

The following activity is from the **Apples Unit of Study, Early Learning Success** curriculum, © Early Learning Success, LLC. The Unit is available at <http://earlylearningsuccess.net/product/apples/>

Activity 3: Basket of Apples		
	Directions	Materials Needed
Getting Ready Setting the stage for excited and engaged learning	<ul style="list-style-type: none"> • Read an apple counting book • Use 10 apples and count as you place them in a basket, and count them as you take them out 	<ul style="list-style-type: none"> • Counting book – with apples • 10 apples (plastic or real) • Apple basket
Activity Directions should be adapted to fit the individual skills of children	<p><u>PS-K</u></p> <ul style="list-style-type: none"> • Cut a paper plate in half • Paint a paper plate and the back of the half paper plate brown • Glue craft sticks to the back of the half paper plate • Staple the half paper plate onto the second paper plate to create a basket • Copy apples onto red, green or yellow paper, 10 apples per basket(colors of apples) • Write number 1-10 on apple • Cut out apples and place in basket <p>Use apples in baskets to play number games:</p> <ol style="list-style-type: none"> 1. Make a spinner and pick that number of apples out of basket 2. Roll a die 3. Write numbers on apple, then pick an apple from basket and place correct number of counters on that apple <p><u>School-Age</u></p> <ul style="list-style-type: none"> • Write math equations on apples • Use poker chips for markers; count out markers for each equation with different colored poker; red poker chip = 1's; white poker chip = 10's; blue poker chip = 100's (for example) 	<ul style="list-style-type: none"> • Paper plates • Brown tempera paint and brushes • Craft sticks • Glue • Stapler/staples • Red construction paper • Apple template • Additional items: spinner, die and counters • Poker chips • Markers
Reflection Extending the learning, encouraging critical thinking	<p><u>Things to reflect on</u></p> <ul style="list-style-type: none"> • Why is it important to be able to accurately count items? • What types of professions use counting, numbers and mathematical thinking or understanding? 	
Development Domains	<p>Primary Focus: Cognitive – Mathematical and Logical Thinking</p> <p><u>Preschool</u> – Number Concepts & Operations: Demonstrates understanding of one-to-one correspondence between objects and number</p>	



Main development focus of activity	<u>School-age</u> – Number Concepts & Operations: Understands basic mathematical operations
	Secondary Focus: Physical & Motor <u>Preschool</u> – Fine Motor: Explores and experiments with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards) <u>School-age</u> – Demonstrates increasing skill in small muscle tasks such as dressing, writing, cutting, keyboarding and using a variety of tools
	Approaches to Learning <u>Preschool</u> – Curiosity: Shows interest in discovering and learning new things <u>School-age</u> – Interest in Learning: Displays comfort with exploring and discovering new things
STEM Education Function	Logical thinkers – able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention
School/life Readiness Skill Development	Preschoolers are learning to count by rote, and to understand one-to-one correspondence when counting items. The more practice they have with these skills, the more comfortable they become with their skills. This comfort level supports positive self-confidence and self-esteem which are valuable in being successful in school School-agers need lots of practice with mathematical operations such as addition, subtraction, multiplication and division. Being able to perform these mathematical operations will be helpful in school work and life in general. Even though most children will use a calculator, there are times when knowing how to do these operations will come in helpful!

