



MATHS

“ Food production sequences: Nita and Zaro 2”

Ref. 30661



FOOD PRODUCTION SEQUENCES: NITA AND ZARO 2

Ref. 30661

CONTENTS:

The game consists of 34 square cards made from thick, strong, top quality cardboard. Card dimensions: 9 x 9 cm.

DESCRIPTION OF CARDS

- 34 cards with pictures illustrating the process of making various staple foodstuffs. Nita and Zaro are the characters in the stories.
- The cards are grouped into five different sequences with five, six, seven and eight steps.
 - o 1 sequence of 5 scenes: egg production.
 - o 1 sequence of 6 scenes: salt production.
 - o 1 sequence of 7 scenes: tomato production.
 - o 2 sequences of 8 scenes: rice and oil production.
- Each sequence has a different coloured border to make it easier to recognize and group the cards in the same sequence.

RECOMMENDED AGE GROUP:

From 3 to 8 years old.

The sequences show scenes from the manufacturing or production processes of different foods. For 3-year-old children, we recommend working with the assistance of an adult, starting with the simplest sequences with the fewest steps. Older children can work more independently as the cards have a self-correcting system to check that the game is being played correctly.

EDUCATIONAL OBJECTIVES:

- o To encourage logical thinking and space-time reasoning.
- o To develop the skills of observation and putting events in chronological order.
- o To internalize the sequential order of things.
- o To learn about the source and production process of different foods.

METHOD OF PLAY AND ACTIVITIES:

1. Group all the cards in the same sequence together. They can be identified quickly because each sequence has a different coloured border for ease of identification.
2. Once grouped, the cards should be put in the chronological order of the actions shown in the pictures.
3. The sequences have a self-correcting system on the side, although we also recommend letting the children put the stories in the order they like to encourage them to rationalize the chosen sequential order.



You can then lead on to other activities:

1. **“What would happen if...?”** Once you have the sequences grouped and ordered correctly, remove one of the cards and ask the child what would happen to the rest of the sequence if this step of the production process did not take place. This activity stimulates logical reasoning.
2. **“How is it done?”** Once the sequences are ordered, ask the child to describe, with the help of the cards, the necessary steps for making each foodstuff, from gathering the raw materials through to eating the finished product. If the children are very young, an adult can narrate the sequence of the pictures in the form of a story to make it easier to understand. This encourages the development of sequential thinking and listening skills.
3. **“Where do they come from?”** Ask the child to classify the foods according to their origin: animal or vegetable.
4. **“Let’s listen carefully”:** The adult describes what is happening in a sequence or a particular card and the child has to identify which sequence or card is the correct one, helping to improve verbal comprehension.

