

Family Literacy Guided Lesson

For Growing Vegetable Soup

NY State Learning Standards

Learning Standards Related to Learning Standards 1 and 2 for English

Language Arts:

As listeners, students will listen for information and understanding and to discover relationships.

As speakers students will use oral language to acquire, interpret, apply and transmit information.

Students will relate text to their own lives.

A Product of the Geneseo Migrant Center
3 Mt. Morris-Leicester Rd.
Leicester, NY 14481

Funded by New York State Department of Education, Migrant Education Program and

New York State Family Literacy Partnerships
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About the Book

Growing Vegetable Soup/A sembrar sopa de verduras

By Author and Illustrator Lois Ehler

From its bright red cover to its simplistic illustrations to its functional use of words, this book provides a multitude of opportunities for children and adults to interact around literacy and language. With just seven simple sentences that span from cover to cover, Ehler describes the growth of vegetables from seeds to soup. Colorful illustrations depict eleven common vegetables from the day they are planted to the day they are harvested and eaten. Garden markers that name the vegetables in their various stages of growth are an effective depiction of how written language can be used as a tool. A vegetable soup recipe printed on the book's back cover provides parents and children an opportunity to use written language in an everyday activity – cooking.

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The Language/Literacy Connection

A Reason For Reading - Functional Literacy

Josie's teacher notified her parents that her achievement in reading was mediocre at best. In fact, the teacher said, "Josie could not consistently remember letter names from one day to the next." If she didn't make better progress in the second half of the school year, Josie was in real danger of failing kindergarten.

How could this be? Their daughter was a bright and active child who was curious about many things. She had good language skills and enjoyed listening to and looking at her many picture books. Could the teacher be right? Was it possible that Josie did not know the names of the letters of the alphabet?

Josie's parents printed the letters of the alphabet on index cards and then quizzed Josie about their names. They soon discovered that Josie apparently did not know the names of the letters. And, more distressing, from one time to the next she seemed to forget the names of letters that she had previously known.

Frustrated with their daughter's slow progress, her parents decided to make a game of the letter drill. The game was a simple contest – who could name the most letters correctly. The prize was the opportunity for the winner to be the "teacher" in the next round. The surprise was that Josie was able to name every letter correctly on the very first try!

Once again, Josie's parents asked, "How could this be?" The answer is that they had stumbled onto a fundamental principle – that readers read to achieve a goal. They read to get something they want – a message, some information, the pleasure of a story, or as in Josie's case, to win a contest. Children develop literacy skills from real life settings in which reading is used as a tool to accomplish a goal beyond reading itself.

Vegetable Finger Puppets

Before the Visit

PLS-4 Skills

Auditory

Comprehension

5. Anticipates an event or signal
6. Follows line of regard

Expressive

Communication

2. Vocalizes when talked to
7. Communicates nonverbally using gestures or pushing and pulling behaviors

Gather Needed

Materials

- ♦ Felt – ½ square each of red, yellow, green, brown, light brown, and orange
- ♦ Needle and thread
- ♦ Fabric paint – dark green and dark yellow
- ♦ Patterns for vegetable finger puppets

Prepare Lesson

Props

- ♦ Make a set of vegetable finger puppets to use as a model

During the Visit

- ♦ With the parent and infant sitting together read or look at the *Growing Vegetable Soup* book. The concepts in this book are rather mature for very young children, but infants will enjoy the bright colors featured on the cover as well as on some pages. Toddlers who are beginning to learn the names of things may enjoy naming objects illustrated in the book, especially the tools, hands and some of the full-grown vegetables. For toddlers in this stage of language development take a set of tools and a pair of garden gloves to inspect.
- ♦ Put one puppet on your finger and wiggle it so that the infant can observe its movement.
- ♦ Talk about the puppet. Say, *Look (child's name), do you see this bright red tomato? It's a tasty vegetable. Would you like to look at another vegetable puppet? How about this lively yellow squash? Let's have (Mom/Dad) show the squash to you.*
- ♦ Give the puppet to the parent and encourage him/her to talk about it.
- ♦ Say: *At this stage in a baby's development parents do most of the talking. It may seem like a one-way conversation, but (child's name) is listening and learning a lot about language. Sometimes (child's name) may respond to your talk with a coo or a gurgle. When that happens show a lot of excitement and repeat back sound back.*
- ♦ Say: *Toddler age children may enjoy holding the puppets – probably in their hands, not on their fingers – and making them talk – or hearing Mom/Dad make them talk. This is an excellent way to show children how to use language in pretend play.*
- ♦ Show the puppets to the parent. Say: *We will make two or three puppets today. Which puppets do you think (child's name) will enjoy looking at or playing with?*
- ♦ When the parent selects the puppets she/he wishes to make, follow the directions below.
- ♦ While making the puppets, take turns holding the infant. Model talking to the infant by repeating back his/her sounds, showing the brightly colored pages in the book, talking him/her about the book, the puppets, what Mom/Dad is doing, etc. The most important lesson you can teach is not how to make puppets, but rather how to talk to the infant.

