

Oregon



Developed By:

Maria Githens

Summer Ag Institute Lesson Plans

Title of Lesson: Applesauce

Academic Subject: Speech/Language

Theme:

Grade Level: K-1

CIM/CAM Standards:

1. Identify “how many more or less” and how many all together from pictograph and bar graphs.
2. Sort, classify and order objects by size, color, shape or other properties.
3. Represent data using concrete objects and pictographs.
4. Retell, reenact or dramatize stories or parts of stories.
5. Tell an experience or story in a logical sequence.
6. Describe people, places, things (e.g. size, color and shape), locations and actions.

Learner Objective: (The student will)

1. Compare and contrast two different kinds of apples.
2. Create and explain a simple graph.
3. Demonstrate knowledge of how apples grow.

Anticipatory Set: Ask the students if they've ever eaten an apple. Have them raise their hands if they've eaten an apple. Ask students to tell the class what they know about apples and write their responses on the white board. Then, ask them what they want to know about apples and write their responses on the white board.

Next, read them the story called "Apples and How they Grow." After the story ask the students if any of them have apple trees in their yards. Talk about what an apple tree looks like and show them some photos of real apple trees.

Instructional Outline (Teaching Content)

1. Pass around green and red apples for students to look at.
2. Lead a discussion on what the apples look like.
3. Make a comparison diagram. Ask the students how the red and green apples are alike and different.
4. Cut up the red and green apples and give each student one red and one green slice. Talk about the parts of the apple (skin, stem, core, seeds).
5. Make a graph showing how many students liked the red versus the green apple.
6. Give each student a graph paper and have them complete it using red crayon for the red apple and green crayon for the green apple.
7. Lead a discussion on quantity concepts using words like "most", "more", "fewest" and "least". Of course, the topic is about the apple graph.
8. Ask the students what foods have apples in them.
9. Ask the students if they've ever eaten applesauce. Tell the students that they are going to help make applesauce. Assign each student a task.
10. Make the applesauce and eat it! Talk about the steps completed to make the applesauce. (Sequencing)

Strategies (What to do, explain or have students do)

1. Students touch and look at apples.
2. Write down their descriptions.
3. Students respond and the teacher writes the responses on the chart on the white board. (See venn diagram.)
4. Each student eats a red slice first and describes it. Then they do the same for the green slice.
5. Each student reports which color of apple they liked the best.
6. Each student has a graph and with teacher guidance, they fill it in.
7. The students report which apple was liked the most/least. The students are guided through a discussion of how many more people like apple X than apple Y. (Math—see graph sheet.)
8. Write down their responses on the white board.
9. Have the students wash their hands and put on gloves. Help student with their assigned task. Talk about measurement, and whether $\frac{1}{2}$ cup is more or less than $\frac{1}{4}$ cup.
10. Eat and review the sequence/steps.

Closure:

The class invites the principal to join them for an applesauce snack. They are encouraged to talk about what they've learned about apples, show him/her the graph and explain the steps to making the applesauce.

Extension:

A great extension activity would be a trip to an Oregon apple orchard.

Resources:

1. Oregon Department of Education Website.
2. Book called "Apples and How they Grow" by Laura Driscoll.
3. PBS Kids Website for applesauce recipe.
4. Book called "Graphic Organizers Grades K-3" by Teacher Created Materials, Inc.

Materials:

1. Red and green apples
2. Knife (adult use only)
3. Whiteboard and pen
4. Blank and lined paper
5. Pencils and crayons
6. For the applesauce: cutting board, gloves, plates, napkins, measuring cups, bowl, electric burner, pan, serving cups, spoons and all the ingredients.

Evaluation:

1. Each student is asked to explain the graph and the data obtained. The speech-language specialist assesses whether the student addresses the main parts of the graph and what the data means.
2. Each student is asked where apples grow (on a tree). The teacher assesses the accuracy of the answer.
3. The teacher assesses each student's knowledge of how the red and green apples were alike and different (flavor/color).