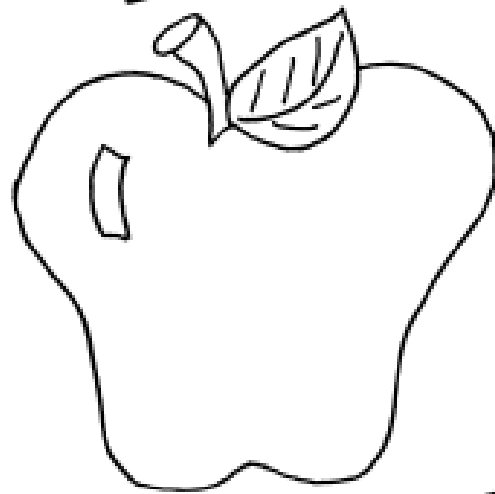


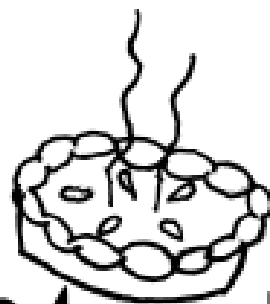
Apples



From seeds



to treats!



by The K Crew, Inc.
Bonnie Jackson and Shelley Vaughn

Apples by Gail Gibbons

ISBN: 0823414973

In her characteristic, easily understood, and straightforward style, Gibbons gives an overview of apples. She traces their history in America, shows their parts, and explains their growth, harvest, and uses. Three pages illustrate many different varieties, and a concluding page lists interesting facts.

Objectives 1:

The learner will describe properties of objects and characteristics of organisms. (TEK Sci-5A)

The learner will discuss and justify the merits of decisions. (TEK Sci-3B)

Preparation 1:

Have enough lemon juice and maraschino cherry juice to give each child a tiny taste.

Create a chart titled: Sweet Foods/Tart Foods.

Make a copy of the apple #1, apple #2, apple #3 labels. (included)

Prepare enough **peeled** apple chunks for each student to taste three different varieties of apple. Place each variety in its own bowl. Don't forget to label the bottom of the bowl with the apple's variety name. We suggest red delicious, golden delicious, and Granny Smith apples.

Make 3 copies of the **sweet** and **tart** labels. (included) Stick each label on a container. Each student will also need 3 "voting sticks" (tongue depressors labeled with the child's name).

Make a copy of the three apple descriptors, if using our suggested varieties. (included)

Activity 1:

Read the book. Discuss the different varieties of apples. Discuss the meanings of sweet and tart. Present each child with a taste of cherry juice. Begin brainstorming a list of sweet foods on the chart under the appropriate heading. Now present students with a taste of lemon juice. Brainstorm and list tart foods on the chart.

Show the students the three bowls of peeled apple chunks, labeled apple #1, apple #2, apple #3. Give each child a chunk from apple # 1. Each student will place his/her voting stick in the appropriate container to indicate whether the apple is sweet or tart. Repeat the same procedure with apple #2 and apple #3. Discuss the results.

A good resource for researching apple descriptors is www.bestapples.com. Have students listen carefully as you read the descriptions for each of the apples tasted.

Reread the first description. Ask the students to place the descriptor in front of the appropriate bowl. Repeat with the next two descriptions. Reveal the true names of each variety to see how accurately they guessed.

Objective 2:

The learner will identify basic needs of living organisms. (TEK Sci-9A)

Preparation 2:

Collect apple seeds from past apple activities.

Have dirt, cups, etc. available for students to use in planting.

Purchase an apple tree seedling. (optional)

Activity 2:

Read book and discuss vocabulary: seed, seedling, blossom, dormant, pruning, fertilizing, etc. Plant a few apple seeds in some cups. When the seeds sprout and grow into seedlings, follow the instructions in the section "How to plant and care for an apple tree" by Gail Gibbons. Of course, you can speed along the process by purchasing an apple tree seedling at a local nursery.

Make 1 copy of these labels.

apple #1

apple #2

apple #3

Labels for use during peeled apples taste test.

tart

sweet

Apple Descriptors: run on cardstock and cut out.

Red Delicious

America's favorite snacking apple: The heart shaped fruit is bright red and sometimes striped. Crunchy with a mildly sweet flavor, these apples are also great in salads.

