

## Integrated Lesson on Apples

- I. **Why do we integrate lessons?** (1 minute)
- II. **Have an overhead that shows five standards picked previously** by Ada. (2 minutes)
  - A. Connect life experiences to information and events in texts (Kdgn L/A 2.3)
  - B. Match consonant and vowel sounds to letters (Kdgn L/A 1.14)
  - C. Count and represent numbers using objects (Kdgn Math 1.3)
  - D. Name the days of the week (Kdgn Math 1.3 – measurement/geometry; Kdgn H/SS K.5)
  - E. Observe and describe types of plants (Kdgn Science 2.a)
- III. **Access children’s background knowledge about apples. Using an OHP, ask audience for info.** (5 minutes)
  - A. What do you know about apples? Write their answers on the overhead.
  - B. What do you want to learn about apples? Write their responses on the overhead.
  - C. What did you learn about apples? Explain that is added later.
  - D. What are other ways to find out what children already know about a topic? Survey, parents write after they interview the child, interview in small groups, draw pictures, children write in journal, do a mural, go around the class and state one thing.
- IV. **Web modeling** (5 minutes) – start with an overhead transparency that just shows the theme “Apples are part of a living plant.” Have them call out a few topics to put on the web. Then put on a completed web and explain how to do it. A web is brainstormed with colleagues and is always more complex than you would teach children. However, the complexity allows you to be more flexible in exploring what topics you will explore with children. Some teachers have children help them do the web.
- V. **Hands-on lesson.** The apples, peanut butter, marshmallows and recipe sheet are on each table. Read the story Little Rabbit’s Loose Tooth while they make the Apple Smiles. Hand out an activity sheet that shows all the activities that could be done in each subject area, all contributing to the standards that were chosen and others. Pick 2 activities and explain how to assess. (Folder with pictures starting with the /t/ sound and others with different beginning sounds. The children place them in the right location.) (Teacher observation of children’s discussion on a topic.)
- VI. **We chose a theme;** picked standards to emphasize, found out the children’s background knowledge, designed a web; planned activities in each subject area related to the standards chosen; and planned how to assess certain concepts and knowledge. Now it’s your chance to do the same.