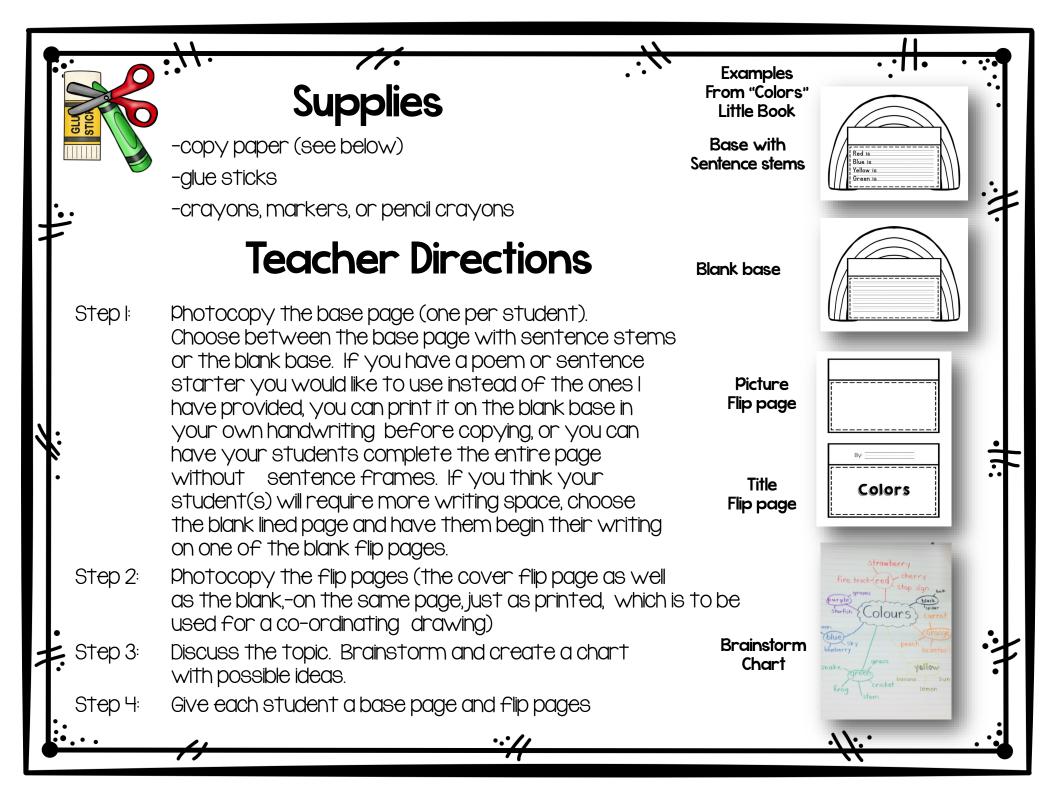


Thank you for your purchase!

I hope your students enjoy this little book. It works wonderfully as a whole group lesson and follow-up writing assignment, and it can also be used as a writing center activity. Simply print the pages that work best for you, and watch your little writers express themselves!

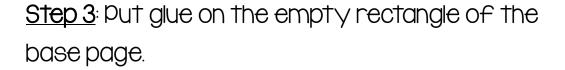
I have included picture instruction pages that work for the construction of the book.

Please note that the photographs are from my color theme packet, but that the same



Step I: Complete the writing page and the drawing page (if using both). Color.

Step 2: Cut out the base page and the flip pages



Step 4: Put the picture page on top. Add glue onto the next rectangle and put the title page on top.

Step 5: Read your book.











Step I: Complete the writing page and the drawing page (if using both).



Step 2: Cut out the base page and the flip pages



Step 3: Put glue on the empty rectangle of the base page.



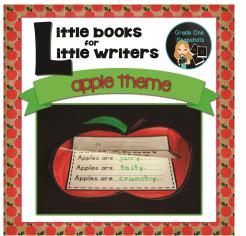
Step 4: Put the picture page on top.

Add glue onto the next rectangle and put the title page on top.



Step 5: Read your book.





All About Apples

Discussion: Before students begin this writing assignment, discuss and make a chart of words that describe apples. You might choose to make a cloud-style brainstorm, or make sentences that can be read again and again on a chart. You can use this opportunity to model and discuss conventions of print such as uppercase, lowercase, and punctuation. To elicit more adjectives, suggest that students think about what apples look like, sound like (when eaten), taste like, and feel like.

