



# Vegetable Identification

Created by New Roots for Refugees of Catholic Charities of NE KS.

## Summary

This tool is designed for beginning farmers who want to learn vegetables names in English. This lesson includes activities for farmers to identify vegetables by reading, writing, listening, and seeing photos.

## Who made this guide?

This teaching resource was developed by New Roots for Refugees of Catholic Charities in NE KS, and enhanced in collaboration with the Institute for Social and Economic Development (ISED). From 2015-2017, ISED partnered with refugee farmer training programs throughout the country to support the design of new and shareable teaching resources for culturally and linguistically diverse farmers. To access the whole list of newly developed teaching resources for refugee farmer training program, follow this link to New Entry's ['New American Resource Library'](#). For more in-depth explanations of the teaching approaches and activities used in these materials, you can refer to this [Refugee Farmer Teaching Handbook](#).



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| Audience (TA or Tot)        | TA (Technical Assistance for farmers)  |
| Language and Literacy Level | Intended for beginning English and literacy levels, but farmers with higher levels of literacy and English who are new to farming in the US may also benefit from these vocabulary exercises.  |
| Farmer Experience           | Some   |
| Pre-Requisites              | None   |
| Region or Climate           | Midwest  |
| Program Structure           | Incubator farm with 16 individual plots—shared infrastructure with a range of literacy levels and cultural identities. Farmers sell at markets and sell CSAs individually.   |
| Season                      | Preferably winter/early spring to prepare for the season, but anytime is okay.   |
| Time                        | 1 - 1.5 hours  |
| Staff and Interpreters      | One staff needed to administer the lesson/exercises.   |
| Additional Supplies Needed  | <ul style="list-style-type: none"> <li>• Vegetable ID laminated list (each farmer has one from market)</li> <li>• Vegetable flashcards – pictures and words</li> <li>• Bingo cards, call words and markers</li> <li>• Dry erase markers</li> <li>• Notebook paper/small dry erase board</li> <li>• Pencils/pens</li> </ul> |
| Background Material         | None   |

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## TEACHING MATERIALS INCLUDED

1. Lesson Overview
2. Vegetable Flashcards
3. Bingo Cards (blank and filled in)

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|-------------|---------------|------------------|----------|-----------------|
| Chin Baung  | Sweet Peppers | Squash           | Cilantro | Mustard Greens  |
| Basil       | Cabbage       | Purple Hull Peas | Carrots  | Collard Greens  |
| Pumpkins    | Turnips       | *                | Zucchini | Cherry Tomatoes |
| Hot Peppers | Garlic        | Parsley          | Mizuna   | Water Spinach   |
| Beets       | Summer Squash | Peas             | Potatoes | Kohlrabi        |

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## CORE SKILLS IN THIS LESSON

- Vegetable name reading
- Vegetable name writing

## SUGGESTED TEACHING METHODS

### *Reflection questions*

- Ask students: “What kind of vegetables do they plan to grow this year?” “What did they grow last year?” “What is their favorite vegetable?” “What vegetables earn them the most money?” “What vegetable do they think is the easiest to grow, the hardest to harvest, etc.”

### *Oral drills*

- Identifying Vegetables:
  - Read together the entire list of vegetables on the laminated vegetable list. Have the farmers practice writing each vegetable name one time both in English and in their native language, if it helps them to remember.
  - Using the vegetable flashcards, have everyone say the vegetable names out loud as a group as you flip through them.
- Learn Vegetable Names:
  - Arrange the vegetable flash cards before the students. Instruct each student to choose five of the vegetables they like or five to ten as a collective group.
  - Go through each vegetable, saying the names and students repeating. Enunciate clearly and slowly so students can hear the proper sounds and differences between vegetables.
  - Then point to a vegetable flash card in the focus group and choose a student to say the name. If they cannot remember the name ask if another student can help them and if they do not know the name say and repeat again.

- Repeat the exercise with all students randomly pointing at any of the focus vegetables and students to say them. This memory practice can be circulated through the lesson to continue testing memory. Review the focus vegetables before ending the class.

### *Sorting, categorizing and matching*

- Vegetable Bingo:
  - Bring bingo sheets with words and photos for each student.
  - Using the written bingo cards: draw vegetables, saying the names aloud. Have students mark their cards. If they need a little extra help, say the word slowly and ask if anyone knows the first letter of this word. The goal is to help the students learn to identify these written words. If students are having a hard time, write the word on the board and read it aloud from there.
  - To mix it up, take turns having students draw the cards and saying the name of the vegetable out loud.
  - For another version, use the photo bingo cards. Write the name of vegetable on the board, saying the names aloud.

## TEACHING TIPS

- There are 3 activities in this lesson, and they can build upon each other or be used separately. We have used this tool as a part of a greater English language learning curriculum, which is taught by volunteers once a week, in homes, over the winter months. The group size is typically around 3 people, and is best suited for under 5 people. It's also best to have a group at similar levels so that everyone is encouraged to participate equally. They do not need to speak the same language.