Directions to Make

Vegetable Finger Puppets

1. Fold felt in half. Place the pattern on the folded felt and cut around the pattern. You will be cutting a double thickness of felt so that you end up with two matching vegetable shapes.
2. Use a running stitch to sew the two felt shapes together, leaving an opening for your finger.
3. Using fabric paint, paint smiley faces on the puppets.

Early Childhood Education-Preschool and School Age Levels

Plant Them, Eat Them, Sing about Them

PLS-4 Skills

Auditory

Comprehension

31. Follows two-step, related commands without cues.

Expressive

Comprehension

44. Answers questions about hypothetical events.

Before the Visit

Gather

Needed

Materials

- ♦ Carrot seeds, beans, potato eyes
- ♦ Potting soil
- ♦ 3 plastic cups and 3 tongue depressors
- ♦ Variety of fresh vegetables

Prepare

Lesson Props

- ♦ Familiarize yourself with the words and tune of the vegetable song.

During the Visit

- ♦ With the parent and child sitting together read the book *Growing Vegetable Soup*. If the parent or child is a reader, ask him/her to read the book. Engage the parent and child in a conversation about vegetables. Ask questions like: *What is your favorite vegetable? Do you like raw or cooked vegetables better? Did you ever grow vegetables? What do vegetables need to grow? How do vegetables get started?* Place the fresh vegetables on the workspace. Say: *How many of these vegetables can you name? How many can you find in the book?*

Read Vegetable Words

- ♦ Show the child the potato eye, seed pack and beans. Say: *I brought these seeds for you to plant today. Can you guess what vegetables will grow from these seeds? (Carrots, beans, potatoes) Say: That's right! How did you figure it out? (The pictures are on the packages.) Say: That's a good way. If there were not pictures on the packages, how would you know what kind of seeds were inside? (Read the words.)*
- ♦ Point to the word carrot. Say: *This is the word carrot. Look in the book to find the word. Repeat the process for green beans. Write potato on a piece of paper and look in the book for that word.*

Plant Seeds

- ♦ Sing the *Vegetable Song* to the tune of *Five Green Apples*.

Vegetable Song

(Child's name) had a red tomato growing on the vine.
(Child's name) had a red tomato growing on the vine.
(She/he) picked the tomato and put it in (his/her) soup.
(Child's name) had a red tomato growing on the vine.

Child's name) had yellow corn growing on the stalk.
(Child's name) had yellow corn growing on the stalk.
(She/he) picked the corn and put it in (his/her) soup.
(Child's name) had yellow corn growing on the stalk.

Plant Seeds

- ♦ Say: *Now it's time to plant your seeds. Have the child put potting soil in each cup and plant a different vegetable in each cup. Say: You need to make labels for your seeds. How are the seeds in the book labeled? (Sticks with words on them.)*
- ♦ Give the tongue depressors and the marker to the child. Say: *Make a label for each seed so you will remember which seeds are planted in each of the cups.*
- ♦ Say: *What did the book say seeds need to grow? (Water and sunshine). Say: That's right. Let's look for a good window for the seeds.*

(Child's name) had a brown potato growing in the ground.
(Child's name) had a brown potato growing in the ground.
(She/he) dug the potato and put it in (his/her) soup.
(Child's name) had a brown potato growing in the ground.

(Child's name) had an orange carrot growing in the ground.
(Child's name) had an orange carrot growing in the ground.
(She/he) pulled the carrot and put it in (his/her) soup.
(Child's name) had an orange carrot growing in the ground.

Parenting Education Activity

Plant Them, Eat Them, Sing about Them

Reading to achieve a goal, called functional literacy, is an integral part of the reading process. In a literate society like ours there are daily opportunities for children to observe ways in which reading is used to achieve goals; and those opportunities begin in infancy. Food labels, recipes and word games are just a few examples. The focus of this lesson is to make parents aware of the many opportunities available to children in their homes to observe print and its function.

