An Apple for All Seasons

Created by Cheryl Phillips

"The Apple Tree"

Way up high in an apple tree
Two little apples smiled down at me
I shook that tree as hard as I could
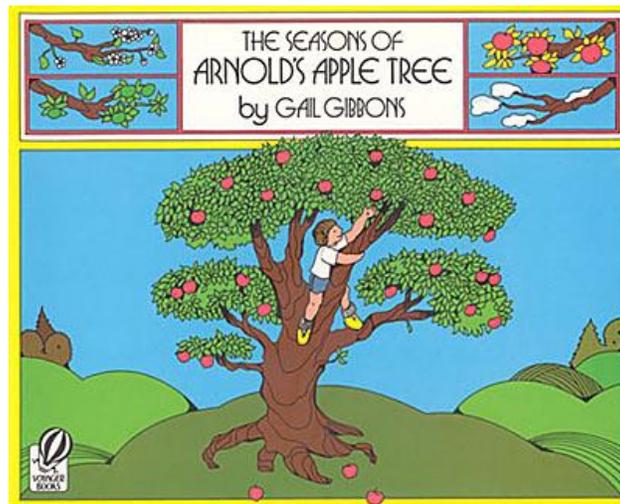Down came the apples
M-m-m-m they were good.

Language Arts, Science & Technology

Grades: 1-2

Introduction

If you go to an apple orchard today you will find trees full of ripe, juicy apples. In Virginia, fall is apple season. But if you visit the same apple orchard in the winter, spring and summer, the trees would look a lot different.

In this activity, you will be making a book which shows what an apple tree looks like during each of the four seasons. Start with a reading of **'The Seasons of Arnold's Apple Tree'** by Gail Gibbons. It's a fun book that teaches about the changing seasons by using an apple tree that belongs to Arnold. It follows the Arnold enjoying the changes his apple tree brings

each season, from the its buds and blossoms in the spring, its sheltering boughs in summer, the tasty apples in the fall, and, in winter, the bare branches hold strings of popcorn and berries for the birds.

The Task:

You will make a booklet, which has one page for each of the four seasons. On each page will make a picture of what an apple tree looks like. Part of your artwork will be done on the computer using Paint shop, and the other pages will be done in your class or art by using crayons, markers, colored pencils, or anything else that you like.

Your project should include:

A book cover

four pages with titles (Spring, Summer, Winter, Fall)

Drawing of an apple tree in each season

One sentence on each page describing the tree

Where to start:

To make your book you will need to:

