

About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,072

Book Summary

An Apple a Day is an informative book about nutrition and healthful foods. It includes sections that explain proteins, carbohydrates, and fats, along with examples of foods that contain each type of nutrient. The “Smart Eating” section encourages readers to use what they have learned in the book to plan their meals for a day.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand the text
- Identify the main idea and supporting details
- Identify and use articles *a*, *an*, and *the*
- Recognize and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*An Apple a Day* (copy for each student)
- Chalkboard or dry erase board
- [KWL, content vocabulary worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story critical: *calorie (n.)*, *carbohydrates (n.)*, *fat (n.)*, *nutrients (n.)*, *nutrition (n.)*, *proteins (n.)*

Enrichment: *cells (n.)*, *minerals (n.)*, *prehistoric (adj.)*, *processed (adj.)*, *supplement (n.)*, *vitamins (n.)*

Before Reading

Build Background

- Have students think about their favorite foods as you write the word *nutrition* on the board. Ask for a show of hands of students who have ever heard the word or have an idea of what the word means. Tell students that all of the foods they thought of are part of nutrition and that some of the foods are more nutritious, or better for them, than others. Explain that nutrition is the food we eat and how our bodies use it. Tell students that you are going to create a KWL chart on the board and that you will be giving them one to complete. Review or explain what each letter in the KWL stands for.
- Model writing something you know about nutrition, such as *Fruit is good for me*. Give students the [KWL worksheet](#) and have them fill the first column with what they know about the foods they eat. Discuss their responses.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Tell students that asking questions about a topic before reading and looking for the answers as they read will help them understand and remember what they read.
- After reviewing the table of contents, model using it as a way to think of questions.
Think-aloud: The second section in the book is titled "Nutrients." Since the word nutrients sounds a lot like the word nutrition, I think they might have something to do with each other. I wonder what a nutrient is. I'll write that question on the KWL chart on the board.
- Have students look at the other section titles. Have them write any questions they have about nutrition based on the covers and table of contents in the second column on their worksheet.
- Have students preview the rest of the book, looking at photos, sidebar text, and the glossary.
- As students read, encourage them to use other reading strategies in addition to the targeted reading strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Review the fact that every book has a big idea that is the most important idea of the book, and that the main idea is often the title of the book. Have students take another look at the book cover. Ask them to predict the main idea of the book.
- Explain that each page gives supporting details that tell the reader more about the book's main topic (nutrition).
- Model using the table of contents to infer supporting details in the text.
Think-aloud: When I look at the table of contents on page 3, I see the word Nutrients is included. I already know that nutrition includes the nutrients in healthy foods, so nutrients must be a supporting detail in the book. As I read, I know that I will find out even more details about nutrition. As I read, I will pause after a few pages to review in my mind the important details. This strategy will help me make sure I understand what I'm reading. I know that good readers do this when they read, so I am going to look for supporting details as I read this book.
- Have students turn to the table of contents and list some of the supporting details about nutrition (protein, carbohydrates, fats, vitamins, and so on).

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondences to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *prehistoric* on the board and direct students to the first paragraph on page 4 to find the word. Model how they can use the prefix *pre-* and context clues to figure out the word's meaning. Tell students that you know the prefix *pre-* means *before* and that the word *history* means information about the past. Explain that when the prefix is placed before the word *history*, the new word means *before written history*. Show students that by reading past the word they are unfamiliar with, they will find phrases that provide clues. In this paragraph, they learn that a snack during that time period might have been nuts and seeds found in the forest, or wild berries or mushrooms, or even an insect. This information tells them that the word *prehistoric* has something to do with the period of time

before people bought their snacks at the store or grew food on farms. Point out that they can also use the picture clues to confirm the meaning of the unfamiliar word. Ask students to tell what they see in the illustration that gives them an idea of the word's meaning.


- Remind students to check whether a word makes sense by rereading the sentence in which the unfamiliar word occurs.
- Encourage students to use the glossary to find the meanings of unfamiliar words when they cannot figure out their meaning using word or context clues.

Set the Purpose


- Have students read the book to find answers to their questions about nutrition. Remind them to think about main idea and details of the book.

During Reading

Student Reading

 **Guide the reading:** Have students read to the end of page 9. Have them underline any important information in each section. Encourage those who finish early to go back and reread.

