

Overview of lesson

This lesson is the first of six on the theme of stories about grandparents. It will be helpful if you can read other books on this subject to enrich the children's experience and give them points for comparison. Approach the subject with sensitivity of your children's personal situations.

Activities

Introduction to the book (approx 5 minutes)

- Show the book *Oliver's Vegetables* by Vivian French and Alison Bartlett to the children. Ask the pupils what we call the person who wrote the book (author) and the person who drew the pictures (illustrator). The author is Vivian French and the illustrator is Alison Bartlett.
- Tell the class that the book is called *Oliver's Vegetables* – ensure that the children realise that the 'name' of a book is called its title. From the title, ask for suggestions as to what the story might be about. Say, 'I wonder how many vegetables you can think of', thereby checking that everyone knows what vegetables are.

Read the story (approx 5 minutes)

- Read the story. If you have a box of vegetables, produce each one at the appropriate moment.

Questioning and discussion (approx 10 minutes)

- Ask what the main events in the story were (what happened?).
- Ask if the children can recall the vegetables Oliver found.
- Make a list on the whiteboard or flipchart. Are there any vegetables on the list that the children did not think of before they heard the story? Did they think of any vegetables that Grandpa did not grow in his garden? The CD includes a PowerPoint presentation showing the vegetables included in the story. Show this to the class.
- Ask if they are sure that all the vegetables on your list are in the right order.

Re-reading the story (approx 5 minutes)

- Re-read the story, checking each vegetable mentioned against your list.

Discussion of characters (approx 10 minutes)

- Ask what the main events in the story were.
- Ask the children to describe Oliver – what was he like? What did he like to eat at the beginning of the story? What did he learn while he was staying with Grandpa? How did he change? Point out that stories are often about people learning something or changing.
- Ask what they think Grandpa was like. Why?
- Check if anyone can remember the word for the agreement Grandpa and Oliver made ('bargain') and what the bargain was.
- Ask if anyone has a grandparent (or other relative) who likes growing things.

Find the vegetables (approx 5 minutes)

- If you have a box of vegetables, choose children to take turns to come to the box and find the vegetable the others suggest.
- If desired, blindfold a volunteer. Choose another child to hand the volunteer a vegetable. The blindfolded child then tries to identify it.

Extension activities

- Activity sheet 1a matching pictures of the vegetables to the words.
- Complete activity sheet 1b identifying which vegetables were found on which day.
- Children discuss their own food likes and dislikes as a class or in small groups/pairs.
- Show the children examples of vegetables and talk about the part of the plant they represent. Examples may include:
 - Roots: carrots, beets, radishes
 - Stems: asparagus, rhubarb
 - Leaves: lettuce, spinach, cabbage

Plenary

- Ask whether the children think they listened well.
- Ask if everyone had a chance to say something and if they listened to each other.
- Ask if they were good at thinking of different vegetables and at remembering the ones that Oliver's Grandpa grew. (It does not matter at this stage, whether the children are accurate in their assessment of their achievements: what is important

is that you are indicating to them the desired behaviour.)

- If there was a particular part of the lesson that went well/not so well, tell them that you were especially happy/not very happy about that part and ask for their views.

Differentiation

Less challenging – pupils can answer questions about the vegetables that appear in the story. They can

describe the vegetables they eat at home or that they see at the supermarket and should be able to identify common attributes of the vegetables such as colour or shape.

More challenging – pupils can think about a variety of vegetables and identify what part of the plant we eat. They could categorise more unusual vegetables in terms of stems, leaves and roots. After they have matched the pictures of vegetables to their names they could sort the list into alphabetical order.

Evaluation

Name: _____ Date: _____

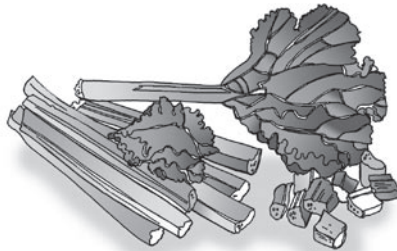
Can you find Grandpa's vegetables?

Draw a line from the picture to the right word



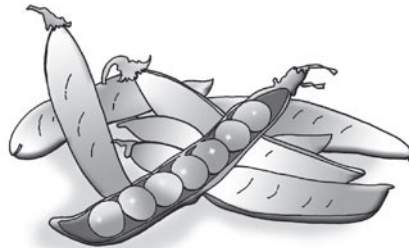
peas

potatoes



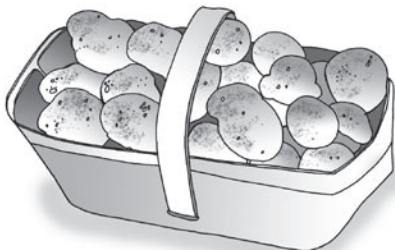
rhubarb

cabbage



carrots

spinach



beetroot

Draw a line from the picture to the right word

Name: _____ Date: _____

What did Oliver find?

Fill in the right words to make the sentences

**Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday.**

carrots, cabbage, beetroot, potatoes, rhubarb, peas, spinach

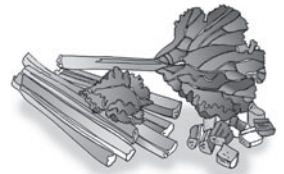
On M _____ Oliver found some _____



On T _____ Oliver found some _____



On W _____ Oliver found some _____



On Th _____ Oliver found some _____



On F _____ Oliver found some _____



On Sa _____ Oliver found some _____



On Su _____ Oliver found some _____

