

Lesson: Apples Around Us

Historical Reference

1775 John Chapman aka "Johnny Appleseed"

Targeted Grade Levels

K-2

Time

2 hrs

*Designed as 2, 1 hour lessons to be implemented over 2 days. You may elect to use parts or all of the lesson plan to accommodate time availability.

Content Area(s)

English Language Arts, Math, Science, Social Science

Standards

Reading Standards for Literature K-5: Key Ideas and Details 1.0-3.0

Writing Standards K-5: Test Types and Purposes 2.0

Language Standards K-5: Vocabulary Acquisition and Use 4.0

Common Core State Standards for English Language Arts

Measurement and Data (K, 1, 2)

Common Core State Standards for Mathematics

NS.K-4.3 Life Science; Organisms and Environments

National Science Education Standards, National Academies of Science

NSS-G.K-12.1 The World in Spatial Terms

NSS-G.K-12.6 The Uses of Geography

National Social Science Standards, Geography

Objectives

By the end of this activity, the students will be able to:

- Recall key facts from the tale of John Chapman (Johnny Appleseed)
- Use a map to identify places John Chapman visited
- Chart class response to apple taste-test
- Write and illustrate a comparative response to apple taste-test

Materials

Apples (At least 3 varieties)

White board or poster

Markers

Paper grocery bag

Knife and cutting board

Washing area

Drawing/Composition paper (Day 1 Review)

Book about Johnny Appleseed *See recommendations below

US Map

Student Worksheet (Select based on grade-level)

Glue sticks/paste (Kindergarten)

Crayons or colored pencils

Day 1: Activity Outline

1 What's in the Bag?

- Prior to class, place an apple in a brown paper grocery bag.
- Inform students that you have brought in a surprise item, and students must use their detective skills to describe the item.
- If students know what the item is, they should wait to share until all students have felt inside the bag.
- One at a time, students will use the sense of touch to reach into the bag and use describing words to explain the item in the bag. (e.g. smooth, hard, round etc.)
- If you have a large class and adult helpers, you may wish to have multiple bags.
- Capture adjectives shared by students on a white board or poster.
- After all adjectives have been captured, ask the class to identify the mystery item. An apple!
- In this lesson students will get to learn from a real-life apple super-hero, Johnny Appleseed.

2 Taste Test

- Carefully wash the apples used in the "What's in the bag?" activity (or bring in additional apples) from at least three different varieties.
- Slice apples into bite-size pieces for sampling.
- Draw a table on the board with three columns. Label each column with an apple variety name.
- Invite students to sample the apples, one variety at a time.
- After each variety is sampled, ask students to describe the apple using their sense of

taste, sight and smell.

- Capture descriptive words in the respective column and continue the sampling.
- After sampling is complete, ask students to identify the apple they enjoyed the most.
- By raising hands, count the students who preferred each apple.
- Create a bar graph showing the amount of students in the class who preferred each apple variety. *You may wish to create a chart on a bulletin board using die-cut apples to represent the number of students.

3 Day 1 Review: Describing my Apple

- On a piece of drawing or composition paper, have students draw a picture of their favorite apple, identify the apple variety, and write a sentence using descriptive use vocabulary words from a word bank. For younger learners, simply have students draw an apple. For advanced learners, you may have students write a comparative description of apples tasted.

Day 2

1 Story Time!

- Review the previous lesson by asking students to share what they recall about apples from the previous day. Assess previous knowledge by asking students what they have heard about Johnny Appleseed.
- Capture responses on the white board or on a poster.
- Prior to the lesson, select a text to read to the class about John Chapman, better known as Johnny Appleseed. Below are two suggested texts, but you may elect to use an additional text:
 - *Johnny Appleseed*. Lindbergh, Reeve. Megan Tingley, 1993. ISBN 978-0-316-52634-0
 - *Johnny Appleseed: The Story of a Legend*. Moses, Will. Penguin Group, 2004. ISBN 978-0-14-240138-5
- Pre-read the story by showing students images and asking students to predict the main idea of the story.
- Preview the story by identifying new vocabulary words. Invite students to

break new words into syllables to sound out and identify meaning.

- Read the story to students.

2 Map Johnny's Travels

- Johnny Appleseed was a historical figure in agriculture because he helped plant apple orchards all over the nation. He also helped other farmers by selling apple tree seedlings and seeds.
 - Display a US map.
 - Walk back through the text, identifying locations visited by John Chapman.
 - Engage students as you identify locations on the map.
 - Help students identify states John Chapman traveled through on his journey.
 - Use a callback technique to clearly say each state name and have students repeat while pointing to the map.