Golden Delicious

It's the all purpose apple. Mellow and sweet, these apples are great for eating out of hand, baking and salads. In salads and other dishes, their flesh stays white longer than other apples.

Granny Smith

Green, extremely tart, crisp, juicy and versatile, they're available year round. These apples are a favorite of Washington state pie bakers. They're also excellent for snacking and salads.

Emergent Readers

"Apples"

Students will fill in the blanks and illustrate this patterned text booklet. Copy the booklet on one sheet of paper. Fold in half to create the booklet.

Mini-Lesson Suggestions:

1. CAP: one-to-one correspondence, directionality
2. highlight (with a yellow crayon) the title
3. highlight punctuation mark: "."

"I Like Apples!"

Students will read the booklet chorally/independently and color the apples appropriately.

Mini-Lesson Suggestions:

1. CAP: one-to-one correspondence, directionality
2. highlight high frequency words: color words, big, little, like, etc.

"Apple Tree"

Students will read the booklet chorally/independently and add apples to the tree appropriately.

Mini-Lesson Suggestions:

1. CAP: one-to-one correspondence, directionality
2. highlight punctuation mark: "."
3. highlight the high frequency word: the, I, can, see, on, color words, etc.

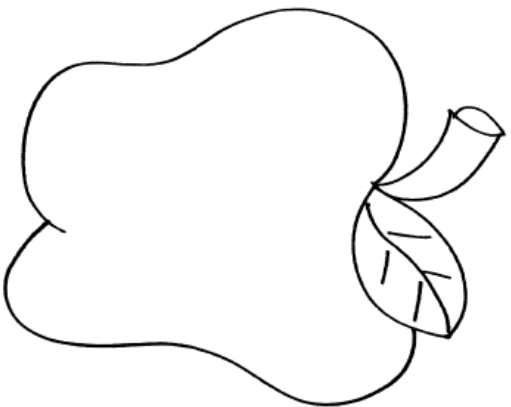
I Like Apples!

by _____

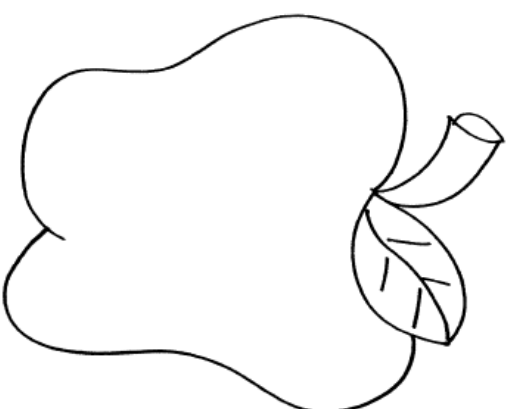
I Like Apples!

by _____

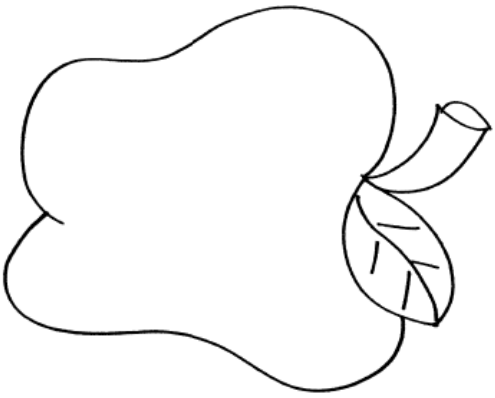
I like red apples.



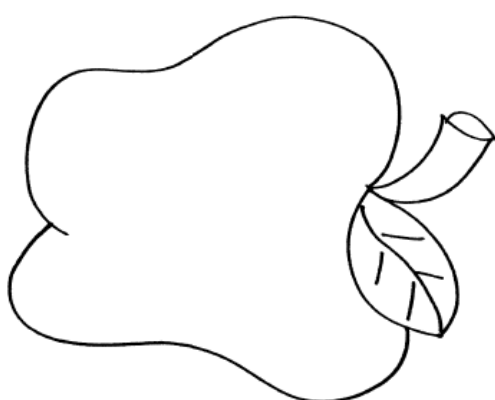
I like red apples.



