

# Applesauce Day

By Lisa Amstutz

## Lessons and Activities

### General Objectives

#### Students will:

Develop math and science skills  
Restate sequencing and order  
Follow multi-step instructions  
Identify the characteristics of apples

### BOOK INTRODUCTION LESSON

#### Language Arts - Sequencing Materials

Chart paper

Markers

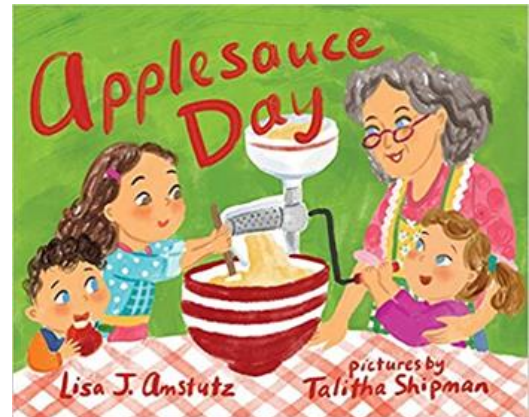
*Applesauce Day* by Lisa Amstutz

Apple

Jar of applesauce

Paper for each child

Crayons



### Lesson Directions

1. Show students the apple and ask them to list all the things they can do with an apple. Write their answers on the chart paper.
2. Show them the jar of applesauce. Discuss that this is one of the ways people use apples.
3. Introduce the book ***Applesauce Day*** and read it aloud to the class.
4. After reading the book as a group have the children tell in their own words the sequence of events.  
What did the family do first? Then what happened?  
List the sequence of events on the chart.
5. Discuss with the children what would happen if one of the activities were left out. What would happen if the events were mixed up? Why is the order of events important?

### Sequencing Activity

Give each child the Sequencing Worksheet, pencils, and crayons.

Explain that just like in the book **Applesauce Day**, it is important to know the steps or order of how to do something. Inform the students they will be writing instructions to another person for one of the following activities:

*How to fix a bowl of cereal*

*How to make a peanut butter sandwich*

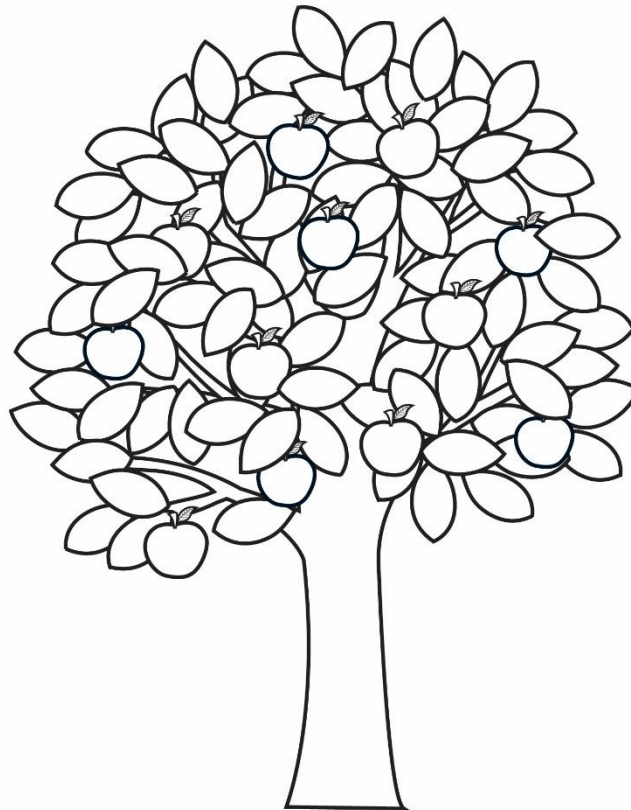
*How to clean your room*

Have each student pick one activity. Then have the student write/draw how to do each activity.

First you \_\_\_\_\_, then you \_\_\_\_\_ etc.

After students have finished their writing, have them share their work with the whole class or in small groups.

Tell students they will be learning more about apples and eventually making their own applesauce.



# Sequencing Worksheet

Date \_\_\_\_\_

Name \_\_\_\_\_

Pick one of the following activities and write the steps involved.

