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# HARVEST OF THE MONTH

## *October: Apples*

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### **Nutrition News—**

Virginia's warm days and cool nights, particularly in the Shenandoah Valley region, make Virginia's climate ideal for many varieties of this nutritious snack.

Don't bother peeling! Most of the fruit's antioxidants, vitamin C, and fiber are located in, or just under, the skin.



*Did you know?*

There are over 7500 varieties of apples in the world.



**AGRICULTURE IN THE CLASSROOM**  
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# APPLE LIFE CYCLE

## Standards of Learning:

Science: K.7, 1.4, 2.4, 4.2

## Objectives:

Students will be able to—

- Identify the steps in the life cycle of an apple.

## Materials:

- *Apples* by Gail Gibbons (you may substitute another book on apples)
- red, green, or yellow paper plates (one per student)
- white paper plates (cut in half, one half per student)
- staplers
- tape
- crayons/markers
- scissors
- yarn (approximately one yard per student)
- template, attached



## Background Knowledge:

Virginia growers produce an average of 8 to 10 million bushels of apples per year. Some apple varieties grown in Virginia include Red Delicious, Golden Delicious, Ginger Gold, Fuji, Gala, and Granny Smith. The majority of apples in Virginia are grown in the Shenandoah Valley area.

## Procedure:

1. Read *Apples* (or another book on apples) aloud to students.
2. Ask students to identify the steps involved in apple growth. Write these on the board and put them in the correct order.
3. Now tell students that they are going to create a model for the life cycle of an apple.
4. Pass out one red paper plate and one half white paper plate to each student, as well as templates, yarn, and art supplies.
5. Staple the half plate to the back of the red plate, forming a pocket.
6. Color the template images (seed, tree, blossom, bee, and apple).
7. Cut out images and label them.
8. Place them in order on the desk.
9. Attach them in order to the yarn using tape or stapler.
10. Attach the yarn to the half plate by stapling the end closest to the apple. The seed should be the farthest away.
11. Place the chain in the pocket. Have students get into pairs and then take turns pulling each step out and explaining that stage to their partner.

