

Magic Apple: A Folktale from the Middle East

Written by Rob Cleveland

Outcome

Students will demonstrate an understanding of the story through the use of phonics, auditory comprehension, sequencing, illustration, and discussion.

ABOUT THE BOOK

GUIDED READING:

I

LEXILE LEVEL:

720L

CHARACTER

TRAITS:

Caring

Courage

Fairness

REGION:

Middle East

ISBN:

978-0-874838-00-8

Overview

Students will read and explore a folktale from the Middle East, while utilizing interdisciplinary connections in language arts, social studies, and cooking.

Materials

General

- Book *The Magic Apple*
- Chalkboard, overhead, or whiteboard
- Pencil
- Paper
- Crayons
- Scissors
- 3 ½ Or 4 quart slow cooker

Cooking Activities

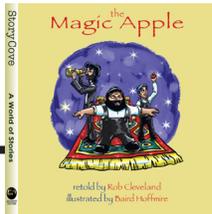
- 8 Large cooking apples
- ½ Cup water
- 1 Tsp. cinnamon

COMMON CORE

STANDARDS

NOTE:

Find correlating Common Core Standards at the head of each activity section.



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Kindergarten

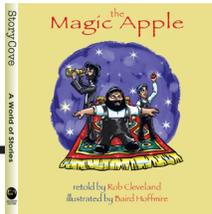
- ½ Cup sugar
- Cups
- Spoons
- Napkins

Assessment Tools

- Matching Letters to Sounds worksheet
- Add S to Make it Plural worksheet
- Plural Nouns worksheet
- Following Directions worksheet
- Sequencing Pictures worksheet

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.4/

CCSS.ELA-LITERACY.

RL.K.5/

CCSS.ELA-LITERACY.

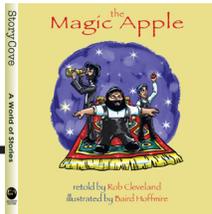
RL.K.6:

Unknown words in a text, common types of text, role of author and illustrator

Introducing the Story

Directions:

- Each student receives a copy of *The Magic Apple*. Explain to students:
 - Long ago, before the time of TV, radio, or even books, people listened to storytellers for entertainment.
 - Some of the stories they told were not true. They were fiction.
 - Some stories were true. Telling stories was a way for families to remember their family history & share it with their children and with many generations to come.
- Teacher asks students to each share a short family story. It can be a true story or a made up story. Class guesses if each story really happened or if it was fiction.
- Introduce *The Magic Apple*. Hold up the book, read the title, and identify the author and illustrator.
- Ask class, based on the title of the book, if they think it will be a true story or a fictional story.
- Give students a copy of the book and have them follow along as you read.
- Pause multiple times when reading to ask the students if they think this story could be true.



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Key details in a text

CCSS.ELA-LITERACY.

RL.K.3:

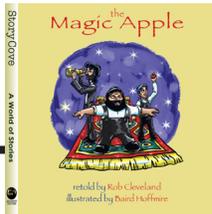
Identify characters, settings, and events in a story

For Assessing Comprehension

- How many sons did the old man have?
- What did the old man dream?
- What did each son bring back?
- When the brothers looked through the magic glass, what did they see?
- How was the princess saved?

For Assessing Interpretation

- Why did the three brothers each go on a journey?
- Why were the three things they brought back magical?
- Did the princess make a good decision about which brother she would marry?
- Why did the story have a happy ending?



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Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.3.A:

One to one letter sound
correspondence

CCSS.ELA-
LITERACY.L.K.1.A:

Uppercase and
lowercase letters

Matching Letters to Sounds

Materials:

- Matching Letters to Sounds worksheet

Directions:

- Read worksheet directions to students.
- Students:
- Cut out each letter on the right side of the page.
- Match each letter with the picture that has that sound at the beginning of the word.
- Glue the letter in the first box beside the picture.
- Write the letter in the second box.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative
conversations

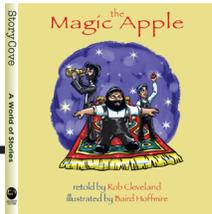
CCSS.ELA-
LITERACY.L.K.1.C:

Plural nouns

Plurals (Differentiated Learning)

Directions:

- This story is about three sons who are brothers. Teacher writes 3 sons and 3 brothers on the board.
- Since we are talking about three brothers and three sons we put an s on the end of these words, son and brother. We say they are plural- there is more than one.
- We call words that name a person, place, or thing nouns. List examples of nouns and ask the class to supply examples.
- To make a noun plural you add s to the end of the word if it does not already have an s (like the word dress).



