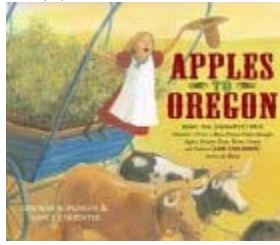


## Apples to Oregon



Author- Deborah Hopkinson



Illustrator- Nancy Carpenter

- Title:** Apples to Oregon
- Publisher:** An Anne Schwartz Book Antheneum Books for Young Readers  
An Imprint of Simon and Schuster
- Date:** 2004
- Author** Deborah Hopkinson
- About the Author:** *(Interesting facts, etc)* Deborah Hopkinson's books focus on a historical event or person. Her first picture book, Sweet Clara and the Freedom Quilt won the International Reading Association Award. Her newest book, Apples to Oregon, has won many awards, including chosen as an ALA Notable book. She lived in Hawaii for 19 years before finally settling in Walla Walla, Washington. She has a degree in English from the University of Massachusetts and a Master's in Asian studies from the University of Hawaii. In addition to writing, she holds down a full time job as a Director of Foundation Relations at Oregon State University Foundation
- Web Address:** <http://www.deborahhopkinson.com/>
- E-Mail:** [deborahhopkinson@yahoo.com](mailto:deborahhopkinson@yahoo.com)
- Mailing Address**

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
[juengela@ips.k12.in.us](mailto:juengela@ips.k12.in.us)

P.O. Box 1052, Walla Walla, Washington 99362

*Connection to the Book:* There is also a form on the site that you can fill out and submit. As is the case with most books by this author, it is based on a historical event or person. This book is based on a real fruit pioneer. She also focuses her books around a strong female character. In an interview by Sharron McElmeel, Deborah Hopkinson is quoted as saying "I'm writing the stories that I wanted to read as a child."

*Other books by this author:* Sweet Clara and the Freedom Quilt  
The Klondike Kid  
Into the Firestorm  
From Slave to Soldier  
A Packet of Seeds  
Saving Strawberry Farm  
Fannie in the Kitchen (also illustrated by Nancy Carpenter)

*Illustrator* Nancy Carpenter

*About the Illustrator* Nancy Carpenter's career began as a Graphic Reporter, creating charts and graphs for newspapers, and illustrating greeting cards. Her career in children's books began when she was asked to make a book cover when another illustrator could not do it correctly. After turning it in, she spilled something on it and had to redo it for free. She was later asked to do an entire book, and has since done more than 10. She currently lives in Brooklyn, New York.

*Official web page* I was not able to locate an official site for Nancy Carpenter, but there are interviews on several sites.

Houghton Mifflin education place	Eduplace.com
Powell's books	Powells.com
Simon and Schuster	Simonsays.com
Random House INC	Randomhouse.com

*Contact info* Since there is not an official site for this illustrator, I was unable to locate a way to contact her. I would guess that you could go through the author or the publisher.

**New York Simon & Schuster, Inc.**  
1230 Avenue of the Americas  
New York, NY 10020  
Phone: 212-698-7000

*Connections to* The only connection information I could find is that the pair

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us



the book previously worked on the book Fannie in the Kitchen.

Other books by this illustrator **Other Books Illustrated by Nancy Carpenter**

- Masai and I  
(written by Virginia L. Kroll)
- Lester's Dog  
(written by Karen Hesse)
- Sitti's Secrets  
(written by Naomi Shihab Nye)
- Washing the Willow Tree Loon  
(written by Jacqueline Briggs Martin)
- A Sister's Wish  
(written by Kate Jacobs)
- Can You Dance, Dalila?  
(written by Virginia L. Kroll)
- Summer Camp, Ready or Not!  
(written by Sandra Belton)
- Twinnies  
(written by Eve Bunting)
- Members of the C.L.U.B.  
(written by Sandra Belton)
- The Tree That Came to Stay  
(written by Anna Quindlen)
- Dear Austin: Letters from the Underground Railroad  
(written by Elvira Woodruff)
- Loud Emily  
(written by Alexis O'Neill)
- A Picnic in October  
(written by Eve Bunting)
- Brooklyn, Bugsy, and Me  
(written by Lynea Bowdish)
- If You Ever Get Lost: The Adventures of Julia and Evan  
(written by Barbara Ann Porte)

Taken from eduplace.com

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

**Annotation:**

This story is described as "Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains." A tall tale, this book takes us on the journey based loosely on the real story of a fruit pioneer. True to Deborah Hopkinson's form, we follow "Delicious", the very strong female character, who is the daughter of the fruit pioneer as they travel cross-country with the fruit trees.

