













12. "Red" chart—pictures provided pg. 45
Preparation

Red red

	A
	R
	C
	L
	S
	A

Finished chart

Red red

	Apples are red.
	Radishes are red.
	Cherries are red.
	Lips are red.
	Strawberries are red.
	A traffic light is red.

- Talk about similarity and difference between **Red** and **red**.
- Estimate how many "red" words there are. (Stand in front of chart before you ask!)
- Have the children circle the red words. Have them make circles beginning at the top and moving red marker (or crayon) to the left, and down.
- Count to check estimate.

Choose children to draw/colour illustrations.

Duplicate chart can be made for matching sentences and/or words or a book about red.

Other ideas which can be taken from this chart—number concepts, pairs, vocabulary development, safety, seeds. Keep colour charts to assemble for a big book on colours.

Class collage of red things.

13. Apples Apples—Rebus poem pg. 46-48. Have pictures in place of underlined words.

Apples, apples
Big and red—
Hanging high
Above my head.

Apples, apples
In the tree
I would like one
Just for me!

You need to reinforce these skills as you go. It is amazing how many children do not realize where to go next when you finish a line.

Teacher direction: *Encourage children to join in when they're ready.*

- Where do we start when we're reading? (*point to upper left*)

Read it to them.

- Which way did we go? (*move hand from left to right*)
- How do we know where a word stops and another starts? (*spaces*)
- What happens when we get to the end of the line?

Read again.

- How many lines are there?
- How many words in this line? *etc.*

Read again. Then:

- Let's remove a picture.

Read again.

- Remove a picture.

Read again.

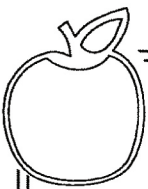
- Remove another picture (until each line has had a picture removed).

Read again.

Read again and replace pictures as you read poem.

Depending on your class you can substitute words for the pictures then:

- Have children remove words and hold them.
- Have children replace words as poem is repeated.



14. Chart: See instructions for Red red chart.

Green green
Leaves are green.
Pickles (cucumbers) are green.
Limes are green.
Olives are green.
Peppers are green.
A traffic light is green.

Pictures provided
pg. 49

Other input lessons could include:

- fingerplays, flannelboard, songs, books, films/videos
- math - small, medium, large classification
 - concept of 1/2
 - concepts 1 to 10 - numeral on apple tree trunks, put correct number of small felt apples on branch area.
 - number facts - use different colours of felt apples

15. Co-operative class books/big books/pattern books

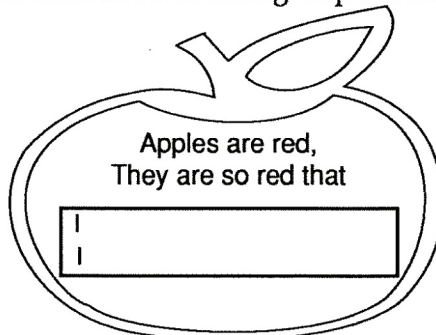
I take a small group at a time to do each page on the experience chart. We staple the apple-shaped pages together and brainstorm for a title. At the beginning of the year, 4 to 5 pages are probably enough. Each group "reads" their contribution and a parent volunteer takes the Big Book and types a miniature copy of it. On the small copy put a Canadian author sticker in the upper left corner of the cover (pg. 50). Laminate all pages, punch holes and tie with yarn/string.* Take turns sending it home with each child (use tracking sheet pg. 71-72 so that you know who has it). See if your class would be willing to donate its book to the school library.

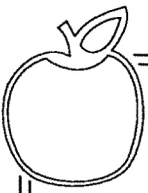
*Comment sheets could be mounted on the last page for the parents.

Sample pages for class book:

- 1) Apples are sweet. They are so sweet that we like to eat them.
By Mary, John, Elizabeth and Peter.
- 2) Apples are juicy. They are so juicy that the juice runs down our chins. *By...*
- 3) Apples are crunchy. They are so crunchy that we have to bite hard to chew them. *By...*
- 4) Apples are tasty. They are so tasty that we can make desserts with them. *By...*
- 5) Apples are red. They are so red that they are colourful in a basket. *By...*

- Make large apples from construction paper.
Staple smaller sheets to the apples for responses.
Introduce a new book as desired or let each group of students work on a different book.
(Samples #1-5 above.)

