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Lesson 24

WORDS TO KNOW
High-Frequency Words

- ready
- country
- soil
- kinds
- earth
- almost
- covers
- warms

Vocabulary Reader Context Cards

CONSUMER CORE RF.1.3g recognize and read irregularly spelled words

116 **Go Digital**

Words to Know

Read Together

- ▶ Read each **Context Card**.
- ▶ Describe a picture, using the blue word.

1 **ready**

We are **ready** to pick apples.

2 **country**

We live in the **country**.

3 **soil**

We planted the flowers in the **soil**.

5 **earth**

She covers the seeds with **earth**.

7 **covers**

Pollen **covers** the bee.

4 **kinds**

There are many **kinds** of butterflies here.

6 **almost**

The apples are **almost** ripe.

8 **warms**

The oven **warms** our apple pie!

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Read and Comprehend

Read Together **Go Digital**

TARGET SKILL

Sequence of Events Many selections tell about things in the order in which they happen. This order is called the **sequence of events**. Think about what happens first, next, and last as you read. You can use a flow chart to keep track of the sequence of events.

```

graph TD
    A[First] --> B[Next]
    B --> C[Last]
  
```

TARGET STRATEGY

Question Ask yourself questions as you read. Look for text evidence in the selection to answer your questions.

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PREVIEW THE TOPIC

Life Cycle

A seed is planted. A small plant sprouts up. It grows bigger. Then beans grow on the plant. Inside the beans are more seeds which can be planted! This is the life cycle of a bean plant.

An egg hatches into a tiny caterpillar. The caterpillar grows and makes a cocoon. Inside its cocoon, it changes. Then out comes a butterfly! This is the life cycle of a butterfly.

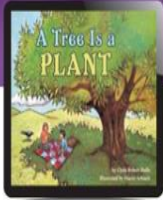
Every living thing has a life cycle. You will read about the life of an apple tree in **A Tree Is a Plant**.

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ANCHOR TEXT



TARGET SKILL

Sequence of Events
Tell the order in which events happen.

↓

↓

GENRE

Informational text gives facts. As you read, look for:

- ▶ information and facts in the words
- ▶ pictures that show details about the real world

COMMON CORE
RI.1.3 describe the connection between individuals, events, ideas, or information in a text; RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases; RI.1.10 read informational texts

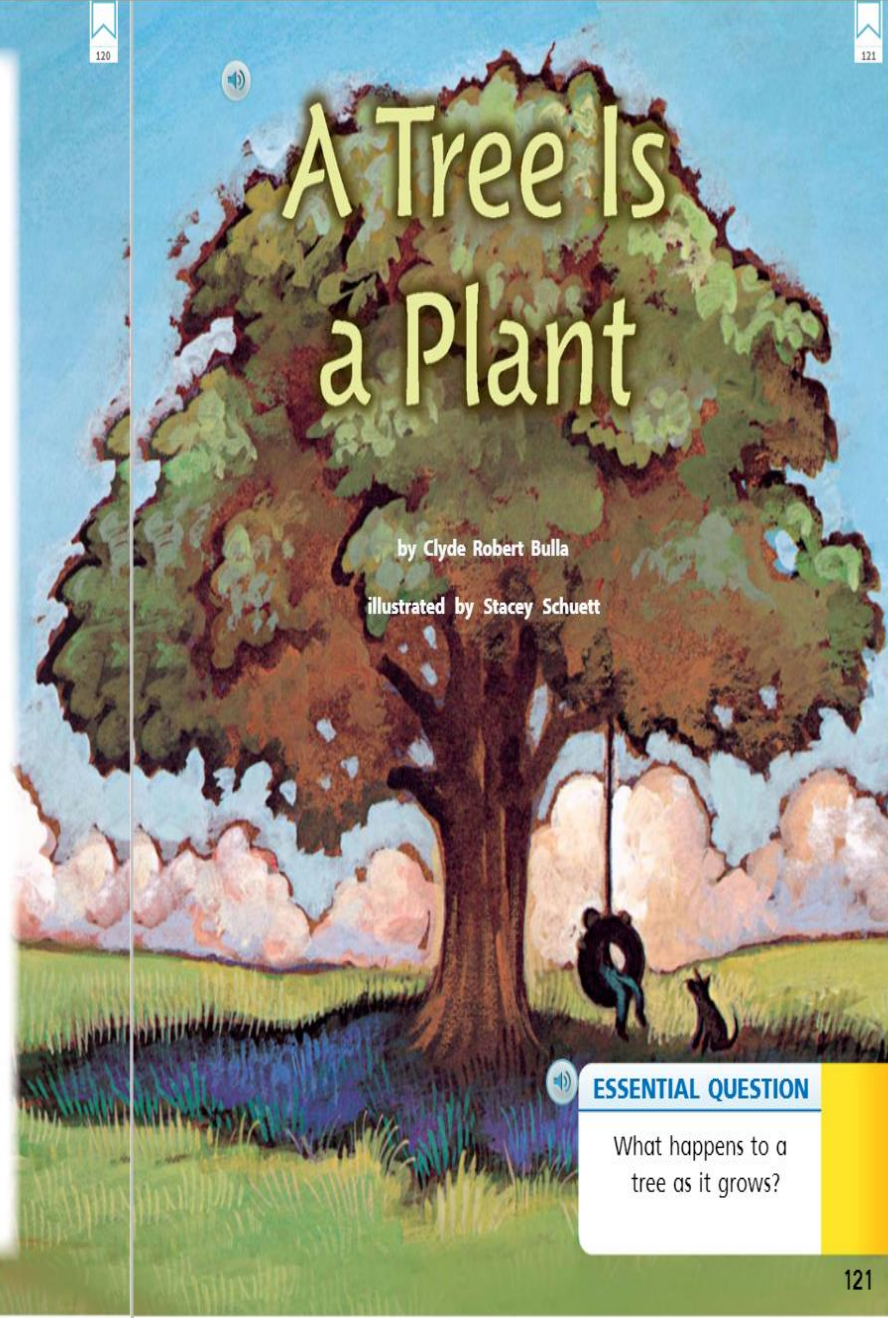


Meet the Author
Clyde Robert Bulla

Clyde Robert Bulla lived on a farm and went to a one-room school. He loved to read and write, but he also had to do chores. When he was 10 years old, Clyde entered an essay contest and won a prize! When he grew up, he wrote many books for children.

Meet the Illustrator
Stacey Schuett

As a child, Stacey Schuett loved to ride her horse, Snorky, and be able to observe nature. She puts a lot of what she remembers in her drawings and paintings.



ESSENTIAL QUESTION

What happens to a tree as it grows?

