

ALL ABOUT APPLES

REASONS AND WAYS TO DESCRIBE APPLES



GOALS

- ◎ Students will taste a variety of fruits or vegetables.
- ◎ Students will describe fruits and vegetables using their senses verbally and in writing.
- ◎ Students will understand that fruits and vegetables contain nutrients that are good for their bodies.
- ◎ Students will share the books they wrote about fruits and vegetables with their family members.
- ◎ Students will create a book focused on describing a specific fruit or vegetable.
- ◎ Students will articulate and/or write at least three reasons to eat a specific fruit or vegetable.
- ◎ Students will recite a short poem about reasons to eat a specific fruit or vegetable.
- ◎ Students will recite and act out other physical activities that can facilitate health.

LESSON SEQUENCE

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

GRADE LEVEL

First

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

One extended T-chart on butcher paper

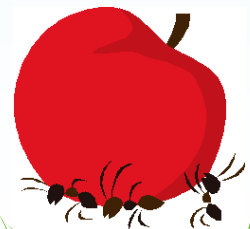
One large copy of the "Apples" Book that has been colored in

One copy of the "Apples" Book for each student

One pencil and a set of multi-colored crayons for each student (or pairs of students can share)

TIME REQUIRED

Each Activity: 30 Minutes



COMMON CORE VOCABULARY

Nouns

Apple, Nutrients

Describing Words

Red, Yellow, Green

Verbs

Sight, Sound, Touch, Taste, Smell

PRE-ASSESSMENT/ANTICIPATORY SET

NOTE: This five-minute exercise includes verbal prompts that are also included in the lesson. These are the overarching areas content that will be addressed by these lessons, but there is no need to perform an additional, verbal pre-assessment.

Verbally prompt students:

*Who can tell me some words we could use to describe **apples**?*

Below are sample sentence frames and starters for students, if needed:

Apples are _____.

Apples give us _____.

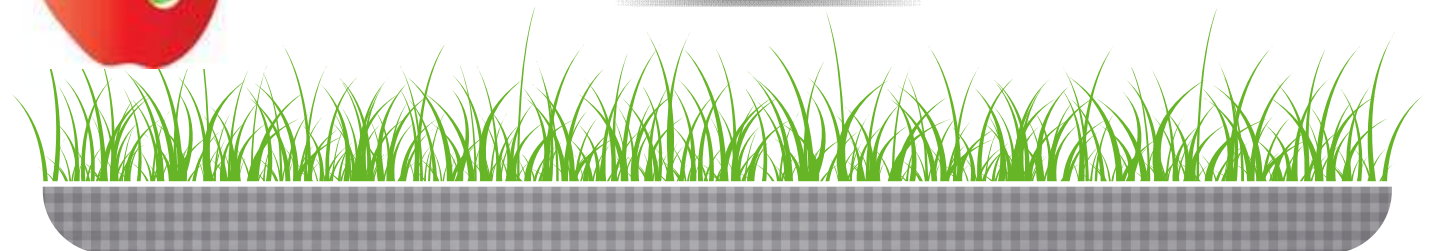
We eat **apples** because _____.

Ask students to share their ideas with an elbow partner, then have the whole groups share out quickly.

Verbally prompt students:

*Who can tell me some good reasons to eat **apples**?*

Have individual students share with whole class.



ACTIVITY 1: REASONS TO EAT APPLES

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

Explain that today students will learn about many reasons to eat apples.

Ask students:

*What are some reasons you should eat an **apple**?*

Sample responses:

Beginning/Early Intermediate

Apples are _____.

An **apple** is _____.

The **apple** is _____.

Intermediate

I/you/he/she/we should eat **apples** because _____.

Apples are _____. They have _____. They help _____.

Early Advanced/Advanced

I/you/she/he/we should/ought to eat **apples** because they provide our body with _____.

Another reason I/you/she/he/we should/ought to eat **apples** is _____.



ACTIVITY 1:

REASONS TO EAT APPLES (Continued)

LISTENING AND SPEAKING (Continued)

Briefly share the following reasons to eat apples, especially highlighting any that the students might have missed in their responses.

Reasons to Eat Apples:

Apples are a fruit and contain good things (i.e. nutrients) for your body.

Apples are juicy and contain water, which our bodies need.

Apples are a healthy snack and can be eaten in a variety of ways (e.g., whole, applesauce, dried apples).

Share a short poem and teach it to students. It might help to have it written on chart paper to encourage students to follow along in reading. Explain that fruits (i.e. apples) and vegetables contain nutrients that are good for your body. When you eat fruits/vegetables, the pieces of fruit/vegetable move through your body. Along the journey, your body takes out all of the good things in the food (i.e., the nutrients), and the rest passes through you. Explain and model body movements/sounds in parentheses. Review poem several times with body movements.

Apples are good for you, (Pretend to hold an apple to mouth and bite into it with a crunching sound)

Juicy apples give us water, (Slurping sound)

Apples move through our body, (Make a sweeping motion downward)

Apples, Apples, Apples! (Pat your stomach)

Apples are a healthy snack. (Rub your stomach)



ACTIVITY 1: REASONS TO EAT APPLES PHYSICAL COMPONENT



DIRECTIONS

Teacher asks students:

What other things can we do to stay healthy aside from eating a nutritious snack- such as fruits and vegetables? (Physical activity and movement)

As a class, brainstorm physical activities that students enjoy doing. (Run, jump, swim, bike, etc.) Use a sentence starter prompt in the garden.

Apples give us water and nutrients so we can ____.