**Book talk:**

If you were packing up to move across the country what would you take with you? Your family, your favorite books, or toys? What about your apples trees? How would you get them there? What problems or adventures would you face along the way? You won't believe this sweet story about their journey west.

**Characters:**

*Relationship to other characters:*

*Personality traits:*

Delicious

Main character and narrator of the story

Adventuresome, free-spirited, fun-loving, story teller, determined,

Daddy

Father of Delicious and fruit pioneer

Adventuresome, determined, quirky, business minded

Momma

Mother of Delicious and wife of Daddy

Character is merely mentioned, but not well developed

**Conflict:**

I feel that there are many conflicts in this story. The first conflict is man vs. nature in that they are up against the terrain and weather to get the trees across the country before they die. There is also a man vs. society conflict in that everyone thought that this family had completely lost their minds uprooting these trees and trying to move them. NO one thought that they could do it.

**Conflict Resolution:**

In the end of the story, they accomplish their goal and get the trees safely to their destination. In the end they are rewarded, not only by accomplishing their goal and the satisfaction that came from that, but were also rewarded for the successful business of apples and made a fortune.

**Genre:**

Tall Tale

April Juengel

Frederick Douglass Elementary

IPS School 19

juengela@ips.k12.in.us

If you like this, than you'll love	<p>Johnny Appleseed by Steven Kellog</p> <p>Johnny Appleseed goes a planting by Patsy Jensen</p> <p>Johnny Appleseed by Reeve Lindbergh</p> <p>Pecos Bill by Steven Kellog</p> <p>Fannie in the Kitchen also by Deborah Hopkinson and Nancy Carpenter</p> <p>A Packet of Seeds by Deborah Hopkinson</p> <p>If you Ever Get Lost: Adventure of Julia and Evan by Barbara Ann Porte and Nancy Carpenter</p> <p>A Picnic in October by Eve Bunting and Nancy Carpenter</p>
Interest level	1-4
Reading level	4.1
Setting	The Plains during Pioneer times
Point of View	First person omniscient
Theme	Deborah Hopkinson's skill of painting a picture about the past is key to the theme of this story. There is an unlikely hero, Delicious. I think that there are several messages with this story. Being a form of Historical Fiction, it hints at key points in history to let us know that history is important. It also sends the message that even ordinary people can be heroes in one way or another, and that hard work and determination can work miracles. I think that the title of the story is key to the theme because it is quick and to the point and does not even leave a hint of failure. Apples to Oregon. There is no other option.
Art Medium	Oil paintings
How does the art medium tell the story	This art medium helps tell the story because it allows the crispness and brilliance of the colors to come through. Oil painting are also multi layered, as is this story and you have to uncover each layer to get to the center of the story.

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

Across the Curriculum  
Connections Subject  
Area  
Connections

There are many ways to tie this story across the curriculum.  
Science- plants and living things: talk about plants and what they need to grow. You could also talk about bees and pollination. I have a beekeeper that comes in and talks about pollination and bees and how to have a perfectly round apple (bee has to visit 5 times, once for each seed pod) and that is how you get the star shape when cut horizontally) I also have a song about the parts of plants (will be attached at end of resource

**I also will have the students make a diagram of the parts of the apple. Lesson plan will follow resource.**

Science

*Scientific Inquiry*

K.1.1 Raise questions about the natural world.

*The Scientific Enterprise*

K.1.2 Begin to demonstrate that everyone can do science.

\* Observation: gaining information through the use of one or more of the senses, such as sight, smell, etc.

*Communication*

K.2.2 Draw pictures and write words to describe objects and experiences

Students investigate, describe, and discuss their natural surroundings

*Matter and Energy*

K.3.1 Describe objects in terms of the materials they are made of, such as clay, cloth, paper, etc.

*Students ask questions about a variety of living things and everyday events that can be answered through shared observations.*

*Diversity of Life*

K.4.1 Give examples of plants and animals.

K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.

These came From Indiana Department of Education Website. This is in no way an

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

all-inclusive list of standards covered by these activities.

<http://www.doe.state.in.us/>

Math- Graphing and sorting; Another favorite activity that I do with apples is to sort them by size, small, medium and large and to order them as such. I also like to have a balance available so that they can manipulate objects in the classroom to compare the weight of each apple to things like crayons, counters, logos, etc. They can then count the objects and write a sentence such as The small apple is the same as 5 bear counters.

