Introduction:
Kindergartners will be exploring the theme of apples. This lesson will be introducing the students to apples, which will captivate whole language. The apple theme is connected to the curriculum with activities in language arts, math, science, social studies, art, music, and life skills. Many of these activities encourage cooperative learning. By studying about Apples, students will learn and wonder how nature works to help plants grow.

AZ State Standards:
R-R1. Identify characters in a story and retell stories in sequence
PO1. Identify main characters
PO2. Retell storyline in sequence
R-R2. Predict elements and events in a story
W-R1. Relate a narrative, creative story or other communication by drawing, telling and writing
PO1. Create a narrative by drawing, telling and/or emergent writing
PO2. Create a story by drawing, telling and/or emergent writing
PO3. Create a message by drawing, telling and/or emergent writing

Behavioral Objectives:
Students will demonstrate the ability to comprehend how apples vary in color, shape, and taste. They will also discuss where apples come from. The objective will be met when students start brainstorming the prior knowledge they have about apples.

Students will be able to:
1. They will make predictions as to what I have inside the clue box.
2. Students will share and discuss the prior knowledge they have about apples.
3. They will then participate creating a KWL chart. Do a "what I think I know, what I know, and what I have learned" chart; write down what they think they know before you start the unit; in the middle of the unit do the what I know; then at the end of the unit -what I have learned.
4. Students will demonstrate the ability to retell the story being read.
5. Discuss what color apples are. How do they grow? How do they differ in taste?

Anticipatory Set:
1. Students will guess what the teacher has in a box.
2. The teacher will be giving clues and the students will have to brainstorm.
3. When students guess what the object is, then the teacher will start a discussion about apples as to who eats apples, which apple has a better taste-- the Granny Smith, golden delicious, or red delicious and descriptions about apples.
4. The teacher will proceed by reading a story “The Little Red House.”
5. During the reading the teacher will ask the students what they think might be the red house.

**Teacher Input:**
The teacher will get the students attention by beginning with the clue game. First, the students guess what is inside the box; then as a class they will talk about the apple. The teacher will then proceed to read a story about “The Little Red House.” The teacher will use Total Physical Response to help the students comprehend the story. After the story the teacher will then give information to the students about apples giving a background of apples.

1. Have students get in a group to listen to the story the Little Red House. As the teacher is telling the story, stop from time to time to have the children predict how the story will end.
2. When the teacher reaches the end of the story she will take the sharp knife and cut the apple in half around the middle. Inside you will find the seeds in the shape of a star.
3. Develop a chart of what they already know about apples, what they would like to know about apples, and what they would like to accomplish with this activity. (KWL Chart)

**Script:**
Teacher: Boys and Girls, today we have something in our kinder clues box. It is something that is round. Who can take a guess of what it is?
Students: It is a ball. (Students will be taking guesses)
Teacher: I will give you another clue; it is something that we eat.
Students: An orange, grapes, or a pear. It is an apple.
Teacher: Good job, boys and girls. Now that we know what is in our box, let’s take a look at it.
Students: Teacher, I like to eat apples.
Teacher: Who can tell me something they know about apples?
Students: Apples are red, yellow, and green. Apples taste sour or sweet. Apples have seeds inside.
Teacher: Today, boys and girls, we are going to listen to a very special story. It is time for our active listening.

**Modeling the behavior:**
Teacher will call on students gather at the circle. The teacher will show all the visuals possible to show the students what an apple looks like. The teacher will model how each student is to create his or her own descriptive sentence of an apple. Students will also be involved in the model of the teacher by helping her create the sentence with the big words on the board.
**Check for comprehension:**
Teacher will question students on the sentence they will write. The question I will be asking is to identify the major apple varieties.

**Guided Practice:**
The teacher will demonstrate how to create his or her own descriptive sentence. Show examples on the board. Have students create their own sentence by using what they already know about apples. The will use the words they have brainstormed and write a sentence.

**Closure:**
Students will be able to use their emergent writing to create a descriptive sentence about an apple. Teacher will review facts about apples being discussed during the whole lesson.

**Independent Practice:**
Students will be using their emergent writing to develop a descriptive sentence about apples. The will write or draw the most significant description they can do about apples. When they have in mind what they want to write, they will then tell the teacher, and she will give them thumbs up to star their sentence.

**Assessment:**
Students will be assessed based on teachers observation on how they developed brainstorming, answered the teachers questions and writing practice.

**Resources and Materials, Cultural Object and Activity:**
The story “The Little Red House.”
An apple
Knife
Word Bank( Picture)
Pencils
KWL Charts
White paper
Markers

**Modifications for students with disabilities:**
Modifications would include simplifying the sentence by using pictures instead of words. Students will have a peer tutor to help with the development of the descriptive sentence.

**Technology Integration:**
N/A