

THE MAGIC APPLE

By Rob Cleveland

First Grade

Outcome:

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

Overview:

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

Materials:

Book The Magic Apple

Map or globe

Pencil, paper, crayons

Assessment Tools:

Homophone Matching worksheet

Missing Homophone worksheet

The Journey- Following Directions worksheet

The Journey- Game Board worksheet

Person, Place, or Thing- Nouns worksheet

The Princess Goes Shopping – Making Inferences worksheet

INSTRUCTIONAL PLAN

Introduction:

- Each student receives a copy of The Magic Apple.
- Explain: Long ago, before the time of TV, radio, books or movies, storytellers entertained people.
- Storytellers told many kinds of stories, including folktales.
- Ask students why it is called a **folktale** (common folk told the tales).
- The story takes place in the Middle East. Identify the Middle East on a map or globe.
- Storytellers had to keep the attention of the people they entertained. To make their stories more interesting they added dialogue. Dialogue made their characters speak. They could use different voices and accents as they spoke the dialogue of their characters.
- When a character is speaking, the author puts the words that the character says in quotation marks (demonstrate on board).
- The storyteller also makes the story more interesting by varying what the characters say, so sometimes the characters ask questions.
- As we read The Magic Apple together, raise your hand when a character is speaking. Raise both hands when a character asks a question.
- Introduce The Magic Apple by holding up the book and identifying the author and illustrator.
- Use a different voice as each character speaks to demonstrate the concept of dialogue and how a storyteller can keep the attention of an audience.

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Discussion Questions to Assess Comprehension:

- What was the old man's dream?
- What were the brothers seeking on their journeys?
- Where did each son go?
- What did the brothers do when they met one year later?
- Where did the princess live?
- How did the youngest brother know it was time to use the magic apple?
- Why was the king sad?
- Why did the king ask his daughter to decide whom she will marry?

Phonics:

Identification of short /i/ words

Directions: Read pages 3-9 and find ten words that have the short /i/ sound (example: miss). Write these words on a piece of paper (example: his, thing, riches, finished, different, things, city, in magicians, little, is, this).

Language Arts:

A homophone activity for differentiated learning

A homophone is a word that is pronounced the same as another word but it differs in meaning and spelling. The Magic Apple was a story about three **sons**. The homophone of **son** is **sun**. They are pronounced the same but have different spellings and meanings.

Group A: Homophone Matching worksheet

Group B: Missing Homophone worksheet

Group C: Missing Homophone worksheet and write sentences using these homophone pairs.

Homophone Matching worksheet

Directions: Circle the correct homophone for each word.

1. ate ape eight ace egg
2. bee boo best beat be
3. blew blue bend bump bee
4. by bug buy bee bet
5. sell say cent so cell
6. for fan fix four fork
7. nose neck knows next kin
8. sail sale seven send sap
9. sea say send sand see
10. cent candy sent six say
11. sew so say cent six
12. seas same send sees seven

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Language Arts cont.:

Missing Homophone worksheet

Directions: Write the missing homophone in the blank next to each word. Try to complete worksheet without using the word bank. Use the word bank to check your answers.

			Word Bank
1. be	_____	(bee)	blue
2. sent	_____	(cent)	by
3. for	_____	(four)	four
4. buy	_____	(by)	bee
5. cell	_____	(sell)	meat
6. blew	_____	(blue)	cent
7. heal	_____	(heel)	sell
8. meet	_____	(meat)	heel
9. sew	_____	(so)	deer
10. hear	_____	(here)	so
11. dear	_____	(deer)	haul
12. know	_____	(no)	no
13. hall	_____	(haul)	tail
14. tale	_____	(tail)	here

• **Person, Place, or Thing**

Materials: Person, Place, or Thing- Nouns worksheet

A noun can be a person, place, or thing. Ask students to find nouns from the story and record their responses on the board. Supply additional nouns if needed.

Directions: Students fold a piece of paper in thirds lengthwise. At the top of the first column, they write the word **person**. At the top of the middle column, they write the word **place**. At the top of the third column, they write the word **thing**. Direct students to write the words from the list of nouns in the story under the correct headings.

