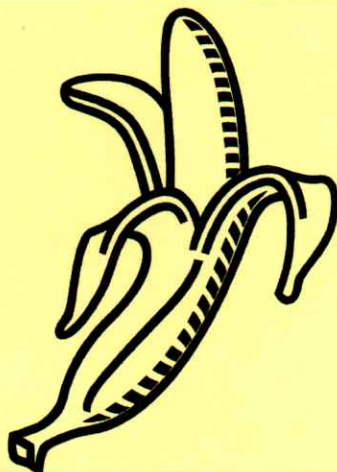


# Pre-school Themes



Planning and preparation made easy

## Fruit



## Vrugte

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

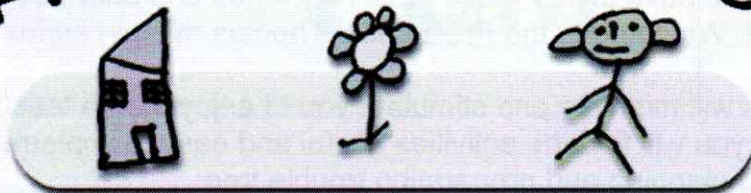
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Art activities illustrated by Nicola Maritz

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You may however photocopy the pictures for use in your classroom

# Pre-school Themes



Planning and preparation made easy

## Theme: Fruit

Each theme manual contains the following

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

### Themes

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

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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:

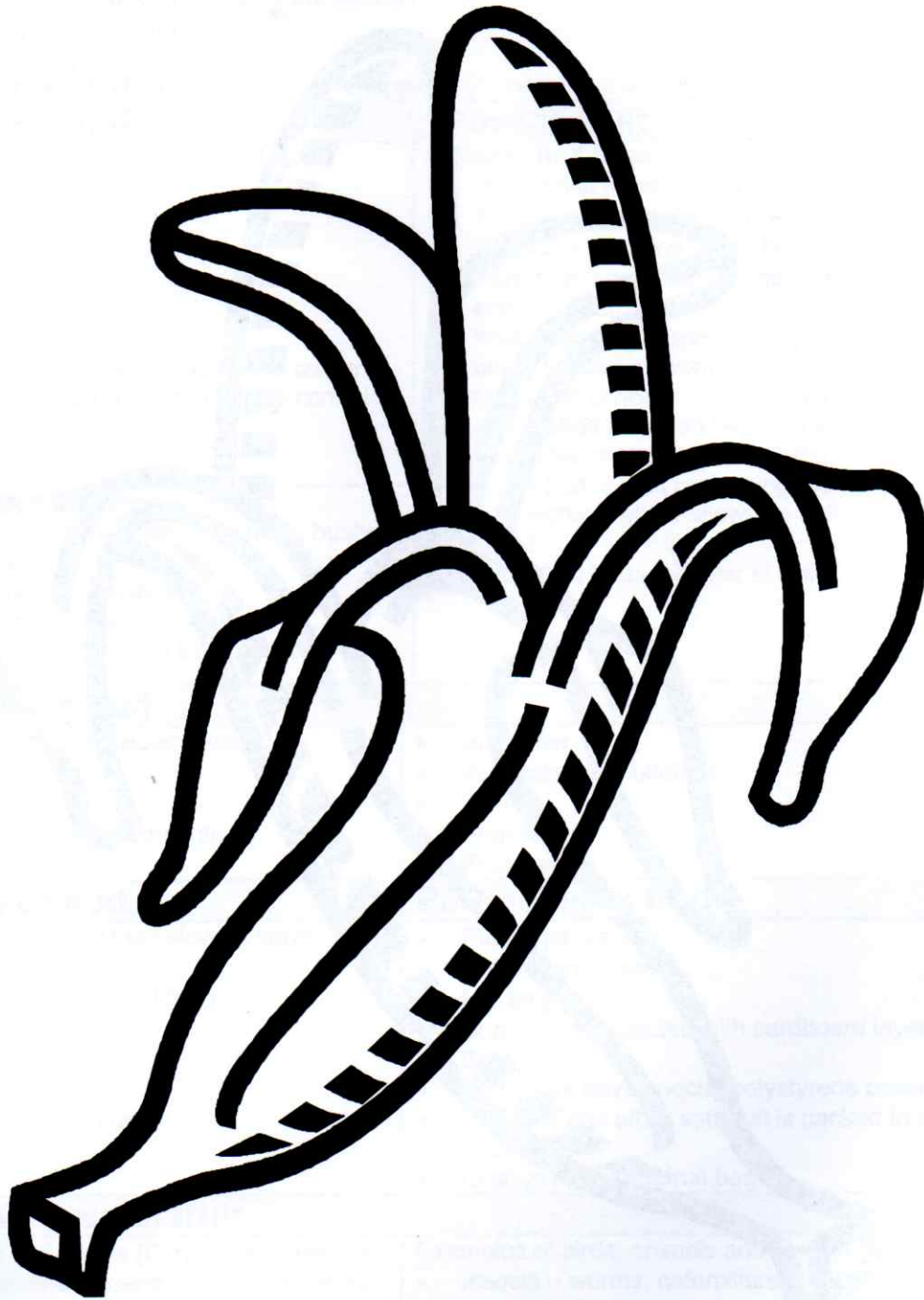
③ Year olds – Where relevant I have indicated how activities can be adapted for the three-year olds.

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

✏ – Indicates where a template is available.

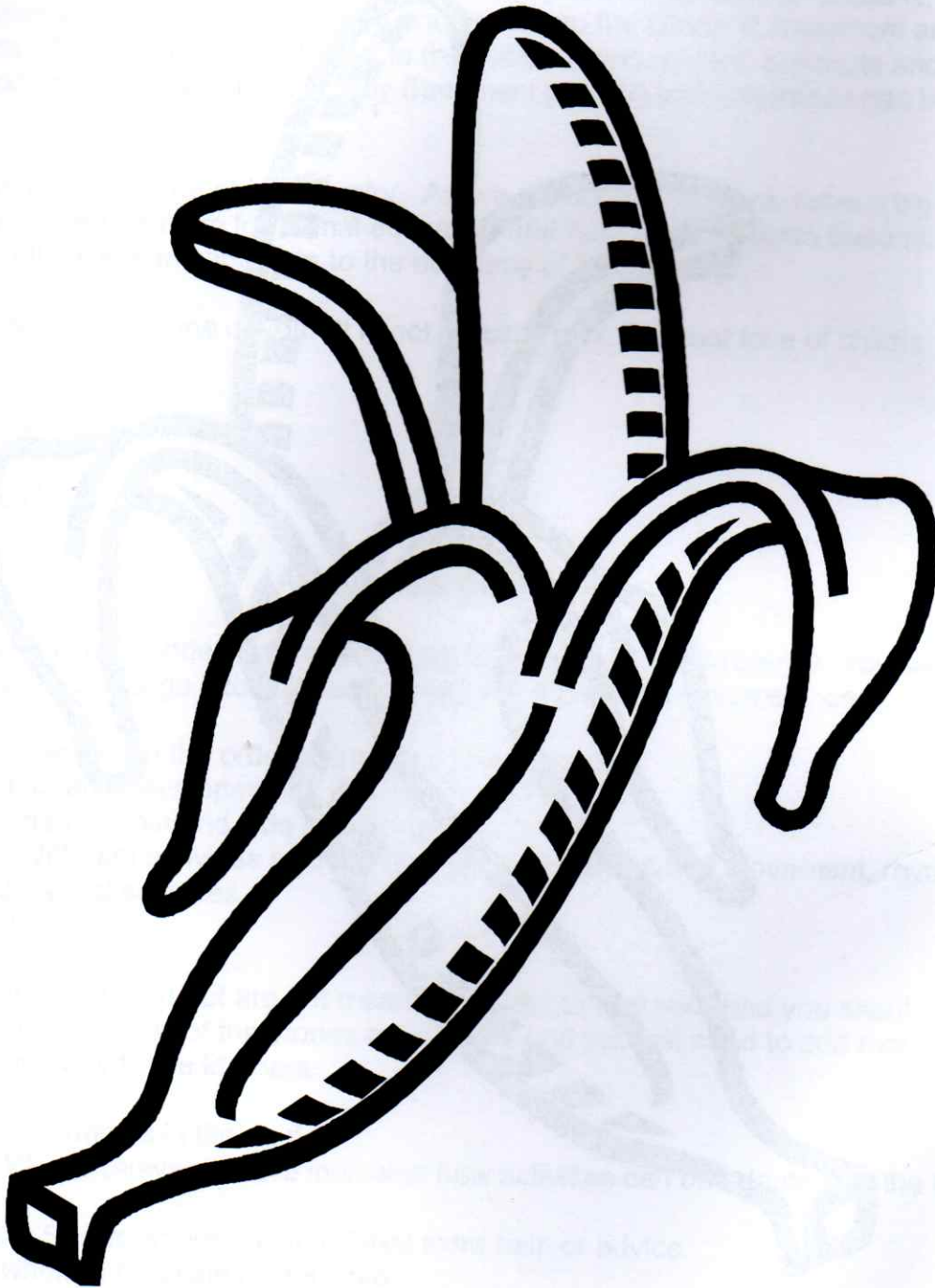
Wherever possible, I've used waste or inexpensive materials for the lessons, which are readily available in your home or community.

# fruit





# vrugte



## Theme: Fruit

## Theme information (concepts/contexts)

### Names and value of fruit

Fruits can be divided into summer and winter fruits although many fruits are available all year with cold storage

Summer	Winter
Peaches, pears, plums, grapes, watermelon, melons, bananas, apples, pineapples, paw-paws, granadilla, kiwi, guava, strawberries, raspberries, quinces, mango, figs	Oranges, lemons, limes, naartjies and grapefruit are citrus fruit and grow in winter time

Fruit is healthy because:

- It supplies the body with vitamin C (prevents cold and flu)
- It adds roughage to the diet (good for the tummy)
- It is good for your teeth and gums
- It gives you energy

Try to eat 3 servings of fruit a day

An apple a day keeps the doctor away

### Structure of a fruit

A fruit can be made up of some or all of the following:

- Skin or peel
- Pith
- Flesh of the fruit
- Pips
- Stem

Fruits come in many different shapes and colours, some are rough and some smooth. Some come in bunches.

### Not all fruit grows on trees

- Strawberries and other berries grow on bushes and small plants
  - Bananas – medium bushes
  - Grapes and granadilla – on vines
- Watermelons – small plants on the ground

### Growing fruit

#### Growing fruit trees

- Plant small trees or pips
- Water and feed with fertilizer
- Blossoms in spring which become the fruit
- Fruit trees need to be pruned and cut back at the end of winter
- Fruit needs to be sprayed to prevent the fruit from being spoiled by worms
- Once fruit is ripe, it is picked and packaged, washed and graded and then sent to the market or shops and some is exported (sent overseas)
- Some fruit is kept in ripening rooms and some in cold storage which allows us to have fruit all year round
- Many fruit trees together is called an orchard

### Ways of eating fruit

Fruit can be eaten in the following ways:

- Raw or cooked
- Peeled or unpeeled
- Whole or in pieces or segments
- As a fruit juice
- Smoothie
- In salads and puddings
- Jam
- Fruit salad
- Fruit sweets

### Preserving of fruit

Fruit can be preserved in the following ways:

- Tinned
- Dried (cake mix and dried fruit)
- Stewed and bottled
- Jams and jellies
- Sugared
- Juice (lemon concentrate)

### Packaging of fruit

- Plastic packets
- Polystyrene trays
- Net bags
- Apples are protected with cardboard layers between them
- Paw paws have special polystyrene covers
- Peaches and other soft fruit is packed in shredded straw
- Orange and grapefruit bags

### Products and use of fruit

- Oils – citrus and others (Citrus oils chase flies and mosquitoes away and are put in candles and repellents)
- Essence – for baking and cooking
- Teas – fruit and herbal teas
- Birds and animals eat fruit
- Fruit is part of the life cycle of many insects

Examples of birds, animals and insects that eat fruit are:


- Insects – worms, caterpillars, beetles
- Birds – Bulbuls, parrots, barbets
- Animals – mice, fruit eating bats, monkeys, elephants, some buck



## Theme: Fruit

## Theme table

**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 fruit and print orange prints as a border around the fruit (Remember to use the correct grade 1 print )
Items to place on the table
<ul style="list-style-type: none"><li>• Real or plastic fruit</li><li>• Empty or full tin of canned fruit with the canned fruit label on the tin(but clean and no sharp edges)</li><li>• Tin of fruit jam unopened</li><li>• Pieces of dried fruit or sealed packet</li><li>• Juice box such as Liquifruit</li><li>• Orange bag</li><li>• Fruit pips e.g. apple, orange and lemon and watermelon</li><li>• Fruit skins and peel</li><li>• Fruit scented candle</li><li>• Branch of a lemon tree</li><li>• Orange squeezer</li><li>• Smelly bottles – use medicine bottles and punch holes in the lid, place some cottonwool in the bottles and saturate the cottonwool with lemon and orange essence</li><li>• Empty bottle of lemon concentrate</li><li>• Pineapple top growing in water</li><li>• Fruit pips – orange, lemon, apple, watermelon, melon</li></ul>

Pictures
<ul style="list-style-type: none"><li>• different fruit</li><li>• fruit products</li><li>• fruit farming</li></ul>
Hands-on activity
Try and grow some fruit pips such as apple, orange, lemon or watermelon pips on some cottonwool kept damp

## Play dough recipe

### Play dough recipe: Cooked

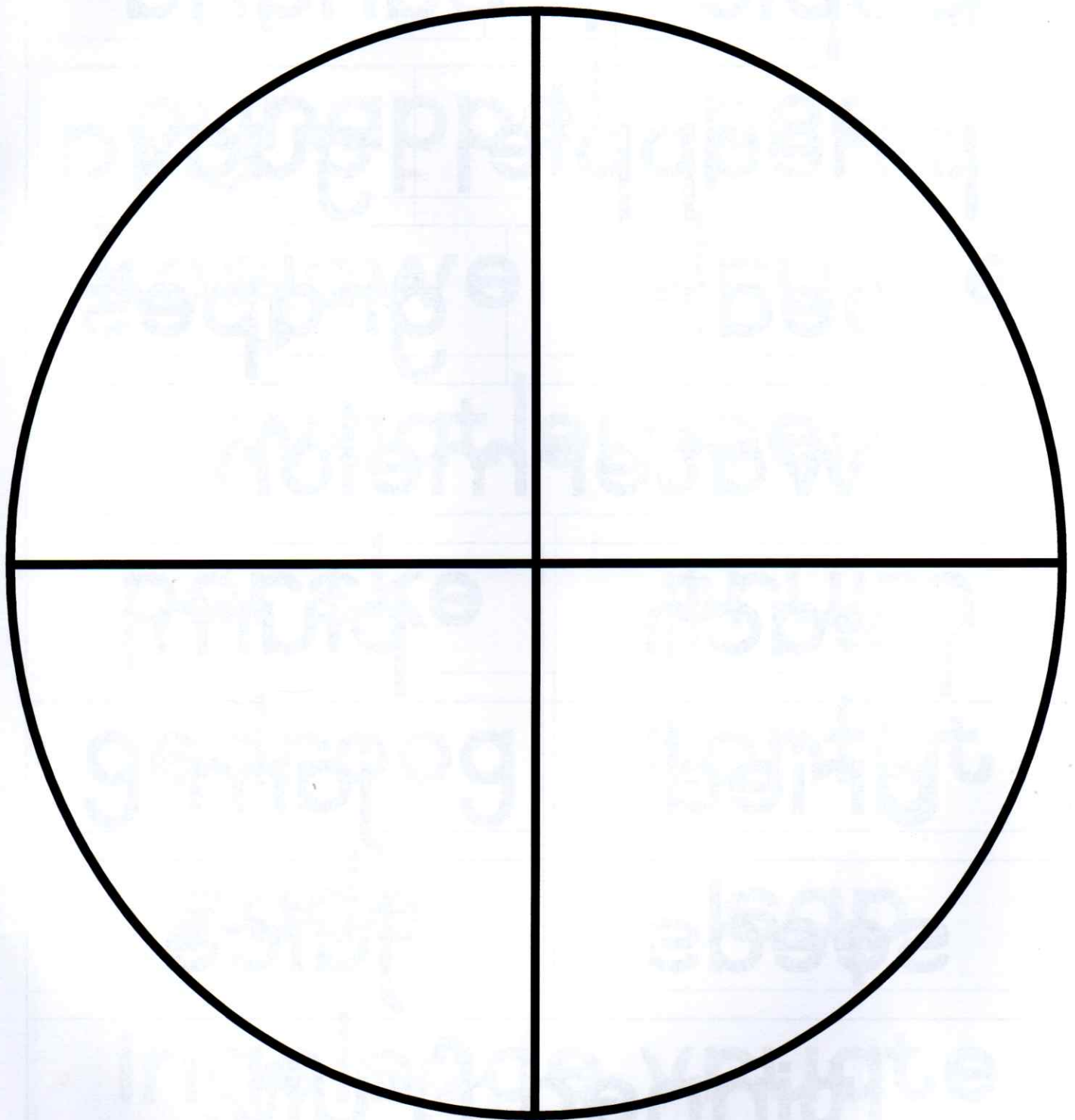
2 cups flour, 1 cup salt, 4 teaspoon cream of tartar(important – don't leave out), 1 tablespoon oil, 2 cups water, powder paint or food colouring.

