

An Apple a Day

Purpose

Students will relate prior knowledge to what they are reading.

Materials

For the teacher: I Am an Apple by Jean Marzollo, chalk, chalkboard, index cards with key words from the book written on them (e.g., *apple, blossom, bud, branch, food, green, petals, pick, plant, rain, red, seeds, sour, stem, sweet, sun, tree, water*), pocket chart

For the students: apples

Activity

A. Pre-Activity Discussion

1. Tell students that they are going to brainstorm about something with which they are familiar. Explain that they will also apply what they know when they read the book *I Am an Apple*.
2. Ask students: "What comes to your mind when you think of an apple?"
3. Put an apple on each student's desk. Help the class brainstorm by writing the following questions on the chalkboard: "How does the apple look?" "How does the apple taste?" "How does it feel?" "How does it smell?" "What can you do with an apple?"
4. Write student responses on the chalkboard.

B. Use the Index Cards

1. Read the words on each card you have created. Be sure to introduce the words in the order they appear in the story.
2. Refer to the chalkboard to make a connection between student responses and the words from the book. This helps the students think about what they already know and apply it to new words.
3. Place each index card in the pocket chart after you have explained its meaning.
4. Use the words to predict what the book might be about. Ask students: "Do you think the book will be fiction or non-fiction?" "What might you learn from this book?"

(continued)

EXTENDING THE ACTIVITY



Read a story, and have students act out a time when they experienced something similar to one of the characters in the story.

connecting across the curriculum



Visual Arts

Have students draw pictures to summarize main parts of the story. This will help you to distinguish how much of the story students comprehend.

Standards Links
1.2.5, 1.2.6

Activity (continued)

5. Flip through the pages of the book to look at the pictures. Help students match words on the note cards with the pictures.
6. Read the book to students. Help students recognize the vocabulary words and make connections.





C. Apply What Students Have Learned

1. After reading, assist students with sorting the words in different ways.
2. Direct students to use the words to retell the story.
3. Talk with students about how this procedure could be used with other books.

Questions for Review

Basic Concepts and Processes

When you have finished this activity, ask students the following questions:

-  What can you do before reading non-fiction books to help you understand the material better?
 -  Did the key words help you to decide what the book was about?
 -  How does what you already know help you understand what you are reading?
 -  Did matching the key words with pictures help you make predictions about the story?
-