Look at pictures in the books from the library or on the Internet

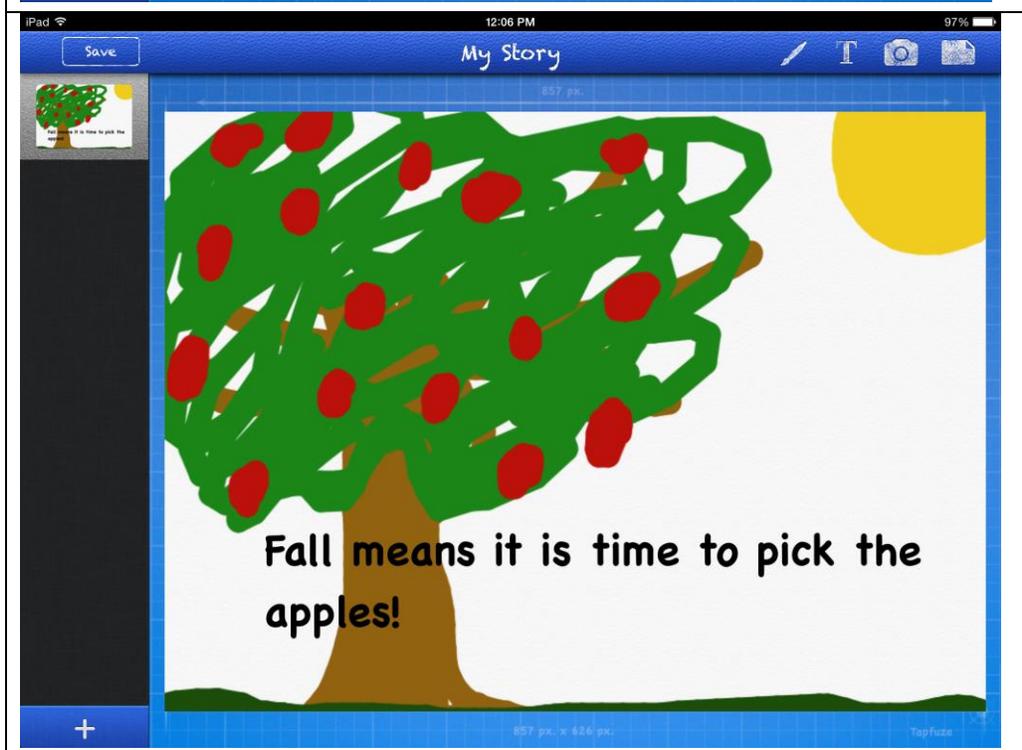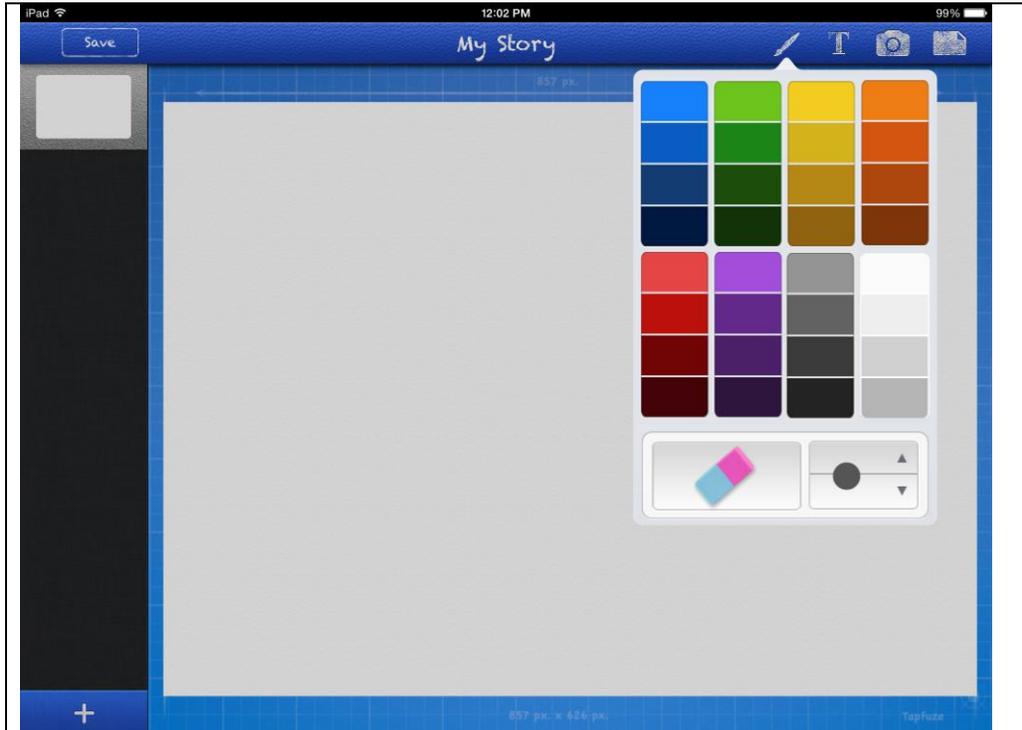Practice drawing your pages with the iPad.

Before you draw your pages, sketch them out on paper with a pencil first.

Example: Done with "StoryBuddy 2" Lite edition

Paid edition for $3.99 gives you a lot more options for paint and customized paper.

Fall means it is time to pick the apples!