Write instructions in the correct order.

How to fix a bowl of cereal

How to make a peanut butter sandwich

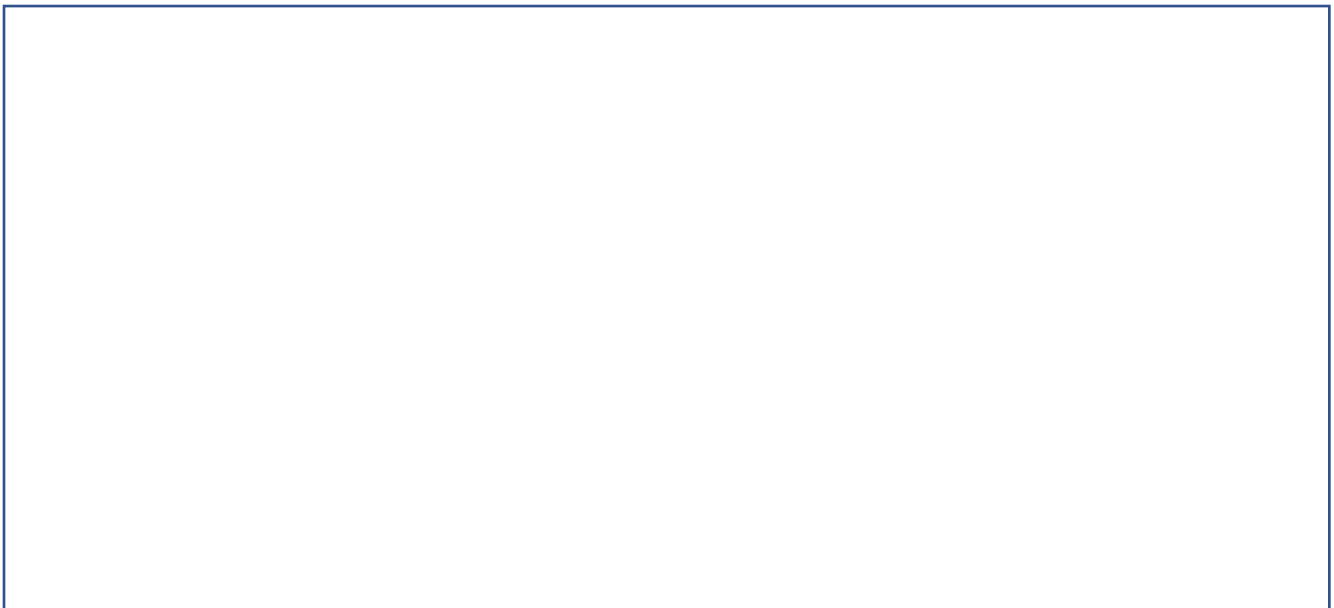
How to clean your room

First you \_\_\_\_\_

Next you \_\_\_\_\_

Then you \_\_\_\_\_

Draw a picture of your activity.



# Classroom Activities

## Science - Apple Observations

### Materials

- ***Applesauce Day*** by Lisa Amstutz
- Four varieties of apples in different colors and sizes (for example: Jonathan, Fuji, Yellow Delicious, Granny Smith, etc.)
- Apple Observation Sheet
- Pencils or markers



### Lesson Directions

1. Review the book *Applesauce Day* with the class. Ask if any of the students have been to an apple orchard. Ask how many have seen apples at the market. Do all the apples look alike?
2. Tell students that not every apple is the same. There are over 7,000 different varieties. Apples are one of the most popular foods in the world. They were eaten by ancient Greeks and brought to America by the pilgrims. (A great fact sheet has been developed by the University of Illinois Extension. <https://web.extension.illinois.edu/apples/facts.cfm>)
3. Today the students will become apple scientists. They will use their powers of observation and record their findings about different apples.
4. Show the class the different apples. Set up observation stations so that each child can see, smell, and touch the apples. Have them record their observations. Then provide them with taste samples of each apple variety. Have them record their taste observations.
5. Discuss with the class what was similar and what was different about each apple variety.