With a partner, students pick one of the activities to act out. Starting with the sentence starter, pairs should complete the statement and, and select a corresponding action. Volunteers can act out activity to the class, and the rest of the class can mimic their movements/ repeat their statement.

Consider having students stand up and spread out in the garden during this activity.

Quickly debrief with a prompt:

*Who can tell me why it's good to eat **apples**?*

Have students share responses with class.

VARIATIONS (TO SAVE TIME)

Have students remain in a circle, and have individual students volunteer ideas.

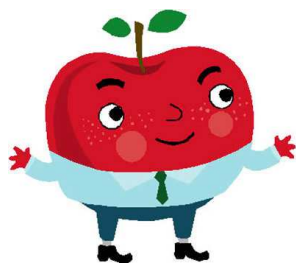
After the idea is shared with the class, have the entire class act out the idea at the same time.



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).

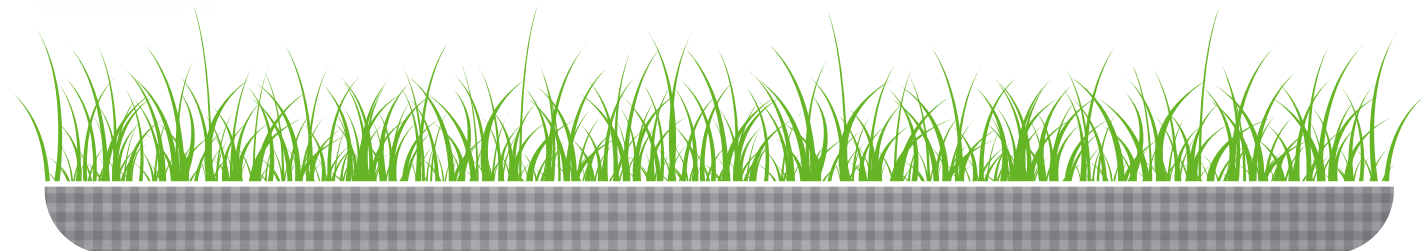
As they are munching, ask students to notice what it tastes like, looks like, sounds like to eat, feels like to touch, and smells like.

Share with their elbow partner.

Ask the students: “Why do you think **apples** are juicy?” (**Apples** are juicy because of water)

Share answers with their elbow partner.

What other living things need water so that they can be healthy and grow? Call on a student to share with class. (People, other animals, and plants)



ACTIVITY 2: WAYS TO DESCRIBE APPLES (Continued)

SCAFFOLD

Direct students to extended T-chart with the sentence starter:

"Some **apples are _____"**

Model how to complete the sentence with the ideas already included on the chart.

Have students Think Pair their own endings to the sentence starter:

"Some **apples are _____"**

Have students share their own idea (or their partner's idea) with the class.

Write answers on the extended T-chart as students share. Ask students to echo/repeat all answers.

Some apples are _____				
Sight	Sound	Touch	Taste	Smell
red round	crisp crunch	smooth nice	sour sweet	fruity earthy

ACTIVITY 2: WAYS TO DESCRIBE APPLES (Continued)

READING

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

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.

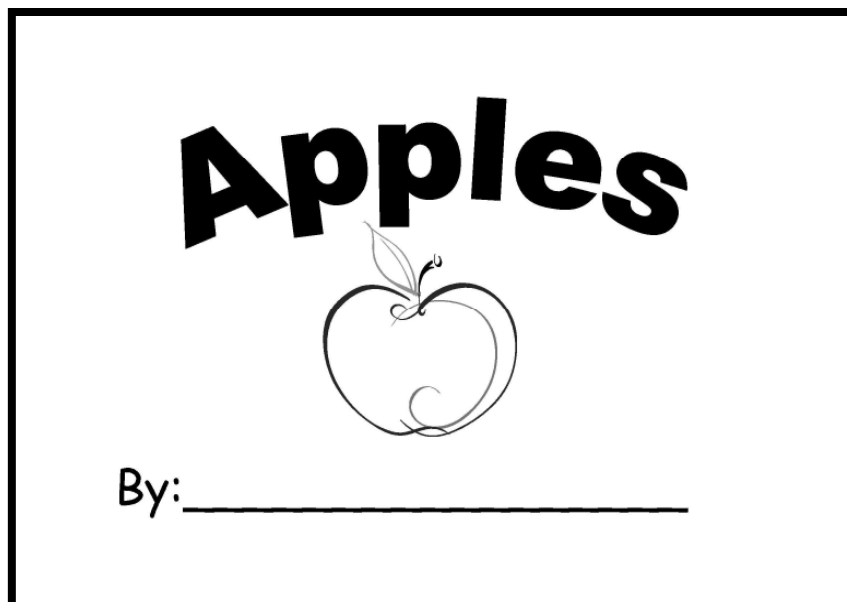
Have students cut and staple their own copy of the book (or the teacher can do this prep prior to the lesson).

Have students write their name on the cover and color in the apples on the completed pages.

Quickly debrief with a prompt:

*Who can tell me some words we can use to describe **apples**?*

Have students share responses with class.



ACTIVITY 3: APPLE BOOK ENGAGEMENT

WRITING (SKILL-BUILDING COMPONENT)

Remind students that they just shared different words to use to describe **ap-
ples**.

Give each student their copy of the “Apple” book (if you collected them), and quickly read through the first pages to remind students of the format of the book.

Now explain that the last three pages are theirs to complete. They need to pick their favorite words to describe apples (from the T-chart, or their own imagination) and, write those words and color in the apples on those pages.

Inform students that because Red, Green, and Yellow have already been used, they should pick three new words to use in their book.

