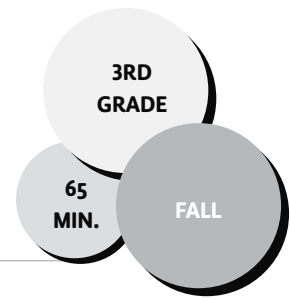


All in for Applesauce

THEME: CONNECTING TO FOOD AND COMMUNITY



ESSENTIAL QUESTION

How can we pay close attention to our surroundings and one another?

LEARNING OBJECTIVES

- ✓ Students will be able to closely observe apples and describe them in detail.
- ✓ Students will be able to articulate how different varieties of produce contribute to a flavorful applesauce.

CONCEPTS

observation variety

ENGAGING THE CLASSROOM TEACHER

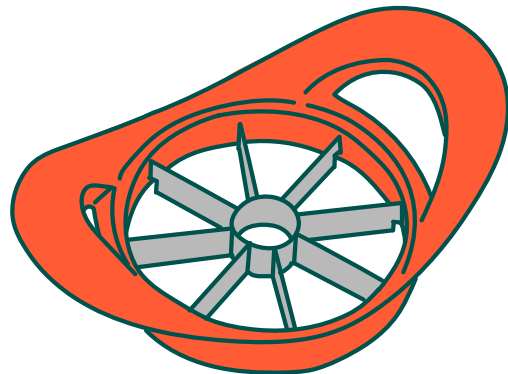
- Prior to the lesson, discuss with the teacher whether you are able to come back in the afternoon for the tasting, if you won't have enough time for the applesauce to sufficiently cook down. Adjust your lesson and plan accordingly.
- During Action Step 4, suggest that the teacher circulate through the room to help students fill out their worksheet.

LESSON DESCRIPTION

In this lesson, students test their close observation skills by studying one apple and then trying to identify it among other apples. They then have a taste test of homemade applesauce.

MATERIALS

- 1 apple of varying varieties for each student (or each pair of students if you have a large class)
- Applesauce Ingredients (see recipe below)
- 4 bowls
- Pot
- Hot plate
- Extension cord
- Flexible cutting mat for each group
- Long wooden spoon
- Potato masher (or immersion blender, if you have one)
- All in For Applesauce Recipe Worksheet for each student (p. 302)
- Colored pencils or pens for all students



PREPARATION

- › Divide the apples into bowls for each group of three students.
- › Set up a station where you can plug in the hot plate, and small groups of students will be able to gather around to make applesauce. Have a couple of cutting mats and apple corers set out for students to use.

- › Have a couple of apples already sliced and ready to start cooking to help the process along. No need to peel them.
- › Write the following prompt on chart paper or a whiteboard where all students can see: “Different types or varieties of apples contribute to a flavorful applesauce. How do people with different talents, characteristics, and interests contribute to a vibrant community?”

APPLESAUCE

Yield: 34 servings, ¼ cup

10 apples of assorted varieties
 Juice of 1 lemon (about 2 tablespoons; optional)
 1 teaspoon–1 tablespoon cinnamon, to taste
 Pinch of salt
 1 cup of water, if needed

- Core and chop apples into large chunks (you don’t need to peel them).
- Add all ingredients into a large stockpot and bring to a boil. Once boiling, reduce to a low simmer, cover the pot, and stir occasionally until apples are very soft, approximately 40–50 minutes.
- Let cool slightly and then use a potato masher, or immersion blender if you have one, to achieve desired consistency.

ACTION STEPS

1. Hand-Washing Break: Have a couple chopped apples with ¼ cup of the water already cooking during this time to get a head start. **(5 min)**

2. Sensory Observation: Divide students into groups of three, and pass out an apple to each group. Ask students to observe closely, saying,

*What if this apple were the world? I want you to observe every nook and cranny, finding all the mountains, all the cities, and all the farms. Where are the oceans? Where are the rivers? Can you find where we live? Can you find your home? Give students time to observe their apples. **(5 min.)***

3. Finding Your Apple: Say, *You’re going to test your close observation skills by placing your apple back in the bowl with everyone else’s to see if you can find it again.* Give students one more minute to notice any unique markings or other characteristics of their apple. Then have students place their apples back in the bowl. You might want to go around and rearrange some of the apples in the bowls so students can’t easily find theirs again. Announce, *When I say “applesauce” you’re going to find the original apple that you studied so well.* Have students hunt for their apple. **(5 min.)**

4a. Making Applesauce: Explain to students that the class will be making applesauce using the different apple varieties they just studied. Say, *Some apple varieties taste sweet and others are tart, so they each contribute something unique to the applesauce.* Call up groups one at a time to contribute to the applesauce. Have each group of students use the apple corer to slice and core one apple, toss it into the pot, and stir or mash the apples. **(15 min)**

