

Al's Apples



Apple, apple green.

Apple, apple red.

Al is big and strong.

It's apples he is fed.

Word Power Poem

Level A/B

Beginning Sound of Short A

Suggestions for Classrooms:

This poem may be used to improve:

- 1) Concept of Word
- 2) Phonological Awareness
- 3) Word Study Skills

Send home with your students the T2 version for additional practice with parents.

For Concept of Word:

1. Model for the learner(s) how to read the poem, tracking the text with your finger as you read. Ask your learner(s) to do the same. After several repetitions, ask students to show you specific words. "Where is the word 'apple'? How do you know that says 'red'?" Think aloud how you might arrive at the answer. "Well, I know the sound of R is at the beginning of 'red'." Or you might say, "I read 'apple' two times in this line, so this must be 'apple'." Or is it that it's at the beginning of a line? Lead students to ask themselves good questions to determine which word is which.
2. Explain that a word stands for one thing or one idea and that there is a blank space on the page between words. Ask your learner(s) to show you a space in the poem or the space between specific words.
3. Praise those who report they are practicing at home. For those who may not be practicing or who may not have ample parent support, you may wish to provide time when they may practice with you, with a partner, or in a small group.

For Phonological Awareness:

1. With the rhyming words, ask where they are different. As you point to the words, ask what is different about “fed” and “red”. Show them that the beginning is different but everything else is the same, so these are likely to be words that rhyme. This builds phonics skill, as well as assisting with rhyming. Can students think of any other words that rhyme with those in the poem?
2. What about beginning, middle and end of words? You can use the words in the rhyme to compare and contrast the beginning, middle and ending sounds. You may compare and contrast three-letter words versus blends or digraphs that are similar and have the same short vowel sound.
3. Try blending and segmenting. Can students break apart or segment the sounds, making each sound in the word? If you make each distinct sound, in order, can the student name which word in the poem you are saying? Can the student blend the sounds into a real word?

For Word Study

1. Pair this poem with a student or group of learners studying this particular feature. Use the poem to introduce the feature and/or have students read it mid-week and identify the words with their targeted feature(s). You may wish to have them highlight, circle, or underline the words in some way.
2. Include the words with the targeted feature(s) in your sort for the week. If they are not in your sort, ask your learner(s) to categorize them appropriately among the words included in your sort. **AL, AL’S, AND, APPLE, APPLES***
3. Lead a writing exercise that is appropriate for your learner(s) --dictation, shared writing, or independent writing – incorporating one or more of the words from the poem. This could be one sentence or a paragraph, depending on developmental readiness. Have students illustrate and/or share their writing in a performance, in a display area, in a portfolio or in all of the above.

These same strategies can be adapted for use of poems at home.

**Spoken words and pictures for sorts are appropriate for word study at the emergent and letter name levels. We would not expect letter name spellers to spell beyond CVC or CCVC except for chosen sight words.*

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