



Running words: 36

## Book Summary

This story surveys children's preferences for different colored apples and dishes that can be made with apples.

## Building Basic Skills

**High-frequency words** – The, I, like, the, we

**Content words** – Apple, Star, red, green, yellow, apple, apples, pie, sauce, cake, jelly, star

**Repeated phrase** – I like

**Phonics and phonemic awareness** – a (apple, apples), s (sauce, star)

**Punctuation** – periods, capital letters, exclamation point

## Skills and Strategies

*The Apple Star* can be used to introduce and reinforce:

- responding to simple questions about the story content
- reading a variety of simple high-frequency words in context
- recognizing the relationship between letters and their sounds
- innovating on the story to create own versions of stories, plays, and songs.

## Materials

- copies of words and punctuation for this book from page 91, cut and ready for use
- copies of BLM, pencil, markers
- apples, knife
- paper, markers

# The Apple Star

by Cecilia Cortés

photographs by Adrian Heke

## Introducing the Text

Give children apples to stimulate discussion. *What does your apple look like? Have you ever cooked with apples? What could we cook with these apples?*

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion. Put the apples aside during reading so that children are not distracted by them.

**Cover** – *This story gives us ideas about what we can make with apples.*

**Page 3** – *What does this boy have in his hand? What do you think he might do with his red apple?* Identify the “s” at the end of “apples” on page 2.

**Page 5** – *How can you tell that this girl likes green apples? What might she like to make with her green apple?*

**Page 7** – *What color apple does this boy like?* Identify the “s” at the end of “apples” on page 6.

**Page 9** – *What does this girl have? Look at her face. Is that how you look when you have something delicious to eat?*

**Page 11** – *Can you guess what this boy is eating?* Have children say “sauce” together and identify the letter “s” in “sauce” on page 10.

**Page 13** – *What color apples might have been used in this apple cake? How do you know? What do you think will be the next kind of apples dish?*

**Page 15** – *Were you right? What does this boy like?*

**Page 16** – *What do the children have in their hands? What shape is in the middle?*

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

**Page 2** – Identify the word “I” with children and clarify that this is where to start reading.

Encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word together and encourage children to quietly read to themselves. Check that children articulate the “s” at the end of “apples.”

**Page 6** – Encourage children to read quietly to themselves. Observe accuracy of one-to-one matching.

**Pages 8–16** – Encourage children to read the remaining pages quietly to themselves. Draw attention to “We” on the last page and reread this page together. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Children share their apple preferences. Record their preferences on a grid that has the children's names along the top, the kind of apple along the side, and ticks in the appropriate squares. *How many of us like the same kind of apple?*
- Use the apples from earlier in the lesson and cut them in half, giving one half to each child. *Can you see the star shape?* Identify the initial sounds in “apple star.”
- Identify “I” and “like” throughout the text. *Are both these words on every page?* Find “The” on the cover of the book and “the” on page 16. *How are these words different?*
- Using the words and punctuation for this book from page 91, reassemble the sentences with children.

## Following Up

**B** On the BLM activity opposite, children practice writing “like” and draw a picture of an apple dish that they like.

Children draw a picture of something that they like and write the caption “I like....” Encourage them to write the dominant sounds of their last word independently.

- List the apple dishes seen throughout the book on the board, highlighting “a” and “s” in “apple/s” and “star.” Children illustrate each item on the list, using their text for reference.