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Group A:

- As a group (teacher and students) go back through the book together and identify words that end in
- Students decide if each word identified is a plural noun and if so, teacher writes these words on the board.

Group B:

- Add S to Make It Plural worksheet
- Add the letter s to make each word plural.
- Then copy each plural word.

Group C:

- Plural Nouns worksheet
- Students review the book and copy 15 words that are plural nouns.

COMMON CORE

STANDARDS

CCSS.ELA-LITERACY.

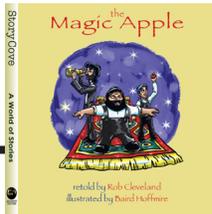
RL.K.1:

Key details in a text

Sequencing

Directions:

- Students complete Sequencing Pictures worksheet by cutting out pictures featuring the main events in the story and arranging them on their desks in chronological order.
- Students write numbers 1- 6 on pictures to correspond with the chronological order of events.
- Students may order events as depicted by the sequence below.
- Some students may interpret the picture of the oldest son with the magic glass as the three brothers jointly looking through the magic glass to view the princess. Either interpretation is correct.



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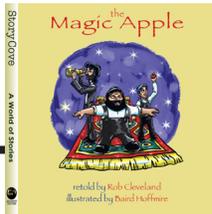
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Events Pictured on Worksheet:

- Old man talking to his sons
- Oldest son gets magic glass
- Middle son gets magic rug
- Youngest son gets magic apple
- Princess receives the juice of an apple
- They are married and rule the kingdom together

Alternate Scenario:

- Old man talking to his sons
- Middle son gets magic rug
- Youngest son gets magic apple
- Brothers look through glass to view princess
- Princess receives the juice of an apple
- They are married and rule the kingdom together



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Kindergarten

Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative
conversations

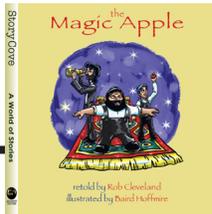
Following Directions

Materials:

- Worksheet
- Crayons

Directions:

- Students complete the Following Directions worksheet as teacher provides verbal directions.
- Color the princess' dress pink.
- Color the magic apple red.
- Color the youngest brother's shirt blue.
- Color his vest and pants brown.
- Produce prompts of your own.



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Cooking

Applesauce

Materials:

- 3 ½ Or 4 quart slow cooker
- 8 Large cooking apples, peeled, cored, and cut into chunks
- 1 Half cup water
- 1 Tsp. cinnamon
- 1 Half cup sugar
- Cups
- Spoons
- Napkins

Directions:

- Teacher demonstrates how to make chunky applesauce and class later enjoys the applesauce as snack.
- Combine all ingredients in slow cooker.
- Cover.
- Cook on low for 8 hours or high for 3-4 hours.
- Serve warm or cold.

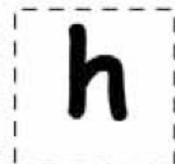
Name _____ Date _____

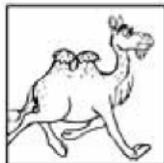
Matching Letters to Sounds

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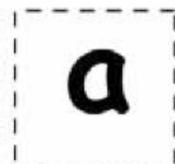
















Name _____ Date _____

Add S to Make It Plural

Directions: Add the letter s to make each word plural. Then copy each plural word.

