I. ABSTRACT
Although this unit centers on the assessment of mathematical skills, it incorporates many other areas of the Core Knowledge Preschool Sequence. Students will learn about the season of fall, pumpkins, and apples. Children will enjoy a variety of activities ranging from counting and patterning to singing and group games.

II. OVERVIEW
A. Mathematical Reasoning and Number Sense
   1. Sort and Classify Objects or Pictures of Objects
      a. Classify objects using a single criterion: color (red, yellow, green, blue, orange, purple, brown, black, white). (Level II, p. 63)
   2. Duplicate and Continue Linear Patterns
      a. Using concrete objects, continue a more complex pattern depicted by a pattern card: AABBA, or BBABB, or AAABBAABBB, etc. (Level II, p. 64)
   3. Use Simple Measurement Skills and Seriate Objects
      a. Examine pairs of objects by lifting and use the vocabulary “heavy” or “light” to describe the objects. (Level II p. 65)
      b. Seriate at least 3 items by size, in ascending or descending order, and use the following comparative vocabulary: largest-smallest. (Level II, p. 65)
   4. Quantify Groups of Objects
      a. Count groups of concrete objects up to 6 objects in a group. (Level II, p. 66)

III. BACKGROUND KNOWLEDGE

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Indicate whether an object belongs to a given collection
B. Color recognition
C. Knowledge of length, height, size, volume
D. Definitions of heavy, light
E. Familiarity with scales, weighing
F. Make and duplicate patterns
G. Match concrete objects arranged with drawing
H. Continue given pattern of 5 objects
I. Construct a collection of objects
J. Count objects
K. Recite number sequence 1-10
L. Demonstrate one-to-one correspondence

V. RESOURCES
A. Children’s Books

B. Additional Suggested Children’s Books

C. Teacher Resources

D. Materials
1. Small and large die-cut leaves out of fall colored paper
2. Real leaves
3. Collection bags
4. Butcher paper
5. Markers
6. Glue
7. Leaf Graphing Worksheet (Appendix A)
8. Wall graph with colored leaves on it
9. Crayons: red, orange, yellow, brown
10. “The Leaves Are Falling Down” song (Appendix B)
11. My Fall Book (Appendix C)
12. List of student names for assessment
13. Pumpkins that students brought from home
14. Pumpkin Life Cycle (Appendix F)
15. Potting soil
16. Paper cups with students’ names labeled on them
17. Plastic spoons
18. Pumpkin seeds from inside pumpkins
19. Paper plates
20. “Five Little Pumpkins” poem and worksheet (Appendix G)
21. Mixing bowl
22. Mixing spoon
23. Measuring cups
24. Measuring spoons
25. Loaf pans or muffin tins
26. Sifter
27. Flour
28. Baking soda
29. Salt
30. Sugar
31. Cinnamon
32. Water
33. Cooking oil
34. Eggs
35. Canned pumpkin
36. Pumpkin Bread Recipe (Appendix H)
37. Large Pumpkin Shape (Appendix I)
38. Pumpkin Shape Stencils (Appendix J)
39. Scissors
40. One small pumpkin per student
41. Pumpkin knives
42. Scale
43. Die-cut pumpkin or stuffed pumpkin to use in the game “Who Stole the Pumpkin?”
44. Tempera paint
45. Paint brushes
46. “If I Could Be a Pumpkin” song (Appendix K)
47. Apples from home
48. Apple graph for wall
49. Knife
50. Small die-cut apples
51. “Who Stole the Apple?” PowerPoint presentation
52. Apple Stencils (Appendix N)
53. Apple Patterns Worksheet (Appendix O)
VI. LESSONS OUTLINE

Lesson One: Fall Leaves

A. Daily Objective

B. Grouping
1. Whole group and small group instruction

C. Materials and Preparation
1. Prior to the day of the lesson:
   a. Die cut small and large leaves in fall colors.
   b. Put 10 small leaves in a baggie for each student.
   c. Create a large wall graph for large group graph.
   d. Create a chart on which to write dictation from children.
   e. Write each child’s name on an empty baggie for the nature walk.
   f. Trace large leaf shapes (Appendix D) onto manila paper.
   g. Create the leaf matching game (Appendix E)
2. Books
3. Additional Suggested Leaf/Fall Books
   a. Fresh Fall Leaves by Betsy Franco
   b. Why Do Leaves Change Color? by Betsy Maestro
   c. We Love Fall by Diane Muldrow
   d. Fall Leaves by Mary Packard
   e. Autumn Days by Ann Schweninger
   f. Fall Changes by Ellen B. Senisi
   g. Changing Colors by Gare Thompson
4. Small and large die-cut leaves out of fall colored paper
5. Real leaves
6. Collection bags
7. Butcher paper
8. Markers
9. Glue
D. Language of Instruction
1. Teacher: classify, sort
2. Students: different, same