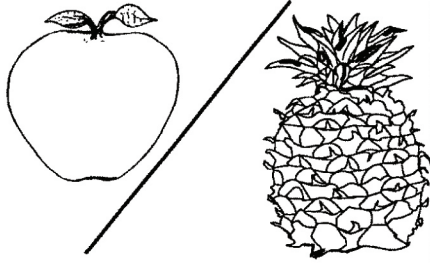




Co-operative big book or individual pattern book.

A.

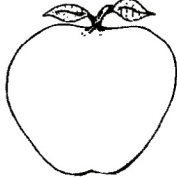
An apples has smooth skin but...



a pineapple does not have smooth skin.
a pineapple has rough skin.

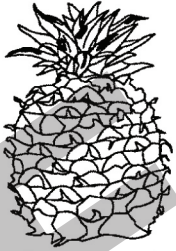
B

An apple has smooth skin



but...

a pineapple

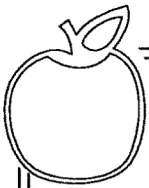


does not have smooth skin/
has rough skin.

- An apple has tiny brown seeds, but...
corn does not have tiny brown seeds.
- An apple grows on a tree, but...
a strawberry does not grow on a tree.
- An apple has a core, but...
a watermelon does not have a core.
- Apples are sweet, but...
lemons are not sweet.
- Apples are crunchy, but...
bananas are not crunchy.
- Apples are juicy, but...
carrots are not juicy.

An apple is smaller than _____ but
bigger than _____.

An apple is heavier than _____ but
lighter than _____.



Suggestions For Implementation

- make a duplicate set of the unit
- choose activities and input lessons which suit the abilities and interests of your children
- colour, mount, laminate appropriate cards
storage: card boxes, tins, small gift bags, shopping bags decorated with an apple motif. Apple wrapping paper can be used as book covers, to cover boxes, to find patterns, etc.
- collect books, pictures from school/local libraries. Students can contribute apple pictures to be used when making class charts. Watch for magazines which frequently feature apple recipes.
- Source: The Ontario Apple Marketing Commission, 7195-B Millcreek Dr., Mississauga, Ont. L5N 3R3
- children can also visit classrooms at "news time" to share their co-operative chart

Extras to include at your centres:

- alphabet books/blocks, puzzles
- interlocking blocks to build a storage shed/tractor/wagon
- coloured chalk/slates
- playdough/Plasticine to make apples/miniature baskets
- dot-to-dot (pg. 30) can be: a dot-to-dot letter or numeral match, a sewing card, laminated wipe-off card, creative worksheet...
- apple sheet (pg. 33) can be: trace/print the numeral, count the apples/add ____ apples to make ____, patterning...

Tracking sheets

- tracking sheet (pg. 71) can be used to record the centre (I have a numeral and number as well as a label hanging above each one) at which the children have worked, can also be used to keep track of the returned permission slips and money for the orchard trip.
- tracking sheet (pg. 72) is for a specific centre where you may want to record your observations e.g. cut & paste
 - holds scissors correctly
 - able to cut along a line
 - works independently
 - creates own craft
- tracking sheet (pg. 73) - observations re: social skills (I try to do 4-5 children per day)
 - solitary, parallel, small or large group, sharing materials, equipment, taking turns, attention span, etc.
- at the end of our activity time, after clean up, I choose children from 1 or 2 centres to bring their work to the circle so we can talk about it, e.g. *What do you like best about Aaron's picture?* When we have talked about all of them we give everyone a clap!
- have a red day (or green day) when everyone wears something red and brings something red for a snack. If you have a good response (and my children love this) make a pattern using red around the circle e.g. red shirt, red pants, red shirt, red pants – or whatever suits. Depending on the ability of your group they may be able to make up another pattern.