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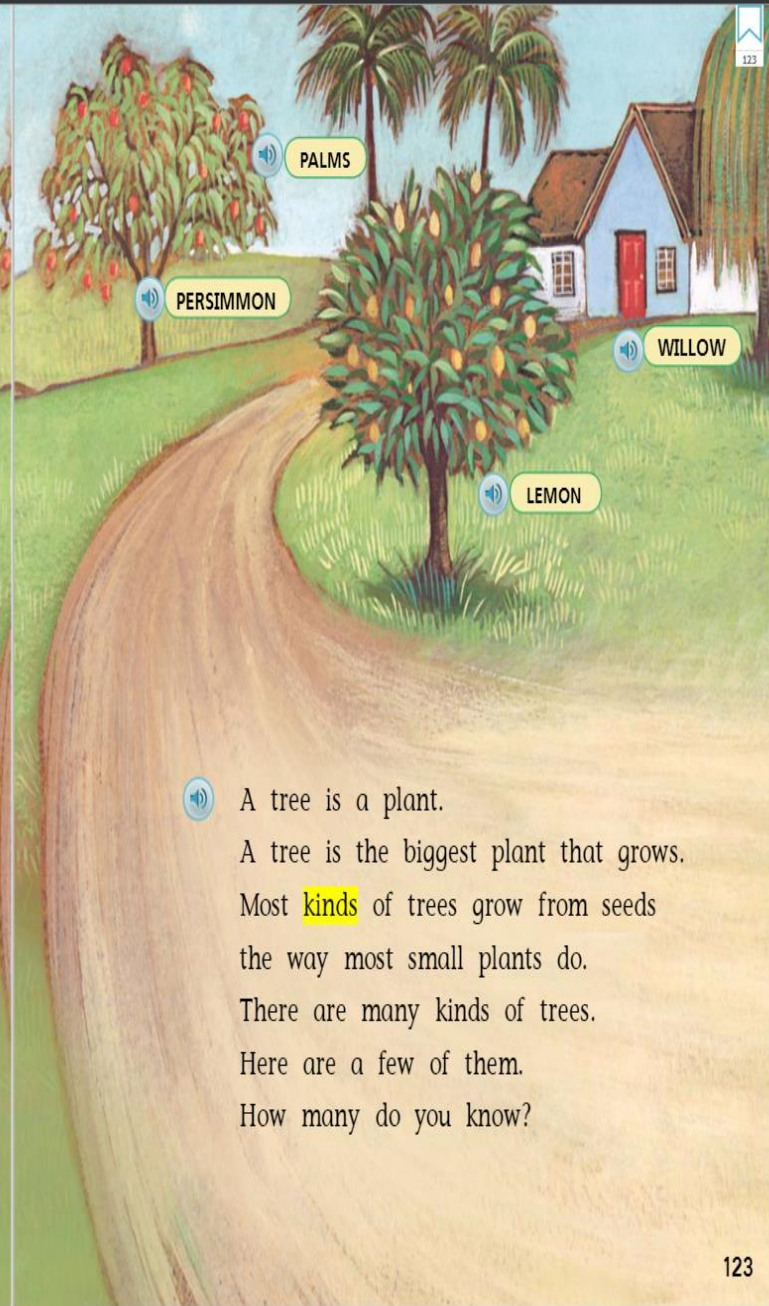
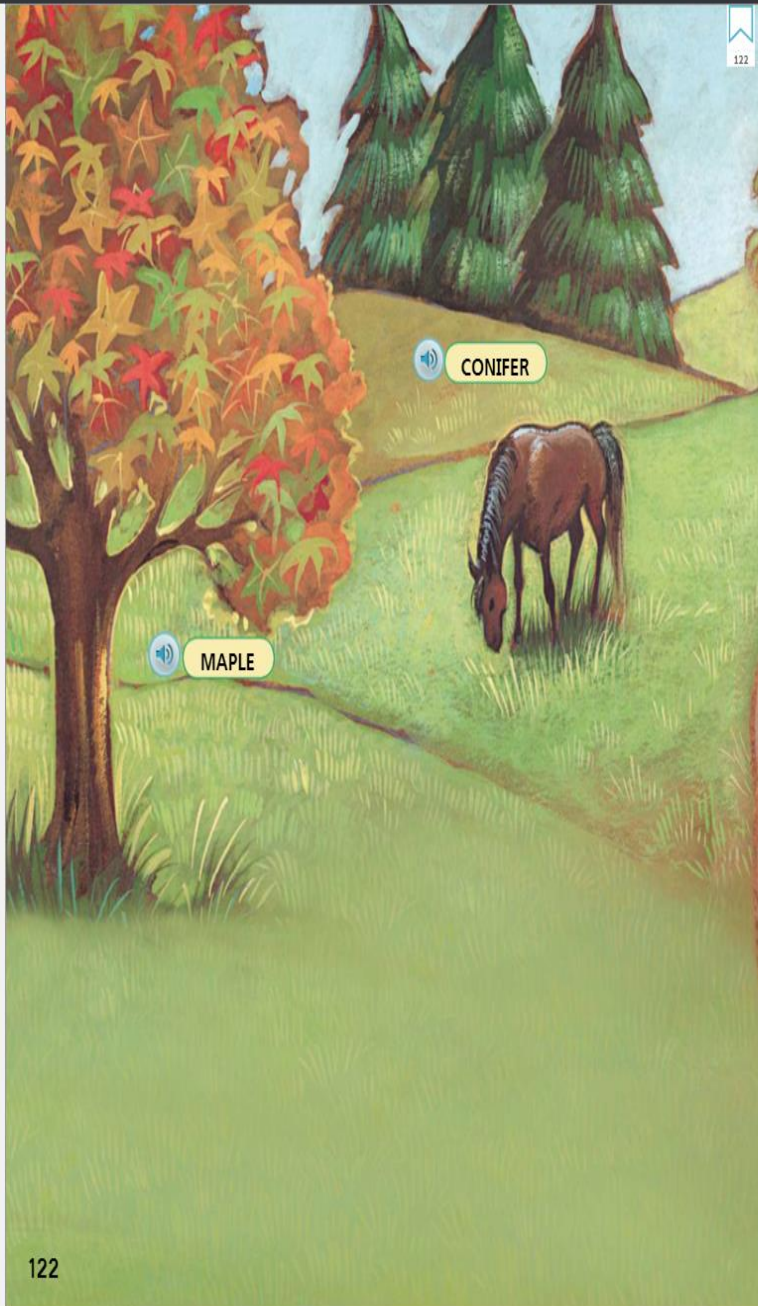
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A tree is a plant.
 A tree is the biggest plant that grows.
 Most **kinds** of trees grow from seeds
 the way most small plants do.
 There are many kinds of trees.
 Here are a few of them.
 How many do you know?

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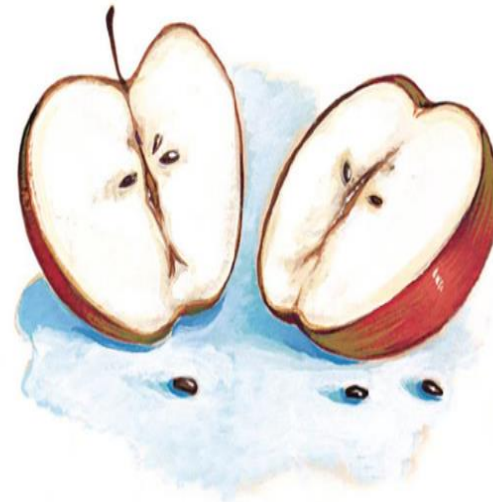


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-  This tree grows in the **country**.
It might grow in your yard, too.
Do you know what kind it is?
This is an apple tree.

