

SPELD SA

Literacy Program

How to Grow Cherry Tomatoes



Module 10: Student Workbook

Date: / /

Name: -----

How to Grow Cherry Tomatoes

Cherry tomatoes are small and sweet. You can pick them and pop them in your mouth. They can be eaten raw in salads, added to casseroles, soups and sauces or roasted and frozen for later use.

Cherry tomatoes grow anywhere that is warm and a little damp. Follow the steps below to grow cherry tomatoes from seedlings.

What you need

- One or more cherry tomato seedlings. Choose short, sturdy plants.
- Compost
- Warm, dry climate
- Well drained soil
- A patch of ground that gets at least 6 hours of sun every day
- Garden stakes or a frame for the tomatoes to climb up
- Trowel, fork and spade.

Method

- 1) First, weed the plot with a spade and build or buy a frame.
- 2) Dig lots of compost into the soil.
- 3) Next, make a hole for each seedling with your fist or a trowel.
- 4) If planting more than one seedling, dig rows of holes about 30 centimetres apart.
- 5) Plant the seedlings and press the soil down firmly around the roots. Do not add fertiliser.
- 6) Then, water lightly.
- 7) Continue to water and fertilise the plants while you wait for the tomatoes to grow and ripen (about 50 to 90 days).
- 8) Pick cherry tomatoes, when red, one by one or cut off a complete truss when all the tomatoes are ripe.

Comment: Cherry tomatoes can also be grown in pots or tubs. Select the variety based on the size of your container. The pot needs to be at least 30 centimetres wide and 30 centimetres deep. To keep the soil evenly moist, check it daily.

How to Grow Cherry Tomatoes

1. New Text

2. Letters and sounds

2.1 Revise 42 main sounds

Say the sounds.

Consonants												
s	t	p	n	c	h	r	m	d	g	l	f	b
j	z	w	ng	v	y	x	sh	ch	th (think)	th (thin)	qu	

Vowels															
a	e	i	o	u	ai	ee	ie	oa	ue	or	oo (foot)	oo (room)	ou	oi	er ar

2.2 Alternative spellings of vowel sounds

a) Revision

Say the sounds.

Vowels					
ai	ee	ie	oa	ue	oi
a-e	e-e	i-e	o-e	u-e	oy
a	e	i	o	u	
ay	y /ee/	y /ie/			
ey	ea	igh			

b) New spellings

Practise spellings. Say the sounds.

oe, ow /oa/	ow /ou/	ir, ur /er/	ew /ue/	au, aw, al /or/
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Say the sample word, then say the vowel sound.

toe /oe/	throw /oa/	now /ow/	shirt /ir/	turn /ur/
few /ew/	August /au/	saw /aw/	ball /al/	

c) Practice spellings

Say the sounds.

Vowel sounds								
ai	ee	ie	oa	ue	oi	ou	er	or
a-e	e-e	i-e	o-e	u-e	oy	ow	ir	au
a	e	i	o	u			ur	aw
ay	y/ee/	y/ie/	oe	ew				al
ey	ea	igh	ow					

2.3 Alternative spellings and sample words

Say the sounds. Then say the word.

ai	mail	a	baby	a-e	gate	ay	say	ey	they
ee	beef	e	email	e-e	complete	ea	beak	y	puppy
ie	died	i	find	i-e	smile	y	apply	igh	night
oa	road	o	go	o-e	note	oe	tomatoes	ow	slow
ue	rescue	u	unit	u-e	tube	ew	new		
oi	soil	oy	boy						
ou	loud	ow	now						
er	never	ir	dirt	ur	burn				
or	corn	au	fault	aw	draw	al	tall		

2.4 Word sort

Read each word. Copy the word in the correct column.

Long <o>: oa, o, o-e, oe, ow				
eat so those rope goes soak cargoes go no toast stone also potatoes low bone snow owner nose grow over tomatoes own loaded toes float				
oa	o	o-e	oe	ow
coat				

2.5 Letter-sounds and names

Say the letter-sounds. Say the letter names.

y	x	f	qu	v	e	u	n	g	c	w	t	o
z	j	p	i	d	b	a	r	k	s	h	m	l

2.6 Sounds spelt with more than one letter

Say the letter-sounds.

th/th (think/this)	er	oo/oo (book/room)	ai	qu	ou	ck	ch	ee
or	ie	sh	ue	ng	oa	oi	ar	a-e
e-e	i-e	o-e	u-e	y/ee/	ea	ay	oy	y/ie/
igh	o,oe,ow/oa/	ow/ou/	ir	ur	ew	au	aw	al

3. Reading

3.1 Blending sounds together

Say the sounds. Say the word.

t-oe > toe	b-l-ow > blow	c-ow > cow	sh-ir-t > shirt
t-ur-n > turn	Au-g-u-s-t > August	d-r-aw > draw	f-al-l > fall

Say the sounds. Say the word.

goes	grow	how /ou/	rows /oa/	first	dirt
new	raw	all	small	grown	also
follow	below	trowel	firmly	sturdy	tomatoes

3.2 Alternative spellings for /ou/

a) Underline the words with the /ou/ sound.

