
2. Cut each fruit either horizontally or vertically
3. Put the cut side into paint and press it on plain paper
4. Continue stamping to create you special design



Early Childhood Commission

Term Two Parent Support Activity Plans

Week Seven, Day Five (Revision)

Age: 3 Year Olds

Theme: Food

Sub theme: Healthy Foods

Concept: Fruits and vegetables make our hair and skin healthy. Fruits and vegetables have different sizes, shapes, colours, taste and texture

Circle Time Activity:

Name of Activity: Fruits and Vegetables for our hair and skin

Objectives: At the end of the activity, the child/children should be able to -

1. Name at least two fruits and vegetables that make our hair and skin healthy
2. Identify the colour and shape of at least two fruits and vegetables
3. Explain why we need to eat fruits and vegetables

Skills: Identifying, listening, speaking, naming

Resources: fruits and vegetable chart

Activity Steps:

1. Display fruit and vegetable chart and engage child/children in a discussion by asking the following question:
 - a) What are two fruits and vegetables that can make our hair and skin healthy?
2. Allow child/children to tell the colours and shapes of at least two fruits and vegetables.
3. Ask child/children to say why we need to eat fruits and vegetables

Guided Learning Activity:

Activity Title: Count and Circle me

Objectives: At the end of the activity, the child/children should be able to:

1. Count at least four fruits and vegetables
2. Circle the correct numeral to match the picture

Skills: Counting, matching, speaking, listening, manipulating

Resources: worksheet (see worksheet at end of week's plan)

Activity Steps:

1. Encourage child/children to count fruits and vegetables on chart used in Circle Time
2. Review worksheet with child/children.
3. Allow child/children to circle the correct numeral to match the items in each picture on the worksheet.

Guided Creative Activity:

Name of Activity: Fruit or Vegetable Salad

Objectives: At the end of the activity, the child/children should be able to:

1. Name at least three fruits and vegetables
2. Create a fruit or a vegetable salad

Skills: Naming, listening, speaking, manipulating

Resources: <https://youtu.be/MtpZJvdZYQY> (use available fruits or vegetables in the home), cellphone

Activity Steps:

1. Prepare fruits or vegetables before hand (eg: washing, peeling or slicing)
2. Display fruits or vegetables in separate containers.
3. Encourage child/children to say the name of the fruits and vegetables seen.

4. Guide child/children to choose different fruits or vegetables and create their salad
5. Ask child/children to take a photo of their salad for display
6. Allow child/children to eat his/her/ fruit or vegetable salad

Indoor/Outdoor Play Activity:

Name of Activity: Matching Fruit and Vegetable Race

Objectives: At the end of the activity, the child/children should be able to:

1. Match the fruits and vegetables that are the same

Skills: Matching

Resources: two sets of fruits and vegetables, small box/basket



Activity Steps:

1. Provide two sets of picture cards with fruits and vegetables.
2. Hide one set of picture cards at point 'A' and instruct child/children to start at point 'B'.
3. Allow child/children to pick a card and run from point 'B' to search for the matching card at point 'A'.
4. Reward child/children with a token or praise when all the matches are completed.

Story Time Activity:

Name of Activity: Fruit Salad

Objectives: At the end of the activity, the child/children should be able to:

1. Recall the title of the story
2. List at least three fruits mentioned in the story
3. State which fruit in the story they like or dislike

Skills: Listening, speaking

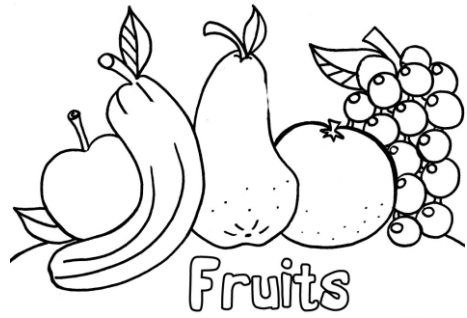
Resources: https://www.youtube.com/watch?v=2J3Os_UXVXs "Fruit Salad"

Activity Steps:

1. Click on the link https://www.youtube.com/watch?v=2J3Os_UXVXs to listen/view the story 'Fruit Salad'.
2. Engage child/children in a discussion by asking the following questions:
 - a) What is the title of the story?
 - b) Which fruit wanted to be eaten by sick people?
 - c) How many fruits were mentioned in the story?
3. Allow child/children to state which fruit they like or dislike in the story.
4. Guide child/children to draw and colour the fruit they like the most from the story.

