CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # A-6

UNIT TITLE: APPLES

Created By: Hollie Olsen - Fall 2000

GRADE: 1st
Hollie Olsen

EHD 160C
(1 week unit)

Apples
Statement of Approval

"I have reviewed this unit and have found that the contents contain appropriate grade level standard, lesson plans, activities, appropriate time block, teacher and student criterion assessments. This is a 1 week unit. This unit will begin on November 6, 2000 and end on November 10, 2000. The goal of this unit is to offer students an assortment of hands-on and mind-on activities across the curriculum to help them learn about apples.

Kristy Powers
Master Teacher

Supervisor

Helene Ober
Student Teacher
Standards...

First Grade Mathematics Standards:

Number Sense
1. Students understand and use numbers up to 100.
   1.1 count, read and write whole numbers to 100
   1.3 represent equivalent form of the same number through the use of physical models, diagrams and number expressions (to 20)
2. Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.
   2.1 know the addition facts (sums to 20) and the corresponding subtraction facts, and commit them to memory
   2.5 show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)

Algebra and Fractions
1. Students use number sentences to solve problems.
   1.1 write and solve number sentences from problem situations that express relationships involving addition and subtraction

Statistics, Data Analysis and Probability
1. Students organize, represent and compare categorical data on simple graphs and charts.
   1.1 sort objects and data by common attributes and describe the groups formed using categorical labels
   1.2 represent and compare data (e.g., largest, smallest, most often, least often), using pictures, bar graphs, tally charts and picture graphs

First Grade Language Arts Standards:

Oral Language Standards, Page 4
• use descriptive words when speaking about people, places, things, and events
• relates an important life event or personal experience in a simple sequence

Reading and Literature Standards, Page 6
• know print contains a message
Writing Strategies and Applications Standards, Page 8 & 9
- writes brief expository description of a real object, person, place or event, using sensory details
- spells grade level appropriate sight words correctly

Language Arts Grade Level Standards CORE Curriculum (CUSD: 1999)
First Grade Mathematics Standards (CUSD)
Purpose & Goal...

This unit is designed to provide the students with an assortment of hands-on, minds-on activities across the curriculum to help students learn about apples. This unit involves reading and writing, as well as mathematics, science, and geography.

The students will explore, investigate, analyze, and discuss apples. Through these opportunities the students will learn about the physical characteristics of various apples, the parts of an apple blossom, and the life cycle of the apple (from the seed to the apple). The students will walk away from this unit knowing a little more about apples.
Vocabulary...