Model how to complete the page on the BIG teacher book or document camera. (Students chorally read the information with teacher, before writing in each page of their books)

Students complete their sentences, color in the pictures, and read their book to a partner.

If students are comfortable, have volunteers share their books with the class.



ACTIVITY 3: APPLE BOOK ENGAGEMENT (Continued)

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.

Send *Harvest of the Month* newsletter home with students.



EVALUATION AND STANDARDS

Evaluation (Evidence shown by student work)

Health Education Standards aligned with Nutrition Competencies

Students explain the reasons fruits (i.e. apples) are good for their bodies.

Students identify healthy snacks such as apples.



Science Standard

Students identify that people need water, and apples contain water.

Listening and Speaking

Students recite poem about apples.

Students can use adjectives to describe apples.

Reading: Informational Texts

Students can read or recite paragraph from charts or apple poem.

Writing

Students draw and or write Reasons to Eat Apples book page.

Core Curriculum and Health Standards

Common Core, Listening and Speaking Grade 1

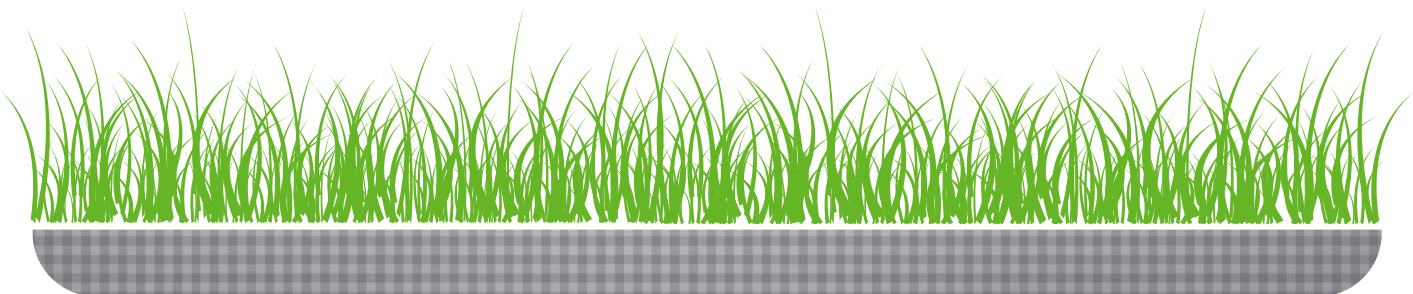
Comprehension and Collaboration

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge & Ideas

- a. Memorize and recite poems, rhymes, and songs with expression.
- b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- c. Produce complete sentences when appropriate to task and situation.



ELD STANDARDS, LISTENING AND SPEAKING



Beginning/Early Intermediate

Ask and answer simple questions with one-to two-word responses, phrases or simple sentences.

Respond to simple directions and questions verbally and non-verbally.

Recite familiar rhymes, songs and simple stories.

Intermediate

Asks and answers instructional questions using simple sentences.

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

Common Core, Reading Kindergarten

Early Advanced/Advanced

Asks and answers instructional questions with extensive supporting elements.

Participates, negotiates and initiates social conversations by questioning, restating, soliciting information and paraphrasing.

Common Core Reading Standards, Grade 1

Key Ideas and Details

Ask and answer questions about key details in a text.

Identify the main topic and retell key details of a text.

Integration of Knowledge and Ideas

Use the illustrations and details in a text to describe its key ideas.

ELD STANDARDS, READING

Beginning/Early Intermediate

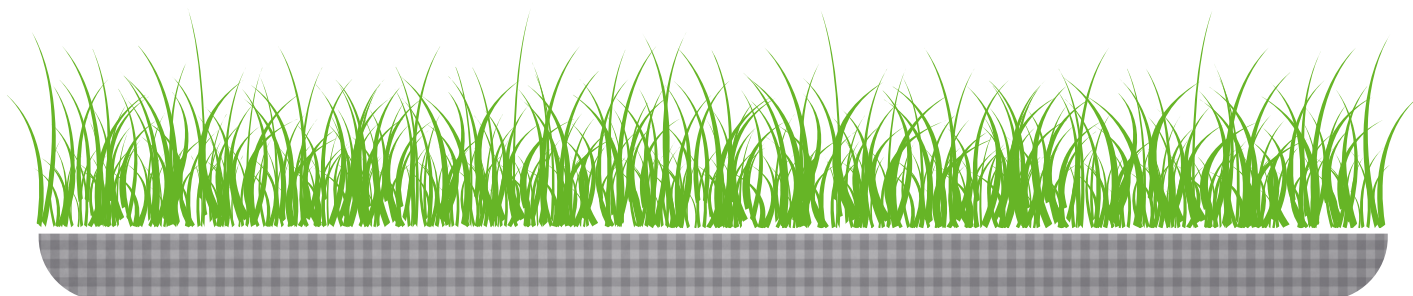
Responds orally to stories read aloud using physical action, non-verbal communication or one-two word responses.

Intermediate

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

Early Advanced/Advanced

Reads stories and orally responds to them by answering factual comprehension questions.



ELD STANDARDS, WRITING



Beginning/Early Intermediate

Writes a phrase or one-two simple sentences about an experience generated from a group story.

Intermediate

Writes simple sentences about topics in different areas of the curriculum.

Early Advanced/Advanced

Proceeds through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

CALIFORNIA STATE STANDARDS

Health Education Grades 1-2

Essential Nutrition Concepts—All students will know the relationships among nutrition, physiology and health.

1b Know nutrition and health guidelines.

1c Know factors affecting energy balance.

- Describe a variety of physical activities that will help keep children physically fit.