**Example: Done with 'Book Creator"** (Free) but no stickers and little option for paint, though there is an Education version for $4.99

Open in iBooks   Open in Drive   More

In the fall the apple are ready to be picked!
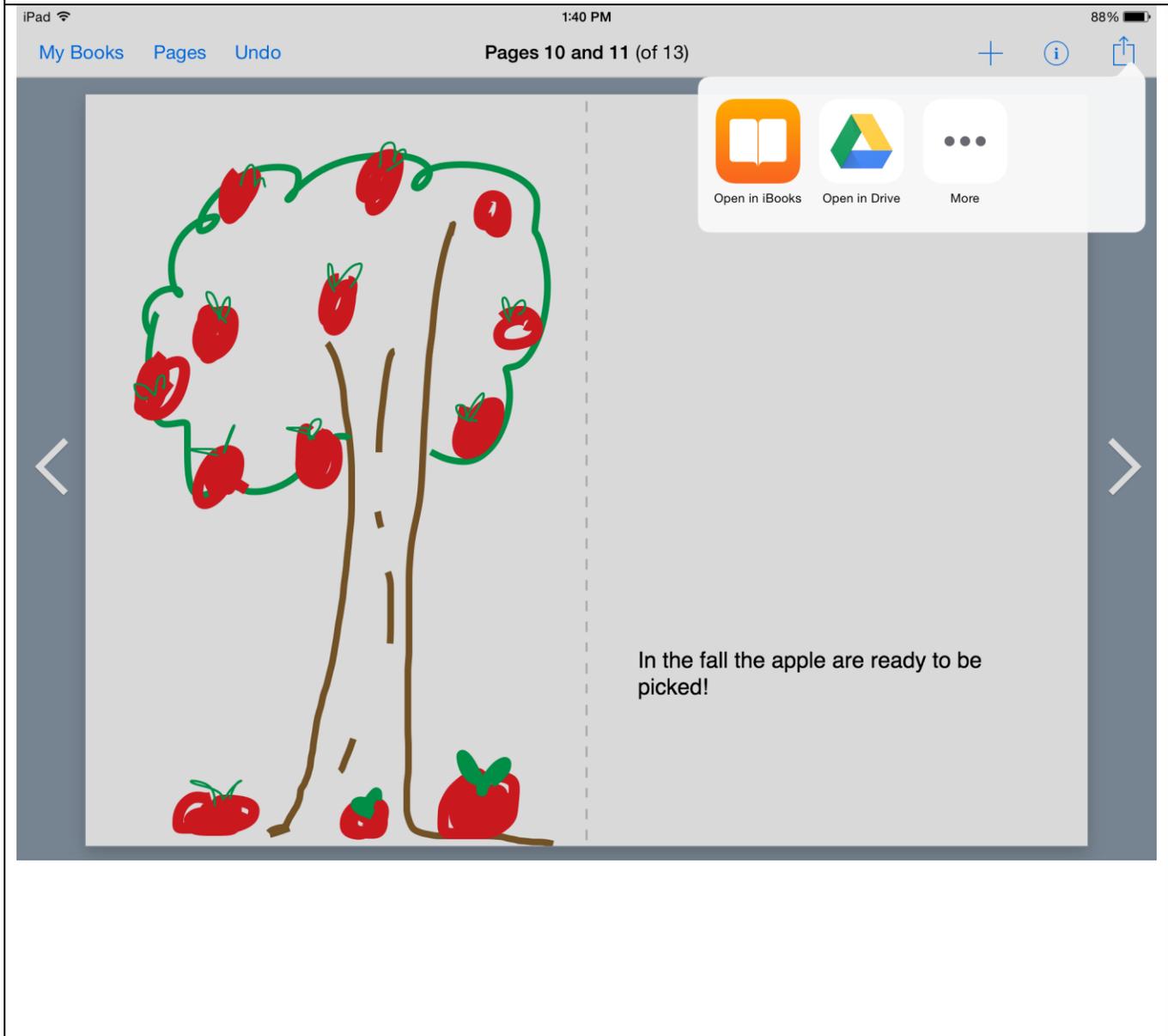
Example done with "Scribble Press"
Scribble Press isn't free, but you do get what you pay for. It is a class favorite due to the robust options with stickers, paint and other fun add-ons. At $3.99, it's a great investment.
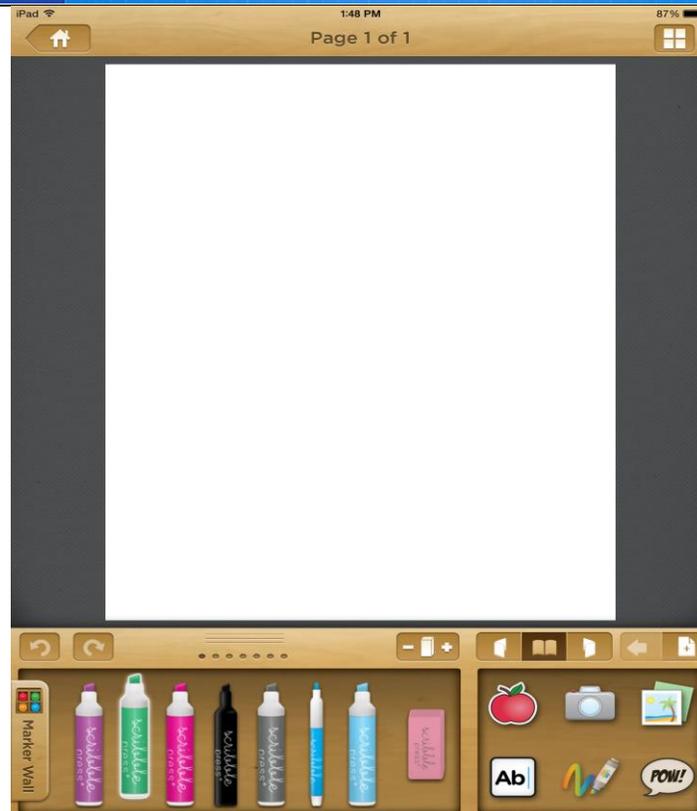
Evaluation