I went out of the house and looked around. How cold it was!

b) Write the words with the /ou/ sound in the correct column.

The End of Winter

I went out of the house and looked around. How cold it was!
The sky was covered in cloud and the wind howled. I could see the mountains to the south, shrouded in mist. Wild flowers dotted the meadows, a reminder that spring was not far away. Suddenly, the howling of the wind was drowned out by the sound of a tractor bursting into life and a man shouting to his dog.

Alternative spellings for the ou sound	
/ou/	/ow/
out house around	how

3.3 Syllables

Clap/tap and say the sound chunks. Then say the word.

cher/ry > cherry	tom/a/toes > tomatoes	eat/en > eaten
sal/ads > salads	ad/ded > added	sau/ces > sauces
roast/ed > roasted	cas/ser/ole > casserole	fro/zen > frozen
la/ter > later	lit/tle > little	fol/low > follow
be/low > below	seed/lings > seedlings	stur/dy > sturdy
trow/el > trowel	com/post > compost	or/gan/ic > organic
mat/ter > matter	plant/ing > planting	a/part > apart
fer/ti/li/ser > fertiliser	cent/i/metres > centimetres	com/plete > complete
firm/ly > firmly	light/ly > lightly	wa/ter > water
con/tin/ue > continue	fer/til/ise > fertilise	a/round > around
com/ment > comment	se/lect > select	va/ri/et/y > variety
con/tain/er > container	e/ven/ly > evenly	dai/ly > daily

3.4 Reading rate

Read the words aloud as fast as you can.

goes	grow	how	use	rows	first
dirt	new	raw	all	dry	small
evenly	grown	holes	also	down	follow
below	trowel	every	day	spade	frame
each	firmly	sturdy	tomatoes	lightly	casseroles
fertiliser	ripen	cherry	complete	select	size
container	daily				

3.5 Assessing reading rate

How many words did you read in 1 minute?

Date 1: / / _____ wpm	Date 2: / / _____ wpm	Date 3: / / _____ wpm
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4. Spelling

4.1 Spelling tips

oa sound	oa o_e o oe ow	road home open, go toe show, grow, throw
ou sound	ou ow	out, round now, down, town

er sound	er ur ir	farmer, letter, player, computer burn, turn, hurt circle, twirl, skirt, girdle, stir
ue sound	u u_e ue ew	duty, student, music tube, use rescue, barbecue new, few, stew
or sound	or au aw al	fork, storm, born August, fault, author draw, saw, lawn, yawn talk

4.2 Segment for spelling

Write the words.

_____	_____	_____
_____	_____	_____
_____	_____	_____

4.3 Spelling practice

Choose 3 one-syllable words from exercise 3.4 Reading Rate.

(a) _____

(b) _____

.....

5. Focus words

5.1 Revising focus words (reading)

Go to Appendix A. Read Modules 8 and 9.

Date 1: / /	Date 2: / /	Date 3: / /
Reading Mod 8 & 9 focus words	Reading Mod 8 & 9 focus words	Reading Mod 8 & 9 focus words
Score _____	Score _____	Score _____

5.2 Revising focus words (spelling)

Date 1: / /	Date 2: / /	Date 3: / /
Spelling focus words	Spelling focus words	Spelling focus words
Score _____ / 10	Score _____ / 10	Score _____ / 10

5.3 Reading Module 10 focus words

Read the words together.

own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

5.4 Spelling Module 10 focus words pre-test

5.5 Homophones

Read the words together.

sea/see	be/bee	bean/been	high/hi	leek/leak
meat/meet	reel/real	steal/steel	week/weak	blue/blew
bold/bowled	flu/flew	flower/flour	mist/missed	road/rode
rose/rows	toe/tow	higher/hire	groan/grown	by/buy/bye
threw/through	draw/drawer			

Complete the table from the words in the list.

sea/see reel week leek be meat steel weigh high buy

Spelling 1	Spelling 2
sea	see
	bee
real	
	hi
leak	
	meet
	by
steal	
way	
weak	

Fill the gaps.

Water drips from a _____ in the pipe.

He was stung on the hand by a _____ .

It is my birthday next _____ .

We will _____ you at the bus stop at 7 o'clock.

It is dark and I cannot _____ anything.

I am going to the shops to _____ some food.

The frame for the house is made of _____ .

Mount Everest is a _____ mountain.

6. Text reading

6.1 Reading focus words in the text

Read these words.

anywhere	what	while	when	one	more	warm	hours
climb	build	buy	do	water	variety	centimetre	sauces

6.2 Reading tips

Read these words.

