

Apple Reader



Teacher's Guide

Guided, standard-connected instruction for **kindergarten** students.

Want help with this activity? Invite an AITC Education Specialist to your classroom with the Apples Inside & Out Classroom Visit. A specialist will bring all of the supplies for no charge! [Learn More: https://nefbfoundation.org/classroomvisits/](https://nefbfoundation.org/classroomvisits/)

Activity Idea

CLASS APPLE TASTING SURVEY

MA K.N.2.c | Count out the number of objects given a number from 1 to 20.

1. On the whiteboard or a large sheet of paper create 3 columns and write the color choices: **Red Yellow Green**
2. Hand out the **Apple Reader**, guide students to the three colored apples on page 1. Identify all three colors and ask each student to vote for the color apple they liked the best from the cut apple slices they tried earlier.
3. Survey each student on his/her apple color preference. Total the number for each category and create a graph together.
4. **Answer these questions together:** What color apple got the most votes? What color apple got the fewest votes? Did any color have a tie? How many students voted?

Activity Idea

PARTS OF THE APPLE

MA K.G.1.c | Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

Before the activity the teacher explains the position words the students will use for this next activity.

Position words: **Inside, outside, top, bottom, under, behind.**

1. Using a small box and a sticker, the teacher places a sticker on top of the box and tells the students that the sticker is on **TOP** of the box. Then the sticker is placed inside the box and the teacher tells the students that the sticker is **INSIDE** the box. Teacher continues this until all the position words have been shown to the students.
2. Discuss the parts of the apple on page 1. Have students use position words to answer these questions:
 - a. **Where is the skin located?**
ANSWER: On the outside of the apple.
 - b. **Where is the peduncle or stem located?**
ANSWER: On top of the apple
 - c. **Where are the seeds located?**
ANSWER: In the middle or the inside of the apple.
 - d. **Where is the calyx located?**
ANSWER: On the bottom of the apple.

Activity Idea

APPLE MODEL

MA K.G.I.c | Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

1. Explain to the students that they will be making a paper model of the parts of an apple.
2. Show the students the example model. Point out each part reviewing what was taught in Activity 2. The skin covers and protects the apple's flesh and seeds. The flesh is the sweet part of the apple. The stem is what attaches the apple to the apple tree, bringing water and nutrients to the apple. The seeds can be used to grow new apple trees. The calyx is what is left of the apple blossom.
3. Give each student two pieces of either **red**, **yellow**, or **green** construction paper. Have them cut the top and bottom shape of an apple and bite marks on the straight lines to represent the apple's skin. Glue the colored papers on each end of the white rectangle, which represents the apple's flesh.
4. Glue the brown rectangle on top of the apple to represent the stem. Cut the green paper into the shape of a leaf and attach it to the bottom of the stem.
5. Cut a brown piece of paper to form the shape of a calyx and glue it onto the bottom of the apple.
6. The black paper can be cut into the shape of seeds and attached to the flesh of the apple.
7. Cut out the **Apple Parts Cards**. Read the cards together and have the students label each part of their apple by gluing the cards in place.

Activity Idea

TELL AN APPLE STORY

LA.K.W.3 | With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

Sequence eating the apple pictures.

Directions: Cut on dotted line. Then cut out 3 apple boxes and paste them on the table in sequential order. When eating an apple, what happens first, next, then last?

