

Strawberry Jam

G = Language comprehension

W = Word recognition

Group or guided reading

Introducing the story

- Read the title and talk about whether the story is going to give facts about strawberry jam or tell a story.
- Encourage the children to tell the story through what is happening in the pictures.

Strategy check

Encourage the children to use a range of strategies to work out new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- W** On page 147-③, ask the children: *What sort of place is called a 'pick-your-own'?* Point out the hyphens and ask: *What difference do these make when you read this word?*
- G** (Prediction) On page 148-⑤ ask: *What do you think is going to happen to the strawberries?*

Assessment Check that children:

- can identify and read the three words in 'pick-your-own'
- use a range of strategies to decipher new words.

Returning to the text

- W** Look at the poster on page 147-③. Point to the word 'strawberries'. Point out how it is made of two words ('straw' and 'berries'). Ask: *Can you think of any other kinds of berries?* (e.g. blackberries, raspberries) Point to the word, 'loganberries' on the poster and help the children to sound it out ('l-o-g-a-n-b-e-rr-ie-s').
- C** (*Clarifying*) Ask children to explain Dad's joke on page 150-⑨.
- C** (*Questioning, Clarifying, Imagining*) Look at the pictures on pages 149 and 150. Ask: *Was anyone cross that the strawberries got squashed? Why wasn't Dad cross? Would you be cross or upset?*
- C** (*Summarising*) Ask children to retell the story in three or four sentences.

Group and independent reading activities

Objective Recognise automatically an increasing number of familiar high frequency words .

You will need to write the following jumbled sentences on the board:

Dad jam to wanted make.
Too they were small.
Strawberries all picked they.
Car locked the was.
Go home time was it to.

- W** Ask the children to read the words and write them down so that the sentences make sense.
- Do the children read the high frequency words with confidence?
- Do they reread their sentences to check for sense?

Assessment Do the children work out unfamiliar words using their phonic knowledge?

Objective Use knowledge of common inflections in spelling.

W Write the word 'want' on the board.

- Ask: *What is different about this word and the word on page 146-①?* ('-ed' has been added)
- Talk about why '-ed' has been added to the words.
- Ask the children to write down other words from the book with the same spelling pattern as 'wanted', e.g. 'picked', 'locked'.
- Encourage children to add other words to their lists from their own experiences.

Assessment Do the children recognise the '-ed' spelling pattern? Can the children add the '-ed' extension to other verbs?

Objective Recognise and use alternative ways of spelling the phonemes already taught, e.g. the 'ae' sound can be spelt with 'ai', 'ay' or 'a-e'.

W Write the words 'can', 'make' and 'picked' on the board.

- Ask: *Which sound is in all the words?* Point out how the 'c' 'k' and 'ck' make the same sound.
- Ask the children to look through the lesson to find other words with the same 'c' sound, e.g. 'took', 'donkeys', 'pocket', 'car', 'locked', 'cream'. Sound out and talk about each word the children suggest.

Assessment Do the children recognise that 'c' in 'children' makes a different sound?

Objective Identify the main events and characters in stories, and find specific information in simple texts.

G (*Clarifying, Imagining*) In groups, encourage children to choose a character and retell the events in the story to the rest of the group from that character's point of view, e.g. Kipper describes what he did and what happened.

- Invite the other children to ask each 'character' how they felt about the events.

Assessment Are the children able to see the events from different points of view?
Are the children able to describe events using evidence from the text?

Speaking, listening and drama activities

Objective Tell stories and describe incidents from their own experience in an audible voice.

- Talk about where the family went to pick the strawberries (a fruit farm).
- Invite the children, in turn, to talk about where people can buy, or pick, fruit, and to tell the rest of the group about their experiences of picking or buying fruit.
- What is their favourite fruit? Why do they like it?

Writing activities

Objective Convey information and ideas in simple non-narrative forms.

- Talk about which fruit and vegetables the children would grow if they had a farm.
- Discuss what advertising they might use to attract people to come to their farm to pick fruit and vegetables.
- Model writing a 'Pick-your-own' flyer. Write a heading, e.g. 'School Farm'. Discuss what words could be used on the flyer.
- Ask each child to create a flyer. They must have a heading and underneath one or two sentences to say what is grown on their farm and why people should come and pick fruit and vegetables there. Encourage them to use powerful adjectives, e.g. 'Come and buy our tasty turnips'.
- Invite some of the children to read their flyers. Ask the other children which farms they would like to go to.

Assessment Do the children use ideas and vocabulary from the story?