

 **SCHOLASTIC**

TEACHING GUIDE

My Daddy Ate an Apple

By Craig Smith

ISBN: 9789810943516

Lexile Measure: N/A

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ABOUT THE BOOK

So, what happens if you eat an apple with a green worm inside? Not just any worm, of course, but a fuzzy one, a buzzy one, a great big fat juicy one!

Children will love this story about Daddy Zebra's trip to the hospital—and the surprise ending!

GENRE: Fiction

RELATED SUBJECTS:

Illness and Conditions, Doctor and Dentist Visits

ABOUT THE AUTHOR

Born in Clyde, central Otago, New Zealand in 1972, Craig Smith grew up living in the scenic South Island tourist town of Queenstown with his mother and five siblings. Craig has worked at a variety of jobs, from cook to ski instructor.

As a child, he remembers telling his mother, 'When I grow up, I'm going to become a musician.' Her answer? 'You can't do both!' She was right. Although he spends much of his time writing songs for an adult audience, Craig couldn't escape his childish side and was soon writing songs 'for the less mature'.

In late 2007, Craig released his first kids' album *Not Just For Kids*. The first track from this album—'The Wonky Donkey'—won the APRA NZ Children's Song of the Year

Award in 2008 and ended up making the top 25 songs in the children's section of the ISC International Songwriting Contest—the world's biggest song competition.

In 2009, *The Wonky Donkey* was published as a book with hilarious illustrations by Craig's friend Katz Cowley. This talented duo also released another book and song project—*Willbee the Bumblebee*.

Craig now lives in Christchurch, New Zealand and when he is not working on his children's music/books, he works as an itinerant musician, playing in restaurants and pubs, at market days and festivals, playing music for both young and old.

Fast Facts:

- Guitar-playing, singing entertainer with great sense of humor!
- Winner, APRA NZ Children's Song of the Year 2008.
- Top 25 in children's section of ISC International Songwriting Contest.
- Lived in Australia for 4 years and Vietnam for 6 years.
- Quotes Spike Milligan as his inspiration.

LEARNING OUTCOMES

Students will be able to:

1. show their understanding of the story by completing a story map.
2. discuss the subjects of the story and share their related experiences with them.
3. create an apple with a green worm inside.
4. put the story strips into the right order.

VOCABULARY

No.	Target Words	Definition
1	fuzzy	covered with a coating of short, soft hair or fibers
2	juicy	having a great amount of juice
3	ill	sick, not enjoying good health
4	inside	in the inner part of; within
5	cry	to have tears fall from your eyes because of pain, sadness or another strong feeling
6	hospital	a place where sick or injured people receive medical treatment and are taken care of
7	nurse	someone whose job is taking care of people who are sick or injured, usually in a hospital
8	doctor	someone who is trained and licensed to treat illness
9	get worse	to become more ill
10	take care of	keep safe and provided for
11	medicine	a substance such as a drug that is used to treat an illness
12	poop	solid waste from the body
13	leave	to let something stay in some place by accident or on purpose
14	outside	the outer side or surface

TEACHING GUIDE

My Daddy Ate an Apple

Steps	Names of Activities	Descriptions
Before-Reading Activities	Discuss the title, the author, the cover illustration and the genre	Look at the title and the cover illustration. Read the title and the author's and illustrator's names. Ask them to describe what they see. How does the title of the book relate to the cover illustration? Ask students what it is about. Have students talk about the book or the pictures. Talk about the author using the information on the previous page. Discuss the genre of the book. Help students understand the differences between fictions and nonfictions.
	Preview & Predict	Ask students to look at the cover of the book. Have them predict what they think might happen in the story. <Predicting > Read the title. Have students view the photographs. Ask them to tell you what they see.
	Picture Walk	Before reading the book, go through the book page by page. Have students look at pictures and ask questions about them. It helps students to know what the story is about and predict what will happen. Ask: <i>Let's look at the cover. What do you think this story is about? What do you see? What do you think is happening? What do you think will happen next?</i>
	Vocabulary Walk	Have students conduct a word walk to identify words on a page that are unfamiliar. Do not introduce all the unknown words. The words should be key vocabulary that is most important to understand the story.
	Review (After 1st class)	Ask students what they have learned from the last lesson.
	Retell (After 1st class)	Have students retell the story by describing important events. Ask: <i>What has happened in the story so far?</i>
During-Reading Activities	Vocabulary Practice (Using Context Picture Clues)	Introduce students to the target vocabulary card you have prepared from the book that have context picture clues that will help to explain their meanings. Ask students to watch for the vocabulary words as they read. Tell them to use clues in the pictures to help them figure out what the words mean.
	Read-Aloud	Read the book aloud with fluency and expression. If possible, project the book on a whiteboard or screen. Ask students to look carefully at the illustrations as they listen, connecting what they hear in the story to what they see in the pictures. Have students run their fingers under the words as they listen. Read the story again and have students listen for the new words. Ask them to raise their hands whenever they hear one. Make sure students understand the new words. *Use literal questions to check students' understanding of a story.