apple
green
star
bumpy
big
long stem
cut up
sour
round
little
rotten
sweet
worm
on top
behind
favorite
one
three
five
seven
nine
seed
fruit
yellow
red
mushy
hot
small
smooth
oval
shiny
cold
juicy
brown
like
beside
under
inside
wish
two
four
six
eight
tree
blossom
Vermont
Jamaica
England
France
Italy
Sri Lanka
wheat
eggs
cinnamon
milk
sugar cane
<table>
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<tr>
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<th>8:15</th>
<th>8:30</th>
<th>9:00</th>
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<th>10:20</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Opening</td>
<td>Whole Class: Read &quot;I Am An Apple&quot;</td>
<td>Partner Read &quot;I Am An Apple&quot;</td>
<td>Our favorite apple graph:  1. Taste different apples (red, yellow, &amp; green) 2. Choose favorite and draw a picture 3. Graph the results as a class</td>
<td>Recess</td>
<td>Whole class- name some describing words about apples Demonstrate the apple describing writing for activities</td>
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<td></td>
<td>Opening</td>
<td>Partner Read &quot;I Am An Apple&quot;</td>
<td>Review directional words for the activity- Where is the worm?</td>
<td>Discuss and show the apple life cycle and demonstrate how to make the apple life cycle activity project</td>
<td>Recess</td>
<td>Go over Activities: *-ow chunk *Apple Life Cycle *Where is the worm? book *Apple describing writing</td>
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<td></td>
<td>Opening</td>
<td>Music</td>
<td>&quot;Apple Wish Story&quot; 1. Read story 2. Cut apples 3. Write a wish to make a class wish book</td>
<td>&quot;Apple Wish Story&quot;</td>
<td>Recess</td>
<td>Activities &amp; Centers</td>
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<tr>
<td></td>
<td>Opening</td>
<td>Whole Class Read &quot;Big Red Apple&quot;</td>
<td>Partner Read &quot;Big Red Apple&quot;</td>
<td>Recess</td>
<td>Activities &amp; Centers</td>
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<td>11:00</td>
<td>Read &quot;How to Make an Apple Pie and See The World&quot;</td>
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<td>* as a class find the different places in the story on the class map</td>
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<td>12:50</td>
<td>Story</td>
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<td>1:00</td>
<td>Early Dismissal</td>
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<td>PE Recess</td>
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<td>Lunch</td>
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<td>12:50</td>
<td>Story</td>
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<tr>
<td>1:00</td>
<td>Geography- Locate the little bakers stops</td>
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<td>1:30</td>
<td>PE Recess</td>
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<td>Lunch</td>
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<td>Story</td>
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<td>1:00</td>
<td>Geography- as a class map out the little bakers route</td>
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<td>PE Recess</td>
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<td>Interactive writing: grocery list of ingredients needed for an apple pie</td>
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<td>Lunch</td>
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<td>12:50</td>
<td>Story</td>
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<td>1:00</td>
<td>Make an apple tree with 1-9 red apples and 1-9 yellow apples</td>
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<td>1:30</td>
<td>Math- write a story problem to go with the apple tree</td>
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<td>2:00</td>
<td>PE Recess</td>
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<td>2:30</td>
<td>Eat an apple pie!!</td>
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<td>3:00</td>
<td>Dismissal</td>
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Clinical Teaching Lesson Plan

Grade  | Subject: Math  | Standard 1.1.2  | Lesson Title: Apple Graph

Teacher Materials

- butcher paper
- big graph
- glue stick

Vocabulary

- graph
- red
- yellow
- green
- crayons or markers

Students' Materials

- scissors
- copy of apple graph

Objective: The students will represent and compare the data shown on the class apple graph.

Set: Today boys and girls we are going to learn about your favorite apples.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will give each student a slice of an yellow, red, and green apple. The teacher will ask the student for differences between the apples.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will ask the students to describe which apple they like the best.

3. Guided Practice: The students will color an apple the color they liked the best. They will then place their apple on the class map graph.

4. Activities: The teacher and students will discuss how many people liked each apple and why.

5. Independent Practice: The students will copy the information from the class graph on their individual graph. And write two observations the students will be assessed by their sentences.

Assessment/Criterion:

(Tie-in with objective)

Student Teacher: Kristy Powers

Master Teacher Approval: Kristy Powers

Date 11-8-00
Clinical Teaching Lesson Plan

Grade | Subject: Science, Standard: pg. 4 | Lesson Title: Apple Life Cycle

Teacher Materials: Language Arts, Vocabulary

- **Teacher Materials:**
  - Book: "I am an apple"
  - Tree
  - Fruit
  - Blossom
  - Apple
  - Construction paper
  - Scissors
  - Glue stick

**Objective:** The students will learn about the life cycle of an apple.

**Set:**

Today boys and girls we are going to learn about the life cycle of the apple.

**Background/Input:**


**Procedure/Application:**

1. **Teacher teaches:** (Visual/auditory)
   - The teacher will read the book "I am an apple" by J. Marzollo.

2. **Students teach the teacher:** (Oral/Psychomotor/Kinesthetic)
   - The teacher will ask the students to describe the stages of the apple.

3. **Guided Practice:**
   - The students will create their own apple life cycle out of construction paper after the teacher demonstrates.

4. **Activities:** (This will be done during the activity and center time.)

5. **Independent Practice**

**Assessment/Criterion:** (Tie-in with objective)

The students will be assessed on their apple life cycle, making sure each stage is represented in its correct order.

