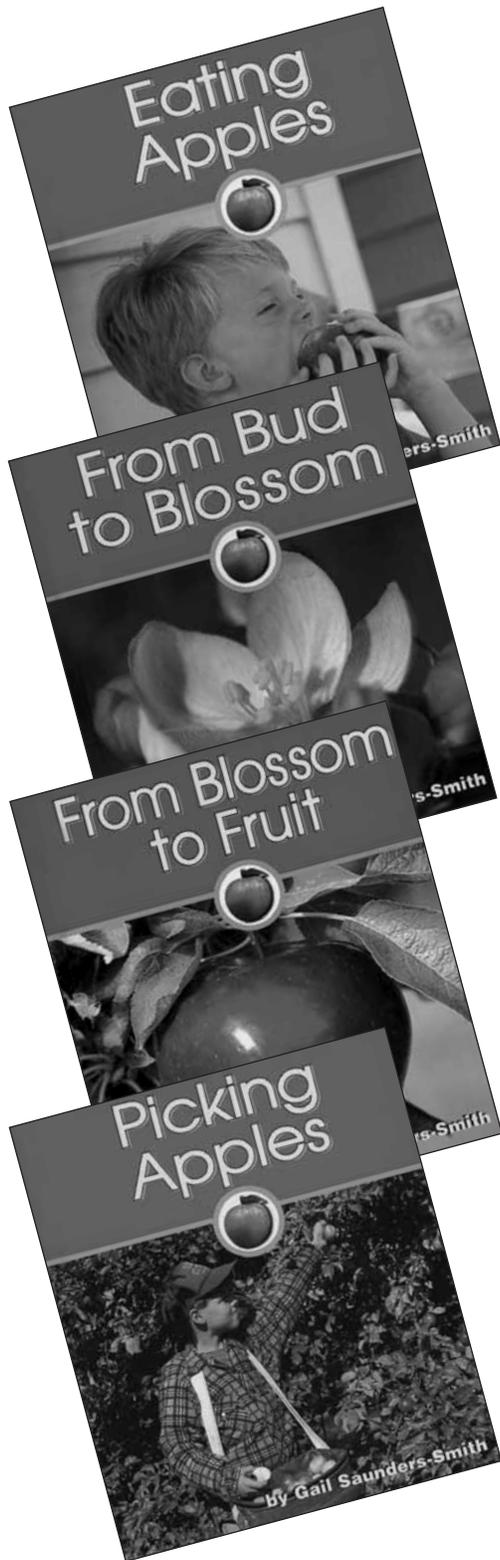


Teaching Guide for the Pebble Books Apples Set



WELCOME TO PEBBLE BOOKS

Science and language arts are natural partners in education. Thematic units can connect the scientific exploration of our world with reading and writing activities for a meaningful classroom experience.

Pebble Books and their accompanying Teaching Guides link leveled nonfiction texts with science content. As a result, each set powerfully consolidates science and language arts instruction and promotes a strategic approach for early literacy learning.

The On Your Mark section of this guide, featured below, highlights the science standards that can be supported through the use of this set. These standards are supported by the reading of the texts and the science activities featured on the back page.

The next two pages of this guide give instructions for using each of the texts in a guided reading session. The Get Set section highlights supports and challenges present in the texts. The Go portion provides instructions for facilitating the reading of the texts with small groups and following up with level-appropriate writing activities.

On the back page of this guide, the Home Stretch section expands on the science knowledge introduced in this set. As written, the science activities are meant to be used after the four reading sessions. You may choose to reverse this order, using the science activities to lead into the topics that are explored in the four texts.

Finally, this guide offers ideas for curriculum connections in other subjects, home activity extensions, and science standard assessments. We hope you find this guide useful in connecting science and language arts instruction in your classroom.

ON YOUR MARK

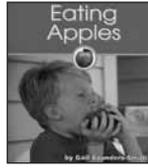
Benchmarks for Science Literacy: Project 2061

The Pebble Books Apples set supports the following science and technology standards:

- Observable features of familiar living things can be linked to their functions.
- Plants have life needs and functional parts and can be classified according to certain characteristics (edible and nonedible).
- Plants go through a series of orderly changes in their life cycles.
- People, alone or in groups, are always inventing new ways to solve problems and get work done.