E. Procedures
1. Read *When Autumn Comes* and review the signs of fall from the book.
2. Tell the students that you will all take a walk to look for signs of fall, and that they will get to bring items back to the classroom.
3. Go on a nature walk and point out signs of fall, emphasizing leaves.
4. Let the students pick up leaves to put in their collection bags.
5. Return to the classroom and collect bags from students to send home.
6. Take dictation from students about the signs of fall they observed on the walk.
7. Teach the song “The Leaves are Falling Down” and pretend to be falling leaves.
8. Show students die-cut leaves and give each child one leaf. Tell them that you are going to sort the leaves as a group and make a graph.
9. Instruct students to go and find their classmates that have the same color leaves as they do and to stand by them (all the reds together, all the yellows together, etc.)
10. Have students place their leaves on the graph one at a time in the proper place (i.e., red leaves in the red leaf column, etc.)
11. As a group, count how many leaves are in each column. Determine which color has the most, the least, and/or the same number of leaves.
12. Tell the students that it is almost time for centers, and that they will work with you to make their own leaf graphs when they come to your center.
13. Introduce each center to the students:
   a. Teacher’s table: Give each child 10 small leaves. Have them sort the leaves by color, and then encourage them to put their leaves on their own graphs like the whole group did. For assessment purposes, the teacher makes note of which children can sort their leaves by color.
   b. Assistant’s table: The assistant will read the words of the book to the students. Help students color the leaves on each page to match the color word. Then, they cut the leaves out along the lines, and the assistant staples them. The group can practice reading their books together.
   c. Center choices: Cut out and watercolor paint large leaf shapes (Appendix D), make a nature collage using items they collected outside, and play the leaf matching game (Appendix E)

F. Go a Little Further
1. For children having difficulty, modify the activity by giving them only two colors to sort and graph.
2. For students who excel, have them count the leaves in each column of their personal leaf graphs and write the corresponding numerals.

G. Assessment/Evaluation
1. Observe and make notes of which students can classify by color.

**Lesson Two: Seriating Pumpkins**

**A. Daily Objective**
1. Seriate at least three items by size, in ascending or descending order, and use the following comparative vocabulary: largest-smallest. (Level II, p.65)

**B. Grouping**
1. Whole group and small group instruction

**C. Materials and Preparation**
1. Preparation
   a. A week before the lesson, send home a note asking each child to bring a pumpkin to school.
   b. The day before the lesson cut open all the pumpkins so the students will be able to open them easily tomorrow.
   c. The day of the lesson, prepare for planting by pouring potting soil onto paper plates so students can spoon it into their paper cups
   d. Cover tables with newspaper for pumpkin cleaning
   e. Write names on paper cups for seed planting.
   f. Cut out and laminate sets of “Five Little Pumpkins” (Appendix G).
   g. Make pumpkin shape stencils (Appendix J)
   h. Trace large pumpkin shapes (Appendix I) onto manila paper.

2. Books

3. Additional Suggested Pumpkin Books
   a. *Pumpkin Eye* by Denise Fleming
   b. *Pumpkin Book* by Gail Gibbons
   c. *From Seed to Pumpkin* by Jan Kottke
   d. *The Biggest Pumpkin Ever* by Steven Kroll
   e. *Pumpkin Heads!* by Wendell Minor
   f. *Big Pumpkin* by Erica Silverman
   g. *Five Little Pumpkins* pictures by Dan Yaccarino

