

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Informational Text Features (30-45 Minutes)
- Segment 2: Parts of an Apple: Diagraming (45-60 Minutes)
- Segment 3: Describing: Using Adjectives (30-45 Minutes)

Subject(s)

- Informational Text Features; Adjectives
- (RI.K.4; RI.K.6)

Objective

- Students will use informational text features to understand the meanings of new words and define the role of an informational text author.
- Students will draw and label the parts of an apple.
- Students will describe apples using various adjectives.

Materials

- **Required:** copy of Apples, by Amanda Davis for the teacher (pages 11-12)
- blank paper
- pencil
- crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable “Exit Slips” (segments 1 & 3) (pages 13-14)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 15)

Instructional Setting

- Students will be seated on the carpet or meeting area in front of a white board or document camera to display text on.

Throughout these lessons, 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: Segment 1: 30-45 minutes

Subject

- Informational Text Features

Objective

- Students will use informational text features to understand the meanings of new words and define the role of an informational text author.

Materials

- **Required:** copy of Apples, for the teacher (pages 11-12)
- blank paper or printable “Exit Slip” (page 13)
- pencil & crayons/colored pencils
- document camera or whiteboard

Students should be seated on the carpet or group area to begin this lesson.

Introduction

T Today we will be learning all about apples!

T We won't just be learning about the fruit, but we will be studying the authors that write about them and some of the features they use to help us understand the text.

T I am going to read you this text all about apples.

T Before I begin reading, I want you to think about what you already know about apples. Give students think time to process the question.

T When I am reading, I want you to see if you hear any information in this text that is something you already knew.

Read Apples (page 11-12)

T We just listened to the text, Apples, who heard some information in this text that they already knew about apples?

T Great!

T Now I am going to read this text again and this time I want you to listen for information that is new to you or something that you learned from the author.

Reread Apples (page 11-12)

T Who was able to hear some information that was new to them this time?

T You are going to share what you learned about apples with a partner.

Have students pick partners.

T We need a partner to share our ideas with.

T When I say the magic word, which is apples, you will stand up and find someone to be your partner.

T I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

T Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).

T This is a respectful way to find a partner.

T Ok, “APPLES!”

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

Note:

When reading a text to students, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* Now you may share what you learned about apples with your partner.
- T* Remember to take turns, only one partner should talk at a time.
- T* The partner with the shortest hair should go first. **Students share what they learned about apples with their partner.**

Teacher calls students back to attention by counting backwards from 5.

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Raise your hand if you would like to share the new information that you learned. **Call on a few students to share what they learned.**



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 15)

Informational Text Features

- T* Boys and girls, when authors write an informational text, they use different features to help their reader understand this new information.
- T* A feature is something that a text has, similar to how we have what are called facial features, like our eyes, nose, mouth, and eye brows.
- T* Informational text obviously doesn’t have eyes, a nose, a mouth or eye brows, but it does have some things that stand out to the reader.
- T* Let’s look and see what stands out!
- T* Our Authors name is, Amanda Davis, this means that she wrote this text all about Apples for us to read.
- T* One thing that I notice Amanda did was she used bold words.
- T* These are words that are in a different color, font, or style than the rest of the words.
- T* This makes them stand out and look more “special” than all the other words.
- T* Why do you think this author used bold words in this text? **Call on students to share answers. Possible answer: because those words are important for us to know.**
- T* Let’s look at some of the words this author chose to make bold. **Show the text to the students. Let students identify which words have been made bold.**
- T* Who would like to come up and point to a bold word on this page?
- T* Remember to only pick one bold word(s) to point to. **Call 3-5 students up. Answer: skin, peel, flesh, core, stem**
- T* Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking. Answer: to show readers it is an important word or a vocabulary word they should know.**
- T* Authors use bold words to help the reader know it is an important vocabulary word you should know.
- T* Another feature this author uses is called headings.
- T* Headings can be found at the beginning of each new section.
- T* Usually they are also bigger than the other words and many times bold, a different color, or font style.
- T* They tell the reader what this part of the text will mainly be about.

