

## Five Senses Apple Investigation (Grades K-2)

**OVERVIEW:** Fall is the time to investigate apples! In this lesson, students learn that all apples are not the same. One variety of apple can be very different from another. In this apple investigation, students use their five sense to investigate different varieties of apples. They brainstorm adjectives to describe the apples using each sense. Then younger students write a class poem or older students write their own poem, using their apple adjectives in sentences. They vote on their favorite apple and create a graph of the class preferences.

**GRADES:** K-2

**OBJECTIVES:** The student will be able to:

- Use their five senses to investigate different varieties of apples and suggest adjectives to describe them.
- Assist in writing a class poem or write an individual poem about apples using adjectives they selected from the apple investigation.









Discuss how apples are grown in an orchard.

Explain that a variety is a different type or kind of something






**MATERIALS:**

Copy of *The Apple Orchard Riddle* by Margaret McNamara, *How Do Apples Grow?*, by Betsy Maestro, or other book about apples.

*For Five Senses Apple Investigation*

-  Red, yellow, and green apples, one for each group of four students
-  Cutting board
-  Knife
-  Chart paper and marker
-  5 Senses Chart, 1 per student (*optional for older grades*)
-  One-inch squares of red, yellow, and green construction paper or red, yellow, and green interlocking cubes

*For Apple Poem Book*

-  Apple Book Template
-  Red, yellow, or green construction paper, 2 pieces per student
-  Lined paper, 5 pieces per student
-  Hole punch
-  Ribbon

## PROCEDURES:

Before beginning the lesson, write a chart with five columns for each of the five senses on the board or on chart paper.

Read the book *The Apple Orchard Riddle*, by Magaret McNamara, *How Do Apples Grow?* by Betsy Maestro or another book about apples. (See list under extensions.) Discuss the following questions with the students:

- Where do apples grow?
- What colors can apples be?
- What are apples used for?

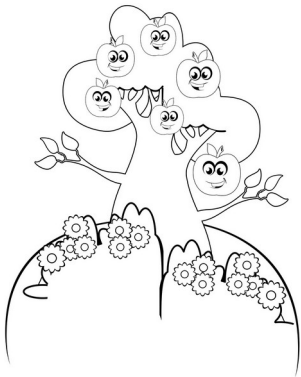
Tell students they will be learning more about about apples and their senses.

Before beginning the Five Senses activity, students should wash their hands. Ask students to identify their five senses—sight, smell, feel, hear, taste. Explain that they will be using their five senses to observe apples. *(Optional, if students are writing individual apple poems, give each student a Five Senses Chart.)*

Show students the three different types of apples and name them. Ask them to describe what they see. Write their descriptive words on chart paper or the board under the “See” column. Explain that descriptive words are called adjectives. *(Optional: If students are writing individual apple poem books, they should each choose at least two adjectives to write on their own 5 Senses Chart. At the end of the activity, they will use the adjectives on their chart to write a poem about apples.)*

Cut each apple into slices. Give a green, red, and yellow slice to each student. Ask them to smell the apples and describe what they smell. Write their adjectives on the class chart under the “Smell” column *(and on their own 5 Senses Chart if you are using them.)*

Ask the students to feel the apple slices and describe what they feel. Write their adjectives on the class chart under the “Feel” column *(and on their own 5 Senses Chart if you are using them.)*



Ask the students to take a bite out of one apple slice and describe what they hear. Write their adjectives on the class chart under the “Hear” column *and on their own 5 Senses Chart if you are using them.)*

Ask the students to taste each slice of apple and describe what they taste. Write their adjectives on the class chart under the “Taste” column *(and on their own 5 Senses Chart if you are using them.)*

Ask the students to vote on whether they like red, green, or yellow apples best by choosing a red, yellow, or green one-inch paper square or interlocking cube. Use the one-inch squares on chart paper, or stack the cubes together by color, to create a bar graph to show the preferences of the whole class.






If you are working with very young students, work together with the whole class to create a class poem about apples. Or if you are working with older students, have the students write individual books.

To create the poem as a class, ask students for suggestions to write a sentence for each of the five senses about the apples they were able to see, smell, feel, hear, and taste, selecting adjectives from the class five sense chart.

If students are working individually, each student should choose adjectives from their own 5 *Senses Chart* to create a sentence describing apples with each of the five senses.

To create a class or individual apple poem book, glue the *Apple Book* cover template onto a piece of red, yellow, or green construction paper. Write a sentence describing the apples by each sense using the five lined pages. Use a second piece of construction paper for the back. Secure the book using a hole punch and ribbon.

Review these apple facts with the class:

-  Apples are a fruit that can be eaten fresh or after being made into applesauce, apple cider, or apple juice.
-  Apples grow on trees.
-  An area where apple trees grow is called an orchard.
-  There are different types or varieties of apples.
-  The five senses are sight, smell, hearing, touch, and taste.

### Evaluation:

Students read the class book together or each student reads his/her own apple book to the class.

### Extensions:

Read some other apple books such as:

*The Apple Pie Tree*, Zoe Hall

*Apples*, Gail Gibbons

*Up, Up, Up, It's Apple Picking Time*, Jody Fickes Shapiro

*How To Make An Apple Pie And See The World*, by Marjorie Priceman

Make applesauce.

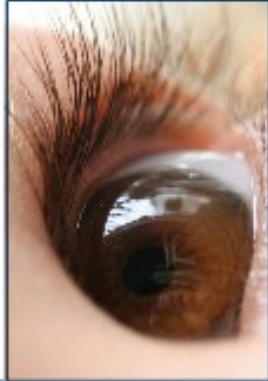
Tour a local apple orchard.

### New Jersey Learning Standards

Science: K.LS1.C 1.LS1.A 2.LS2.A

English Language Arts: K:W.K.2,3 1:W.1.2,7 2:W.2.2,4,8

# 5 Senses Chart



**See**



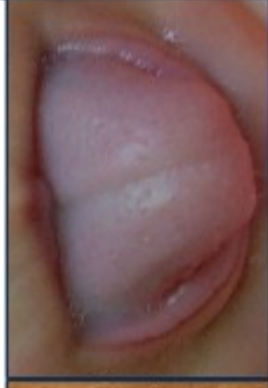
**Smell**



**Feel**



**Hear**



**Taste**


# Classroom Applesauce Recipe

Ingredients	Equipment
12 tart apples	Apple peeler
1 1/2 cup sugar	Slicing knife
1 1/2 teaspoon cinnamon	Crock pot
3 cups water	Liquid measuring cup
3 tablespoons lemon juice	Measuring spoons
Plastic cups, 1 per student	Wooden spoon
Plastic spoons, 1 per student	

1. Before beginning this activity, students should wash their hands.
2. Explain to the students that apples are used to make apple juice, cider, vinegar, applesauce, and many different kinds of salads and desserts. Today they will be making and tasting homemade applesauce.
3. Explain the process of making applesauce to the students. Show the students the applesauce recipe, pointing out the ingredients list and directions.
4. The apples need to be peeled, cored, and sliced. Show the students how the apple peeler works and which parts are sharp. Allow students to take turns using it to peel the apples. An adult should use the knife to core and slice the apples.
5. Allow students to place the apples into a large slow cooker and mix in cinnamon and sugar. Several students can take turns mixing with a wooden spoon. Pour water and lemon juice over the apples. Cook on high for 3–4 hours until the apples are soft.
6. When the apples are ready, allow students to take turns mashing the apples into applesauce using the potato masher. Give each student a cup of applesauce to taste.



**Apples**

**by** \_\_\_\_\_