4. Materials
   a. Pumpkins that students brought from home
   b. Pumpkin Life Cycle (Appendix F)
   c. Potting soil
   d. Paper cups with students’ names labeled on them
   e. Plastic spoons
   f. Pumpkin seeds from inside pumpkins
   g. Paper plates
   h. “Five Little Pumpkins” poem and worksheet (Appendix G)
   i. Mixing bowl
   j. Mixing spoon
   k. Measuring cups
   l. Measuring spoons
   m. Loaf pans or muffin tins
   n. Sifter
   o. Flour
   p. Baking soda
   q. Salt
   r. Sugar
s. Cinnamon
t. Water
u. Cooking oil
v. Eggs
w. Canned pumpkin
x. Pumpkin Bread Recipe (Appendix H)
y. Large Pumpkin Shape (Appendix I)
z. Orange construction paper
aa. Glue
bb. Pumpkin Shape Stencils (Appendix J)
c. Scissors
dd. Markers or crayons
e. Additional pumpkin books
ff. Student journals

D. Language of Instruction
1. Teacher: compare, in order, size, smaller, smallest, larger, largest, first, middle, last, same, different
2. Students: smaller, smallest, larger, largest, first, middle, last, same, different

E. Procedures/Activities
1. Read *Pumpkin Pumpkin* by Jeanne Titherington.
2. Talk about how the pumpkin in the story grew from the seed that the boy planted, and about what he did to care for the seed.
3. Look at the Pumpkin Life Cycle (Appendix D) pictures and have the students help you put them in order.
4. Tell the students that they get to plant their own seeds, but first they have to get them from inside the pumpkins they brought from home.
5. Have each student go to the table, and get his/her pumpkin, then pull off the top and pull out the pumpkin pulp.
6. Tell students to put their pumpkin pulp on the paper plates that are on the table, and that you will help them separate the seeds from the pulp when they are done.
7. As the students finish cleaning out their pumpkins, have them throw away their trash and wash their hands. You can have them go to a quiet place to read while others are finishing, or go to another table to plant a few of their seeds in a cup.
8. Have each child get 2 or 3 seeds to plant in his/her cup. Review the procedure that the boy in the book followed as the children prepare for planting.
9. When ready, let them spoon dirt into their cups, plant the seeds, and then water them. Put seed cups in a sunny area, if possible.
10. As students finish, allow them to clean up and then join you in a meeting place to begin learning the “Five Little Pumpkins” poem (Appendix G).
11. Select volunteers to act out the poem.
12. Show the students the five pumpkins on the worksheet, drawing attention to their sizes.
13. Ask them which one is the smallest, the largest, and which ones are in between.
14. Show them the pumpkins you have cut out and demonstrate how to put the smallest one first and the largest one last.
15. Tell them that in their centers today, they will use laminated pumpkins to put in order from smallest to largest.
16. Introduce each center to the students.
   a. Teacher’s table: Follow the Pumpkin Bread Recipe (Appendix H) and let each child help add an ingredient. Call attention to the recipe and how you have to follow the directions so that the bread will taste right.
b. Assistant’s table: Use the leftover pumpkin seeds to make groups of seeds from 1-6.
c. Center choices: Make torn paper pumpkins, trace and cut pumpkins out of stencils, read pumpkin books, or write about a pumpkin in their journals.

F. Go A Little Further
1. For students who have difficulty, limit the number of laminated pumpkins to three, instead of five.
2. For students who excel, allow them to draw more pumpkins and have them seriate their own.

G. Assessment/Evaluation
1. The student seriates the laminated pumpkin cutouts by size in an independent center then calls the teacher over to check his/her work. Teacher makes note of the results.

Lesson Three: Heavy or Light?

A. Daily Objective
1. Examine pairs of objects and use the following vocabulary to describe the objects by mass: heavy-light (examine by lifting). (Level II, p.65)

B. Grouping
1. Whole group and small group instruction

C. Materials and Preparation
1. Books
   
2. Additional Suggested Pumpkin Books
   a. *Pumpkin Eye* by Denise Fleming
   b. *Pumpkin Book* by Gail Gibbons
   c. *From Seed to Pumpkin* by Jan Kottke
   d. *The Biggest Pumpkin Ever* by Steven Kroll
   e. *Pumpkin Heads!* by Wendell Minor
   f. *Big Pumpkin* by Erica Silverman
      a. *Five Little Pumpkins* pictures by Dan Yaccarino
3. 3 pumpkins of varying sizes
4. Students’ pumpkins from home
5. Scale
6. Die-cut pumpkin or stuffed pumpkin to use in the game “Who Stole the Pumpkin” (Appendix L)
7. Pumpkin Shape Stencils (Appendix J)
8. Scissors
9. Markers
10. Glue
11. Orange construction paper
12. Large Pumpkin Shape (Appendix I)
13. Tempera paint and paint brushes
14. “If I Could Be a Pumpkin” song (Appendix K)

