

# An Apple a Day

## Grades PreK-2

English Language Arts, Math, Science

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### Objectives

Students will read words related to apples and find words that rhyme with each one. Students will use decoding skills to decode words related to apples. Students will read about apple trees and Johnny Appleseed. They will then complete comprehension pages to demonstrate their understanding of the reading passages. Students will taste apples and create a class graph to show which apple the most students like, as well as the least. They will write a sentence to describe their favorite apple.

### Vocabulary

**deciduous**— falling off (as at the end of a growing period or stage of development)

**grafting**—to join or unite one part of a plant with another

**harvest**— the gathering of a crop

**orchard**—a place where fruit or nut trees are grown

**pome**—a fleshy fruit consisting of an outer thickened fleshy layer and a central core with usually five seeds enclosed in a capsule

**ripe**— fully grown and developed

### Background

The apple is the fruit produced by the apple tree. The apple tree is classified as **deciduous** because it drops all its leaves in the colder months. This is called “defoliation.” Evergreen trees drop leaves annually, too, but they don’t lose all their leaves at once like deciduous trees.

Most apples are ripe for **harvesting** in the fall, although some cultivars **ripen** during mid summer through the fall. Because the apple tree develops blossoms that will turn into apples, the term used in the field of botany for the family of fruits that includes apples is “**pome**.” A pome is a type of fruit that is produced by a flowering plant.

The apple tree originated in Central Asia, where it has been grown for thousands of years. Apples first came to the US in 1625 from an apple planted in Boston. As colonists moved west, they carried apple seeds with them. As a result, apples are grown in every state in the US. Twenty-nine states, including Oklahoma, grow apples commercially. In Oklahoma’s first agricultural censuses, apple was listed as a major crop, though that is no longer the case. Today most apples grown in Oklahoma are in small family **orchards** and gardens.

The apple tree has undergone many changes. Through the years, horticulturists have used a technique called “**grafting**” to improve the color, size, shape, flavor, store ability and cooking quality of the fruit. Grafting has also been used to improve production potential, tree growth habit, tree size and to help the tree adapt to certain environmental changes. Resistance to disease and pests is also a consideration. Grafting is when the tissues of one plant are connected with the tissues of another plant, resulting in one plant with both characteristics.

## An Apple a Day (continued)

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There are now more than 7,500 known cultivars, or varieties, of apples. This has resulted in a large range of unique and desirable characteristics in apples. Some are better for cooking, some for eating fresh and others for making cider. Apples are now the leading product of the United States fruit industry. Apples are often called the “miracle fruit” because of the many vitamins and minerals they contain. Apples are very high in Vitamins C and B as well as containing fiber and minerals, such as calcium, potassium and phosphorus.

### Additional Reading

Amstutz, Lisa J, *Applesauce Day*, Albert Whitman & Company, 2017.

Driscoll, Laura, *Apples and How They Grow*, Grosset & Dunlap, 2003.

Maestro, Betsy, *How Do Apples Grow?*, HarperCollins, 2000.

McClure, Nikki, *Apple*, Abrams Appleseed, 2012.

McNamara, Margaret, *The Apple Orchard Riddle*, Schwartz & Wade, 2013

Silverstein, Shel, *The Giving Tree*, Harper and Row, 2014.

Wellington, Monica, *Apple Farmer Annie*, Dutton, 2001.

# An Apple a Day

## Activity 1: Apple Rhymes, (ELA) 1 50 minute class period

Students will read words related to apples and find words that rhyme with each one.

### Oklahoma Academic Standards

#### Activity 1: Apple Rhymes (ELA)

PK.2.PA.2

Students will recognize spoken words that rhyme.

K.2.PA.2

Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.

#### Materials:

- Activity 1 Worksheet 1 “**Apple Rhymes**”

#### Procedures

1. Read over the words with students to make sure they know each word.
2. As you read the word, ask students which words rhyme.
3. Students will circle the words in each row on the “**Apple Rhymes**” worksheet to show which words rhyme.