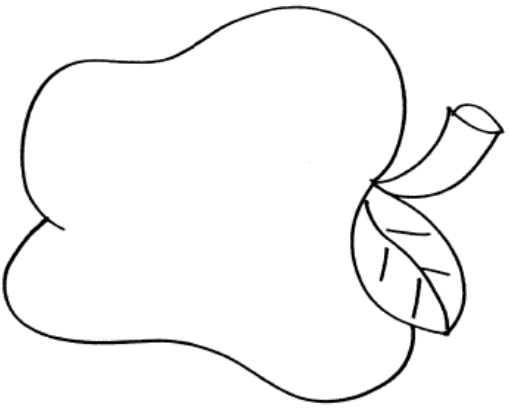
I like green apples.



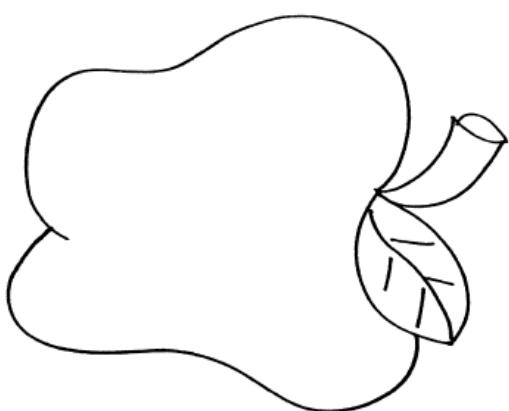
I like green apples.



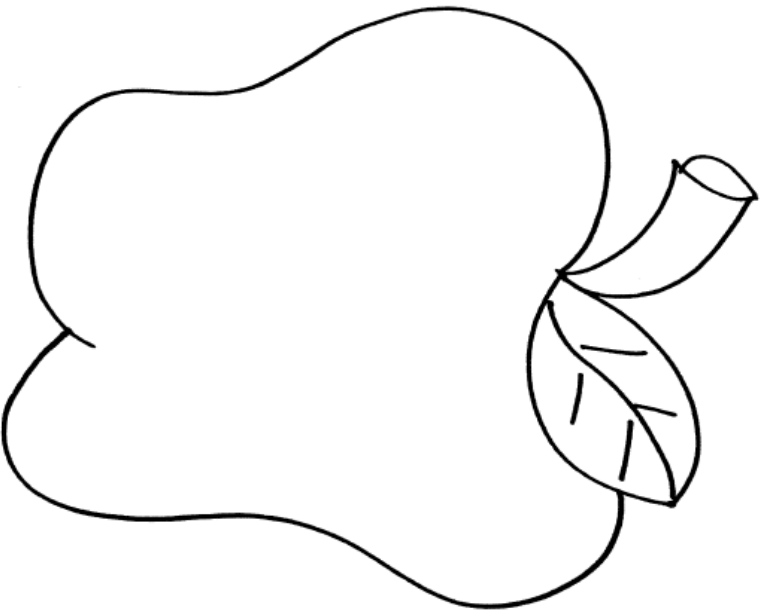
I like yellow apples.



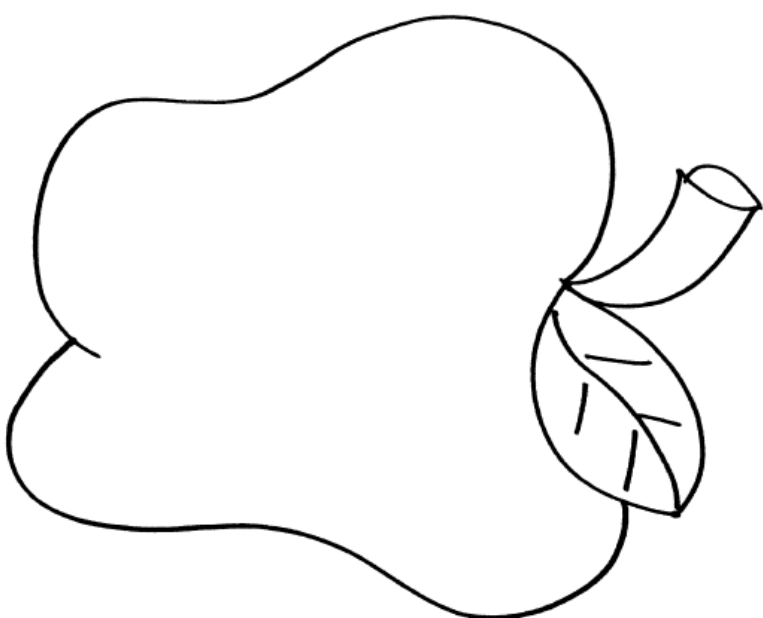
I like yellow apples.



