



Read to Be Ready plans for: Apples, Fall Apples: Crisp and Juicy, Apples for Everyone (Apples) Kindergarten

ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. b) Recognize that spoken words are represented in written language by specific sequences of letters.
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b) Count, pronounce, blend, and segment syllables in spoken words.
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Associate the long and short phonemes with common spellings for the five major vowels.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Science:

- K.LS3.1: Heredity: Inheritance and Variation of Traits 1) Make observations to describe that young plants and animals resemble their parents.
- K.ETS1: Engineering Design 2) Describe objects accurately by drawing and /or labeling pictures.

Social Studies:

- History K.17 Use correct words and phrases related chronology and time, including: *now, long ago, before, after, last, next, month*
- K.19 Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
MONDAY	<p>Before Reading Text Think/Pair/Share something you already know about how apples grow. Complete 1st part of Journal writing. First read of Apples by Gail Gibbons If you don't have a copy of the text, you can find it here: https://tinyurl.com/y9juddg5</p>	<ul style="list-style-type: none"> • Seedling • Orchard • Blossom • Pollen • Ripe • Fall • Nectar • Harvest 	<p><i>Share with the group, something you already know about how apples grow.</i></p> <p>**Prior to reading create a class K-W-L chart about how apples grow.</p>	<p>Draw or write about what you already know about how apples grow.</p>	<p>DE Video Segment - Life Cycle of an Apple Tree https://tinyurl.com/y6vebbus</p> <p>Harry Kdg Plants a Tree https://tinyurl.com/y9wz2ks6</p>

TUESDAY	<p>Second read of <u>Apples</u> by Gail Gibbons</p>		<p>Authors write for different reasons – some to entertain, some to inform or teach. Why do you think the author wrote this book? Looking at our K-W-L chart, let's check off the things under KNOW that appeared in the book. Now let's see if any of our WANT TO KNOW questions were answered. Are there new questions you have? Now let's add to the LEARNED column. Think/Pair/Share something NEW you learned about how apples grow.</p>	<p>Students draw or write about something new they learned about how apples grow.</p>	<p>Harry Kdg Update after one year https://tinyurl.com/y7aa7k8l</p> <p>Harry Kdg Update after three years https://tinyurl.com/yaylndkr</p> <p>Extra Free Resources from Teachers Pay Teachers: https://tinyurl.com/yccoc9gu</p> <p>https://tinyurl.com/yb8aiwx3</p>
WEDNESDAY	<p>Read <u>Fall Apples: Crisp and Juicy</u> by Martha E. H. Rustad</p> <p>If you don't have a copy of the text, you can find it here: https://tinyurl.com/vcg5mr4t</p>		<p>What are the stages of the life cycle of an apple tree?</p> <ul style="list-style-type: none"> • Seed • Seedling • Tree with flowers • Apple 	<p>Draw and label the Life Cycle of an Apple Tree</p> <p>**Differentiation – some students will illustrate only, some can illustrate and label, some can write about the life cycle in sentences.</p>	<p>**Have each student bring one peeled & diced apple in a baggie tomorrow to make applesauce.</p> <p>Bring a crockpot for making applesauce. Optional – add sugar &/or cinnamon.</p>
THURSDAY	<p>Read <u>Apples for Everyone!</u> By Jill Esbaum</p> <p>If you don't have a copy of the text, you can find it here: https://www.getepic.com/app/read/43289</p>		<p>Teacher will bring in an apple cut in half to show students the inside of the apple.</p>	<p>Draw what an apple looks like on the inside. Write a sentence about what you see when you cut the apple.</p>	<p>DE Video segment - Sid the Science Kid – Heat changes things – Making Applesauce https://tinyurl.com/yd88dkz3</p>
FRIDAY	<p>Review the 3 apple books. Chart which apple book the students liked best.</p> <p>Studies Weekly #5 Grocery Shopping, See TE on Clever.</p>		<p>Think/Pair/Share your favorite way to enjoy an apple: cider, juice, applesauce, pie, caramel apple, baked apples.</p> <p>Make a list together of ways we use apples.</p>	<p>*You could have a few samples of apple foods/drinks for students to taste.</p> <p>Draw and label your favorite way to enjoy an apple.</p>	