Apples

Participant Name:	**Gabrielle Martineau**
District:	**Norwood Norfolk Central School**
Grade Level:	**Multiage (K-1)**
Subject/Course:	**Science/Math**
Cross-curricular Link:	
Approximate Time (IN MINUTES):	**45 minutes**

CONTENT AND SKILLS
Learning Objectives: ● Students will express their opinion. ● Students will create a bar graph and number plot. ● Students will create the life cycle of the apple.
Essential Questions (optional):
Students' I can statements . . . ● I can express my opinion with a vote. ● I can color, cut, and paste a diagram. ● I can listen to a story.
How will you meet the needs of SWD and ELL/MLL students? ● Visuals will be provided to students. ● Students can work in partners. ● Students will be provided with hurdle help for fine motor skills as needed.
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
● K-1.CT.1 **Identify** and **describe** one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions. ● K-1.CT.2 **Identify** different kinds of data that can be collected from everyday life. ● K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
● K.PDH.5. Demonstrates eye-hand coordination and fine motor skills. ● K.SEL.2. Recognizes personal qualities and external supports. ● K.SEL.10. Applies decision-making skills to deal responsibly with daily academic and social

situations.

- 1.MATH.21. [NY-1.MD.4] Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- K.MATH.5. [NY-K.CC.4a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence).
- 1B.1a. Identify likes, dislikes, and personal strengths.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

- Students will be presented with four different types of apple slices to try. The teacher will present the students with the apple slices (Granny Smith, Red Delicious, MacIntosh, and Golden Delicious). Students will then vote on their favorite apple by completing the bar graph located in the Favorite Flavor Apple Google Slide. Each student will come up one at a time and fill in their bar on the bar graph by putting an x in the box of their favorite apple slice. Google Slides for Apple Voting

- Students will create a bar graph with the different types of apples that they like on the Google slide Favorite Flavor Apple. Students will also plot an x on the plot graph together as a group using Google slides. The students can draw an x above the apple flavor they liked using the Clear touch marker. Students will work on looking at the graphing to determine what apple is the most favorite, least favorite, and other common factors on the graphs. - (K-1.CT.3 Identify ways to visualize data, and collaboratively create a visualization of data. Students will reflect back on how other items have been graphed throughout the school year in the same manner (feelings on first day, favorite cookie flavor, favorite color). K-1.CT.2 **Identify** different kinds of data that can be collected from everyday life)

- Students will listen to the story Apples! For Everyone! on youtube. Students can discuss what they saw in the video. How it relates to something they might have experienced before such as on a field trip to the apple orchard. Discuss the importance of the bees to the life cycle. Discuss some of the special kinds of foods that can be made with apples.

- Students will review the life cycle of the apple and complete a diagram to show the life cycle of the apple. Life Cycle of an Apple Tree
    - Students will color the pictures of the life cycle, cut and paste them on their paper in order. Students will review the lifecycle to check to see if they were able to correctly put them in order. (seed - sprout - seedling - roots - tree - leaves - flower blossoms - apples) (K-1.CT.1 Identify and **describe** one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions.)

- Students will collect back together as a group after reviewing the life cycle of the apple. Students will then have the chance to vote on the special snack to make the next day (pie, apple crisp, or caramel apples). Discuss what each one of these treats are and offer a chance for questions so students are aware of what they are voting for. Again, students will complete a tally chart and bar graph to vote on the Google slide deck of the Favorite Flavor Apple Google slides. Students will place an x on the bar of what item they would like and a tally slash in the tally mark box. Review the number of tallies for each treat and how that relates to the bar graph. Review with the students what treat has the most and least votes.

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology

templates, images, videos, etc.
• Google Slides for Apple Voting • Apples For Everyone 🍎 Apples for Everyone Read Aloud Children's Book • Life Cycle of an Apple Tree • Apples, crayons, computer, glue