3 Summarizing the Story

- Based on grade level, have students write a summative statement about the story they read. Use the attached student worksheets.
 - Kindergarten: Have students write a Rebus sentence by giving students the prompt, "Johnny Appleseed planted _____ trees". Have students complete the statement by pasting a picture of an apple and illustrate.
 - First Grade: Have students copy a dictated sentence about the story and illustrate.
 - Second Grade: Have students write a student-generated sentence about the story and illustrate.

4 Assess Learning

Collect apple comparison writing samples/illustrations and evaluate. Post on the wall and give to students to take home and share with their families.

5 Challenge

Challenge students to go to a grocery store and pay attention to different varieties of apples. Remind students that the American farmers work hard to make sure that people have an abundant, safe, and affordable food supply.

Enrichment Opportunities

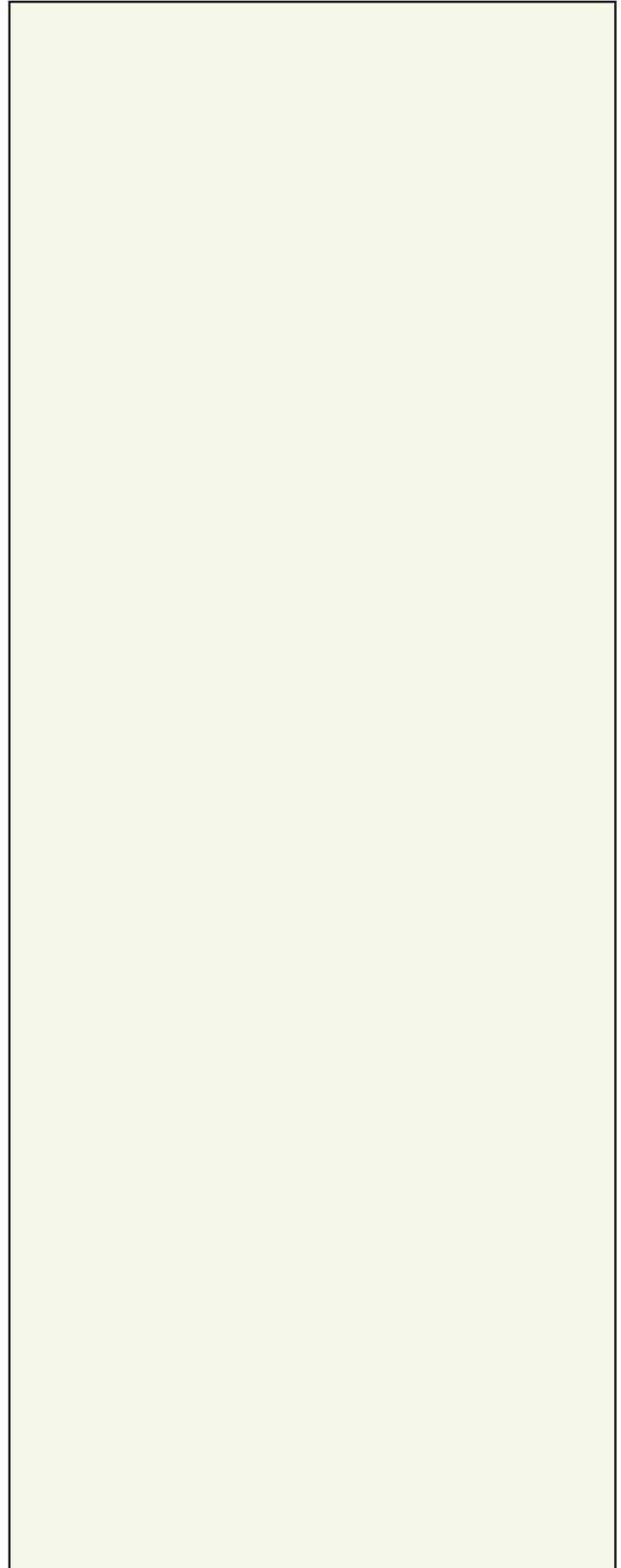
Apple Turnovers: Make quick and delicious apple turnovers in class. Bring in an electric skillet, vegetable oil, a jar of applesauce, wax paper, plastic spoons and pre-made biscuit dough such as Pillsbury® biscuits. With the help of an adult, each student receives one un-cooked biscuit, flattens the biscuit on a section of wax paper, and places a spoonful of applesauce on the flattened dough. The student carefully folds the dough over and pinches the side. An adult quickly pan-fries the fritter on an electric skillet, in a small amount of oil. When the dough is light brown and crispy, the apple fritter is ready to eat. Make sure to cool before enjoying!

Visit an Orchard: If you have an apple orchard nearby, schedule a class visit. Have students illustrate the apple orchard and meet with an apple farmer. If possible, visit multiple times throughout the year to chart the seasonal activity of apple trees. If visiting more than once is not possible, ask the farmer to send a picture of the orchard each month to chart seasonal activity.