1e* Identify the physiological processes in digestion, absorption and metabolism of nutrients.

- Describe foods by using senses: taste, touch, sight, smell and sound.

1h* Consider the interactions among nutrition science, ecosystems, agriculture and social systems that affect health.

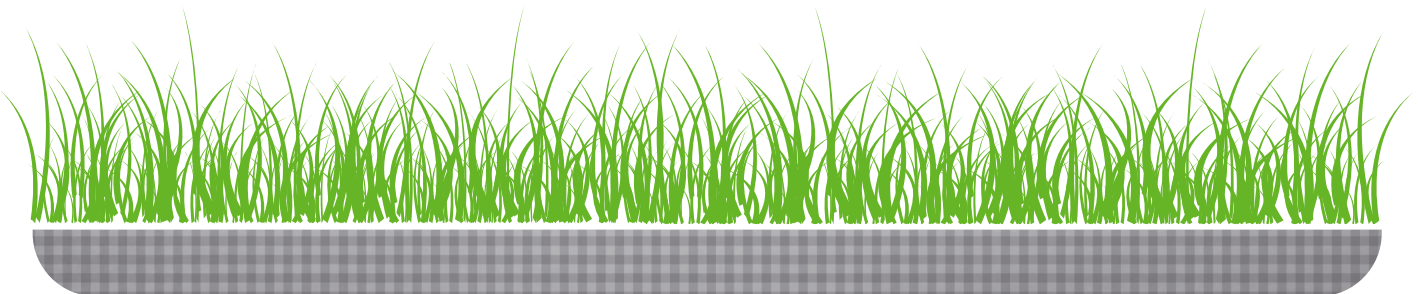
*** Review of Kindergarten Nutritional Competencies in accordance with their language acquisition levels.**

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

Interpersonal Communication about Nutrition—All students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.

- Say or show how to politely say no when refusing food when full or how to indicate preferences for some foods.

4.1.N Explain how to ask family members for healthy food options.



CALIFORNIA STATE STANDARDS



Science Standards, Grade 1

Life Sciences

Plants and animals meet their needs in different ways. As a basis for understanding this concept:

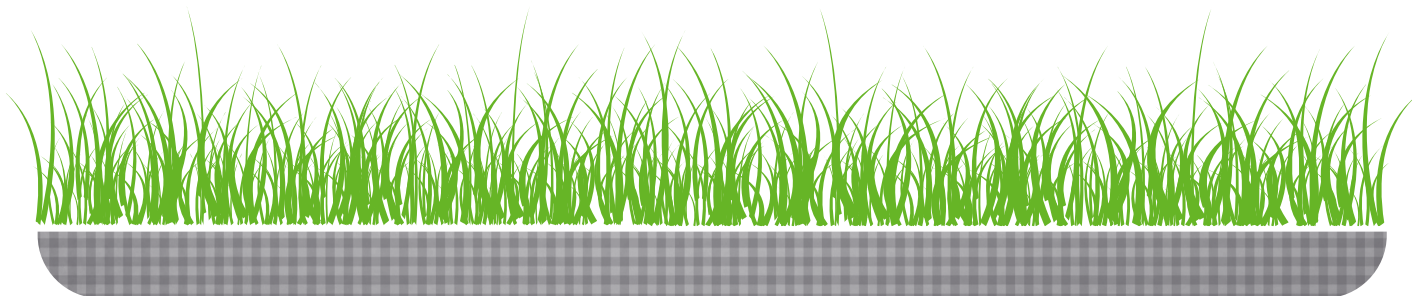
- Students know both plants and animals need water, animals need food, and plants need light.

Visit 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 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. 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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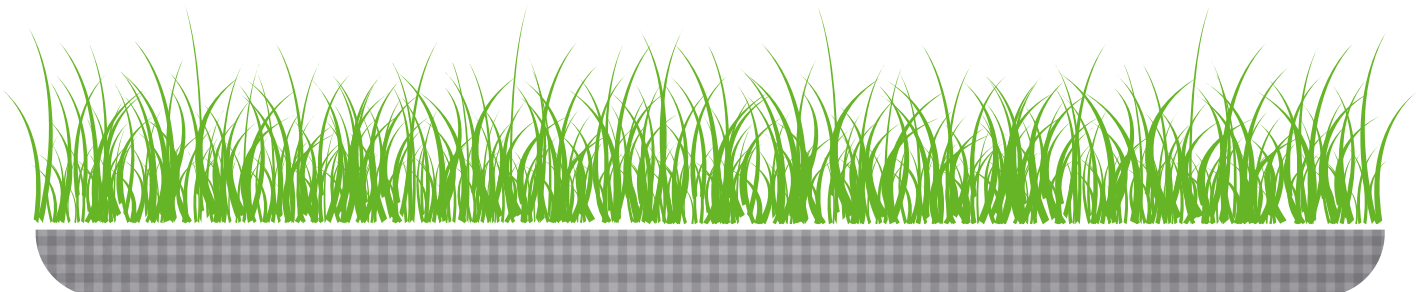
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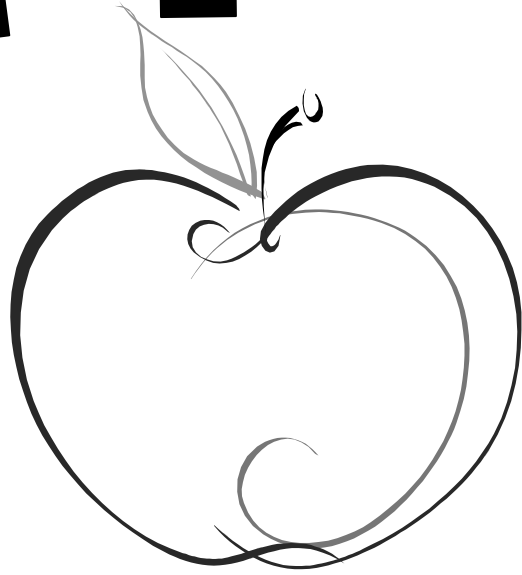
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PROJECT
EAT
EDUCATE. ACT. THRIVE