Words Everywhere

- ♦ Say: *Children are bombarded daily with printed messages. The key to unlocking those messages is the ability to read. Learning to read is a process that begins when babies first notice letters and words in their world. The process continues as children realize that print has meaning and that figuring out that meaning helps them get things they want.*
- ♦ Say: *Print is everywhere; even right here in your home! Let's go on a word search to see how many sources of print there are that (child's name) might see today. Count something as a source of print if it has writing on it. For example, a cereal box is a source of print because it has writing on it. I'll make a list of all the sources you find. I'll write cereal box on our list, but I'll only write it once, even if you have more than one kind of cereal.*
- ♦ As the parent suggests sources of print, write them on the list. Kitchens often have a great deal of print in them – food containers, messages, magnetic letters, drawings on the refrigerator, calendars, clocks, dials on appliances, pencils, pens, the light switch, a canister set, rulers, measuring cups and spoons, envelopes, letters, stamps, the very list you are making.
- ♦ Say: *This is quite a list! It's easy to see that print is part of (child's name)'s life. How can you and (child's name) use these "teaching tools" to help (child's name) build a foundation for reading?*
- ♦ Infants benefit from talking about colors and pictures on printed items. Say, for example, *"Look at that big blue B. Isn't it interesting? Do you see its straight back and round bubbly front? It's the first letter in the word baby. See the baby on this box."*
- ♦ Preschool and school age children can identify letters, letter sounds and conventions of print.
 - Find something with the first letter of (child's name) on it.
 - Find something with an upper case A on it.
 - Find something with the word soup on it.
 - Look for a word that begins with the sound p p p p.
 - Look for a word that rhymes with fox.
 - Find a sentence that gives directions.

Activities That Teach about Literacy

- ♦ Place soft alphabet blocks where they can be seen and handled by your infant.
- ♦ Give your child magnetic letters to play with on the refrigerator.
- ♦ Read newspaper headlines, captions and comics with your child.
- ♦ Read recipes to your child when you are cooking.
- ♦ When you write a letter or send a greeting card, include a page or drawing from your child.
- ♦ When you write out a shopping list let your child make a list too.
- ♦ Read aloud the "Enter" and "Exit" signs, the signs are to help your child learn to go through the correct door.
- ♦ Talk about signs you see while driving, *"This sign says Handicap Parking so I can't park here."*
- ♦ Let your child watch you write a check, count out money or use an ATM machine.
- ♦ Leave notes for your child even when you are at home.

Interactive Literacy Between Parents and Their Children

Make Vegetable Soup

- Including children in cooking activities provides them with opportunities to interact around literacy. Reading recipes and food labels, measuring ingredients, comparing sizes, colors and amounts, noticing abbreviations, following written directions, experimenting with new words and new concepts, and interacting with parents around oral and written language are examples.

Make a Chef's Hat

Every job requires its workers to wear the proper clothing. Before beginning the process of preparing the vegetables, work with your child to make a chef's hat. Make two and wear one yourself.

You need: A strip of poster board 5 inches wide and long enough to fit around your child's head, a dinner size paper napkin, and scotch tape.

To make the hat:

- Tape the poster board strip into a circle that fits snugly on your child's head.
- Tape the napkin on the inside of the upper rim of the circle.
- Print your child's name on that hat's brim.

Talk to your child while making the hat. And listen to his/her ideas about chefs, cooking, and hat making. The conversation you share transforms this simple art activity into a literacy experience.

Recipe for Vegetable Soup

Ingredients

- Variety of vegetables (fresh carrots, celery, potatoes, onion, green beans; canned tomatoes; canned or frozen peas and corn)
- Large can of V8 juice
- 1 cup rice

Procedure:

- Wash and dice celery, carrots, and potatoes
- Peel and dice onion
- Open canned and frozen vegetables
- Place vegetables, V8 juice and rice in a crock pot
- Cook on low for two hours

Record Your Child's Recipe for Vegetable Soup

A child's view of an experience shared with a parent is usually refreshing, often interesting and sometimes funny. While the vegetables are simmering in the soup pot, turn on a tape recorder and record your child's description of the soup-making project. If he/she needs a little prodding ask leading questions such as:

- *What are the most important ingredients to put in the soup?*
- *What is the first thing the cook has to do?*
- *What is the hardest part of making soup?*
- *How long does the soup have to cook?*
- *How does the soup smell when it is cooked?*
- *What does the soup taste like?*
- *What would be a good name for this soup?*

Adult Literacy - ABE Level

Writing Simple Sentences

- Prepare sentence strips for the lesson using the sentence fragments below. Print each sentence part – the beginning, the middle, and the end – on a different color paper.