124

-  This apple tree came from a seed.
The seed was small.
It grew inside an apple.
Have you ever seen an apple seed?



125

-  Ask an adult to help you cut
an apple in two.
The seeds are in the center.
They look like this.

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Most apple trees come from seeds
that are planted.
Sometimes an apple tree grows
from a seed that falls
to the ground.



The wind blows leaves over the seed.
The wind blows soil over the seed.

All winter the seed lies
under the leaves and the soil.
All winter the seed lies under
the ice and snow and is
pushed into the ground.



Spring comes.
Rain falls.
The sun comes out
and warms the earth.
The seed begins to grow.

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At first the young plant does not look like a tree.

The tree is very small.

It is only a stem with two leaves.

It has no apples on it.



A tree must grow up before it has apples on it.

Each year the tree grows.

It grows tall.



In seven years it is so tall that you can stand under its branches.

In the spring there are blossoms on the tree.

Spring is apple-blossom time.

**ANALYZE THE TEXT**

Sequence of Events After many years, what happens to the little plant?

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The blossoms last only a few days.
Then they fall to the ground.
Now there are green leaves on the tree.



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Among the leaves there are small apples.
The apples are where the blossoms were
before. The apples are green, and they
are almost too small for you to see.
The apples grow slowly.
They grow all during the spring and
the summer.

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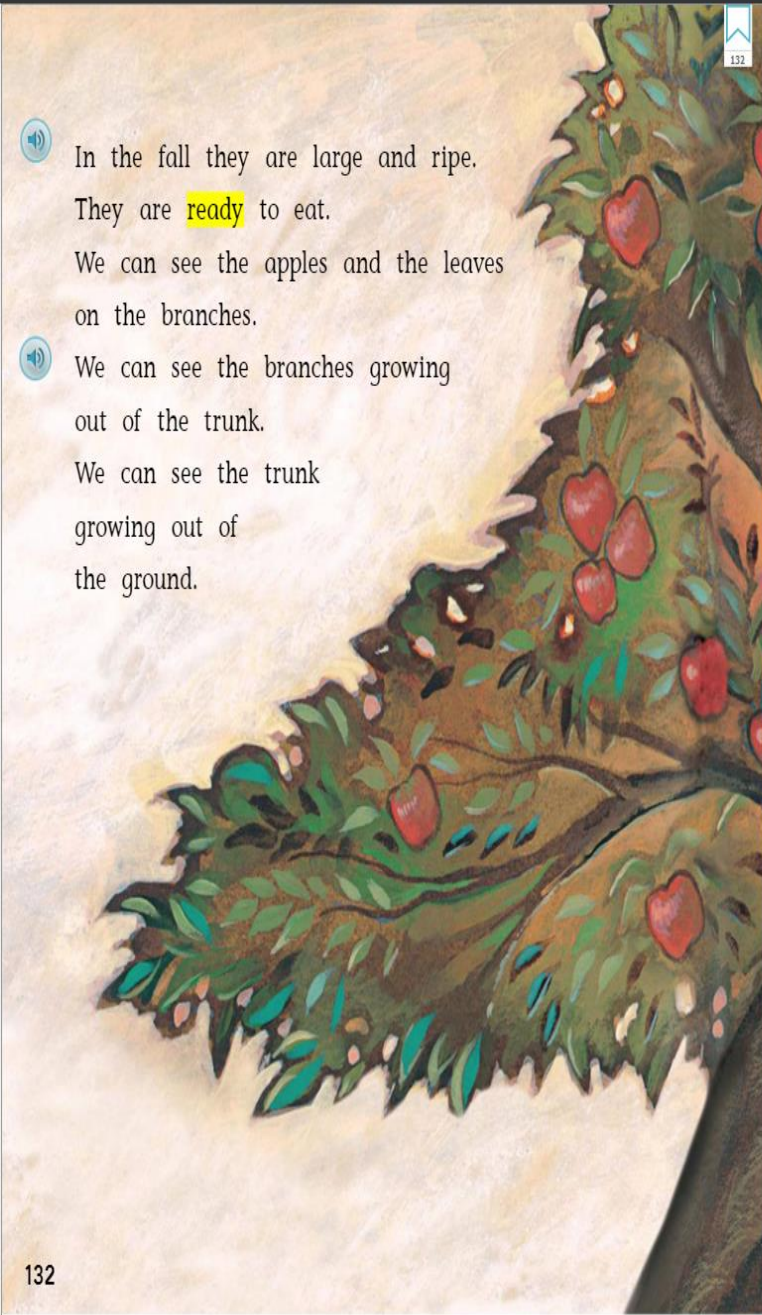


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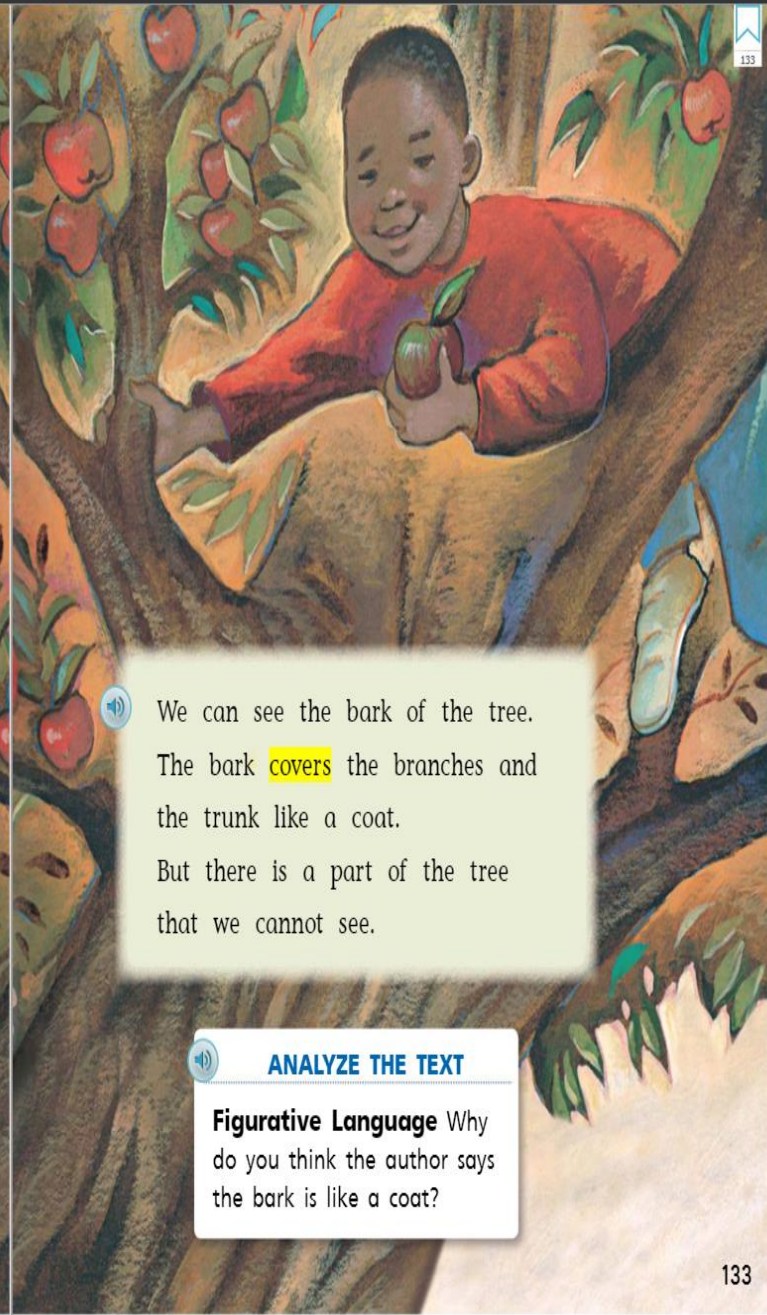
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- 
-  In the fall they are large and ripe. They are **ready** to eat. We can see the apples and the leaves on the branches.
-  We can see the branches growing out of the trunk. We can see the trunk growing out of the ground.