D. Language of Instruction
1. Teacher: compare, size
2. Student: heavy, light, larger, smaller, more than, less than, same, different

E. Procedures/Activities
1. Read *Picking Apples and Pumpkins* by Amy and Richard Hutchings.
2. Discuss the story and the things that people can do with pumpkins.
4. Teach and practice the song “If I Could Be a Pumpkin” (Appendix K).
5. Introduce each center to the students.
   a. Teacher’s table: Explain that the students will use the scale to compare each other’s pumpkins. Have students predict by looking at the pumpkins which one is the heaviest. Then use a balance scale to weigh the pumpkins and tell the teacher which are heavy and which are light. Ask for examples of other items that may be heavy or light to check students’ understanding.
   b. Assistant’s table: Paint individual pumpkins with the tempera paint.
   c. Center choices: Make torn paper pumpkins, trace and cut pumpkins out of stencils, read pumpkin books, or write about a pumpkin in their journals.

F. Go a Little Further
1. For students who have difficulty, have them weigh other objects in the classroom (crayon/shoe, pencil/eraser, book/paperclip) in order to reinforce the concept of weight.
2. For students who excel, have them use the weight scale to measure and record the actual weight of each pumpkin.

G. Assessment/Evaluation
1. After predicting and weighing pumpkins, child will be able to tell the teacher which is heavier. Teacher makes note of the results.

Lesson Four: Apple Patterns
A. Daily Objective
1. Using concrete objects, continue a more complex two color pattern depicted by a pattern card: AABBA… or BBABB… or AAABBB…, etc. (Level II, p. 64)

B. Grouping
1. Whole group and small group instruction

C. Materials and Preparation
1. Preparation
   a. Ask each student to bring an apple from home.
   b. Create a wall graph for graphing the kinds of apples they bring to class.
   c. Die cut small and large apple shapes.
   d. Put small apple shapes (4 red, 4 green) into baggies for each child.
   e. Xerox Apple Patterns Worksheet (Appendix O) and cut in half.
   f. Create a PowerPoint presentation or a song chart for the “Who Stole the Apple?” game (Appendix L)
   g. Make apple stencils.
   h. Prepare paint for apple printing
2. Books
3. Additional Suggested Apple Books
   a. Apples by Gail Gibbons
   b. The Seasons of Arnold’s Apple Tree by Gail Gibbons
   c. Big Red Apple by Tony Johnston
   d. How Do Apples Grow? By Betsy C. Maestro
   e. I Am an Apple by Jean Marzollo
f. *Apples and Pumpkins* by Anne Rockwell

4. Apples from home
5. Apple graph for wall
6. Knife
7. Paint
8. Construction paper
9. Small die-cut apples
10. PowerPoint for “Who Stole the Apple?” (Appendix L)
11. Apple Shape Stencils (Appendix N)
12. Apple Patterns Worksheet (Appendix O)
13. Markers
14. Scissors
15. Apple Matching game (Appendix M)
16. Student journals

D. Language of Instruction
1. Teacher: same as, in order, pattern, continue the pattern, extend the pattern
2. Students: different, same, first, last, middle

E. Procedures/Activities
1. Graph what color apple each student brought onto a large class graph. Count the total number of each kind, then compare the amounts and determine which color apple has the most, the least, and/or the same.
2. Read *The Apple Tree* by Lynley Dodd. Discuss what happened to the apples and who took them.
3. Teach the students how to sing the song “Who Stole the Apple?” (Appendix L)
4. Play “Who Stole the Apple?” (Appendix L)
5. Introduce each center to the students.
   a. Teacher’s table: each child will make an ABAB pattern with 4 red apple and 4 green apple shapes. Students can transfer the pattern onto paper by coloring the apples to match the pattern.
   b. Assistant’s table: Play the Apple Matching Game (Appendix M) to match upper and lowercase letters. You can start with just a few letters at a time until the students are ready for more.
   c. Center choices: Apple printing using real apples and paint, tracing and cutting apple shapes, or writing in journals about the apple book.