- 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.**

### Scent the play dough with lemon or orange essence

☺ **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.

**Educational activity:** (whole,  $\frac{1}{2}$  and  $\frac{1}{4}$ ) Leave some circles whole, cut some in half and cut some into quarters. Colour the sections that belong together the same colour. Paste to cardboard. Make several sets.





**apple**

**banana**

**pineapple**

**guava**

**pear**

**grapes**

**watermelon**

**peach**

**plum**

**dried**

**jam**

**seeds**

**juice**

**tinned fruit**

appel

piesang

pynappel

peer

koejawel

druuwe

waatlemoen

perske

pruim

gedroog

konfyt

sade

sap

ingelegde vrugte

vrugteslaai



## Theme: Fruit

## Weekly play area planning

Please visit <http://pinterest.com/kstedall/fruit/> for lots of ideas and activities

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

Day	Fantasy area	Educational toys	Block area	Book area	Outdoor	Water play	Sand play
Mon	Empty tinned fruit and jam tins Scale Plastic fruit	Puzzles – made from fruit pictures cut from magazines	Farm or wild animals	Books about fruit Other books	Orange bags and balls	Polystyrene trays	Buckets and spades
Tues	Empty dried fruit packets Fruit jelly boxes Liquifruit boxes  Tea sets Plastic knives and plates Juice cups	Sorting milk lids to match the colour of the fruit. Colour the fruit pictures in the manual.	Empty fruit and jam tins and cardboard pieces to create houses		Tinned fruit tins as skittles	Cups and bottles	Sieves
Wed	Paste fruit pictures onto polystyrene trays	Sorting fruit and vegetable pictures.			Skipping ropes made from tied orange bags	Orange or lemon essence	Small branches of trees
Thurs		Whole, half and quarter circles.			Punch bag made by stuffing an orange bag with newspaper and hanging it up.	Empty bottles and yogurt cups	Small stones to make patterns
Friday		Matching fruit cards. Duplicate the fruit cards on pp19 -20			Stilts using empty tins	Bottles and funnels	Empty fruit tins

# Theme: Fruit

## Weekly lesson planning

Ages: 3 – 6 y

Day	Language and theme discussion(use concept web)	Main creative activities	Side creative activities	Second ring	Story Languages
<b>Mon</b>	Names of fruit Value of fruit Name the different fruits Rhyme: Bananas are my favourite fruit	Cut and paste with construction – an apple body with energy arms	<ul style="list-style-type: none"> <li>• Collage – a pineapple using an egg box</li> <li>• Painting – the leaves and the pineapple</li> <li>• Construction – arms and legs for the apple person</li> </ul>	Home language: <b>Rhymes and songs</b> <ul style="list-style-type: none"> <li>• If you like oranges</li> <li>• The orange tree</li> <li>• The apple tree</li> <li>• Mary ate a lemon</li> </ul>	The sad prickly pear <b>Visual aids</b> Pictures of fruit A real prickly pear or picture
<b>Tues</b>	Structure of a fruit Growing fruit Cut open different fruits and look at their structures Rhyme: The orange tree	Collage – an orange using torn paper pieces	<ul style="list-style-type: none"> <li>• Painting – using fruit scented paint</li> <li>• Printing – with oranges</li> <li>• Play dough – scented with fruit flavoured essence</li> </ul>	<b>Mathematics – counting and data handling</b> Sorting fruit from vegetables Whole, half and quarter <b>Counting rhymes:</b> Lemons in a bowl and 10 Juicy apples Count fruit and match milk lids	The unexpected tractor ride <b>Visual aids</b> Orange or lemon
<b>Wed</b>	Ways of eating fruit Discuss the different ways and taste different fruits Game: Visual memory Remember the sequence of the fruits	Printing – a piece of watermelon	<ul style="list-style-type: none"> <li>• Printing – finger printing black seeds for the watermelon</li> <li>• Painting – the green skin of the watermelon slice</li> <li>• Collage – a banana with yellow coloured flour</li> </ul>	<b>Life Skills: Personal and Social Well being</b> Making and eating fruit salad with hand washing	Big boy makes fruit salad <b>Visual aids</b> Pictures of fruit coloured in
<b>Thur</b>	Preserving and packaging of fruit Technology: Discuss and observe the different ways fruit are packaged. Clapping syllables: Of fruit words in home language and English	Printing – a bunch of grapes using small lids	<ul style="list-style-type: none"> <li>• Cut and paste – printed oranges and lemons</li> <li>• Collage – with fruit packaging materials</li> <li>• Play dough – fruit scented with dried fruit skins</li> </ul>	<b>Mathematics – data handling – graph</b> Your favourite fruit	The wedding cake <b>Visual aids</b> Picture of a wedding cake Dried fruit cake mix to taste
<b>Frid</b>	Products and uses of fruit Show different products and enjoy the fruit flavours Make and drink fruit flavoured tea	Drawing with colour wash – a fruit bowl	<ul style="list-style-type: none"> <li>• Colour wash – the fruit bowl</li> <li>• Printing – with tinned fruit tins</li> <li>• Cut and paste – pictures of fruit</li> </ul>	<b>Life skills: Physical development Games and movement</b> I sent an orange to my love and on the way I dropped it Activities with orange bags Activities with balls made from orange bags Movement story – picking fruit	You can't catch me! <b>Visual aids</b> Pictures of fruit



## Theme: Fruit Day 1

<b>First ring</b>	<b>Concept: Names of fruit / Value of fruit</b>	<b>Ages: 3 – 6 y</b>
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### Language discussion and Beginning knowledge

#### You will need:

- A variety of fresh fruit or pictures of fruit (need at least an apple or orange)
- Chart with fruit pictures
- A few vegetables
- A feely bag or packet that the learners cannot see through

### Introduction

**Guess what fruit is in the bag:** Put an apple or an orange into a packet or feely bag and pass the bag around letting each or a few learners feel what's inside the bag, but without saying out loud until they have all felt the fruit.

### Main body

Show different fruits or pictures and discuss each one with reference to what it looks like, smells like and who likes or dislikes which fruit. Taste some of the fruits if possible.

Show some of the more unusual fruits if you can – either the real fruit or pictures (kiwi, star fruit, raspberry, granadilla)

Fruits can be divided into summer and winter fruits

Summer	Winter
Peaches, pears, plums, grapes, watermelon, melons, bananas, apples, pineapples, paw-paws, granadilla, kiwi, guava, strawberries, raspberries, quinces, mango, figs	Oranges, lemons, limes, naartjies and grapefruit are citrus fruit and grow in winter time

Fruit is healthy because:

- It supplies the body with vitamin C (prevents cold and flu)
- It adds roughage to the diet (good for the tummy)
- It is good for your teeth and gums
- It gives you energy

Try to eat 3 servings of fruit a day

An apple a day keeps the doctor away

### Conclusion and activity

#### Rhyme: Bananas are my favourite fruit

Bananas are my favourite fruit (*make fists as if holding bananas*)

I eat one every day (*hold up one finger*)

I always take one with me (*pretend to put one in your pocket*)

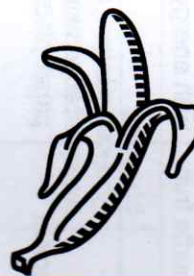
When I go out to play (*wave good-bye*)

It gives me lots of energy (*make a muscle*)

To jump around and run (*move arms as if running*)

Bananas are my favourite fruit (*rub tummy*)

To me they're so much fun (*point to self and smile*)



### 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 etc

#### Integration: Life Skills:

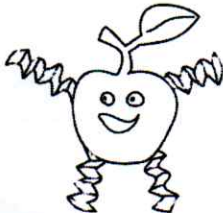
##### Beginning knowledge

##### Topic: Fruit

##### Context:

- Names of fruits
- Value of fruit



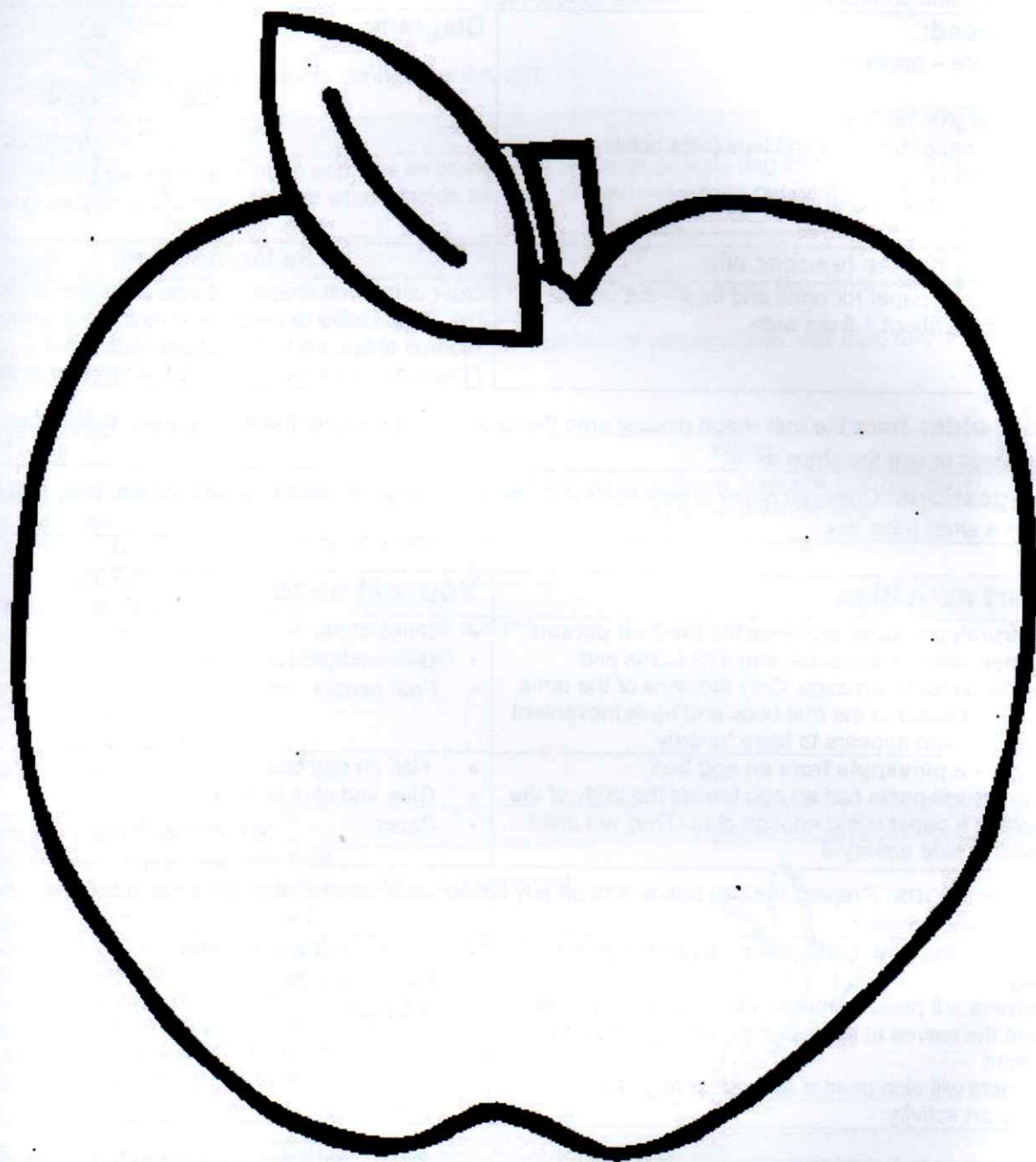
<b>Creative activities</b>	<b>Concept: Names of fruit / Value of fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Main activity: Collage – a person using a fruit shaped body with ‘energy’ arms and legs</b>		
<b>Skills:</b> Eye-hand co-ordination, small muscles, body image		
<b>You will need:</b> <ul style="list-style-type: none"><li>• Fruit shape – apple✍</li><li>• Paper</li><li>• Glue and glue brushes</li><li>• Strips of paper for arms and legs (side activity)</li><li>• Wax crayons</li><li>• Optional: Cut out the apple shape</li></ul>	<b>Diagram:</b> 	
<b>The teacher will</b>	<b>The learners will</b>	
Prepare strips of paper for arms and legs – cut an A4 page into strips about 1.5 cm wide	Cut out the fruit shape and paste it to the centre of the page. Using the wax crayons they will colour the fruit shape and draw a face on the fruit. (The legs and arms get pasted at the side activity)	
<b>3 Year olds:</b> Trace the fruit shape directly onto the paper or cut it out for them. Help them to fold the arms and legs or use the strips as is.		
<b>😊 Suggestions:</b> Coloured paper is effective for the arms and legs. Instead of a fruit-shaped body you could use a small juice box.		


Side art activities	You will need
<b>1. Construction – arms and legs for the fruit person</b> The learners will fold the paper strips forwards and backwards to create zig-zags. Only the ends of the arms and legs are pasted to the fruit body and have movement so the fruit person appears to have “energy”	<ul style="list-style-type: none"> <li>• Strips of paper</li> <li>• Glue and glue brushes</li> <li>• Fruit people</li> </ul>
<b>2. Collage – a pineapple from an egg box</b> The learners will paste half an egg box as the body of the pineapple to a paper using enough glue. They will paint the leaves at side activity 3	<ul style="list-style-type: none"> <li>• Half an egg box</li> <li>• Glue and glue brushes</li> <li>• Paper</li> </ul>
<b>☺ Suggestions:</b> Prepare the egg boxes. Cut off any section that extends above the top of the egg box so they lie flat when pasted	
<b>3. Painting – the pineapple and a page orange for Tuesday</b> The learners will paint the pineapple using yellow paint and paint the leaves at the top of the pineapple using green paint The learners will also paint a A5 page orange for Tuesdays art activity	<ul style="list-style-type: none"> <li>• Paint – yellow and green</li> <li>• Paint – orange</li> <li>• A 5 paper</li> </ul>

Subjects, study areas, skills, content and integration	
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Painting: use pre-mixed tempera paint or coloured inks or dyes in primary and secondary colours to respond to the week’s topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts, and other</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> </ul>




## Apple shape



<b>Second ring</b>	<b>Concept: Concept: Names of fruit Value of fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Rhymes and songs</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>• Pictures of fruit ✍</li> <li>• Rhymes and songs – words ✍</li> </ul>		
<b>Introduction</b>		
<b>Song: If you like .... (Tune: If you're happy and you know it) ✍</b> Sing the song inserting different fruit names		
😊 <b>Suggestions:</b> Show pictures of fruit as you sing the song to guide the learners for the next fruit.		
<b>Main body</b>		
<b>Rhymes with actions</b> <b>The orange tree</b> This is the orange tree with leaves so green (raise arms above head and make a circle) Here are the oranges that hang in between (make fists) When the wind blows the oranges will fall Here is the basket to gather them all (make circle with arms in front of body)		
		
<b>The apple tree</b> Way up high in the apple tree (raise arms above head) Two little apples smiled at me (make fists or circles with hands) I shook that tree as hard as I could (pretend to be shaking the tree) Down came the apples (falling action with hands) Mmmmmmmmm ...they were good(rub tummy)		
<b>Conclusion</b>		
<b>Rhyme: Mary ate a lemon</b> Mary ate a lemon But it was very sour She had the taste right through her mouth For at least another hour  Let the learners taste some lemon juice (use concentrated lemon juice if fresh lemons are not available) Extension: You could do a taste test to identify the lemon juice from other fruit juices.		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Life Skills: Performing arts</b> <b>Creative games and skills</b> <ul style="list-style-type: none"> <li>• Singing action songs using different parts of the body to interpret the song</li> </ul>	<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> </ul>	



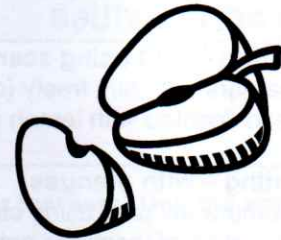
<b>Story</b>	<b>Concept: Concept: Names of fruit / Value of fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Title: The sad prickly pear</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>• Pictures of fruit</li> <li>• Prickly pear if available</li> </ul>		
<b>Introduction</b>		
Have you ever been to the vegetable shop or the supermarket to buy fruit? Which fruit do you like the most?		
<b>Main body</b>		
<p>At Lesedi's pre school they were learning about fruit. Their teacher had told them all the names of the different fruits and some of the learners had never heard of all the different kinds of fruit.</p> <p>So the teacher decided to take the children to the fruit and vegetable shop to each choose a fruit to buy and to bring back to the pre school for the theme table.</p> <p>She suggested that they plan to each try and choose a different fruit so there would be a good variety on the theme table. All the children were so excited and when they went home they discussed it with their parents and by the next day they had to all have decided which fruit they would choose.</p> <p>The teacher phoned the fruit and veg shop and organised the visit. They each had R2 to buy their fruit. The fruit in the shop heard the shop keeper talking to the teacher and they were also excited to have so many children in the fruit shop.</p> <p>That night when the shop was closed all the fruit discussed the exciting visit. The apple said she would be chosen because everyone likes apples. The banana argued and said more children like bananas than apples. The pineapple told them to stop arguing as they were going to choose him. But the other fruit disagreed and said the pineapple skin was too prickly. The plum and peach felt they would be chosen first as they were delicious to eat. And so the fruit continued to argue amongst them till it was late.</p> <p>In all the arguing the prickly pear had kept quiet. He always felt lonely and left out and often went rotten on the shop shelf and had to be thrown away. Very few people knew what a prickly pear was and even fewer wanted to buy them as they were full of little thorns. If you got the thorns in your hands and fingers it was very painful and difficult to remove.</p> <p>The next morning the shop keeper swept the shop nice and clean and made sure the shelves were well stocked with fresh fruit. Along came all the learners and the little shop was soon full of children's voices. They selected fruit and changed their minds, some could not decide and some knew exactly which fruit they wanted. Lesedi had not made a decision the night before and she walked up and down the rows of fruit, but she could not make up her mind. Then the shop keeper came over and suggested she buys some prickly pears. The prickly pears were so pleased to be chosen. But Lesedi said she did not know how to peel them or how they tasted. The shop keeper asked all the children to sit down and he showed them very carefully how you hold the prickly pear with a fork and to peel off the skin. Then you wash them and eat them. When he was finished showing the learners the prickly pear felt very important. The shop keeper gave the peeled prickly pear to Lesedi to eat. She felt so special and enjoyed every mouthful. Then she chose a packet and paid for her fruit. Back at school she carefully peeled all the prickly pears and shared them with the other children. When the teacher asked the classes what their favourite fruit was can you guess what they said – yes, prickly pears!</p>		
		
<b>Conclusion and activity – Questions</b>		
<p>What were the children learning about at school? Where were they going for an outing?</p> <p>Why did the banana think he would be chosen? Why was the prickly pear sad?</p> <p>Which fruit was liked the most? Have you ever tasted a prickly pear and did you like it?</p> <p>What fruit would you choose to buy?</p>		
<b>3 Year olds:</b> Keep your questions simple.		