# Apple Observation Sheet

Date \_\_\_\_\_

Name \_\_\_\_\_

Variety of apple \_\_\_\_\_

Look:

Feel:

Smell:

Taste:

Variety of apple \_\_\_\_\_

Look:

Feel:

Smell:

Taste:

Variety of apple \_\_\_\_\_

Look:

Feel:

Smell:

Taste:

Variety of apple \_\_\_\_\_

Look:

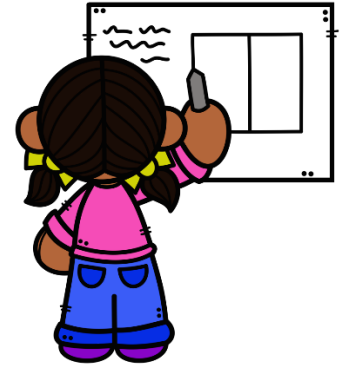
Feel:

Smell:

Taste:

# Classroom Activities

## Math – Apple Fractions



### Materials

- **Applesauce Day** by Lisa Amstutz
- Four apples – prepared ahead of time. One whole apple, one apple cut in half, one apple cut in fourths, and one apple cut in eighths. You can do this in front of the class, but it saves time to do it beforehand.
- Paper plate to hold each apple
- Apple Fractions worksheet
- Two-inch red construction paper circles – three per child
- Scissors for students

### Lesson Directions

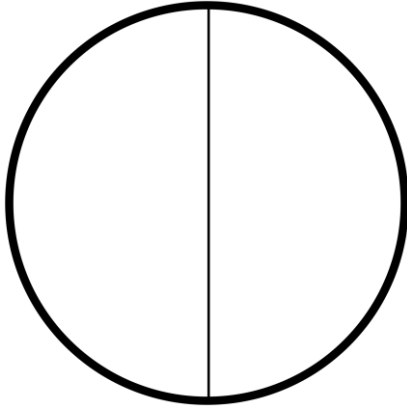
1. Hold up the whole apple and discuss how you can eat an apple. Peel it, cut it up, eat it whole, etc. Explain that you plan to cut your apple to eat it. Demonstrate cutting the apple in half. Ask the students – Do I have two apples now? Discuss how cutting makes two parts of one whole. Explain this is a fraction.
2. Bring out the plates of pre-cut apples and discuss the fractions that result from cutting something.
3. Give students construction paper circles.
4. Explain they will be making apple fractions. Lead them in cutting their “apples” (construction paper circles) into halves, fourths, eighths, etc.
5. Give children the fractions worksheet to allow them independent practice. Have students turn in worksheets for individual learning evaluation.