When your book is finished you should turn it in to your teacher. Your teacher will check to see if you have:

1. You have drawn 4 apple trees in each season.

2. Written a sentence with each tree.

3. Did you make a cover and remember to put your name on your book?

4. Did you do your best?

What did you learn?

Most trees change with each season, some don't, like the pine tree.

Trees don't die in the winter, they just go dormant, sort of like a bear hibernates.

**Just like people, trees need food and water to live.**
Virginia is a great place to grow apples!

Teacher Notes:

What a great activity for your first grader! This activity integrates many objectives including Science, Language Arts and Technology. As emergent readers and writers, this activity helps students formulate and practice their writing skills while reinforcing their knowledge of seasonal changes and it can be done anytime of the year!
Get everyone on board with this activity. In our setting, for example:

- *Ask the **Art teacher** to let the students create one of their pictures using paint.*
- *Ask your **librarian** to read Johnny Appleseed.*
- *Their **First Grade teachers** can have a tasting party with all things APPLES!!!*
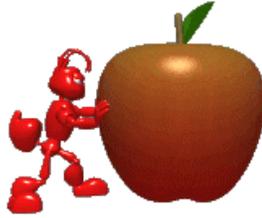
SOL objectives:

Science: Life Processes

1.4   The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

    a)   needs (food, air, water, light, and a place to grow);

    b)   parts (seeds, roots, stems, leaves, blossoms, fruits); and

    c)   characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).

1.5   The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include

    a)   life needs (air, food, water, and a suitable place to live);

    b)   physical characteristics (body coverings, body shape, appendages, and methods of movement); and

other characteristics (wild/tame, water homes/land homes).

Language Arts:

1.8   The student will read familiar stories, poems, and passages with fluency and expression.

1.12   The student will write to communicate ideas.

    a)   Generate ideas.

    b)   Focus on one topic.

    c)   Use descriptive words when writing about people, places, things, and events.

- d)   Use complete sentences in final copies.

    e)   Begin each sentence with a capital letter and use ending punctuation in final copies.

    f)   Use correct spelling for high-frequency sight words and phonetically regular words in final copies.

    g)   Share writing with others.

Use available technology.

NETS Technology Standards for Students

Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression

Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

2. **Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. **Research and information fluency Students apply digital tools to gather, evaluate, and use information.**
a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results

4. **Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**
a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project