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 **ANALYZE THE TEXT**

Figurative Language Why do you think the author says the bark is like a coat?

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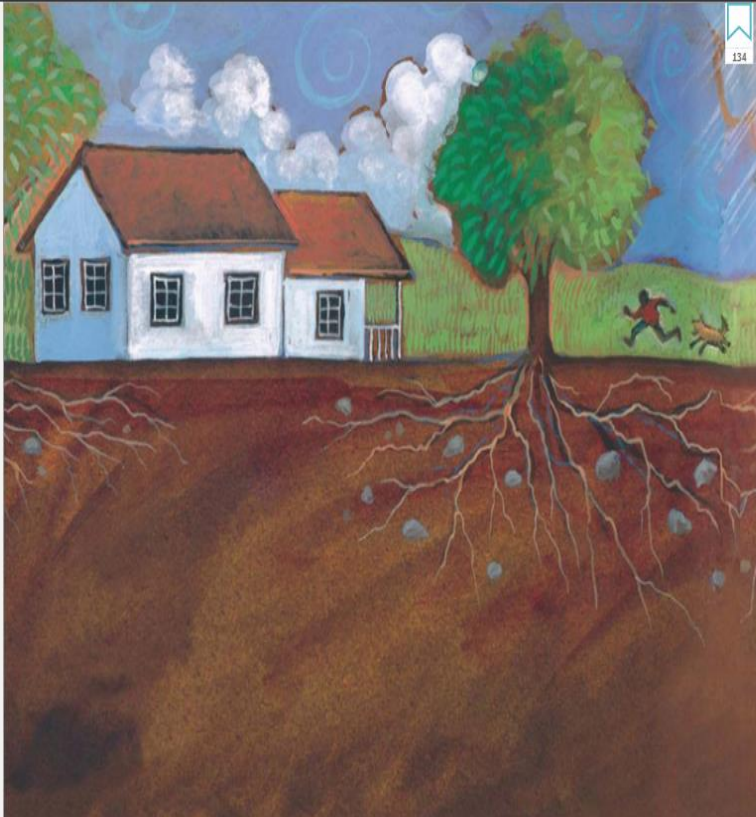
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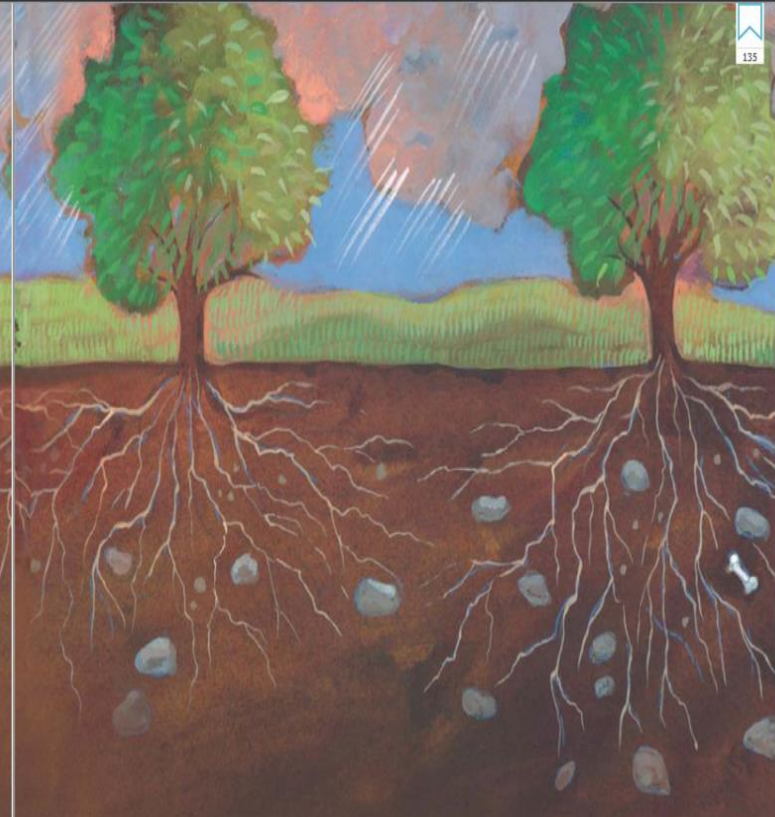
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We cannot see the roots.
 They are under the ground.
 Some of the roots are large.
 Some of them are as small as hairs.
 The roots grow like branches under the ground.
 A tree could not live without roots.



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Roots hold the trunk in the ground.
 Roots keep the tree from falling when
 the wind blows.



Roots keep the rain from washing
 the tree out of the ground.