This activity can be done in either whole or small group. You will need various size apples and baskets to sort them into. You can either have an example sentence for them to look at and copy or you can have sheets with the sentence partially completed and they fill in the blanks. Sample will follow.

Math Standards

*Computation and Estimation*

**K.2.1** Use whole numbers\*, up to 10, in counting, identifying, sorting, and describing objects and experiences.

*Communication*

**K.2.2** Draw pictures and write words to describe objects and experiences.

*K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.*

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April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

<p>Resources and Citations</p>	<p style="text-align: center;">○ Websites</p> <ul style="list-style-type: none"> <li>○ Deborah Hopkinson website <a href="http://www.deborahhopkinson.com/">http://www.deborahhopkinson.com/</a> she has a link to apple lesson plans that has fantastic resources for an entire apple unit</li> <li>○ History of fruit growing in Oregon- Henderson Luelling (who the book was loosely based on) <a href="http://www.ars-grin.gov/cor/cool/luelling.html">http://www.ars-grin.gov/cor/cool/luelling.html</a></li> <li>○ A to Z teacher stuff website- <a href="http://atozteacherstuff.com">atozteacherstuff.com</a></li> <li>○ Washington Apples website: <a href="http://www.bestapples.com">www.bestapples.com</a></li> <li>○ San Diego County office of education - <a href="http://www.sdcoe.k12.ca.us/score/apple/appletg.html">http://www.sdcoe.k12.ca.us/score/apple/appletg.html</a></li> </ul> <p style="text-align: center;">Books</p> <ul style="list-style-type: none"> <li>❖ Apple Tree by Barry Watts</li> <li>❖ Apples by Gail Gibbons (history of apples in America, parts, how they grow)</li> <li>❖ Who was Johnny Appleseed by Joan Holub (an illustrated biography)</li> <li>❖ How do apples grow by Betsy Maestro (in depth explanation of parts and growth)</li> <li>❖</li> </ul>
<p>Standards addressed by novel content</p>	<p>From Indiana Department of Education Website. This is in no way an all-inclusive list of standards covered by these activities. <a href="http://www.doe.state.in.us/">http://www.doe.state.in.us/</a></p> <p>Science</p> <p><i>Scientific Inquiry</i></p> <p>K.1.1 Raise questions about the natural world.</p> <p><i>The Scientific Enterprise</i></p> <p>K.1.2 Begin to demonstrate that everyone can do science.</p> <p>* Observation: gaining information through the use of one or more of the senses, such as sight, smell, etc.</p> <p><i>Computation and Estimation</i></p> <p>K.2.1 Use whole numbers*, up to 10, in counting, identifying, sorting, and describing objects and experiences.</p>

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

	<p><i>Communication</i></p> <p>K.2.2 Draw pictures and write words to describe objects and experiences.</p> <p><b>Social Studies</b></p> <p>K.1.1 Compare people, objects, and events of today and long ago.</p> <p>K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.</p>
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April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

Suggested Activity 1	<p>Students can make birthday cards or write thank you letters to Henderson Luelling or Johnny Appleseed. using cardstock or construction paper, markers, crayon, paint and arts and crafts materials.</p>
Standards for activity 1	<p>From Indiana Department of Education Website. This is in no way an all-inclusive list of standards covered by these activities.  <a href="http://www.doe.state.in.us/">http://www.doe.state.in.us/</a></p> <p><i>In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).</i></p> <p>K.5.1 Draw pictures and write words for a specific reason.  Example: Draw a picture or write to a friend or a family member to tell about something new at school.</p> <p>K.5.2 Draw pictures and write for specific people or persons.  Example: Write or dictate an invitation to a parent to attend a classroom event.</p> <p><b>Standard 6</b>  <b>WRITING: English Language Conventions</b></p> <p><i>Students begin to learn the written conventions of Standard English.</i></p> <p><i>Handwriting</i></p> <p>K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.</p> <p><i>Spelling</i></p> <p>K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.  Example: Spell correctly common words, such as <i>cat</i>, or spell by how the word sounds, such as <i>kat</i>.</p>
Suggested Activity 2	<p>This activity should be done before you read Apples to Oregon. Pre reading activities identify parts of books, talk about print concepts, left to right, top to bottom etc. talk about purpose for reading. I have a song that I sing for parts of books (will be at end of resource) I would then do a kwl chart about apples. We would then do a book walk and go through the story using only pictures to tell what we think is happening and make predictions.</p>

