

The Life Cycle of an Apple

Writing

Materials

- Apples Books:
 1. *Apples* by Farmer, Jacqueline
 2. *Apples* by Robbins, Ken
 3. *Apple Trees* by Patent, Dorothy Hinshaw
- Computers with drawing/writing software
- Notebook paper

Overview

The class will read books about the life cycles of apples, where apples come from, how they are grown, harvested, and used. Then the students will write and illustrate the stages in the life cycle of an apple using the computer.

Objectives

1. Students will understand where their food comes from.
2. The students will learn where apples come from, the stages in the life cycle of an apple, and how apples are used.
3. The students will be able to write and draw in sequence the stages in the life cycle of an apple through the seasons of the year.
4. The students will use technology to produce and publish their writing with a partner.

Background information

Apple trees need sunlight, water, air, soil, and a proper environment to grow. A variety of apples can be grown and used for many different food items. The books listed above will provide the background information needed.

Preparation

1. Read books about apples that are listed above.
2. Read background information and lesson plan.
3. Gather materials listed above.
4. Review how to sequence events in writing using time order words, such as first, next, last, after that, before, during, etc.

Instructional Format

Grade Level: 3

Time: 45 minutes per day for one school week.

Standards: Writing-6. *With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.*

For Kansas standards, visit www.ksde.org



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1. The books may be read with a partner or as a class.
2. The students will work with a partner to write about and draw the stages in the life cycle of an apple.
3. Students will conference with teacher before creating a final draft.

Procedures

1. Read the books about apples with a partner or as a class.
2. After reading the books, the students will work with a partner to write out and draw little pencil sketches of the stages in the life cycle of an apple on notebook paper.
3. After the papers have been reviewed by the teacher, the students will use the computer to produce and publish their writing including illustrations.

Conclusion Questions

1. Where do apples come from?
2. What are the stages in the life cycle of an apple?
3. What things do apples trees need to grow?
4. How are apples harvested?
5. Why are there different varieties of apples?
6. How are apple trees pollinated?
7. How are apples used in our food today?

Assessment: Grade writing projects.

Vocabulary

1. Discuss the apple vocabulary in the books:
 - bud
 - blossom
 - seedling, etc.



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Other Resources

These resource books are available at the Manhattan Public Library. A summary of each book can be found on the website.

Apples by Farmer, Jacqueline

Apples by Robbins, Ken

Apple Trees by Patent, Dorothy Hinshaw

Max & Mo Go Apple Picking by Lakin, Patricia

How Do Apples Grow? by Maestro, Betsy

Apples Here! by Hubbell, Will

Our Apple Tree by Näslund, Görel Kristina

Want More?

Extensions

1. The students could make apple prints and applesauce. A good book to use for this is *Max & Mo go apple picking* by Patricia Lakin.
2. The students could write acrostic poems telling what they learned about apples.
3. Taste test a variety of apples and write an opinion piece describing how each apple tastes and which one they think is the best, while supporting their point of view with reasons. (writing standard 1)



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