

General Information

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- All About Apples; Adjectives and Expository

Subject(s)

- Informational Text: Apples; Illustrations, Key Details, Text Features, Expository Writing (RI.1.7, W.1.2)

Objective

- Students will focus on using illustrations and details in a text to describe key ideas.
- Students will complete a chart using adjectives to describe a plural noun (apples) with a sentence frame.
- Students will write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.

Materials

- **Required:** a copy of Apples by Gail Gibbons
- red & green marker
- lined paper (1-2 pieces per student)
- pencil & crayons/colored pencils
- document camera or whiteboard or chart paper (prep graphic organizer in advance)
- **Optional:** printable “Exit Slip” (page 6)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

Protocols (page 7)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60-90 minutes

Be sure that you create this Apples graphic organizer before you begin this lesson.

Introduction

- T** Class, today we will be reading an informational text story about apples.
- T** Before we begin, we are going to fill out this chart by describing the characteristics of apples. **Show students the chart on apples.**
- T** I would like for you to think to yourself about everything that you know about apples. **Give students 15 seconds to think.**
- T** Class, I want you to complete this sentence: Apples are _____.
- T** Make sure that when you share your answer you use our complete sentence, Apples are _____ and not just tell me what they are.
- T** For example, Apples are juicy.
- T** Don't just say "juicy".
- T** Please raise your hand if you have an idea to share. **Use equity sticks to ensure all students get a turn.**

Describe It!!

An adjective describes a noun.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Call on several students to complete the sentence frame. As they share their ideas record them on the chart using a RED marker. If a student shares their ideas not in sentence form, correct them and ask them to try again in a complete sentence.

- T** Class what we just did was describe apples.
- T** When we use describing words, which are called adjectives, we add details to nouns.
- T** Everyone what do we call a describing word?
- T** It is called an _____. **Students should respond with you "adjective".**
- T** Let's look back at what we have written so far about apples. **Read the responses on your chart aloud. Point to each word as you read it.**

Read Aloud

Make sure the students are seated in a way that they can see the pictures. You may want to call them to the carpet if one is available.

- T** Students, you are going to listen to this story today. **Show the book to the students.**
- T** The title of our book is Apples and our author is Gail Gibbons.
- T** As you are listening to the story and enjoying the illustrations (pictures) I want you to discover any new facts about apples.

Note:


Make sure to pause and show the illustrations as you read.

Read aloud the story in its entirety.


- T** Now did anyone hear any new words that describe apples? **Call on students using equity sticks if available, otherwise call on students at random.**

As students share their new ideas, use the Green marker to indicate information learned from the story on the same chart as before.

For this next part students, will be using Ask, Answer, and Justify followed by Share out and check for understanding protocols. Now would be a great time to review these protocols with the students. You may want to pair students by ability.

 **Ask, Answer, and Justify**

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond

 **Share out and check for understanding**

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

- T* When I say go, please go find someone who is wearing the same color as you are.
- T* Go! **Make sure all students have found a partner.**
- T* Now that you have a partner one of you is going to be a 1 and one of you will be a 2.
- T* Please decide and hold up a 1 finger if you are a 1 and 2 fingers if you are a 2.
- T* 1's will ask the question first and then then 2's will answer the question.
- T* Then you will switch and 2's will ask the question and 1's will answer.
- T* After you share with your partner I will be calling on a few students to share their ideas with the class.

Describe It!!

An adjective describes a noun.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Apples are _____.

Question:


What new adjective can you use to describe apples.

Answer:

The new adjective I have to describe apples is _____.

Write these sentences on the board for students to reference. Model doing the question and answer with a student. Give 30 seconds for students to discuss.

- T* Let's see what new adjectives we have learned. **Call on students using equity sticks if available, otherwise call on students at random.**
- T* Now class, let's take a look at everything we have listed on this chart.
- T* You sure can describe apples!
- T* We listed everything we already knew about apples in red marker.
- T* Then we listed everything we just learned in green marker.
- T* Did we have more adjectives before listening to the story, or more adjectives after we listened to the story?
- T* Raise your hand if you know if we had more adjectives before or after the story. **Call on students using equity sticks if available, otherwise call on students at random.**
- T* What is your favorite describing word or adjective for an apple?
- T* I would like you to turn to your buddy and share what you think.

 **Give one & Get one**

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

- T** You are going to share your favorite adjective using this sentence: My favorite word to describe an apple is _____ because _____. *Call on a student to help model this.*
- T** Ok, now turn and give an answer and get an answer. *Give 15 seconds to share.*



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Writing About Apples

For this next section you can either have students use the printable exit slip or notebook paper.

- T** Now we will write a paragraph to use all of the beautiful ways you described apples on our chart.
- T** If we are going to do that, what would be a good sentence to introduce that?
- T** Share your sentence with your buddy. *Give them about 1 minute to share with the person next to them.*
- T** Okay, eyes back on me please.
- T** If we are going to do that, what would be a good sentence to introduce apples? *If equity sticks or student name cards are available, please use them to choose a student to share their answer. If they are not clear, prompt them until you have a solid topic sentence.*
- T** Please watch as I write this first sentence to introduce our topic. *Write the topic sentence on the board, indenting the first word.*
- T** Okay, now please write the topic sentence on your paper. *Have students copy the topic sentence on their paper.*

Walk around the students, checking their sentence for indentation, capital at the beginning and punctuation. *When most are done, continue.*

- T** Now, you will write three sentences from our chart. *Make sure chart is visible to all students.*
- T** You may use the sentence frame at the bottom and then fill in the blank with your chosen adjective.
- T** Or, if you want, you can create your own sentence, as long as it describes apples.

Walk around the students, checking their sentence structure, capital at the beginning and punctuation. *When most are done, continue.*

- T** Now we are ready to conclude, or finish our paragraph.
- T** To do this, we will write a conclusion.
- T** A conclusion tells the reader that you are ending this piece of writing.

Differentiation:

Support: Have students use the sentence frame and fill in their adjectives.

Challenge: Have students use the sentence frame as a guide, but produce some of their own content.

Name _____
Date _____

Apples

There are many ways to describe apples. Apples are _____. They can also be _____. I like apples best when they are _____. As you can see, I have many ways to describe apples!

- T** A smart way to do that is to repeat most or all of your topic sentence with the beginning words, “As you can see”, before “I can describe apples.”*
- T** As you finish your writing, raise your hand and I will be around to check it.*
- T** If it is complete, you may illustrate your writing.*
- T** Make sure your illustrations match what you have written.*

Collect the student papers and leave for the teacher.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 6). The exit slip has the sentence frames about apples printed on it as a guide.**



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Name: _____ Date: _____

Exit Slip:

Apples

Directions: Either use the sentence frame or write your own.

There are many ways to describe apples. Apples are _____. They can also be _____. I like apples best when they are _____. As you can see, I have many ways to describe apples!



Protocols:

Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: Body Stretches!



FORMATION: Standing at desks

EQUIPMENT: None

RULES/DIRECTIONS:

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner’s stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.



Break Up Your Day: Air Writing!



FORMATION: Standing at desks or in small groups

EQUIPMENT: None

RULES/DIRECTIONS:

- Students begin by moving in place or around the room: Jumping, Marching, Hopping, Twisting
- Call out a letter, number, word or shape and students stop activity.
- Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until teacher calls out another activity.
- Students continue new activity until teacher calls out another letter, number, word or shape.



Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!