



## ***Great Big Crunch!*** ***JK/SK Facilitation Notes***

### **Objectives:**

- Students will participate in an interactive role play to demonstrate how the apple is grown, farmed and used in the food system
- Students will engage in hands-on food preparation of raw apple sauce for tasting
- Student will take a Great Big Crunch into a locally grown apple to create excitement around local, delicious food.



**Recipe Category:** Cooking and Tasting & Food: Outside the Box.



**Cooking Time:** 60mins



**Level of Difficulty:** JK/SK



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## **Recipe Ingredients:**

### **Interactive Stage Play:**

- Apple Farmer Annie* story book  
<http://www.amazon.com/Apple-Farmer-Annie-Monica-Wellington/dp/0525467270>
- Cut outs of picture photocopies from different scenes in the book, one per student (black & white)
- Pencil crayons for colouring pictures
- Popsicle sticks and tape to attach to the pictures
- Optional Stage Sets for around the room to create a 360° stage:
  - *Apple Orchard* (Apple Stands, farmer hat, scare crow, baskets for apples)
  - *Kitchen* (Table with utensils, aprons, cider press picture)
  - *Truck* (Green truck, "to city" sign)
  - *Farmer's Market Stand* (Table with table cloth, photo signs, baskets)

### **Raw Apple Sauce:**

- Stools for students to sit on
- Food processor
- Bag of apples
- Apple corer
- Cutting board
- Knife
- Spices (cinnamon, clove, nutmeg)
- Dried dates
- Lemon
- Citrus juicer
- Compost bin
- Snack photos
- Cut out of "Annie" (an oversized head with the mouth cut out)

### **Great Big Crunch:**

- Local apples, one per person
- Song lyrics



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### Curriculum Links:

Grade	Subject Area	Ontario Curriculum Links
KG	Language	<p><b>B.</b> Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher.</p> <p><b>14.</b> Respond to a variety of materials read aloud to them</p> <p><b>15.</b> Use illustrations to support comprehension of texts that are read by and with the teacher.</p> <p><b>18.</b> Retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props.</p>
	Science & Technology	<p><b>A.</b> Demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of feelings.</p> <p><b>1.</b> Describe some natural occurrences, using their own observations, and representations.</p>
	Health & Physical Activity	<p><b>A.</b> Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.</p> <p><b>1.</b> Begin to demonstrate an understanding of the effects of healthy, active living.</p> <p><b>2.</b> Investigate the benefits of nutritious foods.</p>



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## **Interactive Stage Play: (25mins)**

### **Introduction: (1 min)**

Today's activity is all about apples! Here at FoodShare, we looove apples, and every March we like to celebrate by having one Great Big Crunch into an apple together, at the same time. We're going to have a Great Big Crunch today a little later, but for now, I thought we could all become part of the apple journey...

Discussion Questions:

*Where do apples come from?*

*How do they get here?*

*Who do you think helps the apple on it's journey from Field to Table?*

Today, we're going to be actors in a great big play called, "*Apple Farmer Annie*". Everybody get's a turn and together, we're going to create the story of Annie and her apples.

### **Colouring: (5 mins)**

*Has anyone seen a play before? Who can tell us a little bit about plays?*

- There are people acting out the story, sometimes actors say the words, or there is a "narrator" saying the words
- There's a stage where the actors stand and move around on
- There are props (to help make the story real) and there are stage sets (to set the scene or background)
- Some plays might have music, signing and dancing

Firstly, we need to create our own props, to make the story fun and colourful for our audience.

1. Before handing out, mark each paper cut out with a number, corresponding to the stage set they're going to be acting in. This way, instead of relying on recognition from the book, the students know if they're group 1, 2, 3 etc.
2. Hand out the picture cut-outs, ready for students to colour in using the pencil crayons. These will be used to create puppets to tell our story.
3. Explain that there might be more than one Annie/Apple/Cat etc. but there will be different times in the story when those characters are needed, so everyone will get a turn to use their puppet.



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### **Acting (15mins)**

4. This story is going to be acted out by the class, and “narrated” by me so you can follow the story, think about it, and then “act it out”.



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## ***Story & Corresponding Props:***

### ***Apple Orchard***

- Annie is an apple farmer. She has a big orchard of apple trees.
- In the fall, she picks baskets and baskets of round ripe apples.
- She grows many kinds of apples. She sorts and organizes them.

### ***Kitchen***

- She uses others to make delicious smooth applesauce.
- She loves baking muffins, cakes and pies with her apples.

### ***Truck***

- But she saves the most beautiful ones of all to sell fresh at the market.
- She loads everything into her truck and drives to the city.

### ***Farmer's Market Stand***

- Annie the apple farmer sets up her stand in the farmers' market.
- Lots of customers come to Annie's stand. She is busy all day long.
- By the end of the day, she has sold everything. She packs up to go home.
- Annie is tired but happy. IT feels so good to have her own apple farm.



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5. Read each page.
6. Discuss the scene.
7. Pick the actors (based on their number on the puppet), and act it out.
8. You may need to skip some pages due to time constraints.



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## **Making Raw Apple Sauce**

### **Introduction**

- Ask the students what foods they like to eat for snacks
- While holding a 'unhealthy' and healthy food item ask the students which one they think is better or healthier to eat
- Explain to the students the need to eat healthier foods and tell them they contain vitamins; have students repeat the word 'vitamins'; throughout the session ask students what do healthy foods have that are good for our bodies
- Ask students who wants to be strong and tell them vitamins help our bodies to be strong
- Ask students who wants to grow and tell them vitamins help our bodies to grow
- Ask students who wants to be smart and tell them vitamins help our brain to think
- Using snack photos have students differentiate between healthy and unhealthy snacks

### **Activity:**

1. Explain to the students they will be making a healthy snack
2. Ask the students what healthy foods contain (vitamins)
3. Select several students to use apple corers with adult supervision to slice apples
4. Using a knife cut the sliced apples into smaller pieces and add to food processor
5. Select two students to juice one lemon and add to processor



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6. Select students to measure the spices and add to processor
7. Add dried dates to food processor and process until smooth
8. Test taste the apple sauce to ensure appropriate sweetness
9. Have students imagine the vitamins moving in their bodies as they eat the apple sauce



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## Serving Suggestions:

### **Great Big Crunch Song**

#### **A Little Apple Seed**

*(Sing to the tune of Eensy, Weensy Spider)*

Once a little apple seed,  
Was planted in the ground.

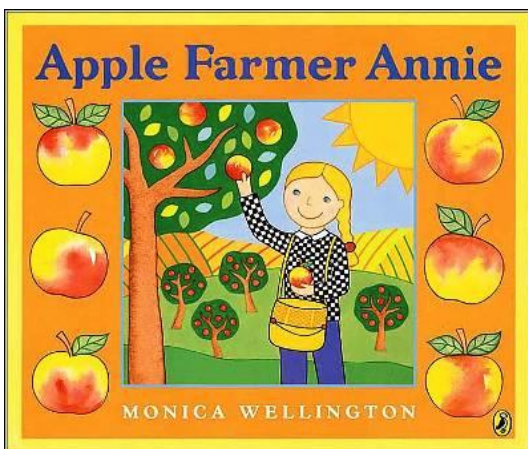
Down came the raindrops,  
Falling all around.

Out came the big sun,  
Bright as bright could be.

And that little apple seed grew up,  
To be an apple tree.

Source: <http://stepbystepcc.com/foods/apple.html>

### **Apple Farmer Annie**



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