

Close Reading

Plus Writing Activities

The Fruits We Eat

By Gail Gibbons

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Fruits



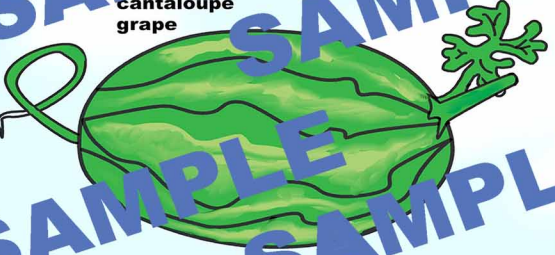

o Facts:

- * Nutritious
- * Tasty
- * Most are perennials.
- * Some are annuals.
- * Many fruits grow in seasonal climates.
- * Many bushes, vines and fruit trees become dormant during the winter.

o Farms & Processing Plants:

- * Harvest by machines/hands
- * Sort & wash
- * Pack or deliver to processing centers
- * Ship to stores

Four Groups of Fruits (according to the types of vegetation they grow on):

Plants	Bushes
 <ul style="list-style-type: none">strawberrypineapplebanana	 <ul style="list-style-type: none">spherryblackberryblueberry
Vines	Trees
 <ul style="list-style-type: none">watermeloncantaloupegrape	 <ul style="list-style-type: none">cherrypeachlemonlimegrapefruitorange

Teaching Plant Science through

Reading, Comprehension, Vocabulary,
Posters, and Reflection

Qiang Ma



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Fruits

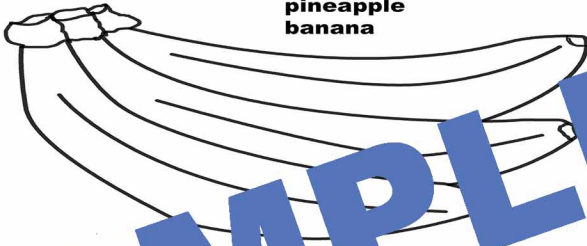
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strawberry
pineapple
banana



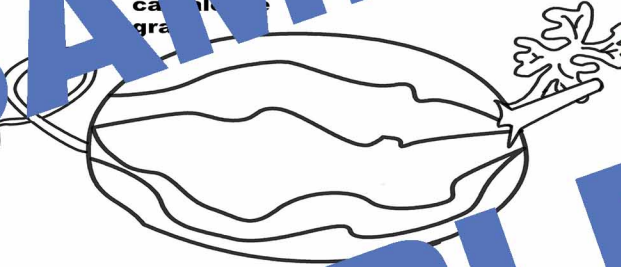
Bushes

raspberry
blackberry
blueberry



Vines

watermelon
cantaloupe
grape



Trees



Fruits

a Part of a Well-balanced Diet

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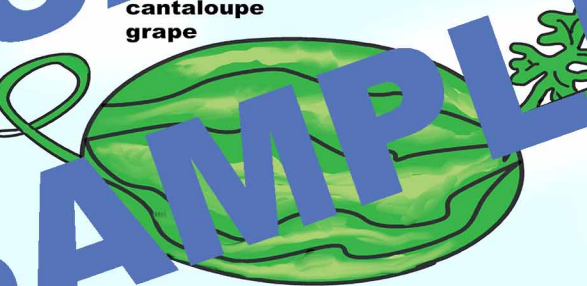
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raspberry
blackberry
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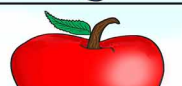


Vines

watermelon
cantaloupe
grape



Trees



Name: _____ # _____ Date: _____

The Fruits We Eat Close Reading Organizer

Title: _____

Things to remember

Colors to mark the passage:

- Highlight the title in yellow.
- Underline topic sentence in green.
- Circle the important words about fruits in red.
- Use close reading symbols throughout text.

CLOSE reading symbols:

- Check Mark (✓) – understanding new, something that is surprising
- Star (*) – something is important
- Exclamation mark (!) – something new, something that is surprising
- Question mark (?) – unsure, don't understand it

The main idea of these passages is to _____

What have you learned about fruits?