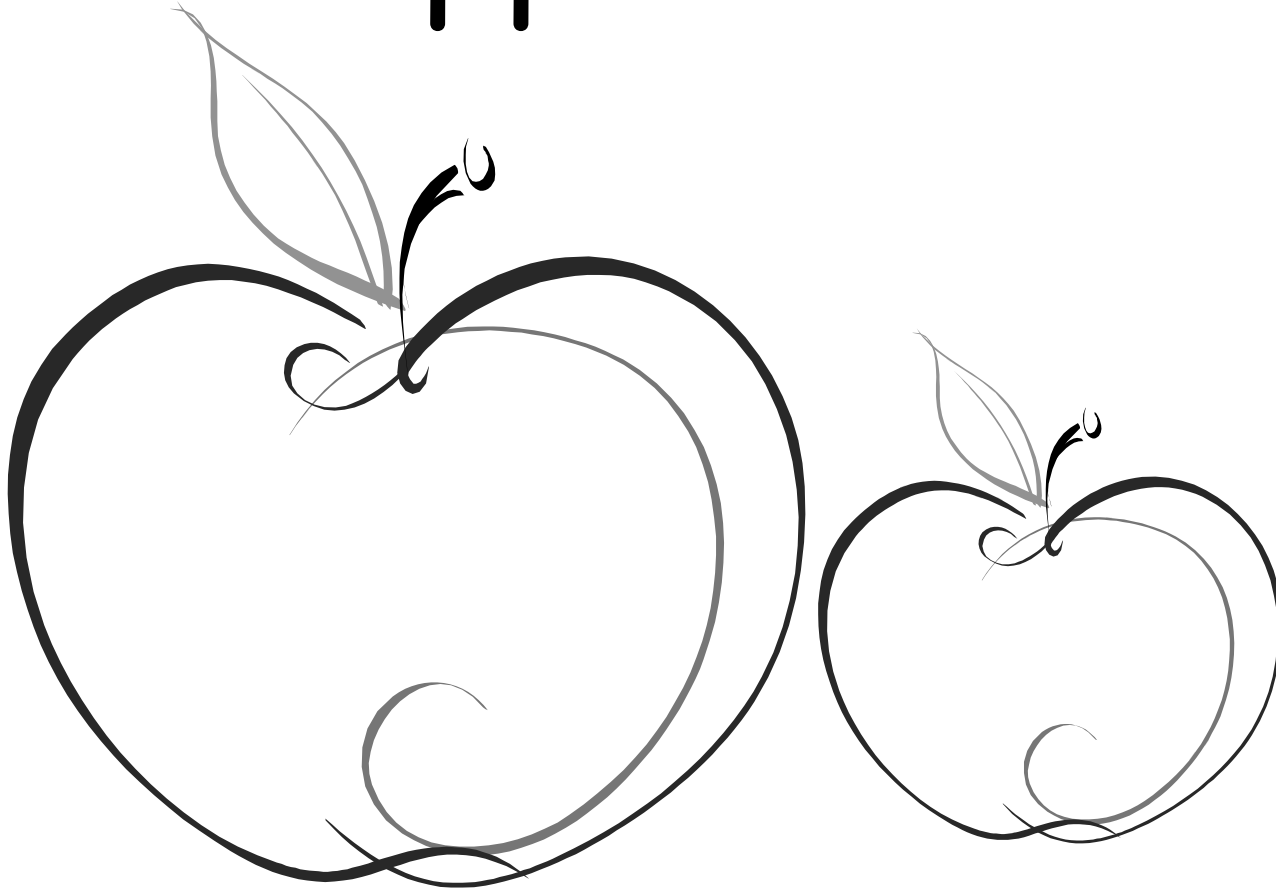


Apples

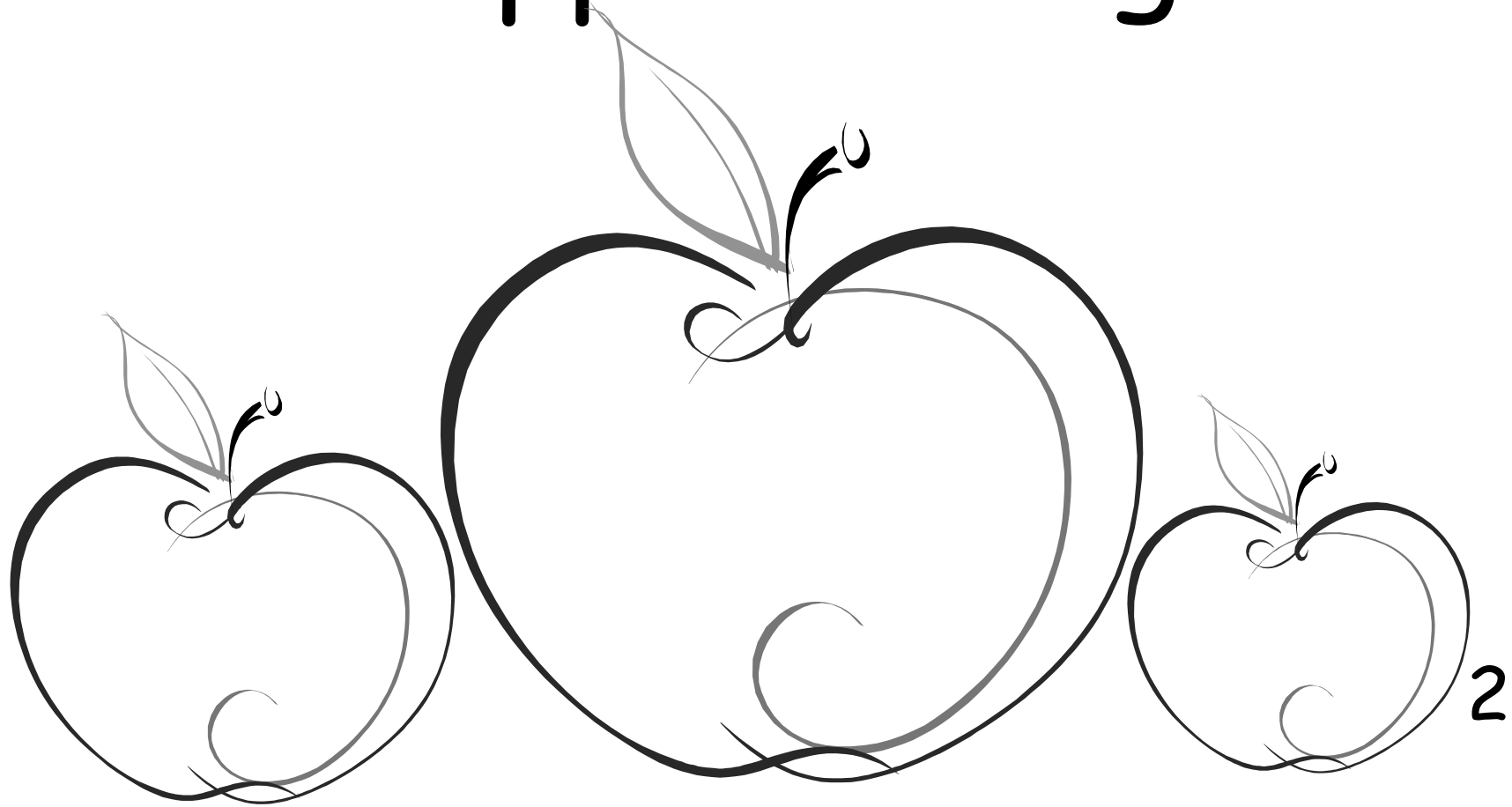


