

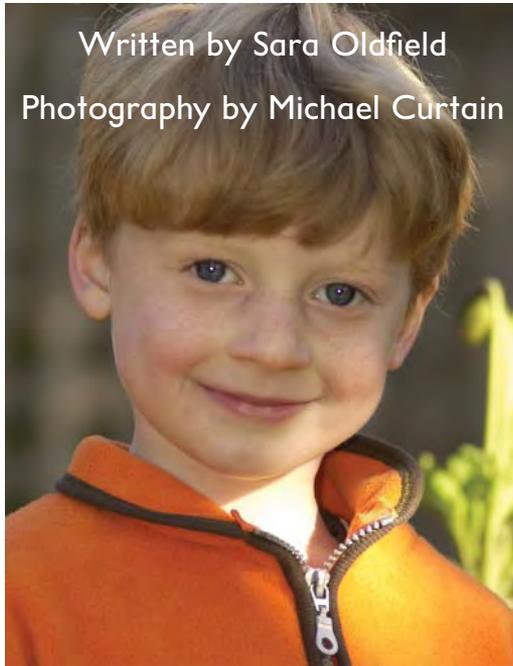


alphakids

# Growing Strawberries

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## How to use this book

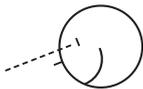
### Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



### During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



## Text highlights

- Displays all the features of a recount
- Text written in the first person
- Colour photographs support and extend the text

## Vocabulary

strawberries, plants, weed, dug, soil, scarecrow, holes, eaten, snail pellets, netting

## Setting the context

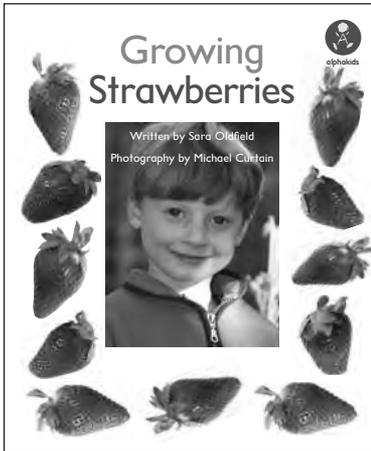
If possible bring some strawberries to share with the children. Ask: *Who likes strawberries? Where do strawberries come from? Have you ever grown strawberries at your home? How did you do it? What problems did you have? How did you solve these problems?*

Children can help you to

make a list of all the things they would like to know about growing strawberries.

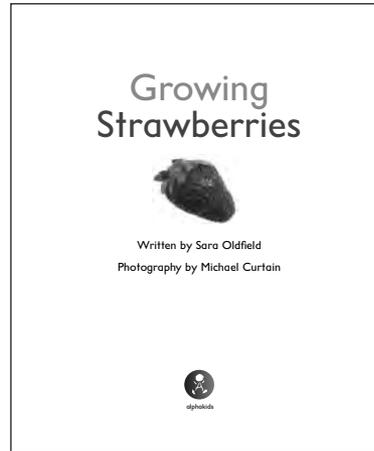
## Introducing the book

*This book is about how a boy grows some strawberries and how his mother helps him to find ways to prevent birds, snails and his pet duck from eating the plants.*



## Front cover

*This book is called 'Growing Strawberries'. What does the photograph tell us about how the boy feels about strawberries?*



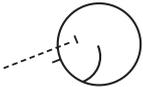
## Title page

Discuss the features of the title page: author, photographer and the series logo.



### **Talkthrough**

*This is the boy and his mum. What does he want to do? This story is written so that the boy is telling us his story.*



### **Observe and support**

Can the child read with expression?

*Can you read the text so it sounds like the boy is talking?*

I love strawberries.  
I want to grow my own  
strawberry plants.



2

Mum said I could. I would have  
to look after them. I would have  
to weed them and water them.



3



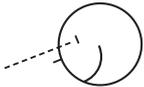
### **Talkthrough**

Look at the three small photographs on page 4.

*Describe what the boy is doing in each photograph.*

Look at page 5.

*Why does the boy look so upset? The birds have eaten all of the plants. How could he solve this problem?*



### **Observe and support**

Does the child understand compound words?

*'Strawberry' is a compound word. What does this mean?*

Ask children to find another compound word on page 6.

(scarecrow)

Mum showed me where I could plant my strawberry plants.



I dug up the soil. Then I planted some strawberry plants and I watered them.

4

The next day I looked at my strawberry plants. The birds had eaten the plants.



5



Mum said I could make a scarecrow to keep the birds away. So I got some old clothes and an old hat and I made a scarecrow.

Then I planted some more strawberry plants.

6



7



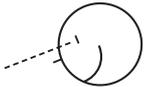
## **Talkthrough**

Look at pages 8–9.

*What is the next problem? What could the boy do to protect the plants from the snails?*

Look at the photograph on page 10.