# An Apple a Day

## Activity 1 Worksheet 1: Apple Rhymes



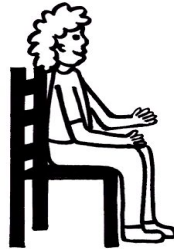
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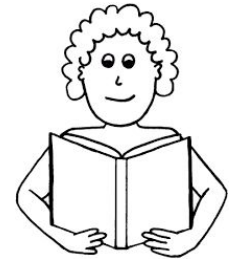
Circle the words in each line that rhyme:



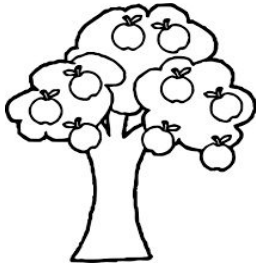
1. seed



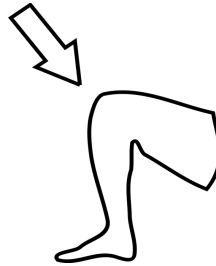
sit



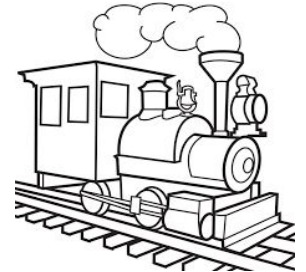
read



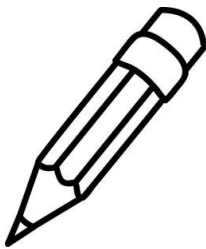
2. tree



knee



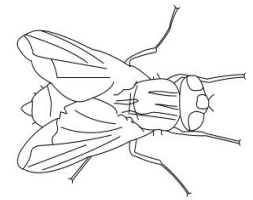
train



3. pencil



pie



fly



4. core



door



store

# An Apple a Day

## Activity 2: Apple Words, (ELA) 1 50 minute class period

Students will use decoding skills to decode words related to apples.

### Oklahoma Academic Standards

#### Activity 2: Apple Words (ELA)

- 1.2.PWS.1      Students will decode one- and two-syllable words by using their knowledge of:
- 2.2.PWS.1      ● single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat])
- consonant blends (e.g., bl, br, cr)
  - consonant digraphs and trigraphs (e.g., sh-, -tch)
  - vowel sounds:
    - long
    - short
    - “r” controlled vowels (e.g., ar, er, ir, or, ur)
  - vowel spelling patterns:
    - vowel digraphs (e.g., ea, oa, ee)
    - vowel-consonant-silent-e (e.g., lake)
    - vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)

#### Materials:

- Activity 2 Worksheet 1 “**Apple Words**”

#### Procedures

1. Go over the pictures on the “**Apple Words**” worksheet with students to make sure they know each picture name.
2. Students will circle the word on each row that names the picture.

# An Apple a Day

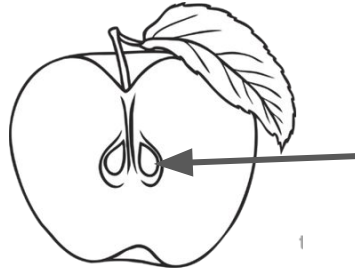
## Activity 2 Worksheet 1: Apple Words



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Circle the word that names each picture:



1. **sede**

**sed**

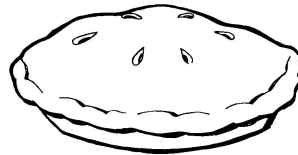
**seed**



2. **tree**

**tre**

**trea**



3. **pi**

**pie**

**piy**



4. **kore**

**cor**

**core**

# An Apple a Day

## Activity 3: Truth About Apples, (ELA) 1 50 minute class period

Students will read about apple trees and Johnny Appleseed. They will then complete comprehension pages to demonstrate their understanding of the reading passages.

