



### Harvest Objectives

Children will describe the life cycle of an apple.  
Children will identify that apples grow on trees.  
Children will taste a piece of apple.



### Harvest Vocab

Firm

Fruit

Pollination

Smooth

Tree

### Materials & Prep

Apples (enough for each child to taste small  $\frac{1}{4}$  pieces, ideally of different apple varieties: Gala, Granny Smith, etc.)

1 Set Apple Life Cycle large cards (see separate document)

5-10 Sets Apple Life Cycle small cards (see separate document; set to print 4 pages per sheet and then cut each sheet into quarters for small cards)

Images (included at end of learning plan)

Knife & Cutting Board

Taste Test Chart

Stickers (or small Post-It Notes)

### Literature Connections

I Am An Apple by Jean Marzollo

The Season's of Arnold's Apple Tree by Gail Gibbons

A Fruit Is a Suitcase for Seeds by Jean Richards

### Warm Up

- In order to engage the children and activate prior knowledge, show them the apples and pass them around so everyone gets to hold and/or touch them. Tell them to think of the name for the food, but to keep their answer inside their head. Then when all the children have held an apple, ask them, "What is this called?" Consider having everyone say the answer aloud on the count of three, this way you'll know how many children in the group know. Then discuss, have ever seen one before? Eaten one before? How was it prepared? Where do they think apples come from? How do they grow? (On trees, bushes?)
- In order for the children to explore more about the apple life cycle, have a common experience, and think about what they know, put them in small groups (of 2-3 children), or have them work independently.
- Using the small cards, tell them that they need to put the cards representing the apple life cycle in order, starting with the tree with flowers. Allow one or two minutes for them to work and discuss. Check-in with some children. Ask them, "Why do they think one piece goes before, or after, another? How do they know?"
- It is okay if the order is incorrect. Have the children leave the cards in the order they think is best and continue as a large group (below.) Then the children will be able to go back and fix their own mistakes.



- Note: For very young preschool students, have them work independently with an adult, perhaps during small group time, give them only the first two pieces and ask them to put them in order. Then give them the next two, to add on, etc.

### **Explain**

- As a large group, using the large apple life cycle cards discuss the correct card sequence. Have the children hold up the cards in the correct order, in front of the group.
- Then to review, have all the children act out the entire plant life cycle.
  - Apple tree with flowers--stretch arms up to the sky, as branches reaching out towards the sun and fan hands out to form flower blossoms
  - Pollination--one hand's pointer finger becomes a pollinator and touches a friend's flower respectfully
  - Petals falling down (wilting)--petals pretend to fall off of flower hand
  - Flower swelling--flower hand is a small fist representing the beginnings of a fruit
  - Immature fruit--flower hand grows a bit larger
  - Mature fruit--fruit grows larger (apples are fruit because they have seeds inside)
  - Apple tree with apples--stretch arms up to the sky, as branches reaching out and hands are round, representing fruit
  - (optional) Picking and eating fruit--now pretend you are yourself standing in front of a fruit tree, reach and stretch wayyyy up for the best looking fruit on the tree, pick it off the tree, shine it up on your shirt and take a BIG bite of apple.
- Have the children go back to their small cards and make any corrections in the order. For children that need the reinforcement, ask them, "Why do they think one piece goes before, or after, another? How do they know?"
- As a large group, discuss the picture that shows the apple growing on the tree, and explain the word "tree," if needed. Can they think of any other foods that grow on trees? (Avocado, plums, pears, etc.) Explain the words "firm" and "smooth" along with other examples.
- Explain why we should eat apples (healthy immune system, healthy eyes, healthy muscles, and healthy digestion) and for each come up with an action to help the children remember. For example, for healthy immune system they can shake one finger while saying "no" and then put a hand on their forehead while saying "fever." Also explain how to pick a good apple (it should be firm when you press it gently). Please see the next pages for images to share with the children.

### **Taste Test**

- Consider having a variety of apples: Golden Delicious, Red Delicious, Fuji, Granny Smith.
- Wash all apples well. Show the children the different varieties, noting colors and size. Cut each apple in half and show the children what the fruit looks like on the outside and inside.
- Slice each apple into slices. Taste the different varieties and have each child share which was his/her favorite.
- Create a chart that says "I Like" with a smiley face and "I Don't Like" with a sad face. Give each child a sticker, and ask them to vote by placing it in a column. Count the number of children that like and don't like apples and write that number in each column.



- Ask the children, “What else comes from apples?” (Apple juice, apple sauce, apple cider, apple butter, baked apples, apple muffins, etc.)
- Review how apples grow and the health benefits.

### **Taste Test Extension**

**Rule of 15** “Put a food on the table at least 15 times to see if a child will accept it.” Susan B. Roberts, Tufts University Nutritionist and Co-author of Feeding Your Child for Lifelong Health

For an additional tasting experience, prepare this recipe with children in class using different stations, or ahead of time. Serve it with this lesson, or on a different day, to expand the Harvest of the Month experience.

#### Apple Yogurt Trifle (for 20 children)

4-5 Apples (cored and shredded/finely chopped)	Apple Corer
Hand-grater	6 (8 ounce) containers of low-fat yogurt
1/2 cup Grape-Nuts cereal (2 Tbsp. per child)	Paper cups & Spoons (1 per child)

1. Evenly divide the yogurt into the cups. Rinse the apples under running water so the entire surface has been washed. Use the apple corer to slice the apples.
2. Invite the children to wash their hands and come to the table for a cooking activity.
3. Demonstrate how to hold the apple slice away from the hand grater and slide the apple slice downward to grate the apple. Have each child grate one apple slice and add it to a cup with yogurt.
4. Demonstrate how to measure the Grape-Nuts and have each child add one to two tablespoons of Grape-Nuts to the same cup with the added apple slices. Write the child’s name on the cup. Refrigerate at least 15-20 minutes before tasting to allow cereal to soften, serve, stir, and enjoy!

## How do Apples grow?



White flowers bloom  
in late spring.

After pollination, the flower  
swells and becomes the  
apples we eat.



## Why should we eat Apples?

### Vitamin A



Healthy eyes

### Vitamin C



Healthy immune system  
(heals cuts, prevents  
colds)

### Iron & Potassium



Healthy muscles

### Fiber



Healthy digestion,  
cleans out your system