ALL ABOUT APPLES
Exploring sense-ational fruits and vegetables in the garden

DISCOVERING APPLES

GOALS
- Students will taste a variety of fruits or vegetables.
- Students will describe fruits and vegetables using their senses verbally and in drawing.
- Students will understand that plant foods are necessary for good health.
- Students will articulate their experience of their five senses in relation to fruits or vegetables.
- Students will engage in a physical activity.
- Students will practice vocabulary related to the five senses.

COMMON CORE VOCABULARY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Describing Words</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Sour, Sweet, Green, Yellow, Red, Healthy</td>
<td>Look, Taste, Eat</td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
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</tbody>
</table>

LESSON SEQUENCE
LISTENING/SPEAKING (IN THE GARDEN) →
READING (IN THE CLASSROOM) → WRITING (IN THE CLASSROOM)

GRADE LEVEL
Kindergarten

OBJECTIVES
Students will learn about the nutritional benefits of eating apples, while practicing ELA skills (speaking, listening, reading, writing).

MATERIALS
Four to five apples of each variety (1 slice per student). Examples include: Golden Delicious, Fuji, and Granny Smith.
Tasting supplies: paper bowls, knife, sanitizer.
Apple Book (class set of student consumables and LARGE teacher demo) – must be prepped ahead of time.
Set of Red, green and yellow Pencil, crayon, or markers for each student (more colors are fine, if available).
PA materials
Laminated 5 senses poster
Laminated apple cards

TIME REQUIRED
Each Activity: 30 Minutes
PRE-ASSESSMENT/ANTICIPATORY SET

Teacher asks:
When you look at an apple what color do you see?

Possible student responses:
Beginner/Early Intermediate:
Red, yellow, green (one word response) or student may point to color chart.

Intermediate:
I see the color red (yellow or green). The apple is red (yellow or green).

Early Advanced/Advanced:
Apples can be red, yellow or green but this apple is red (yellow or green).

Teacher accepts ALL answers without judgment. Right and wrong answers are accepted because we are merely getting a sense of the prior knowledge our students may or may not possess. Take notes on any misinformation that can be addressed in the upcoming activities.
CLOSING/POST-ASSESSMENT SET

Teacher asks:
*When you eat an apple, how does it taste?*

Possible student responses:
Beginner/Early Intermediate
*Good. Yummy. Facial expression showing they like or do not like apples.*

Intermediate
*Apples taste good. Apples taste sweet. I like apples.*

Early Advanced/Advanced
*Some apples are sweet and some apples are sour. I prefer to eat sweet apples.*

Teacher says:
*We have learned a lot about apples. Let’s see what you remember about apples [teacher motions towards any charts, visuals, etc. generated from the apple lesson].*

Repeat Pre-Assessment/Anticipatory Set steps here.

**Teacher records ALL answer on chart paper without judgment. Right and wrong answers are recorded.**

As students respond, the teacher reminds students to respond in complete sentences and refers them to any charts, visuals, etc. that will support their use of complete sentences to express themselves. The teacher notes how much or little support students need to be able to respond using complete sentences and key vocabulary from the lesson.
**ACTIVITY 1: APPLE COLORS AND NUTRITIONAL MESSAGE**

**INTRODUCTION**

Hold up one apple in front of the class and ask students what they are looking at. Indeed, they are looking at an apple, the topic of our lessons today!

Feel free to draw a face on the apple and give it a name!

**LISTENING AND SPEAKING**

Prompt students:
*What colors are apples?*

Have students share their ideas with the class.

Introduce the three colored apple cards one at a time. Go through the cards several times and quiz the students on the colors of the apples (3x repetition).

While still sitting, encourage students to look around the garden for places where those colors (red, yellow, green) also appear.

Introduce the ideas that apples are healthy, and that healthy things help us to be active.

Briefly share the following reasons to eat apples.

- Apples are a fruit and have a good things for your body.
- Apples are juicy and have water, which our bodies need.
- Apples are a healthy snack.
ACTIVITY 1: APPLE COLORS AND NUTRITIONAL MESSAGE

PHYSICAL ACTIVITY: RED APPLE, GREEN APPLE

**FORMATION**

Use a basketball court on the playground, or set up cones to have a starting line and a finish line. Walk the perimeter of the activity area before starting to play the game. Show students which areas are "in bounds" and which are "out of bounds." Have students stand on the starting line facing the teacher.

**DIRECTIONS**

Teacher will begin lesson by showing students the three apple cards. When students see a card, they will respond by doing the following movement:

- **Green Apple Card:** Walk
- **Yellow Apple Card:** Tip Toe
- **Red Apple Card:** Stop and Freeze

Have class practice each movement in place. Once they are comfortable with reacting to the cards, tell the class that the game is to get all the way to the other side of the court. Emphasize that the first one across is NOT the winner. There is no winner, and all classmates are simply practicing their movement and color skills.

**VARIATION**

When students make a mistake, they return to the starting line.

Vary the movements to increase activity level. For example:

- **Green Apple is skip**
- **Yellow Apple is gallop**
- **Red Apple is walk slowly.**
ACTIVITY 2:
WAYS TO DESCRIBE APPLES

NOTE ABOUT TASTING PREPARATION
It is best to prepare this tasting ahead of time using a disposable bowl for each student. Arrange slices of fruit in a row, using one distinctively colored apple as the key (for example, place a golden delicious apple on the left). For the actual tasting, direct students to raise their left hand (to ensure that all students know which side is left), then tell them to position their bowls so that the yellow slice of apple is on the left. That way, you can guide the students through the tasting, ensuring that they are tasting and exchanging ideas about the same variety of apple.