### Oklahoma Academic Standards

#### Activity 3: Truth About Apples (ELA)

- 1.2.F.2 Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
- 2.2.F.2
- 1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.
- 2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.

#### Materials:

- Activity 3 Reading Page 1 “**All About Apples**”
- Activity 3 Worksheet 1 “**All About Apples Comprehension**”
- Activity 3 Reading Page 2 “**Johnny Appleseed**”
- Activity 3 Worksheet 2 “**Johnny Appleseed Comprehension**”

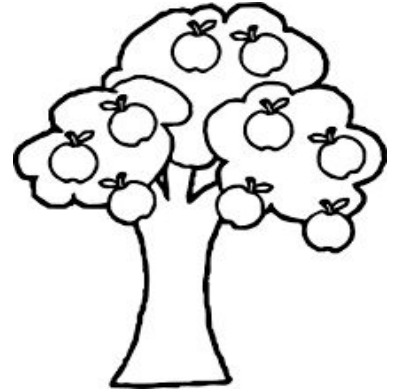
#### Procedures

1. Students will read the “**All About Apples**” reading passage and/or the “**Johnny Appleseed**” reading passage.
2. Students will complete the “**All About Apples Comprehension**” page and/or the “**Johnny Appleseed Comprehension**” page. They will identify the main idea and the supporting details. They will complete each statement to demonstrate comprehension.

Read the paragraph below. Then read the sentences in the boxes. One is the main idea. The other four are details. Answer the questions in the boxes. Cut out the sentence boxes. Glue them on the correct apple on the next page.

### All About Apples

An apple is a fruit that grows on a tree. The apple tree must grow four or five years before it is big enough to make apples. Some apples are ripe in the summer, but most apples are ready to pick in the fall. Apples can be red, yellow, green, and even pink. Apples are used to make pies, applesauce, apple juice, and other foods.