By: _____

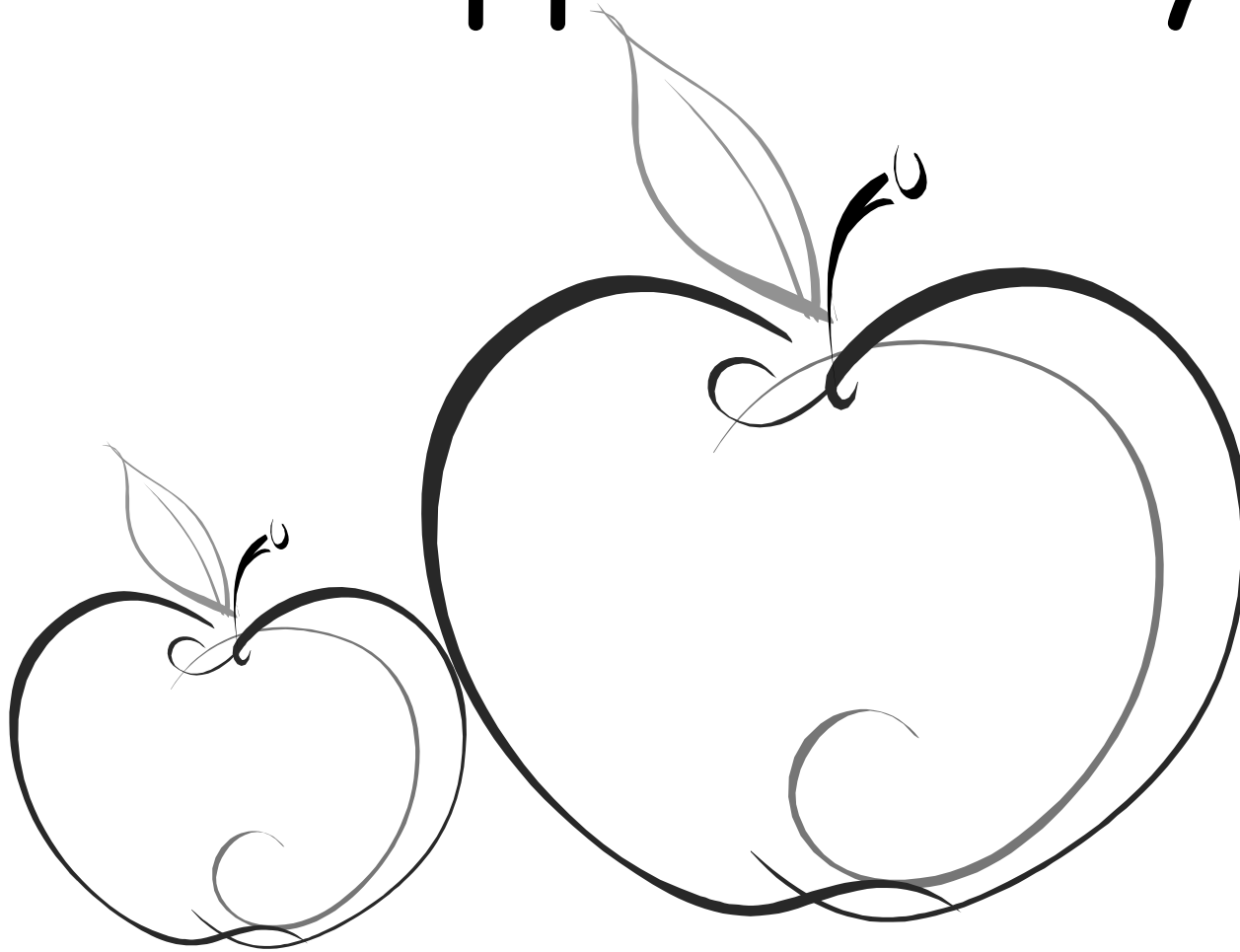
Some apples are red.