son

brother

dream

thing

juggler

acrobat

magician

rug

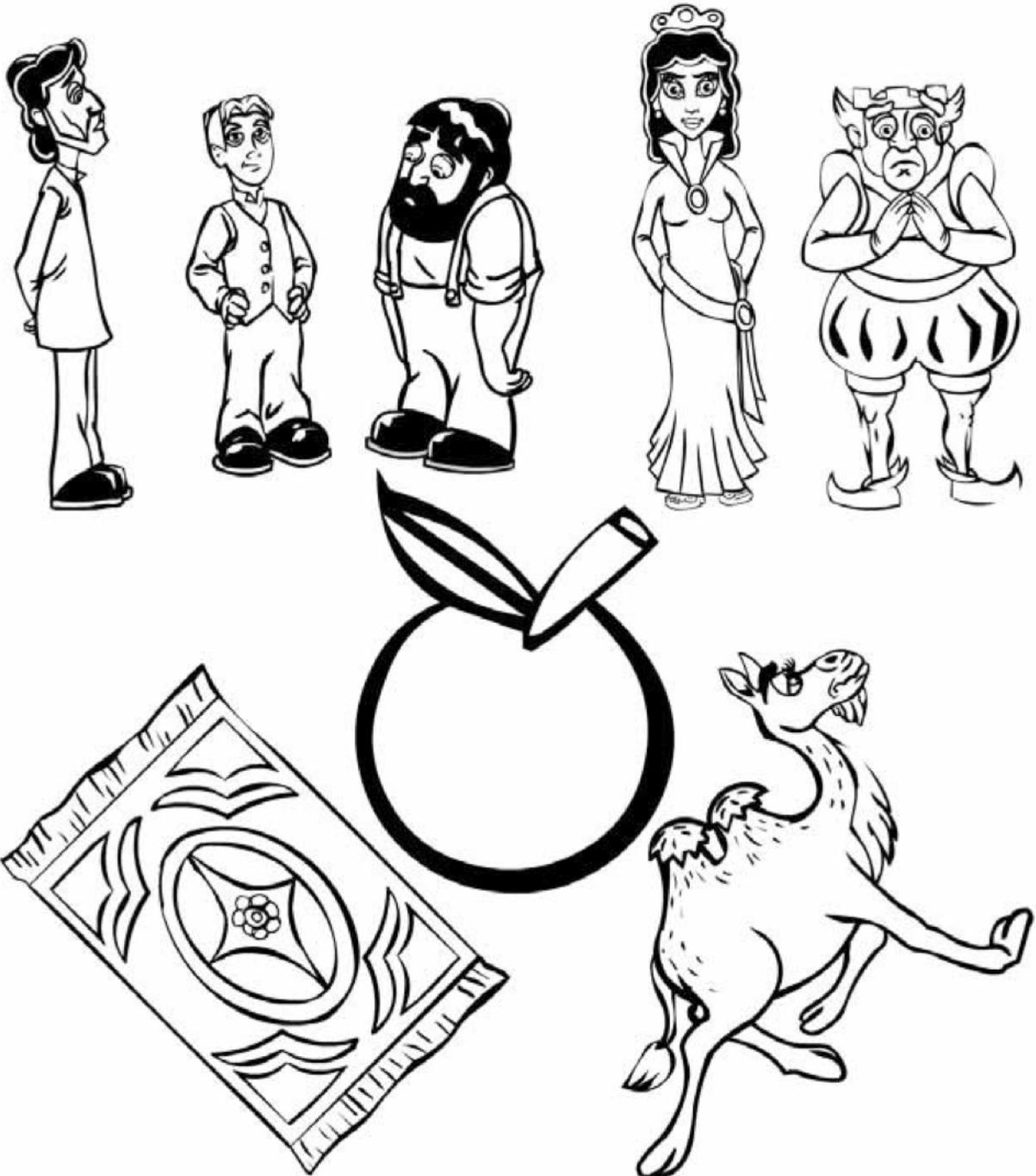
apple

tree

Name _____

Date _____

Following Directions



Name _____ Date _____

Sequencing Pictures

Directions: Cut out pictures and put them in the correct order. When the pictures are in the correct order, write the numbers 1, 2, 3, 4, 5, and 6 on these pictures.