A a	apart	about	around	eaten	frozen	travel	casseroles
of	goes	clothes	choose	fertilise	evenly	little	tomatoes

The <a> in *salad*, *around*, *about* and *apart* = /uh/

<e> in *eaten*, *frozen* and *trowel* = /uh/

In *casseroles*, *tomatoes*, *goes*, *clothes*, *choose*, *fertilise*, the final <s> = /z/

In *evenly*, the first <e> says its name <e>, the second <e> = /uh/

In *of* the <f> = /v/

The <a> in *tomato* can be /ar/ or /ai/.

6.3 Reading with meaning

Read the text on page 2.

6.4 Text questions and activities

6.5 Word meanings

Choose 2 words from the text.

7. Punctuation and Grammar

7.1 Revision – speech marks

Read the sentence.

"I want to grow tomatoes," said Paul.

Write speech marks around the spoken words.

Jan and Ben spotted Bill at the bus stop.

Hi Bill, said Jan.

Where are you going? asked Ben.

I am going to see a film, replied Bill. Would you like to join me?

What is the film? asked Jan.

Star Trek, said Bill.

I don't think so! replied Ben and Jan together.

7.2 Adverbs

Write an adverb in the gap.

1. I ran fast.
2. The birds sang _____ .
3. A man with a bad leg hobbled _____ along the path.
4. Ben cries _____ when he is hungry.

Underline the adverbs.

Yesterday, I took my dog, Kit, for a walk along the beach. The clouds partly hid the sun and the wind howled loudly.

At first, Kit scampered happily amongst the rocks but then she disappeared. I called her name, louder and louder. Eventually, I heard her whimper softly and then she emerged slowly from among the rocks and limped towards me. She slumped painfully to the ground at my feet.

Awkwardly, I lifted Kit and began to carry her home. She was very brave and silently put up with the pain. But slowly she got heavier and heavier until I could no longer hold her.

Fortunately, a man drove into his drive just in front of me and I asked him if he would kindly drive Kit and me home. Kit and I sat uncomfortably in the front seat, the seatbelt clipped tightly around us.

When we got home, I took Kit straight to the vet. Later, I found out that she had broken three ribs. It is likely that her ribs will never heal properly.

7.3 Adding an ending

Say the base word. Say the word.

salad > salads	tomato > tomatoes	soup > soups
roast > roasted	seedling > seedlings	eat > eaten
step > steps	drain > drained	add > added
plant > plants	day > daily	get > gets
sauce > sauces	casserole > casseroles	hour > hours
drain > drained	even > evenly	lot > lots
stake > stakes	need > needs	base > based
row > rows	light > lightly	hole > holes
firm > firmly	centimetre > centimetres	root > roots

8. Sentences

8.1 Sentences make sense

Rearrange the words to make a sentence.

1. twelve cherry tomato seedlings I planted in each row. with three seedlings

2. if you pick them Cherry tomatoes taste best and eat them straight away.

3. cherry tomatoes You can grow as long as it gets lots of sun.
on a veranda

4. said Stewart. "I like cherry tomatoes with lots of
dressing," in salads

5. to check the soil daily It is important when growing tomatoes in
pots.

8.2 Proofreading sentences

Find the errors and write the correct sentences.

1. "I dont know how to grow chery tomatoes, Sue explained
(4 errors: 3 punctuation/grammar; 1 spelling)

2. chery tomatos will grow anywhere that has a minimum of 6 hours of sun evry day.

(4 errors)

3. the pot neads to bee at least 30 sentimetres wide.

(4 errors)

4. Folow the steps bilow to grow cherry tomatos

(4 errors)

8.3 Dictation

Score /46

9. Comprehension

9.1 Answering questions about a text

Discuss with your partner.

Tick the correct statements, put a cross by the incorrect statements.

How to grow cherry tomatoes

1. Choose a dry, cold spot.
2. Weed the plot.
3. Plant seedlings close together (about 3 centimetres).
4. Add fertiliser or organic material to the soil.
5. Stake the plants.
6. Do not water the plants. Just wait for the cherry tomatoes to grow.

9.2 Answering questions and giving reasons

Why do people grow cherry tomatoes?

Discuss with your partner.

9.3 Answering questions and giving reasons

Write your answers and give reasons.

Three reasons for growing cherry tomatoes are

1. _____
2. _____
3. _____

9.4 What do you think?

Tick the tasks you would be able to explain to someone.

How to change a wheel or fix something on a bike	How to cook something in a cooker or on a barbecue
	
How to play a board game or a card game	How to use an electronic gizmo such as a mobile phone
	

Write notes to help you remember.

Tell your partner 3 things you would say in your explanation.

