All About Apples!

Kindergarten
Mainstream classroom

Written by Jessica Gilbert, 2005


How Do Apples Grow?
by Betsy Maestro • illustrated by Giulio Maestro
Lesson 1
Lesson 1 Objective

Content Objective: Students will be able to sequence the stages of an apple.

Language objective: Students will be able to orally and pantomime the stages of an apple.

<table>
<thead>
<tr>
<th>Domain Topic</th>
<th>Starting/ preproduction</th>
<th>Emerging/ Early Production</th>
<th>Developing Speech Emergent</th>
<th>Expanding/ Intermediate Fluency</th>
<th>Mainstream- Advanced/ Fluent ELL’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Sequencing events in order pantomiming</td>
<td>Sequence and pantomime stages in order with support of pictures and prompts from the teacher.</td>
<td>Orally sequence with pictures and pantomime with a partner.</td>
<td>Orally sequence stages with picture support and label them with a partner.</td>
<td>Orally sequence sentence frames aloud and sequence events in order with a partner.</td>
<td>Orally sequence 4 stages in order. Students fill in words using word bank.</td>
</tr>
</tbody>
</table>
Jessica Scire

Lesson 1

Apple life-cycle

Content objective: Students will be able to sequence the life-cycle of an apple.

Language Objective: Students will be able to orally explain and pantomime the life-cycle of an apple.

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/topic</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining Sequencing</td>
<td>Orally explain the stages of an apple</td>
<td>First, the [ RED ] is a [ RED ]</td>
<td>seed</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td>Pantomime stages of an apple</td>
<td>Second, the [ RED ] grows into an [ RED ] apple blossom</td>
<td>tree</td>
<td>Present tense verb “to be”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Third, the [ GREEN ] grows a [ GREEN ]</td>
<td>flower</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fourth, the [ YELLOW ] bring pollen to the</td>
<td>flower</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fifth, the [ RED ] falls off and an [ RED ] -grows</td>
<td>apple</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finally, the [ RED ] becomes ripe and becomes a yellow, or green</td>
<td>apple</td>
<td></td>
</tr>
</tbody>
</table>

- In the beginning of the year, students will not be able to read these sentences. To make this into a prompt, I will provide a sentence frame with a picture of the object in the blank and leave the next one blank. The student will just have to fill in the second blank.
Jessica Scire

kindergarten

Lesson 1

All about Apples!

Ct Language Arts Standards

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

- Use prereading activities to activate prior knowledge and establish purpose.
- Students use appropriate strategies before, during and after reading in order to construct meaning

Goals

- Students will know the life – cycle of an apple.

Content Objectives

- Students will be able to sequence the life-cycle of an apple.

Language Objectives

- Students will be able to orally explain and pantomime the stages of an apple.


Vocabulary instruction

Content objective: Students will be able to identify the name and picture.

Language objective: Students will be able to orally name the object and the target word.

As a whole class, hold up a picture of an apple and ask the students: What is this called? Let the class answer. Write the word apple next to the card sounding out the sounds and having the class tell what letter is making that sound. Place both the word and its matching picture in the pocket chart once the word is written. Continue with the same procedure for seed, flowers, trees, and bees. After all of the words have been written, go over the words again as a class.

Building background/ Initiation

Hold up an apple and say, “apple”. Ask the following questions for comprehension

- Is this an apple?
- Does it grow on a tree?
- Does it have seeds?

Explain to students that they are going to learn how an apple grows!
Read story aloud. Read pages 4-9. Review, by stating, apple starts as a seed and grows into an apple tree.

Comprehension check

- Does the apple start as a seed? L1-L2
- Did it grow into a tree? L1-L2
- Did it grow flowers? L1-L2

Then read aloud pages 19-21. Review, by stating, the bees helped the flowers by taking pollen. The flowers fall to the ground and an apple grows.

Comprehension check

- Do the bees help the flowers? L1-L2
- How do the bees help the apple tree? L3-4
- Do the flowers fall?
- Why do the flowers fall? L3-4
- Does an apple grow? L3-L4
- Can someone tell me what helps the seed become an apple? L4

Read pages 21-27 aloud. Review, by stating, apples are ready and the sunlight helps change the color of the apple.

