



# Apple Trees

Level: 11.1      Word Count: 144

Quick Quiz	Reading: <i>one, find, very, use, where</i> Spelling: <i>one, find, very, use, where</i>
New High-Frequency Word	then
Quick Read	A Giraffe Giants (10.3) Sydney (10.2)
Quick Check	Cities (10.4)
Quick Write	<i>Can you buy a crab for fifty cents in the city?</i>
New Skill	ee vowel digraph
New Book	Apple Trees

## Quick Quiz

### **Builds fluency in reading and spelling words in isolation**

- Use the following word cards: *one, find, very, use, where*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognises it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *one, find, very, use, where*. If students are having difficulty with any word, show them the card so that they can copy the word.

## New Word

**Introduces a new high frequency word into the reading and writing vocabulary.**

- Tell the students that now they are going to learn a new word – *then*
- Hold up the *then* word card for the students to see.
- Have them read the word together.
- Have the students write *then* in the air with their fingers while still looking at the card. Have them write *then* on the floor or table with their fingers.
- Have them write *then* three times. Encourage them to write without looking at the card. Allow them to check if they need to.

## Quick Read

**Builds reading fluency, vocabulary and comprehension on connected text**

- Give each student a copy of the following books:  
*Sydney and Giant Giraffes*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

## Quick Check

**Monitors oral reading and checks on vocabulary and comprehension strategies**

- Give each student a copy of the book *Cities*.
- Check comprehension by asking students to recall the main facts in *Cities*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cities* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

## Quick Write

### Builds writing and spelling strategies

- Dictate the following sentence for the students to write.  
*Can you buy a crab for fifty cents in the city?*
- Remind the students that they know how to spell *can, you, a, for, in* and *the*.
- Remind them that they know how to listen for the sounds in short words like *crab, cents* and *city*. Remind them that know the letter to write on the beginning of *cents* and *city*. Remind them that they also know the letter to write on the end of *city*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *fifty* slowly clapping the two syllables *fif – ty*.
- Tell the students that there are two syllables in *fifty*.
- Say the first syllable *fif* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *fifty* again listening for the sounds in the second syllable. Emphasise *ty* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *ty* syllable. Tell the students that it is the same letter that makes the / e / sound on the end of *baby, pretty, and very*. Write *fifty* on the board.
- Write *by* on the board and tell the students this is how you spell *by* when it means going past something. When *buy* means to purchase something, it is spelt with an extra letter. Write *buy* on the board.
- Remind the students to think about capital letters and punctuation. Remind them that the sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *can, you, a, for, in* or *the*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *crab, cents* or *city*, revise the appropriate skill.

## New Skill

### Teaches new phonic skills explicitly and systematically.

- Write *ee* on the board. Explain to the students that when they see these two letters together in a word they make the long / e / sound.
- Say *deed*. Ask the students to listen for the long / e / sound as you say the word *deed* again.
- Write *deed* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *breeze*. Ask the students to listen for the long / e / sound as you say the word *breeze* again.
- Write *breeze* on the board.

- Invite a volunteer to circle the letters that make the long / e / sound.
- Write s\_\_d on the board. Invite a volunteer to add in the letters to make seed.
- Write b\_\_, fr\_\_, l\_\_ch, sp\_\_ch, f\_\_d, gr\_\_d, s\_\_k, ch\_\_k, h\_\_l, st\_\_l, k\_\_n, gr\_\_n, d\_\_p, sh\_\_p, b\_\_t, sw\_\_t on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Tell students that there are lots more words with ee in them like the ones they have just made and read. When they can recognize these word families, they will be able to read and write lots of words.

## New Book

**Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text.**

- Give each student a copy of the book *Apple Trees*.
  - Read the title to the students.
  - Set the purpose for reading by saying: *You are going to read this book to find out some things about apple trees.*
  - Discuss the cover photo. Tell the students that this is a photo of an apple tree in an orchard. An orchard is the name given to a place where lots of fruit trees grow.
  - Have the students turn to the title page and look at the photo. Have them say what else they know about apple trees from looking at this photo. Do these apples look like they are growing on big trees?
  - Take a picture walk discussing each photo in the book.
  - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
  - To ensure understanding say things such as: *The flowers that grow on fruit trees are called blossom. The blossom has some fine yellow powder in it called pollen. Bees going from blossom to blossom take the pollen with them. It sticks to their legs. The pollen from one flower mixes with the pollen from another flower. This is called pollination. When an apple tree has been pollinated, apples will grow. Some apple growers keep their trees small so they can pick the apples more easily. They cut the branches to keep the trees small. Cutting the branches is called pruning.*
  - Discuss the chart on page 12. Explain to the students that the chart shows the steps from see to apple.
  - Tell the students that there are some words in this book that have ee in them. They should look for the words with ee to help them as they read.
  - Tell them also that the new word *then* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *then* word card to remind students.
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- Invite the students to read the title again and open their books to page 2.
  - Have the students read the book aloud independently.
  - Move around the group listening and helping individual students as necessary.

- After reading, check comprehension by asking these questions:  
*What do apple trees grow from?*  
*How are bees important to apple trees?*  
*What time of year do you pick apples from trees?*  
*What are apple-tree flowers called?*
- Have students turn to page 2 and find and read the sentences with ee words in them in them. They should find *tree, trees, seed, seeds, and green*.
- Have the students turn to page 4 and find and read the sentences with *trees* in them.
- Have the students turn to page 6 and reread the first sentence. Have them identify the words with ee spelling.
- Have the students go through the book looking for then and rereading the sentences with *then* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

## Follow-Up Activities

### Revises, consolidates and extends learning

Have the students complete the following activities.

- Read *Apple Trees* again.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Practise spelling using the appropriate spelling list.