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10. Writing

10.1 Text types – procedure

Title	<i>How to Grow Cherry Tomatoes</i>
Goal	
Introduction Encourages the reader to try this activity	
What you need: ingredients or materials and equipment listed in dot points	List what you need: <ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____
Method Steps: <ul style="list-style-type: none">• are numbered• they begin with an order, eg, dig, mix• use words like when, next.	Copy the first 3 steps: <ol style="list-style-type: none">1. _____2. _____3. _____
Result or final comment Offers tips to make the task simpler or more effective. Tells you how to check if the procedure worked.	_____ _____ _____

10.2 Planning a procedure

Plan a procedure about a simple task. Give your writing a title. eg, How to Boil an Egg or How to Catch a Fish.

Title	
Goal	
Introduction Encourages the reader to try this activity	
What you need: ingredients or materials and equipment listed in dot points	List what you need: <ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____
Method Steps: <ul style="list-style-type: none">• are numbered• they begin with an order, eg, dig, mix• use words like when, next	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____
Result or final comment Offers tips to make the task simpler or more effective. Tells you how to check if the procedure worked.	 _____ _____ _____

10.3 Sharing your procedure

Tell your partner what happened in your procedure.

10.4 Writing your procedure

1. Title

2. Introduction

3. What you need

- ---
- ---
- ---
- ---

4. Method

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5. Result, conclusion or final comment

.....

ASSESSMENT PRACTICE

Read the words. Spell the words.

own low tow show how now down town bird
girl shirt toe turn burn hurt goes few new
chew saw law yawn all fall wall call talk walk
small slow blow grow throw thrown brown drown
crowd first burnt fault blew grew drew draw
crawl flew stew screw yellow borrow pillow
owner follow narrow rainbow lower shower power
dirty thirty birthday surname sunburn further
suburb survive sawdust window owner flower
thirsty unscrew faulty laundry drawing however
Saturday automatic lawnmower screwdriver

ASSESSMENT

Reading the text

Read the story again, as well as you can.

Reading rate

Spelling test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Dictation

.....

.....

.....

.....

Appendix A

Focus Words

Module 3				
the	he	me	we	be
she	all	call	fall	small
was	are	to	do	I

Module 4				
you	your	come	some	said
here	there	they	my	by
go	no	so	one	once

Module 5				
only	old	give	have	live
like	time	down	were	who
why	where	what	which	when

Module 6				
any	many	more	before	father
other	mother	another	because	want
saw	put	could	should	would

Module 7				
two	four	goes	does	made
always	also	of	eight	love
use	after	very	every	over

Module 8				
people	water	friend	until	study
through	story	along	our	different
last	again	still	between	home

Module 9				
asked	away	right	might	enough
something	buy	build	both	those
won't	don't	going	often	together

Module 10				
own	show	these	upon	school
true	boy	below	heard	above
almost	earth	country	can't	didn't

Module 11				
year	near	know	write	since
sentence	across	large	during	today
either	however	young	change	answer

Module 12				
eye	blood	break	heart	head
word	work	world	thought	bought
brought	whole	hole	sure	house

Module 13

hour	gone	damage	example	against
turned	learn	usually	ready	special
family	move	done	group	whether

Module 14

half	English	fire	certain	picture
money	tomorrow	quiet	piece	peace
power	notice	probably	area	equipment

Module 15

though	nothing	idea	pull	drawer
course	really	oh	weather	therefore
sign	rough	caught	bridge	garage

Certificate of Completion



has successfully completed

Module 10

SPELD SA Intensive Literacy Program

Reading the Text ____ / ____ words correct

Reading Rate: _____ words/minute

Spelling Test: ____ / ____ words correct

Dictation: ____ / ____ words correct

signed by

/ /

SPELD SA Intensive Literacy Program

The SPELD SA Intensive Literacy Program is for anyone wanting to develop or consolidate basic reading, spelling and writing skills.

The program has 15 Modules. Each Module has a text and accompanying skill-based exercises.

Module 1 assumes no prior knowledge of the sounds and spellings of English words. Subsequent modules revise and build on the skills already covered. At the completion of Module 15, participants can expect to be able to read competently and communicate effectively in writing.

There is an Instructor Handbook and Student Workbook for each Module. The Instructor Handbook includes teaching notes, student exercises and answers. The Student Workbook has just the exercises.

Module 1: Pat Spat Ants

Module 2: The Tramp

Module 3: The Desk has a Lid!

Module 4: The Scotsman

Module 5: Zang's Trek

Module 6: A Gift for Tom

Module 7: Tim and the Fun Run

Module 8: A Trip to the Top End

Module 9: Baxter Saves the Day

Module 10: Growing Cherry Tomatoes

Module 11: Let's Abolish Zoos

Module 12: Our Catamaran Experience

Module 13: Battle of the Bugs

Module 14: How to make a Kite

Module 15: The Tank Man of Tiananmen Square