The Fruits We Eat by Gail Gibbons Close Reading ©Qiang Ma

The Fruits We Eat Close Reading Organizer

Title: _____

Things to remember

Colors to mark the passage:

- Highlight the title in yellow.
- Underline topic sentence in green.
- Circle the important words about fruits in red.
- Use close reading symbols throughout text.

CLOSE reading symbols:

- Check Mark (✓) – understands story
- Star (*) – something is important
- Exclamation mark (!) – something new, something that is surprising
- Question mark (?) – unsure, don't understand it

The main idea of these passages is to introduce fruit groups categorized by the types of vegetation they grow on.

What have you learned about fruits?

I learned that I have to eat between 1 and 1.5 cups of fruit

The Fruits We Eat (1)

Botanists group fruits according to the types of vegetation of bushes, vines, and trees.

Berries are small fruits grow mostly on bushes. Raspberries, blueberries, and cranberries all grow on bushes. Berries are perennials. They can be soft or hard. Some berries taste tart. Some berries are made up of clusters of small, round, ball-like shapes called drupelets. Berries we eat are smooth. Almost all berries that we eat are cultivated.

Pineapples and bananas are plants. Pineapples are perennials. They are grown in warm climates. Bananas are annuals. They are grown in warm climates. Bananas are sweet and full of juice. Bananas grow quickly and produces only one crop in a lifetime.

Melons and grapes are vine fruits. Watermelons and cantaloupes creep along the ground. They taste sweet and are annuals. Grapes grow on grapevines in clusters. They are perennial fruits. Many grapes are oval in shape. Some grapes taste sweet, others taste tart. The grape support to keep the heavy clusters of grapes from touching the ground.

There are lots of fruits grow on trees. All fruit trees are perennials. In an apple-growing season the apples in the orchard have grown big, ripe, it's harvest time. Pears are very sweet and juicy when they are ripe. Many taste sweet. Others taste tart. They are picked when they are colorful. Peaches are juicy and sweet. The skin of a peach is fuzzy. Lime trees grow tart citrus fruits. Other citrus trees grow juicy oranges. Oranges taste sweet. Some grapefruits taste sweet, others taste tart.

The Fruits We Eat by Gail Gibbons Close Reading ©Qiang Ma

The Fruits We Eat (1)

Berries are small fruits grow mostly on bushes. Raspberries, blueberries, and cranberries all grow on bushes. Berries are perennials. They can be soft or hard. Some berries taste sweet. Others taste tart. Some berries are made up of clusters of small, round, ball-like shapes called drupelets. Many berries we eat are smooth. Almost all berries that we eat are cultivated.

Pineapples and bananas are plants. Pineapples are perennials. They are grown in warm climates. Bananas are annuals. They are grown in warm climates. Bananas are sweet and full of nutrition. A banana plant is an annual that grows quickly and produces only one crop in its lifetime.

Melons and grapes are vine fruits. Watermelons and cantaloupes grow on vines that creep along the ground. They taste sweet and are annuals. Grapes grow on grapevines in clusters. They are perennial fruits. Many grapes are round, and others are oval in shape. Some grapes taste sweet, others taste tart. Grapes need a lot of support to keep the heavy clusters of grapes from touching the ground.

There are lots of fruits grow on trees. All fruit trees are perennials. In an apple-growing season the apples in the orchard have grown bigger. When they are ripe, it's harvest time. Pears are very sweet and juicy when they are ripe. Many taste sweet. Others taste tart. They are picked when they are colorful. Peaches are juicy and sweet. The skin of a peach is fuzzy. Lemon trees grow tart citrus fruits. Other citrus trees grow juicy oranges. Oranges taste sweet. Some grapefruits taste sweet, others taste tart.

Text Dependent Questions

How do botanists group fruits?

2. Fill in the blanks:

Fruit Group	Sample Fruits
1. Plant	Strawberries, pineapples, and bananas.
2.	
3.	
4.	

How do you give a fruit two examples of _____

How do you give a fruit two examples of _____

Text Dependent Questions (1)

1. How do botanists group fruits?

Botanists group fruits according to the types of vegetation they grow on.

2. Fill in the blank:

Fruit Group	Sample Fruits
1. Plant	Berries, pineapples, and bananas.
2.	
3.	
4.	