- When they have finished reading, ask students to tell which information they underlined. Reinforce unfamiliar vocabulary by using words such as *protein* and *carbohydrates* in the discussion. Circle any questions on the KWL on the board that were answered by reading the section, and add any new questions you or students raised.
- Model using the information to answer a question written on the KWL chart.
Think-aloud: *The first question on my KWL chart was "What is a nutrient?" On page 4, I found out that nutrition is the study of food. Then on page 5, I read that a nutrient is any substance my body needs to live, be healthy, and grow. That includes what I eat and what I drink. I was curious about where the words nutrient and nutrition came from, so I looked them up in the dictionary. I found that they both come from a Latin word that means "to feed."*
- Model identifying the main idea and details for a specific section.
Think-aloud: *As I started reading the section titled "Calories," most of the sentences mentioned something about balancing your caloric intake so that you can maintain your weight. I will underline this information. I also read that if you eat more calories than your body burns, you will gain weight. I also read about eating foods with high calories. It said that if you eat them, it's a good idea to balance out the calories with extra exercise. I will underline this information, too. Based on what I've read, I think the main idea of this section is: Balance your caloric intake.*
- Write the main idea on the board. Ask students to identify details that support this main idea (high-calorie foods give you energy, balance your calories through exercise, desserts are high-calorie foods, and so on). Write these details on the board.
- **Check for understanding:** Have students read pages 10 and 11. Have them write answers they found while reading in the *L* column of their KWL worksheet and additional questions they raised in the *W* column. Invite them to share the information they learned and the questions they generated as they read the book. Write shared responses on the class KWL chart.
- Have students read the remainder of the book. Remind them to look for answers to the questions they have written on the KWL chart or to think of other questions to add to it.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.
- Have students review both their own KWL chart and the one on the board. Have them circle all of the questions that were answered by reading the book. Then have them use the information in the book to write what they learned in the third column. Explain to students that if they have questions they did not find answers to in the book, they can look in other resources, such as science books or the Internet.
- **Independent practice:** Have students complete their KWL worksheet.


Reflect on the Comprehension Skill


- **Discussion:** Talk about how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask them to use the important details they identified to confirm or refine the main idea of the book.
- Have students reread pages 12, 13 and 14, looking for supporting details about the main idea. Write the details about “Smart Eating” on the board (protein, complex carbohydrates, healthy fats, vegetables, and so on). Ask students how this information supports the main idea (the facts are all important to understanding the topic of smart eating).
- **Enduring understanding:** In this book, you learned that smart eating, drinking water, and exercising help keep your body healthy. Watching your caloric intake and reading nutrition labels are additional strategies for getting or staying healthy. Now that you know this information, how will you change your daily meals and exercise to build an even stronger and healthier you?

Build Skills

Grammar and Mechanics: Using articles *a*, *an*, and *the*

- Show students the cover of the book and ask them to read the title. Point to the article and explain that this small word is called an *article* and is used to tell something about the apple. Write the words *a*, *an*, and *the* on the board. Explain that the words *a* and *an* are used to tell about naming words in general, such as *an apple*, *a teacher*, *an ocean*, or *a dog*. Tell students that the word *the* is used to tell about one specific example of a thing, as in *the apple*, *the teacher*, and *the dog*.
- Have students look at the front cover of the book again. Ask them to say the naming word that follows the word *an* (*apple*). Explain that most of the time when a naming word starts with a vowel, the word *an* is used with it.
- Have students turn to page 10. Have them find the word *a* in the first sentence (*a calorie*, *a bit*). Ask students to identify the letter the naming word begins with as a consonant or a vowel.

 Have students go through the book and underline the words that have either *a*, *an*, or *the* in front of them.

 Have students use the inside back cover of their book to write sentences using the words *a*, *an*, and *the* in front of naming words.

Word Work: Content vocabulary

- Tell students that many of the words they read in the book are used to tell about nutrition or things associated with nutrition. Provide opportunities for students to talk about difficult words such as *calorie*, *protein*, and *carbohydrate*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Introduce, explain, and have students complete the [content vocabulary worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss the main idea and details of the book with someone at home.

Extend the Reading

Informational Writing Connection

Provide lined paper and construction paper for students to make a food journal. Have them keep a food journal for one week, writing down everything they eat and drink, including water, candy, and gum. At the end of the week, have students review the foods they've eaten and decide whether they are eating a balanced diet, a diet with too much of something (such as sugar or fat), or a diet with too little of something (such as fruits, vegetables, or whole grains). Have them write a paragraph telling what they have learned about how they eat and ways in which they might continue to eat healthfully or ways they might improve their eating habits.

Visit [Writing A-Z](#) for a lesson and leveled materials on materials on expository writing.

Science Connection

Provide resources for students to research the food groups and the benefits of healthful foods in each group. Have them present their findings to the group in poster form.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the strategy of asking and answering questions to understand nonfiction text during discussion and on a worksheet
- identify main idea and details during discussion
- identify the articles *a*, *an*, and *the* in the text
- recognize and use content vocabulary on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)