4b. Creating a Visual Recipe: While the applesauce is cooking, have students complete the All in For Applesauce Recipe Worksheet. If your applesauce still needs more time to cook after the writing activity, you might include one of the extensions below. **(20 min.)**

5. Tasting: Pass out a tasting cup of applesauce to each student. Ask students to use adjectives to describe the taste and texture of the applesauce. *(5 min.)*

REFLECTION

Have students discuss the following questions in small groups, then share with the class: *(5 min.)*

Social and emotional learning

- *What was your favorite part of this activity?*
- *What was challenging?*

Check for understanding

- *What flavors did you taste in the applesauce?*
- *Why do you think we added many different types of apples to our applesauce, rather than just using one type?*

ADAPTATIONS

Garden Setting: If you have a bountiful crop in your school garden, such as cherry tomatoes, you can adapt this activity so students are closely observing the crop that they can then harvest.

Upper-Grade Writing Activity: Have students write responses to the following prompt: Different types or varieties of apples contribute to a flavorful applesauce. How do people with different talents, characteristics, and interests contribute to a vibrant community? Before they begin, explain that “vibrant” can mean exciting, strong, and lively.

Extension: Have pairs of students sit together back-to-back. Demonstrate how to draw an object based on another person’s description, explaining, *One person will hold the apple*

and explain it with as much detail as possible. Meanwhile, the other partner will be drawing what they hear the partner describing. Have students try the activity, then switch apples with other pairs, switch roles, and try again.

Geography: Use one apple as a model of the world. Slice it into quarters, and explain that three-fourths of Earth is covered in oceans and seas. Remove those sections. Then take the remaining one-fourth, and explain that that’s the land. Chop that in half, and explain that half of the land is inhabitable, and the other half is uninhabitable. Remove the uninhabitable half. Now take the remaining apple slice, and chop it into fourths. Explain that only one-fourth of our inhabitable land is arable (or farmable). Remove all the other parts. Use this to discuss how precious our arable land is.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

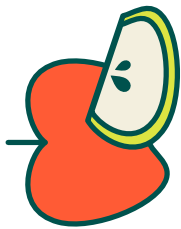
CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Name: _____ Date: _____

ALL IN FOR APPLESAUCE

Recipe Yield: About 8 cups



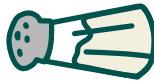
10 apples



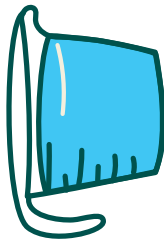
Juice of 1 lemon



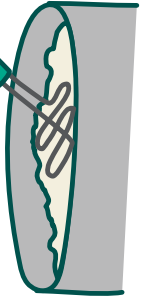
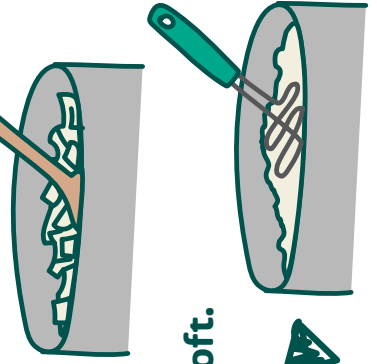
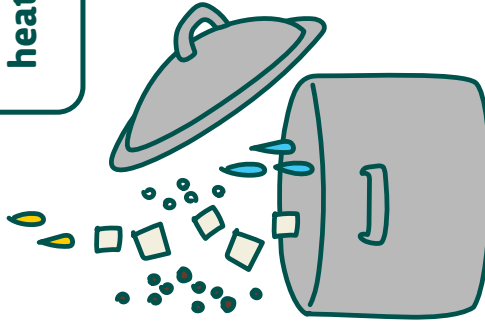
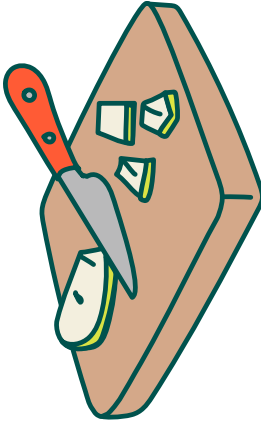
1 teaspoon cinnamon



Pinch of salt



Cup of water



DIRECTIONS: Use the word bank to fill in the blank spaces in the recipe.

1. Core and _____ apples.
2. Add all _____ into a large _____.
3. Simmer at low _____ and _____ until apples are soft.
4. Let cool and then _____ apples.

WORD BANK:

ingredients
mash
stir
chop
pot
heat