Comprehension check:

- Does the sun change the color of the apples? L1-2
- What makes the apples change its color? L3-4

**Interaction activity**

After reading the story, the class will sequence the story / life -cycle. They will work in groups to discuss what picture comes next in the sequence. The teacher then applies it for the class.

The teacher will have a picture of a seed, tree, flower, bees, and red, yellow, and green apples.

The teacher will prompt by stating: First the apple is a -------- . (Students will discuss the answer in groups). The students will respond a seed. The teacher will put up the picture of a seed with an arrow. Next, it grows into a ------- . The students will respond a tree. The teacher will put a tree up. Third, it grows an apple blossom ---- The students will respond a flower. The teacher will put up a flower. Fourth, the ------- help the flowers. Students will answer bees and the teacher will put a bee on the flower. The --- falls off the tree. The students respond flower. The teacher takes off the flower. Lastly, an ---- grows. The students respond apple and the sunlight changes it color. The teacher puts up red, green, and yellow apples.
Closure- The teacher restates each of the stages of the life-cycle orally as she points to each picture.

Assessment- See performance indicator and use the sentences from the functional chart on pgs. The functional chart will provide the sentence frames for the advanced students. The performance indicators will be used as the assessment.

When the class is all done sequencing the story with the pictures and oral prompts from the teacher, they will sequence the life-cycle with or without a partner, orally or physically. Advanced students will orally sequence 4 stages in order by using cut out numbers as a prompt and a sentence frame that provides a picture in the first sentence. The second part of the sentence will have a blank but a word bank will be next to it.
Seed
Tree
Flower
Bee
<table>
<thead>
<tr>
<th>Seed</th>
<th>Tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower</td>
<td>Bee</td>
</tr>
<tr>
<td>Flower Falls</td>
<td>apple</td>
</tr>
</tbody>
</table>

Labels for the picture cards.
Write these sentences on sentence strips.

First, the tomato is a__________.

Second, the flower grows into an apple blossom.

Third, the tree grows a__________________.

Fourth, the bee brings pollen to the__________________.

Fifth, the bee falls off and an__________________ grows.

Finally, the fruit becomes ripe and it becomes a red, yellow, or green__________________.

Mainstream/Advanced Fluent ELL's.
Words from word bank

<table>
<thead>
<tr>
<th>seed</th>
<th>tree</th>
<th>flower</th>
<th>flower</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>apple.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write these words on index cards and place them at the bottom of the sentences.
Copy Sentences on Sentence Strips.

1. The.

2. The.

3. The grows a.

4. The help the.

5. The falls. An grows.

6. The is a red, yellow, or green.

For Expanding/Intermediate Fluency
Lesson 1
by Jessica SCire
Printed on May 7, 2012

Tile Concepts and Descriptions

1. sheltered:
   using in modified lesson
2. circle map:
   graphic organizer
3. back gr.:
   tapping background knowledge
4. comp. chks:
   comprehension checks
5. lang. obj.:
   language objectives
6. read aloud:
   nonfiction text
7. realia:
   real apple
8. perf. ind.:
   performance indicators
9. goals, obj:
   goals and objectives
10. listening:
    listening objectives
11. visuals:
    pictures used to sequence
12. diff. assm:
    differentiated assessment

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Lesson 2
Lesson 2

Apple tastes

Language objective: Students will be able to orally name three apples and describe their matching tastes.

Content objectives: Students will be able to name three apples and match them to their tastes.

<table>
<thead>
<tr>
<th>Domain Topic</th>
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<th>Mainstream- Advanced/ Fluent ELL's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Sequencing events in order pantomiming</td>
<td>Point to different apples and their tastes with support of prompts from the teacher and pictures.</td>
<td>Orally name 3 different apples and their tastes with picture support and the support of a partner.</td>
<td>Orally name 3 different apples with picture support and label them with a partner.</td>
<td>Name 3 different apples and their tastes with a partner reading the sentences.</td>
<td>Name Individually different apples and their tastes by reading the sentences and using a word bank.</td>
</tr>
</tbody>
</table>
Lesson 2

Apple tastes

Content objectives: Students will be able to name the three apples and match them to their tastes.

Language Objectives: Students will be able to orally name the three apples and describe their matching tastes.