Nouns for categorizing:

man, son, China, apple, brothers, carpet, acrobats, looking glass, bed, jugglers, tree, Africa, magicians, Middle East, dream, king, princess, juice, village, daughter, city, father

Variation: Supply the list of nouns or use the supplied noun worksheet to remove the following directions exercise.

Sequencing:

The Journey worksheets

Directions: Follow the brothers on their journey. Place a penny or chip on the top left hand corner of the grid. Follow the directions to help the brothers find the princess. Check off the directions as you follow them.

Teacher may differentiate the activity by reading the directions aloud for one group and having another group work in pairs or independently, reading the directions & following the grid by themselves.

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Reasoning Skills:

The Princess Goes Shopping worksheet

Directions: The princess is joyous because her story has a happy ending. She wants to buy a present for the King, her husband, and her husband's brothers. She is not sure what to buy them. She thinks about what kinds of things they each like. Read what each person likes and help her decide by choosing the best word from the word bank.

Oldest brother (camel)

Middle brother (food)

Youngest brother (pencil)

King (book)

Word bank: pencil book food camel

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Name _____ Date _____

Homophone Matching

Directions: Circle the correct homophone for each word.

1. ate — ape eight ace egg
2. bee — boo best beat be
3. blew — blue bend bump bee
4. by — bug buy bee bet
5. sell — say cent so cell
6. for — fan fix four fork
7. nose — neck knows next kin
8. sail — sale seven send sap
9. sea — say send sand see
10. cent — candy sent six say
11. sew — so say cent six
12. seas — same send sees seven

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Name _____ Date _____

Missing Homophone

Directions: Write the missing homophone in the blank next to each word. Try to complete worksheet without using the word bank. Use the word bank to check your answers.

be _____

sent _____

for _____

buy _____

cell _____

for _____

blew _____

heal _____

meet _____

sew _____

hear _____

dear _____

know _____

hall _____

tale _____

Word bank:

blue

by

four

bee

meat

cent

sell

heel

deer

so

four

haul

no

tail

here

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Name _____ Date _____

The Journey Following Directions

Directions: Follow the brothers on their journey. Place a penny or chip on the top left hand corner of the grid. Follow the sequence of each set in order. At the end of set one, begin set two. At the end of set two, begin set three. At the end of set three, begin set four. Check off the directions as you follow them.

- 1.**
1. Go right 6 spaces.
 2. Go down 3 spaces.
 3. Pick up Magic glass and go left 2 spaces.
 4. Go left 1 space.
 5. Go up 2 spaces.
 6. Go right 1 space.
 7. Meet middle brother and go right 1 space.

- 2.**
1. Go down 4 spaces.
 2. Go right 1 space.
 3. Go right 1 space.
 4. Go down 2 spaces.
 5. Go left 4 spaces.
 6. Find magic carpet.
 7. Fly up 2 spaces to meet younger brother.

- 3.**
1. Go left 1 space.
 2. Go up 3 spaces.
 3. Go left 1 space.
 4. Go down 2 spaces.
 5. Go down 3 spaces.
 6. Go down 1 spaces.
 7. Go right 4 spaces.

- 4.**
1. Go down 1 space and enter kingdom.
 2. Go right 1 space.
 3. Go up 2 spaces.
 4. Go left 2 spaces.
 5. Go down 1 space.
 6. Go left 1 space.
 7. Go left 3 spaces and meet the princess.








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Name _____ Date _____

The Journey Game Board

 Start							
							
							
							
							
							
							

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Name _____ Date _____

Person, Place, or Thing Nouns

Person

Place

Thing

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

man	son	China	apple	brothers
carpet		acrobats		looking glass
bed	jugglers	tree	Africa	father
magicians	Middle East		dream	king
princess	juice	village	daughter	city

Bonus: Why are some nouns capitalized?

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Name _____ Date _____

The Princess Goes Shopping Making Inferences

Directions: The princess is joyous because her story has a happy ending. She wants to buy a present for the King, her husband, and her husband's brothers. She is not sure what to buy them. She thinks about what kinds of things they each like. Read what each person likes and help her decide by choosing the best word from the word bank.



The oldest brother likes to travel on _____.



The middle brother likes to eat _____.



The youngest brother loves to write with a _____.



The king loves to read a _____.

Word bank: pencil book food camel