Follow-Up Activities:

Allow child/children to colour the fruits and vegetables below














Resources: Week (7) - Day One (1)

CIRCLE TIME

Draw lines from food items to the their regular meal type

Meal Types	Food Items
Breakfast	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Hot dog</p> </div> <div style="text-align: center;">  <p>macaroni & cheese</p> </div> <div style="text-align: center;">  <p>nuggets & fries</p> </div> </div>
Lunch	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Ackee & saltfish</p> </div> <div style="text-align: center;">  <p>chicken & rice</p> </div> <div style="text-align: center;">  <p>mackerel & rice</p> </div> </div>
Dinner	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>cornflakes</p> </div> <div style="text-align: center;">  <p>egg & bread</p> </div> <div style="text-align: center;">  <p>porridge</p> </div> </div>

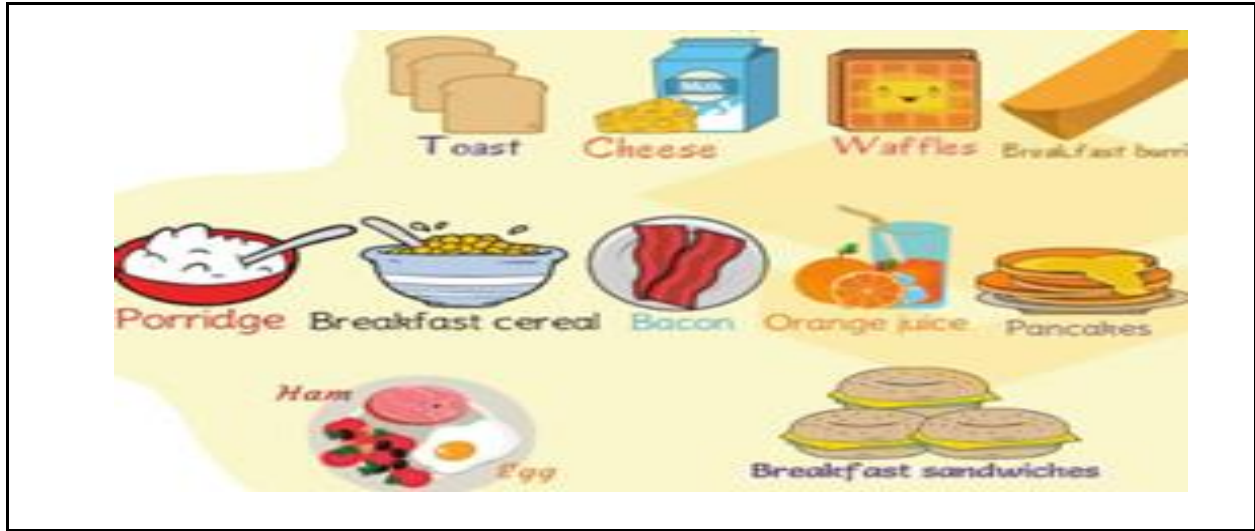
Day One-Guided Learning

Cut meal time pictures and place them in the order of the time of day they are eaten.