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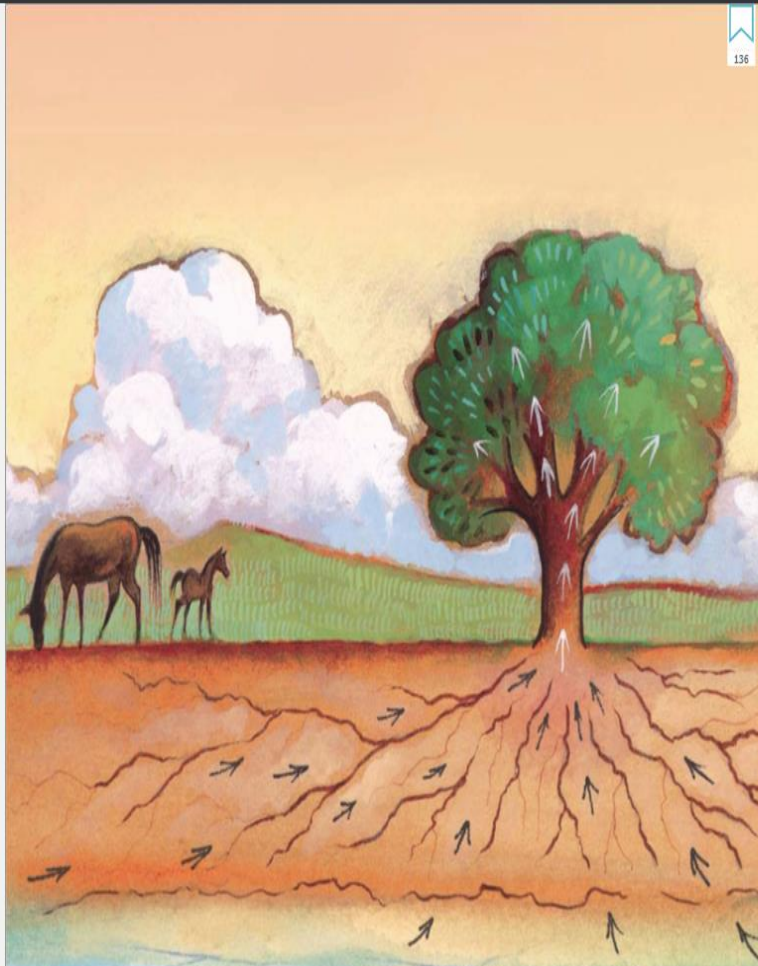
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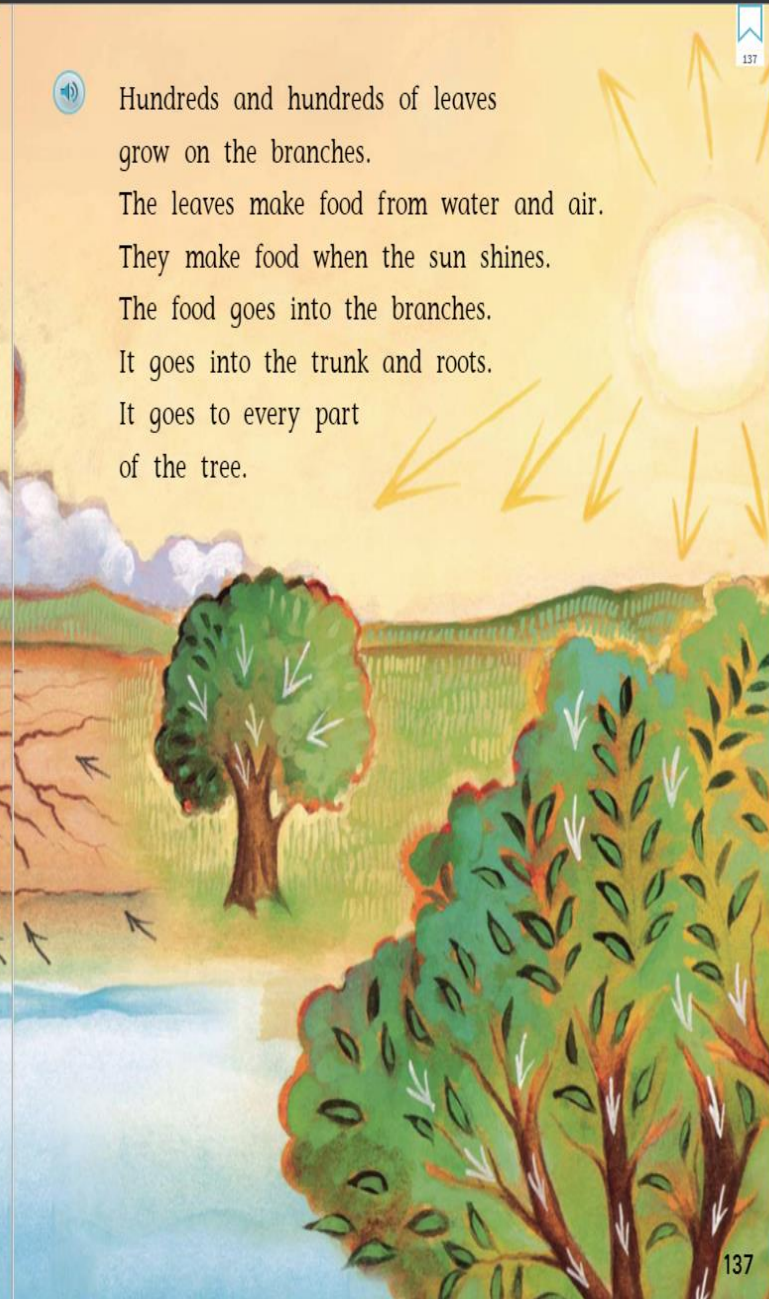
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Roots do something more.
They take water from the ground.
They carry the water into the trunk of the tree.
The trunk carries the water to the branches.
The branches carry the water to the leaves.

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137

Hundreds and hundreds of leaves
grow on the branches.
The leaves make food from water and air.
They make food when the sun shines.
The food goes into the branches.
It goes into the trunk and roots.
It goes to every part
of the tree.

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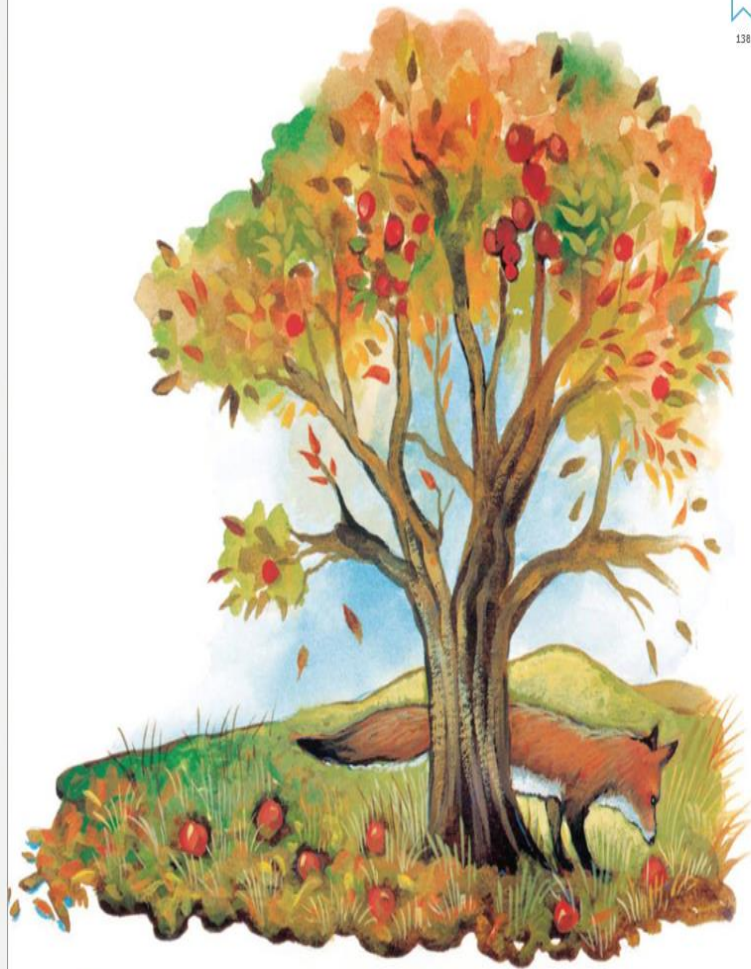
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 Fall comes and winter is near.
The work of the leaves is over.
The leaves turn yellow and brown.
The leaves die and fall to the ground.

