



Apple Tree, Apple Tree

1st grade

Science/Music

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Core Curriculum, Content Area, Standard

Science 4.2.c. Describe and model the life cycle of living things.

Art Area, Standard

1.M.P.3 b. Singing a variety of simple songs

1.M.P.2 Explore the effects of various timbres, dynamic levels and tempos using voice, movement, and simple instruments.

1.M.CO.2: Sing folk songs and singing games from other cultures...

In a 45 minute class students will be able to describe an apple tree's life cycle and perform songs about different stages of the life cycle.

Materials:

Whiteboard

Whiteboard Erasers

Dry Erase Markers

Song lyrics and music for Apples and Bananas, Apple Tree, Apple Tree and Apple Trees Will

Grow and Grow (to the tune of Oats, Peas, Beans and Barley Grow) Sheet music attached to this document.

Lots of space to move!

Introduction

1. Start with the vowels written on the whiteboard. (A E I O U) Ask the class what these letters are and then remind them that vowels have two sounds, a long sound and a short sound.
2. Practice the sounds and tell the class that today our song is going to use the long vowel sounds.
3. Then sing the song Apples and Bananas with the students. **Use any method necessary to make it more interesting than just sitting and singing, however I just use this as a warm up song in my class because I find it transitions well with this lesson**

Demonstration

1. Ask the class where apples come from. Draw an apple on the board. Do they just appear in the grocery store? They will usually say that apples come from trees.

2. Ask the class where trees come from. Draw a tree with an arrow pointing from the apple to the tree. Do trees just appear from nowhere? They will usually say that trees come from seeds.
3. Ask the class where seeds come from. Draw seeds on the board with an arrow pointing from the tree to the seeds. So it's the seeds that just appear out of nowhere? They will usually realize that seeds come from the apple. Then complete the cycle with a final arrow pointing from the seeds to the apple.
4. Point out that this is a life cycle of the apple tree and let them know you are reminded of a song we can sing about apple trees.
5. Sing the song **Apple Trees Will Grow and Grow(to the tune of Oats, Peas, Beans and Barley Grow)** See attached sheet music
6. Teach the students the song **Apple Trees Will Grow and Grow**
7. Play the game for **Apple Trees Will Grow and Grow**
 - a. Pick someone to be the first farmer. Everyone else finds a partner.
 - b. Everyone else crouches down as a seed as you sing the verse of the song. They crouch down and pretend to grow when the farmer "waters" them. Then they form fists and let them fall when the song says "look out below."
 - c. Pick a new farmer. Everyone then finds a new partner during the "looking for a partner" part of the song. They swing their partner during the "Apple trees will grow and grow" section of the song. Repeating the actions during the verse.
 - d. Play a few rounds if they don't get it and they eventually pull it together
8. End the game and have students go back to their seats.
9. Teach the students the song **Apple Tree, Apple Tree.**
10. Play the game for **Apple Tree, Apple Tree.**
 - a. I play like Duck, Duck, Goose and one person goes around touching heads and then whoever gets touched on the word "out" chases the other person with an action word picked by the teacher. I make them crawl, skip, tiptoe, etc. This helps us practice some verbs as well.
 - b. Other ways to play: If you have enough instruments you can also have the person that is "knocked out" play an instrument to the beat while the other students wait until they are picked to play an instrument. **I have seen some teachers that set up a rotation for this so that the students get to play more than one instrument. I personally think that for first graders this takes too long and they get too rowdy waiting for their turn.**

Conclusion

1. Play Apple Tree Apple Tree until the teacher comes
 - a. Alternatively you can go over the cycle again reiterating that they are connected and none of these things "magically appear"

Extensions

1. Explain rhythm and beat. Both of these songs have some easy rhythms and they contrast well with the beat so you could use them as an lead into rhythm and beat work.
2. Use this lesson as part of a story. You could read a short story about Johnny Appleseed and also sing these songs or play the games.

Apple Trees Will Grow and Grow

(To the tune of Oats, Peas, Beans, and Barley Grow)

♩ = 150



1. Ap - ple trees will grow and grow. Ap - ple trees will grow and grow. Nor you nor I nor

6



an - y - one knows how ap - ple trees will grow and grow. 2. First the far - mer plants the seed.

11



Then wa - ter is what we need. The ap - ple tree will grow and grow. The ap - ples fall, look

16



out be - low! 3. Loo - king for a part - ner. Loo - king for a part - ner. Take their arm and

22



start to swing and then we all will dance and sing.

Apple Tree, Apple Tree

♩ = 100



Ap - ple tree, ap - ple tree, will your ap - ples fall on me?

The first line of music is written on a single staff in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. It consists of four measures. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter) in the first measure; A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter) in the second measure; G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter) in the third measure; and G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter) in the fourth measure.

5



I won't scream, I won't shout, if your ap - ples knock me out!

The second line of music is written on a single staff in treble clef with a key signature of one sharp (F#) and a 2/4 time signature. It consists of four measures. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter) in the first measure; A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter) in the second measure; G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter) in the third measure; and G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter) in the fourth measure. The line ends with a double bar line.