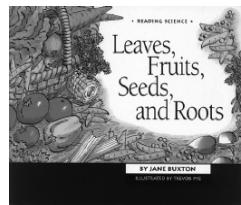


Leaves, Fruits, Seeds, and Roots

by Jane Buxton
illustrated by Trevor Pye



Book Summary

The detailed illustrations in this book show a grandfather and his granddaughter working in a vegetable garden. Each spread focuses on one of the four words in the title.

Features of the Book

- One word change per spread until page 9.
- The rhyme – “fruits” and “roots”.
- The blends – “pl” and “fr”.
- The double vowels – “oo” and “ee”.
- The high-frequency word “A”.
- Clear, bold text, consistently placed.
- Colourful, double-paged illustrations.

Purpose

Leaves, Fruits, Seeds, and Roots can be used in a guided reading setting to introduce the following skills and strategies:

- S** recognising the relationship between letters and their sounds;
- S** responding to simple questions about the story’s content;
- S** collecting information relating to the story to share with others.

Introducing the text

The cover features many different kinds of plants and parts of plants. Use this picture, or bring some leaves, fruits, seeds, and roots to discuss. Talk about how they look, feel, smell, and taste. Read the names of the title, author, and illustrator to the group.

Reading the text

- S** Recognising the relationship between letters and their sounds.
- S** Responding to simple questions about the story’s content.

Pages 2 to 9 – Apart from one word, the text on these pages remains the same. Look at the letters in bold print.

- What do you notice about each sentence?

- How are they different?

Focus on the words on pages 6 and 8, “seeds” and “roots”. Identify where they might be found using the plants in the illustrations.

Spend time exploring the illustrations and finding out how many plants the children can name.

- What plants can you see?
- What do we get from these plants?

Page 10

- What are they making?
- Where have all the ingredients come from?
- What plants do you like to put into your favourite salad?

The children now read the book independently.

Revisiting the text

Look through the illustrations.

- How has the illustrator helped us find the names of some of the plants?

Write the double vowels “ee” and “oo” on the board and ask the children to find these in the story.

- Do you know any other words with these sounds?

Practise writing and saying these sounds with the group.

Following Up

- S** Collecting information relating to the story to share with others.
- Y** Use magazines to find pictures of edible plants. The children could cut these out and group them according to the part that we eat. Choose one of the vegetables and make a flow chart to show the steps that are involved in preparing it to eat.
- Y** The children could create a wall mural or table display titled “Our Delicious Salad.” Cut out the individual contributions and display in a paper “bowl” pinned to the wall.
- B** Complete the blackline master opposite.