

# Vegetables in a van

### Things to collect and words to display

van	vegetables	Velcro	
very	vet	video	violin
volcano	volleyball	vulture	

### Rhymes and jingles, songs and books

L. Ehlert, *Eating the Alphabet: Fruits and Vegetables from A to Z*, Harcourt, 1994

*Roses are Red, Violets are Blue*

Vivian French and Alison Bartlett, *Oliver's Vegetables*, Hodder, 1995

Saxton Freymann and Joost Elffers, *How Are You Peeling? Foods with Moods*, Arthur. A. Levine, 1999

Hannah Tofts, *I Eat Vegetables, Zero to Ten*, 1998

### Reading the big book

#### In the alphabet

Show students the position of **v** in a dictionary and an encyclopaedia. Explain that it is one of the last letters in the alphabet. Students say the entire alphabet and emphasise **v** when they get to it.

#### Looks like

Discuss with students the similarities and differences between the formation of the letter **v** and that of **w** and **u**. Take students outside and have them work in small groups to form the letter **v** with the shapes of their bodies.

#### Making noises

Play a game of Traffic Lights. Take students outside or into a hall for this game. Ask them to pretend that they are the driver of the van full of vegetables. They need to make /v/ noises to indicate when their van is moving. Students 'drive' their van around the space. When you call out 'red' drivers must stop their van as if at a red light. When you say 'orange' drivers get their engines ready by making 'v..v..v' noises and when you say 'green' drivers drive around making 'vvvvv' noises.

### Blending

Use a potato, or another vegetable, like a talking puppet. You draw a face on its skin with a marker. Tell students that your potato is going to say a word in parts. Students need to blend the sounds together and work out what the word is. Use, for example: /v/ /a/ /n/, /v/- egtable, /v/ /i/ /o/ - lin, /v/ -ery.

### Letting them loose with the little books

#### Starts with

Talk with students about the sound of /v/. Have students say the sound and experience the slightly fuzzy feeling on their lips. Show them some real vegetables or pictures of them. For each vegetable ask students to give it a name that starts with /v/ such as varrot the carrot, vabbage the cabbage and votato the potato. Next, show students **Worksheet 1**. Explain that they need to draw some vegetables in the van. When they have done this, have them introduce their vegetables by saying, for example, 'This is vean the bean and vegplant the eggplant'.

#### Recognising rhyme

Remind students that words that sound the same at the end are called rhyming words. Provide examples of rhyming words such as in, tin, bin, fin, chin. Show students **Worksheet 2**. Explain to them that it is a rhyming game. Each pair of students will need two counters, a Worksheet and a die with the numbers from 1 to 3 on it. Students take turns to throw the die and move the counter accordingly. When they land on a picture, they must say the name of the picture aloud. If it is a word that rhymes with 'van', they can have another turn. If not, they go back 2 places. Play continues until one student reaches the end.

#### Craft ideas

This activity could be set as a homework activity. Otherwise, ask for help from family and community members and have students work in small groups under supervision. Show students a selection of vegetables and have them make a vegetable person or animal. Students can attach 'body parts' using toothpicks, pins or strong glue.