We have Apples on Top
Preschool - Kindergarten
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Introduction:
It is important that preschool children begin to learn counting and number skills in a way that is both instructionally effective and enjoyable. “We Have Apples Up On Top” is a lesson that incorporates math, music, and language with literature. The learning modalities included in this unit are visual, verbal, auditory, and fine motor skills.

Objectives:
1. Writing
   a. Uses tools for writing and drawing with 100% accuracy
2. Learning and Problem solving
   a. Verbally applies knowledge or experiences to a new context with 100% accuracy
3. Logical Thinking
   a. Uses one-to-one correspondence with 90% accuracy
   b. Uses numbers and counting with 100% accuracy
4. Representation and Symbolic Thinking
   a. Makes and interprets representation when asked questions with 80% accuracy
5. Listening and Speaking
   a. Understands and follows oral directions with 80% accuracy
   b. Answers questions with correct responses with 80% accuracy
6. Reading and Writing
   a. Demonstrates understanding of simple print with 80% accuracy
   b. When asked, writes letters and simple words with 80% accuracy
   c. Recognize colors with 100% accuracy

Anticipatory Set:
1. Sing a clean up song or an apple song to encourage students to come to circle time. In my room, our clean up song or a theme song is a signal that it is time for an activity.
2. Begin asking the students, “What are we learning about this week”?
3. Listen to the student’s responses and give feedback.
4. Read the book, “Ten Apples up on Top!” By Dr. Seuss
5. Ask students to retell the story and prompt those who are having difficulty with questions.
6. Tell the students, “would you like to make a big class book, with your own picture, and apples up on top?”
7. Ask students to review the KWL chart with you. (KWL chart done at the beginning of this lesson)
8. Review the colors of the apples

Teacher Input:
Review the things that the class has learned about apples. Concentrating more on the different colors of apples. Review the events that happened in the book that was read.
Teacher: We have learned so many things about apples; we learned that they have seeds, they grow on trees, and that they come in different colors. What colors do apples come in?
Student: They are red
Student: They are yellow
Student: They are green
Teacher: Great! We know all the colors that apples can be. (Show the book) Who remembers what this book was about?
Student: Apples, “Yes, what happen to the apples?”
Student: He put them on his head.
Teacher: How many apples do you think you can put on top of your head?
Student: Appraise positively every response given.
Teacher: The book that we are going to make is going to be almost like this, but our book will be special because it will have a picture from each one of you. I will take a picture of you, and paste it on the bottom of the page. You will pick a little paper from this basket, and the paper will tell you how many apples you will have on top. You will go to the table and pick the number of apples that your paper says, remember to pick apples from each color: red, yellow, and green. We will glue your picture and the apples on top of your head. You will write your name and the number of apples. (Teacher may write if the child cannot)
Teacher: First we will do our title page together. The name of our book is, “We Have Apples Up On Top!” The authors of this book are, Mrs. Guzman’s Class, and the year 2000-2001. After the title page is completed, paste a picture of you, the teacher, on the title page. Also paste three apples on the title page, one of each color.

Instruct the students to either go to the tables and work or go to an interest center and wait until they are called to the activity center to work on their project. This year I have twenty students. I divide the groups into groups of five. My assistant takes five students and I take five students. The rest of the students go to an interest center that deals with the same theme. When the groups at the activity center are finished, they will go to an interest center and the next group will be called to begin the specific activity.

Preschool age students need lots of repetition. Ask the students to tell you what they are going to be doing. Prompt them and ensure them that you will be there to assist them. Ask questions like, How many apples are you going to glue? How much glue do we use? If you do not remember how to write your name, where can you look? Count the apples together and make a pattern with them. Tell students that this book will be displayed in the library, and that everyone, even parents, can look and read it.

**Guided Practice:**
The groups will be divided into five students making it easier to guide them as they are picking their apples, counting, and gluing. If they cannot write their name, hold their hand and write their name together. Help them to identify the number that they have picked and if they cannot write the number, guide the student by using your hand on top of his/her. The centers will reinforce the activity that is being performed.

**Independent Practice:**
The students will go to the interest centers. To ensure that every child goes to the center and completes the activities make a pocket chart with the students’ names and the centers that they will be at, keep an eye on the center’s monitor and adjust to your classroom and age group. When everyone has completed the activities, call them back to circle time for a closing activity.

**Closure:**
Sing a song to get them back to the circle/calendar carpet.
Teacher: “Today we made our own book. We all contributed and made it extra special.” Show the book to the students and read it together. Ask each child to identify themselves, and those in the class, “Who is this?” Count the apples together. At the end, the book can be made into a song. Sing it together and have fun!
Example: “Evelyn, has eleven apples, Evelyn has eleven apples, Evelyn has eleven apples up on top. (Use hand signals to identify on top, point to the picture of Evelyn, or the student. Point to the apples as you are saying apples.)

**Assessment:**
Evaluation will be through teacher observations during instructional, circle, center, and activity time. Teacher will encourage all students to participate in the activities. Assessment of the objectives performed will be assessed throughout the school year.

**Resources and Materials:**
Book: “Ten apples up on Top!” By Dr. Seuss
Enough apple cutouts to give to students (remember you will write the number of students in your classroom, I had twenty, I wrote numbers one through twenty on a piece of paper, what ever number that child picked is the number that they were given to glue on top of their picture)
Glue
Markers
Pencils
Pictures from all students (I took them with a digital camera, and had them ready from my computer, I took the pictures as they came in that morning. You can take them the day before the activity)
Basket to put all the cut outs and the pieces of paper with the numbers
Punch hole
Two shower curtains clips (these are to bind the book together on the top)
Cut construction paper or tag paper L36” inches by W8” inches for each page
KWL chart to refer back to

**Modifications for students with Disabilities:**
Students can move from center to center with ease. Encourage the children to participate in small group settings. Allow the children to make choices of which center to go to first. Allow for a variety of answers during group time. Use the buddy system in the centers. Having different levels of ability in the centers will allow the students to chose a center where they can be successful. Give Instructions in the primary language. Use visuals to explain the outcome of the project. Give clear instructions. Use a good tone of voice. Have the computer available for those that can go into the Internet or play a game related to the theme. Use gestures to get the point.