- After reading the sentence fragments together, ask the adult to reconstruct the mixed up sentences.
- Say: *These sentences made sense when they were written but now, like vegetable soup, they are all jumbled together. They need to be reconstructed.*
- There are many possible combinations that will work. Some combinations may be silly or strange, but any combination that is grammatically correct is acceptable. For example:
 - The children bring tears to my eyes.
 - The children carved the pumpkin.
 - The children rolled under the table.
- But, a combination that is not grammatically correct cannot be used. For example, the following sentence is not acceptable because the subject (children) is plural and cannot be used with the singular verb (grows).
 - The children grows the broccoli.

Sentence Fragments for Sentence Strips

The Beginning

The children
The potatoes
Onions
Mary
My brothers
Corn
John
The squash
The peas

The Middle

bring
carved
rolled
sliced
cooled
ate
tastes
boiled
grows

The End

in the oven.
broccoli.
tears to my eyes.
in the refrigerator.
on a stalk.
the tomatoes.
the pumpkin.
carrots and peas.
under the table.

- Create several (4-6) sentences with the sentence strips.
- Use the sentences you created with the sentence strips to write a short essay about vegetables. Create more sentences if needed. Make it silly or serious, just as you please. Give your essay a title.

Adult Literacy - GED Level

- The U.S. Food and Drug Administration (FDA) requires a nutrition facts label on all packaged foods. Reading food labels helps you plan the best diet for your family, and helps you avoid foods to which your child might have allergies. Read the sample nutrition facts on the soup labels and answer the questions below.

Soup 1

Vegetable Italiano

Nutrition Facts

Serving Size: 1 cup
Amount per serving

Calories.....	90
Calories from Fat....	20
	% Daily Value
Total Fat 2g	3%
Saturated Fat 0g.....	0%
Cholesterol 0mg....	0%
Sodium 990mg.....	41%
Total Carb 15g.....	5%
Dietary Fiber 3g.....	11%
Sugars 8g	
Protein 3g	

Vitamin A 30% • Vitamin C 2%
 Calcium 2% • Iron 10%

Ingredients: WATER, CUT GREEN BEANS, TOMATO PASTE, ZUCCHINI, CARROTS, ENRICHED MACRONI (SEMOLINA, EGG WHITES, NIACIN, FERROUS SULFATE, THIAMIN MONONITRATE, RIBOFLAVIN, FOLIC ACID), SUGAR, LESS THAN 2% OF: SALT, BLEACHED FLOUR, SOYBEAN OIL, GREEN BELL PEPPERS, RED BELL PEPPERS, ONION POWDER, GARLIC POWDER, NATURAL FLAVORS.

Soup 2

Vegetarian Vegetable

Nutrition Facts

Serving Size: ½ cup
 Amount per serving

Calories.....	90
Calories from Fat....	0
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g.....	0%
Cholesterol 0mg....	0%
Sodium 770mg.....	32%
Total Carb 19g.....	6%
Dietary Fiber 3g.....	12%
Sugars 5g	
Protein 3g	

Vitamin A 10% • Vitamin C 0%
 Calcium 0% • Iron 4%

Ingredients: WATER, REHYDRATED POTATOES, CARROTS, PEAS, CORN, HIGH FRUCTOSE CORN SYRUP, TOMATO PASTE, GREEN BEANS, MODIFIED CORN STARCH, ENRICHED MACRONI PRODUCT (WHEAT FLOUR) NIACIN FERROUS SULFATE, THIAMINE MONO-NITRATE, RIBOFLAVIN, FOLIC ACID, EGG WHITES), CELERY, SALT, MONO-SODIUM GLUTAMATE, DEHYDRATED ONIONS, AUTOLYZED YEAST EXTRACT.

Soup 3

Country Vegetable

Nutrition Facts

Serving Size: 1 cup
Amount per serving

Calories.....	100
Calories from Fat....	5
	% Daily Value
Total Fat 0.5g	1%
Saturated Fat 0g.....	0%
Cholesterol 0mg....	0%
Sodium 480mg....	20%
Total Carb 22g.....	7%
Dietary Fiber 4g.....	16%
Sugars 5g	
Protein 4g	

Vitamin A 25% • Vitamin C 4%
 Calcium 4% • Iron 10%

Ingredients: WATER, TOMATO PUREE (WATER, TOMATO PASTE), CARROTS, CELERY, CORN, DEHYDRATED POTATOES, ZUCCHINI, PEAS, KIDNEY BEANS, TOMATOES, GREEN BEANS, LESS THAN 2% OF: MODIFIED CORN STARCH, LIMA BEANS, TOMATO JUICE, VEGETABLE CONCENTRATE, (CARROTS, CELERY, LETTUCE, PARSLEY, WATERCRESS, SPINACH AND RED BEET), SALT, SAUTEED VEGETABLES (CARROTS, CELERY, ONION) CALCIUM CHLORIDE, SPICE.