How do you give a fruit two examples of _____

How do you give a fruit two examples of _____

The Fruits We Eat (2)

Fruits begin as blossoms. Pollination happens when a grain of pollen lands on the stigma of another same kind of blossom. The pollen gets stuck to the stigma, and then the fruits begin to grow.

Fruits are grown in different climates. Hardy fruits grow in cold climates, where the weather changes throughout the year. Many bushes, vines, and fruit trees become dormant during the winter. Fruit trees grow in warm climates. They are grown in warm climates.

Many people enjoy growing their own fruits. Some people plant fruit trees. Some people plant fruit bushes. Some people plant fruit vines. Some people plant fruit trees. Some people plant fruit bushes. Some people plant fruit vines. Some people plant fruit trees. Some people plant fruit bushes. Some people plant fruit vines.

Fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially.

Fruits keep our bodies healthy and strong. Fruits are a part of a balanced diet on a day-to-day basis. Every child should try to eat 1 to 1.5 cups of fruit each day. Have you eaten your fruits today?

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Text Dependent Questions

What happens to many bushes, vines, and fruit trees during the winter?

2. What happens to many bushes, vines, and fruit trees during the winter?

3. Explain the process that the production of commercial fruits.

4. Why do we need to eat fruits? How many fruits should a child eat each day?

Text Dependent Questions

Explain the process that the production of commercial fruits. The production of commercial fruits is a long process. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially.

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The production of commercial fruits is a long process. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially. Many fruits are produced commercially.

4. Why do we need to eat fruits? How many fruits should a child eat each day?

We need to eat fruits because fruits can keep our bodies healthy and strong. Every child should try to eat between 1 and 1.5 cups of fruit each day.

Vocabulary

vegetation	
annual	
perennial	
pollen	
blossom	
pollination	
diet	

Vocabulary

vegetation	Plants that grow in a particular area or habitat.
annual	Plants that grow for only one growing season. They must be replanted to grow again.
perennial	Plants that grow for many growing seasons without having to be replanted.
pollen	A fine powder found inside flowers. It is often carried to other flowers by insects.
blossom	A flower that is about to open.
pollination	The process when pollen is carried from one plant to another.
diet	The kinds of food that one habitually eats.

Getting Started: The Fruits We Eat Close Reading

1. It is suggested to get the following items ready.

Items needed	Teacher	Student
The Book <u>The Fruits We Eat</u> by Gail Gibbons	V	
Lesson Plan	V	
Vocab Poster	V * Teacher can blow the original black and white sample into a poster.	
Info Organizer	V	V
1 Grid paper for Drawing on Day 1	V	V
2 Reading Passages	V	V
2 Text Dependent Questions Sets	V	V
1 Vocabulary Sheet	V	V
2 Fruit Groups Black Line Drawings (with/without labels)	V	
2 Fruit Groups Color Drawings (with/without labels)	* Teacher can blow the original black and white sample into a poster and color it.	* Students may create the poster in groups by using teacher's sample
Teacher Finished Sample Package: <ul style="list-style-type: none"> • 1 Fruit Group Color Drawing with labels • 1 Fruit Group Color Drawing with labels • 1 Vocab Poster with Post-it notes • 1 Info Organizer completed • 2 Reading Passages with marks • 2 Text Dependent Questions Sets with answers • 1 Vocab Sheet with answers 	* I tried to type as much as possible for you to read easily. In real time, you are going to hand write to model for your students.	
Sharpie, Crayons/Markers	V	V
Post-It	*	

V: must, *: optional

2. Read the lesson plan.
3. Look at the finished sample works included.
4. Photocopy 8 page package (1 Grid Sheet, 1 Fruit Groups Drawing, 1 Info Organizer, 2 Reading Passages, 2 Text Dependent Questions Sets, and 1 Vocab Sheet) for students. Make an extra set for the teacher to use.
5. The lesson is designed as cross curriculum among ELA, Science/Plant/Fruit, and Fine Arts using close reading and GLAD strategies.

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Credits

I draw all the clipart myself for all the products in my store.

Thank you so much and I hope you enjoy this lesson.