*What is inside the box? Why are the words 'safe for pets' written on the box?*



## **Observe and support**

Does the child understand the literal meaning of the text?

*How does the boy protect the strawberry plants from the snails?*



8



The strawberry plants started to grow.

I was very happy but then  
I saw holes in the leaves  
of my strawberry plants.

The snails had eaten the leaves.



9



10

Mum took me to buy some snail pellets.

I put the pellets around the strawberry  
plants to keep the snails away.





## **Talkthrough**

Read the text on page 12.

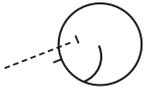
*Why do the strawberries need to be red before they can eat them?*

*What could be the next problem?*

Turn the page.

*Why does Mum put a net over the strawberries? How would this stop the duck?*

*Why has the boy had so many problems growing the strawberries? Would you have the same problems if you grew some strawberries?*



## **Observe and support**

Can the child identify words in the text that show that the text is written in the first person? (I, my)

*Can you find a word that tells us the boy is telling the story?*

The strawberry plants grew and grew.

Flowers grew on the plants.  
Then I could see strawberries  
on the plants.

Mum said we had to wait until  
they were red before we could eat them.



12



13



The next week the strawberries were  
ready to eat.

But my duck had eaten all the red  
strawberries.



14



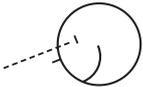
Mum gave me some netting to put  
over the strawberries to stop  
the duck from eating them.

15



### **Talkthrough**

*Finally they can eat the strawberries. How do you think that they would taste? How do you like to eat strawberries? Do you have them with ice-cream?*



### **Observe and support**

Does the child stop and correct an error?  
*I like the way that you stopped and re-read the sentence so it makes sense.*



At last the strawberries were ready to eat.

I love strawberries!

16

## **Growing Strawberries**

### **Being a meaning maker**

Encourage children to support their answers with evidence from the book as they discuss these questions:

*How did the boy protect his strawberries from his duck?*

*What other things might you need to protect strawberries from?*

*Why did the boy want to grow strawberries?*

*What did the boy learn about gardening by growing strawberries?*

*How would you go about growing strawberries at your house?*

### **Being a code breaker**

Explore the following language feature:

- Use of the affix 'ed' to indicate past tense: asked, showed, pulled, planted, watered, checked, picked, pecked.

### **Being a text user**

Refer to the list children made about how to grow strawberries in the 'Setting the context' section on page 1.

*Did this book answer all of our questions?*

*Which questions were not answered?*

*How could we find answers to these questions?*

### **Being a text critic**

*Can all children have a strawberry patch? Why or why not?*

*The book shows a boy planting strawberries. Can girls plant strawberries too?*

*What did the author need to know to write this book?*

## Responding to text



Children work in cooperative groups to design and make devices for keeping strawberries safe from animals that want to eat them. Share these ideas with the class.



Following on from the above activity, children write an explanation of how their device works. Their explanation could include a labelled diagram.



Explain to children that some words change their form to indicate past tense: grow/grew, give/gave, was/were, can/could, dig/dug, make/made. Show children a couple of these examples from the book. Ask children to work in pairs to find other words that change in this way.

## Assessment

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Can the child:

- Explain the point of view from which the book is written?
- Identify words that show that the text is written in the first person?

## Writing links

### Shared/guided writing

Discuss how to grow strawberries with the children. Children could make a slide show using Kid Pix Studio Delux showing how to grow strawberries. Alternatively children could make a book or a poster.

### Independent writing

Children write and draw on cards to retell the events of the book. The cards could then be mixed up and swapped with a partner who must put them back into the correct sequence. Encourage children to discuss how their cards are the same as the book and to raise any differences.



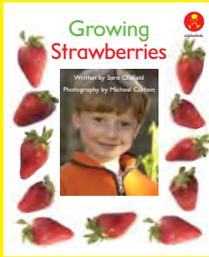
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Living things, Continuity and change  
**Curriculum link:** Science, Studies of Society and the Environment

**Text type:** Recount

**Reading level:** 13

**Word count:** 234

**Vocabulary:** strawberries, plants, weed, dug, soil, scarecrow, holes, eaten, snail pellets, netting

### Possible literacy focus

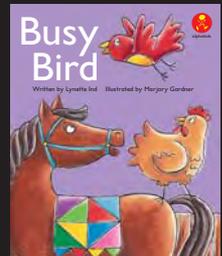
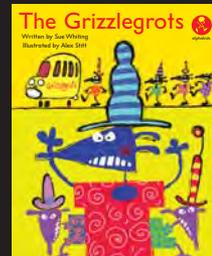
Writing in the first person.

Identifying words that indicate a text is written in the first person.

### Summary

This book is about how a boy grows some strawberries. It describes the steps he takes to grow the plants, as well as what he does to protect them from birds, snails and his pet duck.

## Other books at this level



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