# Fractions Worksheet

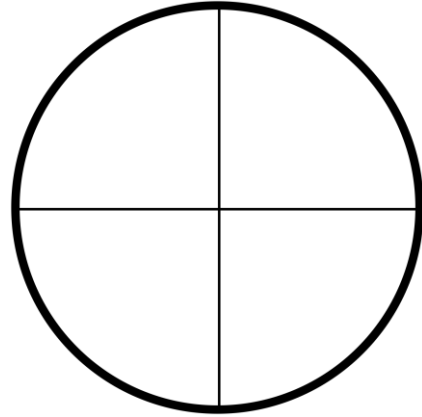
Date \_\_\_\_\_

Name \_\_\_\_\_

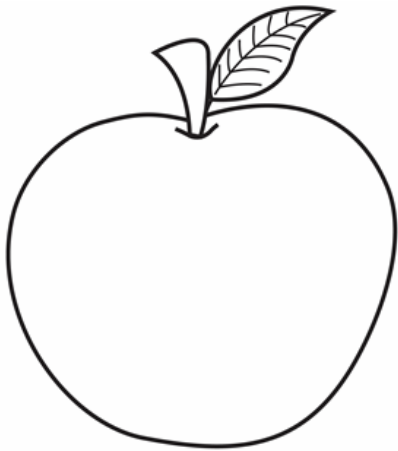
Color  $\frac{1}{2}$  of the circle



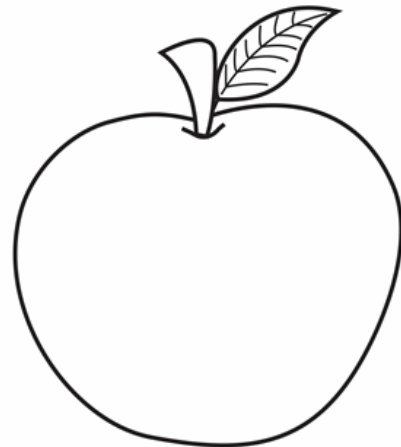
Color  $\frac{1}{4}$  of the circle



Color the whole apple



Color  $\frac{1}{2}$  of the apple



# Classroom Activities

## Art – Apple pattern watercolor resist

### Materials:

- Pencils
- Watercolor-type paper
- Sharpie markers
- Crayons
- Liquid watercolor or tempera paint



### Lesson Directions

1. Have each student draw three large apple shapes that fill most of their page.
2. Trace the outline of the apples with a thick black Sharpie marker.
3. Use crayons to make different patterns inside each apple. Encourage the students to experiment with lines, circles, squiggles, whatever they can imagine.
4. Use white crayons to trace the outline of the apples.
5. Paint over the drawing with liquid watercolors. Let the watercolors bleed and run wherever they want to.
6. Let the artwork dry, then display.





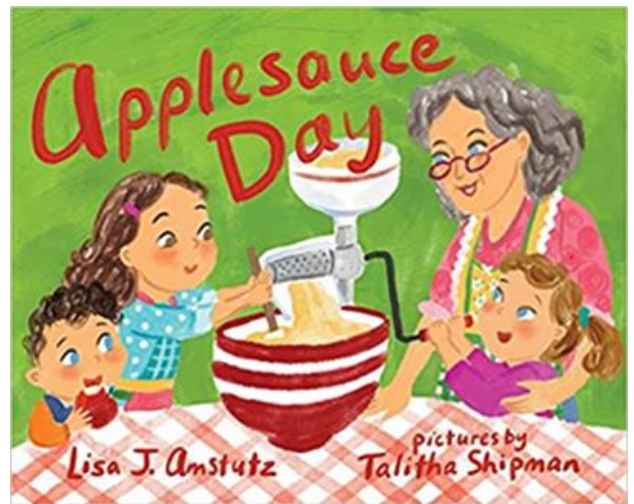
# Applesauce Day

## Crockpot Applesauce

### Materials:

Book – **Applesauce Day** by Lisa Amstutz  
Slow cooker (7-8 quart)  
Apple slicer  
Apple peeler  
Knife  
Measuring spoons  
Spoon for stirring  
Handheld blender  
Disposable cups  
Disposable spoons

**Some willing adult volunteers!**



### Ingredients for applesauce

12-14 large apples  
2 tablespoons lemon juice  
1 teaspoon ground cinnamon  
1/8 teaspoon ground nutmeg

### Lesson Directions

Reread **Applesauce Day** with the class. Talk about what they have learned about apples during the last week. Tell them that this is their Applesauce Day and they will be helping to make a batch of applesauce.

Have the students help wash and dry the apples. Ask the adult volunteers to demonstrate how to peel and cut the apples. Children can help place the peeled apple chunks into the slow cooker.

Show the children the other ingredients and allow them to smell each one. Discuss how these ingredients will change the taste of the apples.

Have student helpers add the ingredients and stir the mixture.

Cover and cook on low for 4 hours.  
When the applesauce is done cooking, blend the mixture with a handheld blender or mash it with a potato masher.

Let the applesauce cool.  
Then serve to the class.

**Happy Applesauce Day!**

# Applesauce Day

## Learning Objectives Covered in these Lessons

### Language Arts

1. Students will listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
2. Students will follow, restate, and give oral instructions that involve a short, related sequence of actions.
3. Generate questions about text before, during, and after reading to deepen understanding and gain information.
4. Retell and paraphrase texts in ways that maintain meaning and logical order.

### Science

1. Ask questions about organisms, objects, and events during observations and investigations.
2. Record and organize data using pictures, numbers, and words.
3. Measure and compare organisms and objects.

### Mathematics

1. Apply mathematics to problems arising in everyday life, society, and the workplace.
2. Partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.
3. Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