Contact Us

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My Notes

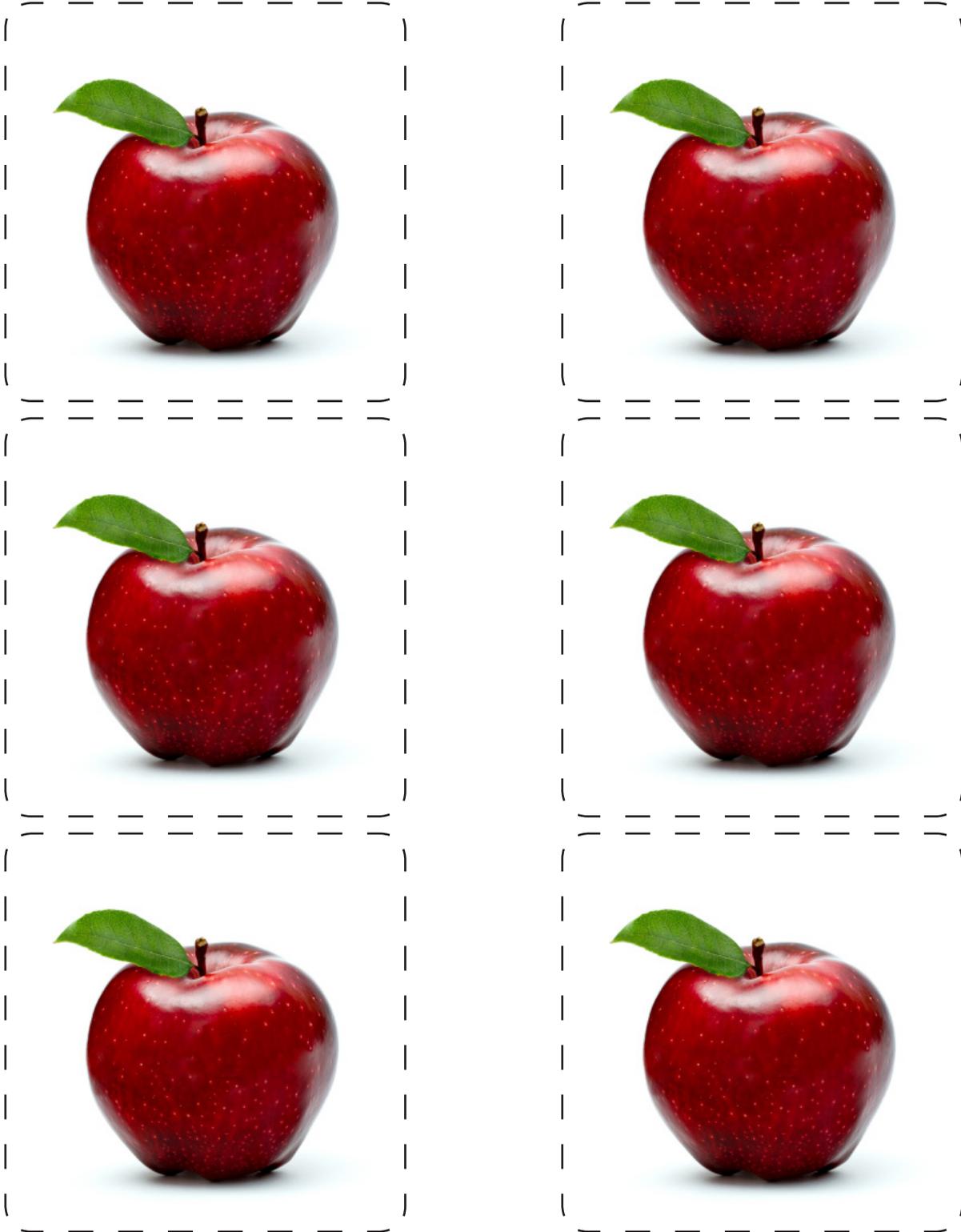




Supporting Resource: Apples for Kindergarten Worksheet

Apples Around Us

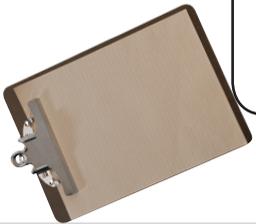
Prior to the lesson, copy and cut apart apples in order to provide one apple to each Kindergarten student. Students will paste on the dotted line to complete their Rebus sentence.



Name: _____

Student Worksheet: Apples Around Us

Kindergarten



Johnny Applesseed planted

trees.



Name: _____

Student Worksheet: Apples Around Us

First/Second Grade

