Apples A Peel To Me

I. **Topic Area**
Apples

II. **Introductory Statement**
Students will learn about the different varieties of apples.

III. **Key Question**
How many different words can we use to describe an apple?

IV. **Math Skills**
a. Graphing
   1. Whole number computation
   2. Solving simple equations
   3. Using a formula
   4. Ordinal numbers
   5. Predicting
b. Fractional numbers
c. Equations
d. Geometry
e. Sorting

Science Processes
a. Observing and classifying
b. Comparing
c. Applying and generalizing
d. Controlling variables
e. Gathering and recording data
f. Interpreting data
g. Measuring

V. **Materials**
- Red, green, and yellow apples—a different number of each color allows variance on the graph (if extension activities are to be used, allow one of each color apple for every four students; the applesauce recipe will require an additional eight apples)
- Posterboard and marking pens for graph (see advanced preparation)
- One student graph per child (provided for duplication)
- Red, green, and yellow crayons—one of each color per child

VI. **Background Information**
The different varieties of apples are readily available in late September to early November.

VII. **Management**
1. This activity works well in a whole class situation with teacher supervision.
2. The discussion and graphing activities will take approximately 30-45 minutes.

VIII. **Advanced Preparation**
1. Purchase apples.
2. Prepare classroom graph.
3. Duplicate and distribute student graph and crayons.

IX. **Procedure**
1. The teacher asks the key question, "What words can be used to describe an apple?" The teacher lists these describing words on chart paper or the chalkboard to be used in later language extension activity.
2. The students count the apples as the teacher removes them from a bag.
3. The teacher asks the students how the apples could be sorted into different groups based on the types of describing words they used in Step 1 (size, shape, color). The apples are then sorted by selected students into three color groups.
4. Have the entire class count the number of apples in each color group. Color in one box in the corresponding colored column of the class graph. Have the children duplicate this procedure on their individual graphs until all the apples in the red color group have been graphed. Repeat this procedure for each remaining color group.
5. Discuss the graph.

X. **Discussion**
1. What is different about all these apples? What is similar?
2. What kinds of things about apples can we learn from reading our class graph? What things will our graph not tell us? How could we answer these questions?
3. What types of other activities could we do with apples?

XI. **Extensions**
1. Graphing ideas:
   a. Have a taste test and graph each child's preference.
   b. Peel, core, and slice different varieties of apples so children do not know the color. Have the children taste the apples and graph their color prediction.
2. Make applesauce in small groups.

Applesauce

8 medium cooking apples—cut into fourths
½ cup water
½ cup packed brown sugar
¼ teaspoon ground cinnamon
¼ teaspoon ground nutmeg

Heat apples and water to boiling over medium heat; reduce heat. Simmer uncovered, 5 to 10 minutes. Stir in remaining ingredients. Heat to boiling and stir 1 minute.

Can be served in paper cups with a spoon or on graham crackers.