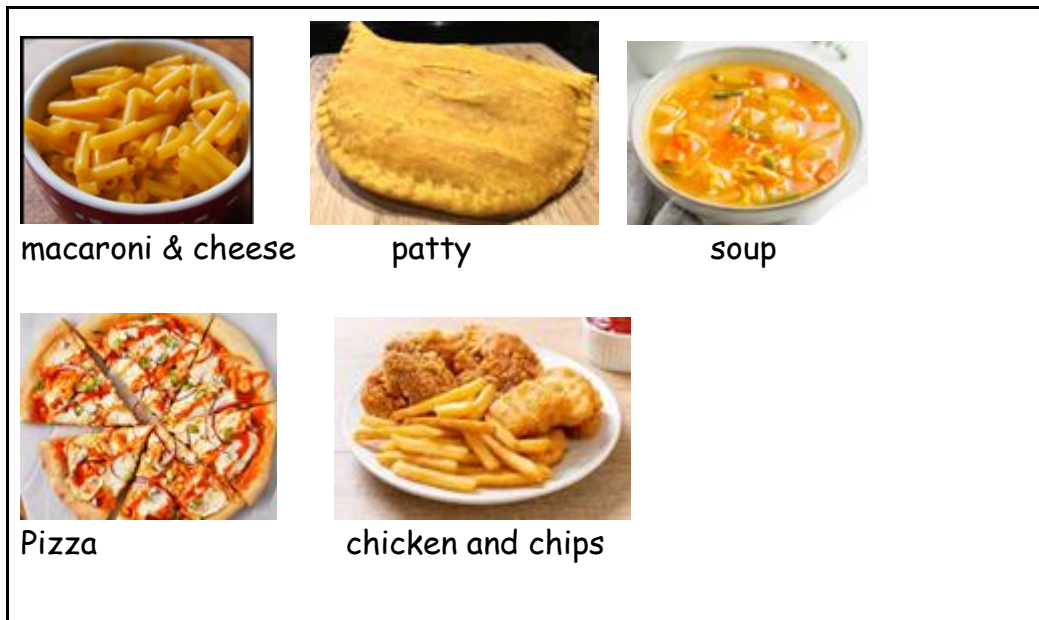
Picture 1

		
Chicken & mashed potato	curried chicken & rice	ackee & saltfish
		
Spaghetti and meatballs	mackerel and rice	

Picture 2



Picture 3



Day One - Guided Creative Activity

Instructions: Use playdough to make at least one food item from each meal type. Place the food item beside each meal type.

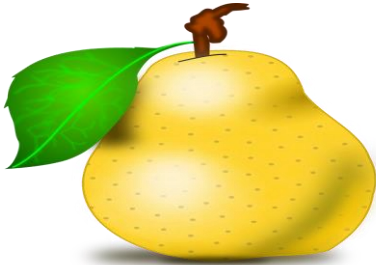



MENU CARD

BREAKFAST	
LUNCH	
DINNER	



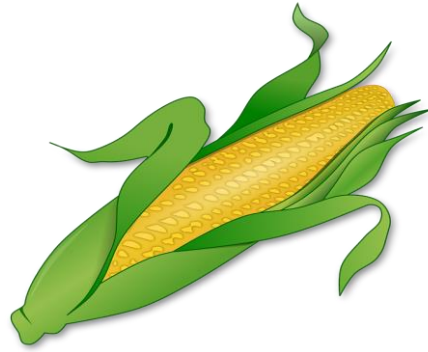
Term 2- Resources: Week (7) - Day Two (2)

Circle Time

Fruits	Vegetables
 <p data-bbox="592 1302 665 1344">pear</p>	 <p data-bbox="1096 1270 1169 1302">bean</p>
 <p data-bbox="609 1680 698 1722">apple</p>	 <p data-bbox="1193 1701 1291 1732">carrot</p>



melon

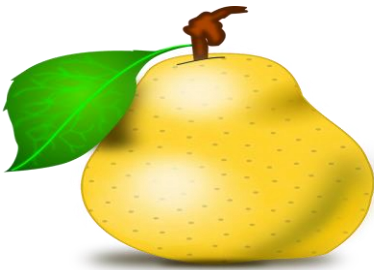


corn

Worksheet - Day 2

Guided Learning

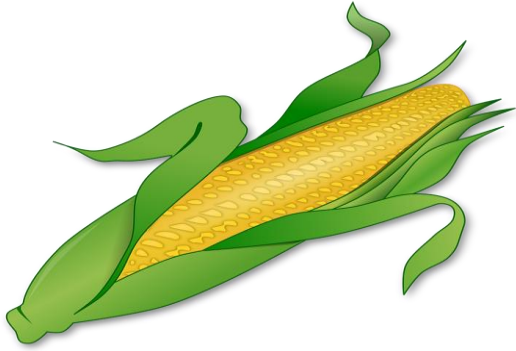
Count the letters in the names of the following fruit/vegetable and write the answer. Use the word to create one (1) oral sentence.



1.

pear=

2.



corn=



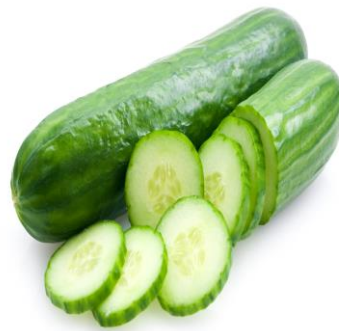
Resources: Week (7) - Day Three (3)

Circle Time

Vegetables Chart



Lettuce



cucumber



Callaloo



cabbage

Fruits Chart



Sweetsop



mangoes



apples



pineapple

Guiding Learning

Count and trace



Indoor/Outdoor Play

Cut out pictures and place in container

Run



twist



shake



hop





Turn around



walk



spin



jump



Resources: Week (7) - Day Four (4)