<table>
<thead>
<tr>
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<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name describe</td>
<td>Orally name 3 different kinds of apples.</td>
<td>The [red] apple is a [red]</td>
<td>green, granny smith, red, red delicious</td>
<td>Nouns, Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The [yellow] apple is a [yellow] golden delicious</td>
<td>yellow, golden delicious, sour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The [granny smith] tastes [bland]</td>
<td>bland</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The red tastes</td>
<td>sweet</td>
<td></td>
</tr>
</tbody>
</table>
Jessica Scire

Lesson 2

Kindergarten

K.1.a. Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.

Goals: Students will know the three different apples and their tastes.

Language objectives:

Students will be able to name different kinds of apples.

Students will describe the 3 different tastes of apples.

Content objectives:

Students will be able to identify different apples.

Students will be able to identify three different tastes.

Vocabulary:

Materials: Pictures of green, yellow, and red apples. Words red apple, yellow apple, green apple, red delicious, granny smith, and yellow delicious, sweet, bland, and sour with matching faces.

Teacher holds a picture of an apple up to the class. She asks each color of the apple and writes the correct name next to it. She holds up a picture of face with a smile, a straight face, and a face with a mouth open. She shows the face and matches it to the word. The teacher defines the tasting words and puts everything up on the word wall.

Materials: red delicious, golden delicious, and granny smith apples.

Building background knowledge: Give each group one of the apples and have the children name its colors and its size as a group.

Initiation: Introduce Objectives:

Students will name each apple.

Students will describe each taste of apple.

Explain to the children that we are going to review some of the apples we learned about from yesterday’s book, “How an Apple Grows”. Page through the book and point to the apples. Tell the
Comprehension Checks

- Is this apple red or yellow? L1-L2
- Is it red delicious or golden delicious? L1-L2
- Is this apple green or yellow? L1-L2
- Is this apple a granny smith or golden delicious? L1-L2
- What makes the apple change colors? L3-L5
- Where do apples grow from? L3-L5
- Who helps the apple flowers blossom? L3-L5

**Tapping background knowledge** After the teacher has assessed to see if students understand apples and how they grow, the teacher will place three different faces on the board with the words sweet, sour, and bland above them. She will then hold up a packet of sugar and say, “sweet” and place it under the happy face. The teacher will then hold up a saltine and say, “bland” and place it under the face that shows a straight line for a smile. Lastly, the teacher will hold up a lemon and say, “sour” and put it under the face with his mouth wide open. The teacher will then let the students taste a sample of each of the items. After each item is tasted, she will repeat the corresponding vocabulary word.

**Interaction activity**

The teacher will give each child a slice from each apple. The students will then discuss in their groups what the apple tasted like and look at each other’s faces as they eat them. The teacher will even place a mirror at each table so the students can watch their own face as they eat to see if they match the faces on the board. After each apple is tasted and discussed, the teacher will give out three pictures of the different apples for them to write their names on. The children will then place each apple on the face that they felt what the apple tasted like. At the end of graphing, the students will see which apple tasted bland, sweet, and sour the most.

**Comp check:** After the vote, the teacher will ask the following questions as she points to each apple:

- Does this apple taste sweet or bland?
- Does this apple taste bland or sour?

**Closure:** After completing the lesson, the teacher will read the sentences on the board aloud (from the notional chart) with the word bank. The students will discuss the names of the apples, their colors and their tastes. The teacher will call on a group to give the answer to the questions that are on the board. See attached functional/notational chart.

**Assessment** – Students will be assessed by completing the task of the performance indicator for their level of language development. See attached chart. The task was previously modeled by the teacher in the closure of the lesson.
<table>
<thead>
<tr>
<th>Red apple</th>
<th>Green apple</th>
<th>Yellow apple</th>
<th>Granny Smith</th>
<th>Red Delicious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweet</td>
<td>Sour</td>
<td>bland</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Red apple
Green apple
Yellow apple
Golden Delicious
Granny Smith
Sweet
Sour
Bland
Copy the sentence frames on to sentence strips to put in pocket chart.

The 🍏 apple is a ________________________________.

The 🍎 apple is a ________________________________.

The 🍎 apple is a ________________________________.

The Granny Smith tastes______________________________.

The Golden Delicious tastes______________________________.

The Granny Smith tastes______________________________.
Copy these words to be written on note cards for the sentences.