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

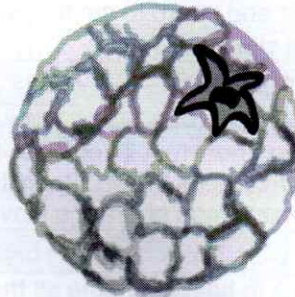


## Theme: Fruit Day 2

First ring	Concept: Structure of a fruit / Growing fruit	Ages: 3 – 6 y
<b>Language discussion and Beginning knowledge</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>Orange and apple (Other fruit can be added too)</li> <li>Knife and board to cut fruit in half</li> <li>Fruit pips/seeds</li> </ul>		<ul style="list-style-type: none"> <li>Pictures of fruit trees and orchards and fruit tree in blossom</li> <li>Lemon or orange leaves to smell</li> <li>Rhyme: The orange tree</li> </ul>
<b>Introduction</b>		
<b>Social science concepts:</b> Show the learners an apple and/or an orange. Discuss what they see. Ask the learners to tell you what they think will be inside when you cut the fruit open. If using an apple observe how the fruit goes brown. Sprinkle lemon juice on one half and observe what happens. If you have lemon or orange leaves give one to each learner and let them crush the leaf and smell it.		
<b>Main body</b>		
Cut a fruit in half and name all the different parts of the fruit. Not all fruit has pith (the white bitter skin mainly found in lemons, oranges and grapefruits) Compare different fruits as they do not all have the same structure e.g. banana pips are not very visible Discuss growing fruit with the learners with special reference to the different trees and plants that fruit grows on. Discuss ripening and storage of fruit. A fruit can be made up of some or all of the following:		
<ul style="list-style-type: none"> <li>Skin or peel</li> <li>Pith</li> </ul>		<ul style="list-style-type: none"> <li>Flesh</li> <li>Pip</li> <li>Stem</li> </ul>
Fruits come in many different shapes and colours, some are rough and some smooth. Some come in bunches.		
<b>Growing fruit trees</b> <ul style="list-style-type: none"> <li>Plant small trees or pips</li> <li>Water and feed with fertilizer</li> <li>Blossoms in spring which become the fruit</li> <li>Fruit trees need to be pruned and cut back at the end of winter</li> <li>Many fruit trees together is called an orchard</li> <li>Fruit needs to be sprayed to prevent the fruit from being spoiled by worms</li> <li>Once fruit is ripe, it is picked and packaged, washed and graded and then sent to the market or shops and some is exported (sent overseas)</li> <li>Some fruit is kept in ripening rooms and some in cold storage which allows us to have fruit all year round</li> </ul>		
<b>Not all fruit grows on trees</b> <ul style="list-style-type: none"> <li>Strawberries and other berries on bushes and small plants</li> <li>Bananas – small bushes</li> <li>Grapes and granadilla – on vines</li> <li>Watermelons – small plants on the ground</li> </ul>		
<b>Conclusion and activity</b>		
<b>Rhyme: The orange tree</b> Say the rhyme with the learners showing them the actions. Repeat the rhyme once or twice more.		
<b>3 Year olds:</b> Keep the discussion simple. Leave out growing fruit.		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>Participates in discussions and asks questions</li> <li>Listens and responds to simple questions</li> <li>Sings simple songs and does action rhymes</li> <li>Talks about pictures in posters, theme charts, books etc</li> </ul>		<b>Integration: Life Skills: Beginning knowledge</b> <b>Topic: Fruit</b> <b>Context:</b> <ul style="list-style-type: none"> <li>Structure of a fruit</li> <li>Growing fruit</li> </ul> <b>Scientific process skills;</b> the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating; <b>Social science concepts;</b> cause and effect





Creative activities	Concept: Structure of a fruit Growing fruit	Ages: 3 – 6 y
Main activity: Tearing and collage – an orange		
Skills: Eye-hand co-ordination, small muscles, perseverance		
You will need: <ul style="list-style-type: none"><li>Orange shape – use a lid as a template</li><li>Orange paper – painted from Monday</li><li>Glue and glue brushes</li><li>Paper</li></ul>		Diagram: 
The teacher will		The learners will
Prepare an orange shape for each learner.		Cut out the orange shape. They will tear the orange paper into smaller pieces and fill in the orange shape (or use the peel if using)
😊 <b>Suggestions:</b> It is very effective to dry orange or lemon peels and use them to fill in the orange or lemon shape instead of paper. Cut into smaller pieces either before or after drying		
③ <b>Year olds:</b> Cut the orange shape for the learners before they collage it.		
Side art activities		You will need
1. <b>Painting – fruit using scented paint</b> The learners will paint freely (or fruit )using paint that has been scented with lemon or orange essence		<ul style="list-style-type: none"><li>Paint – add lemon essence to yellow paint, orange essence to orange paint and strawberry or apple essence to red paint</li></ul>
2. <b>Printing – with oranges</b> The learners will print using cut oranges or lemons or a combination of them. Do not print on top of each other as you will need to cut them out later		<ul style="list-style-type: none"><li>Printing pads –orange</li><li>Paper</li><li>Orange halves</li></ul>
3. <b>Play dough – yellow scented with lemon essence.</b> Add lemon or orange essence to coloured play dough.		<ul style="list-style-type: none"><li>Play dough – yellow</li><li>Lemon or orange essence</li></ul>
😊 <b>Suggestions:</b> Cut the oranges in half early in the day and place cut side down on newspaper to absorb the moisture		

Subjects, study areas, skills, content and integration	
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>Drawing and painting using the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment</li> <li>Craft skills and techniques: cutting, pasting, tearing</li> <li>Use playdough to model freely: shaping, twisting, and rolling</li> <li>Simple print-making techniques using found objects such as bottle tops, stones, leaves, hands</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>Uses a range of writing tools e.g. paint brushes, wax crayons etc.</li> <li>Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc</li> <li>Develops small muscles skills through finger play, e.g. play dough</li> </ul>

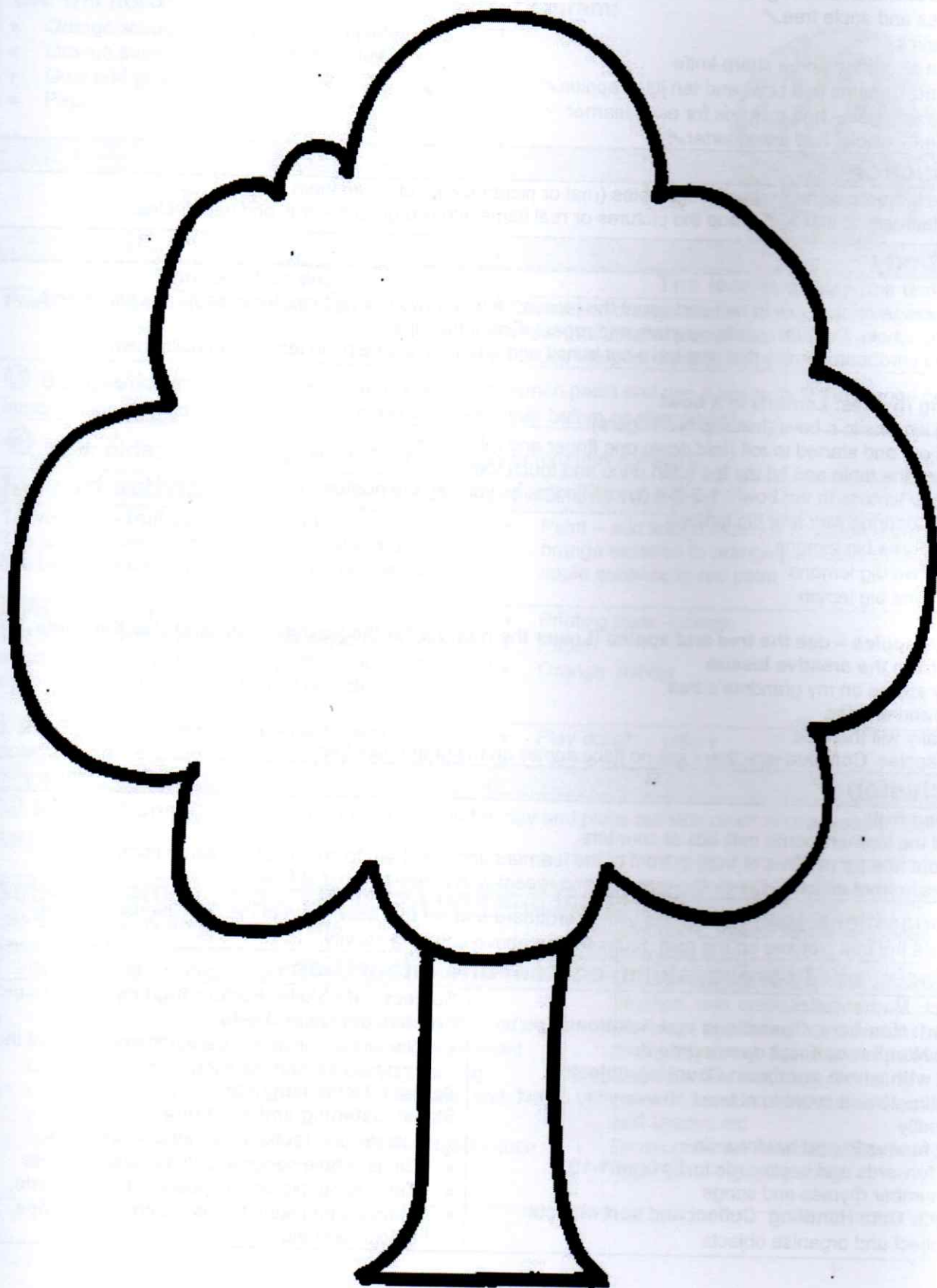


## Theme: Fruit Day 2

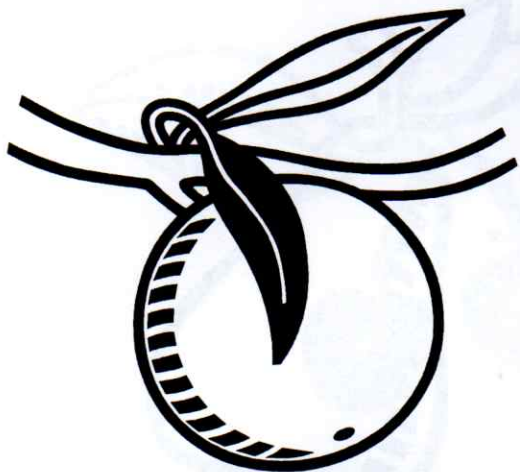
Second ring	Concept: Structure of a fruit / Growing fruit	Ages: 3 – 6 y
<b>Mathematics: Counting and data handling</b>		
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Pictures of fruit and vegetable or real items</li> <li>• Apples and apple tree</li> <li>• Presstick</li> <li>• Apple or orange and a sharp knife</li> <li>• Rhyme: Lemons in a bowl and ten juicy apples</li> <li>• A few oranges – and milk lids for each learner</li> <li>• Circles – whole, half and quarter</li> </ul>		
<b>Introduction</b>		
<p>Show the learners some fruit and vegetables (real or pictures) and name them. Ask the learners to sort and group the pictures or real items into two groups – fruit and vegetables.</p>		
<b>Main body</b>		
<p><b>Whole, half and quarter</b> Cut an orange or an apple in half and count the pieces. Hold the two halves together to show that two halves make one whole. Cut halves into quarters and repeat. Count the pips. Show the cardboard circles that you have cut in half and quarters and help the learners to build them.</p> <p><b>Counting rhymes: Lemons in a bowl</b> Five big lemons in a bowl (hold up five fingers) One fell out and started to roll (fold down one finger and roll hands) It bumped the table and hit my toe (clap once and touch toes) How many lemons in the bowl? 1-2-3-4 (count fingers as you say the numbers)</p> <ul style="list-style-type: none"> <li>• Continue with four big lemons</li> <li>• Three big lemons</li> <li>• Two big lemons</li> <li>• One big lemon</li> </ul> <p><b>10 Juicy apples – use the tree and apples (Lower the number for the younger learners) Use the apple shape from the creative lesson</b> 10 juicy apples on my grandma's tree If I pick and eat one How many will there be 9 juicy apples Continue until there are no juicy apples on my grandma's tree</p>		
<b>Conclusion</b>		
<p><b>Counting fruit</b> Give all the learners some milk lids or counters. Count out fruit (or pictures of fruit) in front of the learners and ask them to count out the same number of counters in front of them. Check the learners and repeat with a new number of fruit.</p>		
<p>😊 <b>Suggestions:</b> Make your apples using cardboard and set this activity out in the educational toy area. Duplicate the fruit pictures on the next pages for the above counting activity.</p>		
<b>Subjects, study areas, skills, content and integration</b>		
<p><b>Subject: Mathematics</b> <b>Content: Numbers, Operations and Relationships</b> <b>Topic: Number concept development:</b> <b>Count with whole numbers: Counting objects</b></p> <ul style="list-style-type: none"> <li>• Estimate and count to at least 10 everyday object readily</li> </ul> <p><b>Count forwards and backwards</b> Count forwards and backwards in 1's from 1-10 Uses number rhymes and songs <b>Content: Data Handling Collect and sort objects</b></p> <ul style="list-style-type: none"> <li>• Collect and organise objects</li> </ul>	<p><b>Subject: Life Skills: Performing arts</b> <b>Creative games and skill</b></p> <ul style="list-style-type: none"> <li>• Singing action songs using different parts of the body to interpret the song</li> </ul> <p><b>Subject: Home language</b> <b>Skills: Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts,</li> <li>• Matches and sorts things according to shape, colour, size etc</li> </ul>	



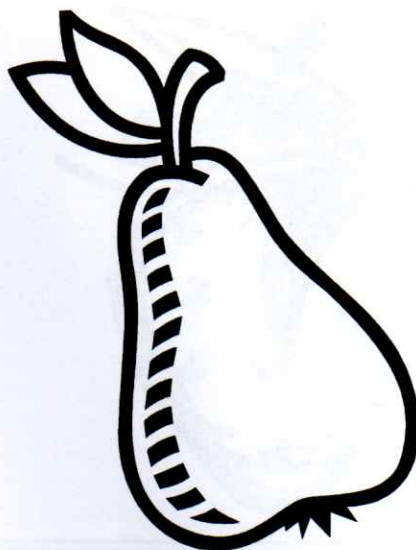
Rhyme: **Apple tree** – use apple shape from Day 1 art or apple on next page.  
You need ten apples



