

THE MAGIC APPLE

By Rob Cleveland

Third Grade

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

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

Materials:

Book The Magic Apple

Map or globe

Crayons or markers, paper

5x7 unlined index cards

Assessments:

Context Clues worksheet

Parts of Speech worksheet

Opposite Meaning Crossword Puzzle worksheet

Opposite Meaning Crossword Puzzle Teacher Version worksheet

INSTRUCTIONAL PLAN

Introduction:

Explain: Long ago before the time of TV, radio, books, and newspapers, people were entertained by listening to storytellers. Storytellers told their tales to entertain and to teach lessons. One type of story they told was a folktale. There are several different types of folktales. Teacher writes the categories below on the board and defines terms.

- Cumulative Tales- Very simple stories that do not have much of a plot. They have repetition and rhythm. (Examples: The House That Jack Built, There Was An Old Lady Who Swallowed a Fly)
- Talking Beast Stories- These tales have animals and creatures that talk, like humans. They often teach a lesson. (Example: Three Little Pigs, The Clever Monkey, The Hidden Feast)
- Nonsense/Silly Tales- Characters make very funny mistakes. (Noodlehead Stories)
- Realistic Stories- Characters, plots, and settings are realistic. There might be some exaggeration, but they do not contain magic. (Thirty-Three Multicultural Tales to Tell, Wisdom Tales, Southern Jack Tales)
- Tales of Magic- fairy tales- Magic exists in the plot, setting and/or characters. (Example: talking mirrors and a magical kiss- Sleeping Beauty)

Students read The Magic Apple independently.

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Discussion Questions to Assess Comprehension:

- What type of tale is The Magic Apple? Students refer to categories written on the board.
- Looking at a map or globe, which brother had the longest journey? The shortest?
- How could you travel between these countries?
- Did the middle son get a new carpet?
- Looking at the pictures, what visual clues do you see that show the story took place in the Middle East? China? Africa?
- What visual clues prove the story is not modern, that it did not just happen yesterday?

Language Arts:

• **Context Clues worksheet**

Sometimes when we read, we do not know the meaning of all the words used in a story. We have to use pictures and the other words in sentences to help us figure out the meaning of the word we do not know. Good readers search the content for clues to figure out word meaning.

Directions: Read each sentence below and circle the words that give you hints about the missing word. Write in the missing word.

1. The old man had three children. They were all boys. They were his three_____.
2. The oldest son traveled to China. It took him two months to get there. He had to walk much of the way. He felt very _____.
3. The youngest son forgot to eat breakfast. He was feeling very_____ and he almost ate the magic apple.
4. The middle son loved to travel on the magic carpet. He could get places quickly because he could _____.
5. The princess was very sick. The doctors tried, but they could not cure her. The king was feeling very _____.
6. The princess felt the drops of apple juice trickle into her mouth. She felt much stronger and much better. She was able to sit up. She was _____.

• **Parts of Speech worksheet**

An activity for differentiated learning

Review the definitions of noun, verb, and adjective. Distribute the worksheet.

Group A: Underline the nouns in green, the verbs in red, and the adjectives in blue.

Group B: Complete worksheet and then divide a piece of paper into three columns. Write the heading **nouns** on the first column, **verbs** on the second column, and **adjectives** on the third column. Write each word from the worksheet under the correct heading.

Group C: Complete activity as Group B and write a sentence with each word. Try to combine words in your sentences (Example: The **youngest son** let **go** of a **large fruit**.).

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Language Arts:

• **Parts of Speech worksheet cont.:**

Parts of Speech worksheet

- | | | | |
|-------------|---------------|--------------|-------------|
| 1. hut | 13. beautiful | 25. magic | 37. carpet |
| 2. fruit | 14. man | 26. two | 38. faraway |
| 3. dusty | 15. father | 27. argue | 39. smiled |
| 4. shiny | 16. small | 28. dream | 40. decided |
| 5. son | 17. youngest | 29. fly | 41. life |
| 6. look | 18. apple | 30. drip | 42. seek |
| 7. happy | 19. travel | 31. tree | 43. glow |
| 8. go | 20. king | 32. oldest | 44. float |
| 9. large | 21. strange | 33. princess | 45. thanked |
| 10. journey | 22. distant | 34. old | |
| 11. see | 23. glass | 35. kingdom | |
| 12. marry | 24. riches | 36. save | |

• **Opposite Meaning Crossword Puzzle Worksheet**

Directions: Fill in the crossword puzzle using the opposite meaning of the clue word.

Clues:

Across:

1. brother
3. warm
5. king
7. happy
8. new
10. east

Down:

2. princess
4. big
6. sit
9. up
10. give

Written Expression:

• **Story Re-Write**

Directions: Re-Write The Magic Apple by changing the setting to the present time. You may use any location you would like. Make the story realistic by not including the element of magic. Keep the main characters the same and follow the overall plot. You may introduce new secondary characters.

• **Postcards**

Materials: 5x7-unlined index card for each student, markers or crayons

Directions: Pretend that you are one of the brothers. Create a postcard that they might have sent to the other brothers to keep in touch while on their journey. Draw a picture on one side of the card and write a message on the other side of the card.

