

Botany

Spices of the World

Activity - Object Tray

Materials:

A tray containing:

- (1) see-through spice shaker containing basil (Egypt)
 - (1) see-through spice shaker containing star anise (China)
 - (1) see-through spice shaker containing dill weed (United States)
 - (1) see-through spice shaker containing nutmeg (Europe)
 - (1) see-through spice shaker containing cardamom seeds (Spain)
 - (1) see-through spice shaker containing cinnamon-cassia stick (Mexico)
- Labels (see preparation below)

Preparation:

1. The teacher needs to take a tray and make a label that says “**spices of the world**” using masking tape and a permanent pen. Stick this label at the bottom of the tray’s top surface.
2. The teacher needs to make a label for each of the shakers. Attach the labels to one of the sides of the shaker where it can be seen easily. This label should be the name of the spice and then underneath it where it comes from in the world.
3. The **Spices of the World** tray is ready for presentation.

Presentation:

1. Invite the children to join you for a circle presentation.
2. The teacher should sit down with the children with the **Spices of the World** tray.
3. Explain to the children that you have something special that you want to share with them today.
4. The teacher should then place the **Spices of the World** tray directly in front of her.
5. Say, “This is the **Spices of the World** tray.” Point to the label on the tray and read, “**spices of the world**”.
6. Now say to the children, “**Spices are plants. Plants are living things.** The teacher should say, “**All living things have 4 things in common; food, air, water and they reproduce.**”
7. Every shaker on this tray contains a **spice** that came from a plant that was grown in a specific place in the world.
8. The teacher should say “**Spices of the World**” as she points to the label on the tray.
9. The teacher picks up a shaker on the tray and points to the label and says, “This label says _____(name of **spice**). _____ is a **spice** and it came from a plant that is grown in _____.”
10. The teacher should pause and look at the spice in the container and then place the shaker in front of her nose and inhale gently. The teacher says the name of the spice again and from where it is grown.
11. Now, the teacher starts to pass the shaker around the circle by giving it to the child on her right saying, “_____ is a **spice** and it came from a plant that is grown in _____.”
12. Point to the label again and read, “_____”.
13. Pick up each of the shakers and repeat the process.
14. Return the shakers to the tray.
15. Return the **World of Spices** tray to where it belongs on the shelf.

Variations and Extensions:

1. Change out the containers for other examples of **spices**.
2. Study each type of **spice** separately.
3. Provide a product made from each **spice** to be experienced in a concrete way.

Points of Interest:

1. There are many different **spices** to study.
2. We eat many foods that contain **spices from around the world**.
3. Each **spice** smells differently!

Control of Error:

1. The teacher has set up the tray correctly

Aims:

To be introduced to **Spices of the World** in a concrete way.

Age:

2 ½ and up

Language:

Names of **spices**, names of parts of the world, etc.