



The Giant Radish

Pedagogical sheet

PRESENTATION OF THE BOX

LEVEL/AGE GROUP: 6+ years

DURATION: 30-40 minutes/activity, but can be adapted according to the level of the pupils

THEMES: communication/literacy, numeracy, decision making-conversation

KEY COMPETENCES DEVELOPED:

LITERACY	Developing vocabulary and storytelling skills, understanding narrative structure
NUMERACY	Active number learning through exercises involving counting, comparing, ordering and solving simple contextualised problems
DAILY LIFE	Development of collaboration and mutual support skills, formation of healthy eating behaviour

AIM OF THE BOX:

The story “The Giant Radish” is one of the most popular folk tales that can be used as an educational tool for developing children's skills in several key areas such as communication, math and daily life. This box with activities and tools for alternative and augmentative communication provides valuable learning



Co-funded by
the European Union

movetia

Austausch und Mobilität
Echanges et mobilité
Scambi e mobilità
Exchange and mobility

**Plural
Words**

THE GIANT RADISH | PEDAGOGICAL SHEET

opportunities through interactive activities, stimulating the imagination and developing important cognitive and social skills.

The use of AAC tools supports visual learning, stimulates creativity and promotes the development of **social and collaborative skills**, encourages active participation and provides authentic contexts for the use of language, contributing to the development of essential **literacy and communication skills**.

This toolkit also provides essential visual and practical support for developing **basic numeracy skills** in a familiar and engaging context and allows a multi-sensory approach, helping children to understand quantitative relationships and mathematical concepts in a concrete way.

The resources and activities proposed in this pack are also aimed to develop daily life skills. Children can learn that solving a complex problem requires **everyone's participation and contribution** and that each person has an important role to play in achieving a common goal. From the smallest to the biggest character in the story "The Giant Radish", everyone contributes to the ultimate success. This message can be transferred into everyday life by teaching children the **importance of inclusion and mutual support**. Children also learn about **patience and perseverance**, two fundamental values in everyday life. The story shows that sometimes it takes patience and hard work to overcome obstacles.

IMPLEMENTATION

THE DIFFERENT STEPS

1. **Step 1:** Story introduction: "Giant Radish". Reading or retelling the story "The Giant Radish" with the support of AAC tools. Introducing characters using picture cards.
2. **Step 2:** Literacy Activity
 - Word-picture associations - this activity helps to reinforce the story-specific vocabulary and links visual and verbal elements.
 - Storytelling - retelling the story (either by arranging the characters in order of appearance or by role-playing)
 - Dramatising the story with the characters on sticks - pupils bring the story to life through role-play, developing their creativity, verbal fluency and understanding of the narrative message.
3. **Step 3:** Mathematical activity "Grandparents' garden"
 - Counting and writing exercises: the children will count the vegetables in each group and write the corresponding number. This can also be done verbally, using fingers, tokens or sticks for visual support.
 - Comparing and ordering: ask pupils to compare groups of vegetables: "Where are there more?" "Where are there fewer?" They will use symbols ($<$, $>$, $=$) and will be encouraged to give oral explanations. Afterwards, children can order the numbers in ascending or descending order using the number line as a guide.

THE GIANT RADISH | PEDAGOGICAL SHEET

- Completing sequences and solving problems: children will be helped to complete missing number sequences and solve simple problems, such as "Grandma picked 3 radishes and then 2 more. How many does she have in total?" Drawing or the use of manipulatives to visualize the solution will be encouraged.
- Game-based consolidation activity: You can turn the activity into an interactive game: 'Plant the vegetables in the correct order' or 'Harvest only groups of vegetables with a specific number'. Children can work in pairs or small groups to learn and practise through play.

3. **Step 4:** Daily life activity: "Shopping/Healthy Eating":

- Instructions: explain to the children the purpose of the activity.
- Cutting out the pictures: give each child a copy of the two worksheets with pictures of fruit and vegetables (or the worksheets created by the teacher), together with the money worksheets, and ask them to cut them out. Name each picture and associate it with its symbol or sign language sign, if appropriate.
- Creating shopping lists: Children will be shown examples of shopping list worksheets. They will then be encouraged to create their own shopping lists for their favourite fruit or vegetable salad.
- Go shopping! After the children have completed their shopping lists, there will be a game called "To the Market". This activity exercises children's conversational skills as well as their decision-making skills and responsible consumer behaviour.

THE GIANT RADISH | PEDAGOGICAL SHEET

- Show and present: After children have finished shopping, they are asked to present their favourite salad to their peers in the group

VIGILANCE POINTS

To ensure a learning environment that is accessible and adapted to the needs of children with hearing and related disabilities, teachers should pay particular attention to the following aspects:

- Visual materials used to be clear, simple, appropriately sized
- Demonstration of correct and effective use of AAC tools to encourage children to use them with confidence
- Clarity in expressing work tasks; repeating work tasks until all children understand and retain the information
- Dividing tasks into manageable stages
- Allowing sufficient time for children to respond and complete tasks
- Children learn well through movement; the use of movement-based activities is recommended
- Adjust the pace of activities; activities should be at a pace that all children can easily participate in
- Children should receive constant feedback and encouragement; visual charts or feedback cards can be used to see how well children have understood tasks and activities
- Encourage mutual support and peer collaboration

POTENTIAL ADAPTATIONS

Adaptation of the material

Those activities significantly support the development of communication skills for children using alternative and augmentative communication systems. The AAC tools provided are also designed to be a support and introduction to visual learning.

Feel free, however, to make adjustments if necessary. The signs can be diversified. We have chosen to use sign language specific signs, but you can easily use Makaton symbols if they are more relevant to the needs of your pupils.

Pedagogical adaptation

If necessary, you can adapt the material to your pedagogical needs.

Variations

If necessary, you can personalise and adapt the material to suit children's interests, preferences and diverse learning needs.

- You can create your own storybooks. You can draw them or find existing pictures (illustrations or photos) in books, magazines or on specific websites. Children can also be involved in creating sets of cards to increase their interest and involvement in the story. Once the drawings have been scanned, simply adjust the size and print them out.
- To add more information, you can write additional details on the back of the sheets, such as brief descriptions of the characters, their characteristics and the role they play in the story.

THE GIANT RADISH | PEDAGOGICAL SHEET

- To get pupils creatively involved, you could organise a food collage workshop: children cut out pictures of food from magazines, then classify them (healthy/unhealthy) and create their own 'shop shelf'.
- Another extension could be to set up a symbolic play corner – a mini shop in the classroom, with products, prices, virtual money, shopping lists and assigned roles.
- To stimulate creativity and application of knowledge, you could organise a workshop where pupils create their own mathematical garden. They can draw or build garden layers using paper, cardboard or modelling clay, adding cut-out or modelled vegetables. Each pupil will choose the number of vegetables for each layer and write the corresponding numbers, then compare, sort or fill in the 'planting' rows. The activity becomes even more engaging if sensory materials are used – such as beans, lentils or small 'harvest' figurines.

RESOURCES OF THE BOX

- Book, "Giant radish", level 1
- Book, "Giant radish", level 2
- This pedagogical sheet
- AAC tool - Everyday life
- Activity Sheet - Everyday Life: Shopping / Healthy Eating
- AAC Tool - Literacy
- Activity Sheet - Literacy: The story "The Giant Radish"

THE GIANT RADISH | PEDAGOGICAL SHEET

- AAC Tool - Numeracy
- Activity Sheet - Numeracy "Grandparents' Garden"