<table>
<thead>
<tr>
<th>Granny Smith</th>
<th>Red Delicious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Delicious</td>
<td>sour</td>
</tr>
<tr>
<td>bland</td>
<td>sweet</td>
</tr>
</tbody>
</table>
Copy on to Sentence strips
use pictures from the materials.

1. The 🍏 is Granny Smith.

2. The 🍎 is Red Delicious.

3. The 🍊 is Golden Delicious.

4. The 🍏 apple tastes 🙁  

5. The 🍊 apple tastes 😞  

6. The 🍎 apple tastes 😊  

Intermediate Fluency
Copy for picture Cards
Copy these words to be used as labels for the cards

<table>
<thead>
<tr>
<th>Granny Smith</th>
<th>Red Delicious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Delicious</td>
<td>sour</td>
</tr>
<tr>
<td>bland</td>
<td>sweet</td>
</tr>
</tbody>
</table>
Picture Cards/Labels
<table>
<thead>
<tr>
<th></th>
<th>Sour</th>
<th>Bland</th>
<th>Sweet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>😯</td>
<td>😞</td>
<td>😊</td>
</tr>
</tbody>
</table>
Copy to write: Student's Name
Copy for graphing activity
Lesson 2
by Jessica Scire
Printed on May 7, 2012

Old Lesson

-Repeated q
-Comp chks.
-Lang. obj.
-Build back
-Vocab
-Visuals
-Inter. act

Modified Lesson

-Content ob
-Realia
-Modeling
-Modi. sent
-Elabor.

Tile Concepts and Descriptions

1. Content ob:
   Content objectives

2. Lang. obj.:
   Language objectives

3. Build back:
   Building background

4. Vocab:
   Vocabulary

5. Comp chks.:
   Comprehension checks

6. Visuals:
   Visual faces and apples

7. Realia:
   Realia for tastes

8. Inter. act:
   Interaction activities

9. Modeling:
   Modeling of how to say sentences

10. Modi. sent:
    Modified sentences for levels

11. Repeated q:
    Repeated questions

12. Elabor.:
    Elaborated on details in lesson.
Lesson 3
Lesson 3

Sink or float

Content Objective: Students will be able to make predictions on whether an apple sinks or floats.

Identify the meaning of sink/float.

Language objective:

Students will be able to orally explain what sink and float mean.

Students will be able to write a sentence describing whether their apple sinks/floats.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>Draws a picture of the apple in water.</td>
<td>Draws a picture of the apple and writes the word “floats”</td>
<td>Write a sentence using a sentence frame My apple and the word bank.</td>
<td>Write a sentence using a sentence frame My apple ------.</td>
<td>Write a sentence describing their observation.</td>
</tr>
</tbody>
</table>
Lesson 3
Sink or float

Content objectives: Students will be able to:

Make predictions on whether an apple floats or sinks.

Identify the meaning of sink and float.

Language objectives:

Students will be able to orally explain what sink and float mean.

Students will be able to write a sentence explaining whether their apple sinks or floats.

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<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain predict</td>
<td>Predict whether an apple floats or</td>
<td>When I go to the bottom, I-- --- --- --- ---</td>
<td>sink</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td>sinks</td>
<td></td>
<td></td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td>Orally explain their observation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When I stay on top of the water, I- -----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think the apple will----------------</td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sink</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You need-water-- to make an apple-- -- sink or ------</td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I agree/disagree</td>
<td></td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think the apple will----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sink</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I think the apple will---------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sink</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An apple ---- --- -in water.</td>
<td></td>
<td>Floats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It does not ------------------------</td>
<td></td>
<td>sink</td>
<td></td>
</tr>
</tbody>
</table>
Jessica Scire

Lesson 3

Kindergarten

**K.1.a Make observations and ask questions about objects, organisms and the environment.**

**Goals:** Students will know the meaning of sink and float.

Students will know if an apple sinks or floats.

**Content objectives:** Students will be able to:

Make predictions on whether an apple floats or sinks.

Identify the meaning of sink and float.

**Language objectives:**

Students will be able to orally explain what sink and float mean.

Students will be able to write a sentence explaining whether their apple sinks or floats.

*Read the content and language objectives on the board.*

Students will be able to guess if an apple floats or sinks.

Students will identify the meaning of sink and float.

Students will explain orally what sink and float mean.

