



SHELL
EDUCATION

Close Reading with Paired Texts

Level 2

Disappearing Rainforests

Rainforests get
many types of plants and animals
every year. This
of plants
also
yet

people have been chopping down the rainforests. People use the land for farms and buildings. Trees are important, but our rainforests are important, too. They give us wood, paper, medicines, and more. In some parts of the world, 80% of the rainforest has been chopped down. We need to protect the rainforests before it is too late.



Lori Oczkus and Timothy Rasinski

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Mr. Johnny Appleseed

Theme Summary

Not many tall tales are as famous as Johnny Appleseed. In fact, students may have already had some experience with hearing exaggerations about his life. Many schools even celebrate his birthday with apple-themed activities. Whether your students are familiar with Johnny Appleseed or this is their first experience reading about him, they are sure to enjoy reading about his life. Students will read a poem about Johnny Appleseed from a grandpa's perspective, as well as a nonfiction text with factual information about the real John Chapman. This text pair may make your students want to go plant seeds from the apples they have in their lunches!

Answer Key

"Johnny Appleseed" Response (page 13)

1. B. a place for trees to grow
2. Johnny Appleseed treated others nicely. He also cared deeply about animals and looked after the things in nature.
3. Johnny Appleseed set up nurseries where the trees could grow and then be sold to people to plant on their land.

"Old Johnny Appleseed" Response (page 16)

1. B. The apples grew from seeds planted by Johnny Appleseed.
2. The grandfather describes Johnny Appleseed as a good man who planted seeds for others, not himself.
3. *E'en* means "even" in the poem. The author used it as an old word like from when he was a boy.

Let's Compare! Johnny Appleseed: Fact! (page 17)

1. Students may write the lines *For the country was new, The apple seeds grew, and we, today, / Eat of the fruit planted by the way.*
2. Students may write the lines *Always carried and planted apple seeds—Not for himself, but for others' needs.*
3. Students may write the line *Oft eating and sleeping upon the ground.*
4. Students may write the line *Not for himself, but for others' needs.*

Standards

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Read on-level text with purpose and understanding.

Materials


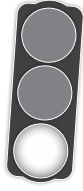



- *Johnny Appleseed* (page 12)
- "Johnny Appleseed" Response (page 13)
- *Old Johnny Appleseed* (page 15)
- "Old Johnny Appleseed" Response (page 16)
- *Let's Compare! Johnny Appleseed: Fact!* (page 17)
- *Thinking About Johnny Appleseed!* (page 18)
- pencils
- index cards

Comparing the Texts

After students complete the lessons for each text, have them work in pairs or groups to reread both texts and complete the *Let's Compare! Johnny Appleseed: Fact!* activity page (page 17). Finally, students can work to complete the *Thinking About Johnny Appleseed!* matrix (page 18). The matrix activities allow students to work on the important literacy skills of reading, writing, vocabulary, and fluency.

Nonfiction Text Teacher Notes

Johnny Appleseed

	Lesson Steps	Teacher Think Alouds				
 <p>Ready, Set, Predict!</p>	<ul style="list-style-type: none"> Read the title of the text aloud to students and allow them time to share with each other what they already know about Johnny Appleseed. Explain that many texts about Johnny Appleseed are tall tales, but that this text is nonfiction. Have students turn to partners to predict the author's purpose: <i>I think the author wrote this text to _____ because _____.</i> 	<p>"I think the author wrote this text to inform because we already know that it is nonfiction, so it is true information."</p>				
 <p>Go!</p>	<ul style="list-style-type: none"> Distribute the text to students and display a larger version. Provide time for students to independently read the text. Read the text aloud to students as they follow along. Ask students to underline parts about Johnny Appleseed's life that are new to them. Reread the text together chorally. For other rereading opportunities to help build fluency, see page 124. 					
 <p>Reread to Clarify</p>	<ul style="list-style-type: none"> Have students reread the text and circle words they want to clarify. Allow time for students to discuss the words they circle and the strategies they use to figure out the words: <i>I didn't get the word _____, so I _____ (e.g., reread, read on, chop the word into parts)</i> 	<p>"I don't get the word <i>exaggerated</i>, so I ask a friend. He reminds me that a <i>g</i> can make a soft sound. I say the word again with a soft <i>g</i> and realize that I was simply mispronouncing it."</p>				
 <p>Reread to Question</p>	<ul style="list-style-type: none"> Divide students into six groups. Assign each group a question starter such as <i>Who was _____ and Why did _____</i>. Provide each group with an index card and have groups reread the text and write questions that begin with their assigned question starters. Have groups exchange questions and answer the questions they receive. Have students respond to the question and prompts on page 13. 					
 <p>Reread to Summarize and Respond</p>	<ul style="list-style-type: none"> Ask students to reread the text to summarize. Have them mark the text with the following: <table style="margin-left: 40px;"> <tr> <td>! cool idea</td> <td>? I wonder</td> </tr> <tr> <td>+ main idea</td> <td>* details</td> </tr> </table> Provide time for students to discuss the text and the symbols they use with each other. 	! cool idea	? I wonder	+ main idea	* details	<p>"My favorite part is when the text describes how Johnny Appleseed does not just spread seeds around, but how he grew so many trees. I will mark it with *."</p>
! cool idea	? I wonder					
+ main idea	* details					

***Note:** For more tips, engagement strategies, and fluency options to include in this lesson, see pages 122–128.

Johnny Appleseed

By Christine Dugan

Johnny Appleseed lived long ago. He was born in 1774. His real name was John Chapman. He was famous for planting apple trees.

Some stories claim that he just spread seeds around. But Johnny knew a lot about trees. He knew where they should grow. He set up nurseries. These are places for trees to grow. The trees were sold to people. Then, people planted the trees on their land.

Johnny wanted apple trees to grow over large areas of land. He wanted to protect things in nature.

This story has been passed down over the years. Some facts are true. Some facts have been exaggerated. It is a tall tale that many people know.

One reason Johnny Appleseed is famous is because he was a warm and kind man. He treated others very nicely. He lived a simple life. He cared deeply about animals and looked after things in nature. He is a hero. He is admired for his good nature and his good deeds.



“Johnny Appleseed” Response

Directions: Reread the text on page 12 to answer each question.

1. How is the word *nursery* used in this text?
- (A) a baby’s bedroom
 - (B) a place for trees to grow
 - (C) a place to buy flowers
 - (D) the part of the hospital where new babies sleep

2. What evidence is there that Johnny Appleseed was a kind man?

3. Explain how Johnny was able to plant many apple trees.



Let's Compare!

Johnny Appleseed: Fact!

Directions: Reread “Johnny Appleseed” and “Old Johnny Appleseed.” Write how the facts below are described in the poem on the right side of the chart.

Johnny Appleseed	Old Johnny Appleseed
1. Johnny Appleseed lived long ago.	
2. Johnny wanted apple trees to grow over large areas of land.	
3. He lived a simple life.	
4. He treated others very nicely.	

In your opinion, which text better describes Johnny Appleseed? Why?
