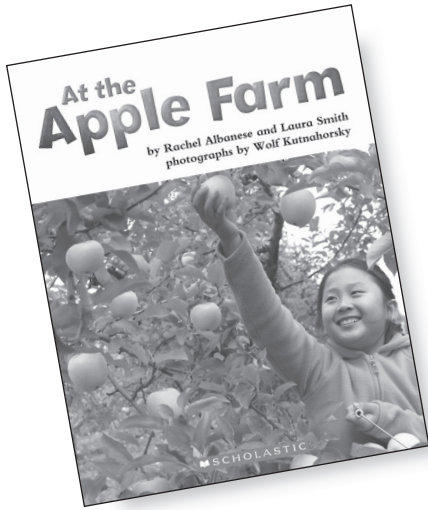


At the Apple Farm



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Photography by Wolf Kutnahorsky

Text Type: Non-fiction: Retell — Account

Guided Reading Level: G

Summary: A little girl and her mother visit an apple farm to pick apples. There are trees with red, green, and yellow apples. The little girl picks yellow apples. Her mom picks different apples because she is going to cook something special.

Word Count: 150

High-frequency Words: *gave, hold, mom, took, face, best*

Text Supports

- ▶ photographs support text
- ▶ each sentence begins on a new line

Possible Text Challenges

- ▶ punctuation (commas, bullets)
- ▶ some unfamiliar vocabulary: *tractor, branch, MacIntosh, Granny Smith, Golden Delicious*
- ▶ sequence words/phrases starting sentences (*first, next, then, When ... full*)

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ sequencing

Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words
- ▶ using illustrations to assist with the recognition of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ sequence the order of events
- ▶ use text features (bullets, numbered instructions)
- ▶ use word parts and illustrations to understand unfamiliar words

Oral Language Opportunities

- ▶ discussing with a partner and a group
- ▶ responding to questions
- ▶ listening to others



BEFORE READING

Making connections: text to self

Activating & Building Prior Knowledge

Hand out copies of the book. Read the title of the book aloud. Have each child sit with a partner and look at the front and back covers of the text. Ask each child to share one thing they know about apples with their partner. Ask, *Who has picked apples or visited an apple farm?* Explain that an apple farm can also be called an orchard. Invite students to share what they know about apple farms or orchards.

Visual literacy

Overcoming Text Challenges

Direct students to page 4 and remind them to pause briefly when they come to commas.

Tell students to keep track of the order of events involved in picking apples. Point out words like “first,” “next,” and “then.” Turn to page 12 and ask, *Why do you think there are apple symbols before each item?* Encourage students to articulate that the symbols help make the list easy to read. Then have students explain why there are numbers before each sentence. Help students articulate that this is a set of directions and the numbers explain the order in which the directions are to be followed.

Setting a Purpose

Say, *As you’re reading this story about the apple farm, I’d like you to think about what the little girl and her mom did. Think about what they did first, and what they did next.*



DURING READING

Word solving and building/sequencing

As students read independently, stop and listen to each student read aloud while the rest read silently. Offer prompts to help students as they read. For example, *Do you see a word inside this word that you know? What word would make sense here? Do any of the illustrations help you with the word?* Check for students’ understanding of sequence by using prompts such as, *Tell me what happened. What happened first?*

Observe students’ ability to follow the text features, such as the bullets and numbered procedural steps.

If students finish before others have completed reading, ask them to discuss with a partner what they learned about making applesauce.



AFTER READING

Making connections: text to self

When students have finished reading the text, discuss what the girl and her mother did at the apple farm. Ask, *What did they do with the apples they picked? Did this story remind any of you of a time when you picked apples or helped your mom or dad cook something using apples?*

Sequencing

As a group, discuss and record the steps involved when picking apples. Write “first,” “next,” and “then” on a piece of chart paper. Have students tell you the sequence of events in the story by writing key details beside each transition word. Encourage students to refer to the text. Continue until all steps have been recorded. Have students read the completed sequence aloud.

Word solving and building

Revisit any challenging words students encountered, and discuss the strategies they used to figure out the word. Point out any effective reading strategies you observed as the students read. For example, *I noticed Mario studying wagon to see if there were any parts of the word he knew. He found “wag” and the ending “on.” When he blended them together, he could read the word wagon.*

ESL Note: Have actual samples of apples, sugar, cinnamon, water, and a saucepan on hand. Review the name of each item and have students find examples in the book.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Sequencing

What Happened?

Have students use the BLM to write the steps involved when picking apples. They can draw a picture and write a sentence describing each step. If necessary, students can refer to the chart made previously. Encourage them to share and discuss their drawings with each other. Ask, *Who would your audience be for these instructions? Who do you think would learn from them?*

Word solving and building

Finding Word Endings

Have students divide a paper in half, labelling one column “-s” and the other “-ed.” Have students go through the text and write in the appropriate column all the words that end with these letters. Ask students to highlight “-s” and “-ed” endings and compare their lists with a partner.

Picking Apples

Name: _____

First

Next

Then