Students will be able to write a sentence explaining whether an apple sinks or floats.

**Vocabulary:** sink, float, prediction, with matching pictures

Hold the picture of an apple and ask the students: see attached pictures in lesson materials.

- Is the apple in this picture on top of the water or at the bottom? L1, L2
- Is this anchor on top of the water or at the bottom of the water? L1, pL2
- Where is the apple in this picture? L4
- Where is the anchor in this picture? L4

Explain to the students that both of these pictures show an object that sinks. Put the word “sinks” under the pictures.

- Is this picture of the acorn at the bottom of the water? Yes or no? P2
- Is this leaf at the bottom of the water or on top? Yes or no? P2
Explain to students that these objects are on the water and they are “floating.” Put the word float under the two pictures. Objects that go to the bottom of the bucket or ocean “sink”, and objects that stay on the water “float”.

Initiation: We are going to do a quick test to see if an acorn and a leaf will sink or float?

*students will orally say the response, “I think the item will sink/ float”, by reading the sentence model on the board (provided in the functional chart).

Interaction activity: Students are given a bucket of water. They will make a guess in their groups whether these items will sink or float. If they think the items will float they will say, “I think the item will “float/ sink”. Students will put their name under sink or float on the board. As a class they will count the number of votes for each prediction. After seeing which heading was predicted the most, by tallying the votes, the teacher will tell the students that they will now do the test to see if these items really float or sink. The teacher will tell them that they will drop each object in the water and they will discuss what they saw.

**Lesson development** – Explain that we have been learning about apples all week. Now that we know the meaning of sink and float, we are going to see if our apples will sink or float.

**Comprehension check**

Where will the apple be if it sinks? L4

Where will it be if it floats? L4

What do we need in the bucket to make the apple float or sink? L4

If it goes down to the bottom it will sink or float? L2

The teacher will pass out the apples. The students will draw on their sheet with a partner what they think their apple will do. The Teacher will tell them they are going to make a guess, and that’s what scientist do! Then, they find the answer by doing an experiment. Teacher holds up a question mark and places the word prediction under it. She then holds up a picture of kids doing an experiment and then puts the word experiment under it.

Each child draws their prediction on the sheet. They then ask their partner next to them what they predicted. They draw what their partner predicted. Teacher then calls on more proficient students to say the following: “I think the apple will float/ sink”. I agree with -------. “I think the apple will float/ sink”. They drop the apple in the bucket and draw what they saw. * Teacher will model using the sentence by reading the sentence frame on the board that was taken from the functional chart on the previous page.
Students will be told to draw a picture of what their apple did on their worksheet. They will then be told to look at their predictions. Students can compare their results to their predictions. They will then compare their results to their partners by looking to see if they both drew a picture of the apple sinking or floating.

**Comprehension Check**

Teacher will tell students to look at their results and ask: Were the results the same or different from your predictions?

Closure: See functional chart for the sentences. As a class, the teacher reads the sentences aloud and the students call out the word that fills in the blank.

**Assessment:** The students will be assessed by using the performance indicators for the student’s level on the previous page. They will be given a worksheet to complete that is based on the student’s level.

L5 – Were the students able to write a sentence describing their observation.

L4 - Were the students able to write a sentence using the sentence frame, The apple__________.

L3 – Were the students able to write a sentence using the sentence frame, The apple__________ and a word bank.

L2 - Were students able to draw a picture of an apple and write sink or float under it.

L1. Were the students able to draw a picture of an apple in the water.
Sink
Float
float
Prediction
Experiment
1. When I go to the bottom I ------------.       Sink

2. When I stay on top of the water, I ------------.   Float

3. You need--------to make an apple sink or --------.  Float

4. An apple------------ in the water.  Floats

5. It does not----------- .   sink

6. I think the apple will -------------.        Float       sink

7. I agree with -------------.  

8. I think the apple will -------------.        Sink       float

9. I disagree with -------------.  

10. I think it will ---------------------.       Sink       float
<table>
<thead>
<tr>
<th>My predication</th>
<th>My friend's prediction</th>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>My result</td>
<td>My friend's result</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Name-----------------------------

Draw a picture of the apple in the water.
Name-----------------------------------------------

Draw a picture of the apple. Label the picture.

| sinks | floats |
Name_____________________

Write a sentence using the work bank and sentence frame.

sinks

floats

My apple----------------------------------

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

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

----
Write a sentence using the following frame.

