

***Apple Farm Annie*** by Monica Wellington (Puffin Books, New York: 2001) ISBN 0-14-240124-2

**Literature Annotation:** An apple farmer produces apple goods to sell at a farmers' market.

**Grade Level:** Grade 1

**Duration:** 45-60 minutes

**Economic Concept:** Production

### **Maryland State Curriculum**

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

4.A.2 Describe the production process

4.B.1 Describe types of markets in the community

### ***College and Career Ready Standards for Reading Literary Texts***

RL1 Ask and answer questions about key details in a text.

(Apply appropriate strategies **before reading, viewing, or listening to** a text)

RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

### **Objective**

Students will describe how a producer uses natural resources and tools to produce apple goods for sale at a local market.

### **Vocabulary**

**production:** the act of creating goods and services by combining economic resources

**natural resources:** the renewable and non-renewable gifts of nature that can be used to produce goods and services

**human resources:** the health, strength, talents, education and skills that humans can use to produce goods and services

**market:** an arrangement wherein buyers and sellers can exchange resources, goods, and services

Additional vocabulary: orchard, customers

### **Teacher Preparation**

For activity 5, you will be holding a "market" in the classroom. Plan ahead how students will move from one "stall" to the next. You will need to cut the apples at the last minute so they don't turn brown. Have enough goods available so each student may "buy" two goods. Be sure to follow local school regulations for serving food in the classroom.

### **Materials**

- Read-Aloud copy of the book *Apple Farmer Annie*
- Transparency of Resource 1: *Resources Used to Make Apple Goods*
- Resource 2: *What I Learned About Growing Apple Goods for Market*
- Materials for classroom market:

- 1 gallon apple cider
- small drink cups
- napkins
- 1-2 tsp. cinnamon
- 6-8 apples, cut into slices
- 1/4 cup raisins
- 1/4 cup dried cranberries
- 1/2 cup sugar
- 1/2 cup marshmallow cream
- play or math manipulative coins
- Optional: sheet of paper (4" X 14"), one per student, crayons or washable markers

### Teacher Background

Apples are often sold at farmers' markets where customers deal directly with the seller "face-to-face."

### Motivation

Show the students a variety of apples. Ask students: *Where do we get our apples?* Most students will say we get apples from the grocery store, so this will be an opportunity to introduce the term orchard as a special farm for growing apples.

### Development

1. Show the cover and inside title page of the book *Apple Farmer Annie* to the students. Discuss the stages of apple growing from seed to tree to blossoms to apples.
2. Conduct a Read-Aloud of pages 1-3. Ask the students to predict what Annie might do with her "baskets and bushels of round, ripe apples." Record student ideas on the chalkboard.
3. Continue the Read-Aloud to the page that states, "She loves baking muffins, cakes, and pies with her apples." Place check marks next to any uses that were mentioned in the students' predictions. Explain that apple cider, applesauce, muffins, cakes, and pies are **goods** that Annie makes with her apples. Display a transparency of Resource 1: *Resources Used to Make Apple Goods*. Under the heading **Natural Resources**, write apples, salt, wheat, and eggs. Under the heading **Human Resources** write Farmer Annie. Let the students help you name the **Capital Resources** (tools/equipment) used to produce the goods: cider press, stove, apple peeler, pots and pans, strainer, knife, spoons, cutting board.
4. Ask students how Annie might get money for the goods she has made. Read to the end of the story. Discuss the following questions:
  - *Where did Annie take the apples and apple goods?* (to a farmers' market) Explain that a farmers' market is a "face-to-face" market because the seller deals directly with the customer. Annie might also sell her apples to a distributor who would sell to a factory or supermarket. This would not be a face-to-face market sale.

- *Have any of you ever helped to sell goods at a market?* (Prompting about lemonade stands or yard sales may elicit a response.)
  - *How is a farmers' market different from a supermarket?*
5. Remind students that Annie sold her apple goods at a farmers' market. Some goods probably sold better than others. ASK: *Which of her apple goods do think was the best seller? Why?* Discuss. *Today, we're going to have a farmers' market here in class and sell our own apple goods.*

Divide the class into 5 groups and have each group add an ingredient to create their own "good":

- Apple cider (w/ sprinkle of cinnamon)
- Apple slices (w/raisins)
- Apple slices (w/cranberries)
- Apple slices (w/marshmallow cream)
- Apple sauce (w/sugar)

Distribute 2 math manipulative coins or play money to each student. Explain that they must "pay" the seller one coin for each apple good they want to buy. Half of the groups will be shoppers in round one and then reverse roles so that everyone has a chance to buy and sell.

At the end of the activity, have groups add their money to see which good was the best seller. Discuss. You might want to generate a pictograph to show the distribution of sales in the classroom market.