- T** Boys and girls, let's look at the text together and see if we can find the headings. Show the text to students. Let students identify where the headings are. If you have printed the text, you might circle or highlight where they find them.
- T** Who would like to come up and point to a heading on this page?
- T** Remember to only pick one heading to point to. **Call 3 students up.** Answer: Introduction, Apple Parts, & Eating Apples
- T** Why do you think authors use this feature when they are writing informational texts? **Call on students to share their thinking.** Answer: Authors do this to show readers what the section or part will be about.
- T** Authors use headings to show readers what the section or part will be about.
- T** Informational text authors do many things to help us understand what they are writing about.
- T** I want you to think of one thing you learned from this text about apples.
- T** Also think about if one of the features we talked about helped you to learn this new information.
- T** I am going to give you a piece of paper (printable exit slip -or- half sheet) and you are going to write down the new thing you learned from this text.
- T** It's ok if you do not know how to spell all the words, just do your best!
- T** You can also draw a quick picture to go along with it if you would like.
- T** Once you have your paper, go back to your desk and write your name at the top.
- T** Then you can write your new fact that you learned about apples.
- T** When you are done, you can put your papers (designate a spot in the room for their completed work) and choose (give them some options for what to do when finished working: reading books is always a great option!)

Name: _____

Exit Slip: Segment 1
Apples
My new facts about apples.

Tell the things you learned about apples.

Pass out printable exit slip -or- one half sheet of paper to each student. While they are working, be sure to circulate to help students who may need assistance.

Collect and leave papers for the teacher.

Differentiation:
You might also have students dictate to you what their new fact is and you can write it on the back of their paper. That way the classroom teacher can see their thinking when they return.

 **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 15)

Instructional Plan: Segment 2: 45-60 minutes

Subject

- Parts of an Apple: Diagraming

Objective

- Students will draw and label the parts of an apple.

Materials

- **Required:** copy of Apples, for the teacher (pages 11-12)
- blank paper
- pencil
- crayons/colored pencils
- document camera or whiteboard

Begin with students seated on the carpet or meeting area to give first directions.

Introduction

T We are going to design some more pictures or illustrations for this text.

T Our author, Amanda, used a special picture called a diagram. **Show students the diagram with the labels on it.**

T This is actually another text feature, just like bold words or a heading.

T What makes this picture different than other pictures you have seen in books? **If you have them available, show students pictures from a narrative story/picture book so they can compare the two illustrations.**

Call on students to share what they notice is different. Answers might include: photographs rather than drawn pictures, labels, etc.

T Exactly!

T All of those are reasons why this illustration is different than a narrative book.

T Informational text uses photographs, which are real life pictures someone took with a camera, instead of being something a person drew or painted.

T There are also labels on the photograph that explain more about the picture itself.

T We are going to be informational text illustrators and draw our own diagram from the information we have learned from this text.

T I am going to give you a piece of paper.

T I want you to go back to your desk and write your name at the top, then hold your pencil up in the air so I know you are ready for the first part of the directions.

Pass papers out to students, be sure to keep one for yourself to use as an example! Students will also need their crayons. Pass them out or instruct them to get them.

Diagraming

T Thank you for holding up your pencil to show that you are ready.

T We are going to make two drawings today.

T I am going to do each step first and then it will be your turn.

T When I say the magic word, which is APPLE, then you can begin, but please do not start until you hear the magic word!

T We read first about the outside of the apple.

T Who can raise their hand to tell us what the outside of the apple is called? **Call on a student who is raising their hand quietly and respectfully: Answer: peel or skin**

T Thank you! Yes, it is called the peel.

T We are going to draw that part first.

Step #1:

T Turn your paper HORIZONTALLY (show students what this means) and put a line down the middle of the paper. Demonstrate with the paper horizontal, draw a line down the middle dividing the paper in two.

T We need to make sure we have room for both of our illustrations.

T ...APPLE!

T Hold your pencil back up when you have finished this step.



Step #2:

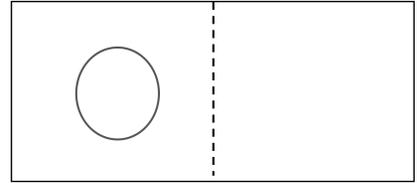
T Remember to wait for the magic word “Apple” before you start.

