

## Connecting Literature and Math

### #3: *Ten Red Apples* by Pat Hutchins

<p><b>Introduction</b></p>	<p>Pat Hutchins uses rhythm, rhyme and colorful illustrations to make <i>Ten Red Apples</i> a counting book that children will ask for over and over again.</p>
<p><b>Content Standards and Benchmarks</b></p>	<p><b>Content Standards: Number and Operations</b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Identifying numerals (3 and 4 are numerals) that represent quantities (how many)</li> </ul> <p><b>Content Standard: Data Analysis and Probability</b></p> <ul style="list-style-type: none"> <li>• Posing questions and gathering data to answer questions about the children, their opinions and surroundings; for example “What does our graph tell us?”</li> <li>• Applying knowledge of comparing, counting and sorting and classifying as they work with data and information</li> <li>• Representing data with objects, pictures and symbols</li> </ul> <p><b>Benchmarks</b> will be identified for the activities in the guide</p>
<p><b>Materials to Collect and Make</b></p>	<ul style="list-style-type: none"> <li>• Make two-piece puzzles with numerals from one to ten and corresponding number of apples from the story. (See <a href="#">Attachment # - 1: Numeral Cards</a> and <a href="#">Attachment #2: Apple Counting Cards</a>)</li> <li>• Make felt or magnetic figures for the story, The Round Red House (See <a href="#">Attachment #3: The Red Round House</a> and <a href="#">Attachment #4: The Round Red House Characters</a>)</li> <li>• Make the Apple Tree Counting Game</li> </ul>
<p><b>Story Presentation</b></p>	<p><b>Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them</b>  <b>3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral)</b></p> <p><b>Book:</b> <i>Ten Red Apples</i> by Pat Hutchins</p> <p><b>First Reading of <i>Ten Red Apples</i></b></p> <ul style="list-style-type: none"> <li>• Practice reading the book aloud so that you can capture the rhythm and rhyme of the text.</li> <li>• Place a red apple in a feely bag or box and take to the book reading area.</li> <li>• Say to children, “I have something in this bag and I’m going to need your help in guessing what it is. I’m going to pass the bag around and ask you to reach inside and feel what I’ve placed in the bag. Then I want you to guess what it is.”</li> <li>• Pass the bag around the circle and allow each child to reach inside, feel the object, describe what they feel, and guess what it is. Accept all answers and state what each child has said. For example, say “Maria thinks it’s a ball.” or Angela says it feels smooth.”</li> <li>• Bring out the apple and state whether or not any children guessed correctly.</li> <li>• Say to children, “Now I’ll read a book to you about red apples.”</li> <li>• Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures. In this book, Pat Hutchins is both the author and illustrator.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Invite children to look at the cover and describe who and what they see.</li> <li>• Read the story so all children can see the pictures in the book.</li> <li>• Follow up the reading by inviting children to help you read one certain sentence in the book: “Yippee, fiddle-dee-fee!” Show each page with that sentence on it, run your finger under the words and ask children to say the line with you. Continue this from the first page to the last.</li> </ul> <hr/> <p><b>Second Reading of <i>Ten Red Apples</i></b></p> <ul style="list-style-type: none"> <li>• Show the cover, give title, author and illustrator.</li> <li>• Recall with children that they helped you read the sentence, “Yippee, fiddle-dee-fee!” Invite them to say it with you.</li> <li>• Explain that they will help you read the story by saying that sentence with you each time it appears in the story.</li> <li>• Begin to read the story. Run your finger under the sentence each time it appears in the story and join children in saying “Yippee, fiddle-dee-fee!”</li> <li>• Follow up the reading by inviting children to read with you the number of apples hanging on the tree. For example, read “Ten red apples hanging on the tree. Yippee, fiddle-dee-fee!” “Nine red apples hanging on the tree. Yippee, fiddle-dee-fee!”</li> <li>• Invite children to count with you the number of apples on the page that begins, “More red apples hanging on the tree....”</li> </ul> <hr/> <p><b>Third Reading of <i>Ten Red Apples</i></b></p> <ul style="list-style-type: none"> <li>• Show the cover and ask children to recall the title of the book.</li> <li>• Say that Pat Hutchins is both the author and illustrator and ask children if they remember what each does. Give them prompts if necessary.</li> <li>• Read the story so all children can see the pictures in the book.</li> <li>• Follow up the reading by inviting children to pretend to be each animal that ate an apple off the tree. First, they will name the animal, then how the animal eats the apple, then the sound that the animal makes, followed by “fiddle-dee-fee.”</li> <li>• Point to the horse and ask children to name the animal. Then model how the animal eats the apple and the sound the animal makes, and ask children to echo. For example: chomp, chomp, chomp, neigh, neigh, fiddle-dee-fee</li> </ul>
<p><b>Additional Language Activities</b></p>	<p><b>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</b></p> <p><b>Activity: The Round Red House</b></p> <p><b>Materials:</b> magnetic or felt figures of the story, <i>The Round Red House</i>, (<a href="#">See Attachment #3: The Red Round House</a> and <a href="#">Attachment #4: The Round Red House Characters</a>), apple and knife in a bag</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>• Make either felt or magnetic storytelling figures for the story.</li> <li>• Be familiar with the story so that you can tell it rather than read it to the children. Memorize the key sentence that occurs throughout the story: <i>A round red house, with no windows and no doors, a chimney on top and a star inside.</i>”</li> <li>• Refer to the story for directions as to how to present the story.</li> <li>• Use the storytelling figures to tell the story.</li> <li>• Explain to the children that the storytelling figures will be in the library/book area for them to use.</li> <li>• Demonstrate and discuss with the children the correct way to use the storytelling figures.</li> </ul>



**Group Time: Graphing Our Favorite Apple**

- Benchmarks:** 1.1 Demonstrates ability to make choices  
3.5 Understands that print conveys a message  
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship  
4.3 Tries new foods before deciding whether he/she likes them  
4.4 Recognizes different types of foods

- Provide slices of two or three different kinds of apples, such as Red Delicious, and Granny Smith
- Provide a small plate and napkin for each child and adult.
- Sit at the table with the children and involve them in selecting and eating the apples.
- Enjoy the apples.
- Invite children to discuss the characteristics of the apples: color, texture, taste, for example.
- Follow up the snack by completing a graph about the children's favorite apple.
- Prepare a graph with columns for each apple. Use a picture or drawing of the apple with the name written on it.

