Introduction:
This thematic unit incorporates all the content areas. (i.e. language art, math, science, music, social studies) The learning modalities included in this unit are: visual, verbal, auditory, and fine and gross motor.

Standards:
(At this time there are no state standards at the preschool level. I will be using the goals and objectives from Creative Curriculum.)
1. The students will be able to classify objects with 90% accuracy
2. The students will be able to compare/contrast different colored apples with 100% accuracy.
3. Students will be able to arrange objects in a series with 100% accuracy.
4. Students will be able to recognize patterns with 100% accuracy.
5. Students will be able to use one to one correspondence with 90% accuracy.
6. Students will be able to understand and follow oral directions with 100% accuracy.
7. Asks questions.

Anticipatory Set:
1. Sing the clean up song. Encourage students to come to the circle time carpet.
2. “Raise your hand if you like apples.”
3. Count as a group how many children say they like apples.
4. Listen to student responses about apples. “Raise your hand if you can share something about apples.”
5. Write responses on a K-W-L chart.
6. Ask the children “What would you like to learn about apples?” Write responses under the “W” column.
8. Ask the children to tell you what the story was about. What did they learn about apples? Write on the K-W-L chart under the “L” column.

Teacher Input:
Raise your hand if you like apples (wait for response, repeat if necessary). Raise your hand if you have ever eaten an apple. Wow, nearly all of you have raised your hand. Thank you for using our classroom manners.” Students’ attention is focused and they are ready to learn. “Now we are going to go around the circle and each of you can tell me something you know about apples. If it is your turn and you can’t think of anything then you can pass and if you think of something later raise your hand and I will come back to you. Let’s remember to use our listening ears. If one of our friends has already said your idea it is okay to repeat the idea. For example, I know that apples are good for me to eat.” Go around the circle to each child for input.
K-W-L chart: What do you want to learn?
“Let’s look at all the things we know about apples.” Read the list. “Wow we know a lot about apples. Let’s think what else would you like to know about apples?” Again go around the circle and give each child a chance to give an idea.

“Today we are going to do a taste test of apples to see what apples we like the best. Some of you knew that apples could be different colors. For example, red, green and yellow are all different colors of apples. Today each one of us will get a chance to taste a red, a green and a yellow apple. After we taste each apple we are going to pick our favorite color of apple and we will make a class chart.” At this point hold up the three different colors of apples and have the children tell the name of the colors. “What color is this apple?” Wait for answer. Pick up all apples until the children can name all three colors. “While some of you taste apples, the other children will be at the interest centers. At the math interest center you will have big apples cut out and you will match the correct number of seeds to the apple. Each apple will have a specific number of black seed colored on the apple. At another interest center you will be grouping the apples by size and color. If you would like I have an apple pattern and you can continue that pattern or make an apple pattern of your own. In the art center I am going to have plain white apples. I would like you to go the art table when you are finished taste testing the apple and color that apple the same color of the apple you liked the best. Remember I need you to color the square next to your picture when you finish at each center. Remember it is very important to visit each of our interest centers today.”

Check for comprehension:
“I need your help to remember the three colors of apples we will be taste testing today.” Wait for a few seconds. “What centers do we need to visit today before we come back to closing circle time?” Wait for the children to answer the taste testing center, the math center and the art table. “What are we going to do at the taste testing table?” Wait for the students to answer. “What are we going to do at the art center?” Wait for the students to answer. “What are we going to do at the math center? There are a variety of answers such as apple seed matching, and apple sorting by color and size, and making patterns with the colored apples. Please go the interest centers. Remember to take turns and use your manners.”

Guided/Independent Practice:
The students will go to the interest centers. There will be a teacher or an aide at each of the three centers that have apple projects at them. To ensure each child goes to the center and completes the activity. When each child finishes with all of the centers then call them back to circle time for the closing activity.

Closure:
“Please come back to circle time and bring the apple that you colored. I have put up a chart with the color of apples that we tasted today. When I call your name will you please come up and tape your color apple under the color that you colored your apple.” Call children up and help them tape their apples under the correct color. “Wow, look at all the apples we have put on the chart. Let’s count and see how many of each color there are. Which color has the most apples?” Wait for the children to tell you. “Wow our class liked the _______apples the best.”
K-W-L Chart: What did we learn?
“Let’s think for just a moment about what we talked about today and what is something we learned about apples today.” Let the children think. “For example, I learned that I liked the red apples the best.” Go around the circle and give each child a chance to answer and write down what they say under the “L”. Today when you go home you can tell your Mommy and Daddy all the things you have learned about apples.

Assessment:
Evaluation will be through teacher observations during instructional part of circle time and during the interest centers. Teacher will encourage all students to participate in the activities.

Resources and Materials:
“Big Red Apple” by Tony Johnson
4 red apples
4 green apples
4 yellow apples
1 knife
Apples cut out of green, red and yellow construction paper in different sizes.
5 big apples cut out of felt
Several apple seeds to use for matching on the felt apples
A K-W-L chart already prepared for the activity
One white apple cut out for each of your students to color

Modifications for students with Disabilities:
Students can move from center to center with ease. Allow more time to complete activities and to answer. Encourage the children to participate in small group setting. Allow the child to make choices of which center to go to first. Allowing for a variety of answers during group time. Use the buddy system in the art center or in the math center.