T What shape should we use to draw our apple? Answer: circle

T Let’s use a circle to draw our apple on half of our paper. Be sure to show students how to draw on only half of the paper. We will use the other half to diagram the inside of the apple.

T ...APPLE!

T Hold your pencil back up when you have finished this step.



Step #3:

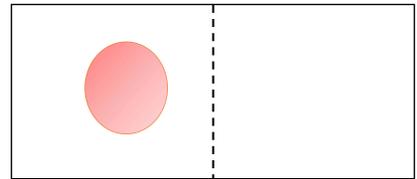
T You can choose the color for your apple.

T What colors did we read about in our text? Answer: red, yellow, and green.

T You choose which one is your favorite to color in your apple. Demonstrate

T ...APPLE!

T Hold your pencil back up when you have finished this step.



Step #4:

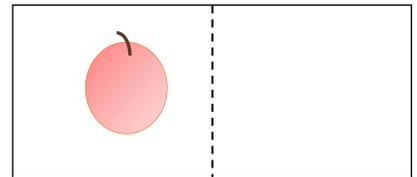
T We also read that they sometimes have a stem at the top.

T What color should we use for the stem? Answer: brown

T Let’s use brown to add a small stem to the top. Demonstrate

T ...APPLE!

T Hold your pencil back up when you have finished this step.



Step #5:

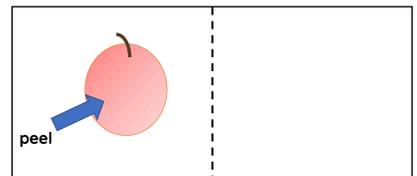
T Now we need to add our labels.

T Labels are a big part of what make this illustration different from narrative books.

T First I will draw an arrow pointing to the peel of my apple. Model for students how to do this on your example page.

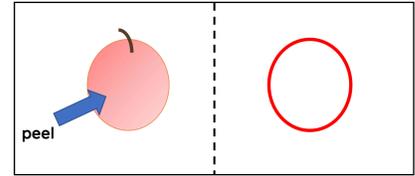
T Then I will write the word “peel” next to my arrow to label this part of my drawing.

T ...APPLE!



Step #6:

- T* Then we read about the inside of the apple.
- T* There were many more parts on the inside we will need to add to our diagram.
- T* First let's draw the inside of our apple on the other side of our paper.
- T* We will use a circle again to draw this, but this time we will not color it in.
- T* Who can tell us why we won't color this apple? **Answer: the flesh is not the same color as the peel. Encourage students to use the new vocabulary words when answering questions.**
- T* ...APPLE!

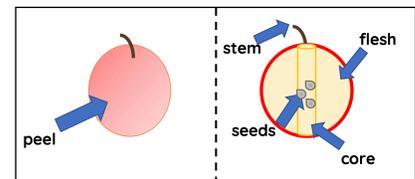


Step #7:

- T* Now that we have our apple, who can tell us one of the parts on the inside of the apple? **Possible answers: seeds, core, flesh**

Depending on student answers, you will need to draw and label accordingly. Follow the same steps as above from drawing, coloring and labeling the peel. **Refer to the apples text and illustrations if needed.**

- T* Nice job!
- T* Now you can finish your diagram including all of the parts you helped me add to mine.
- T* ...APPLE!



Provide time for students to complete their diagram. Circulate and help as needed.

When students have finished their diagrams, be sure to collect them. You will need them for the next segment. Always give students a choice when they are finished with their work. Allowing them to read books when they are done is a great option!

Differentiation:

SUPPORT: If students are struggling to write their labels on their diagram, you can write the word in highlighter for them. Then have them trace the letters of your word with their pencil.

☀️ 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 15)

Instructional Plan: Segment 3: 30-45 minutes

Subject

- Describing: Using Adjectives

Objective

- Students will describe apples using various adjectives.

Materials

- **Required:** copy of Apples, for the teacher (pages 11-12)
- student created apple diagram from segment 2
- blank paper or printable “Exit Slip” (page 14)
- pencil & crayons/colored pencils
- document camera or whiteboard

Students will need to be seated on the carpet or meeting area to begin. Be sure you have the student created apple diagrams from segment 2.