### **Assessment**

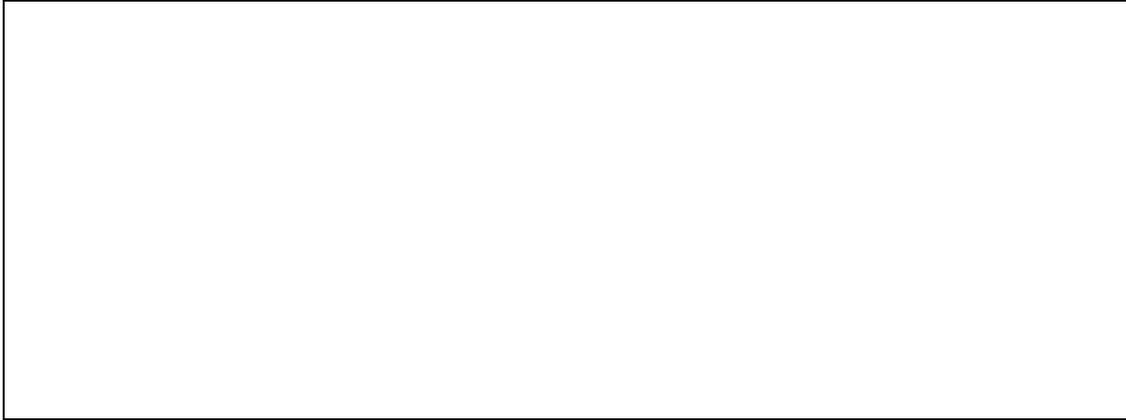
Distribute Resource 2: *What I Learned About Growing Apple Goods for Market*. Have the students complete the statements with words from the word box.

### **Alternate Assessment**

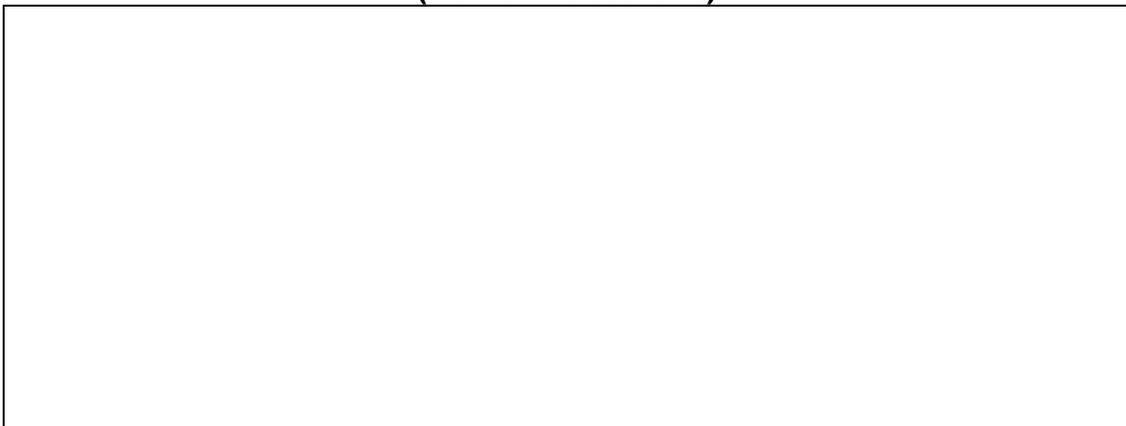
Distribute one sheet of paper (4" X 14") to each student. Have students fold the paper into 4 sections lengthwise. Have the students use crayons or washable markers to show 4 steps in the production of an apple product for market. For example: 1) Grow an apple tree. 2) Gather the apples. 3) Cook applesauce on a stove. 4) Sell applesauce at a market.

***Resources Used to Make Apple Goods***

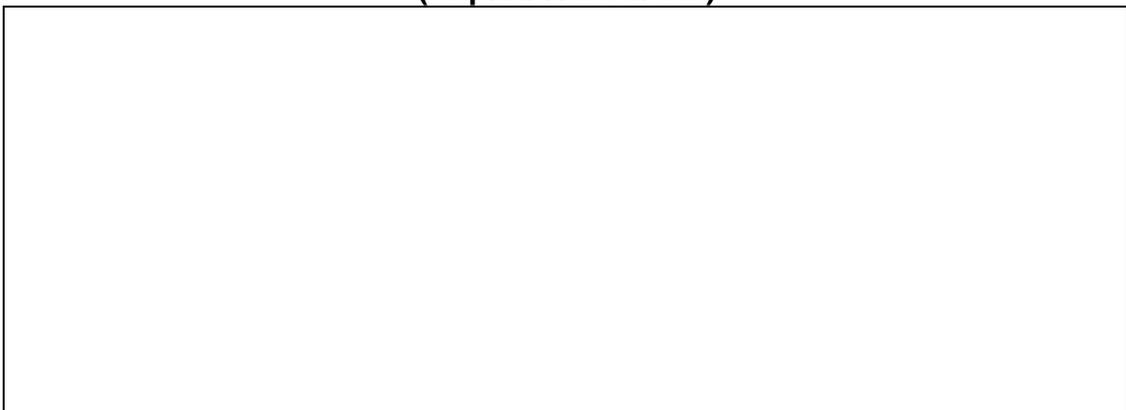
**Growing an Apple Tree  
(Natural Resources)**



**Workers at an Apple Orchard  
(Human Resources)**



**Tools Used to Make Apple Goods  
(Capital Resources)**



Name \_\_\_\_\_

***What I Learned About Growing Apple Goods for Market***

**Directions:** Read each sentence. Choose a word from the word box to fit the meaning of the sentence. Write the word on the line.

<b>seed</b>	<b>Sunlight</b>	<b>orchard</b>	
<b>press</b>	<b>market</b>	<b>tools</b>	<b>soil</b>

1. Each apple tree grows from one \_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ are two natural resources that help the tree to grow.
3. Many trees grow in an \_\_\_\_\_.
4. The farmer uses \_\_\_\_\_ to gather the apples and make apple goods.
5. The farmer uses a \_\_\_\_\_ to make apple cider.
6. Apple goods are sold at a farmers' \_\_\_\_\_.