Apples Apples are red. Apples are juicy. Apples are crunchy.

Teaching Tip:

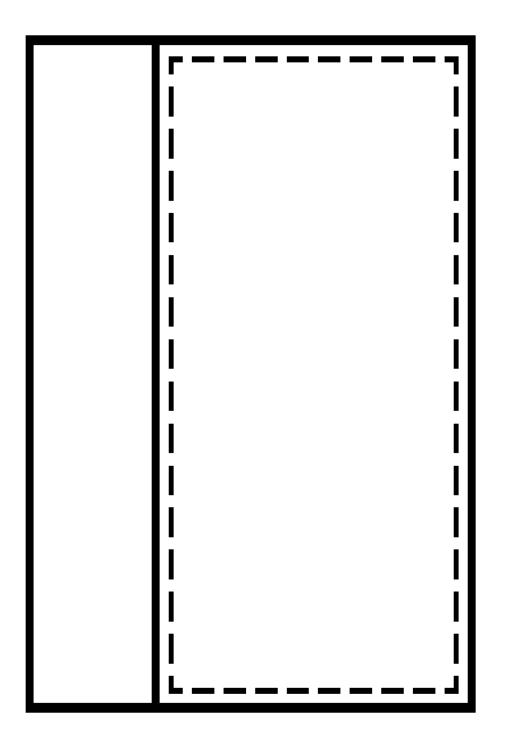
If you are going to be putting the finished product up on a bulletin board, you may want to provide the opportunity for assistance with spelling. You can provide a mini-white board for students to write their sentence first, and then the teacher or buddy can check it before it is written on the paper. Alternately, have students write in pencil first, and in marker after corrections are made.

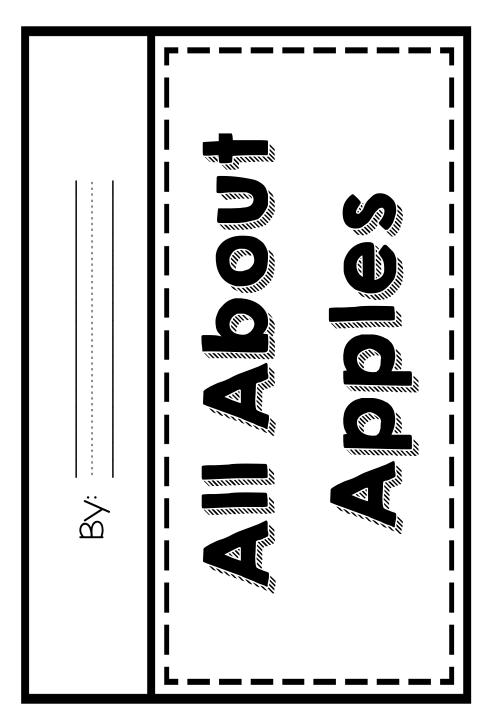
Then, have students pair-share (taking turns talking to each other). Talking before writing is a great way to get the students thinking and processing their thoughts. Give the students a speaking frame that they use when talking with their partner. Encourage students to take turns going back and forth, each saying a sentence and then listening as their partner says one, before they say their second idea.