I like big apples.



I like big apples.



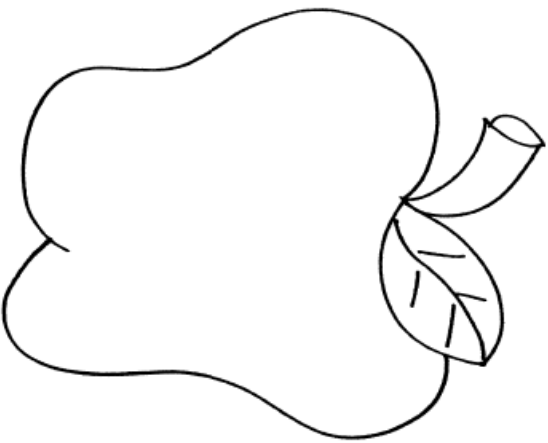
I like little apples.



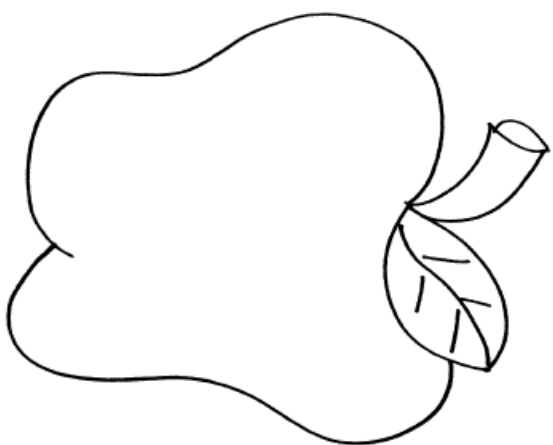
I like little apples.



I like apples!



I like apples!



Graphing Ideas:

Concrete Graphs

Use real apples to create these concrete graphs:

*by **color** (yellow, red, green, etc.)

*by **shape** (round, heart-shaped, etc.)

*by **weight** (actual scale weight or the apple's weight in comparison to a given classroom object)

*by presence of **leaves** (leaves, no leaves)

*by presence of a **stem** (stem, no stem, length of stem, etc.)

*by **aroma** (fragrant, no aroma, pungent, etc.)

"Grab 'N Graph"

Use die-cut paper apples to create this representational graph. Cut several paper apples (e.g. 5 green paper apples, 10 red paper apples, and 20 yellow paper apples). Prepare a chart with the headings: **red, yellow, and green**.

Ask students to help you count each set of paper apples. Make sure to emphasize which set has the most and which set has the least number of apples. Place all the paper apples in an opaque bag (paper sack, drawstring bag, pillowcase, etc.).

Make a big production of shaking up the bag to mix up all the apples.

Ask the students which color apple they think you will draw from the bag. "Grab" an apple from the bag and tape it under the appropriate heading on the graph. Ask a volunteer to predict what color apple he will "grab" before repeating the process. This activity introduces the concept of probability.

Patterning Ideas:

Give students lots of opportunities to participate in extending and creating patterns. Here are a few ideas:

*Use **die-cut paper apples to pattern on sentence strips**. These may be worn as "crowns" when completed.

*Create **pattern chains** using red, yellow, and green paper strips. These may be hung around the room.

*Use **rubber stamps to print patterns on adding machine tape**. These may be worn as belts or "Miss America-style" sashes.

*Students work as "**pattern partners**" to cooperatively complete a pattern. Each student should be responsible for a certain attribute (color, size, etc.) in the pattern. The students take turns adding their pieces to complete the pattern. For example, student #1 has red die-cut apples and student #2 has yellow die-cut apples. Student #1 will place his red apple on the paper. Then student #2 will place his yellow apple on the paper. They keep repeating the process until all apples are used.