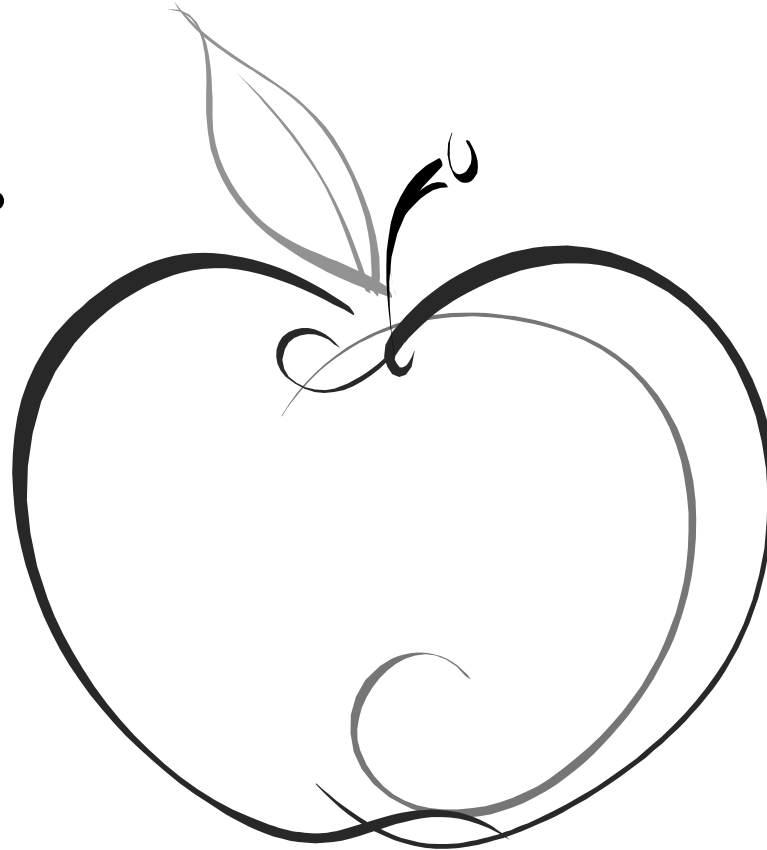
Some apples are green.



Some apples are yellow.



Some apples are in
between.



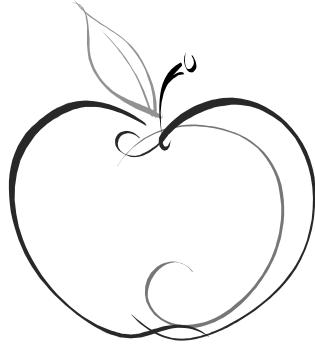
Some apples are _____.



All apples are healthy!