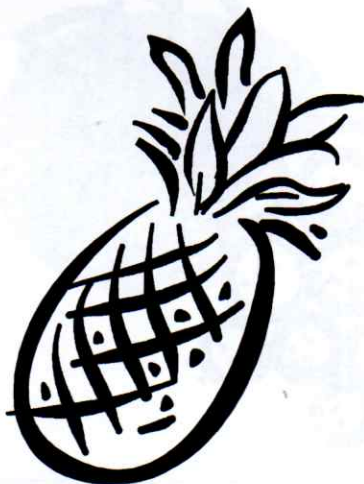
**orange**



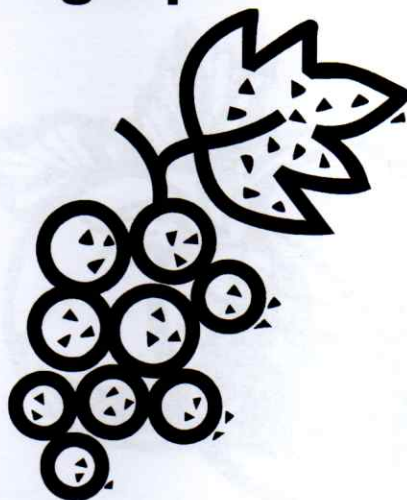
**pear**



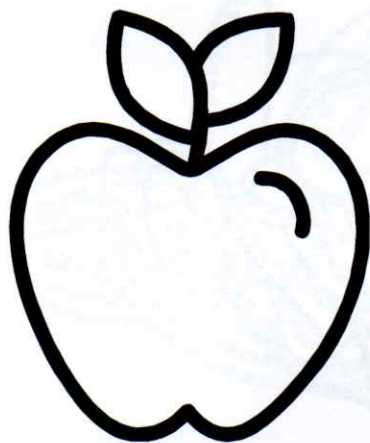
**pineapple**



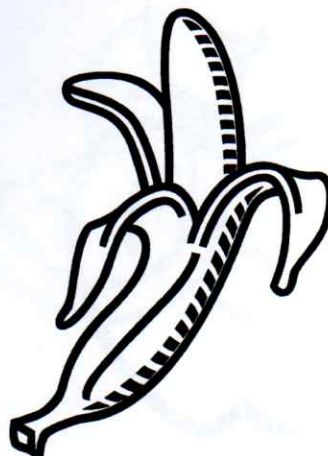
**grapes**



**apple**



**banana**

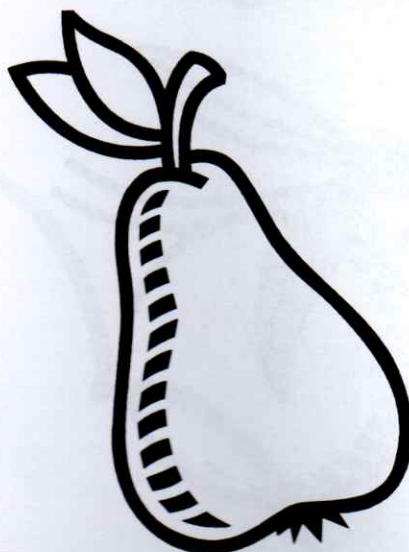




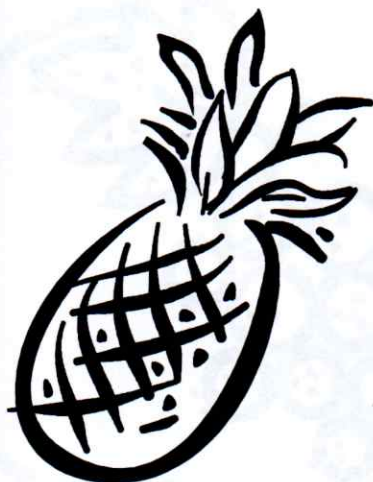
**lemoen**



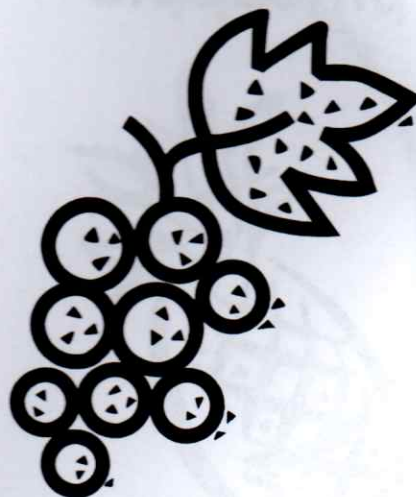
**peer**



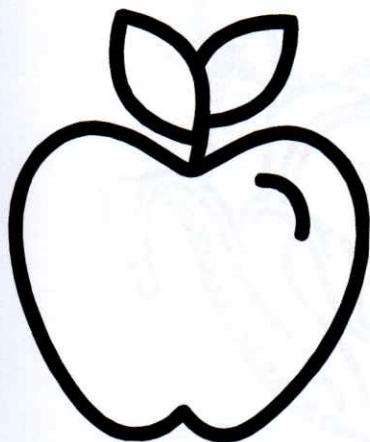
**pynappel**



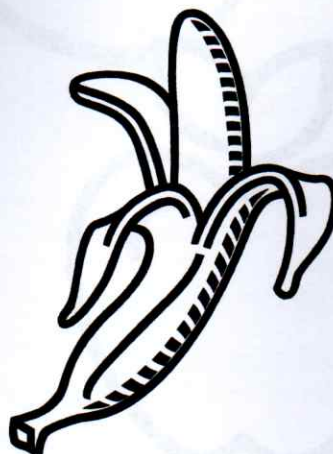
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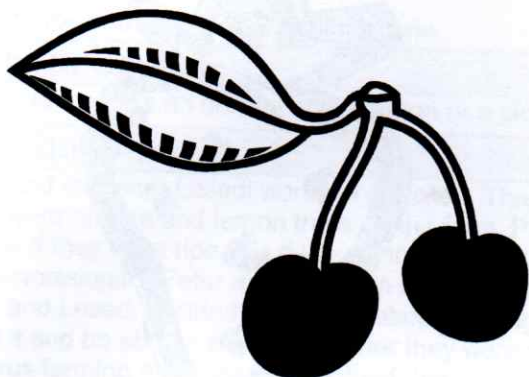
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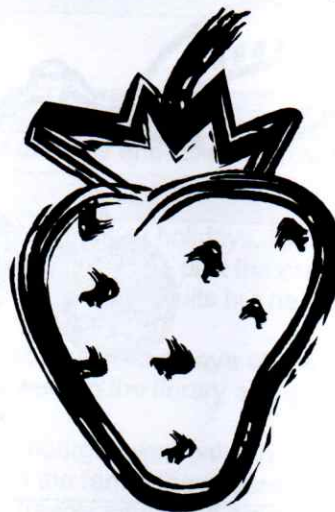
**piesang**



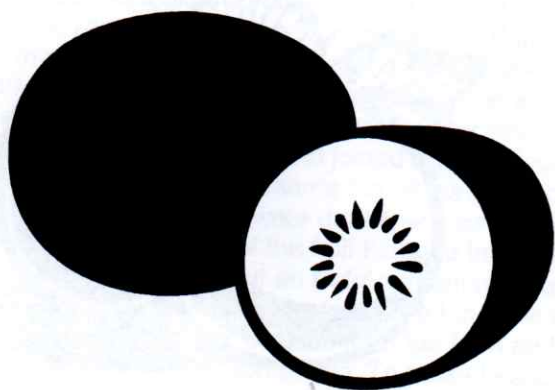
**cherry**



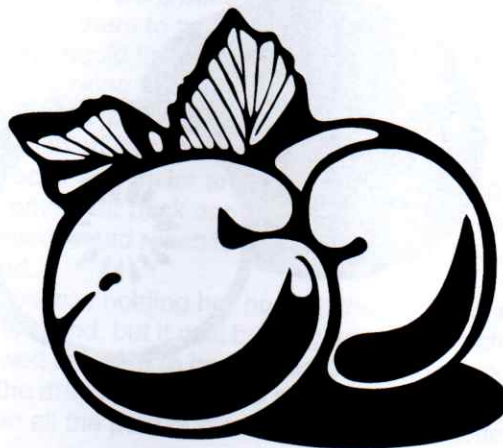
**strawberry**



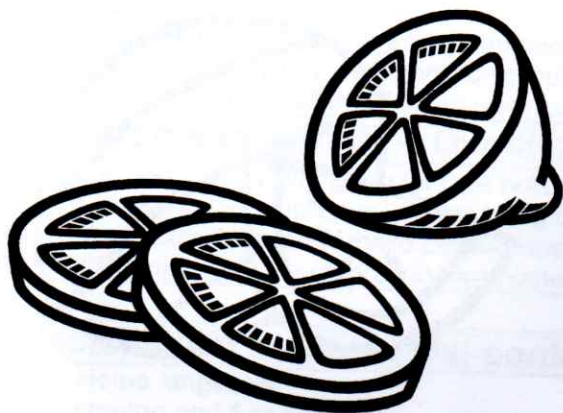
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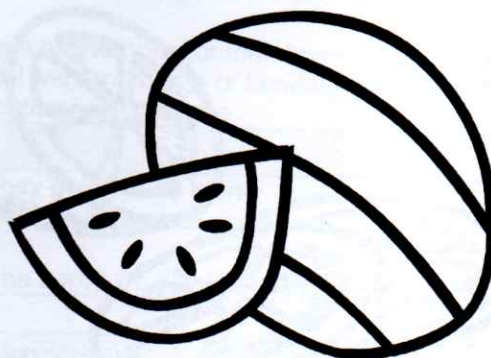
**peach**



**lemon**

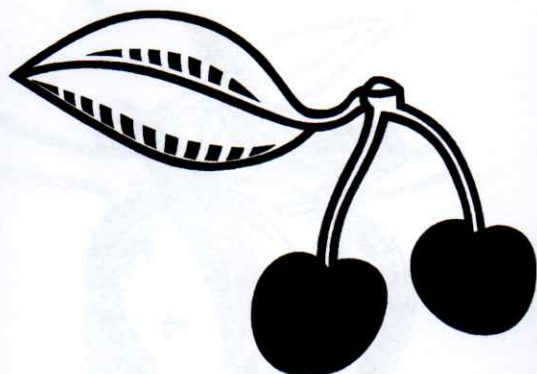


**watermelon**





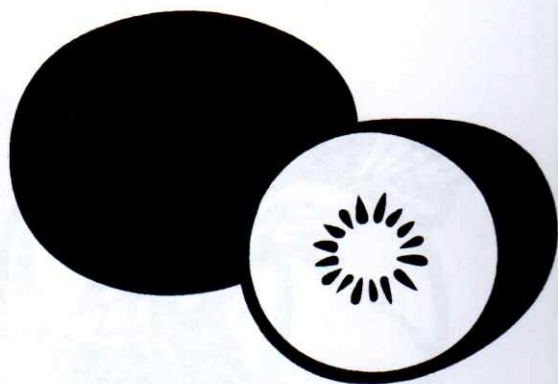
**kersie**



**aarbeie**



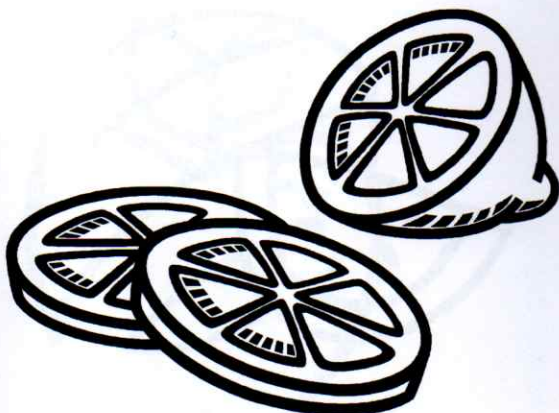
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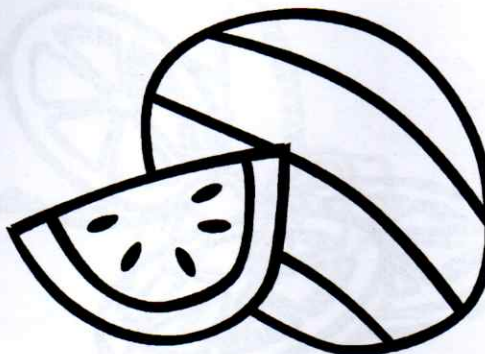
**perske**



**suurlemoen**



**waatlemoen**





## Theme: Fruit Day 2

<b>Story</b>	<b>Concept: Structure of a fruit / Growing fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Title: The unexpected tractor drive</b>		
<b>You will need:</b>		
<ul style="list-style-type: none"> <li>Orange and lemon or a picture of one</li> </ul>		
<b>Introduction</b>		
Show the learners an orange and a lemon or a picture of one. Where do oranges and lemons grow?		
<b>Main body</b>		
<p>Peter and his sister Lesedi were very excited. They were going to a farm for the July holidays. His dad knew there were orange and lemon trees on the farm. Peter wanted to know if he could help pick the oranges and lemons if they were ripe. His dad said they should be ripe in July as they were winter fruits but he would have to ask permission for Peter and Lesedi to help with picking the fruit.</p> <p>Peter and Lesedi decided to read up about farming oranges and lemons so they would have all the knowledge about it and be able to show the farmer they were really interested. They went to the library and got out books on citrus farming and their mom helped them look it up on the internet too.</p> <p>They packed their suitcases and the car and set off to the farm near Rustenburg. It was only an hour away from Pretoria and along the way they guessed which fruit trees were growing on the farms they passed. Soon they were at the farm. The farmer and his wife greeted them with a tray of tea, freshly squeezed orange juice and lemon biscuits. Peter asked if they could help on the farm with picking the oranges and lemons. The farmer and his wife were happy to have them help, although they were rather small and would not be able to reach up to the tree to pick the fruit. The farmer was also worried because the orange tree had small thorns and they needed to wear special protective gloves which would be too big for them. And there were bees around the fruit too.</p> <p>Peter and Lesedi looked so disappointed so the farmer offered to allow them to go on the trailer and help where they could. They wanted to go immediately but Peter's dad said they should first unpack and explore the farm. The farm workers would be leaving at 5 am the next morning to start picking the fruit. They set the alarm clock for 4.30 the next morning. When it went off Peter was already awake and jumped out of bed, but Lesedi complained about it being cold and dark. Peter said she could stay behind, but she refused.</p> <p>The children dressed and ate and joined the farm workers at the tractor and trailer and off they went singing to the orchards. Once at the orchards the labourers loaded a basket onto their back and began to pick the juicy ripe fruit off the trees. The trees were quite low down and Peter and Lesedi could reach too. They helped to pick fruit and even picked up some of the fruit that had fallen onto the ground.</p> <p>All of a sudden Lesedi let out an awful scream and began to cry. She was holding her hand in the air. Peter saw that a bee had stung her. He carefully pulled the bee sting out of her hand, but it was burning and very painful. Lesedi cried a lot, but they were far from the farm and she had to wait for them to be finished before they could return to the farm and get some help. To make Lesedi feel better the man in charge said she could help him to drive the tractor. Lesedi thought this was a wonderful idea and soon all the pain of the bee sting was forgotten as she turned the steering wheel pretending to be the driver.</p> <p>After a few hours the tractor trailer was full of oranges and they set off back to the farm with Lesedi sitting on the drivers lap while she steered and he did the gears of the tractor.</p> <p>When she got back to the farm her parents were very surprised to see her driving and Peter sitting in the trailer. She was so excited about driving the tractor that she nearly forgot to show her mother the bee sting. Luckily they had some ointment they could put on the bee sting which helped with the swelling and the pain and the burning was all forgotten.</p> <p>When they left the farm the farmer gave them each a bag of oranges and lemons for their home and one for their school friends too. When they went back to school Peter and Lesedi were in charge of handing out the fresh oranges from the farm and all the children were very happy to be eating juicy oranges.</p>		
<b>Conclusion and activity – Questions</b>		
<p>Where were Lesedi and Peter going for their holiday? What were they going to do there?</p> <p>Where do you go for your holidays? What stung Lesedi? Have you ever had a bee sting?</p> <p>What did the tractor driver do to make Lesedi happy?</p> <p>What did the farmer give the children to take home when they left the farm? Do you like oranges and lemons?</p>		

### Subjects, study areas, skills, content and integration

**Subject: Home language**  
**Skills: Listening and Speaking**

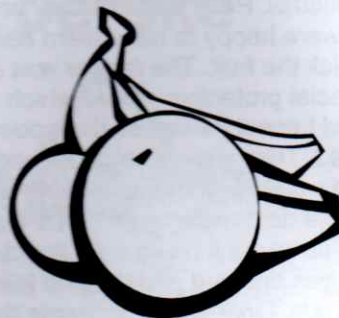
- Listens to stories
- Listens and responds to simple questions

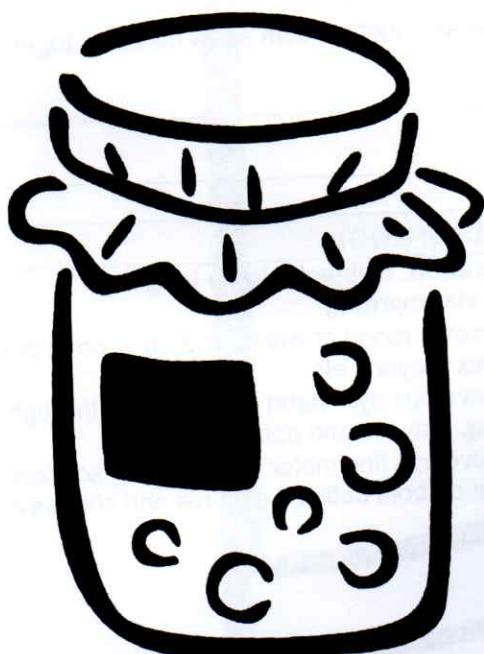
**Subject: Home language**  
**Skill: Reading and Viewing**  
**Shared reading as a class with teacher**