INTRODUCTION
Tastings are passed out to students (one slice per student of each variety). As they are munching, ask students to notice what it tastes like and looks like. Share with their elbow partner. Share with whole class (if time and behavior permits)

SCAFFOLD
Direct students to T-chart (look, taste) with the sentence starter “Some apples are_____“
Model how to complete the sentence with the ideas already included on the chart.
Have students share their own idea with the class.
Write answers on T-chart as students share. Ask students to echo/repeat all answers.
**ACTIVITY 2: WAYS TO DESCRIBE APPLES (Continued)**

<table>
<thead>
<tr>
<th>Some apples are</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight</td>
<td>Taste</td>
</tr>
<tr>
<td>red</td>
<td>sweet</td>
</tr>
<tr>
<td>yellow</td>
<td>sour</td>
</tr>
</tbody>
</table>

**READING**

Teacher presents an enlarged (8 ½ x 11 or larger) copy of the printable “book” entitled “Apple.”

*Make sure that the book has been colored in, such that students have a model for the activity that they will complete.*

*Have the teacher read the book aloud to students.*

*Have teacher prompt students about colors and tastes.*
ACTIVITY 3: APPLE BOOK ENGAGEMENT

WRITING (SKILL-BUILDING COMPONENT)

Have teacher distribute student copies of book
Write students' names on the cover.
Slowly read through book, page by page, pausing for students to color each apple illustration accordingly.
Send Harvest of the Month Family Newsletter home with students.

![Apples]

By: ____________________

REVIEW

Repeat Pre Assessment/ Anticipatory Set questions again to assess learning:
“Who can tell me some reasons why we eat apples?”

“Who can tell me some words we can use to describe apples?” Hold up one apple in front of the class and ask students what they are looking at. Indeed, they are looking at an apple, the topic of our lessons today!

Feel free to draw a face on the apple and give it a name

HOME CONNECTION

Have students take their books home and share them with their families.
EVALUATION AND STANDARDS

Evaluation (Evidence shown by student work)

Nutrition Competencies and Health Standards
Students explain the reasons *apples* are good for their bodies.
Students identify one influence on a food choice.

Listening and Speaking
Students listen and describe enjoyable physical activities.
Students describe that plant foods provide them with energy and other good things for their bodies (i.e. nutrients).

Reading: Informational Texts
Students describe the relationship between the pictures and the text in a storybook.

Writing
Students write in their *Why I Eat Apples* student workbook page.

Science Standard
Students use their senses to observe and describe plant foods.

Core Curriculum and Health Standards:

Common Core, Listening and Speaking Kindergarten

Comprehension and Collaboration
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
**ELD STANDARDS, LISTENING AND SPEAKING**

**Beginning/Early Intermediate**
Responds to questions and directions verbally and non verbally
Answers and/or answers simple questions with simple phrases and/or sentences.

**Intermediate**
Talks with others about familiar topics and solicits information from others.

**Early Advanced/Advanced**
Listens attentively to stories/information and orally identifies key details and concepts
Participates/initiates more extended social conversations by asking and answering questions, restating / soliciting information and paraphrasing.

**Common Core, Reading Kindergarten**

*Key Ideas and Details*
With prompting and support, ask and answer questions about key details in a text.
With prompting and support identify the main topic.

*Integration of Knowledge and Ideas*
With prompting and support, describe the relationship between illustrations and the text in which they appear.

**ELD STANDARDS, READING**

**Beginning/Early Intermediate**
Responds orally to stories read aloud using verbal and non verbal communication
Responds orally to stories read aloud using phrases or simple sentences to answer factual questions.

**Intermediate**
Responds orally to factual questions about stories and poetry using simple sentences,

**Early Advanced/Advanced**
Asks and answers questions, in complete sentences, about essential elements of a text read.
**ELD STANDARDS, READING**

*(Continued)*

**Common Core, Writing Kindergarten**

**Text Types and Purposes**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Research to Build and Present Knowledge**

With guidance and support from adults, recall information from experiences or gather information from provided sources.

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**ELD STANDARDS, WRITING**

**Beginning/Early Intermediate**

Write a few words or phrases about an event or character from a story read aloud by the teacher.

Write a phrase or simple sentence about an experience generated from a group story.

**Intermediate**

Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. (Appropriate for a kindergartner).

**Early Advanced/Advanced**

Produce independent writing with consistent use of standard grammatical forms (as appropriate for a kindergartner). Some rules may not be followed.
CALIFORNIA STATE STANDARDS, PA—Red Apple, Green Apple

California State Standards, PA – Red Apple, Green Apple

**Health Education Kindergarten:**

1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

1.2.N Identify a variety of healthy snacks.

1.3.N Describe the benefits of being physically active.

**Physical Education Kindergarten**

1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.

1.2 Travel forward and sideways while changing direction quickly in response to a signal.

1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

Visit [www.harvestofthemonth.com](http://www.harvestofthemonth.com) to download monthly elements of featured produce items. Refer to Taste Testing activities and Reasons to Eat content of the Educator Newsletter to support Activity 1.

Visit [www.harvestofthemonth.com](http://www.harvestofthemonth.com) to download monthly elements of featured produce items. Refer to the Physical Activity Corner of the Educator Newsletter for additional activities to support Activity 1.

For important nutrition information, visit [www.cachampionsforchange.net](http://www.cachampionsforchange.net). For food stamp information, call 877-847-3663. Partially funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer. California Department of Public Health.

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PROJECT EAT
EDUCATE. ACT. THRIVE
Red
Green
Yellow
Apples

By: ____________________
Some apples are red.
Some apples are green.
Some apples are yellow.
Some apples are in between.
Some apples are _____.

5
All apples are healthy!
Some apples are red.
Some apples are green.

Some apples are yellow.
Some apples are in between.

Some apples are ________
Some apples are ________
All apples are healthy!