Circle Time

Fruit Basket Images



Pineapple



Banana



Lime



Grapefruit



Orange



watermelon









Jackfruit



Tamarind

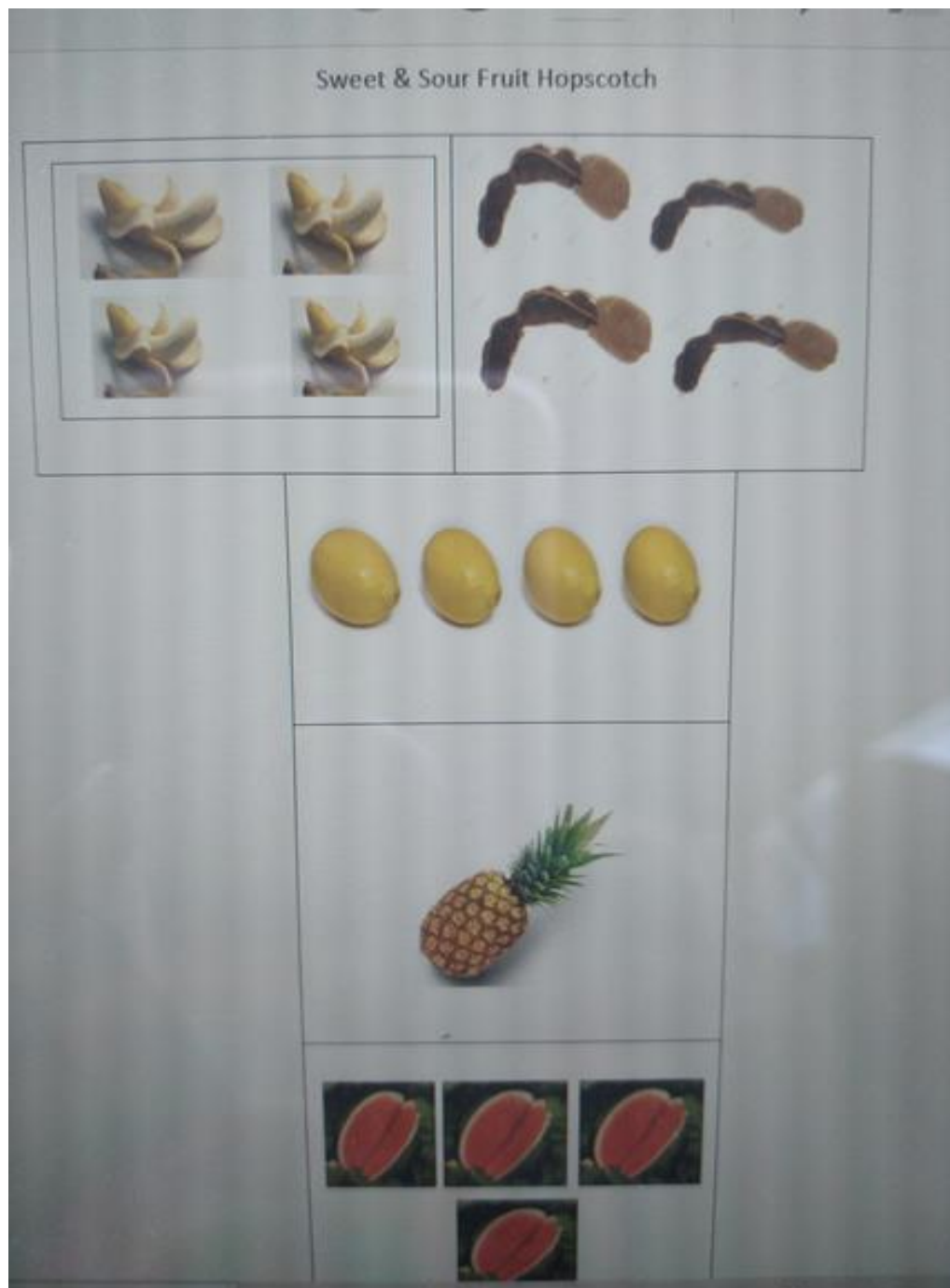
Guided Learning

Matching the sets with 4 sweet & sour Fruits Worksheet

Indoor & Outdoor Play

Fruit Hopscotch





Resources: Week (7) - Day Five (5)

Circle Time

Fruits and Vegetables Chart



orange



cucumber



mangoes



callaloo



Pineapple



apples



sweetpotato



lettuce



cabbage

Guided Learning worksheet

Count and circle the numeral that matches the number of fruits and vegetables in each set.



