

Guided Reading with YUM, APPLES!
 Written by Tina Athaide, illustrated by Farah Aria

Narrative Nonfiction

Guided Reading : B

DRA: 2

Intervention: 2

12 pages, 42 words

Focus: Concepts of Print

- one-to-one matching
- using the picture clues
- reading patterned sentences
- noticing a change at the end of a patterned sentence

Supportive Text Features:

- familiar words and concept
- patterned sentences
- two alternating sentence patterns
- strong picture-text match

Essential Components of Reading Instruction:

Phonemic Awareness: concept of word

Phonics: initial consonant blends /gr/, /tr/, /fl/; long /o/ vowel sound spelled "ow"

Vocabulary: *seed, grows, tree, bud, flower, apple(s), yum*

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: *this, is, a, it, and, an*

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Have you ever planted a seed? What happened to the seed as it grew?

- Tell me what you know about apples.
 - What foods have you eaten that are made with apples?
2. Connect children's past experiences with the story and vocabulary:
- Hold the book, calling children's attention to the title. Read: "*Yum, Apples!*"
 - Ask children to predict why the girl on the cover is surrounded by apples.
 - Show the back cover and read the copy. Ask children to describe what they see in each small picture.
 - Have children predict some words they might read in the story.
 - Give children the book and have them look at the pictures.
 - Ask them to notice what is happening in each set of four small pictures.
3. Remind children of the strategies they know and can use with unfamiliar words:
- Ask them, "What will you do if you come to a word you don't know?"
 - Encourage children to look at the pictures and the beginning sound of the word.
4. Be aware of the following book/text features:
- The title ends with an exclamation point.
 - The book contains familiar words: *seed, grows, tree, bud, flower, apple(s), yum.*
 - The text is below the pictures.
 - There are two alternating patterned sentences: "This is a ____." "It grows and grows."
 - Only one word changes on every other page.
 - Each right-hand page is a set of four pictures, numbered in order to show the sequence of growth.
 - The last sentence is different: "Yum, apples!"
 - The last sentence contains a comma and ends with an exclamation point.
 - The back cover is a diagram showing the life cycle of an apple.

Reading the Book

1. Set a purpose by telling children to read the book and find out how apples grow.
2. Have children read quietly but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.
3. Look for these reading behaviors during the first reading:
 - Do the words children say match the printed words in the book? (voice-to-print match)
 - Do children look at the pictures before they read the text or after they read?
 - What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
 - Do their eyes go up to the picture before reading the new word in the pattern?
 - Are they saying the initial sounds of words before saying the whole word?
 - Are they saying the individual letter sounds (/g/-/r/-/o/-/w/-/s/) or blending the sounds?

- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sounds to their reading?
- Have they responded with a laugh or other sound as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: “Try looking at the picture to make sense of the print.” Encourage children to take a guess or use the beginning letter sound.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonant blends and the long /o/ vowel sound to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Call attention to all the high-frequency words children have learned and used.
- Provide help with reading two-syllable words.
- Point out that the pictures on the left show the changing seasons as the apples grow.
- Review how to follow the small pictures on the right in numbered order to see how each item grows.
- Call attention to the comma and exclamation point on the last page.

After the First Reading

1. Have children confirm their predictions and talk about how apples grow.
2. Discuss the sets of pictures on the right-hand pages. Talk about the way the seed, tree, bud, flower, and apple grow and change.
3. Revisit the back cover and review the diagram of the life cycle of an apple. Help children understand that each small picture represents the parts of the apple they saw grow in the book and that the arrows between the pictures help show that things are repeated over and over again.
4. Focus children’s attention on the girl’s clothing. How does what she is wearing reflect the season shown in each picture?
5. Turn to page 12 and model how the sentence should be read differently because of the comma and exclamation point. Have children suggest other things the girl might say about the apple she is eating.
6. Have children tell what they think might happen after the end of the story.

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While children are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one child as an assessment of the child's reading behavior.

Cross-Curricular Activities

Art: Attach a short, brown, construction paper tree trunk to a bulletin board. Give each child an apple shape to color or paint the color of her or his favorite apples (red, yellow, or green). Let children write their names on their apples and attach them above the trunk to make an apple tree.