1. The % Daily Value tells you what fraction of your daily requirement is met by a single serving. How many cups of Soup 2 can you eat without going over your daily requirement for sodium?
2. Sodium is salt. If you are on a low-salt diet which soup is the best choice for you?
3. Ingredients are listed on the label in order of the amount in the soup. Water is the first ingredient listed for each of the three soups. That means the soups contain more water than any other ingredient. What is the second most plentiful ingredient for each soup?
4. If you are allergic to wheat what soup should you avoid?
5. Which soup is the best source of vitamin A?
6. How many calories are in one cup of Soup 2?

1. Three, 2. Soup 3, 3. Cut Green Beans, Rehydrated potatoes, Tomato puree; 4. Soup 2, 5. Soup 1, 6. 180.

Adult Literacy - ELL Level

Teach English words for common vegetables and for food preparations related to the book *Growing Vegetable Soup*.

Vocabulary

Tomato Pepper
Onion Carrot
Corn (canned)
Washing the ...
Cutting the ...
Peeling the ...

Lesson Props

- ◆ Samples of each vegetable
- ◆ Paring knife
- ◆ Vegetable peeler
- ◆ Grocery store flyers and newspaper ads
- ◆ Index cards
- ◆ A picture of each vegetable
- ◆ Marker to circle ads
- ◆ Large plastic bowl to wash vegetables
- ◆ Vegetable juice
- ◆ 1 cup rice

Depending on the home circumstances of the student, you may need:

- ◆ Gallon of water to wash vegetables and to use as a base for soup
- ◆ Small pot to cook vegetables, or crock pot

Before the Lesson

Glue the vegetable pictures onto the index cards. Write the English word for the vegetables under the pictures.

Introduce Vegetable Names

- ◆ Place the vegetables on the workspace. Pick up the tomato and say: *This is a tomato. What is this? This is a tomato.* Ask again: *What is this?* Motion to the learner to answer: *This is a tomato.*
- ◆ Repeat procedure three times for each new vegetable name.
- ◆ With all the vegetables on the workspace, say: *Give me the tomato.* Motion to the learner to hand the tomato to you. Continue, requesting the learner to: *give me the pepper, the onion, etc.*

Introduce Verbs

- ◆ To introduce verbs, *wash, peel, and cut*, begin by illustrating the action. For example, wash the tomato. As you wash the tomato say: *I'm washing the tomato. What am I doing? Washing the tomato.* Ask again: *What am I doing?* Motion for the student to repeat, *washing the tomato.* Hand the tomato to the student and say: *Wash the tomato.* Motion for the student to wash the tomato. Ask: *what are you doing?* Motion for the student to repeat: *Washing the tomato.* Repeat the procedure three times.
- ◆ Repeat the procedure for the verbs *peel* and *cut*.
- ◆ Continue to wash, peel (carrot and onion only) and cut the vegetables. Say, and have the student repeat, the names of the vegetables and the actions – washing, peeling and cutting.

Review Vocabulary

- ◆ Make vegetable soup. (Recipe for vegetable soup is on the Interactive Literacy Activities Between Parents and Their Children page of this lesson.)
- ◆ Place the washed, cut and peeled vegetables on the workspace. Pick up the tomato and say: *This is a tomato. What is this?* Motion to the learner to answer: *This is a tomato.* Put the tomato into the pot or crockpot. Repeat procedure for each vegetable. Add vegetable juice and rice. Bring the soup to a boil and then reduce heat and simmer.
- ◆ While the vegetable soup is cooking, show the index cards with vegetable pictures and words to the student. Point to the tomato and say: *What is this?* Motion for the student to repeat: *This is a tomato.* Repeat for each vegetable.
- ◆ Give the grocery store flyers and newspaper ads to the student. Say: *Circle the ads for tomatoes.* Illustrate how to match the index card for the tomato to the word tomato in the ads. Repeat the activity for other vegetables.

Enjoy the soup!