My apple
Name

Write a sentence describing your observation.
Lesson 3

by Jessica Scire
Printed on May 7, 2012

Old Lesson

- visuals
- vocabulary
- comp. ques
- leveled?
- authent. I
- inter

Modified Lesson

- say Co's
- Ask same/d
- comp. char
- student di

Tile Concepts and Descriptions

1. visuals:
   - visuals

2. vocabulary:
   - vocabulary words

3. comp. ques:
   - comprehension checks

4. say Co's:
   - read content and language objectives aloud to the class.

5. Ask same/d:
   - Ask students to compare and contrast prediction and results

6. leveled?:
   - Ask different leveled questions

7. comp. char:
   - complete a chart to show predictions and analyze data

8. authent. I:
   - authentic learning through hands-on activities.

9. inter:
   - interaction

10. not elab.:
    - not elaborate on writing instruction

11. teach. dir.:
    - teacher directed

12. student di:
    - student directed

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Go online to http://www.ReadWriteThink.org
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Original Lessons
Jessica Scire

Lesson 1

All about Apples!

Ct Language Arts Standards

Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

- Use prereading activities to activate prior knowledge and establish purpose.
- Students use appropriate strategies before, during and after reading in order to construct meaning.

Goals

- Students will know the life cycle of an apple.

Content Objectives

- Students will be able to sequence the life-cycle of an apple.

Language Objectives

- Students will be able to orally explain and pantomime the stages of an apple.


Vocabulary instruction/ building background knowledge

As a whole class, hold up a picture of an apple and ask the students: what is this called?

Let the class answer. Write the word apple next to the card sounding out the sounds and having the class tell what letter is making that sound. Place both the word and its matching picture in the pocket chart once the word is written. Continue with the same procedure for seed, flowers, trees, and bees.

After all of the words have been written, go over the words again as a class.

- Teacher can get an idea what the students already know about apples.

Building background/ Initiation

Hold up an apple and say, “apple”. Ask the following questions for comprehension

- Is this an apple?
- Does it grow on a tree?
- Does it have seeds?

Explain to students that they are going to learn how an apple grows!
Read story aloud. Read pages 4-9. Review, by stating, apple starts as a seed and grows into an apple tree.

Comprehension check

- Does the apple start as a seed?
- Did it grow into a tree?
- Did it grow flowers?

Then read aloud pages 19-21. Review, by stating, the bees helped the flowers by taking pollen. The flowers fall to the ground and an apple grows.

Comprehension check

- Do the bees help the flowers?
- Do the flowers fall?
- Does an apple grow?

Read pages 21-27 aloud. Review, by stating, apples are ready and the sunlight helps change the color of the apple.

Comprehension check

Does the sun change the color of the apples?

Interaction activity

After reading the story, the class will sequence the story life-cycle. They will work in groups to discuss what picture comes next in the sequence. The teacher then applies it for the class.

The teacher will have a picture of a seed, tree, flower, bees, and red, yellow, and green apples.

The teacher will prompt by stating: First the apple is a ______. (Students will discuss the answer in groups). The students will respond a seed. The teacher will put up the picture of a seed with an arrow. Next, it grows into a ______. The students will respond a tree. The teacher will put a tree up. Third, it grows an apple blossom ---- The students will respond a flower. The teacher will put up a flower. Fourth, the ______ help the flowers. Students will answer bees and the teacher will put a bee on the flower. The --- falls off the tree. The students respond flower. The teacher takes off the flower. Lastly, an ---- grows. The students respond apple and the sunlight changes it color. The teacher puts up red, green, and yellow apples.

When the class is all done sequencing the story with the pictures and oral prompts from the teacher, they will sequence the life-cycle with or without a partner, orally or physically. Advanced students will orally sequence 4 stages in order by using cut out numbers as a prompt and a sentence frame that provides a picture in the first sentence. The second part of the sentence will have a blank but a word bank will be next to it.
Language objective: Students will be able to orally and pantomime the stages of an apple.