- Answers questions based on the story read


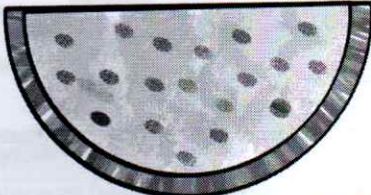






## Theme: Fruit Day 3

<b>First ring</b>	<b>Concept: Ways of eating fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Examples of different ways of eating fruit (see list below)</li> <li>• Fresh orange, knife, cup, cutting board</li> <li>• Small piece of cloth or a towel to cover some fruit items (see game below)</li> <li>• Fresh and dried apple (if possible)</li> </ul>		
<b>Introduction</b>		
<p>Show the learners a tin of tinned fruit, a tin of fruit jam, a fruit juice drink and a piece of fresh fruit. As you show each one ask them to name the fruit they see on the product. Discuss which fruit and product is liked and disliked by the learners.</p>		
<b>Main body</b>		
<p><b>Discuss some or all of the following with the learners</b> Fruit can be eaten in the following ways:</p> <ul style="list-style-type: none"> <li>• Raw or cooked</li> <li>• Peeled or unpeeled</li> <li>• Fresh or dried</li> <li>• Whole or in pieces or segments</li> <li>• As a fruit juice</li> <li>• As a smoothie</li> <li>• In salads and puddings</li> <li>• Jam</li> <li>• Fruit salad</li> <li>• Fruit sweets</li> <li>• Fruit yogurt</li> <li>• Cakes, tarts and pies</li> </ul> <p>Show an unpeeled orange and ask if you can eat the skin. No, we need to peel it. Some people like to eat the segments, some like to cut it into quarters and some people like to squeeze the juice and drink it.</p> <p><b>Fresh or dried fruit:</b> If you can, give each learner a piece of fresh apple and a dried apple and compare them using their five senses</p>		
		
<b>Conclusion and activity</b>		
<p><b>Game: Visual memory – remember the sequence</b> Set out 3-5 different items of fruit (see list above). Ask the learners to remember the order and then remove them and place them between the other items. Have the learners select the correct items and arrange them in the same order you used. Continue with this activity creating new combinations each time. Generally speaking a learner can remember the same number of items as their age i.e. a 3 year old should be able to remember 3 items e.g. tinned fruit, fresh fruit, dried fruit, tin of jam You may find they can only remember the items and not the order.</p>		
<b>Subjects, study areas, skills, content and integration</b>		
<p><b>Subject: Home language</b> <b>Skills: Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Participates in discussions and asks questions</li> <li>• Listens and responds to simple questions</li> <li>• Sings simple songs and does action rhymes</li> <li>• Talks about pictures in posters, theme charts, books etc</li> </ul>	<p><b>Integration: Life Skills:</b> <b>Beginning knowledge</b> <b>Topic: Fruit</b> <b>Context: Ways of eating fruit</b></p>	





Creative activities	Concept: Ways of eating fruit	Ages: 3 – 6 y
Main activity: Printing – a slice of watermelon		
Skills: Eye hand co-ordination, small muscles, large muscles		
<b>You will need:</b> <ul style="list-style-type: none"><li>Watermelon slice shape </li><li>Scissors</li><li>Sponges in pegs</li><li>Cloth to clean hands</li></ul>	<b>Diagram:</b> 	
<b>The teacher will</b>	<b>The learners will</b>	
Prepare a watermelon shape for each learner. Prepare pink paint and sponges in pegs	The learners will cut out the watermelon shape. They will sponge print the centre using pink paint and sponges in pegs	
 <b>Suggestions:</b> Pink paint = white paint with red added until it's the correct shade of pink		
 <b>3 Year olds:</b> Cut out the shape for this age group		

Side art activities	You will need
<b>1. Printing – fingerprinting pips</b> The learners will finger print black pips in their watermelon	<ul style="list-style-type: none"> <li>Black printing pads</li> </ul>
<b>2. Painting – the watermelon skin</b> The learners will paint the skin of the watermelon slice green	<ul style="list-style-type: none"> <li>Paint – green preferably dark green (ad a pinch of black to the green paint to darken the paint)</li> </ul>
<b>3. Collage – a banana with coloured flour</b> The learners will cut out the banana shape, spread glue on the shape and sprinkle flour coloured with dry yellow paint on the shape. They will shake off the excess flour.	<ul style="list-style-type: none"> <li>Banana shape</li> <li>Flour coloured with dry yellow powder paint and teaspoons</li> <li>Glue and glue brushes</li> <li>Large flat container to collect excess flour</li> <li>Scissors</li> </ul>
 <b>Suggestions:</b> Group project; Display the collaged bananas as bunches. Join a few bananas together using a split pin. You can use mealie meal instead of flour.	
 <b>3 Year olds:</b> Cut out the banana shape for this age group	

### Subjects, study areas, skills, content and integration

**Life Skills Study area: Creative arts**

**Create in 2D**

- Drawing and painting using the week's topic

**Create in 3D (constructing)**

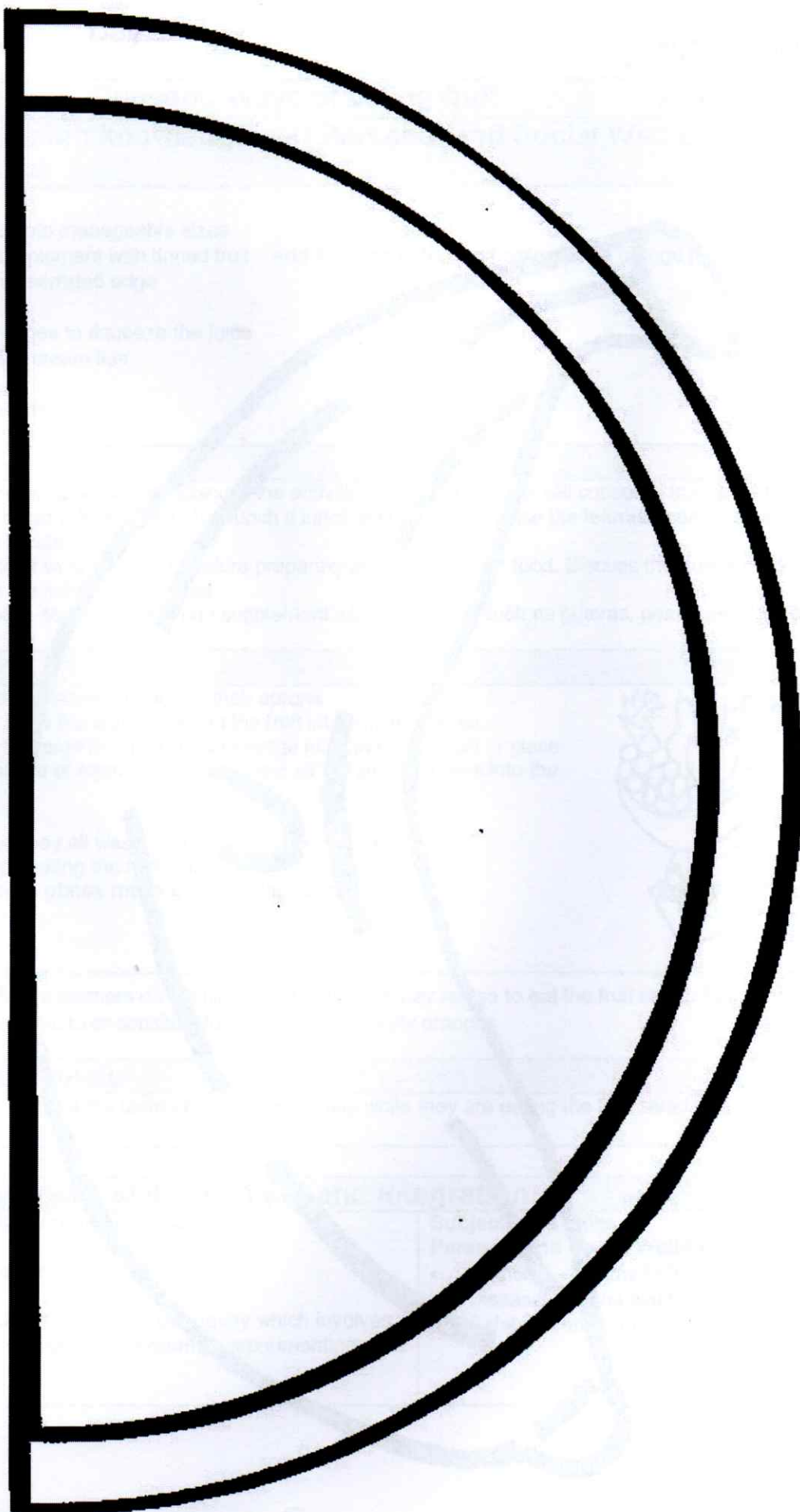
- Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment.
- Encourage development of skills through manipulation of the materials
- Craft skills and techniques: cutting, pasting, tearing
- Simple printmaking techniques to create informal pattern

**Integration: Subject: Home language**

**Skill: Handwriting**

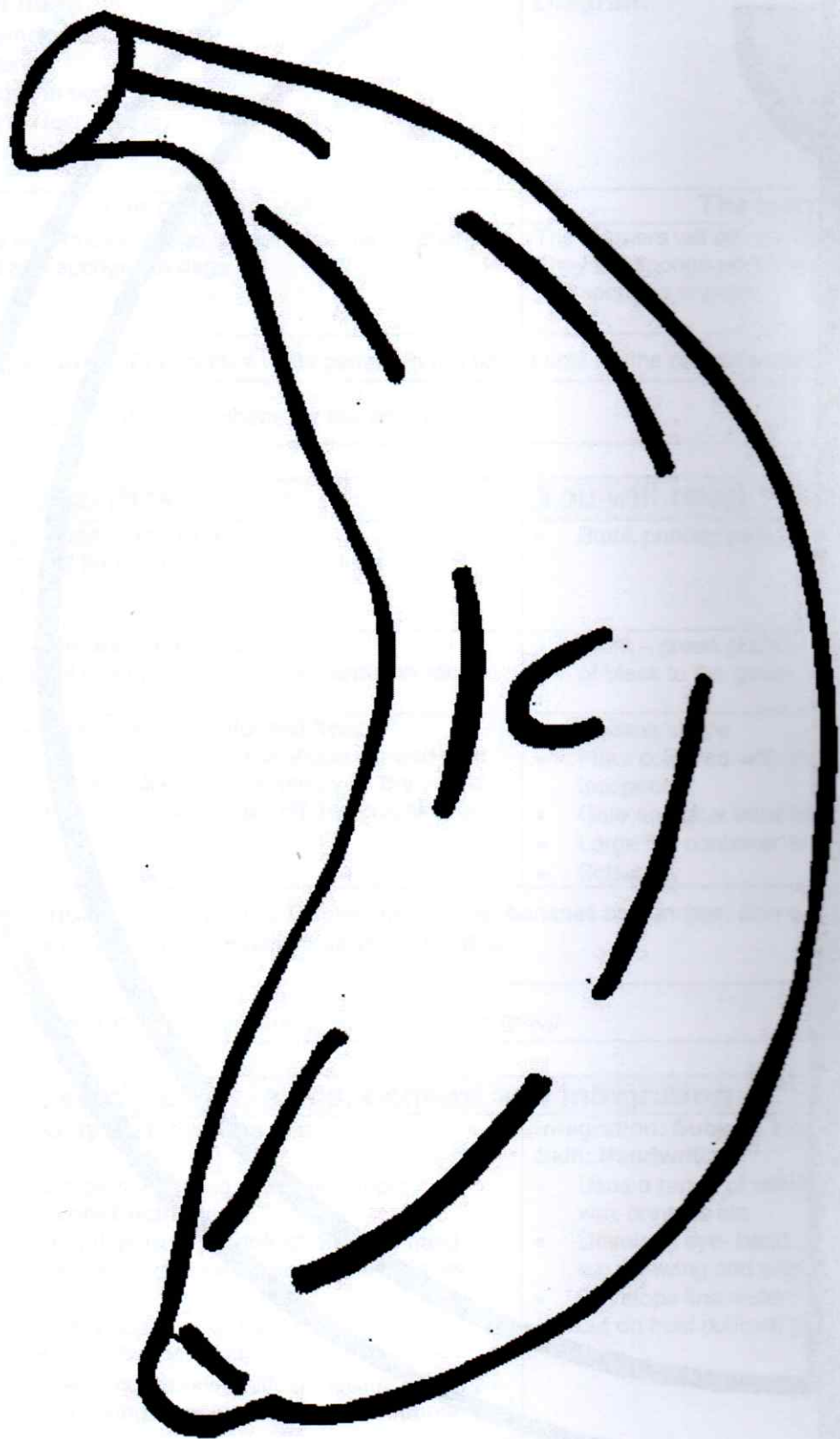
- Uses a range of writing tools e.g. paint brushes, wax crayons etc.
- Develops eye- hand co-ordination through play e.g. drawing and painting
- Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc

Watermelon slice





Banana shape



<b>Second ring</b>	<b>Concept: Ways of eating fruit</b>	<b>Ages: 3 – 6 y</b>
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**Life skills: Beginning knowledge and Personal and Social Well-being:**  
**Making fruit salad**

**You will need:**

- A variety of fruit cut into manageable sizes
- You may wish to supplement with tinned fruit – add the juice to the big bowl with the orange juice
- Plastic knives with a serrated edge
- Large bowl
- Orange juice or oranges to squeeze the juice
- Plastic mats or 2l ice cream lids
- Aprons
- Hand washing facilities

**Introduction**

**Preparation, rules and hand washing:** Discuss the activity – that each learner will cut some fruit and add it to the big bowl. The fruit salad will be eaten after lunch if lunch is served, otherwise the learners can sit down and eat it at the end of the lesson.

Discuss the importance of washing hands before preparing and working with food. Discuss the nutritional value of eating fruit. Discuss the safe use of knives.

Some fruits may not be in season so you can supplement with tinned fruit such as guavas, pears, peaches and tinned granadillas.

**Main body**

All the learners wash their hands and put on their aprons

Hand out the fruit and allow the learners to cut the fruit into smaller pieces.

Help them to add it to the large fruit bowl (pour orange juice into the bowl) or place smaller bowls in the middle of each group and collect all the smaller bowls into the large one.

At the end of the lesson they all wash their hands, mats and knives

They sit down and enjoy eating the fruit salad.

**Note: Plastic disposable plates make good cutting boards**



😊 **Suggestions:** Some learners do not like all the fruits and may refuse to eat the fruit salad. Take care for learners who may be allergic to or sensitive to citrus fruit especially oranges.

**Conclusion and activity**

**Sensory discussion:** Discuss the taste of the different fruits while they are eating the fruit salad. Discuss which were difficult to cut.

**Subjects, study areas, skills, content and integration**

**Subject: Life Skills: Beginning knowledge**

**Topic:** Fruit

**Context:** Making fruit salad

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


**Subject: Life Skills**

**Personal and Social Well-being**

- Nutrition – healthy fruit
- Diseases – hand washing
- Safety – cutting fruit in a safe way



## Theme: Fruit Day 3

<b>Story</b>	<b>Concept: Ways of eating fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Title: Big boy, big boy what do you see</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>Fruit pictures – on cardboard and coloured according to the story</li> <li>Presstick</li> </ul>		
<b>Introduction</b>		
Name all the fruit pictures and discuss the colour with the learners. Hand them out to individual learners.		
<b>Main body</b>		
<p>Big boy is making fruit salad. He needs you to help him to collect all the fruit he asks for. (Hand out the fruit pictures to the learners and they bring them to you as big boy asks for them in the story. Presstick them to the board)</p> <p>Big boy, big boy what do you see I see a red apple waiting for me The learner with the red apple brings the picture to the front of the class and Presstick it to the wall. Do this for every picture requested in the story.</p> <p>Big boy, big boy what do you see I see a yellow banana waiting for me Continue adding fruits according to <b>which fruit pictures</b> you have (use the fruit pictures on the next pages)</p> <p>Suggestions are:</p> <ul style="list-style-type: none"> <li>A yellow lemon</li> <li>An orange orange</li> <li>A green apple</li> <li>Red grapes</li> <li>Green grapes</li> <li>A yellow pineapple</li> <li>A red strawberry</li> <li>A green pear</li> </ul> <p>Lastly Big boy, big boy what did you do I made a fruit salad for you.</p>		
		
<b>Conclusion and activity – Questions</b>		
<b>Auditory and Visual sequencing:</b> Try and put all the fruit back in the same order of the story Discuss who likes and dislikes the different fruits		
<b>3 Year olds:</b> Keep your questions simple.		