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 Now the tree is bare.
All winter it looks dead.
But the tree is not dead.
Under its coat of bark, the tree is alive.

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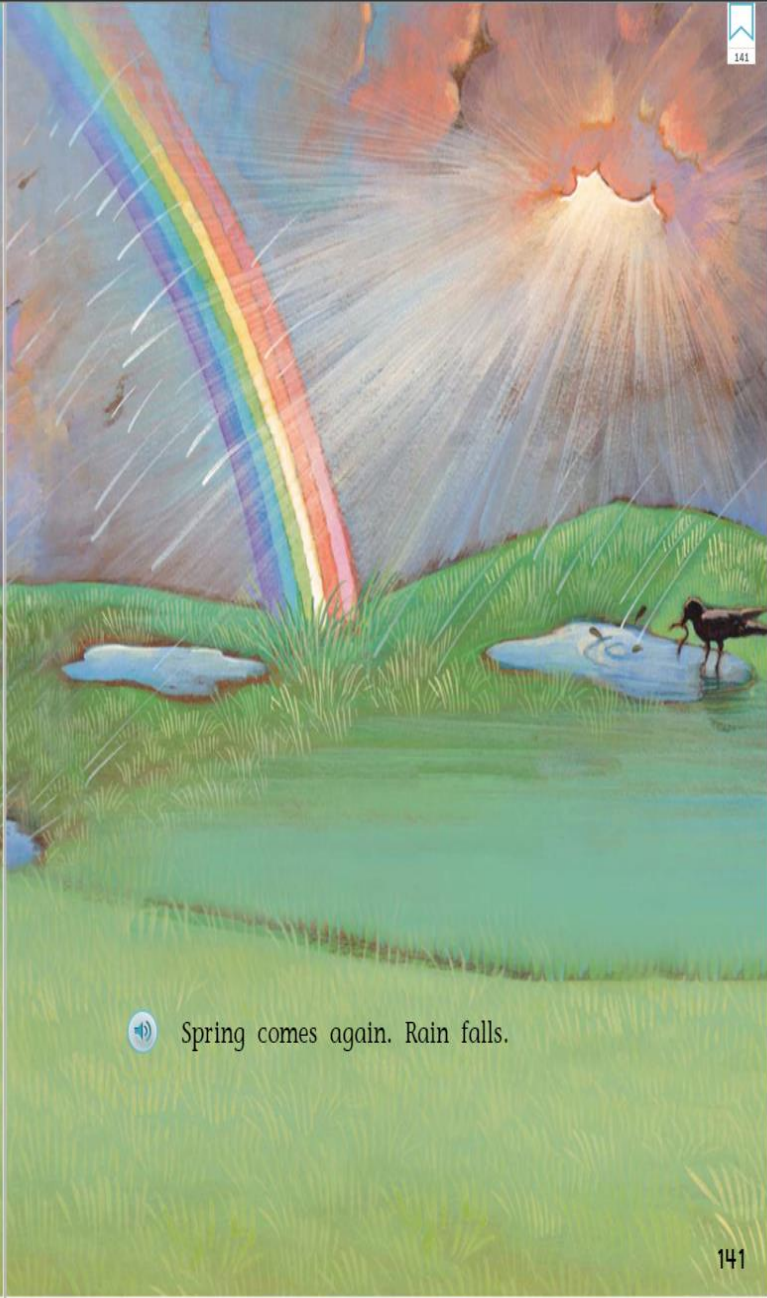
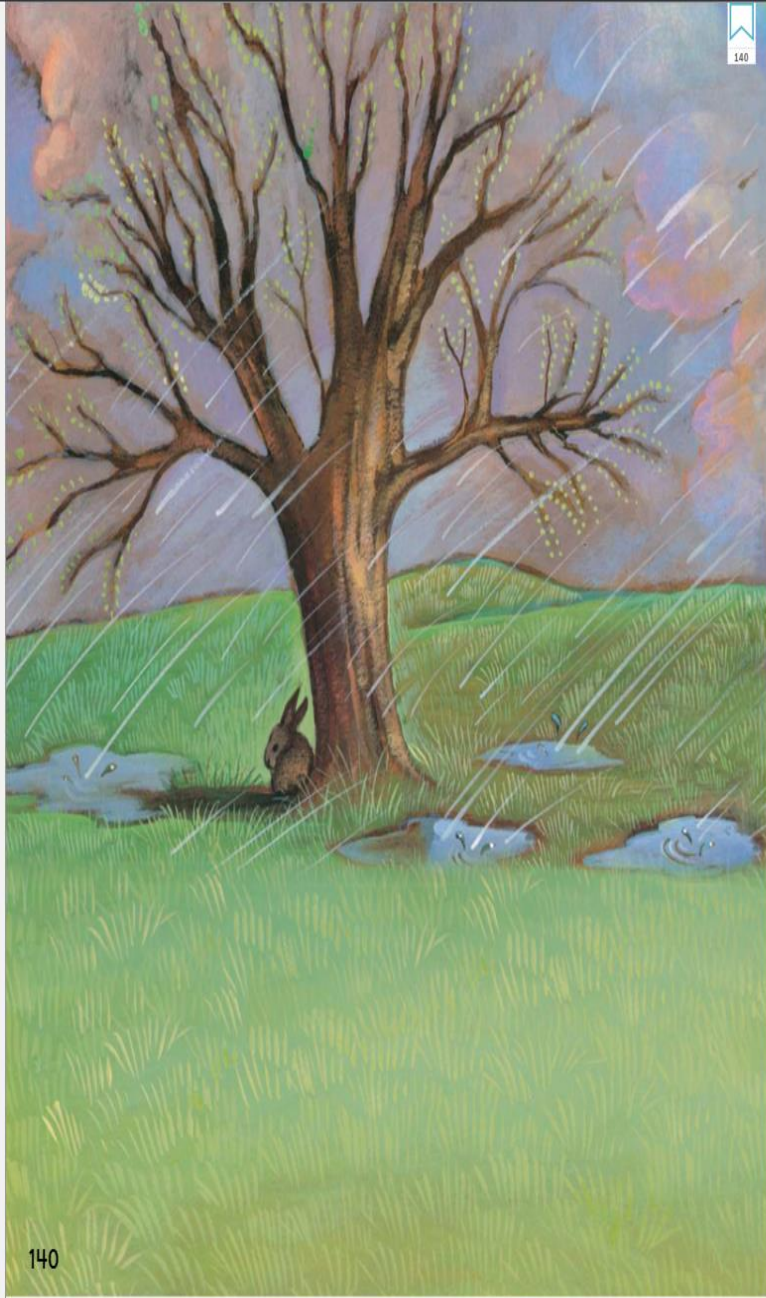
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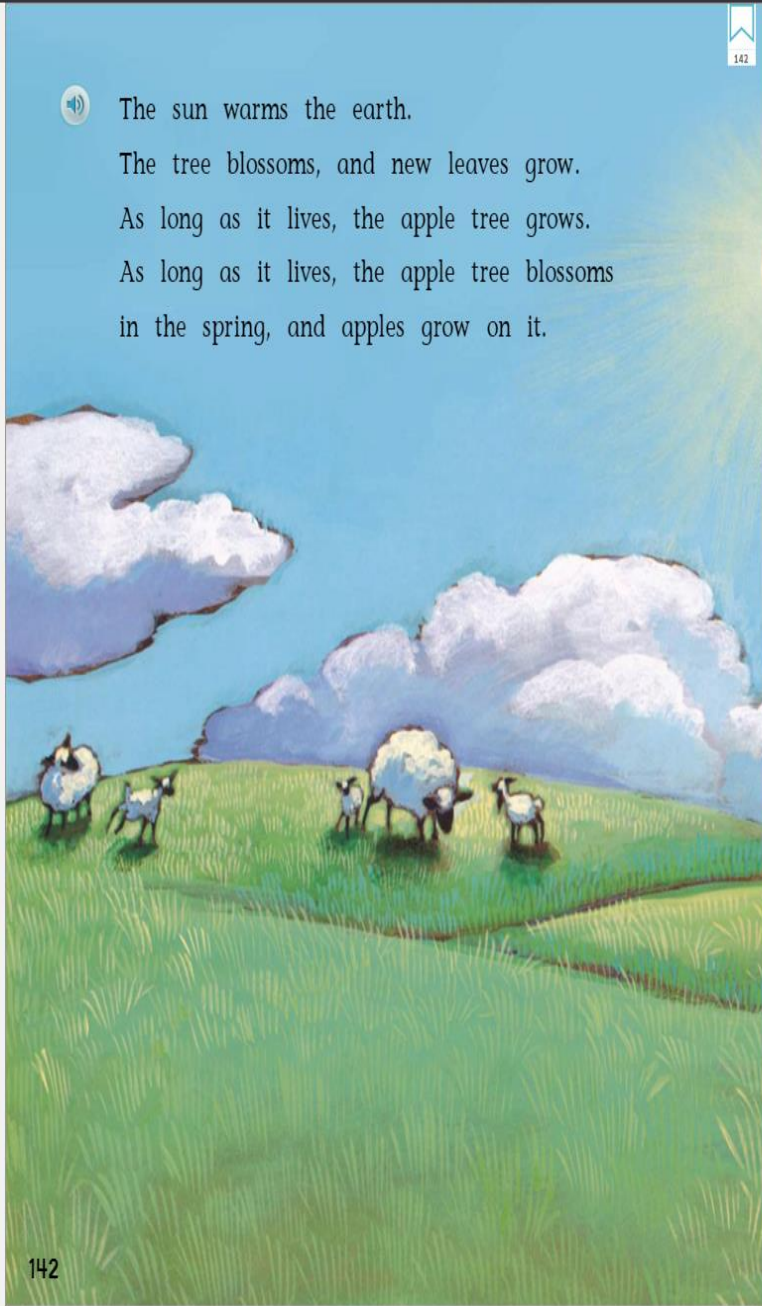
 Spring comes again. Rain falls.


