

Grade 1st/ ENL

Topic Observation and Change

Title The Wonderful World of Apples

Standards:

- 1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.
- 1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.
- 1.2.4 Measure the length of objects having straight edges in inches, centimeters, or non-standard units.
- 1.2.5 Demonstrate that magnifiers help people see things they could not see without them.
- 1.2.6 Describe and compare objects in terms of number, shape, texture, size, weight, color, and motion.
- 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.
- 1.4.2 Observe and describe that there can be differences, such as size or markings, among the individuals within one kind of plant or animal group.
- 1.6.2 Observe that and describe how certain things change in some ways and stay the same in others, such as in their color, size, and weight.

Materials:

- Book Apples, Apples, Apples by Nancy Elizabeth Wallace
- Apple Journal
- Pencil
- Observation sheet
- Magnifying glass/Hand Lens (you will want one for each child in one center typically 4-6)
- Flex Cam
- Apples several of each red, yellow, and green (the actual number will depend on how many students you have)
- Sticky notes
- Chart paper
- Red, yellow, and green paint
- Large manila or white construction paper
- Knife for cutting apple (teacher only) or use a plastic knife for student use
- Measuring tape
- Small buckets (large enough to submerge an apple)
- Newspaper to cover work surfaces
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Objectives:

Cognitive Domain

Students will observe several types of apples during the course of this unit.
Students will compare and contrast different types of apples.

Affective Domain

Students will show respect for nature.
Students will work together in small groups to observe and report about their apple.

Psychomotor Domain

Students will demonstrate proper use of a hand lens.

Procedures:

Assessment-(5-10 minutes, whole group) administer pre-test

1. Pass out one sticky note for each student.
2. On the sticky note, ask students to draw or write one thing they know about apples
3. Place it on the K portion of the K-W-L chart. (Students should also write their name on the paper.)
4. Go over student responses so everyone understands what the pictures represent. Teacher can label the chart (teacher could also do interactive writing if time allows.)
4. Ask students what questions they have and list those under the W portion of the K-W-L chart.

Introduction (10 minutes)

1. Read **Apples, Apples, Apples** by Nancy Elizabeth Wallace
2. Tell students they will be examining and using apples in many of the same ways the bunnies examined and used the apples in this book.
3. Explain to students that they will visit 4 stations during the next hour to hour and a half.

Activities (15-20 minutes per station)

Classroom Management Tip—Limit the number of children to 4-6 per center/station.
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1. Explain the 4 stations

Station 1: Flex Cam (Prior to this lesson the teacher should cut an apple into a thin slice and set the flex cam in an area where the students can see both the apple under the machine as well as on the projection screen. I like to cut the apple so the students can see a seed or the core area.)

- Students will make a technical drawing at this center.
- This can be done in a science journal or on a teacher produced sheet.

Station 2: Apple Printing

For this station you can follow the directions laid out in the book Apples, Apples, Apples.

- Cut an apple in $\frac{1}{2}$ so the children can see the star inside.
- Students paint a thin layer of paint onto the apple.
- Stamp the apple onto construction paper.

Classroom Management Tip—If possible a parent helper or building paraprofessional/teacher's aid is needed for Station 2.
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Station 3: Sequencing

This station teaches more about apples and ties in reading skills at the same time.

- Students take the sentences provided, cut them out, and glue them in order.

- Students can work individually, in small groups, or in pairs to do this.
- Students can glue the sentence strips on pages of a blank book and illustrate it or simply glue them on a single sheet of paper.

Station 4: Observation

- Students are given 3 different types of apples (1 red, 1 yellow, and 1 green per student...apples can be reused for each group extra apples will be needed for the taste portion) and the observation sheet with the 5 senses.
- Students are to explore one apple at a time and record everything they can find out about that apple.
- Students are also encouraged to explore other questions they may have. (Do apples sink or float? How many inches round are apples? Does color matter for these questions?)

2. Wrap-Up (10-15 minutes, individual then whole group)

1. Students are given the sheet “What I have learned about apples.”
2. Students come together and share one thing they learned about apples.
3. Teacher should record these under the L portion of the K-W-L chart. (Could be done as interactive or shared writing if time permits.)
4. Teacher should collect student work for evaluation.

Assessment:

K-W-L input

Sharing during discussion

Evaluation of journal entries

Teacher should make anecdotal notes to keep during the unit

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Journal Entry Sheet Evaluation

Student Name _____ Unit _____ Date _____

Journal includes

_____ Technical drawing of apple

_____ Journal shows new knowledge gained about apples.

_____ Parts labeled

_____ stem

_____ flesh

_____ seeds

_____ core

_____ skin

_____ 5 senses are completely filled in

Extra Credit

_____ During station 4 student explored additional questions he/she had about apples.

For Station 3: Sequencing Sentences

1) There is a bud on the apple tree branch.

The bud opens up into a flower.

3) Bees come to gather pollen and nectar from the flower.

The flower is pollinated.

5) The petals fall off the flower.

A small apple begins to grow.

7) The apple gets bigger.

The apple turns red and sweet.

9) You pick the sweet, red apple and eat it.

Journal Entry Sheet

Name _____

Date _____

Write what you have learned about apples. Draw a picture to go with it.

Journal entry writing area with multiple sets of horizontal lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.