GET SET

Eating Apples: Early-Intervention Level 3



Starting Blocks (Supports):

- Strong photo/text match
- Repetition of *apple(s)* on each page

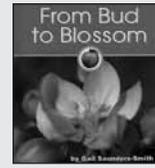
Hurdles (Challenges):

- Change of format on page 19
- Difficult word: *caramel*

Text Features:

- High-frequency word: *fun*
- Singular and plural form: *apple(s)*

From Bud to Blossom: Early-Intervention Level 7



Starting Blocks (Supports):

- Moderate photo/text match
- Cyclical progression in sentence content
- Repetitive sentence structure

Hurdles (Challenges):

- Concept vocabulary: *blossom, bud, leaf*
- Unfamiliar concept: a flower's life cycle

Text Features:

- High-frequency words: *become, buds, have, open, up*

GO

Guided Reading Introduction: *Eating Apples* (Level 3):

Discuss the cover. Invite students to use the photograph and title to predict what they will read about in *Eating Apples*. Discuss favorite ways to eat raw or cooked apples. Record their responses. Think and question your way through the book, identifying what is in each photograph, implanting challenging vocabulary in your picture walk.

First Reading:

- Turn to the title page. Point out the photograph and discuss. Confirm that words on the title page are the same as the words on the cover.
- On page 3, call attention to the table of contents categories: *Raw, Cooked, Liquid, and Fun* apples. (Later, sort the previously brainstormed list into these categories.) Use this information to predict the contents of the book.
- On pages 4 and 5, ask, "What is in the picture? How many word(s) are there in the text? What is the word? Does it match the photograph?" Continue questioning throughout.
- On pages 8 and 9, call attention to the placement of the word *apple*. Ask, "What is the first word? What is the second word? Has the word *apples* been first on any other page(s)?" Continue through the book using the previous questioning.
- Observe students carefully on page 19 where *apple* appears as the second word on the page. Call attention to the strategies used to read the text *caramel apple*. Note successful models within the group and reinforce their use.

Rereading:

Encourage students to reread the book aloud, beginning with the front cover. Note that students are controlling left-to-right movement. Observe for one-to-one matching and use of photo details and print to maintain meaning.

Coaching (Teaching Points):

Classifying and sorting: one-to-one matching (voice to print)

Writing Connection:

Have groups of students select magazine pictures that are connected by topic. Ask students to cut out the pictures and paste them on paper, writing two- to three-word captions for each photograph. Next, have the students group the pictures and staple the pages together into a book. Challenge students to complete a cover and title page for their book.

Guided Reading Introduction: *From Bud to Blossom* (Level 7)

Examine the cover photograph together. Discuss the kind of blossom this might be. If *apple blossom* is not mentioned, call attention to the inset of the apple on the cover page. Picture walk through the text. Ask students to locate specialized words in the text. Ask, "How did you figure that word out?" Reinforce strategies such as "*Blossoms* begins like my friend's name, Blaine."

First Reading:

- Challenge students to read the title page.
- On page 4, explain that this is a picture of the branches on an apple tree. Ask them to find the spots on the branches where the leaves might appear. Once students have located the leaf buds, ask them to read the text on page 5.
- Turn to pages 6 and 7. Ask, "What do you see open up?" Point out that the photograph shows a close-up image of the leaf bud. Have students read on to pages 8 and 9 to see what leaf buds become.
- Move on to pages 10 and 11. Explain to the group that apple trees have another type of bud. Ask students to read on to find out what these buds become. Encourage reading strategies such as looking for a "word chunk" that you can recognize. Reinforce responses like "I saw the little words *be* and *come* in *become*."
- Move to page 16. Encourage students to describe the photograph. Continue to guide students to sample the print and photographs, then check and confirm matching initial and final consonant sounds.

Rereading:

Encourage students to return to the cover of the book and read aloud by themselves all the way to the end of the text. Note the strategies that students use to problem solve within the text.

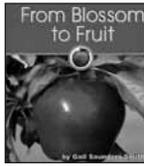
Coaching (Teaching Points):

Spelling patterns: Ask the group "If you know *trees*, what other spellings might you know?" (*bees, fees, sees*, and more).

Writing Connection:

Do a "Stop 'n' Write" with your students. Have students stop and write something surprising, interesting, or confusing that they learned from the book *From Bud to Blossom*.

