

## Johnny Appleseed Reading and Writing

Essential Question	<p>How do great writers use interesting words to create vivid descriptions?</p> <p>First grade language arts</p>
Information Resources	<p>An apple, cut in half on the equator</p> <p>Books:</p> <p><b>Johnny Appleseed (All Aboard Reading, Level 1 (Ages 4-6))</b> by Patricia Brennan Demuth</p> <p><b>Johnny Appleseed</b> by Reeve Lindbergh and Kathy Jakobsen Hallquist</p> <p><b>The Story of Johnny Appleseed</b> by Aiki</p> <p>Video: <a href="#">Johnny Appleseed</a>. Weston Woods. 1990. unitedstreaming. 13 February 2008 <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></p>
Task	<p>Place Demuth’s book under the AverMedia document camera and have students follow along as you read by using your own finger to follow the text. Occasionally pause on, drop, add, or mispronounce a word, and allow students to correct you. Point out how good readers carefully follow the text. Be sure to use the zoom feature to highlight the rich illustrations, and encourage students to share connections between the illustrations and either the text or their schema.</p> <p>Prepare your apple ahead of time, and place it under the document camera. Use your AverMedia document camera to zoom in very closely on the center of your half apple, and project it on the screen. Ask students to brainstorm words that describe what they see. Zoom out until they can recognize the apple. Show other</p>

	<p>types of apples, different colors, whole, sliced, halved, etc.</p> <p>Students work independently to write two words, phrases, or sentences that describe how an apple looks. Gather the students on the floor around the projector/screen. Use the document camera to show examples of good descriptive language, and record those words in the word bank.</p> <p>Share slices of different types of apples with students, asking them to describe how they taste and feel. Students go back to their desks and work independently to write two words, phrases, or sentences that describe how an apple tastes. Once again, gather the students on the floor around the projector/screen. Use the document camera to show examples of good descriptive language, and record those words in the word bank.</p> <p>Model the writing process for them through a shared writing exercise. Invite students to contribute to the piece by writing on paper under the document camera. Help them rehearse verbally before they write. Allow others to help by pointing out opportunities to improve the sentences, and draw from the word bank.</p> <p>Give students time to write on this topic in their journals. Circulate the room giving guidance, encouragement, and support as needed. Allow enough time for many, but not all students to finish.</p> <p>Allow several students to share their final product on the document camera and read it to the class.</p> <p>If time allows, show the movie to the students.</p>
<p>Assessment</p>	<p>Evaluate whether English Language Learners could complete the tasks.</p> <p>Monitor students who share for speaking fluency and</p>

	comprehension of their writing.
Enrichment	<p>Internet sites:  In building Intranet site on John Chapman as Johnny Appleseed  America's Story  <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/apple_1">http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/apple_1</a></p> <p>The Story of Johnny Appleseed by Aiki</p>
The student will	<p>Know great words to describe the appearance and flavor of an apple.</p> <p>Brainstorm great descriptive words, write descriptive sentences, and collaborate on a shared piece of writing.</p> <p>I want students to understand how to create and write vivid descriptions.</p>
<u>Standards</u>	<p>Colorado State Standards:  Number 2 Students write and speak for a variety of purposes and audiences.  Number 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.  Number 6 Students read and recognize literature as a record of human experience.</p>

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