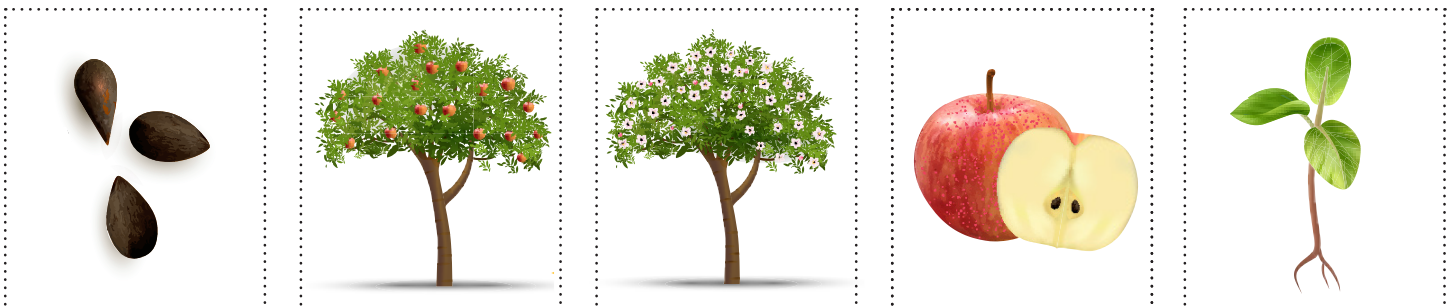
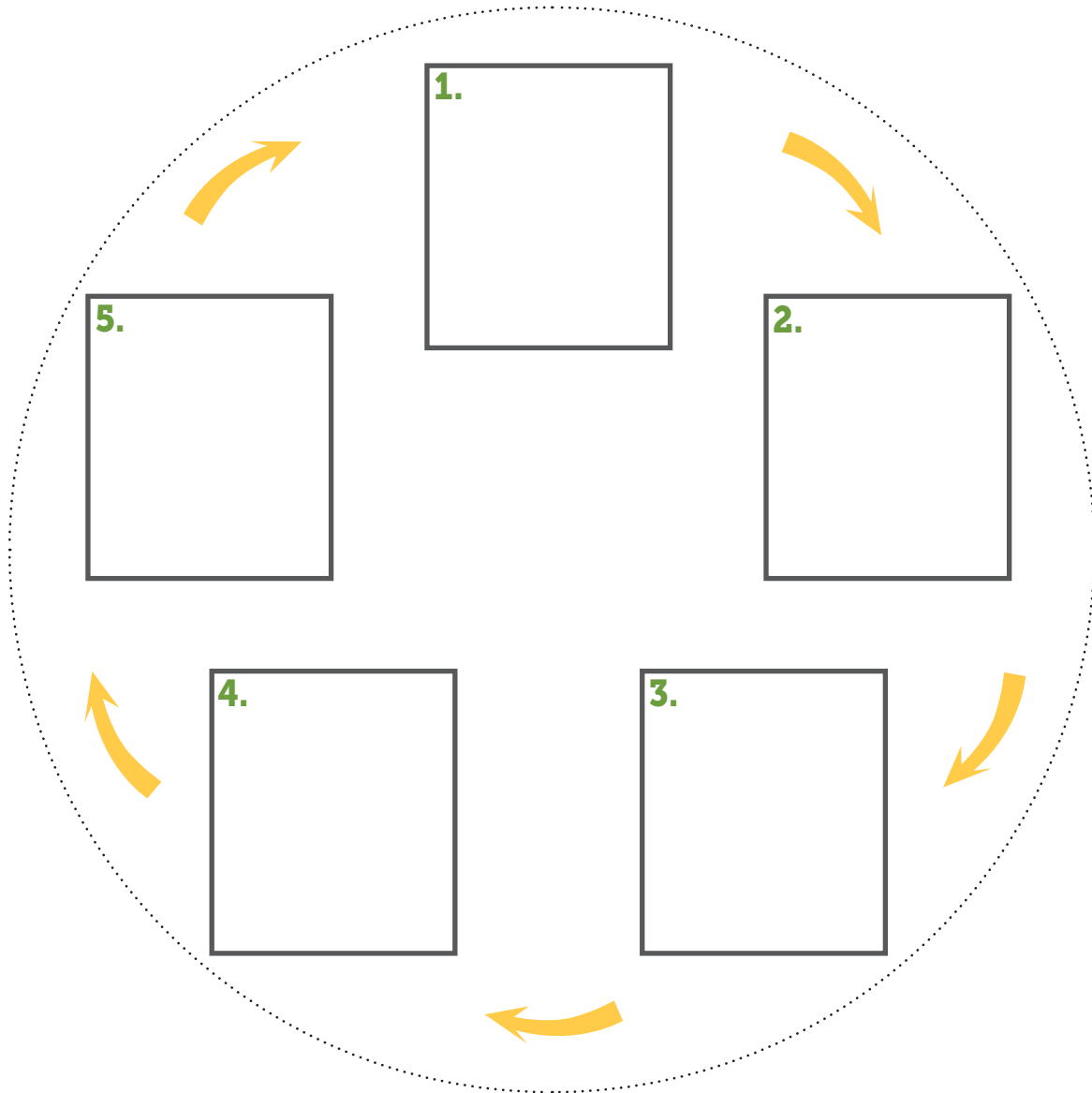
1.	2.	3.
		

