



# Activity Guide

800-788-1121

## Apples

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text,

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## BEFORE LISTENING

### **About the Book**

Most people have eaten apples, but how many people know that apples have been around for two million years? *Apples* gives the history of this familiar fruit and describes how they grow and some of the many ways they are used.

### **Activate Prior Knowledge/Build Background**

Ask children what their favorite kind of apple or dish made from apples is. Then ask them what they know about how and where apples grow. Write the information they offer on the board. Explain that the book they will be reading and listening to is about this ancient fruit.

## AFTER LISTENING

### Standards-Linked Activities

#### **Listening/Speaking**

**CCSS: R.1, R.2, R.7; SL.1, SL.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

- Why do you think early colonists brought apples with them from England?
- What happens to apple trees in each season of the year?
- Why are insects important to apple trees?
- How many kinds of apples are there? What do they all have in common?
- What is the most surprising fact you learned about apples? Explain.

#### **Vocabulary**

**CCSS: SL.2, L.4**

Write these words from the text on the board. Point out to children that the underlined part of each word is a familiar base word. Work with children to define each base word. Then listen to each word used in context on the recording, or look in the book to find each word and see how it is used. Have children use their knowledge of the base words and the context in which the words are used to define each word.

seedling  
wilderness

settlers  
ripen

**Science: Apple Varieties**

**CCSS: R.7; W.4, W.7**

Have children look in reference books or online to find an apple variety that is not mentioned in the book. Ask them to take notes on where the variety is grown, what it looks like, and what it tastes like. Children can print out or draw an illustration of the apple. Collect the descriptions and illustrations in a class apple book.

**Social Studies: American Apple Timeline**

**CCSS: R.2, R.3; W.4; SL.2**

The book gives information about the history of apples in America. Have children listen to the first few pages again or reread the information. Then ask them to create a timeline telling when apples came to America and went westward. Display completed timelines around the room.

**Language Arts: An Ad for Apples**

**CCSS: R.7; W.1, W.7; SL.4, SL.5**

Have children work in groups to create an advertisement for apples. Groups can look in reference books or online to find out about the health benefits of apples. Their ad can include drawings of apples, apple products, or apple trees and should include persuasive information about how apples can contribute to health. If possible, use a video recording program or software to record groups' advertisements. Children can perform their ads as if they were advertisements for television.

**Art: Apple Trees**

**CCSS: R.7**

Have children work in pairs to draw apple trees. Have each pair draw a tree trunk. Children can look at the book to see what apple trees look like in spring and fall. Then one child can draw half of the tree as it would appear in spring, with green leaves and apple blossoms. The other partner can draw half of the tree as it would appear in fall.

**On the Internet: Apple Recipes**

**CCSS: R.7; W. 8**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children use the keywords *apple recipe* to find a recipe online that they think would make a tasty dish. Children can print out the recipes they find or jot down the details of the recipes. Collect the recipes in a class apple cookbook. If possible, have children try out some of the recipes at home and bring the results into class.