

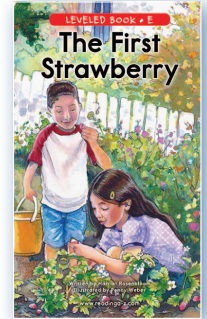
Focus Question:

What are the steps for growing strawberries?

Book Summary

Text Type: Nonfiction / How To

Have you ever grown your own fruit? In *The First Strawberry* students learn the steps needed to plant and grow their own strawberries. Detailed illustrations, high-frequency words, and repetitive phrases support readers. Students will have the opportunity to identify the sequence of events as well as to connect to prior knowledge.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Sequence events
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *pl*-blends
- ☐ Identify initial consonant *pl*-blends
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *your*

Materials

- ☐ Book: *The First Strawberry* (copy for each student)
- ☐ Sequence events, initial consonant *pl*-blends, verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book.

- **High-frequency words:** *for, in, your*
- **Words to Know**
Story critical: *bloom* (v.), *fruits* (n.), *patch* (n.), *pests* (n.), *spread* (v.), *strawberries* (n.)
- **Academic vocabulary:** *sequence* (v.)*

Guiding the Reading

Before Reading

Build Background

- Ask students to raise their hand if they enjoy eating fruit. Invite students to share their favorite fruit. Write the word *strawberry* on the board and read it aloud. Have students repeat the word. Ask students to raise their hand if they like strawberries.
- Discuss with students where fruit comes from. Ask students if they have fruit trees or plants at their house. Discuss what fruit trees and plants need in order to grow and produce fruit.

Introduce the Book

- Give students their copy of *The First Strawberry*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and new information they read. Point out that by thinking about what they already know helps them better understand and enjoy what they are reading. Have the students look at both the cover and the title page of the story and discuss with a partner any connections to prior knowledge they made. Invite volunteers to share their connections with the rest of the class.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the steps in a procedure, such as growing strawberries, must be told in order from beginning to end. Explain to students that when they describe the order of how to do something, they are describing a sequence of events. Point out that transition words such as *first*, *next*, *then*, and *last* are typically used when telling events in sequential order.

Guiding the Reading (cont.)

- Have students work in groups to discuss what the morning routine in the classroom looks like. Invite volunteers to share the steps that each student is supposed to do when he or she walks into class. Record the steps on the board and have students help place the transition words at the beginning of each step. Remind students that the word *first* only works with the first step and the word *last* only works with the last step.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about growing strawberries. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What type of a spot should you pick for your strawberry patch?* (level 1) page 4
- *Why do you need to spread straw in a strawberry patch?* (level 1) page 7
- *How do you know when the strawberries are ready to be picked?* (level 2) pages 10 and 11
- *What might you include on a list of supplies you need to grow strawberries?* (level 2) multiple pages
- *Why did the author write this book about strawberries?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, help readers visualize and understand what is going on in the story. They also help bring out readers’ prior knowledge. Have students look at the picture on page 6 with a partner. Ask students to discuss the answers to the following questions with their partner: *Have you ever planted something before? What did*

you plant, and what types of tools did you use? Have students look at the picture on page 8 and ask the following questions: *Have you ever had to take care of a plant? What did you have to do?* Invite volunteers to share their answers with the class.

Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students create a picture of one of their connections to the story. Explain that their drawing should show what they already knew about the subject, not just what they learned from the story. Invite students to share their drawing and connections with the class. Discuss as a class how connecting to prior knowledge helped students remember and understand what was happening in the story.
- Have students discuss with a partner the first step to grow strawberries. Invite a volunteer to share the answer and record it on the board using key words and pictures. Ask students what transition word should be used to describe this step. Write the word *first* on the board above the key words and pictures.
- Model how to sequence events.
Think-aloud: *Now that I know the first event of the story, I need to figure out what happens next. I will look at the next page in the book to see what the next step is. The girl is buying plants for her strawberry patch. This is the next step, so I will use the word next to help describe this step. As I continue reading, I see that after the plants were purchased, the boy and girl planted them in their patch. I will use the word then to describe this step. I will continue reading and using the pictures to help me sequence the rest of the events.*
- Model how to complete the **sequence events worksheet**. Have students discuss with a partner what’s going on in each picture before they put them in order. Then have them take turns telling the sequence of events while using transition words.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Sequence events

Review the sequence events worksheet that students completed. Invite volunteers to tell the sequence of events to the class. Record the transition words they used as they describe each event. Discuss with students that other than *first* and *last*, the transition words can be used to describe any of the other events.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include all the steps to growing strawberries: *find a sunny spot, buy plants, plant them, spread straw, water, watch, pick, wash, then eat the strawberries.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant *pl*-blends

- Say the word *plant* aloud to students, emphasizing the initial /pl/ sound. Have students say the word aloud and then say the initial /pl/ sound.
- Say the words *pay* and *play* aloud. Have students discuss with a partner the difference between the two words.
- Explain that the second word has an extra sound in the initial phoneme that gives the word a different beginning sound. Have students practice saying the /pl/ sound with a partner. Have them brainstorm to come up with words that begin with the /pl/ sound. Invite volunteers to share their words with the class.
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal in the word begins with the /pl/ sound: *plum, pain, planet, blue, plaid, please, pant.*

Phonics: Initial consonant *pl*-blends

- Write the word *plant* on the board and say it aloud with students.
- Have students say the /pl/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask a volunteer to underline the letters that represent the /pl/ sound in the word *plant*.
- Have students discuss with a partner what the word would sound like if they took out the letter *L*. Discuss with students how the letters *pl* blend together and make a new sound.
- Have students practice writing the letters *pl* on a sheet of paper while saying the /pl/ sound.

- **Check for understanding:** Write the following words that begin with the /pl/ sound on the board, leaving off the initial consonants: *plane, plate, plug*. Say each word, one at a time, and have students come to the board to add the initial *pl* to each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-*pl*-blends worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Have students read page 8 aloud with you. Ask them to point to the word that identifies what you need to do to your strawberry patch twice a week (*water*). Have students act as if they are watering plants with a hose or a watering can. Remind students that *verbs* are words that name actions.
- Write the following sentence on the board: *Spread straw in your strawberry patch*. Have students point to the verb in the sentence. Invite a volunteer to come to the board and circle the verb (*spread*). Have students act as if they are spreading straw out on their desk or on the floor.
- **Check for understanding:** Have students look through the story and circle all the verbs. Invite volunteers to share the verbs they found. After each verb, have the class give the thumbs-up signal if they agree that the word is a verb. Have students act out any verbs that they are able to.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

Word Work: **High-frequency word *your***

- Write the word *your* on the board and read it aloud with students. Explain to students that *your* is a word that they will frequently see in books they read and they should memorize it so they can decode it right away.
- Ask students to write the word *your* with their finger on the top of their desk as you spell it aloud with them.
- Have students turn to page 3 and chorally read the sentence together. Point to the word *your*. Explain that the word *your* is used to identify something that belongs to someone.
- Use the word *your* in oral sentences to describe students (*Your shirt is green. Your hair is brown.*). Have them create their own oral sentences using the word *your* to describe their classmates.
- **Check for understanding:** Have students reread the book and circle the word *your* every time they see it. Have them write the word on a separate sheet of paper several times.

Connections

- See the back of the book for cross-curricular extension ideas.