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<tr>
<td>Speaking Sequencing events in order pantomiming</td>
<td>Sequence and pantomime stages in order with support of pictures and prompts from the teacher.</td>
<td>Orally sequence with pictures and pantomime with a partner.</td>
<td>Orally sequence stages with picture support.</td>
<td>Orally sequence events in order with a partner.</td>
<td>Orally sequence 4 stages in order.</td>
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</table>
| Explaining Sequencing | Orally explain the stages of an apple Pantomime stages of an apple | First, the _____ is a _______.  
Second, the _____ _____ into an _____ _____ _____ _______  
Third, the _____ _____ a _______.  
Fourth, the _____ bring _____ to- _____  
Fifth, the _____ falls off and an _____ _____  
Finally, the _____ becomes _______ and becomes a _____ _____ yellow, or green_______. | Apple seed  
Seed grows  
Tree grows | Nouns  
Adjectives  
Present tense verb to be. |
K.1.a. Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.

Language objectives:

Students will be able to name different kinds of apples.

Students will describe the 3 different tastes of apples.

Reviewing Vocabulary:

Materials: Pictures of green, yellow, and red apples. Words red apple, yellow apple, green apple, red delicious, granny smith, and yellow delicious, sweet, bland, and sour with matching faces.

Teacher holds a picture of an apple up to the class. She asks each color of the apple and writes the correct name next to it. She holds up a picture of face with a smile, a straight face, and a face with a mouth open. She shows the face and matches it to the word. The teacher defines the tasting words and puts everything up on the word wall.

Materials: red delicious, golden delicious, and granny smith apples.

Building background knowledge: Give each group one of the apples and have the children name its colors and its size as a group.

Initiation: Explain to the children that we are going to review some of the apples we learned about from yesterday’s book, “How an Apple Grows”. Page through the book and point to the apples. Tell the students that later on they are going to be tasting the apples to describe them. After completing the picture walk, the teacher will check for understanding.

Comprehension Checks

- Is this apple red or yellow? L1-2
- Is it red delicious or golden delicious? L1-L2
- Is this apple green or yellow? L1-L2
- Is this apple a granny smith or golden delicious? L1-L2
- What makes the apple change colors? L3-L5
- Where do apples grow from? L3-L5
- Who helps the apple flowers blossom? L3-L5
After the teacher has assessed to see if students understand apples and how they grow, the teacher will place three different faces on the board with the words sweet, sour, and bland above them.

Lesson development -

The teacher will give each child a slice from each apple. First, the red delicious, then, golden delicious, and granny smith. The students will then discuss in their groups what the apple tasted like and look at each other’s faces as they eat them. The teacher will even place a mirror at each table so the students can watch their own face as they eat to see if they match the faces on the board. After each apple is tasted and discussed, the teacher will give out three pictures of apples for them to write their names on. The children will then place apple on the face that they felt the apple tasted like. At the end the students see, which apple tasted bland, sweet, and sour the most.

Closure - After completing the lesson, the teacher will read the sentences on the board aloud with the word bank, and the students will discuss the answers in groups. The teacher will call on a group to give the answer. * See attached functional/ notational chart.

Assessment – Students will be measured by completing the task of the performance indicator for their level of language development. See attached chart.

Lesson development: Teacher cuts off pieces of the apples from each apple. She puts up a picture of faces that represent sour, bland, and sweet. She then gives them a card with their name on it.

Each group tastes the apples and then discusses how they taste. They then come up to the board and put their name on the face that shows how the apple tasted to them. When all is done for each apple, they look to see which apple had the most for sour, sweet, and bland.

Comp check: After the vote, the teacher will ask the following questions as she points to each apple:

- Does this apple taste sweet or bland?
- Does this apple taste bland or sour?

Closure: review apples and their tastes with the students

Assessment : refer to performance indicator
Content Objective: Students will be able to name the three apples and match them to their tastes.
Language objective: Students will be able to orally name the three apples and describe their matching tastes.

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<tr>
<td>Speaking reading</td>
<td>Point to different apples and their tastes with support of prompts from the teacher and pictures.</td>
<td>Orally name 3 different apples and match their tastes with the support of pictures and sentences with a partner.</td>
<td>Orally name 3 different apples and their tastes with the support of pictures and sentences.</td>
<td>Name 3 different apples and their tastes with a partner reading sentences.</td>
<td>Name individually 3 different apples and their tastes reading the sentences.</td>
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<tr>
<td>Name describe</td>
<td>Orally name 3 different kinds of apples.</td>
<td>The-------- apple is a--------.</td>
<td>green</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The-------- apple is a--------.</td>
<td>Granny smith</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The-------- apple is a--------.</td>
<td>red red delicious</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Granny Smith tastes ---- ----</td>
<td>yellow golden delicious</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The yellow delicious tastes ---- ----</td>
<td>sour</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The red tastes ---- ----</td>
<td>bland</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sweet</td>
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K.1.a Make observations and ask questions about objects, organisms and the environment.