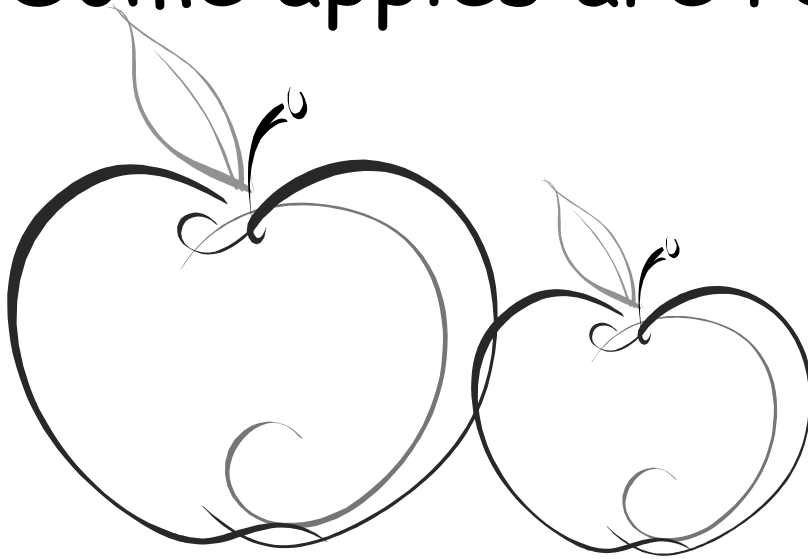


Apples

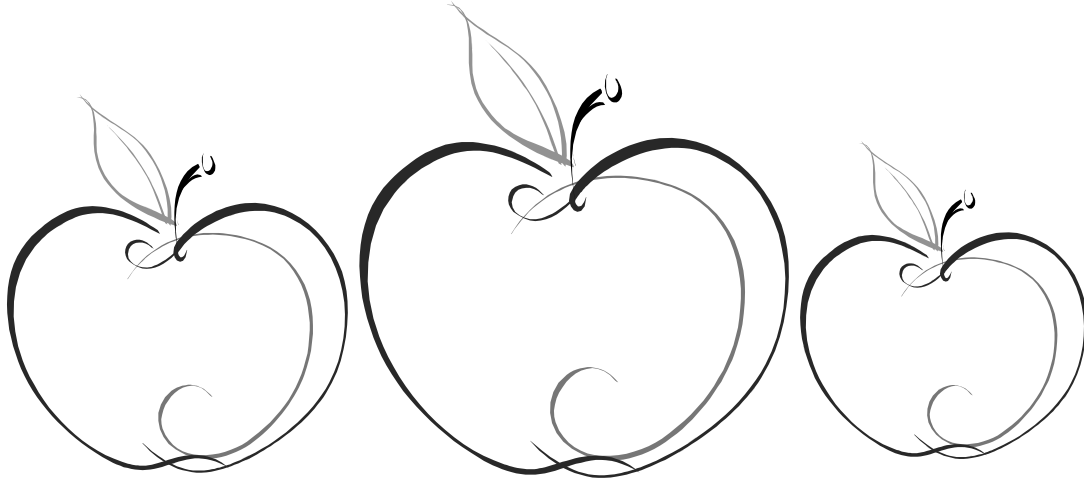


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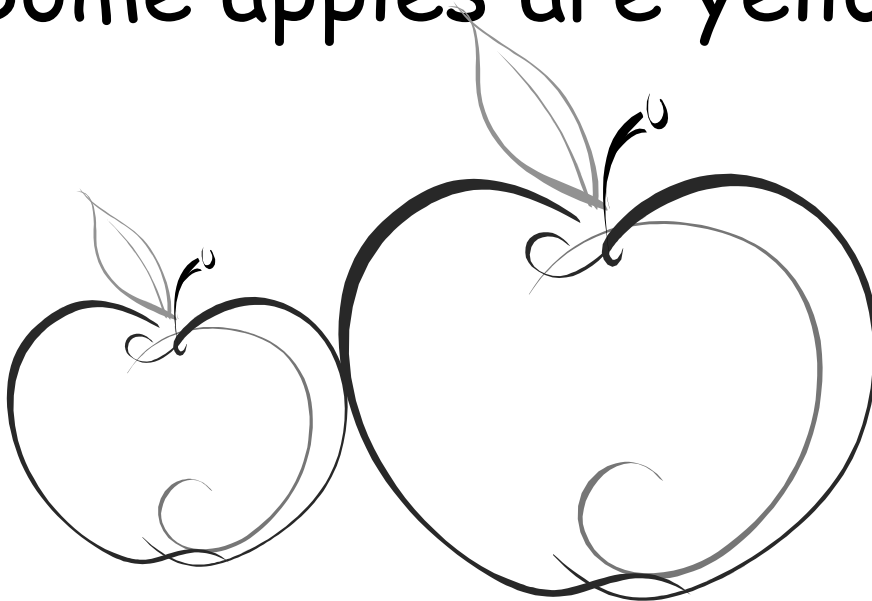


Some apples are green.



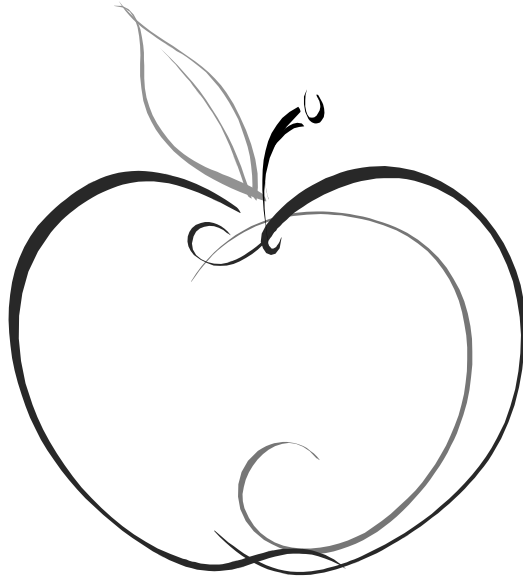
2

Some apples are yellow.



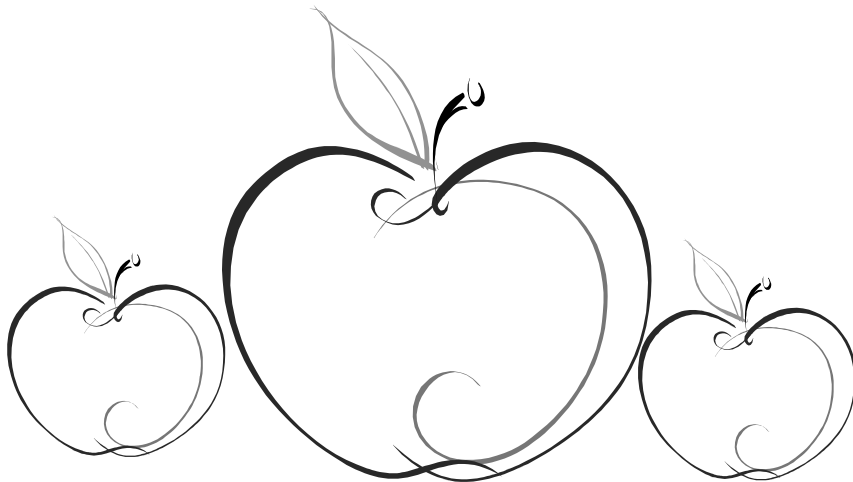
3

Some apples are in between.



4

Some apples are _____



5

Some apples are _____



6

Some apples are _____



7

All apples are healthy!

