

*Johnny Appleseed, Applesauce, and Apple Chips**

Activity 4, September: What Are Fruits and Vegetables?

KI Key Concepts

1. Students will know what fruits are and recognize/name various kinds
6. Students will know what local means and if a fruit or vegetable is local
7. Students will know what an anytime food is

Materials

- A. Apples, sliced for chips, whole for sauce
- B. Peeler
- C. Corer/slicer
- D. Crockpot
- E. Dehydrator
- F. Water – 1 cup for every 6 cups of peeled, sliced apples
- G. Measuring cup
- H. Cinnamon
- I. Wooden spoon
- J. Bowls
- K. Spoons
- L. *Johnny Appleseed* by Jodie Sheperd
- M. Easel paper
- N. Markers

Activity

Introductory

- a. Show students the whole apples and the sliced apples and tell them that today they will be learning a story about where apples come from and that they'll be making and tasting two different kinds of "anytime" apple snacks. Remind them of trying raw apple slices at the beginning of the month and that apples are both a local food and a great anytime snack.
- b. Peel whole apples.
- c. Help students core and cut the whole, peeled apples using the apple corer/slicer. The slices that come out of the corer can be cut into smaller chunks with a plastic knife to help the apples break down faster.
- d. Put the chopped apples and water into the crockpot. Set the crockpot to high. Apples will need to be stirred every half hour and will take approximately four hours to cook completely.
- e. Place the apple slices in the dehydrator in single layers on the trays. Set the dehydrator to low or 135° or to on, depending on the settings on your dehydrator. Apple slices should take approximately four hours to dry completely.

Developmental

- a. While the applesauce is cooking and the apple chips are in the dehydrator, tell students that you will be reading a story about where apples came from a long time ago.
- b. Read students *Johnny Appleseed*.
- c. After reading *Johnny Appleseed*, ask students questions about Johnny and his apple tree:
 - Where did Johnny and his apples originally come from? Massachusetts, which is where we live! There are still lots of apples growing in Massachusetts, including the ones they are going to eat as sauce and chips.
 - What did Johnny's cheeks look like? They were round and red like apples.
 - Where did Johnny work? The orchard—taking care of apples in an orchard is a job like being a farmer is a job and even though Johnny lived a long time ago, people still work in orchards for jobs.
 - What does Johnny do to take care of the trees? Plant, water
 - What else do the apple trees need to grow? Sunshine
 - When did Johnny collect seeds? Fall
 - When did Johnny sow seeds? Spring

Concluding

- a. When the apples have broken down and become applesauce, add some cinnamon to taste. Cinnamon can be sprinkled on the apple chips, too.
- b. Give each student a small bowl of applesauce and a few apple chips. Before they taste them, ask students to look at and smell both of them. Ask students to describe how they look and smell.
- c. Have each student taste the applesauce and the apple chips. Have students describe how each tastes. Is it mushy? Is it sweet? Is it tart? Is it crunchy? Is it chewy?
- d. After every student has tried both the applesauce and the apple chips, you can make a chart or graph of who prefers the applesauce and who prefers the apple chips – and who likes raw apple slices better. Remind students that both apple chips and applesauce, and just plain old apples, are great local, anytime snacks.

DESE Kindergarten Learning Experiences

ELA: Reading Literature – 1 & 3

1. With prompting and support, ask and answer questions about key details in a text.
3. With prompting and support, identify characters, settings, and major events in a story.

ELA: Speaking and Listening – 1 & 2

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts in small and larger groups.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

History: PreK-K.3 & PreK-K.8

PreK-K.3. Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives.

PreK-K.8. Give examples of different kinds of jobs that people do, including the work they do at home.