F. Go A Little Further
1. For students having difficulty, have them pattern with real apples.
2. For students who excel, have them make an AABB pattern with the apple shapes.

G. Assessment/Evaluation
1. The teacher notes who makes a complex pattern, and asks the child to describe it to him/her.

**Lesson Five: Ten Apples up on Top**

A. Daily Objective
1. Count a group of concrete objects, up to 6 objects in a group. (Level II, p. 66)

B. Grouping
1. Whole group and small group instruction

C. Materials and Preparation
1. Preparation
   a. Peel and cut apples into slices or large chunks. Refrigerate overnight.
   b. Cut apple stickers apart for counting them individually.
   c. Make cards with numerals on them for the students to draw out of a bag.
d. Xerox student pictures and class book pages. Glue the student picture at the bottom of a class book page (Appendix P).

2. Books

3. Additional Suggested Apple Books
a. *Apples* by Gail Gibbons
b. *The Seasons of Arnold’s Apple Tree* by Gail Gibbons
c. *Big Red Apple* by Tony Johnston
d. *How Do Apples Grow?* By Betsy C. Maestro
e. *I Am an Apple* by Jean Marzollo

4. Numeral cards
5. Students’ apples cut into slices and refrigerated overnight
6. Apple stickers
7. Copies of students’ pictures with text for class book on top of each page (Appendix P).
8. Plastic knives
9. Paper plates
10. Electric skillet or crock pot
11. Cinnamon
12. Sugar
13. Butter
14. Apple corer
15. Apple Shape Stencils (Appendix N)
16. Student journals
17. Additional apple books

D. Language of Instruction
1. Teacher: how many, count, number
2. Students: number words, same, equal

E. Procedures/Activities
1. Introduce and play the game “Red Apple, Green Apple”. This game is just like “Duck, Duck, Goose”, but substitutes red and green apples for ducks.
2. Read *Ten Apples Up On Top* by Theo LeSeig.
3. Practice counting the apples on each page of the book. Tell the students that they will get to make their own page for a class book today at the teacher table.
4. Introduce each center to the students.
   a. Teacher’s table: Have each student choose a numeral card, and count out that many apple stickers for his/her paper. Give them each a book page with his/her picture on it, and show them how to place the correct number of apple stickers on top of their heads to match the numeral cards that they chose. Have the students write their names on their pages in the class book and copy the numerals they picked.
   b. Assistant’s table: Students will use plastic knives to dice the apple slices on a paper plate. Students can watch as the assistant adds the butter, sugar, and cinnamon to the apples in the skillet to cook them. Apples can be eaten now, or saved for later.
   c. Center choices: Trace and cut out apple shapes, read other apple books, or write about apples in a journal.

F. Go a Little Further
1. For students having difficulty, give them a lower number of apple stickers (1-5) to count.
2. For students that excel, give them a higher number of apple stickers (10+) to count.

G. Assessment/Evaluation
1. Teacher watches students select the appropriate number of apple stickers to match the numeral and observes them counting correctly.

VII. HANDOUTS/WORKSHEETS
A. Leaf Graphing Worksheet (Appendix A)
B. “The Leaves Are Falling Down” song (Appendix B)
C. My Fall Book (Appendix C)
D. Large Leaf Shape (Appendix D)
E. Leaf Matching Game (Appendix E)
F. Pumpkin Life Cycle (Appendix F)
G. “Five Little Pumpkins” Poem and Worksheet (Appendix G)
H. Pumpkin Bread Recipe (Appendix H)
I. Large Pumpkin Shape (Appendix I)
J. Pumpkin Shape Stencils (Appendix J)
K. “If I Could Be a Pumpkin” song (Appendix K)
L. “Who Stole the _______?” game (Appendix L)
M. Apple Matching Game (Appendix M)
N. Apple Shape Stencils (Appendix N)
O. Apple Patterns Worksheet (Appendix O)
P. Ten Apples Class Book Page (Appendix P)

VIII. BIBLIOGRAPHY
A. Children’s Books Used in Lesson Plans

B. Additional Suggested Children’s Books
Appendix A
Leaf Graphing Worksheet

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Appendix B
“The Leaves Are Falling Down”

The leaves are falling down.
The leaves are falling down.
Red and brown, they tumble down,
The leaves are falling down.

(Sing to the tune of “The Farmer in the Dell”)
Appendix C
My Fall Book

Xerox this book for each child.

