

THE MAGIC APPLE

By Rob Cleveland

Second Grade

Outcome: Students will demonstrate an understanding of the story through discussion, dramatic arts, comprehension, and writing activities.

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

Materials:

Book The Magic Apple

Chalkboard, overhead or whiteboard

Pencil, paper, crayons, markers

Assessment Tools:

Homographs worksheet

Asking Questions Worksheet A

Asking Questions Worksheet B

Asking Questions Worksheet C

Comparative Terms worksheet

INSTRUCTIONAL PLAN

Introduction:

- Explain: Long ago before the time of TV, radio, or movies, people still had a need to be entertained. Storytellers met this need.
- The purpose of the stories they told was to entertain. Many stories also taught a lesson.
- As people moved from city to city and country to country, folktales traveled with them.
- Scholars who study folktales have found that the stories changed as they moved from country to country.
- The folktale we will read today began in the Middle East.
- Scholars have found that folktales changed more when they traveled by land than when they traveled by sea. Have students brainstorm as to why tales changed more when they traveled by land.
- There are several different kinds of folktales, but they all have the same elements. List these elements on the board and discuss features.
 - An introduction serves to introduce the leading characters.
 - A setting notes time and place.
 - A conflict or problem arises and must be solved.
 - A climax occurs during the point of greatest intensity and serves as the turning point in a plot. The climax leads to problem resolution.
 - A conclusion, the closing part of a story, produces a result or outcome. Many folktales end with the idea that everyone lived happily ever after.
- Students read story aloud.

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Discussion Questions to Assess Comprehension:

- Teacher asks students to name and identify the elements of The Magic Apple:
 - Introduction
 - Setting
 - Problem or Conflict
 - Climax
 - Conclusion
- Why did each brother each go on a journey?
- How did the middle son travel?
- What sights did the oldest son see in China?
- Why do you think the three brothers each went to a different place?
- Do the brothers generally get along with each other? How do you know?
- How did the brothers find happiness?

Language Arts:

• **Homographs worksheet**

On page 11 of the story, it says that the middle brother traveled by **land** in the Middle East. The word, land also has another meaning. When you hop, you **land** on one foot. A homograph is a word that is written the same way but has different meanings.

Directions: Write two sentences for each word below, using a different meaning of the word in each sentence.

1. block
2. bark
3. bat
4. coat
5. can
6. duck
7. foot
8. left
9. face
10. last

Challenge words:

1. head
2. might
3. cured
4. miss
5. story

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Language Arts cont.:

• Questions

An activity for differentiated learning

A question is a sentence that seeks a response. Like a sentence, a question begins with a capital letter and ends with punctuation. Sentences end with a period, and questions end with a question mark.

- I read The Magic Apple.
- Did you enjoy reading The Magic Apple?

Group A: Asking Questions Worksheet A

Directions: In the sentences below, if the sentence is a question, put a question mark at the end. If the sentence is a statement, put a period at the end.

1. The Magic Apple is a folktale
2. Do you like folktales
3. Where did the oldest brother go
4. The middle brother rode on a camel
5. Who lived in the hut
6. Was the kingdom close by or distant
7. Why was the king sad
8. The youngest brother traveled to Africa
9. After a year, where did the brothers meet
10. The youngest brother married a princess and became a prince

Group B: Asking Questions Worksheet B

Directions: A sentence can be a statement or a question. The **order** of words in a sentence can be changed to make a statement into a question. Read each sentence below and change the order of the words in these sentences to make a question.

Example: The princess did get married. - Did the princess get married?

1. The Magic Apple is a folktale.
2. The youngest brother will marry the princess.
3. The oldest brother did find a magic glass.
4. The king was sad.
5. The princess was sick.
6. The apple was magical.
7. The carpet could fly.
8. All of the brothers did save the princess.
9. The three brothers did go on a journey.
10. Their father's dream did come true.

Group C: Asking Questions Worksheet C

Directions: Use the words below and add some of your own words to make a question. Remember a question starts with a capital letter and ends with a question mark.

1. magic, apple, folktale
2. youngest, brother, marry, princess

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Language Arts cont.:

• **Questions cont.:**

Group C: Asking Questions Worksheet C cont.:

3. oldest, brother, find, looking, glass
4. apple, magical
5. princess, sick
6. carpet, fly
7. king, sad
8. brothers, save, princess
9. three, brothers, journey
10. father's, dream, come, true

• **Verb Tense**

An activity for differentiated learning

Verbs are action words. If an action happened in the **past** it happened before now. We say that the action is in the **past tense**. A way to show that an action already happened is to add **ed** to the end of the verb. When a verb ends in **e**, drop the **e** and then add **ed** (Example: like becomes **liked**).

Group A: Re-read The Magic Apple with a partner. Find as many past tense **ed** words as you can.

Group B: Re-read The Magic Apple. Find as many past tense **ed** words as you can. Record your answers on a piece of paper.

Group C: Re-read The Magic Apple. When **ed** is added to a verb, the action has already happened. When **ing** is added to a word, the action is happening right now.

Directions: Students take a sheet of paper and fold it in half lengthwise. Make the heading, **ing** in one column and the heading **ed** in the other column. Write as many **ing** words under the **ing** heading and as many past tense **ed** words as you can under the **ed** heading.