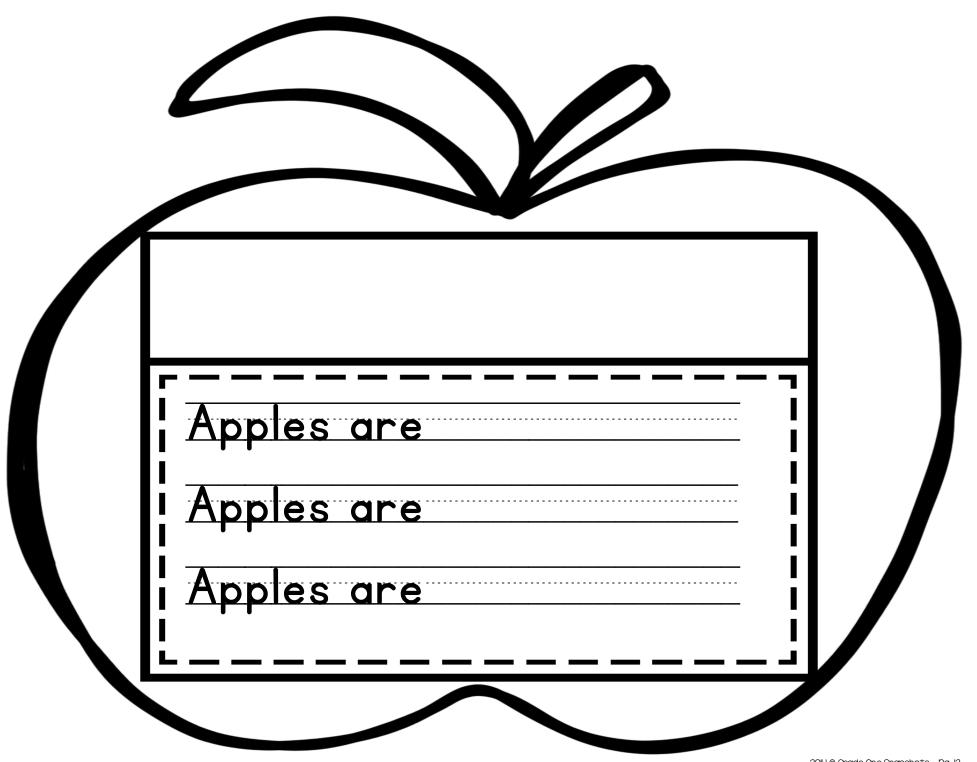


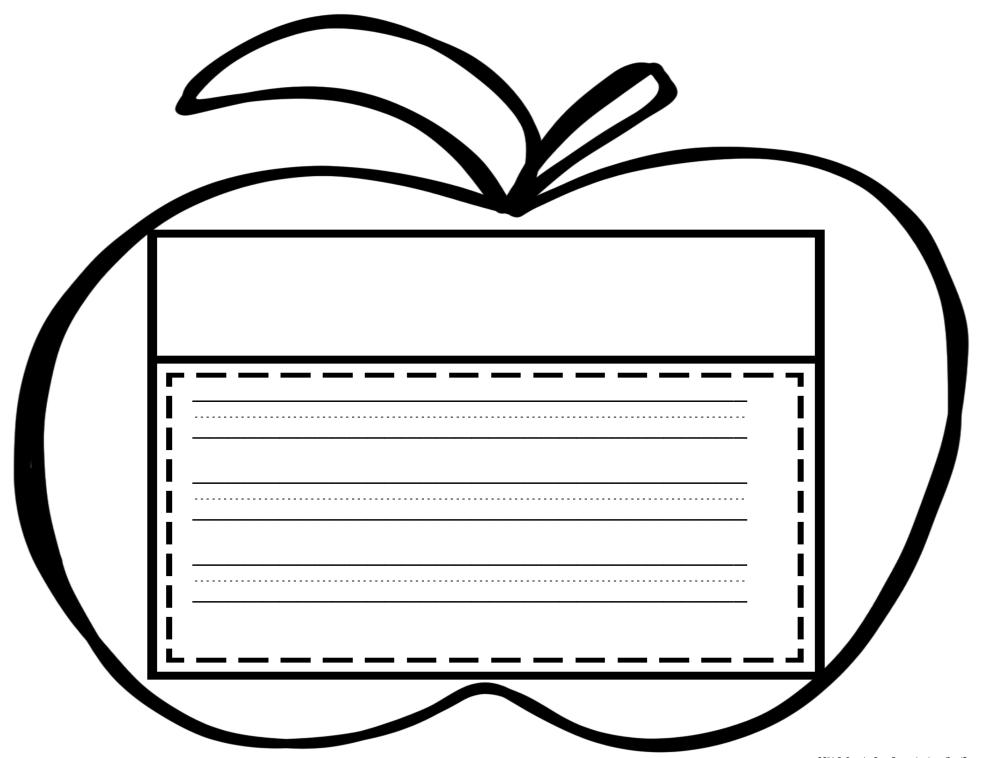
Apples look _____.
Apples taste ____.
Apples feel ____.













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