Activity Idea

THE LIFE CYCLE OF AN APPLE

SS K.3.3.b | Identify the four seasons.

1. **Materials:** The Life Cycle of an Apple Sheet, crayons, glue and scissors
2. Students will color the five pictures on the sheet, then cut out the five pictures and glue them down in sequential order starting with the seeds at the top.



Activity Idea

THE LIFE CYCLE OF AN APPLE BRACELET

SS K.3.3.b | Identify the four seasons.

LA.K.W.3 | With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

Each student will need one brown pipe cleaner/stem, one light green bead, one pink flower bead, one green bead, and one red bead. Students will turn to page 2 and 3 in the Apple Reader. As the teacher reads how the apple grows, the students will add the appropriate bead to their bracelet. When the bracelet is completed, the students can wear their apple bracelet. Students are encouraged to wear their apple bracelet home and share their bracelet with their family. As the apple bracelet is being made the teacher can reference the book, *The Seasons of Arnold's Apple Tree*.

1. Branch

TEACHER: What season is it at the beginning of the story when Arnold's apple tree is introduced?

STUDENT: Winter.

TEACHER: In the winter the branches are bare except for tiny buds that are waiting to open.



one brown pipe cleaner

2. Leaf

TEACHER: In the spring what does Arnold watch on his tree?

STUDENT: Small buds grow.

TEACHER: What happened to the buds?

STUDENT: They form leaves and blossoms/flowers.



one light green bead

3. Flower

TEACHER: Yes, if you said the buds form flowers too, you are correct. Apple trees have sweet smelling blossoms.



one pink flower bead

4. Green Apple

TEACHER: Now a new season begins. What season follows spring?

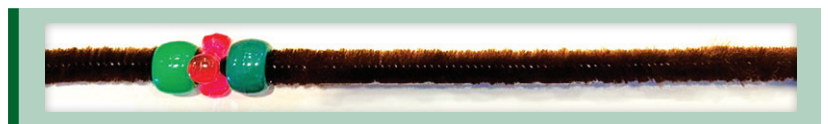
STUDENT: Summer.

TEACHER: What is growing on Arnold's tree where the blossoms once were?

STUDENT: Small green apples.

TEACHER: What will happen next?

STUDENT: The green apples will continue to grow.



one green bead

5. Red Apple

TEACHER: What season is it when we can harvest apples?

STUDENT: Fall.

TEACHER: Will all the green apples turn into red apples in the fall for harvest?

STUDENT: No, some will be yellow, red, pink, etc.



one red bead

Activity Idea

THE FARMER AND THE FOUR SEASONS

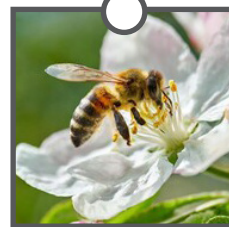
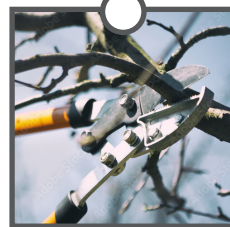
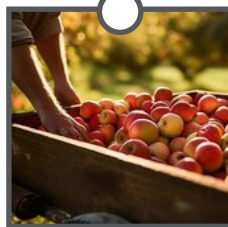
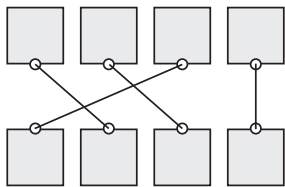
SS.K.3.3.b | Identify the four seasons.

LA.K.RI.1 | With prompting and support, identify the main topic and key details in an informational text.

Matching Activity

Draw a line to match the season with what takes place during that season

Visual Example



Activity Idea

WHAT DO YOU KNOW ABOUT APPLES?

LA.K.SL.1 | With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.

LA.K.RI.1 | With prompting and support, identify the main topic and key details in an informational text.

SC.K.7.2.A | Use observations to describe patterns of what plants and animals (including humans) need to survive.

Before this activity refer to the book, **The Seasons of Arnold's Apple Tree**. Ask the students to think about some of the things they remember about the book.