My Fall Book
By:

I see a red leaf.

I see a yellow leaf.

I see a brown leaf.
Appendix D
Leaf Pattern

Trace this pattern onto construction paper.
Allow students to cut it out and paint it with watercolors as a choice for centers.
Appendix E
Leaf Matching Game

Cut out 20 leaf patterns, 10 red and 10 yellow.
On each red leaf, write a number 1-10.
On each yellow leaf, draw dots 1-10.
Laminate all leaves and cut them out.

Students play the game by turning all the leaves face down.
Each player takes a turn by choosing 1 red and 1 yellow leaf to turn over.
If the numeral matches the number of dots, the child gets to hold that pair of leaves.
If the numeral and dots do not match, the child puts the leaves back in place.
Appendix F
Pumpkin Life Cycle

Blow up and color these pictures to use with the book *Pumpkin, Pumpkin*. 
Appendix G
5 Little Pumpkins

Xerox this sheet onto orange paper.
Cut out pumpkins and laminate them.

Five Little Pumpkins

5 little pumpkins sitting on a gate
The first one said, “My it’s getting late!”
The second one said, “There are witches in the air.”
The third one said, “Oh, we don’t care.”
The fourth one said, “let’s run, run, run.”
The fifth one said, “It’s Halloween fun.”
Then “oooo” went the wind
And out (clap) went the lights.
And 5 little pumpkins rolled out of sight.
Appendix H
Pumpkin Bread Recipe

Gather these ingredients:

1 ¾ cups pre-sifted flour
1 tsp. baking soda
½ tsp. salt
1 ½ cups sugar
½ tsp. cinnamon
½ cup water
½ cup oil
2 eggs
1 cup canned pumpkin

Preheat oven to 350 degrees.
Mix together all dry ingredients in a large bowl.
Stir in the water and oil.
Beat in eggs.
Add canned pumpkin.
Stir until all ingredients are mixed well.
Grease a loaf pan or muffin tin.
Pour in batter.
Bake loafs for 1 hour.
Muffins will take less time.
Appendix I
Large Pumpkin Shape

Trace this shape onto manila paper for torn paper pumpkins.
Appendix J
Pumpkin Shape Stencils

Trace these shapes onto poster board and cut them out.
Students will use them as stencils.
Appendix K

“If I Could Be a Pumpkin” Song

If I could be a pumpkin, a pumpkin, a pumpkin,
   If I could be a pumpkin,
       What kind would I be?

       A big one?  A small one?
       A fat one?  A skinny one?

If I could be a pumpkin,
   What kind would I be?

(Sing to the tune of “Did You Ever See a Lassie?”)
Appendix L
Who Stole the _____? Game

This played like “Who Stole the Cookie From the Cookie Jar?”

Group chants: “Who stole the ______ (pumpkin or apple)
from the ______ (pumpkin patch or apple tree)?

Teacher chants: “______ stole the ______ (pumpkin or apple)
from the ______ (pumpkin patch or apple tree)?
Child who was chosen chants: “Who me?”
Group chants: “Yes, you.”
Child chants: “Couldn’t be.”
Group chants: “Then who stole the ______ (pumpkin or apple)
from the ______ (pumpkin patch or apple tree)?

***Teacher can create a song chart on chart paper or a PowerPoint slide show
with each child’s name on an individual slide to practice name recognition.
Appendix M
Apple Matching Game

Cut out 54 apple patterns, 26 red and 26 green.
On each red apple, write an uppercase letter A-Z.
On each green apple, write a lowercase letter a-z.
Laminate all apples and cut them out.

Students play the game by turning all the apples face down.
Each player takes a turn by choosing 1 red and 1 green apple to turn over.
If the uppercase letter matches the lowercase letter, the child gets to hold that pair of apples.
If the uppercase and lowercase letters do not match, the child puts the apples back in place.
Appendix N
Apple Shape Stencils

Trace these shapes onto poster board and cut them out.
Students will use them as stencils.
Appendix O
Apple Patterns Worksheet

Xerox this worksheet onto white paper.
Cut each page in half vertically so each child has a strip of 8 apples in a row.
Appendix P
Ten Apples Class Book Page

Xerox this worksheet for each child.
Glue their picture at the bottom in the middle.

______________________________

has ____ apples
up on top!