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

<p>Standards for Activity 2</p>	<p><i>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</i></p> <p><i>Concepts About Print</i></p> <p>K.1.1 Identify the front cover, back cover, and title page of a book.</p> <p>K.1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>K.1.3 Understand that printed materials provide information.</p> <p>K.1.4 Recognize that sentences in print are made up of separate words.</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p> <p><i>Structural Features of Informational and Technical Materials</i></p> <p>K.2.1 Locate the title and the name of the author of a book.</p> <p>K.2.2 Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.</p> <p>From Indiana Department of Education Website. This is in no way an all-inclusive list of standards covered by these activities.</p> <p><a href="http://www.doe.state.in.us/">http://www.doe.state.in.us/</a></p>
<p>Spelling/Vocabulary words Definitions in book context</p>	<p>Tall tale- story that has been stretched out to make it bigger</p> <p>Journey- an adventure or a trip you take to get somewhere</p> <p>Scrutinized- checked them over to make sure they were all ok</p>
<p>Bibliography</p>	<p>Information on standards taken from Indiana Department of Education Website</p> <p><a href="http://www.doe.state.in.us/">http://www.doe.state.in.us/</a></p> <p>Deborah Hopkinson Website</p> <p><a href="http://deborahhopkinson.com">deborahhopkinson.com</a></p> <p><a href="http://amazon.com">amazon.com</a> book information</p> <p><a href="http://booksamillion.com">booksamillion.com</a> book information</p>

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

# Do You Know the Parts of Plants? Tune: Head, Shoulders, Knees, And Toes

Do you know the parts of plants,  
Parts of plants?  
Do you know the parts of plants,  
Parts of plants?  
All kinds of plants that grow and grow and grow.  
Do you know the parts of plants,  
Parts of plants?

The roots hold the plant in place,  
Plant in place.  
The roots hold the plant in place,  
Plant in place.  
The roots store food and water, too.  
The roots hold the plant in place,  
Plant in place.

The stem move water up the plant,  
Up the plant.  
The stem move water up the plant,  
Up the plant.  
The stem brings water to the leaves.  
The stem move water up the plant,  
Up the plant.

The leaves soak up the sun,  
Soak up the sun.  
The leaves soak up the sun,  
Soak up the sun.  
The sun helps the plant to grow and grow and grow.  
The leaves soak up the sun,  
Soak up the sun.

The flower grows into a fruit,  
Into a fruit.  
The flower grows into a fruit,  
Into a fruit.  
Inside the fruit are little tiny seeds.  
The flower grows into a fruit,  
Into a fruit.

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

## Lesson Plan

### Parts of An Apple

#### Objectives:

- The children will create a diagram of an apple, using pieces provided by the teacher, by placing the pieces in the appropriate places, with 90% accuracy.
- The children will identify and label the following parts of an apple: stem, core, leaf, skin, and seeds.

#### Materials & Equipment:

- Cut outs for apple diagram
- Glue
- Markers
- Word labels (stem, core, leaf, skin, and seeds)
- Large poster of an apple (optional)

#### Procedure: (Time Estimate: 25 Minutes)

1. (Anticipatory Set): Use a real apple to review the parts of an apple with the children.
2. Give each child the pieces of the apples needed and provide a model for them to create their diagram.
3. After the pieces of the diagram are glued in the correct places, have the children label each part. Provide word labels for the children to refer to.
4. (Closure): Have the children compare their diagram to a real apple that is cut in half.

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

Assessment/Evaluation:

The children will be assessed on their ability to follow verbal directions while creating their apple diagram as well as correctly identifying and labeling the parts of the apple with 90% accuracy.

Sample sentence or template for sentence writing

The \_\_\_\_\_ apple weighs the same as \_\_\_\_\_.

(size)

(quantity and object)

The small apple weighs the same as 5 crayons.

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

Reading books are fun!  
to the tune of The farmer in the dell

Reading books are fun!

Reading Books are fun!

Hi-ho, The derry-o

reading books are fun!

Additional verses

2. The title tells the name

3. The author writes the book

4. The illustrator draws

Repeat 1<sup>st</sup> verse

Reading books are fun! Reading books are fun!

Hi-Ho the derry-o! Reading books are fun!

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us

KWL chart

<p>What do you already</p> <p><b><u>K</u>NOW</b></p> <p>About this topic</p>	<p>What do you</p> <p><b><u>W</u>ANT</b></p> <p>To know about this topic</p>	<p>What have you</p> <p><b><u>L</u>EARNED</b></p> <p>About this topic</p>

April Juengel  
Frederick Douglass Elementary  
IPS School 19  
juengela@ips.k12.in.us