• **Comparisons Using Er and Est**

Directions: When you want to compare two or more nouns or objects, add **er** or **est** to the end of adjectives. Use **er** when comparing two items. Use **est** when comparing more than two nouns.

Example: The princess was **taller** than the prince. He was the **youngest** brother.

Add suffixes **er** and **est** to the base words to make words that compare.

Base word:	+er	+est
1. old	_____ (older)	_____ (oldest)
2. young	_____ (younger)	_____ (youngest)
3. rich	_____ (richer)	_____ (richest)
4. close	_____ (closer)	_____ (closest)
5. warm	_____ (warmer)	_____ (warmest)
6. strange	_____ (stranger)	_____ (strangest)

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Language Arts cont.:

• **Comparisons Using Er and Est**

- | | | |
|-----------|------------------|-------------------|
| 7. slow | _____ (slower) | _____ (slowest) |
| 8. fast | _____ (faster) | _____ (fastest) |
| 9. strong | _____ (stronger) | _____ (strongest) |
| 10. hard | _____ (harder) | _____ (hardest) |
| 11. soft | _____ (softer) | _____ (softest) |
| 12. mean | _____ (meaner) | _____ (meanest) |
| 13. kind | _____ (kinder) | _____ (kindest) |
| 14. great | _____ (greater) | _____ (greatest) |
| 15. cold | _____ (colder) | _____ (coldest) |

Write two sentences using **er** words and two sentences using **est** words.

Teacher may differentiate activity by having one group write additional sentences with these words.

• **Dramatics and Public Speaking:**

Demonstration Talks

An activity for differentiated learning

The plot of The Magic Apple involved three objects that were magical. Invent a magical product. (Example: a magical pencil that writes all of the correct homework answers.) Think about what your magical object can do, provide answers to the prompts below, and use creative colorful language to describe your object. Be prepared to tell the class about your magical product.

Use this format:

- Introduce your product, and share its name and its special features.
- Tell the class why they should buy it.
- Tell where the product is available.
- Include the cost of the product.
- Show a picture of your product.
- Make an ending for your presentation.

Group A: Work with a partner and invent an object that has magical powers. Present your magical product to the class.

Group B: Work with a partner and invent a magical product. Write down words that describe your object. Present your product to the class.

Group C: Write a paragraph about your magical object and present your product to the class.

Teacher may wish to videotape presentations.

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Name _____ Date _____

Homographs

Directions: Write two sentences for each word below, showing a different meaning of the word in each sentence.

block 1. _____
2. _____

bark 1. _____
2. _____

bat 1. _____
2. _____

coat 1. _____
2. _____

can 1. _____
2. _____

duck 1. _____
2. _____

foot 1. _____
2. _____

left 1. _____
2. _____

face 1. _____
2. _____

last 1. _____
2. _____

Challenge words:

head 1. _____
2. _____

might 1. _____
2. _____

cured 1. _____
2. _____

miss 1. _____
2. _____



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Name _____ Date _____

Worksheet A

Asking Questions

Directions: In the sentences below, if the sentence is a question, put a question mark at the end. If the sentence is a statement, put a period at the end.

1. The Magic Apple is a folktale
2. Do you like folktales
3. Where did the oldest brother go
4. The middle brother rode on a camel
5. Who lived in the hut
6. Was the kingdom close by or distant
7. Why was the king sad
8. The youngest brother traveled to Africa
9. After a year, where did the brothers meet
10. The youngest brother married a princess and became a prince

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Asking Questions

Worksheet B

Directions: A sentence can be a statement or a question. The **order** of words in a sentence can be changed to make a statement into a question. Read each sentence below and change the order of the words in these sentences to make a question.

Example: The princess did get married. - Did the princess get married?

1. The Magic Apple is a folktale.

2. The youngest brother will marry the princess.

3. The oldest brother did find a magic glass.

4. The king was sad.

5. The princess was sick.

6. The apple was magical.

7. The carpet could fly.

8. All of the brothers did save the princess.

9. The three brothers did go on a journey.

10. Their father's dream did come true.

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Name _____ Date _____

Worksheet C

Asking Questions

Directions: Use the words below and add some of your own words to make a question. Remember a question starts with a capital letter and ends with a question mark.

1. magic, apple, folktale

2. youngest, brother, marry, princess

3. oldest, brother, find, looking, glass

4. apple, magical

5. princess, sick

6. carpet, fly

7. king, sad

8. brothers, save, princess

9. three, brothers, journey

10. father's, dream, come, true

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Comparisons Using Er and Est

Directions: When you want to compare two or more nouns or objects, add **er** or **est** to the end of adjectives. Use **er** when comparing two items. Use **est** when comparing more than two nouns.

Example: The princess was taller than the prince. He was the youngest brother.

Add suffixes **er** and **est** to the base words to make words that compare.

Base word:

1. old
2. young
3. rich
4. close
5. warm
6. strange
7. slow
8. fast
9. strong
10. hard
11. soft
12. mean
13. kind
14. great
15. cold

+er

+est

Write two sentences using **er** words and two sentences using **est** words.