

Plants for Dinner

Written by Becca Heddle.

Teaching notes written by Teresa Heapy.

Text type: report

Topic: plants

Synopsis

This book shows which parts of different plants can be eaten, including the roots, stem, leaves, buds, shoots, flowers and fruit.

There is a topic-linked fiction book to partner this title, which is called *The Stinky Plant*.

Group/Guided reading

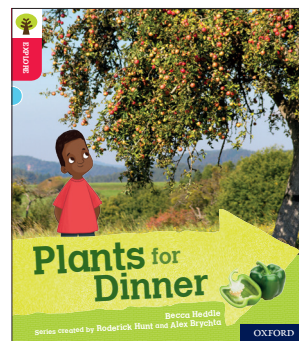
Introducing the book

- ➔ Look at the cover and read the title together. Ask: *Have you ever eaten plants for your dinner? What plants do you like to eat?*
- ➔ *(Predicting)* Look at the picture of the tree on the cover, and talk about the different parts of it, including the trunk, leaves and fruit. Say: *I wonder what part of this plant can be eaten.* Encourage the children to share suggestions.
- ➔ Now turn to p3 and read the contents list together. As they read each heading, ask the children to suggest plants that you can eat the root, stem, leaves, flowers, fruit, seeds or shoots of. Have they ever eaten any of these parts of a plant?
- ➔ *(Questioning)* Ask the children to think of some questions they would like to find the answers to in this book.
- ➔ Look together at the contents page and ask the children to turn to the page where they can find out more about leaves that they can eat.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *f-a-n-t-a-s-t-i-c*, *t-r-u-n-k*.
- ➔ 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:

have some come there what



- ➔ 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.

plants grow leaves fruit new

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.
- ➔ Look together at p7 and talk about the different roots. Point out the small tick and cross by each one which shows whether they can be eaten.
- ➔ *(Predicting)* On p8, point to the celery stick and ask: *What plant do you think this is?* Explain, if necessary, and ask the children whether they have ever eaten celery. Say: *I wonder if we eat the stems of any other plants.* Encourage the children to share suggestions, e.g. broccoli, asparagus, leek, rhubarb.
- ➔ *(Summarizing)* On p13, ask the children to identify the edible flowers on the page. (Answer: broccoli and courgette) Ask: *What other part of the courgette plant do we eat?* (Answer: fruit)
- ➔ After reading p17, ask the children to suggest any other plants they can think of that have seeds. Ask: *Have you ever used a seed to grow a new plant?*
- ➔ After reading p21, ask the children to identify the different plants on the worktop. Say: *I wonder what they are cooking for dinner?* Encourage the children to make predictions.

Returning to the book

- ➔ *(Summarizing)* Ask the children to name eight parts of a plant that can be eaten. (Answer: fruit, flower, buds, roots, stems, seeds, shoots, leaves)
- ➔ *(Clarifying)* Return to p15, ask: *How many fruits on this page can we eat?* Talk about how some berries and other fruits can be harmful, remind the children that they shouldn't pick fruit without checking with an adult first.
- ➔ *(Clarifying)* Return to p18, ask: *What sort of shoot is Dad holding?* If necessary explain that this shoot is a beansprout. Ask the children to share whether they have eaten beansprouts before.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

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 *b-a-m-b-oo*, *s-t-e-m-s*.
- ➔ 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

- ➔ Provide the children with a variety of different plants (or pictures of different plants) that can be eaten.
- ➔ Organize the children into small groups and give each group a selection of plants (or pictures of plants).
- ➔ Encourage the children to use the senses to describe each plant. Prompt them to say which part of the plant can be eaten.
- ➔ Ask the children to share their descriptions with other groups and ask others to guess which plants they have.

Writing activities

- ➔ Using the plants or pictures of plants from the speaking and listening activity, ask the children to categorize their plants under different headings.
- ➔ Provide pairs with a chart with seven columns, ask them to write a different heading at the top of each column: fruit, buds and flowers, roots, stems, seeds, shoots, and leaves.
- ➔ Encourage the children to use their phonic knowledge to make attempts to spell any new or unfamiliar words.
- ➔ Then ask them to sort their plants by putting each of them under the correct heading to show which part of the plant can be eaten.

Cross-curricular activity

Science

- ➔ Grow some edible plants in your school garden or in pots, or some cress on a windowsill. Ask the children to help with the planning, planting and care of the plants. Encourage the children to try the edible parts of the plants when they are ready.

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



Plants for Dinner

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) (ORCS Standard 2, 2)
- Can talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts. (E) (ORCS Standard 2, 3)
- Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ) (ORCS Standard 2, 4)
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) (ORCS Standard 2, 7)

Letters and Sounds: Phase 4

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 The National Curriculum in England: English Programme of Study, Year 1

| | National Curriculum objectives | Book-related assessment pointers |
|-----------------------------------|---|---|
| Spoken language | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5) | Check the children use their senses to describe the plants, and state which part of the plant can be eaten. |
| Reading: Word reading | apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1) | Check the children use their phonic knowledge to decode new and unfamiliar words. |
| Reading: Comprehension | being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.1ii) drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i) | Check the children can talk about other plants with edible stems. |
| Writing: Composition | discuss what they have written with the teacher or other pupils (Y1 WritComp.2) | Check the children discuss their charts with their partner before sorting each plant. |

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

| | Experiences and outcomes | Book-related assessment pointers |
|------------------------------|---|---|
| Listening and talking | I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-06a) | Check the children use their senses to describe the plants, and state which part of the plant can be eaten. |
| Reading | I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a) | Check the children use their phonic knowledge to decode new and unfamiliar words. |
| | Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1-14a) | Check the children can use the contents page to find out about leaves that can be eaten. |
| Writing | By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a) | Check the children discuss their charts with their partner before sorting each plant. |
| | | Check the children organize the information under the correct headings in their charts. |

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

| | Framework objectives | Book-related assessment pointers |
|----------------|--|---|
| Oracy | include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3) | Check the children use their senses to describe the plants, and state which part of the plant can be eaten. |
| Reading | apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i) | Check the children use their phonic knowledge to decode new and unfamiliar words. |
| | make links between texts read and other information about the topic (Y1_ReadResp.3) use personal experience to support understanding of texts (Y1_ReadComp.4) | Check the children can talk about other plants with edible stems. |
| Writing | talk about what they are going to write (Y1_WritMean.4) | Check the children discuss their charts with their partner before sorting each plant. |

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary
Level 1/2

| | Levels of progression | Book-related assessment pointers |
|------------------------------|--|---|
| Talking and listening | use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) | Check the children use their senses to describe the plants, and state which part of the plant can be eaten. |
| Reading | understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2) | Check the children use their phonic knowledge to decode new and unfamiliar words. |
| Reading | talk about what they read and answer questions (L1_com_read.5) | Check the children can talk about other plants with edible stems. |
| Writing | talk about what they are going to write and how they will present their writing (L2_com_writ.1) | Check the children discuss their charts with their partner before adding new entries. |
| | show a sense of structure and organisation (L2_com_writ.2ii) | Check the children organize the information under the correct headings in their charts. |

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

| | Learning objectives | Book-related assessment pointers |
|-------------------------------|---|---|
| Speaking and listening | Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. (1SL1) | Check the children use their senses to describe the plants, and state which part of the plant can be eaten. |
| 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 and unfamiliar words. |
| | Make links to own experiences. (1R12) Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided. (1R11) | Check the children can talk about other plants with edible stems. |
| 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 any new plant names. |