**Student Teacher:**

**Master Teacher Approval**

**Date:** 11-3-00
Clinical Teaching Lesson Plan
Circle One  NEW or RETEACH

Grade 1  Subject Language  standard pg 16  Lesson Title Apple Wish Story

Teacher Materials  Vocabulary  Students' Materials

- copy of apple wish story
- apple
- apple shaped paper

Objective: The students will develop a better knowledge of apples.

Set: Today boys and girls we are going to learn something new about apples.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read the apple wish story. After she read the story, she will give each student their own apple and cut it for them.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The students will discover that their apple has a star inside and will be asked to make a wish.

3. Guided Practice: The students will write their wish on the apple shaped paper.

4. Activities:

5. Independent Practice

Assessment/Criterion: The student will be assessed on how well they listened and follow along with the story.

Student Teacher:  Master Teacher Approval

Date 11-3-00
Clinical Teaching Lesson Plan
Circle One (NEW) or RETEACH

Grade 1  Subject: Geography  Standard:  Lesson Title: Little Bakers Travels

Teacher Materials
- How to make an apple pie and see the world

Vocabulary

Students' Materials
- Class desk map
- Dry marker

Objective: The students will find the locations of the little bakers stops.

Set: Today boys and girls we are going to learn a little more about the world.

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will read the book, "How to make an apple pie and see the world."

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will help the students to find the places on the big class map.

3. Guided Practice: The students will find the locations on their own desk maps.

4. Activities: The students will add arrows and pictures with markers on their own desk maps.

5. Independent Practice

Assessment/Criterion: The students will be assessed on how well they found the locations and how well they followed directions.

Student Teacher: Hollis Allen  Master Teacher Approval: Kristy Powers

Date 11-3-00
CALIFORNIA STATE UNIVERSITY, FRESNO
School of Education and Human Development
Office of Field Experiences

Supervisor’s and Master Teacher’s Classroom Observation Form

Student’s Name: Hollee Olsen  School: Made Creek  Subject: Geography
Observer’s Name: Kristy Powers  Date: Nov. 7, 2006


1. THE LESSON PLAN(S):
   a. Contains appropriate behavioral objectives  V
   b. Specifies teaching strategies to be used  V
   c. Lists materials or equipment required for the lesson  V
   d. Specifies how the learning objective will be evaluated  V

2. LESSON PRESENTATION:
   a. Begins the lesson by stimulating student interest  V
   b. Makes the purpose of the lesson clear to students  V
   c. Gives clear directions and explanations  V
   d. Follows a logical and sequential instructional format  V
   e. Varies the learning activities  V
   f. Provides for summary and closure of the lesson  V

3. TEACHER/STUDENT INTERACTION:
   a. Maintains on-task learner involvement  V
   b. Provides positive verbal and nonverbal responses  V
   c. Employs effective questioning techniques  V
   d. Elicits and encourages student questions and comments  V
   e. Uses acceptable written and oral expression  V

4. CLASSROOM MANAGEMENT:
   a. Makes expected behavior clear to students  V
   b. Adequately monitors student behavior  V
   c. Uses constructive strategies to promote appropriate behavior  V
   d. Takes appropriate measures to dispel disruptive actions  V
   e. Handles movement of learners and materials efficiently  V

SUMMARY: Great, hands-on lesson incorporating geography.

Good tie-in to story "How to Make An Apple Pie And See The World" to build interest.
The kids loved seeing the big world map, good guided practice finding countries on map while leading the story. Good instruction with individual desk maps reinforcing the different countries and where they’re located.

SUMMARY: Great, hands-on lesson incorporating geography.

Good tie-in to story "How to Make An Apple Pie And See The World". The kids had fun working with their own maps.

Commentary:

will planned and organized lesson.

Good tie-in to story "How to Make An Apple Pie And See The World" to build interest.
The kids loved seeing the big world map, good guided practice finding countries on map while leading the story. Good instruction with individual desk maps reinforcing the different countries and where they’re located.