Language: Read aloud the story *Apples* by Gail Gibbons, which gives an overview of apples; traces their history in the United States; shows their parts; and explains their growth, harvest, and uses. Children may also enjoy *The Apple Pie Tree* by Zoe Hall, about the changes that occur in a backyard apple tree throughout the seasons of a year.

Language/Writing: Have children brainstorm words that rhyme with *grow*. List the words on chart paper. Challenge children to write sentences for five of the words. The words may also be added to the word wall.

Language/Science: Choose three different varieties of apples and buy two of each, one for children to observe and one to cut up for them to taste. Print out the following Apple Observations sheet and work with small groups to record their responses: <http://www.nyapplecountry.com/teacherkits/appleobservations.pdf>. Then discuss and compare all the responses.

Science: Put an apple on a small aluminum tray and place the tray on the window sill. Have children observe how the apple changes over time. Record observations in a science journal in which children draw the changes they see.

Have children plant apple seeds that they save from snacks or school activities. Instructions are available at the following Web site, as well as several others: http://www.ehow.com/how_6327050_plant-apple-seeds-kids.html.

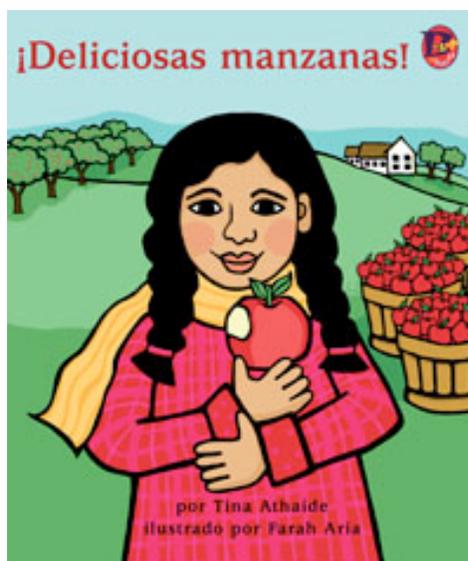
If a hot plate is available, make applesauce with children. Wash, core, and chop apples. Place the apples in a pot with some water and cook slowly until the apples break down and can be mashed easily. Check while the apples cook to see if more water needs to be added. Serve the applesauce during snack time.

Social Studies: Read children one or more Johnny Appleseed stories. Stories about him are readily available from libraries and on Web sites. On a large map of the United States, guide children in finding the states through which Johnny Appleseed traveled. Use an apple sticker or a sticky note cut into an apple shape to mark each state.

If possible in your area, arrange a trip to a pick-your-own apple orchard. If apples are in season, children will enjoy picking (and eating!) apples. During other seasons, an orchard representative can show children how apples are stored and talk about other activities that occur at the orchard.

Math: When you cut up apples to taste, to make applesauce, or for an apple festival, have children count the number of seeds they find in each apple. Note the color of the apple and the number of seeds in each. Chart or graph the results and discuss the findings.

Health: Hold an apple-tasting festival. Purchase a wide variety of apples and cut them into thin wedges. Invite other classes to sample the apples and vote for their favorites. The seeds may be used for the planting activity above.



Guided Reading with ¡DELICIOSAS MANZANAS!

Guided Reading : B
12 pages, 37 words

EDL/DRA: 2

Intervention 2

The Spanish edition also uses two patterned sentences and familiar words: *semilla, crece, árbol, capullo, flor, manzana(s), deliciosas*. Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

If children have difficulty with the concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Contact information

For more information about Bebop Books, please contact:
Craig Low, Publisher

Bebop Books

An imprint of LEE & LOW BOOKS

95 Madison Avenue, Suite #606
New York, NY 10016
212-779-4400 x. 26 ph.
212-532-6035 fax
orders@leeandlow.com

Guided reading levels were assigned by certified Reading Recovery® teachers and literacy experts using the guidelines identified in *Guided Reading* and *Matching Books to Readers* by Irene C. Fountas and Gay Su Pinnell (Heinemann).

Intervention levels were assigned by certified Reading Recovery® teachers and literacy experts and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery® programs. These levels were not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

DRA (Developmental Reading Assessment)/EDL (Evaluación del desarrollo de la lectura) levels were determined using information in the *Developmental Reading Assessment Resource Guide* and *EDL Resource Guide* by Joetta Beaver (Celebration Press).

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright © 2011 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.