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## Extract 1

- Read Extract 1 on page 12 and clarify the meaning of 'bargain' and 'complaints'. Talk about the spelling of the long /ay/ sound in 'complaint' but not in 'bargain'.
- Ask: *Do you think that Oliver is going to keep his side of the bargain? How easy is it to try new vegetables (or new things)? Why are we scared to try new things? What clues are there that he will eat the vegetables?* (The title of the book; the use of 'wonderful' shows that Oliver is already interested in the garden; Oliver shakes hands on the deal.)
- Quickly locate the other long vowels: 'about', 'house', 'garden', 'I', 'grow', 'all', 'my', 'own', 'proudly', 'don't', 'eat', 'only', 'you', 'find', 'potatoes', 'no'. Circle the words and ask volunteers to underline the graphemes. Discuss the different spelling options.
- Ask: *What does Oliver think of the garden? (It is 'wonderful'.) What does Grandpa think of his garden? (He is proud of it.)*

## Extract 2

- Read Extract 2. Help the children sound and blend 'tangle' and 'delicious'.
- Ask: *If Oliver arrived at Grandpa's on Monday, how long has he been there?* Recap on what he's eaten so far (carrots, spinach, rhubarb, cabbage and beetroot). Ask: *What has he thought of them?* ('good', 'very good', 'very, very good', 'very, very, very good').
- Ask the children to visualise the scene as Oliver climbs through the 'tangle' of peas. Ask someone with knowledge of growing peas to describe pea plants and their sticky, grabbing tendrils.
- Ask: *What can we tell about Oliver from this passage?* (Perhaps that he likes football, that he's not scared of pushing through undergrowth, that he likes to tease his Grandpa, he's being brave about trying new vegetables, happy to be outside.)
- Ask the children to circle the different endings: 's' in 'sticks', 'peas', 'leaves' and 'helpings'; 'es' in 'potatoes'; 'ed' in 'landed' and 'nodded' (pointing out the double 'dd' in 'nodded').

## Extract 3

- Display Extract 3 and ask: *What does this text tell us?* (how a potato grows) Introduce the term 'non-fiction' and, if appropriate, 'explanation'.
- Ask the children to find five things about the text that are different from a story text (arrows, labels, diagram, numbered points, key words in bold).
- Read the key words and ask the children to speculate with a partner on what these words might mean and how to read them. Share ideas and clarify pronunciation and meaning.
- Challenge the children to locate key information from the text: *What do you need if you want to grow a potato? Where do the roots form? Where do the new potatoes form?* Ask: *Why can Oliver not find a potato when he first looks?* (They're under the ground.)
- Look at a potato together and ask the children to find the eyes on the potato and remember why these are important.

## 3. Underground – over ground

### Objective

To be introduced to non-fiction texts that are structured in different ways.

### What you need

Printable page 'Overground – underground', photocopiable page 20 'Which part is the vegetable?', media resources 'Growing vegetables' and 'Supermarket vegetables', examples of fresh vegetables.

### What to do

- Ask: *Why does it take Oliver so long to find the potato?* (Because it's under the ground and he doesn't know what the leaves look like.) *How do we usually see potatoes?* (In the supermarket in bags.) *Has anyone seen potatoes growing?*
- Hand out copies of printable page 'Overground – underground'. Ask: *Is this fiction or non-fiction? How do we know? Can you find any features of a non-fiction text?* (For example: introduction, heading, subheading, caption, pictures.) Ask the children to work in pairs to read the text.
- Hand out copies of photocopiable page 20 'Which part is the vegetable?' and ask the children to use the information from the printable page to label each plant and to circle the part that we eat.
- Display media resource 'Growing vegetables' to help the children identify them.
- Show the children the photographs in media resource 'Supermarket vegetables' or real examples of sweetcorn, apples, parsnips, cauliflower, red pepper and celery. Let the children investigate the fruit and vegetables in small groups and decide which part of a plant they are.

### Differentiation

**Support:** Provide words for children to stick onto the photocopiable sheet.

**Extension:** Ask children to investigate and then explain how onions and garlic grow to the class.

## 4. Looking at Oliver

### Objective

To make inferences on the basis of what is being said and done.

### What you need

Copies of *Oliver's Vegetables*, photocopiable page 21 'Looking at Oliver'.

### What to do

- Ask children to work in pairs and provide each pair with a copy of *Oliver's Vegetables*.
- Ask the children what they know about Oliver. Agree that we know that he only eats chips at the beginning of the book. Ask: *What else can we tell about Oliver from the book?* Tell the children to look through *Oliver's Vegetables* and see if they can find out anything else about Oliver. Help the children to find evidence in the text to show that he prefers walking to driving, he plays football, he likes visiting his grandpa and he keeps his word.
- Remind the children about previous work on verbs and ask volunteers to find some verbs in *Oliver's Vegetables*. Ask: *Who is doing the saying/asking/running in this sentence?* Locate the appropriate subject. Model finding verbs that explain what Oliver does in the story, such as 'ran', 'pulled', 'got up early', 'hurried', 'rushed' and 'laughed'.
- Hand out copies of photocopiable page 21 'Looking at Oliver' and ask the children to work in pairs to fill it in.

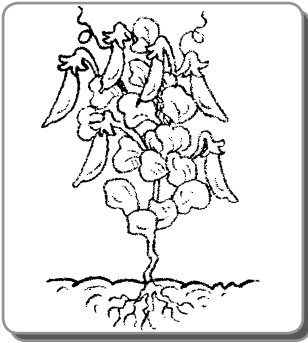
### Differentiation

**Support:** Provide children with a list of verbs from the book plus others such as 'moaned', 'plodded', 'slept' and so on. Ask the children to find which are in the book.

**Extension:** Ask children to complete the sentence, 'I think Oliver is... because...'

# Which part is the vegetable?

- Can you recognise these plants? Complete the caption for each one. Then circle the part of the plant we eat.

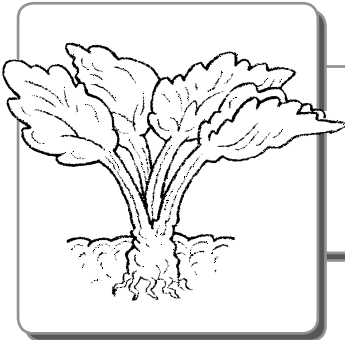


This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

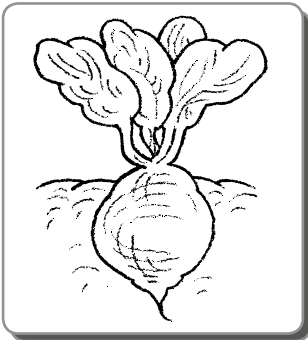


This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

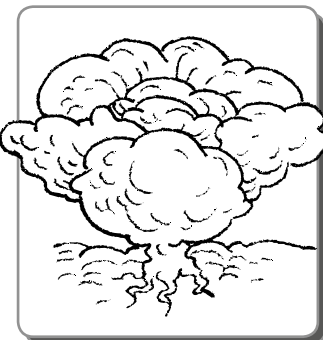


This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.



This is a \_\_\_\_\_ plant.

We eat the \_\_\_\_\_.

