

# Sweet To Eat

by Pat Quinn

illustrated by Caroline Campbell



## Book Summary

The first page introduces a family's grapevine, which was planted by the children's grandfather. The following pages record the growth of the grapes over one season.

## Features of the Book

- Text used to show the passing of time – “Every year” and “At first.”
- Changes in season shown in the illustrations.
- The decorative border repeated on each spread.
- The repetition of “Sweet to eat” in two different contexts.
- Evocative language – “old, twisty grapevine” and “fat and juicy.”
- The silent “w” in “wrinkly.”
- The blends – “tw” and “gr.”
- The use of letter clusters in both medial and final positions – “tch” in “stretches” and “ght” in “night.”
- The use of compound words – “grapevine” and “grandfather.”

## Purpose

*Sweet to Eat* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading a range of different word patterns, including word endings;
- S** identifying the themes of the book;
- S** developing the skill of writing using a range of word choices.

## Introducing the text

Discuss the cover illustration and read the names of the author and illustrator to the group.

- What do grapes grow on?
- What do you think they taste like?

Look at the title.

- What do you think we will find out from this book?

The border contains clues and information that relate to the story.

## Reading the text

- S** Recognizing and reading a range of different word patterns, including word endings.

- S** Identifying the themes of the book.

Pages 2 and 3 – Explore the descriptive language “twisty” and “stretches.”

Pages 4 and 5 – The record of the grapes’ development begins.

- What three words describe the grapes on page 4?
- What three words describe them on page 5? Who can see another way to describe the grapes on page 5? (purple)

Pages 6 and 7 – Notice the subtle color change in the leaves.

- What are the children looking for?
- What happens to the grapes the children don’t find?

Pages 8 and 9 – Notice the further changes in the leaves.

- What season do you think it is? How can you tell?

Pages 10 and 11 – The scene has changed again.

- Where have the leaves gone?
- What have the children found?

Page 12

- Was your prediction correct?

Children now read the book independently.

## Revisiting the text


Discuss the silent “w” in “wrinkly.”

- What other words can you think of that begin with a silent “w”?
- What other silent letters are at the beginning of words? (p, k, m, g, t)

Make a list of these.

## Following Up

- S** Developing the skill of writing using a range of word choices.

 Make a list of other fruit and vegetables that grow on vines. You could bring in tomatoes, zucchini, an eggplant, a pumpkin, peas, or beans, depending on the season. Encourage the children to think of three adjectives for each plant.

- B** Complete the blackline master opposite.