Content objectives: Students will be able to:

Make predictions on whether an apple floats or sinks.

Identify the meaning of sink and float.

Language objectives:

Students will be able to orally explain what sink and float mean.

Students will be able to write a sentence explaining whether their apple sinks or floats.

Reviewing Vocabulary: sink, float, prediction,

Hold the picture of an apple and ask the students:

- Is the apple in this picture on top of the water or at the bottom? P1, p2
- Is this boat on top of the water or at the bottom of the water? P1, p2
- Where are the apple and the boat? P4

Explain to the students that both of these pictures show an object that sinks. Put the word sinks under the pictures.

- Is this picture of the acorn at the bottom of the water? Yes or no? P2
- Is this leaf at the bottom of the water or on top? Yes or no? P2
- Where are the acorn and the leaf? P4.
- Is this picture the same as the pictures that show “sink”? p4

Explain to students that these objects are on the water and they are “floating” Put the word float under the two pictures. Objects that go to the bottom of the bucket or ocean sink and objects that stay on the water float.

Initiation: We are going to do a quick test to see if an acorn and a leaf will sink or float?

Interaction activity: Students are given a bucket of water. They will make a guess in their groups whether these items will sink or float. If they think the items will float they will put a thumbs up. If they think it will sink they will put a thumbs down. The students will drop each object in the water and they will discuss what they saw.
Lesson development – Explain that we have been learning about apples all week. Now that we know the meaning of sink and float, we are going to see if our apples will sink or float.

Comprehension check

Where will the apple be if it sinks? P4

Where will it be if it floats? P4

What do we need in the bucket to make the apple float or sink? P4

If it goes down to the bottom it will sink or float? P2

The teacher will pass out the apples. The students will draw on their sheet with a partner what they think their apple will do. Teacher will tell them they are going to make a guess and that’s what scientist do. Then, they find the answer by doing an experiment. Teacher holds up a question mark and places the word prediction under it. She then holds up a picture of kids doing an experiment and then puts the word experiment next to it.

Each child draws their prediction on the sheet. They drop the apple in the bucket and draw what they saw.

Teacher tells students to put a thumbs up if the apple floats or a thumbs down if it sank. Teacher records number of thumbs up and down and writes it on the board. Students analyze the data and see that the apples did float.

Closure: See functional chart. As a class teacher reads the sentences aloud and the students call out word that fills in the blank.

Assessment: See performance indicators

Materials:

Building background knowledge: Give each group one of the apples and have the children name its colors and its size as a group.
Content Objective: Students will be able to name the three apples and match them to their tastes.
Language objective: Students will be able to orally name the three apples and describe their matching tastes.

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<tr>
<td>write</td>
<td>Draws a picture of the apple in water.</td>
<td>Draws a picture of the apple and writes the word “floats”</td>
<td>Write a sentence using a sentence frame My apple and the word bank</td>
<td>Write a sentence using a sentence frame My apple -------</td>
<td>Write a sentence describing their observation.</td>
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</table>

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<td>explain predict</td>
<td>Predict whether an apple floats or sinks</td>
<td>When I go to the bottom, I------- --- --- ---.</td>
<td>sink</td>
<td>Nouns verbs</td>
</tr>
<tr>
<td></td>
<td>Orally explain their observation.</td>
<td>When I stay on top of the water, I- --- --- --- --- --- ---.</td>
<td>float</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You need---- to make an apple---- sink or -----------.</td>
<td>water float</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>An apple ---- ---- in water.</td>
<td>floats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It does not -------</td>
<td>sink</td>
<td></td>
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</tbody>
</table>

Ok, make this happen in class. Have Ss make oral predictions instead of thumbs up/down.
--- I think the apple will sink/float. > add for prediction
I agree with ___ I disagree with ___ I think ___.