Introduction

T Boys and girls, you have done a great job creating a diagram about apples!

T You are just like an informational text illustrator now.

T Next we are going to become informational text authors and write all about apples too.

T We are going to be describing them using adjectives.

T Adjectives are words we use when we describe something, for example: tall, short, long, red, crunchy, spiky, cold

T All of these words can help me when I am describing a noun: a person, place, or thing.

Oral Practice

T Before we get to writing, we are going to practice describing our apples using the diagrams we just created.

T When I use my diagram to describe my apple, I will want my sentences to sound like this: Apples have _____. or An apple has _____.

T Notice that when I use the word ‘apples’ which is plural, I have to use the word “have” with that sentence.

T If I just use the word ‘apple’ with no s, which makes it singular, I use the word “has” in that sentence.

T You will choose which sentence you would like to use today, using singular apple or plural apples.

T I am going to give you back your diagram now so you can use it to describe the parts that an apple has.

Pass back diagrams from segment 2.

T Now that you have your diagram, think about which sentence you would like to use, singular apple or plural apples.

T When you know which one you will use, please put your finger on your nose. **This is a great way for you to monitor who is ready and who is not.**

T Now I want you to think of a few sentences you could use.

Give students plenty of think time so they are prepared when it is time to share their sentences.

Note:

Try to have these sentences written somewhere for students to see: on a piece of paper under a document camera or on a chalkboard or white board. They will need to reference them while they are working today.

Apples **have** _____. or

An apple **has** _____.

- T* When you have thought of a few sentences, please put your finger on your nose. **This is a great way for you to monitor who is ready and who is not.**
- T* Now we are going to share our sentences with a partner.
- T* We need a partner for this.
- T* When I say the magic word, which is APPLES, you will stand up, take your diagram with you, and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner.
- T* Would you please be my partner? vs You are my partner!
- T* Ok, APPLES!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic!
- T* Thank you for finding a partner so quickly and respectfully!
- T* Please set your diagrams next to you so you can listen for the next directions. **Often papers can be noisy, having students set them down will help them focus and listen for the next directions.**
- T* When I say the magic word again you will decide with your partner who will share first.
- T* You both cannot share at the same time.
- T* It is always respectful to ask your partner if they would like to go first.
- T* After you decide who will share first, take turns sharing your sentences describing apples.
- T* Once you each share one sentence, share another one!
- T* Ok, APPLES! Share your sentences.

Be sure to circulate while students are sharing to ensure they are engaged and on task. Some students may need encouragement to share their sentence.

- T* Eyes back on me in 3...2...1...thank you!
- T* We are going to do the same thing with a new partner!
- T* When you find your partner this time, you do not need to wait for me to tell you to begin sharing your sentences.
- T* Once you find each other, sit down and begin sharing about apples.
- T* You must find a new partner, you cannot have the same partner.
- T* Ok, APPLES! Find a new partner and share!

Again, be circulating to help students quickly find a partner and begin sharing their sentences. You can repeat this process one more time if you think the students need the practice. If not, you can go on to the next part.

- T* Eyes back on me in 3...2...1...thank you!
- T* Can you carefully make your way back to your own spot?
- T* We can use lots of words to describe apples, not just the parts they have, but also how they taste, feel and even smell!
- T* Think of another way you might describe apples.
- T* Who would like to tell me a word you would use to describe apples? **Call on several students to share their ideas. Clarify for them if they use a word that is not an adjective.**

Be prepared to write down some of the words that students share for describing. You can write them on a paper under a document camera, or on a chalkboard or white board for them to reference. Possible answers: sweet, yummy, crunchy, smooth, delicious, juicy, etc.

- T* Thank you! Those are great descriptors!

Writing

- T* Now we are going to write down our describing sentences for apples.
- T* I am going to give you a new piece of paper for you to record your sentence on.
- T* You may choose to record a sentence that you thought of or one that you heard from one of your partners.
- T* Again, you will need to think if you are going to use the singular apple or plural apples sentences we have been practicing.
- T* You can use one of the sentences we have up here (under the camera or on the white board) or you can think of your own with some of the other words we thought of. **Point to the other words that were recorded about apples.**
- T* You will write your sentence at the bottom of your paper and draw a picture to go along with it.