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Dramatics/Public Speaking:

- **Interview**

An activity for differentiated learning

Directions: Pretend that you will interview a character of your choice from the book.

Group A: Create five questions about the book beginning with the words, Who, What, When, Where, and Why. Write your questions down. Ask a partner your questions.

Group B: Write ten questions to ask a character from this book. Write two questions for each **Wh** question word: Who, What, When, Where, Why. Students practice aloud asking a partner their questions.

Group C: Write 10 questions to ask a character from this book using each of these words twice: Who, What, When, Where, and Why. Exchange papers with a partner. Write the answer to the questions your partner wrote, as if you were that character. Practice asking and answering questions aloud with a partner.

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Name _____ Date _____

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Name _____ Date _____

Parts of Speech

Directions: Underline the nouns in green, the verbs in red, and the adjectives in blue.

hut	riches
fruit	magic
dusty	two
shiny	argue
son	dream
look	fly
happy	drip
go	tree
large	oldest
journey	princess
see	old
marry	kingdom
beautiful	save
man	carpet
father	faraway
small	smiled
youngest	decided
apple	life
travel	seek
king	glow
strange	float
distant	thanked
glass	

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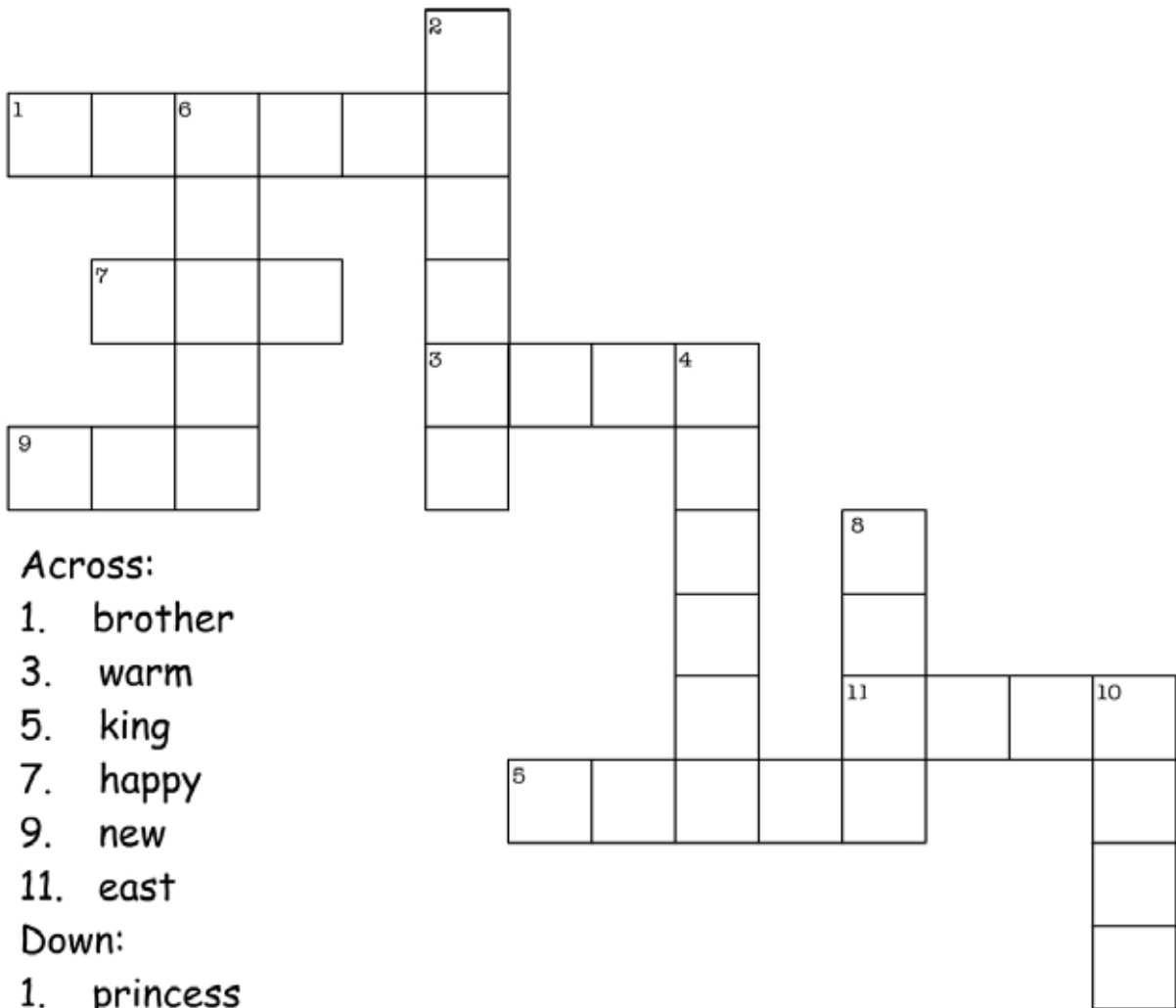
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Name _____ Date _____

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- 1. princess
- 4. big
- 6. sit
- 8. up
- 10. give

