

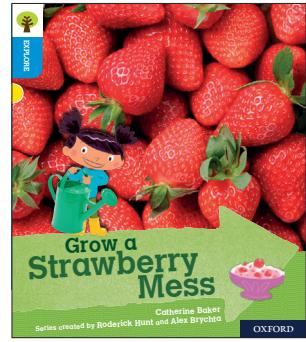


EXPLORE

with Biff, Chip and Kipper

Oxford Level 3

Grow a Strawberry Mess



Written by Catherine Baker.

Teaching notes written by Teresa Heapy.

Text type: explanation; instruction

Topic: growing fruit and vegetables

Synopsis

This book shows how to grow strawberries and then gives instructions for making a pudding called a Strawberry Mess using the strawberries that you have grown.

There is a topic-linked fiction book to partner this title, which is called *Pumpkin Mess*.

Group/Guided reading

Introducing the book

- Look at the cover and read the title together. Ask: *Do you like eating strawberries? Have you ever seen them growing?* Encourage the children to share what they know about growing strawberries.
- (*Predicting*) Ask: *Do you think this is going to be a story or a non-fiction book that gives information?*
- Ask the children to talk about any fruit or vegetables they might have grown or picked themselves. Ask: *Have you ever used anything you have grown or picked to make a pudding?*

Vocabulary check

- As they read, encourage the children to sound out and blend new words, for example *s-oi-l, f-oo-d*.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

you are

- There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

strawberry/strawberries grow plants water cream

Reading the book

- Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- (*Predicting*) On p4, look at the picture of the Strawberry Mess and ask: *Do you think you would eat a Strawberry Mess for dinner or pudding? What do you think the other ingredients in a Strawberry Mess are?*
- After reading p6–7, ask: *Is there anything else you need to make a plant grow?*
- On p11, ask: *Why is it important to give the strawberry plants plenty of water?*
- (*Summarizing*) After reading p17, ask the children to explain, in their own words, how to make a Strawberry Mess.
- Say: *I wonder if you could make a similar pudding using any other types of fruit.* Encourage the children to make suggestions.
- Ask: *Do you think you would like Strawberry Mess? Why?*

Returning to the book

- (*Clarifying*) Ask: *Why do you think it's important for an adult to help you with the water and plant food?*
- (*Clarifying*) Re-read p13 and ask: *Why do you need to keep slugs off the strawberry plants? What would they do to the strawberry plants?*
- (*Clarifying*) Ask: *What part of the plant do the strawberries grow from?* (Answer: flowers) Ask the children to look at p15 if necessary.
- (*Summarizing*) Ask the children to work in pairs and to look at the summary of growing strawberries on p18. Ask one child to use the pictures on p18 to explain how to grow strawberries. The other child should listen carefully to make sure they don't miss out any stages. Then ask the children to swap roles.

Independent reading

- Introduce the book as in the Introducing the book section above.
- Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example *w-ai-t, th-i-ck*.
- Support the children with reading high frequency tricky words.
- This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support them when reading the text.
- For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- Ask the children to work in pairs to perform a role play to show how to make a Strawberry Mess. Explain that they should include growing the strawberries in their role plays.
- Say that one partner could take on the role of the child and the other of the adult helping them.
- Encourage children to perform their role plays to the rest of the group.
- Ask the rest of the group to give feedback on the role plays. Did they miss anything out? Should they have done anything differently?

Writing activities

- Ask children to draw a picture of a strawberry plant and to add labels: leaf, flower, strawberry etc. Support children to spell any new or unfamiliar words.
- Encourage children to use the book to help them to spell words where possible.

Cross-curricular activity

Understanding the world

- Ask the children to think about other types of ‘mess’ pudding they could make, e.g. blackberry mess or raspberry mess. Then ask them to use books or child-friendly sites on the Internet to investigate how these other fruits grow.

**Oxford
OWL**

For school

Discover free eBooks, teaching notes, advice and support

For home

Helping your child’s learning with free eBooks, essential tips and fun activities



www.oxfordowl.co.uk

Grow a Strawberry Mess

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read most of the YR high frequency word list. (READ) (ORCS Standard 1, 16)
- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (ORCS Standard 1, 17)
- With support, can find information to help answer simple, literal questions. (ORCS Standard 1, 18)
- Can talk about main points or key events in a simple text. (R) (ORCS Standard 1, 20)
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) (ORCS Standard 1, 21)

Letters and Sounds: Phase 3

Explore with *Biff, Chip and Kipper* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory Framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children can work together to role-play how to make a Strawberry Mess.
ELG 01 Listening and attention	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2)	Check the children watch and listen to each other's role plays, giving some helpful feedback.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children can answer questions about why an adult needs to help with the plant food and why slugs must be kept off the plants.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to decode new or unfamiliar words.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children can explain how to grow strawberries.
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG 10.2)	Check the children make phonetically plausible attempts to spell some simple words when labelling their plants.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children can work together to role-play how to make a Strawberry Mess.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children watch and listen to each other's role plays, giving some helpful feedback.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children can answer questions about why an adult needs to help with the plant food and why slugs must be kept off the plants.
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to decode new or unfamiliar words.
	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)	Check the children can explain how to grow strawberries.
Writing	As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. (LIT 0-21b)	Check the children make phonetically plausible attempts to spell some simple words when labelling their plants.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children can work together to role-play how to make a Strawberry Mess.
	ask questions about something that has been said (YR_Oraclist.9)	Check the children watch and listen to each other's role plays, giving some helpful feedback.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_Oraclist.8)	Check the children can answer questions about why an adult needs to help with the plant food and why slugs must be kept off the plants.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to decode new or unfamiliar words.
	retell familiar stories in a simple way using pictures to support (YR_ReadComp.1)	Check the children can explain how to grow strawberries.
Writing	copy and write letters, words and phrases, e.g. from the environment of those modelled by the practitioner (YR_WritMean.6)	Check the children make phonetically plausible attempts to spell some simple words when labelling their plants.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	speak audibly to be heard and understood (L1_com_talk.5) use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children can work together to role-play how to make a Strawberry Mess.
	listen for information (L1_com_talk.1i)	Check the children watch and listen to each other's role plays, giving some helpful feedback.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children can answer questions about why an adult needs to help with the plant food and why slugs must be kept off the plants.
Reading	use reading strategies (L1_com_read.2i) understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to decode new or unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5)	Check the children can explain how to grow strawberries.
Writing	write words using sound-symbol correspondence (L1_com_writ.4i)	Check the children make phonetically plausible attempts to spell some simple words when labelling their plants.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Converse audibly with friends, teachers and other adults. (1SL2)	Check the children can work together to role-play how to make a Strawberry Mess.
	Listen to others and respond appropriately. (1SL7)	Check the children watch and listen to each other's role plays, giving some helpful feedback.
	Answer questions and explain further when asked. (1SL4)	Check the children can answer questions about why an adult needs to help with the plant food and why slugs must be kept off the plants.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new or unfamiliar words.
	Talk about events in a story and make simple inferences about characters and events to show understanding. (1Ri2)	Check the children can explain how to grow strawberries.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to spell some simple words when labelling their plants.