From Blossom to Fruit:
Early-Intervention Level 10



Starting Blocks (Supports):

- Moderate photo support
- Limited word count

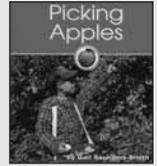
Hurdles (Challenges):

- Concept vocabulary: *bee, blossom, fruit, petal*

Text Features:

- High-frequency words: *are, have, or, these*
- R-blends: *fr, gr*
- Digraphs: *th-, wh-*

***Picking Apples:* Early-Intervention Level 11**



Starting Blocks (Supports):

- Moderate photo support
- Some repetitive structure
- Two lines of text on each page

Hurdles (Challenges):

- Concept vocabulary: *apple pickers, bins, ladder, special bag, special poles*

Text Features:

- High-frequency words: *bins, they, use*
- Short vowels: *a, e, i, o, and u*

GO

Guided Reading Introduction: *From Blossom to Fruit* (Level 10)

Invite conversation about what students see on the cover. Can they find any words they already know? Read the title and author. Have students predict the content of the book. Look through the book together and talk about the photographs. Implant content-area vocabulary.

First Reading:

- Read the title page together.
- Look at the table of contents on page 3. Have the students read the two categories.
- Turn to pages 4 and 5. Ask, “Are the blossoms open or closed?” Have students note the color of the blossoms. Have students identify the word *closed*. Ask, “How did you know?” Encourage students to discuss their strategies for working out text. Repeat the questioning on pages 6 and 7.
- Continue with pages 8 and 9. Model how to read past tricky words and decipher an unknown word from the context. Also model how to use initial letters as cues.
- Continue on pages 10 and 11. Have students use the photograph to understand that bees visit blossoms.
- Turn to pages 12 and 13. Ask the students to describe what happened to the blossom.
- Continue with pages 14 to 17. Ask, “What do you see? What size is the fruit?”
- On pages 18 and 19, prompt readers to look for color words. Explain that each tree produces only one type of apple. One tree will produce red apples and another tree will make green apples. Call attention to the use of *or* between color words to make that distinction.

Rereading:

Have students go over the ideas in the book using their own words. Then have them reread the text with or without a partner. Point out new learnings and clarify misconceptions.

Coaching (Teaching Points):

Descriptive words: *pink blossoms, white blossoms, five white petals, tiny fruit, etc.*

Shared Writing Connection:

Have students extend the descriptive phrases in the book. For example, have them change “pink blossoms” to “small, pink blossoms” or “white blossoms” to “pure white blossoms.”

Guided Reading Introduction: *Picking Apples* (Level 11)

Activate students’ knowledge of and experience with picking apples. Ask, “Have you ever picked an apple from a tree? What about another fruit? What tools did you use?” Have students look at the cover page. Read the title. Have students list the people, places, and things they might read about in *Picking Apples*. Sort the list into the categories *Equipment, Picking Apples*, and *Shipping Apples*, which correspond to the table of contents categories. If suggestions are weak, picture walk through the book, making sure to use vocabulary words.

First Reading:

- Read the title page. Briefly discuss the photograph.
- Turn to the table of contents. Ask questions such as, “If I were interested in special poles or bags, what page would I turn to in this book?”
- Read pages 4 through 9 and discuss the special equipment apple pickers use. Have students locate the vocabulary in the text. Ask, “How do you know?”
- Continue with pages 10 to 13. Discuss the photograph on page 10. Say, “Read page 11 to find out how they lift the apples off.” On a rereading, have students point to the word *twist*. Have them identify their strategies for reading that word. Before turning the page, ask, “Where do you think they will put the apples?” Then have the students read pages 12 and 13 to confirm their predictions.
- Discuss the photograph on page 14. Prompt strategy use as students attempt to read the text on page 15.
- Complete the reading on pages 20 to 21. Discuss how trucks carry food to processing plants and stores.

Rereading:

Have students read their books aloud on their own. Reinforce the use of strategies noted as students work their way through the text. Ask students what they have learned from the book.

Coaching (Teaching Points):

Sequencing steps; short *a*

Writing Connection:

With students, create a flowchart beginning with the picking of an apple and ending with the delivery of the apple to a store. Have students work in groups to generate captions for an assigned step in the process. Add to the chart. Read the chart, including the captions for each step.