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 The sun warms the earth.
The tree blossoms, and new leaves grow.
As long as it lives, the apple tree grows.
As long as it lives, the apple tree blossoms
in the spring, and apples grow on it.



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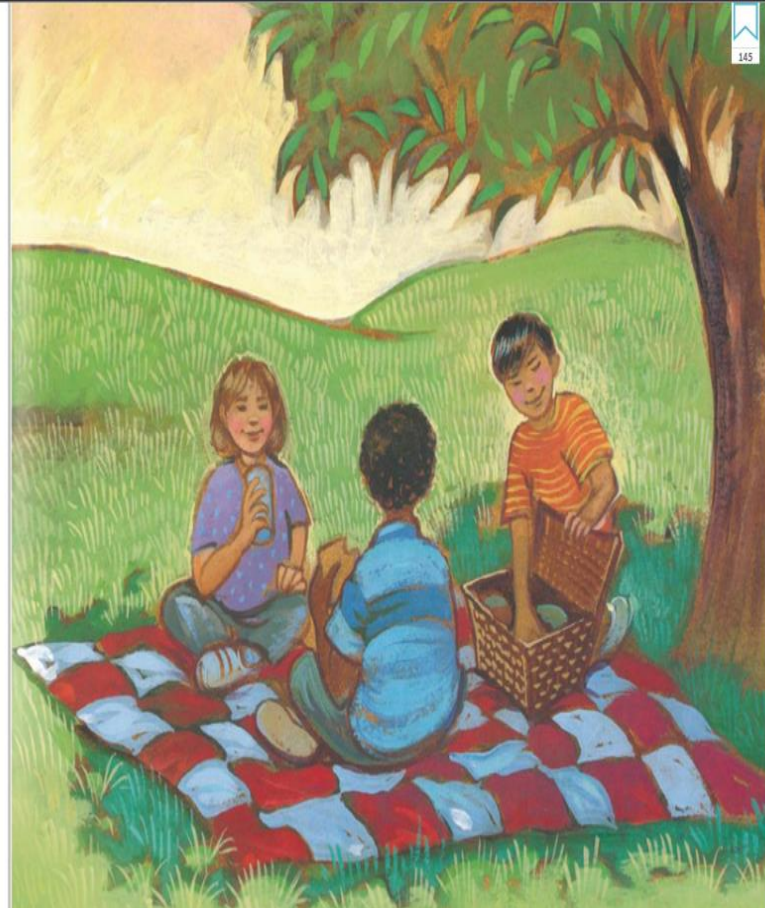
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When do you like apple trees best?
In spring when they are covered with blossoms?

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In summer when they are covered with leaves?

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 In winter when they are bare?

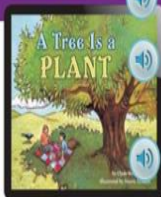


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 Or in fall when they are covered with apples?



COMPREHENSION



Dig Deeper



How to Analyze the Text

Use these pages to learn about Sequence of Events and Figurative Language. Then read **A Tree Is a Plant** again.

Sequence of Events

The order in which events happen is the **sequence of events**. **A Tree Is a Plant** tells about the events in the life of a tree. The apple tree begins as a seed. What happens next? When the tree is big, what happens to it in the spring, summer, fall, and winter? Use a flow chart to show the order of important events.