## Subjects, study areas, skills, content and integration

**Subject:** Home language  
**Skills:** Listening and Speaking

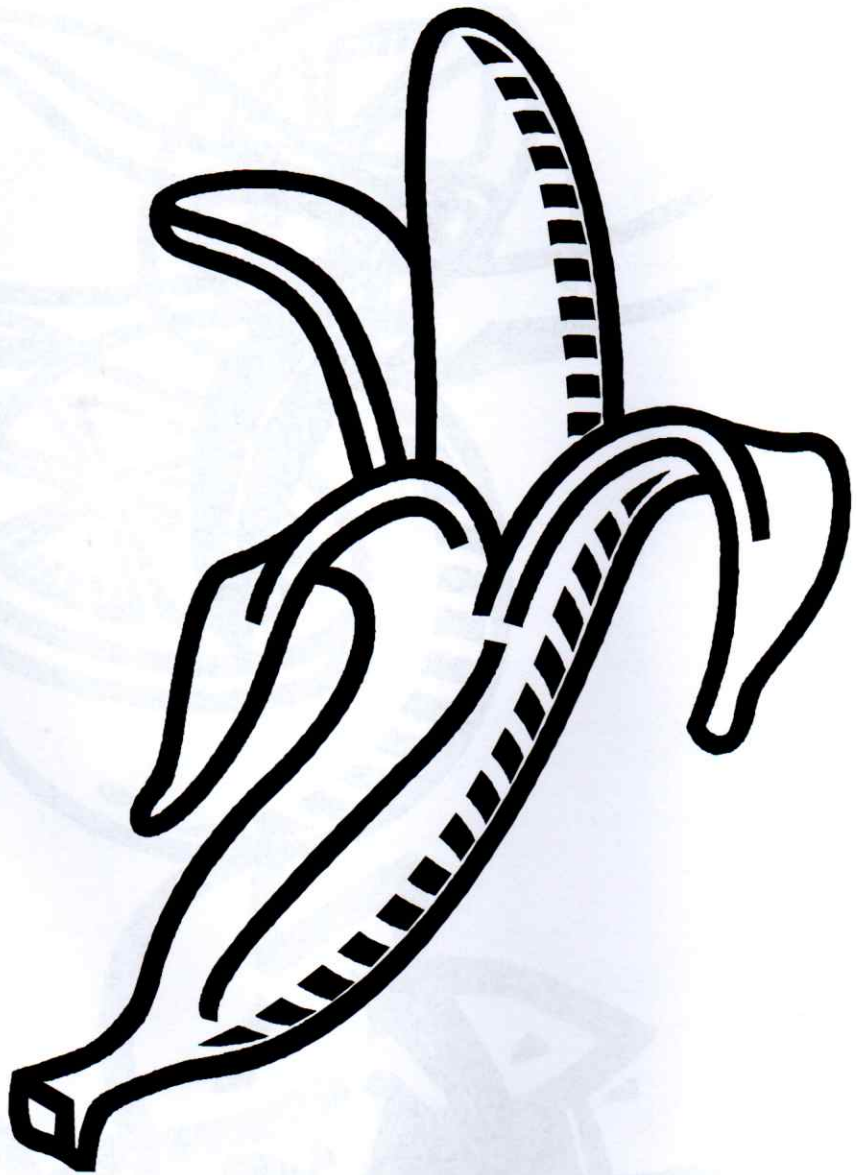
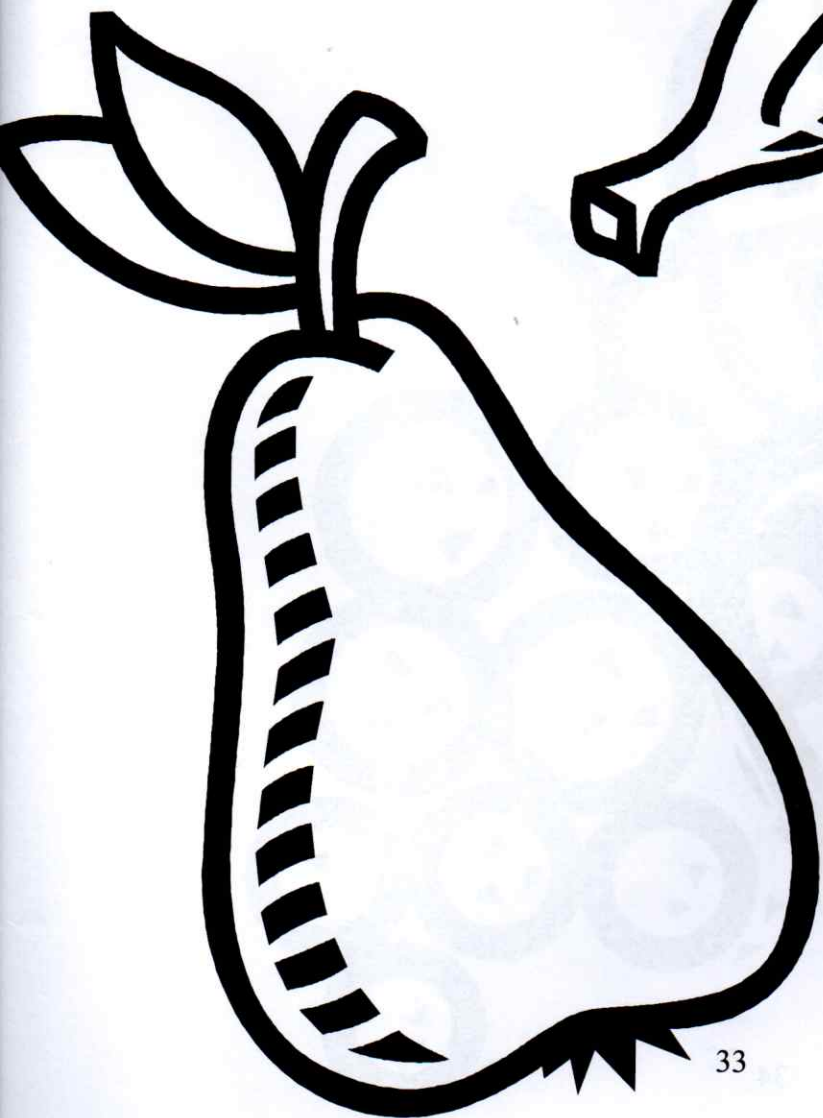
- Listens to stories
- Listens and responds to simple questions
- Participates in discussions and asks questions

**Integration: Subject:** Home language

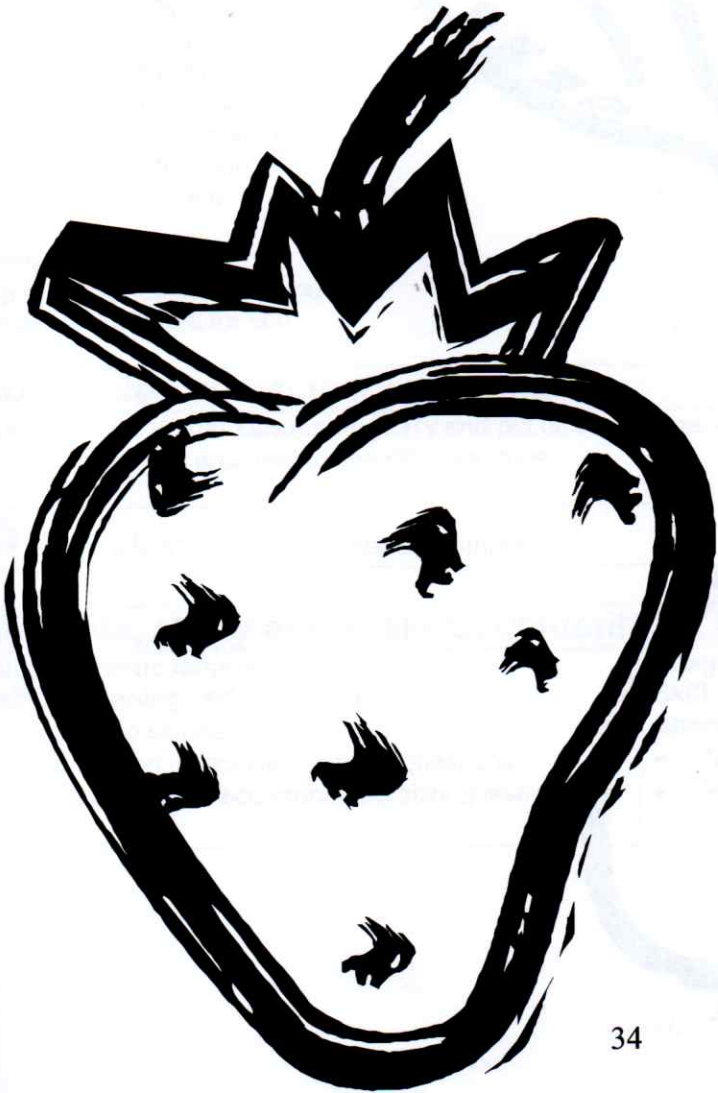
**Skill:** Reading and Viewing

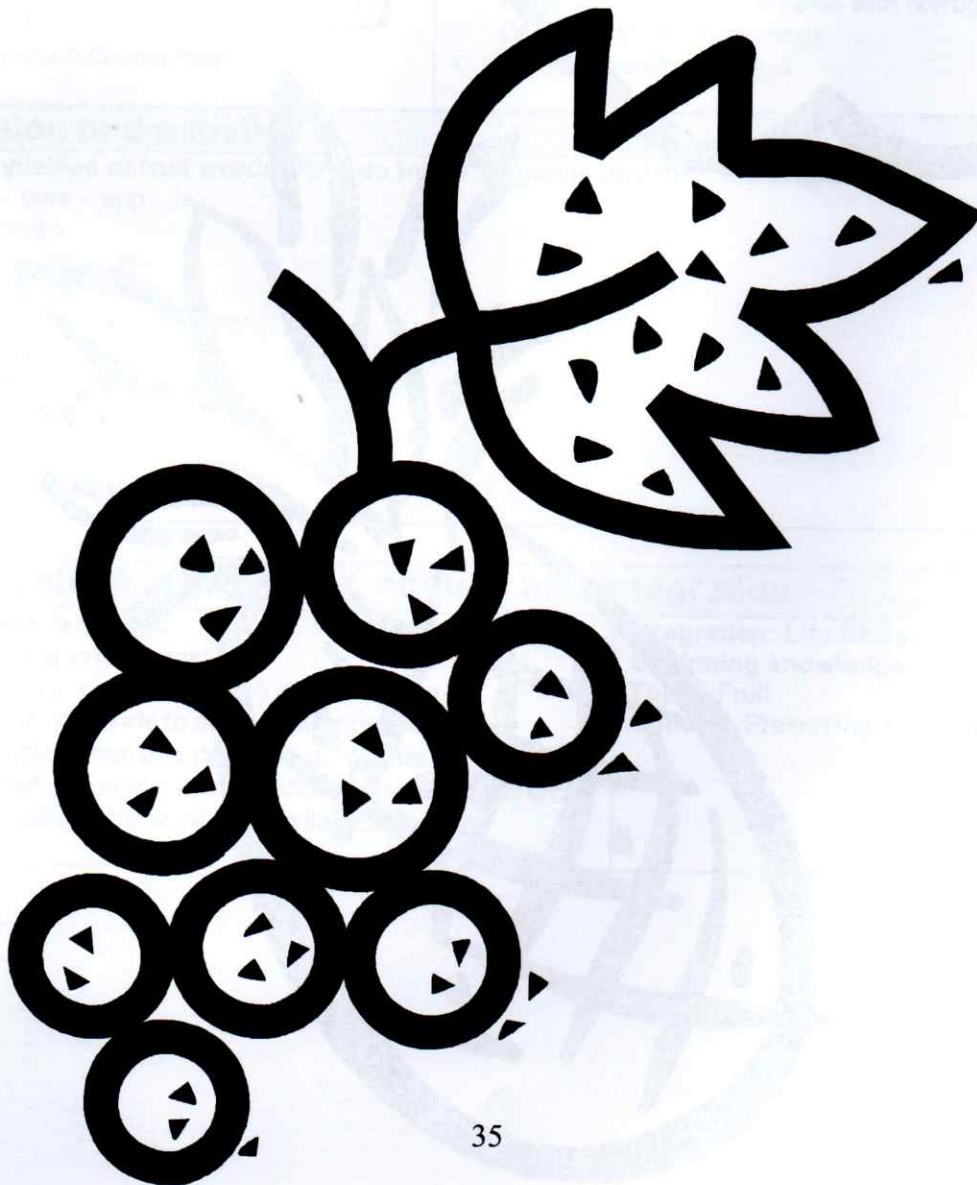
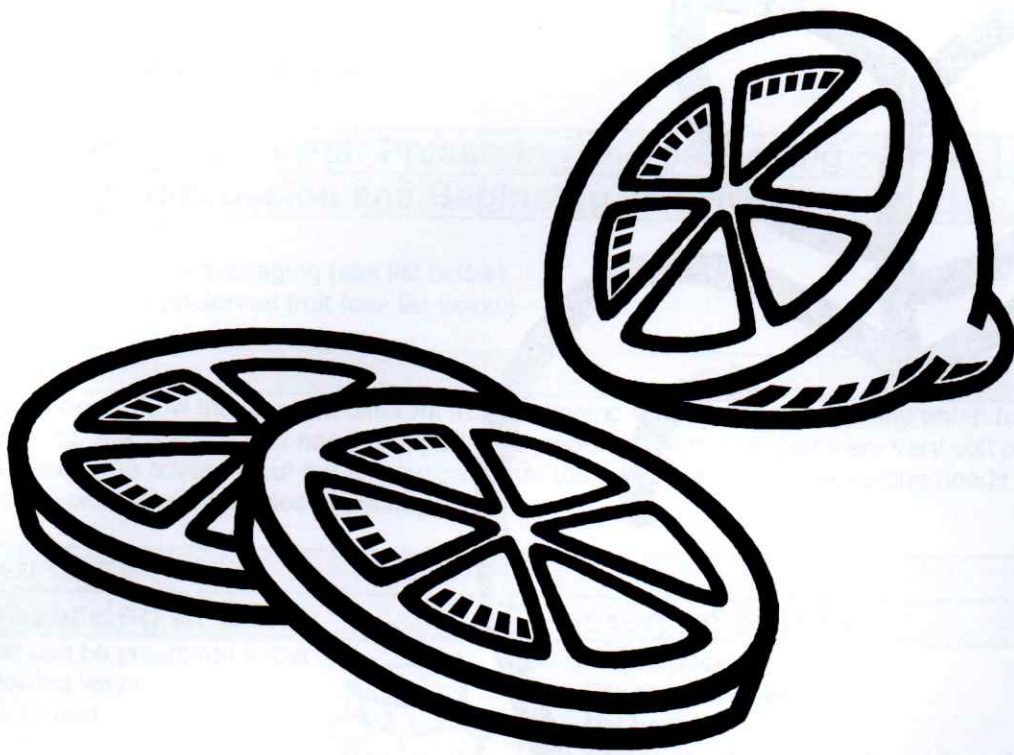
**Shared reading as a class with teacher**

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

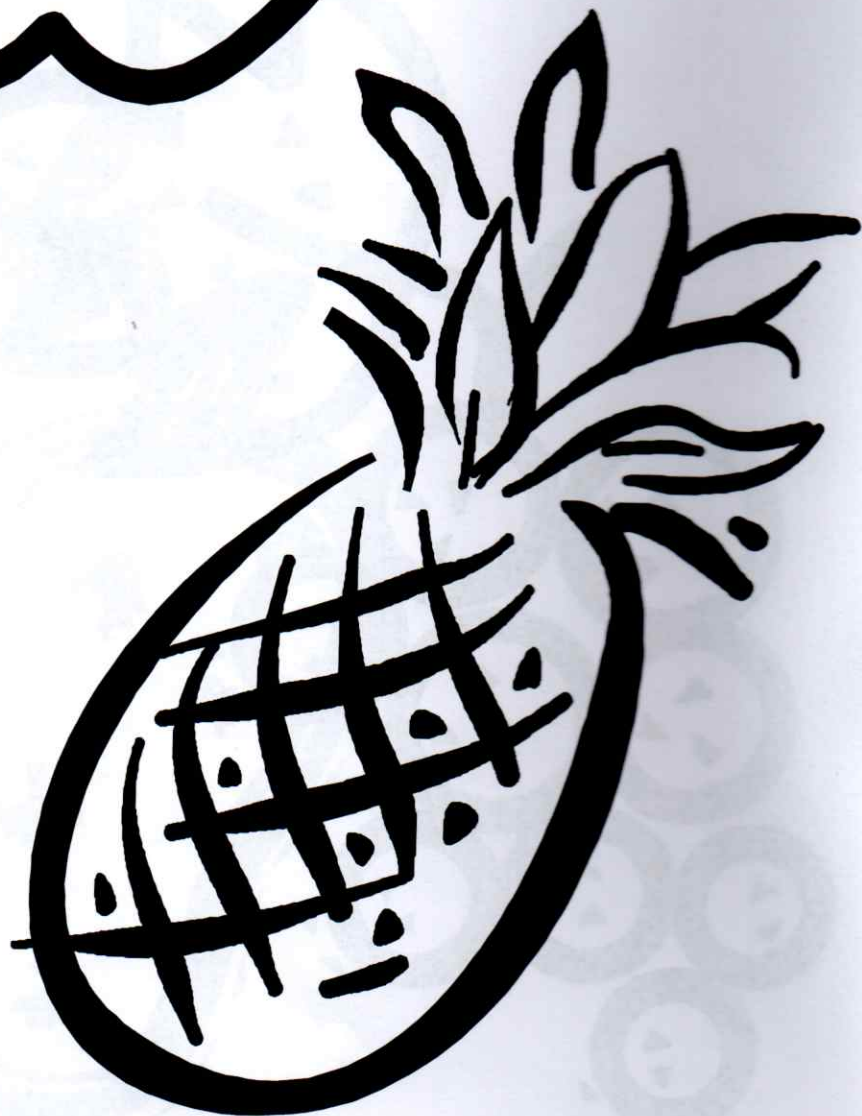
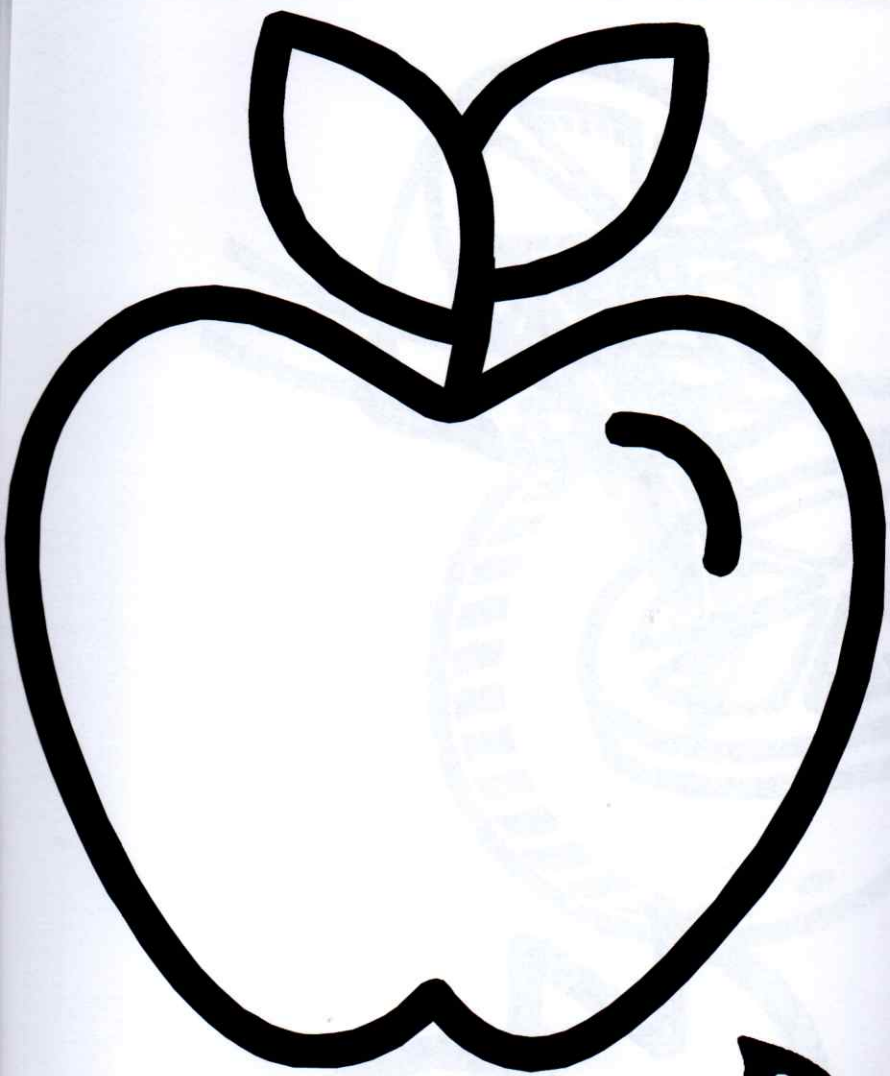