HOME STRETCH

The following investigation of plant life cycles and supporting activities encapsulate concept knowledge gained from the Apples set. The Finish Line activities at the bottom of the page are designed for use as assessment opportunities.

Science Objectives:

The student will:

- Investigate the life needs and functional parts (leaves, buds, fruit) of plants.
- Identify changes during the life cycle of an apple.
- Explore the changes flowering plants undergo from the appearance of the flower to the development of the fruit.
- Locate and identify the flowering parts of the apple tree.

Science Activity—Investigate the Life Cycle of an Apple:

A mural painting activity is a good way to assess understanding of the development of an apple. Have students use the books and discuss the stages of development.

Preparation:

- Cut large sheets of art paper for making individual drawings or a classroom mural.
- Cut sponges into trunk shapes, leaf shapes, blossom shapes, and apple shapes.
- Prepare shallow tins of white, red, green, and brown paints to use during sponge painting.
- Collect paintbrushes and provide yellow, black, and blue paint for other details.

Entry Point—Engaging the Learners:

Reiterate essential learning points to the class. For example, you might say, “We learned that a fruit like an apple comes from a flower.” Discuss the various stages of the tree—growing buds, then leaves, then blossoms, then fruit. Discuss what happens when the fruit is ripe.

Procedures:

- Give each student a large piece of art paper for individual sponge painting or for making a class mural of an apple orchard. Have students sponge paint apple trees in different stages. Have students describe what they know about apples and apple trees after reading each book (or after completing the set). What parts of the tree did they observe?
- Provide yellow, black, and blue paint. Tell students to add to their paintings all the things an apple tree needs: sunlight, water, and rich soil. Remind students of the picture of the bee on the blossom. Explain that bees collect nectar and pollen from flowers to make honey. The pollen sticks to the bees’ legs as they move from flower to flower. As bees move from plant to plant, they take pollen from one plant to another. In order for seeds and fruit to grow, plants must be pollinated. Have students paint bees on their mural.
- Discuss how getting food to buyers is a complex task. Talk about the types of transportation that may carry apples from place to place before they go to the store. Add vehicles to the mural.
- Discuss where families buy apples. Take a poll of the class to determine which type of apple the majority of students prefers: red, green, or yellow apples. Graph the results.

Challenging and Checking:

- Explain the process of pollination again. Have students create a demonstration or play of the passage of pollen from one flower to another. Then have them tell what would happen if pollination did not occur.
- Have students sample different types of apples. (Be sure permission notes have gone home to be signed about sampling apples. Watch for allergies.) Encourage them to compare and contrast the taste, touch, texture, and appearance of the apples. Discuss how apples are used to make different foods. Which apples are best for juice or cider? For eating raw? Why do they think so?

Reflecting:

Have the students set up an apple stand. They should design the display, determine prices, make signs, and pretend to buy and sell apples. Have students choose roles to play, such as storekeeper, cashier, farmer, and customer. An observation checklist would be a good assessment instrument to use here, listing the skills and behaviors that you expect to see.

CURRICULUM CONNECTIONS

Ideas for Theme-Based Instruction:

- Mathematics—Bring in a variety of apples. Have students sort them according to color and graph the results.
Cut an apple into halves and then into quarters. Introduce the concept of two halves making a whole apple and four quarters making a whole apple.
Have students examine the seeds inside an apple core, looking for the five sections with two seeds in each. Have students search for examples of pairs (feet, socks, eyes, etc.) and sets of five (fingers, toes etc.).
Demonstrate cutting apples to reveal different shapes. Vertical cuts produce halves with the contour of the apple and the seeds in the middle. Horizontal cuts produce a round perimeter and a star pattern in the middle. Use the sections for a discussion of patterns.
- Social Studies—Use a map of North America or the world to show students where apples are grown. If possible, identify the types of apples that come from various areas.

HOME EXTENSIONS

- Have students ask someone to help them identify and list the foods they eat that come from plants. Encourage students to volunteer to help care for a plant at home or in the neighborhood. Have them record the steps involved.

FINISH LINE

Possible Assessment Activities:

- Read another story having to do with apples and growth (such as *Apple Tree* by Sylvia Johnson) to students. Ask students to sequence the growth of an apple tree by telling a story on their own.