**Apples can be many colors.** What colors can they be?

**Apples are picked when they are ripe.** What season are most apples picked?

**Before an apple tree can make apples, it needs to grow.** How many years must it grow?

**Apples are used to make food.** What foods are made with apples?

**Apples are a fruit.** Where do apples grow?



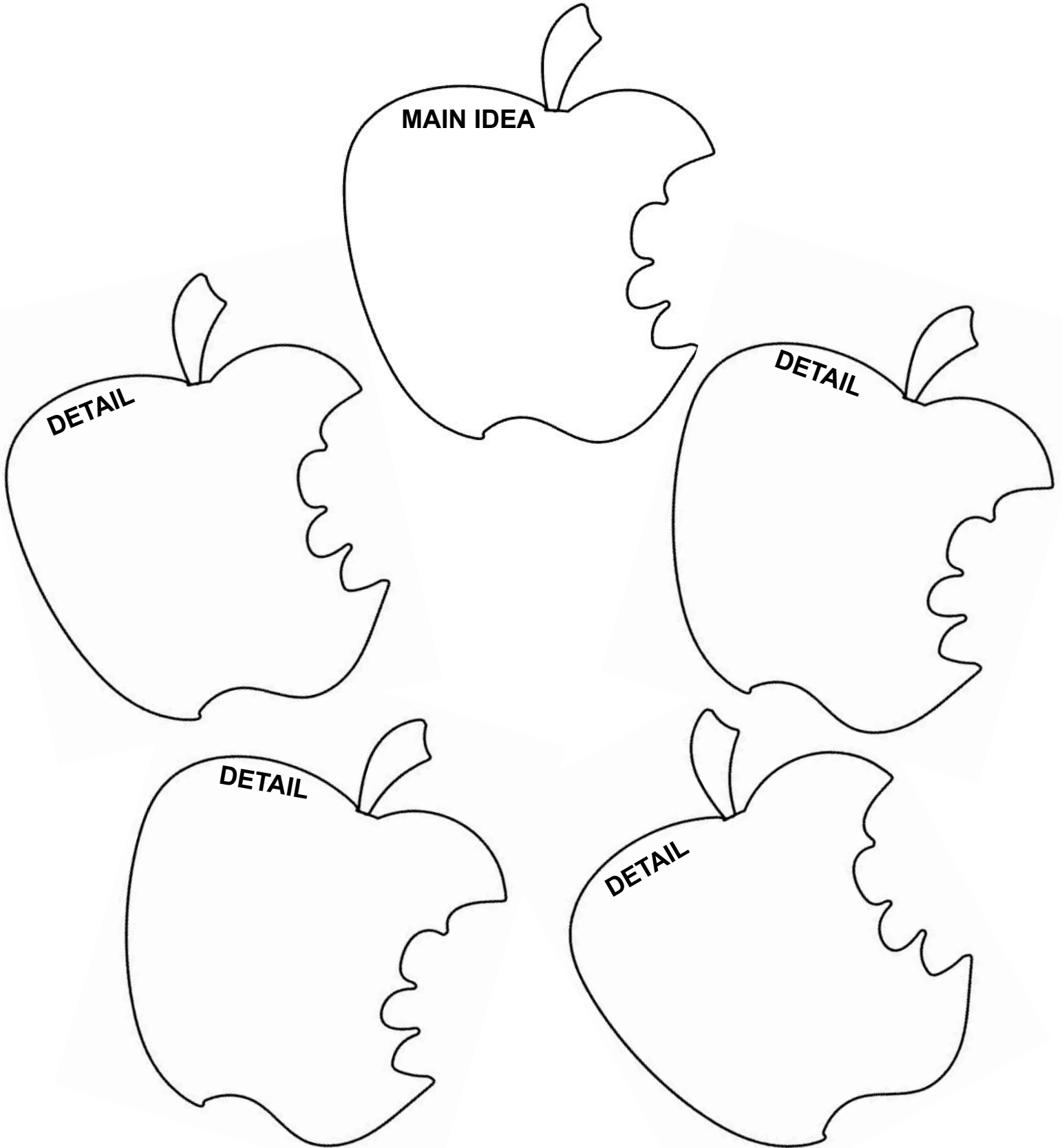
# An Apple a Day

## Activity 3 Worksheet 1: All About Apples Comprehension



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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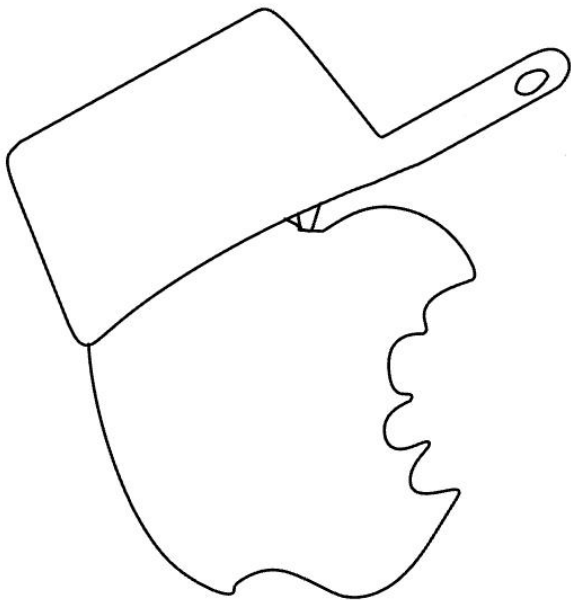
*A legend is a story from the past that is believed by many people but cannot be proved to be true. Read this legend about Johnny Appleseed. What parts of the legend do you think might be true?*

## **The Legend of Johnny Appleseed**

There is a legend, or a story, about a man called Johnny Appleseed. He was an apple farmer. His real name was John Chapman. John lived over 200 years ago! His dream was to grow so many apples that no one would be hungry.

