

One Green Apple

by **EVE BUNTING**



**A Book Study
from
The Curriculum Corner**

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**An emotion I felt
while reading was...**





Digging Into the Text

Ideas for discussion starters with students.

- What time of year does this story take place? Share the clues that told you this.
- What do you learn about Farrah on the first page?
- How does Farrah feel different from the other children?
- How do different children in the book make Farrah feel? What words help you know this?
- What feelings does Farrah have throughout the book – use evidence to support
- What are some things that are similar to Farrah's home country or reminders of her past life? What is different?
- Why does Farrah feel frustrated on page 12?
- Why does Farrah choose the green apple?
- What is Farrah thinking as she gathers the courage to help turn the apples?
- Why do you think Farrah will not say apple aloud on page 24?
- How do Jim and Anna make Farrah feel welcome?
- What things does Farrah find that are the same as her home?
- How does Farrah compare herself to the apple cider?
- How do you know Farrah is feeling slightly better by the end of the book?

1. What time of year does this story take place?
Share the clues that told you this.

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2. What do you learn about Farrah on the first page?

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4. How do different children in the book make Farrah feel?
What words help you know this?

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What feelings does Farrah have ^{5.} throughout the book? Use evidence to support your answers.

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What are some things that Farrah finds ^{6.} that are similar to her home country? What does she point out that is different?

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Why does Farrah feel ^{7.} frustrated on page 12?

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Why does Farrah choose ^{8.} the green apple?

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What is Farrah thinking as she 9.
gathers the courage to help
turn the apples?

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Why do you think Farrah will 10.
not say apple aloud on page 24?

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How do Jim and Anna make 11.
Farrah feel welcome?

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How does Farrah compare 12.
herself to the apple cider?

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How do you know Farrah is feeling slightly better by the end of the book?

13.

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Can you make any text to self connections with this book?

14.

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Can you make any text to world connections with this book?

15.

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How did this book make you feel?

16.

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Visualizing the Text

This selection of phrases and words from the text will allow students to practice visualizing what they read. Encourage students to sketch what they see when they hear each word. Choose a range of words and phrases that will allow your students to build their confidence and then provide a challenge.

- ...the start of an orchard where a hay wagon is waiting
- bundles of hay
- in my village
- look at me coldly
- across the field where cows graze
- a place where the apple trees bunch together
- ...a tree, shorter than the others that does not seem to belong. It is small and alone, like me. A few hard green apples hang from its branches.
- a little crooked house made of wood
- hay tickles my arm and makes Anna sneeze
- I will blend with the others the way my apple blended with the cider.

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A decorative border of small pumpkins surrounds the entire page. The pumpkins are arranged in a grid-like pattern, with some overlapping. They are simple line drawings with stems and leaves.

Examining Feelings

Below are emotions that describe how Farrah might feel throughout the book. Work with your students to find evidence of the feelings in the text. You might also have students place the feelings cards in the book to mark where they see evidence of each.

- anxious
- timid
- unsure
- confused
- curious
- alone
- different
- alike
- nervous
- frustrated
- joyful
- courageous

anxious

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timid

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unsure

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confused

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curious

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alone

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different

© www.thecurriculumcorner.com

alike

© www.thecurriculumcorner.com

nervous

© www.thecurriculumcorner.com

frustrated

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joyful

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courageous

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Find your favorite spot in the book.

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Find your favorite picture.

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Find a place where you make a connection.

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Find a place where you wish you could ask Farrah or the author a question.

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Find a turning point in the book.

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Name: _____

Share your story!

Farrah helps us see how she was feeling at a time when she did not fit in. Share a time when you did not feel like you fit in.





Name: _____

Learning from Others

How can this story help you be a better classmate?





Name: _____

Visualizing

Show what you are picturing as you read.





Name: _____

Visualizing

Show what you are picturing as you read.





Name: _____

Making Connections

Use words and pictures to show a connection you made.





Name: _____

Making Connections

What happened in the book?

What connection did you make?





Name: _____

Card #

Finding Evidence

My answer is:

The evidence I found in the text to support my answer:





Name: _____





Name: _____

Multiple horizontal lines for writing.



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evidence to support your answers.

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anxious

© www.thecurriculumcorner.com

timid

© www.thecurriculumcorner.com

unsure

© www.thecurriculumcorner.com

confused

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curious

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alone

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different

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alike

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nervous

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frustrated

© www.thecurriculumcorner.com

joyful

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courageous

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