<b>First ring</b>	<b>Concept: Preserving and packaging of fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Language discussion and Beginning knowledge</b>		

**You will need:**

- A variety of fruit packaging (see list below)
- Examples of preserved fruit (see list below)

**Introduction**

**Technology:** Show the learners different fruit packaging and ask them to identify which fruit comes with the packaging. Ask why the fruit needs the particular packaging e.g. paw-paws are very soft and bruise easily so they need to be covered, but not all paw-paws are the same size so the packaging needs to be able to expand. Continue with other examples of packaging

**Main body**

<b>Preserving of fruit</b>	<b>Packaging of fruit</b>
<p>Fruit can be preserved in the following ways:</p> <ul style="list-style-type: none"> <li>• Tinned</li> <li>• Dried (cake mix and dried fruit)</li> <li>• Stewed and bottled</li> <li>• Jams and jellies</li> <li>• Sugared</li> <li>• Juice (lemon concentrate)</li> </ul> 	<ul style="list-style-type: none"> <li>• Plastic packets</li> <li>• Polystyrene trays</li> <li>• Net bags</li> <li>• Apples are protected with cardboard layers between them</li> <li>• Paw paws have special polystyrene covers</li> <li>• Peaches and other soft fruit is packed in shredded straw and sometimes on or layered with corrugated paper</li> <li>• Orange and grapefruit bags</li> <li>• Wood or cardboard trays</li> </ul>

**Conclusion and activity**

**Clapping syllables of fruit words. First do home language and then the English word**

Pineapple – pine – app – le

Grapes – grapes

Oranges – o – ran – ges

Lemons – lem – ons

Prickly pear – pri – ck – ly – pear

Apple – a – pple

Peaches – peach – es

Watermelon – wa – ter – me – lon

Paw paw – paw – paw

Guava – gua – va

**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 etc
- Divides multisyllabic words into syllables

**Integration: Life Skills:**

**Beginning knowledge**

**Topic: Fruit**

**Context: Preserving and packaging fruit**




## Theme: Fruit Day 4

<b>Creative activities</b>	<b>Concept: Preserving and packaging of fruit</b>	<b>Ages: 3 – 6 y</b>
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### Main activity: Printing – bunches of grapes using lids

**Skills:** Eye hand co-ordination, small muscles, planning

#### You will need:

- Printing pads – green or purple
- Fizzy cold drink lids e.g. coke lid
- Paper
- Wax crayons
- Grape bunch template 

#### Diagram:



#### The teacher will

Prepare the printing pads and cut the 'bunch' shape if needed.

#### The learners will

Print grapes using the lid as a grape. They will print the grapes close together to create a bunch. The learners will draw a leaf at the top of the bunch  
**Optional:** The bunches could be cut out when dry or before printing

😊 **Suggestions:** To make purple paint mix blue and red dry powder paint. Add more blue or red until you have a 'grape' purple. You could print green grapes if you don't have purple paint.

③ **Year olds:** Cut a 'grape bunch shape' for the learners otherwise they will print grapes all over the page.

### Side art activities

#### You will need

#### 1. Cut and paste – printed oranges and lemons

The learners will cut out the printed oranges and lemons from Tuesdays activity and paste them to orange and lemon bags as a group

- Printed oranges and lemons (from Tuesday)
- Scissors
- Orange and/or lemon bags – 1 per 10 learners
- Glue and glue brushes

#### 2. Collage – with fruit packaging

The learners will create a picture using a variety of fruit packaging materials

- Fruit packaging materials – apple indents, straw, corrugated paper, paw-paw coverings, orange bags, net bag, polystyrene trays etc
- Scissors and Glue
- Paper – large sheet

#### 3. Play dough – fruit scented and with dried fruit peels

The learners will push the dried fruit peel into the play dough, enjoying the sensory experience

- Play dough – scented with orange or lemon essence (yellow play dough)
- Dried fruit peels such as lemons, oranges and bananas

😊 **Suggestions:** Cut the fruit packaging materials into manageable sizes. It will be effective to make a person using the fruit packaging by using an apple indent for the face and then constructing a body using the other collage material

③ **Year olds:** They will be unable to make a picture from the fruit packaging – they will enjoy to just paste the textured materials as a collage

### Subjects, study areas, skills, content and integration

#### Life Skills Study area: Creative arts

##### Create in 2D

- Drawing and painting using the week's topic

##### Create in 3D (constructing)

- Craft skills and techniques: cutting, pasting, tearing
- Use greater detail in playdough modelling:
- Simple print-making techniques using found objects such as bottle tops, stones, leaves, hands

#### Integration: Subject: Home language

##### Skill: Handwriting

- 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



**Grape bunch shape**





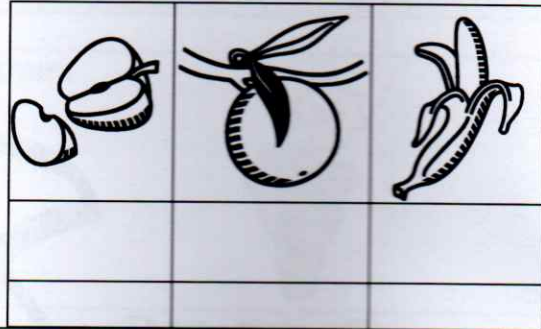
## Theme: Fruit Day 4

<b>Second ring</b>	<b>Concept: Preserving and packaging of fruit</b>	<b>Ages: 3 – 6 y</b>
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### Mathematics – Data handling – graph of favourite fruit

#### You will need:

- Graph sheet
- Milk lids – all the same colour
- Presstick
- Labels for the top of the graph.
- Small piece of apple, orange and banana for each learner to taste.



#### Introduction

 **Suggestions:** Be well prepared with the fruit

Today we are going to find out which fruit is liked the most by the learners; apple, orange or banana. Ask the learners to predict (guess) what the answer will be.

**Graph:** What is your favourite fruit? Apples, oranges or bananas

**Teacher:** Use the pictures on the next page. Colour them in.

Give each learner a piece of apple, orange and banana to taste each fruit and to decide which they like the most.

#### Main body

Ask the learners to decide which their favourite fruit is and to keep it a secret. Allow the learners to come up two by two and place their lid under the picture of the fruit they like the most. After each learner has placed their lid, look at the rows of lids.

#### Ask the following questions.

- Which row is the longest? Under which fruit are they placed? Which fruit is liked the most?
- Which row is the shortest? Under which fruit are they placed? Which fruit is liked the least?
- Are any rows the same (equal)? Which are they?
- Which row is the next longest? Under which fruit are they placed?

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. Count all the counters and then count the learners to see that every learner had a turn to place a counter

#### Conclusion

Which fruit did you think were going to be liked the most? Were we correct?

### Subjects, study areas, skills, content and integration

**Subject: Mathematics**

**Content: Numbers, Operations and Relationships**

**Topic: Number concept development: Count with whole numbers**

**Counting objects**

- Estimate and count to at least 10 everyday object readily

**Content: Data Handling**

**Collect and sort objects**

- Collect and organise objects

**Discuss and report on sorted collection of objects**

- Answer questions about - How the collection was sorted

**Content: Measurement Length Informal measuring**

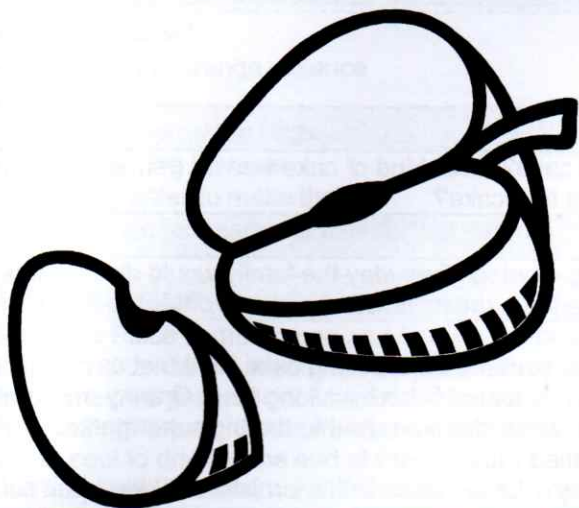
- Compare and order the length, height or width of two or more objects by placing them next to each other. Use language to talk about the comparison e.g. longer, shorter, equal –

**Integration: Subject: Home language**

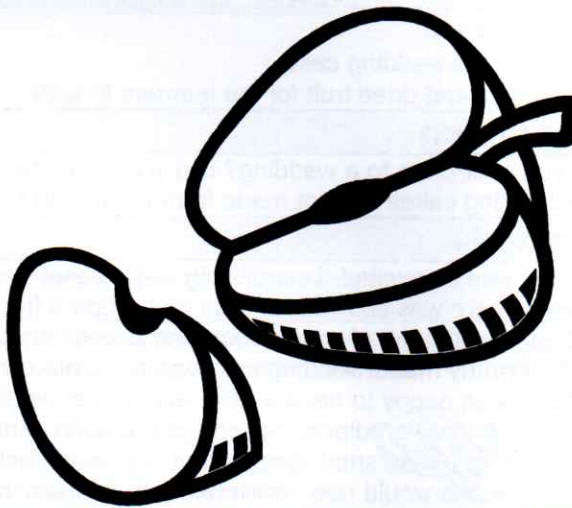
**Skills: Listening and Speaking**

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

appel



apple



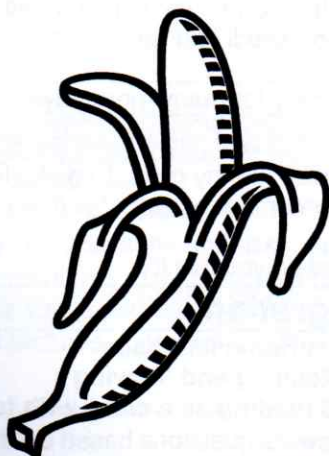
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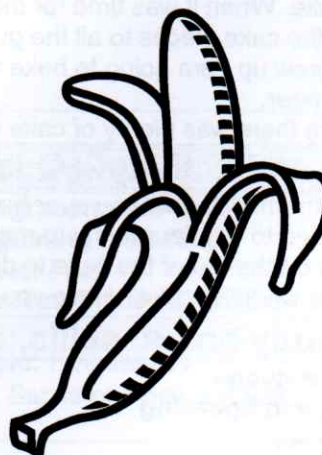
orange



piesang




banana





## Theme: Fruit Day 4

Story	Concept: Preserving and packaging of fruit	Ages: 3 – 6 y
<b>Title: The wedding cake</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>• Picture of a wedding cake</li> <li>• Cake mix and dried fruit for the learners to taste</li> </ul>		
<b>Introduction</b>		
Have you ever been to a wedding? Did you taste the wedding cake? What kind of cake was it? (remember that some wedding cakes are not made from dried fruit) Do you like fruit cake?		
<b>Main body</b>		
<p>Everyone was so excited. Lesedi's big sister Janet was getting married. Everyday the family would discuss the wedding. There was so much to plan and prepare for. She needed a dress, flowers, a place for the wedding party, flower girls and of course food and a wedding cake.</p> <p>Lesedi's granny made wedding cakes as her job so she offered to make the wedding cake for Janet as her gift to her. Janet was happy to have a fruit cake for her wedding cake as it kept fresh for a long time. Granny and Janet discussed all the ingredients that she would need Janet to buy when she next went to the big supermarket in Johannesburg as the small spaza shop only kept fresh and tinned fruit.</p> <p>Granny said she would need fruit cake mix. "What's that granny?" Lesedi asked. "It's a mixture of dried fruit such as raisins, sultanas, currants and mixed fruit peel such as orange and lemon and sometimes dried cherries" replied granny. "What are raisins and currants?" asked Lesedi. They are dried black and green grapes. When you dry them they loose all their juice and moisture and then they are treated so they stay fresh for a long time. "Oh" said Lesedi. "I don't think I will like them at all" said Lesedi pulling up her nose and making a funny face. "Well lots of children do like dried fruit and raisins and they are very healthy too. And they make a much better snack than sweets and chips when you are hungry" said granny. "Lesedi said she would wait to taste them. If they were going into the cake she did not think that she would like the cake". This made her sad to think she would not like the wedding cake.</p> <p>Granny also asked for tinned pineapple pieces, sugared cherries and an extra box of dried citrus peel to add a lovely fruity flavour to the cake. Janet wrote all the other ingredients down. The next week Janet returned with everything Granny needed. Lesedi helped her granny bake the cake. "Don't eat so many raisins" granny kept reprimanding her. "But they are so tasty just like you said they would be" said Lesedi. Soon the sticky brown cake mixture was ready for the oven. "It needs to bake a very long time" said granny. While we are waiting for the cake to bake, you can help me to make fruit from icing which we are going to use to decorate the cake. Granny showed Lesedi how to mould the icing and shape lovely coloured fruit decorations for the top of the cake. "This is like school" said Lesedi. "We also play with play dough and make fruit and food".</p> <p>The time flew by and soon the cake was out the oven, cooled and ready to be iced and decorated. Lesedi helped a little but Janet and granny did most of the decorating as Janet knew exactly how she wanted the cake to look. Mom and dad were so excited about the beautiful cake granny had made.</p> <p>On the day of the wedding everyone asked who had made the beautiful cake and Lesedi was proud to say her and her granny had made the cake together and that it was very tasty as she had tasted all the dried fruit before it went into the cake. When it was time for the cake to be cut Lesedi helped to hold the knife and make a wish. She then served the cake pieces to all the guests and felt very important. She even enjoyed eating the fruit cake after all! When I grow up I am going to bake wedding cakes for my job Lesedi told her mother and granny when the wedding was over.</p> <p>And lucky for them there was plenty of cake to take back home and enjoy for many more days.</p>		
		
<b>Conclusion and activity – Questions</b>		
<p>Who was getting married? Have you ever been to a wedding? What was granny going to make for the wedding? What did Janet need to buy for granny to make the cake? Who can remember what fruit is dried to make raisins? What did they put on the top of the cake to decorate it?</p> <p>Did Lesedi like the wedding cake? Have you tasted wedding cake and do you like it?</p>		
<b>Subjects, study areas, skills, content and integration</b>		
<b>Subject: Home language</b> <b>Skills: Listening and Speaking</b> <ul style="list-style-type: none"> <li>• Listens to stories</li> <li>• Listens and responds to simple questions</li> <li>• Participates in discussions and asks questions</li> </ul>	<b>Subject: Home language</b> <b>Skill: Reading and Viewing</b> <b>Shared reading as a class with teacher</b> <ul style="list-style-type: none"> <li>• Answers questions based on the story read</li> <li>• Makes links to own experience when reading with the teacher</li> </ul>	



## Theme: Fruit Day 5

**First ring** **Concept: Products and uses of fruit**

**Ages: 3 – 6 y**

### Language discussion and Beginning knowledge

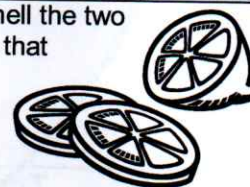
#### You will need:

- Lemon and orange essence
- Cotton wool
- Fruit flavoured tea bags
- Cups for the learners
- Boiling water to make the tea
- Pictures of animals and insects that eat fruit

### Introduction

**Sensory:** Place some orange and lemon essence on cotton wool. Ask the learners to smell the two pieces and to identify which fruit they are. Show them the bottles of essence and explain that sometimes we get artificial flavours that smell like real fruit.