Legend says Johnny planted apple seeds by streams. He used a leather bag to carry the apple seeds as he walked. For a time, he was called the “apple seed man.” He then began to be called “Johnny Appleseed.”

Legend says for a shirt Johnny wore coffee sacks. He cut holes in them for his arms. He often did not wear shoes, even in the winter. It is said he could walk over ice and snow without shoes or socks. The story says the skin on his feet was so thick, even a snake could not bite through it. Legend also says he wore a pot on his head as a hat.



Even if all of the legend is not true, Johnny Appleseed did plant a lot of apple trees. When you eat an apple, you can think of him!

# An Apple a Day

## Activity 3 Worksheet 2: Johnny Appleseed Comprehension



Name: \_\_\_\_\_ Date: \_\_\_\_\_

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What did the title tell you the story would be about?

- A. Where you can buy apples
- B. Stories about Johnny Appleseed
- C. Why an apple has a star inside
- D. Facts about apples

What was Johnny Appleseed's real name?

- A. The Apple Seed Man
- B. John Appleseed
- C. John Chapman
- D. Appleseed Chapman

What part of the legend do you think might be true?

What part of the legend do you think might be false?

# An Apple a Day

## Activity 4: Apple Taste Test, (Math, Sci) 1 50 minute class period

Students will taste apples and create a class graph to show which apple the most students like, as well as the least. They will write a sentence to describe their favorite apple.

### Oklahoma Academic Standards

#### Activity 4: Apple Taste Test (Math, Sci)

- PK.S.2                    Make observations of the physical and natural world.
- PK.D.1.2                Use categorical data to create real-object and picture graphs.  
K.D.1.2
- 1.D.1.2                Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.
- 2.D.1.4                Draw conclusions and make predictions from information in a graph.
- PK.N.3.1                Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.
- K.N.1.8                Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.
- 1.N.1.8                Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.

#### Materials:

- Activity 4 Worksheet 1 “**Apple Taste Test**”
- Apples (at least 3 different apples for each child to taste)
- Knife or apple slicer for teacher
- Crayons, markers, or colored pencils

#### Procedures

1. Obtain several different varieties of apples and cut them into pieces for students to sample.
2. Students will taste each apple and complete the “**Apple Taste Test**” worksheet. They will record their observations about each type of apple (sweet, tart, crunchy, juicy).
3. Students will complete the classroom graph on the worksheet by:
  - Coloring the apples to reflect the ones used for the taste test.
  - Asking each classmate what their favorite apple was and coloring a square to reflect their answer. Students can also write classmates names in the square.
4. Students will use the graph to determine which apple the class liked the most and the least.
5. Students will write a sentence to describe their favorite type of apple.



**Apple Cinnamon Dough Ornaments**

(Makes enough for 15-20 children)

**Ingredients**

- 4 cups ground cinnamon
- 3 cups applesauce
- 1/2 cup white school glue

**Materials**

- Measuring cups
- Bowl, spoon
- Wax paper
- Cookie cutters, popsicle sticks
- Straws, yarn

**Directions**

1. Add cinnamon to applesauce, stir.
2. Add school glue.
3. Once the dough resembles cookie dough, distribute to students.
4. Students will press the dough out on their wax paper and cut with cookie cutters or cut shapes using wooden craft sticks.
5. Punch holes in the ornaments with a straw or pencil.
6. Place dough in a warm, dry spot to dry. The complete drying process may take a few days.
7. String yarn through the holes when they are dry.

**Applesauce Oobleck**

(Makes enough for 2-4 children)

**Ingredients**

- 1/2 c applesauce
- cinnamon
- 1 c cornstarch

**Materials**

- Measuring cups
- Bowl and spoon for mixing
- Cookie tray or pie plate for experimenting

**Directions**

1. Measure 1 cup of cornstarch and a 1/2 cup of applesauce into a bowl.
2. Add a generous sprinkle of cinnamon and mix!
3. Transfer it to a pie plate or cookie sheet for experimentation.