

An Apple a Day by Melvin Berger (Newbridge Educational Publishing: Northborough, MA. 2007 ISBN: 978-1-4007-6355-9)

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 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.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.

College and Career Ready Standards for Reading Informational Text

RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI4 Interpret words and phrases as they are used in a text

RI9 Analyze how two or more texts address similar themes or topics in order to build knowledge

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.

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
- Resource 1: *Word Cards*
- Apples, applesauce, apple juice

Student Materials

- Resource2: *Sequencing Pictures*
- Student Resource #2: *Apples: From Orchard to Supermarket*

Teacher Background:

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

Day One

Motivation

1. Introduce the 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...)

Development

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 on Resource 1 (**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. Conduct a Read-Aloud of the book, *An Apple a Day*, 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 Resource 2 (*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...)
6. Have students glue or tape the pictures from Resource 2: *Sequencing Pictures* onto the chart on Resource 3: *Apples: From Orchard to Supermarket*.

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

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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