

# APPLE INQUIRY

## Focus Lesson: Apple Inquiry

### Materials:

*The Life and Times of the Apple* by Charles Micucci  
*Apples* by Gail Gibbons  
*Seed by Seed* by Esme Raji Codell  
 White board  
 Butcher paper

**Time: 45-50 minutes**

### \*Common Core Standards:

#### [CCSS.ELA-LITERACY.SL.5.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

#### [CCSS.ELA-LITERACY.RI.5.7](#)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Thinking Skill: Discovering, Documenting, Questioning**

### Objective:

Students will construct their own inquiries concerning apples.  
 Students will use informational texts to gather information regarding their inquiries.  
 Students will document their information through note taking on their butcher paper.  
 Students will share with the class their current findings concerning their inquiries.

### Connection:

We've been discussing and exploring what is in our foods and where it comes from. It's important to question our understandings of seemingly familiar objects in our lives. Today, we will start with questions so that we may further investigate the ingredients of apple juice and soda.

### Explicit Instruction:

What does an apple look like? Has anyone ever eaten an apple? How are apples made? Where do they grow? Describe it. Raise your hands, and let's brainstorm words and phrases having to do with apples. This will be a word web of all the knowledge we already have concerning apples. I will write them on the board while you suggest. The word apple will go in the center and the teacher will record exactly what the students say.

### Guided Practice:

Describe to me what you know about apples → sounds, texture, taste, insides, outsides, Where do you find it? What is it in? Where can you get apples? (use these leading questions to elicit responses)

- Create a word web using student suggestions
- Now: Circle words that can be associated with one another (group the words by topic i.e: taste, recipes, parts of an apple, apple trees, different kinds of apples)
- Assign student teams to a group of words and come up with a title for each category
- Ask students to create an inquiry surrounding their topic (Ask a question)

For example: Where do apples come from? Teacher picks one group and will do his/her own research as well!

### Independent Practice:

In teams, students will use the texts provided to investigate their questions. Provide each group with butcher paper to document their inquiry as well as their findings. They may take notes on this paper. After 5-10 minutes, have the groups rotate their texts to find more information about their topic. Emphasize that the groups will be taking notes from the texts and that they are investigating their own inquires, so they should keep the question in mind while reading!

### Reflection – Group Share:

When all texts have been reviewed, have students collect their notes and present to the class. Display inquiries on classroom walls and add to the list as curriculum progresses.

### Reading list:

*The Life and Times of the Apple* by Charles Micucci  
*Apples* by Gail Gibbons  
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### Teacher Note: