

An Apple a Day by Melvin Berger

Literature Annotation: Through large pictures and primary descriptions, *An Apple a Day*, takes children from the planting of apple trees to the creation of an apple product. Beginning with a brief description of Johnny Appleseed, the book describes how a seed is pollinated and in turn grows into an apple tree. The book describes how workers pick apples, store them, transport them, and eventually get them to consumers at a market. The book ends with photographs of other foods and drinks produced from apples.

Grade Level: Pre-K

Duration: Two 20-minute lessons

Economic Concepts: products, goods, market, transport, consumers

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

- 4.A.1.a Identify that goods are things that people make or grow.
- 4.A.2.a Recognize that workers do jobs in the home and school.
- 4.B.1.a Identify markets as places where buyers and sellers meet.
- 4.B.3 Identify how goods are acquired.

Objectives: Students will be able to...

- explain where apples in a grocery store come from and how they get there.
- sequence the life of an apple from producer to consumer.

Economic Vocabulary:

Market: an arrangement where buyers/sellers can exchange resources, goods and services.
A market may be a physical place such as a store, or it may occur via a telephone or Internet transaction.

Goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture

Product: a good or service made with resources

Consumers: people who buy and use goods and services to satisfy economic wants

Production: the process of making a product, either a good or a service

Additional Vocabulary: supermarket, workers, transport

Teacher Materials:

- Book: *An Apple A Day* by Melvin Berger
- Word cards: orchards, workers, transport, supermarket (Teacher Resource Sheet #1)
- Apples, applesauce, apple juice

For each student

- Sequencing pictures (Student Resource Sheet #1)
- Apples: From Orchard to Supermarket (Student Resource Sheet #2)

Teacher Background:

Knowledge of the economic concepts related to producing a good for consumers.

Day One

Lesson Development:

Review/Motivation:

1. Introduce the big book to students and discuss the title, author, and illustrator. Explain that this is a non-fiction text and contains photographs, or pictures of real people and places.
2. Explain that “goods” are things that people make or grow. Here are some goods associated with apples: apple juice, apple sauce, a slice of an apple. Allow children time to taste one of the “goods” and then sit knee-to-knee and tell if they liked what they tasted.
3. Encourage children to tell about other apple “goods” they may have had before. (pie, jelly, etc...)

Discussion Activities:

1. Tell children that we will read this book to find out where apples come from and how they get to us, the consumers (people who buy things).
2. Introduce the four word cards (**orchards**, **workers**, **transport**, and **supermarket**) and instruct the students to give a sign language applause (silent applause) when they hear one of these words in the text.
3. Read the book, stopping for brief explanations and to highlight the vocabulary words listed above.

Day Two

3. Define the word **production** and **consumer**.
4. Re-read the big book, discussing the sequence of events that occurs from when a product is grown until the time it is sold to the consumer, i.e. production process.
5. Introduce the pictures from Student Resource Sheet #1 (*Sequencing Pictures*) and discuss each picture, using the book for reference points. Tell children that they will cut out the pictures and put them in order from where an apple begins until the time we buy them from the grocery store. If available, you may choose to use a document camera to review the book and captions for each picture as students put them in the correct order. Additionally, if appropriate, this would be a good opportunity to parallel the sequencing activity with the production process:
Natural Resource (apple) + Human Resource (worker) + Capital Resource (truck) =
Product (apple pie, etc...)

Conclusion/Closure:

Allow children to share their worksheets with the group. Encourage them to read along with the captions on the worksheet.

Extension:

Select and read other books that develop the concept of sequencing.

WORD CARDS

orchard

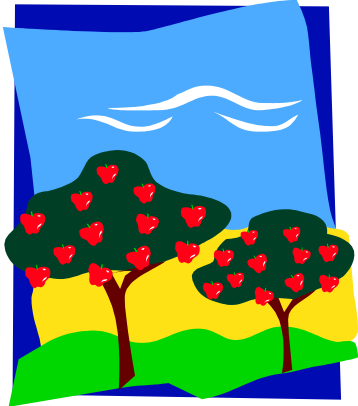
workers

transport

supermarket

Student Resource Sheet #1

Sequencing Pictures



Name: _____

Apples: From Orchard to Supermarket

Put the pictures in order from first to last.

<p>Apples grow in orchards.</p>	<p>Workers pick the apples.</p>	<p>Trucks transport the apples.</p>	<p>Consumers buy apples at the supermarket.</p>
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