



Apple Picking – photo by Catherine Rose Wayland

### Invitation to Apples – Weeks 1 and 2

Our September lessons and activities will have a trip to an apple orchard to explore and pick apples, and, hopefully to see how apple cider is made. At home you will develop a word bank of names, colors, sizes and taste sensations for apples; you will sort and compare; you will make apple sauce; and you will do an apple tasting experiment with your family! In the spring when the apple trees are in bloom we will investigate more about apples and their cycle from seed to fruit.

Week 1 – No Farm/Apples Lesson This Week

Week 2 - Apples

#### Trip to an apple orchard

We are excited to be working with Ginny Wudka at Lost Acres Orchard in North Granby who will introduce us to the orchard and the apples. Member Families will be able to sign up for times for our orchard explorations with her. For social distancing purposes there will only be 3 families at a time. If you bring older children, they will be able to listen, but for the most part, will not be able to participate.

Note: These 2-hour sessions are longer than our normal excursions, so our September “Farm” exploration will be for just one week.

If you live too far away, or are unable to go during one of our scheduled

times you can follow the prompts below when you visit an orchard on your own.

CT Standards of Learning Apples Week 2

C. 48.7, C.60.9

PH.48.8.

PH.60.6

M.60.11

S.60.3

S.60.13

**ADD SE.60,16;**

**ADD PH.48.9 PH.60.7**

**WHEN YOU FINISH THESE SOL'S COPY AND PASTE FULL CHART IN APPLES WEEKS 3 AND 4.**

<b>3 to 4-year-olds</b>	<b>4 to 5-year-olds</b>
C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
PH.48.8 Pour liquid from a small pitcher	PH.60.6 Use butter knife to spread and cut. Open most containers to remove food
M.48.9 Sort objects into two groups, count, and compare the quantity of the groups formed (e.g., indicate which is more)	M.60.11 Represent data using a concrete object or picture graph according to one attribute
S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.3 Gather data by drawing, counting or otherwise documenting observations

S.48.9 Compare and contrast attributes of common materials related to their function (e.g., exibility, transparency, strength)	S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., Ice melts when we bring it inside. Plastic becomes brittle when it is left outside in the cold.)
PH.48.3 Hop on one foot	PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, bending, twisting, playing hopscotch, riding tricycle)

Invitation: Today you are going to visit an apple orchard. When you get there you are going to look around and find out some things about the orchard. You are going to pick some apples and possibly do some other activities.

Preparation: You will need: mask; hat, possible jacket, sun screen, insect repellent, a camera, clip board, pencil and paper, and water and a snack. You may also want to bring your own basket for your apples, although orchards usually have containers for you to use.

In the car: You may want to play the songs from our apples section on YouTube. channel.

Orchard rules:

Parents/caregivers are responsible for supervising their children at all times. You are the teachers, not the farmer.

**Please remember that your children are learning about their place as community members so we are asking you to follow safe Covid-19 guidelines to respect the farmers and other community members you encounter. Wear masks, and maintain distance.**

You don't want to pick apples until the farmer explains which ones you can pick and how to pick them.

### Activity – Learning about the Orchard

When you arrive allow your children to walk around and explore (supervised by you) for a few minutes to acclimate themselves in their own way.

*There are 2 ways to learn about an orchard. If you have an reservation and the farmer will be working with you, you can follow the farmer's presentation and/or you can do this excursion with your child/ren on your own.*

### Inquiry –

*Parents will want to ask inquiry questions (give kids time to answer) and, for documentation and possible followup activities at home, jot down children's observations and take photos.*

See

What are all the things you see? Say as many things as you can and I will write them down for our apples word bank. (trees, grass, sky, flowers, insects, birds, apples, cider, pie) Do you see different colors of apples? sizes?

What are the different colors you see?

Activity should take about 10 minutes, to be followed by apple picking and then exploration with parent/caregiver.

### Reflection

For children who may be ready you may want to ask them to tell you what they did today and write down their comments. It is important to write the comments just as they say them. The point is that they are giving information as they experienced and remember it. This will serve as documentation and useful information for parents to proceed for further investigation, or guidelines for future activities and/or practice.

### DOCUMENTATION

For all the activities, parents will want to Make Learning Visible through photos and examples of child/ren's work. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done. You may want to post the Apples Word Bank by the breakfast table to refer to.

### Books, poems, songs, movement and games

*Ten Red Apples, Pat Hutchins*  
read by the author on YouTube  
<https://youtu.be/rzR57dI-7FE>

*Ten Apples Up On Top! Dr. Seuss*  
read on YouTube  
<https://youtu.be/vdeqBUeEs-k>

*Way up High in an Apple Tree*  
Song on Youtube  
Way up high in an apple tree  
5 red apples smiled down at me  
I shook that tree as hard as I could  
Down came an apple! Mmmmmm it was good!  
Way up high in that apple tree  
4 red apples smiled down at me.

Way up high in that apple tree  
4 red apples, etc....

...no red apples smiled down at me.

Way up high in an apple tree  
No red apples smiled down at me  
I shook that tree as hard as I could  
Down came no apples! They're gone for good!  
Way up high in that apple tree  
No more apples left for me.

*Ten Little Apples*

One little, Two little, Three little apples,  
Four little, Five little, Six little apples  
Seven little, Eight little, Nine little apples,  
Ten little apples on the tree.  
(You can also sing it backwards)

*The Giving Tree*, by Saul Silverstein