Student's Signature: Hollee Olsen  Date: 11-7-06
Observer's Signature: Kristy Powers  Date: 11-7-06
Clinical Teaching Lesson Plan

Circle One: NEW or RETEACH

Grade: 1  Subject: Math  Standard: 1.1, 1.2, 1.3  Lesson Title: Apple Tree

Teacher Materials:  Vocabulary:  Students' Materials:

apple  yellow  red  small apple die-cuts (yellow & construction paper (red)
glue & scissors

Objective: The students will be able to write and solve number sentences.

Set: Today boys and girls we are going to learn

Background/Input:

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) The teacher will demonstrate how to make an apple tree: 1. cut green construction paper, 2. cut brown construction paper, glue together, choose 1-9 yellow & red apples (and)

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) The teacher will take the students through the number sentences. The teacher will demonstrate how to write.

3. Guided Practice: The students will write their own number sentences to match their apple trees.

4. Activities:

5. Independent Practice: The students will re-write their sentences in their best handwriting.

Assessment/Criterion:
(Tie-in with objective) The students will be assessed on their word number problems, to make sure they match with their apple trees.

Student Teacher: Hollie Olsen  Master Teacher Approval: Kristy Powers

Date: 11-3-00
Activities...

Partner Reading
The students will be paired up into partner, one student being on a high level of reading and the other student on the lower reading level. The students will be introduced to the book before partner reading, that way it is a familiar book to both students. The students will be instructed that one student is to read one page and the second student is to read the next page, they alternate pages all the way through the book. The students will be asked to participate like teachers, if their partner needs help with a word, give them time to sound out the word and then help them, if they need help.

Where is the worm? book
The teacher will review directional words with the students. The teacher will ask some of the students to demonstrate some of the directional words: around, behind, through, under, and over. After reviewing the teacher will demonstrate how to make the book: cut the sentence strips and glue it on to a page, then put the apple and worm in the correct spot (The worm is under the apple.).

Apple Life Cycle
The student will make their own apple life cycle out of construction paper (brown, green, pink, and yellow). They will cut the construction paper to make the shape of a seed, tree, bud, apple blossom, and apple. They will draw arrows to indicate which direction the apple life cycle grows, and name each stage.

Apple Describing Words
The students will choose an apple from the basket. They will use a copy of an apple to write on, they need to write words that describe their apple: big, round, shiny, and red. When they are done using describing words they need to draw a picture on the back to match their apple.

Interactive Writing (grocery list)
The students will be familiar with the book How to make an apple pie and see the world and other books about apples. They will be told that the class wants to make an apple pie, what do we need from the grocery store? Together, as a class, we will write out a grocery list of things needed to make an apple pie.

This book is about a little baker who wants to make the best apple pie ever. And she does this by traveling around the world to get the best ingredients for her apple pie (1-4, informational book).


This is a funny story about how a young girl’s imagination runs wild after swallowing an apple seed. The young girl’s older sister does not help the situation by telling the girl that an apple tree is going to grow inside of her (K-3, picture book).


This book shares the life cycle of an apple. For example, the worm eats the apple and the bird eats the worm and then the boy eats the apple (K-1, picture book).


This book takes a young child through the different stages of an apple: from seed, to tree, to bud, to apple blossom, and finally to an apple (K-1, picture book).


Children can read this book and learn how an apple grows from a bud to a flower to fruit, and when it is ready to pick (K-3, informational book).

This is about a dragon that makes friends with an apple. He does everything with his friend, until someone eats his find and Arnold buries his friend. To his amazement an apple tree grows (K-1, picture book).


This is a story about a little girl taking her first trip to an apple farm and on to a pumpkin patch (K-1, picture book).


This book has over 20 apple projects for kids, from art projects to science (K-4, informational book).


This book is about a little mouse that wants to make apple sauce, but none of his friends want to help him make the apple sauce. So the mouse makes the sauce all by himself, when it comes to eating the apple sauce all of his friends want to eat it (K-1, picture book).


This book is about an apple tree and what it look likes and does during each season. When it looses it leaves to when it produces apples (K-3, information book).