2 4



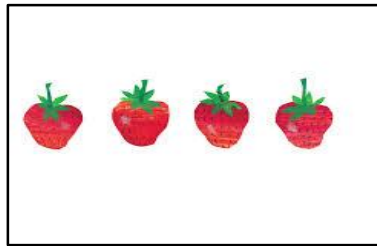
3 4



1 2



4 3

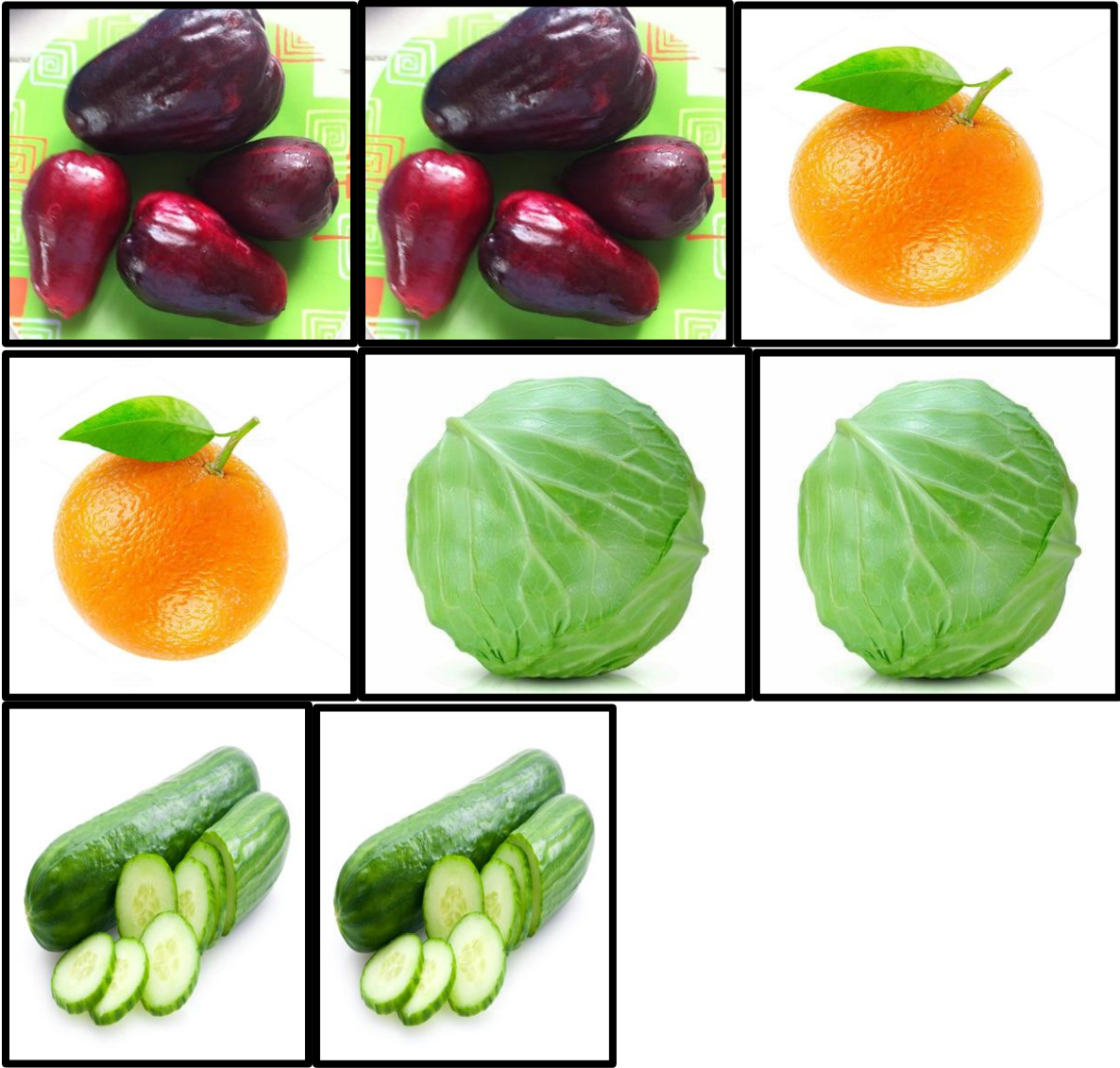


2 4



4 3

Indoor/outdoor pictures



Follow Up Activity

Colour the vegetables and fruits.

