



Apple Exploration



Goals

Introduce students to the systems farmers use to sell the vegetables and fruits (apples!) they grow. Set up a “farmers market” in the classroom where students will sort, sell, and buy apples.

NC Standards Addressed:

Kindergarten: *English Language Arts* – 1.01, 3.01, 3.02; *Mathematics* – 1.01, 5.01; *Science* – 3.02, 3.04; *Social Studies* – 6.04

First: *English Language Arts* – 2.03, 2.07, 3.01; *Mathematics* – 5.01, 5.02; *Science* – 1.01, 2.01; *Social Studies* - 6.03, 6.06

Second: *English Language Arts* – 2.01, 3.04, 4.04; *Mathematics* – 1.03, 4.01; *Social Studies* – 2.03, 7.03

NC Common Core:

Kindergarten: *English Language Arts* – RI.K.5, RI.K.6, RI.K.3, W.K.8; *Mathematics* – K.CC.4, K.CC.6, K.MD.3

First: *English Language Arts* – RL.1.1, RL.1.2, RL.1.10; *Mathematics* – 1.G.1

Second: *English Language Arts* – RL.2.4 SL.2.2, SL.2.3; *Mathematics* – 2.MD.10

Materials

Supplies

- Market signs
- Apple price signs
- “Fruit buck” sheet
- Envelopes
- Baskets or bags
- A variety of local apples!

Preparation

Prepare three market kits from the provided materials that include one market sign, one page of apple prices (printed on cardstock and cut out), and one envelope for collecting “fruit bucks.” Print enough “fruit bucks” on cardstock for each student “customer” to have three “bucks”.

Vocabulary

Farmer’s Market: A place where farmers sell fresh produce to directly to customers.



Books to Read

Apple Picking Time

by Michele Benoit Slawson

Applesauce Season

by Eden Ross Lipson

Apple Farmer Annie

by Monica Wellington



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Activities

Read a Book

Read Applesauce Season by Eden Ross Lipson or Apple Farmer Annie by Monica Wellington. Both of these books introduce students to farmers markets and people buying and selling products there. After reading the book(s), ask students 1. What do farmers do at the market? 2. How is a farmers market is different than a grocery store?

Hold an Apple Market

Step One: *Explain the Activity*

Explain that the class is going work together to set up an apple market in the classroom. Tell them some students will be farmers (setting up a table and selling the apples) and some students will be customers (buying the apples). Show the students the "fruit bucks" they will use to buy the vegetables. Show them real money (one cent, nickel, dime, quarter, dollar, five dollars) and explain that one "fruit buck" is like one dollar. If you have time, you can use this activity as an opportunity to talk about money in more depth. Can students identify the coins and bills you have? How many quarters are in one dollar? How many dimes? How many nickels?

Step Two: *Select the farmers and set up the stands.*

Select nine students to be the class "farmers." Divide them into three groups (three students per group). Give each group their market kit and ask them to set up their farm stand at individual tables or desks in the classroom (teacher's assistants may need to help in kindergarten and first grade classes). The "farmers" should separate and sort their apples into two groups. They can sort them by size, by color, or by variety. Next, the farmers will set up signs at their farm stands, including prices (in fruit bucks) for both groups of apples. Older students can put out apples samples for customers to taste.

Step Three: *Prepare the shoppers.*

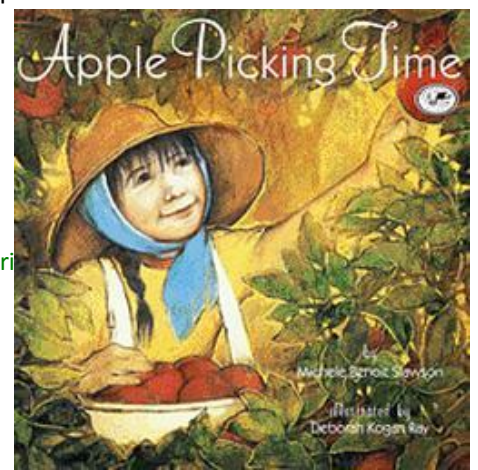
The remaining students will be the market "customers." Give each student two fruit bucks. Tell them they will be buying apples for the class snack. Explain that some apples will be priced at 1 fruit buck and others will be priced at 2 fruit bucks. While the farmers set up, brainstorm with the customers how they will decide which apples to buy. What questions will they ask the farmers? What will they look for when they select the apples? Encourage the students to look at all of the apples before they decide which one to buy.

Step Four: *Start the market!*

When the farmers are set up and ready, tell the shoppers to get shopping! Help students who need assistance.

Step Five: *Review (optional)*

Ask the farmers to count all of their fruit bucks and tell the class how many bucks they earned at the market. What did they enjoy about selling the





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apples? Was anything difficult or challenging? If they were a real farmer, what might they buy with the money they earned at market?

Ask the shoppers what they enjoyed about buying the apples. How did they select their apples? Shoppers can take their apples home.

Step Six: Eat!

Cut some of the left over apples from the market to eat for the class snack. Use the other apples subsequent days for snack. If you have two varieties of apples, students can taste and compare them. Give each farmer one apple to take home.

Bonus Book (Optional)

How do the apples get harvested before they come to market?

Read [Apple Picking Time](#) by Michele Benoit Slawson. Apple picking season arrives in Anna's small town, and Anna and her family head to the orchard to help pick. All day they reach, twist, and snap the apples off the trees, filling bags hung around their bodies. Anna works hard alongside her family and gets a special treat at the end of the day for harvesting a whole bag. As you read this story to your class, show them how the apples are growing and explain why the harvest happens at a specific time of year.

Extension (Optional)

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Start the apple exploration with a fun apple fact. George Washington, our first president, grew apples his whole life.

Show different varieties. Show the students two different varieties of apples. Ask them to compare the differences. Record the difference and similarities in a VENN diagram or chart. **Look closely. Ask the students to describe what they see. Can students guess how many seeds are inside?** Cut one apple vertically and one horizontally and show students the different views. Remove the seeds and count them to see if the students estimated correctly. Review the function of apple seeds. **Taste test.** Give each student a small chunk of each variety of apple to taste. Can they tell the difference between the varieties? Is one sweeter, crunchier, or sourer than the other?