

HARVEST LESSONS

THIS MONTH'S THEME:

APPLES

Lesson Plan



HARVEST LESSONS ARE A FUN WAY FOR CLASSROOMS TO EXPLORE, TASTE AND LEARN ABOUT EATING MORE FRUITS AND VEGETABLES EVERY DAY.

ACTIVITY SUMMARY

ACTIVITY	GRADE LEVEL	CURRICULUM CONNECTION	TIME
Introduction	all	Literacy: speaking, listening	10 min
Activity #1: Apples True or False	all	Literacy: listening, comprehension Science & Social Studies: evaluating claims to determine whether or not they are true	5 min
Activity #2: Apple Sequencing Cards	K-3	Science: understanding biological processes	15 min
Activity #3: Apple Variety Taste Test	K-3	Literacy: listening, comprehension, practice with adjectives Math: measurement, graphing/tallying responses Health: nutrition	20 min
Activity #4: Apples Then and Now	all	Science: inquiry, diagramming Literacy: writing, comprehension	20 min
Activity #5: Food Writing	all	Literacy: thinking, writing Arts: creative opportunity	10 min

INTRODUCTION

ALL GRADES

**1. Introduce yourself to the class**

10 min.

- a. What's your name, where are you from, why are you here?

2. Go over the outline of activities

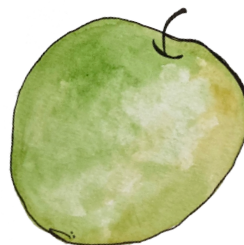
- a. What's the plan for the time you are together?

3. Introduce the topic of the lesson: Apples!

- a. Start the conversation by asking students what they already know about apples.
- b. Write the phrase "Apples are..." at the top of the board and ask the students to complete the sentence.

4. Introduce the guiding questions for today's lesson on apples:

- a. Why are apples important?
- b. What is the life cycle of an apple tree?
- c. What's the difference between the varieties of apples?



ACTIVITY #1

ALL GRADES

Begin your activities with a fun interactive true or false activity.
When a statement is true, students will stand up.
When they believe a statement is false, they will sit down.

10 min.

1. Apples are the official state fruit of Vermont.

a. TRUE: and the apple pie is Vermont's official state pie.

2. Up to 600 varieties of apples are grown around the world.

a. FALSE: Over 7,500 varieties of apples are grown around the world, 2,500 of which are grown in the United States.

3. Apple trees take four to five years to produce their first fruits.

a. TRUE

4. An orchard refers to a piece of land where fruit trees are grown

a. TRUE: Not just apples grow on orchards. Here in Vermont, pears, peaches, plums, and apricots grow in orchards too.

5. Apples are harvested in the spring, using a tool called a "pomogather"

a. FALSE: Apples are harvested in the fall, mostly by hand.

6. The largest apple picked weighed four pounds.

a. TRUE: It was grown in an orchard in Japan and harvested in 2005.

7. Most apple tree blossoms are blue when they bloom, and gradually fade to an orange flower.

a. FALSE: Most apple tree blossoms are pink when they bloom and gradually fade to a white flower.

8. Apples are the most valuable fruit grown in the United States.

a. FALSE: Apples are the second most valuable fruit grown in the United States
-- the first is the orange.

9. Apples ripen six to ten times faster at room temperature than they do refrigerated.

a. TRUE: So keep your apples in the refrigerator if you want them to last longer!



ACTIVITY #2

K-3

In this activity students will learn about the life cycle of an apple tree by arranging a series of cards in the correct order.

30 min.**Materials:**

Enough sets of apple sequencing cards for the class to break up into small groups.

Instructions:

1. Hold a discussion with the class about where apples come from: Ask students "How do we get apples anyways? Where do they come from?" Take a few responses. Explain that there are a lot of steps that go into growing apples.
2. With younger students (K-2), go over what each card represents (out of order though).
3. Explain that students will try to put them in the right order.
4. Give a deck of sequencing cards to each student group, and give them 5 minutes to arrange them in the correct order.
5. Ask a few students or pairs to share the sequence they came up with. Find and discuss the correct order as a class.



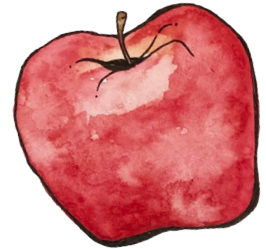
ACTIVITY #3

K-3

In this activity, students will have the chance to sample a few different varieties of apples, and vote on their favorite variety.

15 min.**Materials:**

- 4-5 different varieties of apples (it's fun to include many different sizes, shapes, and colors when selecting the varieties)
- Cutting board
- Knife
- Napkins or plates for each student
- Food service gloves

**Instructions:**

1. Ask, "Is every apple the same?" and then explain that there are different kinds of apples, and that "You're going to see if you can taste the difference!"
2. Show the apple you are about to taste to the class. Say the name of a variety, and write it on the board. Then pass out slices of the apple variety to each student. Encourage them to make observations — what does this kind of apple look like, smell like, feel like in their mouths?
3. Ask them to describe what it tastes like, and record the words they say. For younger kids, you might need to give them some examples of adjectives or "describing words" to use (sweet, sour, tart, tangy, crunchy, soft, mushy).
4. Repeat for every variety.
5. Once all apple varieties have been tasted, ask the class to vote on their favorite. Record the votes in a chart with tallies.

ACTIVITY #4

ALL GRADES

In this activity, students will examine the history of apples to make connections and draw distinctions between periods of time.

20 min.

Materials:

- Venn diagram template for each student
- Bag with props/cards representing reasons apples are important

Instructions:

1. Hand out a Venn diagram template to each student, and explain how a Venn diagram works. "We're going to use our Venn diagram to compare how apples used to be important here 100 or 200 years ago, and how they are important now."
2. Draw your own Venn diagram on the board. Label one circle "Past," and one circle "Present".
3. Have students brainstorm reasons apples are and were important. Use props (see attached "List of Apple Props" for ideas) to prompt them. Guide them to record the reasons in the appropriate part of their Venn diagram (ask them where a reason should go, correct them if necessary, record the reason in one or two words on the board, then give them a little time to record it in their own diagram).
4. When you run out of reasons or time, review the diagram and what it means with the class.



ACTIVITY #5

ALL GRADES

In this activity students will exercise their creative expression by reflecting on what we just learned about apples, and composing a journal entry.

10 min.

Materials:

- Journal pages for each student
- Pencils
- Colored pencils

**Instructions:**

1. Explain to students that we will spend about 10 minutes writing in our journals about apples
2. You may provide different prompts to your students based on their age. For instance, with younger students (K-2), you could encourage them to draw a picture of their favorite apple variety. For slightly older students (3-4), you may suggest drawing and labeling the life cycle of an apple tree. And for older students, you might encourage them to recall the adjectives they used to describe different, or use full sentences to reflect on the importance of apples over time.

