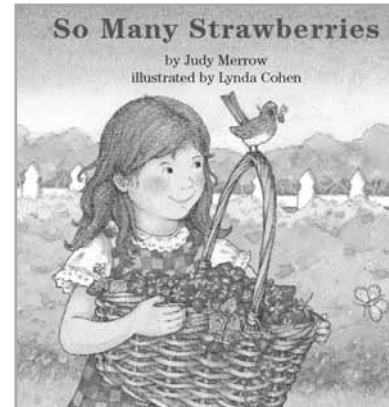


So Many Strawberries

Author Judy Merrow

Illustrator Lynda Cohen

12 pages ■ 75 words



So Many Strawberries

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
S	G		I					

S = Shared G = Guided I = Independent

K-1st grade

SYNOPSIS

After picking lots of strawberries on Sunday, a little girl enjoys a variety of sweet strawberry treats every day of the week until Saturday.

WHAT THE BOOK OFFERS

- Realistic narrative fiction
- First person, past tense
- Offers opportunities to participate in reading discussion and wait for turn to speak
- Example of meaningful title
- Clear text/picture match
- Common blends
- Compound words
- Longer sentences
- Cyclic story structure
- Repetitive sentence beginning
- Rhyme
- Exclamatory interjection on page 8
- Use of italics for emphasis on page 9
- Qualifier “so” used with adjective “many” on page 9
- Twist at the end requires inferential thinking
- Recipe on back cover

POSSIBLE SKILLS EMPHASIS

- Practicing predicting and confirming
- Attending to medial as well as initial and final sounds
- Integrating use of cues to decode new words
- Self-correcting to work for accuracy
- Developing accuracy and fluency

	Em	Early				Fluent			
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So Many Strawberries (continued)

INTRODUCING THE BOOK

What do we see on the cover and title page that gives us a clue about what happens in this story?

I wonder why the author titled the book "So Many Strawberries."

Use the word strawberries to introduce what a compound word is. (Good place to bring in information from note on the back cover.)

FOCUS OF INSTRUCTION

Establish the pattern of attending to the text's clues to predict what will happen next in the story; then reading to confirm or modify the prediction; then using the new information to predict again.

Read page 3 with your eyes: *What did you find out the girl did? (Confirm predictions students made from the cover and title page.) Where is the girl? How do you know? What day of the week is it? How do you know? What do you think will happen next?*

Read pages 2 and 3 in your head. *What did you find out? (Help students use meaning, visual, and syntax cues to decode new words.) What patterns do you notice on the first three pages? What do you think we will read about on the next two pages?*

Continue confirming and predicting on pages 6 and 7, 8 and 9, 11 and 12.

On pages 8 and 9 discuss with students why they think the author included the words "Oh My" on page 8, and why the words "so many" on page 9 are italicized. Refer students back to their original predictions about why the author titled the book *So Many Strawberries*.

On pages 11 and 12: *What do you notice about the pattern of the last two pages? (Same as the first two pages.) Why do you suppose the author ended her book the same way she started it?*

FOLLOWING THE READING

- List all the compound words used in the story. Discuss how to figure out each word's meaning by looking at its parts. Have students look for other compound words in their independent reading.
- Discuss the recipe on the back cover. Draw students' attention to the way all the sentences start with an action word. Write a recipe together for making a peanut butter sandwich. Be sure to start each sentence with a verb.
- Discuss how the author used an exclamatory phrase on page 8 and an exclamatory sentence on page 9 to add interest and voice to the story. Have students bring their own writing to the reading table to discuss where they might use that same technique.