1. Start by asking the students to think about what they know about apples.
2. Give them a chance to turn and talk with a partner about their knowledge of apples and then bring them back, so we can make a chart on apples. Teacher draws a large apple on the board or chart paper. Then calls on individual students so they can share something they know about apples. Write these on the apple so kids can see everyone's answers.

Activity Idea

FROM APPLES TO APPLESAUCE

LA.K.RP.1 | With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.

LA.K.W.3 | With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

1. Read “**From Apples to Applesauce**” or watch the YouTube video: https://www.youtube.com/watch?v=Su_SL6lailg
2. Show the ingredients to make the applesauce: Crockpot, apple peeler, knife, measuring cup, teaspoon, large spoon, medium apples, granulated sugar, cinnamon, and water.
3. Use the words first, next, then, and finally to review the recipe. First you peel the apples and cut them up and place them in the crockpot, next add $\frac{1}{2}$ cup water, $\frac{1}{2}$ cup white sugar, and 1 teaspoon of cinnamon, then stir everything, and finally you cook the applesauce on high for 4 hours.
4. Once the applesauce is cooled, you can eat it warm or cooled. Place leftovers in the refrigerator.

Activity Idea

BUILDING WITH APPLES

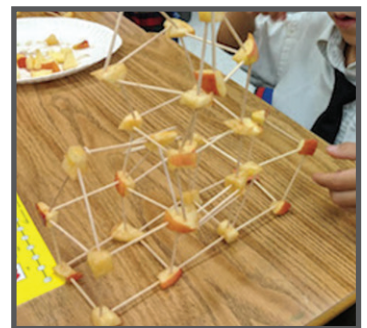
MA K.G.1 | *Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.*

This STEM-based activity incorporates math (exploring dimensional spaces and problem solving) and art, as the students are encouraged to apply their creativity to come up with a unique design using apples and toothpicks.

Materials

- Apples cut into small pieces
- Toothpicks, at least 15 per student
- Paper plates, 1 per student
- Plastic knives for students to adjust the size of their apple pieces (*optional*)
- Wax paper or paper towel for base (*optional*)

Visual Example



Teacher Note: Wash hands and sanitize desks prior to this activity, then apples can be eaten after building. Students may also build on top of a sheet of wax paper or paper towel if you prefer not to work directly on the surface.

1. Demonstrate the basic building process—sticking apple pieces to the ends of toothpicks, then building upward or outward. Explore and explain 2D vs. 3D structures.
2. Have the class develop challenge criteria. Examples include, the structure must be 3 dimensional, the structure must be at least 6 inches high and 6 inches wide, you can only use 10 apple chunks and 15 toothpicks, etc.
3. Encourage the students to get creative and build.
4. After the structures have been built, facilitate a gallery walk that allows all groups to showcase their structures, share how they developed the idea, and communicate what changes they might make if they had another chance to build with apples.

Activity Idea

APPLE MATH

MA K.N.2 | *Counting and Cardinality: Students will understand the relationship between numbers and quantities.*

MA K.N.4 | *Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.*

Using a food product that contains apples, Apple Jacks cereal or Apple Zings cereal, students will count from 0 to 10 or higher, then add and subtract using the apple cereal as counters.

Teacher Note: Students should wash their hands before handling the cereal. After the activity is complete, they can eat the cereal.

1. Hand out a small cup filled with Apple Jacks or Apple Zings cereal and a large napkin or paper towel to each student.
2. Taking out one piece of cereal at a time students will count out 10 pieces and place on their napkin.
3. Teacher tells students to remove 4 pieces of cereal and place them in the corner of their paper towel.
4. Students call out the subtraction equation. $10-4=6$
5. Starting with 6. Teacher tells the students to remove 2 pieces of cereal and place them in the corner.
6. Students call out the equation. $6-2=4$
7. Teacher continues until all pieces are in the corner.
8. At this time the activity can stop, and the students can eat their cereal, or the activity can continue with addition equations.
9. Continue: Teacher tells the students to place 2 pieces of cereal in the middle of their towel. Then place one more piece in the middle of their towel.
10. Students call out the equation. $2+1=3$
11. Starting with 3. Teacher tells the students to place 4 more pieces of cereal on their paper towel.
12. Students call out the equation. $3 + 4 =7$
13. The activity can continue until all pieces are back in the middle or when time runs out.