COMMON CORE RI.1.3 describe the connection between individuals, events, ideas, or information in a text; RI.1.4 ask and answer questions to determine or clarify the meaning of words and phrases; L.1.6 use words and phrases acquired through conversations, reading and being read to, and responding to texts




Figurative Language

Authors sometimes tell how two things are the same by using the word **like** or **as**. This word choice is called a **simile**.

In **A Tree Is a Plant**, the author says that the roots are **as small as hairs**. Do you think this means the roots are thick or thin? Describe how you picture the roots. What else does the author say the roots are like?




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Read Together **Your Turn** 

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk **What happens to a tree as it grows?** Talk about the order of events in **A Tree Is a Plant**. Could the author have used a different order? Why or why not? Use text evidence from the selection in your answers.

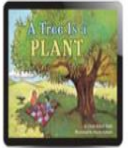


Classroom Conversation
Talk about these questions with your class.


- 1 Why are a tree's roots important?
- 2 How do leaves help a tree?
- 3 What is the order of the seasons? How does the apple tree change during the seasons?

WRITE ABOUT READING

Response Make a chart that shows the steps in an apple tree's life. Draw what the tree looks like at each step. Label the parts of the tree.



Then write a fact you learned about how apple trees grow. Use text evidence, such as words and pictures in the selection, for ideas.



Writing Tip
Add labels to give more information about pictures.

Go Digital

COMMON CORE **RI.1.3** describe the connection between individuals, events, ideas, or information in a text; **RI.1.7** use illustrations and details to describe key ideas; **W.1.8** recall information from experiences or gather information from sources to answer a question; **SL.1.4** describe people, places, things, and events with details; express ideas and feelings clearly

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Lesson 24
INFORMATIONAL TEXT

Read Together

GENRE

Informational text gives facts about a topic. It can be a textbook, article, or website. What facts can you learn from this selection about apples?

TEXT FOCUS

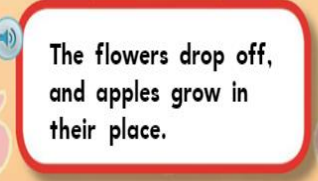
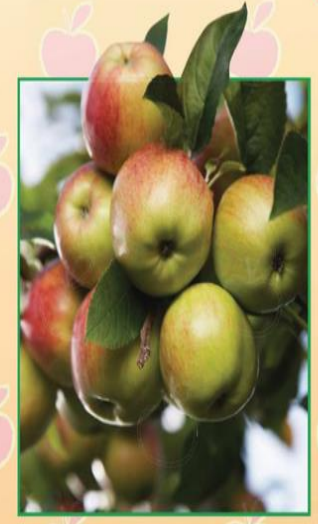
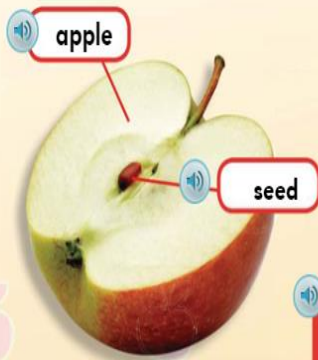
Captions are sentences that tell more about a picture or photograph. What information can you learn from the captions in this selection?

COMMON CORE RI.1.5 know and use text features to locate facts or information, RI.1.10 read informational texts

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Grow, Apples, Grow!

Every apple tree starts with a tiny apple seed. An apple tree grows roots, which take in water and food from the soil. The apple tree also grows leaves, which make food from sunlight.



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People make many kinds of foods from apples.

Apples may be sweet, or tart, or soft, or crisp, or crunchy. But one thing apples always are is **munchy, munchy, munchy!**

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Compare Texts

TEXT TO TEXT

Compare Both selections are about apple trees. How are the pictures alike and different? Make a chart. Write text evidence from each selection about apple trees during one season.

Spring	
A Tree Is a Plant	Grow, Apples, Grow!

TEXT TO SELF

Write a Story Pretend that your class hiked to an apple tree and back. Write a story. Tell what happened in order.

TEXT TO WORLD

Look It Up Find out more about trees. Write the most interesting fact you learn. Draw a picture of it.

Go Digital

COMMON CORE

RI.1.1 ask and answer questions about key details; RI.1.7 use illustrations and details to describe key ideas; RI.1.9 identify similarities in and differences between texts on the same topic; W.1.3 write narratives; W.1.7 participate in shared research and writing projects

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COMMON CORE L.1.1a use personal, possessive, and indefinite pronouns

Grammar



Indefinite Pronouns There are special **pronouns** that stand for the names of people or things. They do not take the place of a noun for a certain person or thing, though.

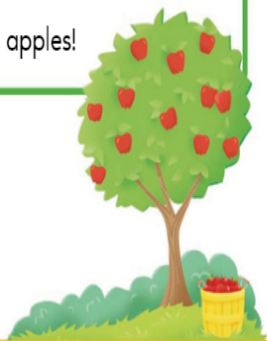
Anyone can pick apples.

I want to learn **everything** about apples.

Someone planted the apple seeds long ago.

Who has **something** to put the apples in?

Everyone at home loves apples!



Try This!

Use a pronoun from the box to complete each sentence. There may be more than one right answer. Write each sentence on a sheet of paper. Take turns reading your sentences with a partner.

anyone **something** **someone**
everything **everyone**

1. We saw _____ picking an apple.
2. _____ can eat apples.
3. I like _____ about apples.
4. _____ rides to the apple farm.



Grammar in Writing

When you proofread your writing, make sure your indefinite pronouns make sense where they are used.

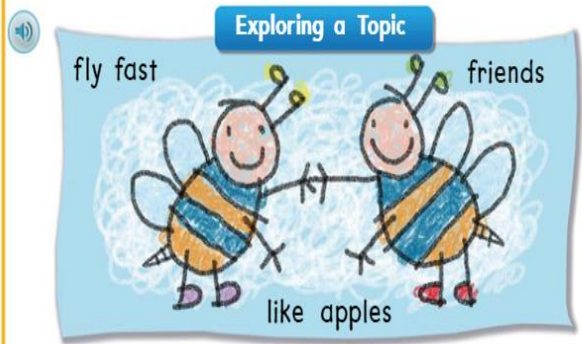
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W.1.3 write narratives; W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing

Narrative Writing

Ideas When you plan a **story**, think of your characters. How do they look? What do they like? What problem do they have?


Deval drew pictures of his characters. Then he wrote clear details about them.



Prewriting Checklist

- ✓ Did I write details to describe my characters?
- ✓ Did I plan a problem my characters will solve?
- ✓ Does my story have a beginning, a middle, and an ending?

Look in Deval's Story Map for a problem his characters will solve. Now make a Story Map for your own story. Use the Checklist.




Story Map


Characters 2 bees named Burt and Al	Setting a beehive
---	-----------------------------

Plot

Beginning
bees are best friends
fly fast
like apples



Middle
Al moves (problem!)
bees talk on the phone



Ending
Burt brings apples to Al