Pour boiling water onto the fruit flavoured tea bags for them to draw during the lesson and to cool to drink at the end of the lesson. The fruit flavours need time to draw out. You may need to make some tea ahead of time for it to be cool enough to drink at the end of the lesson.



### Main body

**Discuss all or some of the following.** Show as many examples as possible. Try to burn a citronella candle to smell the lemon they use to repel mosquitoes.

- Oils – citrus and others (Citrus oils chase flies and mosquitoes away and are put in candles and repellents)
- Essence – for baking and cooking
- Teas – fruit and herbal teas
- Birds and animals eat fruit
- Fruit is part of the life cycle of many insects
- Wine and other drinks



Examples of birds, animals and insects that eat fruit are:

- Insects – worms, caterpillars, beetles
- Birds – Bulbuls, Parrots, Barbets
- Animals – mice, fruit eating bats, monkeys, elephants, some buck

### Conclusion and activity

Serve the fruit flavoured tea to the learners. Encourage them to smell the tea. Most fruit teas are not served with milk or sugar.



### 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 etc

**Integration: Life Skills:**

**Beginning knowledge**



**Topic: Fruit**

**Context: Products and uses of fruit**

**Topic: Five senses**

- Sense of smell and taste

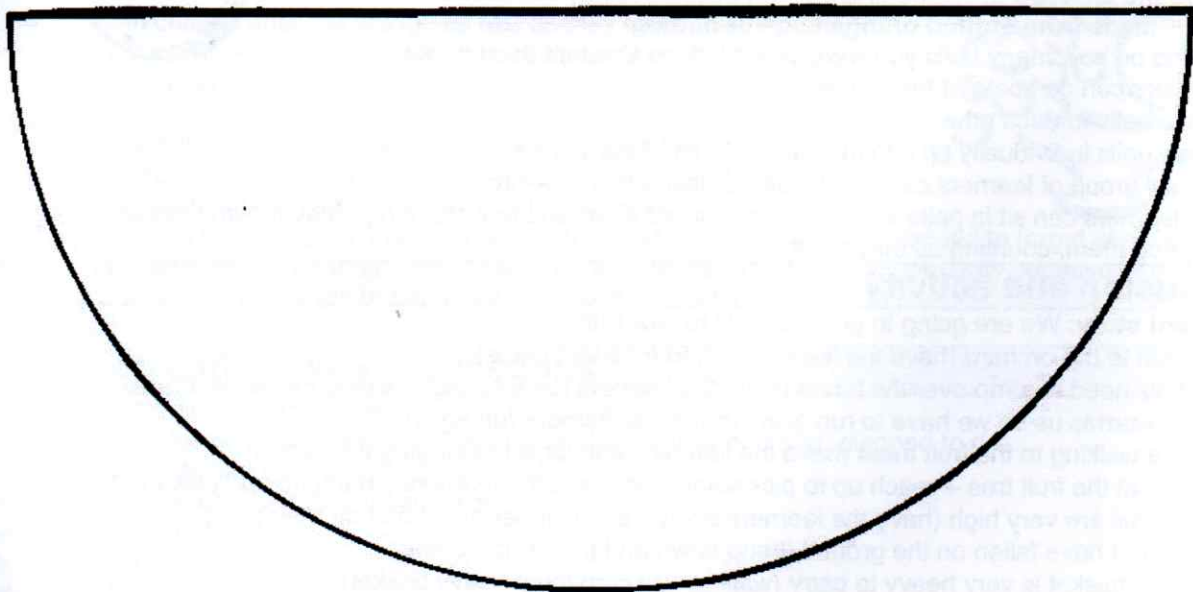
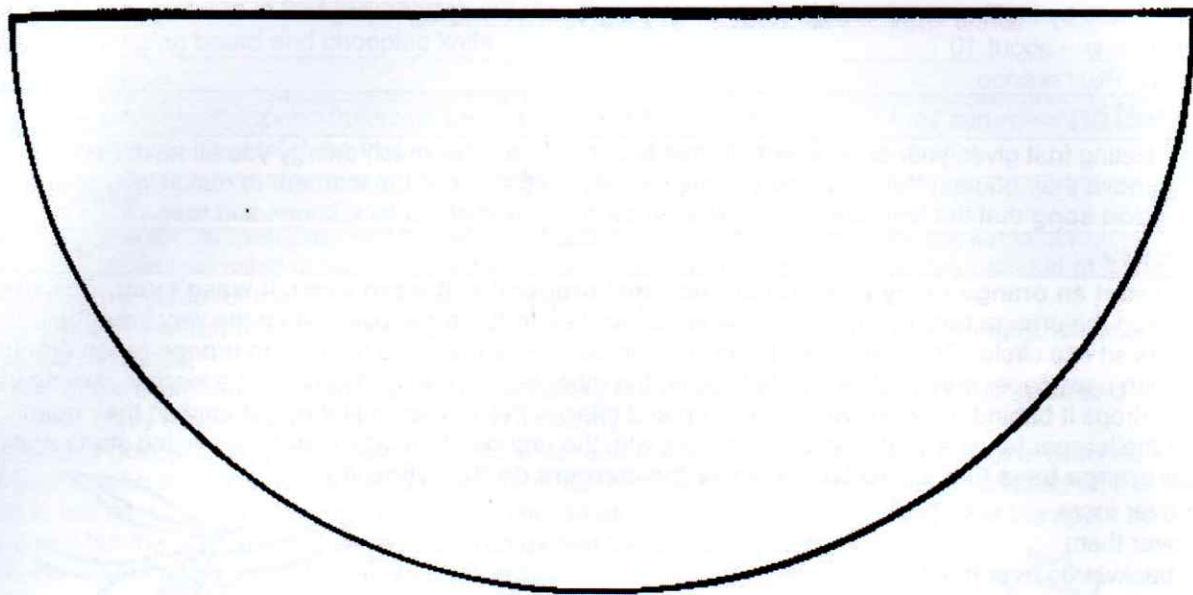


Creative activities		Concept: Products and uses of fruit	Ages: 3 – 6 y
<b>Main activity: Drawing with colour wash – fruit bowl</b>			
<b>Skills:</b> Eye-hand co-ordination, small muscles			
<b>You will need:</b> <ul style="list-style-type: none"> <li>• Wax crayons</li> <li>• Fruit bowl shape </li> <li>• Scissors</li> </ul>		<b>Diagram</b> 	
<b>The teacher will</b>		<b>The learners will</b>	
Trace a fruit bowl shape for each learner		The learners will cut out the fruit bowl shape. They will draw designs and patterns on the fruit bowl using the wax crayons. (press firmly and use white too) They will colour wash the bowl at the side table	

Side art activities	You will need
<b>1. Colour wash – the fruit bowl</b> The learners will colour wash the fruit bowl and when dry paste to the printed background.	<ul style="list-style-type: none"> <li>• Food colouring – diluted with water</li> <li>• Newspaper</li> </ul>
<b>2. Printing – with tinned fruit tins</b> The learners will print prints over the page. They will use this printed page as the background for pasting their fruit pictures and fruit bowl	<ul style="list-style-type: none"> <li>• Tinned fruit tins – full or empty</li> <li>• Paper</li> <li>• Printing pads – fruit colours</li> </ul>
<b>3. Cut and paste – pictures of fruit</b> The learners will cut and paste pictures of fruit and fruit products from magazines and newspaper adverts. Fruit can be pasted into the fruit bowl and the fruit products around the bowl or on another page	<ul style="list-style-type: none"> <li>• Glue and glue brushes</li> <li>• Paper – page printed with tinned fruit tins</li> <li>• Pictures of fruit – magazines and adverts</li> <li>• Scissors</li> </ul>
<b>3 Year olds:</b> Use empty canned fruit tins in case they drop them!	

Subjects, study areas, skills, content and integration	
<b>Life Skills Study area: Creative arts</b> <b>Create in 2D</b> <ul style="list-style-type: none"> <li>• Drawing and painting using the week's topic</li> </ul> <b>Create in 3D (constructing)</b> <ul style="list-style-type: none"> <li>• Craft skills and techniques: cutting, pasting, tearing</li> <li>• Simple print-making techniques using clean tinned fruit tins</li> </ul>	<b>Integration: Subject: Home language</b> <b>Skill: Handwriting</b> <ul style="list-style-type: none"> <li>• Develops eye- hand co-ordination through play e.g. drawing and painting</li> <li>• Develops fine motor control using scissors to cut on bold outlined pictures and shapes etc</li> </ul>

**Fruit bowl** – can be enlarged or use a large circle cut in half





<b>Second ring</b>	<b>Concept: Products and use of fruit</b>	<b>Ages: 3 – 6 y</b>
<b>Life skills: Physical Development: Games and movement</b>		

**You will need:**

- Balls – made by stuffing small orange bags with newspaper or magazine pages
- Orange bags – about 10
- Optional: Real orange

**Introduction**

**Warm up:** Eating fruit gives your body energy to move. Let me see how much energy you all have (ask the learners to move their bodies) You could play some dance music and ask the learners to dance with energy.

**Sing an action song** that the learners know well such as heads and shoulders, knees and toes.

**Main body**

**1. Game: I sent an orange to my love and on the way I dropped it, it wasn't you, it wasn't you...** continues until they drop the orange behind a learner. (Same as I wrote a letter to my love and on the way I dropped it) The learners sit in a circle. One learner walks around the outside of the circle holding an orange (or an orange bag filled with newspaper and made into a ball) while the other learners sing the song. The learner walking with the orange drops it behind a learner who picks it up and chases the learner until they get back to their open place and the learner takes a seat. The new learners with the orange starts again and the singing starts again.

**2. Set out orange bags like a step ladder. Have the learners do the following**

- step over them
- hop over them
- walk backwards over them
- jump with two feet over them
- walk in and around them

**(Arrange the learners in teams and set out several rows)**

**3. Balls – made from stuffed orange bags or netting**

Depending on how many balls you have you will need to adapt this activity

The learners can do some of the following:

- Throw balls to each other
- Throw balls individually up into the air or into cardboard boxes
- A small group of learners can throw balls to each other in a circle
- The learners can sit in pairs with their legs spread apart and feet touching. They roll and throw the ball between them, counting as they do so.



**Conclusion and activity**

**Movement story:** We are going to go on a walk to pick fruit.

- Lets run to the orchard (have the learners run to a certain place)
- Next we need to jump over the fence (have the learners jump as high as they can a few times)
- A bee worries us so we have to run away (have the learners run again)
- We are walking to the fruit trees (have the learners walk briskly swinging their arms)
- We are at the fruit tree – reach up to pick some fruit (have the learners stretch up and pick fruit)
- Some fruit are very high (have the learners stretch even higher and stand on their toes)
- Some fruit have fallen on the ground (bend down and pick it up, repeat)
- The fruit basket is very heavy to carry (walk slowly carrying a heavy basket)
- You are very tired (sit down and rest)

**Subjects, study areas, skills, content and integration**

**Locomotor/non-locomotion**

- Non-locomotor, using senses: proprioception, making their bodies "tall, medium, and small."
- Walking, marching, hopping, sliding, skipping, galloping, jumping and rolling
- Non-locomotor: bending, stretching and curling the body into various shapes

**Co-ordination**

- Throwing and catching beanbags

**Sports and games**

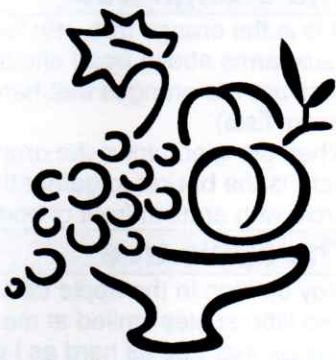
- I sent an orange to my love

**Subject: Life Skills: Performing arts**

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



## Theme: Fruit Day 5

Story	Concept: Products and use of fruit	Ages: 3 – 6 y
<b>Title: You can't catch me!</b>		
<b>You will need:</b> <ul style="list-style-type: none"> <li>Real fruit or pictures of fruit including round fruit (fruit that can roll) and a banana</li> <li>Bowl, chopping board and chopping knife</li> </ul>		
<b>Introduction</b>		
Show the learners some round fruits and experiment with the learners to see if they can roll or not. Ask the learners to predict – “guess’ if the fruit you show them can roll or not. Include a banana.		
<b>Main body</b>		
<p>An old lady and an old man lived in a house on a fruit farm. They grew many different kinds of fruit on the farm. They loved to eat fruit salad made from the fresh fruit on the farm. One weekend they decided to make a very big bowl of fruit salad for the family that were going to visit.</p> <p>They looked in the fruit bowl and saw that there were many different kinds of fruit – oranges, lemons, peaches, plums and bananas,</p> <p>The fruit in the bowl heard the old man and lady talking about chopping them up into fruit salad and how much they would enjoy eating them. They decided to roll away.</p> <p>The old lady got out a big plastic bowl, a sharp knife, and a wooden chopping board. As she reached into the fruit bowl to take an apple, the apple jumped out of her hand and rolled away. The apple rolled off the kitchen counter, out the back door and into the street. The old lady and the old man chased after the apple as fast as they could but the apple kept shouting “run, run as fast as you can, you can't catch me I'm the apple man" The apple escaped.</p> <p>Next the old lady picked up an orange. As she reached into the fruit bowl to take the orange, the orange jumped out of her hands, and rolled away. The orange rolled off the kitchen counter, out the back door and into the street. The old lady and the old man chased after the orange as fast as they could but the orange kept shouting “run, run as fast as you can, you can't catch me I'm the orange man" The orange also escaped.</p> <p><i>Repeat this sequence using a variety of fruit (depending on the pictures you have and if the fruit can roll – pears, plums, grapes, melons, guavas etc. The number of fruits selected depends on the age of the learners)</i></p> <p>The old lady and old man were so upset that all the fruit had rolled away. They decided to forget about making the fruit salad and to eat the banana. Fortunately for them the banana could not roll away because of its funny shape and in no time at all the entire banana was peeled and eaten.</p>		
		
<b>Conclusion and activity – Questions</b>		
<p>What did the old man and old lady want to make with the fruit?</p> <p>What did the fruit decide to do when they heard what the old lady and man planned to do.</p> <p>What did the old lady need to make the fruit salad?</p> <p>What did the fruit shout when they rolled away?</p> <p>What fruit could not roll away?</p> <p>What happened to that fruit?</p> <p>What is your favourite fruit?</p>		
<b>3 Year olds:</b> Keep your questions simple.		

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



<b>Two big lemons (Tune- this old man)</b>		
Way up high in a tree (hold hands up as high as possible) Two big lemons smiled at me (put hand on cheeks and pull mouth to a smile) So I shook that tree with all my power (pretend to shake a tree) Down came the lemons, whoa, they were SOUR! (make faces showing eating something sour)		
<b>Lemon in a bowl</b>	<b>If you like ... (insert a fruit name) (Tune: If you're happy and you know it)</b>	
Five big lemons in a bowl(hold up five fingers) One fell out and started to roll(fold down one finger and roll hands) It bumped the table and hit my toe (clap once and touch toes) How many lemons in the bowl? 1-2-3-4 (count fingers as you say the numbers)  Continue with four big lemons Three big lemons Two big lemons One big lemon	If you like apples and you know it clap your hands If you like apples and you know it clap your hands If you like apples and really want to show it Clap your hands  Continue adding fruit names of your choice showing pictures where possible.	
<b>The orange tree</b>	<b>Mary ate a lemon</b>	
This is the orange tree with leaves so green (raise arms above head and make a circle) Here are the oranges that hang in between (make fists) When the wind blows the oranges will fall Here is the basket to gather them all (make circle with arms in front of body)	Mary ate a lemon But it was very sour She had the taste right through her mouth For at least another hour	
<b>The apple tree</b>		
Way up high in the apple tree (raise arms above head) Two little apples smiled at me (make fists or circles with hands) I shook that tree as hard as I could (pretend to be shaking the tree) Down came the apples(falling action with hands) Mmmmmmmmmmm ...were they good(rub tummy)		
<b>Foods that grow on trees (Tune – The farmers in the dell)</b>	<b>Bananas</b>	<b>Ten juicy apples (vary amounts depending on the age of the learner)</b>
Foods that grow on trees Foods that grow on trees Let's sing a song about Foods that grow on trees  Apples grow on trees Apples grow on trees Pick them red and sweet Apples grow on trees  Banana's grow on trees Banana's grow on trees Pick them yellow and long Banana's grow on trees  Oranges grow on trees Oranges grow on trees Pick them sweet and juicy Oranges grow on trees	Bananas are my favourite fruit (make fists as if holding bananas) I eat one every day (hold up one finger) I always take one with me (pretend to put one in your pocket) When I go out to play (wave good-bye) It gives me lots of energy (make a muscle) To jump around and run (move arms as if running) Bananas are my favourite fruit (rub tummy) To me they're so much fun (point to self and smile)	10 juicy apples on my grandma's tree If I pick and eat one How many will there be  9 juicy apples Continue until there are no juicy apples on my grandma's tree