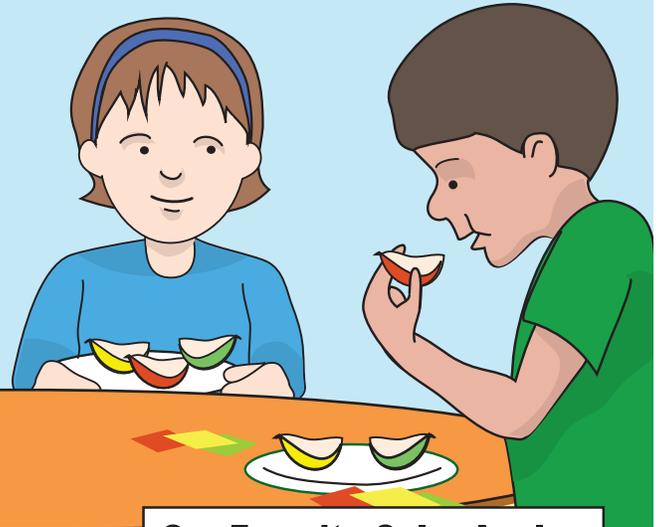


# ALL ABOUT APPLES

## You will Need:

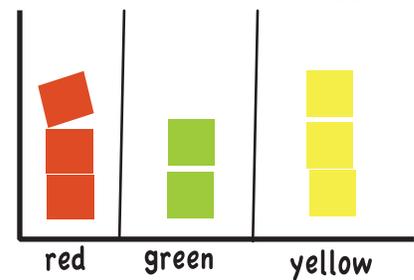
(enough for all of the children)

- - Red, yellow, and green apples cut into bite-sized pieces
- - Paper plates
- - Poster paper
- - Red, yellow, and green paper squares
- - Tape



1. Draw a bar graph on the poster like the one in the illustration.
2. Ask the children for their hypotheses -- What color apple do they think will taste the best?
3. Give each child a plate, and a red, yellow and green square.
4. Put one sample of each color apple on each plate.
5. Have the children taste the apples and decide which ones they like the best. Were their hypotheses correct?
6. Graph everyone's favorite apple colors, with each child taping the colored square matching his or her favorite apple color to the bar graph. What does the graph show us about our favorite apples?

## Our Favorite Color Apples



- What fruits or vegetables have you eaten today?
- What are some of your favorite fruits and vegetables?
- What size, color and shape are apples?
- Where does an apple come from? Does it have a package? How many ingredients does it have?



People feel better and are healthier when they eat a variety of colorful, whole foods, close to the source and minimally processed. Apples (and other fruits) come straight from the tree with no added ingredients.



Five red apples high in a tree,  
One looked down and smiled at me.  
I shook that tree as hard as I could,  
One fell down....mmmm it was good!

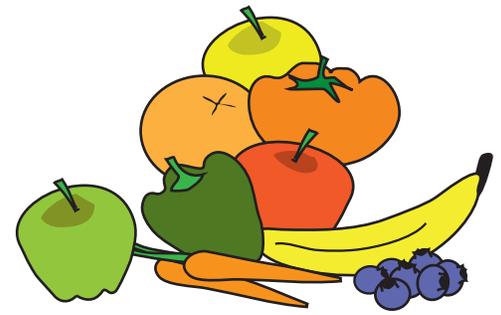
(Act out each line as you say it – looking down, shaking, picking up the apple, etc. Continue the rhyme until all the apples have fallen from the tree.)

## READ

Gregory, the Terrible Eater  
by Mitchell Sharmat  
The Very Hungry Caterpillar  
by Eric Carle

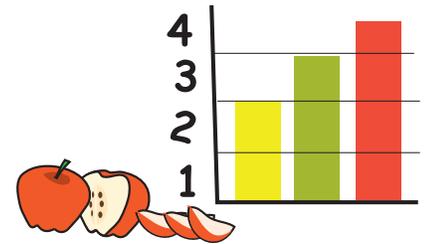
## Teaching Tips

GrowingGreat activities encourage children and adults to learn and play together. We suggest you alternate between quiet, focused time and moving and playing together. We usually start by reading the story, then get up and do the song and hand motions, and finish with the hands-on science and nutrition activity. Whenever we teach, we think about these five questions\* and we hope you will too:



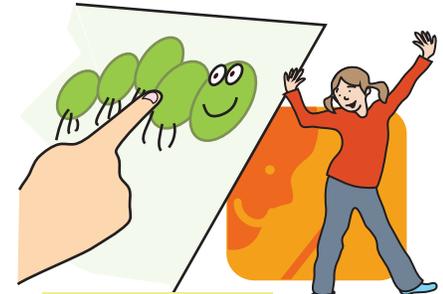
### 1. Do you encourage children to play with science?

We focus on process rather than content. We allow children to practice STEM (science, technology, engineering, and math) skills such as testing hypotheses and problem solving. In this activity, we have fun with math concepts like counting, adding, subtracting, and “more and less” while creating a graph and talking with children about the results.



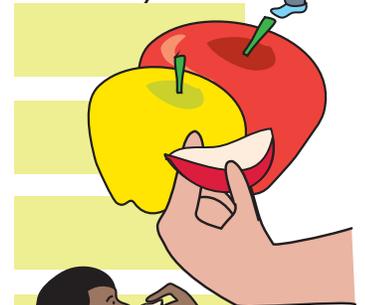
### 2. Are there opportunities for language development?

We read stories, ask lots of questions and sing songs to connect with students and teach vocabulary. We stop frequently throughout the story time to allow children to talk about what we’re reading.



### 3. Are the experiences open-ended?

We offer more than one way to engage with materials, in a setting where there can be more than one right answer. We ask open-ended questions and listen to children’s answers.



### 4. Do your environment and materials include a mixture of familiar and new things?

We provide authentic, real-life experiences that encourage children to ask “why,” and use materials from the garden and grocery store.



### 5. Are you a co-explorer with the children, not an expert?

We allow children time for self-directed experimentation. We can play and be messy too.

GrowingGreat’s mission is to empower every child to grow up healthy through science-based garden and nutrition education. Does your school have a garden or nutrition education program? Email [info@growinggreat.org](mailto:info@growinggreat.org) for more information.

Written by Sarah Minkow and Jennifer Jovanovic  
Spanish Translation by Laura Hoyos Kainsinger  
Illustrated by Dennis Smith

Community Partner, Para Los Niños  
Museum Partner, Allison Leake, The Discovery Museums  
Sponsored by the Astellas USA Foundation



\* adapted from the Science Centers Early Learners Collaborative