If you feel it would be beneficial to the students to watch you do an example, you can complete the page for them to see first, before sending them back to work. You may want to show them how to write the sentence at the top and leave space for the picture. Remind them that their picture must match the sentence that they write.

- T* Make sure that the picture you draw matches the sentence that you write.
- T* Be sure to write your name at the top as well so we know it is your great work!
- T* When you are finished, you can put your papers (designate a spot for their completed work) and then you may (give them some choices for when they are finished, reading books is always a great option!)

Pass out a printable exit slip or a piece of lined or blank paper to each student. While students are working, be sure to circulate, helping anyone that might need assistance.

Once students are finished, collect their papers (diagram pictures from segment 2 & writing from this segment) and leave for the teacher.

Name: _____

Exit Slip: Segment 3
Describing Apples
Use describing words to describe apples.

Differentiation:

You might also have students dictate to you what their sentences and you can write it them in highlighter for a student to trace. That way the classroom teacher can see their thinking when they return.

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 15)

Apples!

Written & Illustrated by Amanda Davis

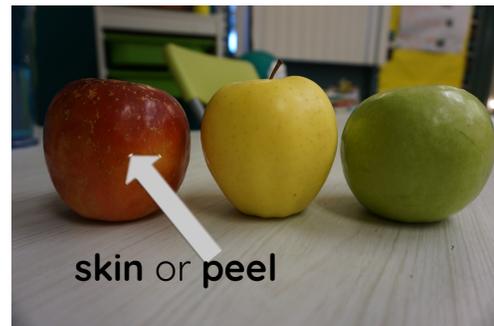
Introduction

Apples are a colorful, healthy and delicious fruit! Let's look closely at this wonderful snack.

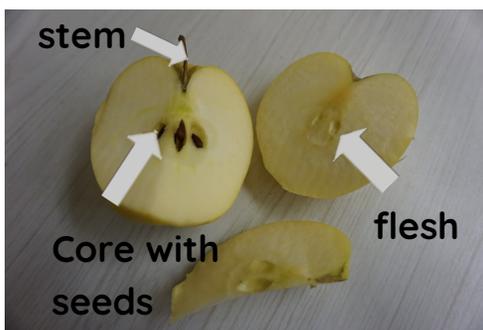
Apple Parts

Did you know that apples have many important parts? Some of them you do not want to eat though!

The outside of the apple is called the **skin** or **peel**. This part can be many different colors. Red, yellow, green...which one is your favorite?



Inside the apple, you eat the juicy and sweet **flesh**. Be careful though, you don't want to bite into the core!



In the center of the apple you will find the **core**. The core is where the apple seeds are found. They are black and hard. This part of the apple is not very tasty to eat!

Sometimes, apples will also have a **stem** at the top. This is where they were attached to the tree before they were picked. Have you ever picked apples before?

Eating Apples

What kind of apples have you tried before? There are over 2,500 kinds of apples! That is a lot! They can be red, green or yellow. Some are sweeter than others. Apples can also be crunchy.



Some people like to eat their apples with peanut butter. Other people like to enjoy cheese when they eat apples. Plain apples are also a healthy snack!



Apples are also used in many different recipes! Apple pie, apple sauce, apple bread, and apple muffins are just a few of the foods that can be made with apples in them. Have you ever made anything with apples before?

It is fun to learn about apples! We also love to crunch and munch them! Yum!

Name: _____

Exit Slip: Segment 1
Apples
My new facts about apples.

Tell the things you learned about apples.

Name: _____

Exit Slip: Segment 3
Describing Apples

Use describing words to describe apples.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.

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: 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!
- And sit back down quietly please...Thank you!

Break Up Your Day: “Who Are You?”

- Asks students to think of their favorite animal.
- Buddy A turns to Buddy B and acts like their favorite animal but with no sound!
- Buddy B tries to guess the animal. If they guess correctly it is their turn.
- If they don’t guess the animal then Buddy A may use sound to help Buddy B guess their favorite animal.
- Buddy B then acts like their favorite animal - but with no sound. “Who Are You?” continues until both buddies have correctly guessed the favorite animals.

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.