**Our Favorite Apple**

7		
6		
5	Peyton	
4	Beckett	
3	Kennedi	Sarah
2	Sam	Maria
1	Taylor	Lucy
	 Red Delicious	 Granny Smith

- Write a summary story.

**Our Favorite Apple**

Five children like Red Delicious Apples the best. Three children like *Granny Smith* Apples the best.

- Additional Benchmarks:** 3.10 Classifies objects by physical features such as shape or color  
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship  
3.5 Understands that print conveys a message

**Group Time: Number March (tune of The Ants Go Marching 1 by 1)**

- Be familiar with the song, “Number March” from the Totally Math CD by Dr. Jean Feldman, or be prepared to sing it to the tune of “The Ants Go Marching 1 by 1.”
- Play or sing the song with children, asking them to listen the first time. Then play or sing it again and invite children to do the hand motions suggested.

**Teacher Note:** *Printable Lyrics can be found on Dr. Jean’s website. Click on the album, Totally Math. <http://drjean.org/html/lyrics/>*

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**Food/Nutrition Experiences**

**Benchmarks: 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)**

**3.22 Makes comparisons (scientific process: comparing)**

**4.3 Tries new foods before deciding whether he/she likes them**

**Activity: Applesauce and Apple Butter**

- Provide a container of applesauce and container of apple butter that have labels on them.
  - Show the jars to the children and ask if they know what is in each jar. Depending on children’s answers, label the food items as applesauce and apple butter.
  - Discuss with children that both applesauce and apple butter are made from apples.
  - Place applesauce in one serving bowl and apple butter in another.
  - Give each child a small plate, a spoon, a plastic knife, and crackers.
  - Have each child take a tablespoon of applesauce and put in on his/her plate and pass the serving bowl around the table so that each child has a serving of applesauce.
  - Repeat this process with the apple butter.
  - Ask children to spread the applesauce on one cracker and the apple butter on another cracker.
  - Suggest that before eating each snack, they smell the applesauce and apple butter.
  - Invite children to discuss the difference in the texture, color, smell and taste of applesauce and apple butter. Which do they like best?
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**Activity: Apple Juice and Apple Cider**

- Provide a container of apple juice and container of apple cider that have labels on them.
- Show the containers to the children and ask if they know what is in each jar.
- Depending on children’s answers, label the items as apple juice and apple cider.
- Discuss with children that both apple juice and apple cider are made from apples.
- Assist children in pouring a small amount of apple juice in one cup or glass and a small amount of apple cider in another cup or glass.
- Suggest that before drinking the juice, children smell each one.
- Invite children to discuss the differences in the color, smell and taste of the apple juice and apple cider. Which do they like best?

<p><b>Transition Activities</b></p>	<p><b>Activity: Kerplunk!</b></p> <ul style="list-style-type: none"> <li>• Use a small felt board, felt tree and 2 felt apples.</li> <li>• Say, “One little apple, round and red, fell kerplunk on Christopher’s head.” Christopher transitions to the next activity</li> <li>• Or say, “Two little apples, round and red, fell kerplunk on Josh and Arianna’s head.” Josh and Arianna transition to the next activity.</li> </ul>
<p><b>Family Connection</b></p>	<ul style="list-style-type: none"> <li>• Suggest that families take their children grocery shopping for apples. Involve children in deciding which apples to purchase. Say to children the price per pound as they show them the printed price. Involve children in weighing the apples on the scales in the produce department and say how many pounds.</li> <li>• Serve food items made from apples: applesauce, apple butter, apple juice, apple pie. Invite the children to discuss how they think applesauce or apple juice is made.</li> </ul>
<p><b>Additional Books</b></p>	<p>Carlstrom, Nancy White. <i>Let’s Count It Out, Jesse Bear.</i>  Crews, Donald. <i>Ten Black Dots.</i>  Franco, Betsy, illustrated by Shino Arihara. <i>Zero Is the Leaves on the Tree.</i>  Hague, Kathleen. <i>Numbears: A Counting Book.</i>  Walsh, Ellen Stoll. <i>Mouse Count.</i>  Wood, Audrey, illustrated by Bruce Wood. <i>Ten Little Fish.</i></p>
<p><b>Assessment Ideas</b></p>	<p>Refer to page 3 of this guide: <b>Learning Environment – Manipulatives (or Math Center)</b> for activities to assess the following concepts and benchmark.</p> <p><b>Content Standard: Number and Operations</b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Identifying numerals (3 and 4 are numerals) that represent quantities (how many)</li> </ul> <p><b>Benchmark</b>  3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p><b>To Assess</b></p> <ul style="list-style-type: none"> <li>• Add the apple numeral/number puzzles and the Apple Tree Counting boards and small red felt apples to the center.</li> <li>• Assess children’s competence by becoming involved with them in their activities, as they use the materials and by listening to their comments.</li> </ul>