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My Daddy Ate an Apple

Steps	Names of Activities	Descriptions
During-Reading Activities	Shared Reading	Reread the book and ask students to read their copies at the same time. Once students have learned the new vocabulary and have a basic understanding of the story, encourage them to read the text aloud with you. *Use inferential questions to stimulate students' critical thinking skills and help to deepen understanding of a story.
	Choral Reading (Reread for Fluency)	<ol style="list-style-type: none"> 1. Select a Passage 2. Group Work Assign each group a part to read. 3. Model Have children listen to you. 4. Read Together Have children read along with you. 5. Independent Readings Have the groups read aloud without you. Monitor progress and provide feedback. For optimal fluency, students should reread three to four times.
	Model Fluency	Read aloud fluently with expression and intonation. Have some students read the pages of the story and check WCPM (Words Correct Per Minute). Check Fluency: WCPM
	Checking Comprehension	Check if students fully understand the text by asking comprehension questions.
After-Reading Activities	Discussion	<p>There are 8 types of discussion questions. Use these types of questions to promote discussion.</p> <ol style="list-style-type: none"> 1. Analytical Why do you think the character acted as he/she did? 2. Affective How do you feel about what you have read? 3. Associative What does this story remind you of? 4. Hypothetical What would have happened if...? 5. Predictive What do you imagine will happen next? 6. Critical What should the hero have done when...? 7. Remedial What should be done about the problem? 8. Evaluative What do you like and dislike about this story?
	Questions to Share	<p>Use 3 different types of questions which will help students comprehend better by making connections. Encourage students to share their responses with a partner or a small group.</p> <ol style="list-style-type: none"> 1. Text-to-Self: A connection between what they read and their own life experiences. Which animal do you think looks funniest on a bike? Explain why. 2. Text-to-Text: A connection between what they read and other books by the same author, stories from a same theme etc. Do you think pets like cats and dogs ever think thoughts about humans? What might a pet cat or dog think? 3. Text-to-World: A connection between the book and events in real world What other book have you read that had make-believe animals that talk and do crazy things?

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Steps	Names of Activities	Descriptions
Extension Activities	Role Play	Choose one scene in the story and let students take roles. Practice in a group and then have them act out in front of the class. Each group can choose a different situation from the book.
	Alike and Different Character Analysis) *Use Resource #1 Venn Diagram and distribute copies to students.	Tell students to select two characters from books that they have read. Create a Venn Diagram which shows how the characters are alike and how they are different.
	Story Map *Use Resource #2 and distribute copies to students Problem Solution Chart *Use Resource #3 and distribute copies to students.	Discuss the problem in the story. Talk together about the problem the character has and how he/she solves it. Ask: <i>What problem does he/she have?</i> <i>How does he/she solve their problem?</i> After discussing it, have students fill out the chart.
	Summary	Have students tell the story in their own words. Show pictures of the book or give some vocabulary clues to aid students. Ask: <i>What happened in this story so far?</i> <i>Look at the board. There are some important clues. You can retell the story using these words.</i>
	Composition *Use Resource #4-1, 4-2, 5-1, 5-2 and distribute copies to students.	After reading the books, writing activities can be used. Have students write book reviews, essays, letters to the character/author etc.

LITERAL QUESTIONS

Page No.	Questions
Book cover	1. What animal do you see? (I see a zebra.) 2. What is it doing? (He is eating an apple.) 3. What is inside the apple? (There is a worm inside the apple.) 4. Look at the title. Do you think it is a mommy zebra? (No. I think it is a daddy zebra.)
1	1. How many apples did his zebra eat? (He ate an apple.) 2. What's wrong with the apple? (It has a green worm inside.)
2	1. What did the worm look like? (It was a fuzzy one, a buzzy one, a great big fat juicy one.)
3-4	1. How did his daddy feel? (He felt ill with the green worm inside.)
5-6	1. What was his daddy doing? (He was crying.)
7-8	1. What did mommy zebra do? (She gave him a kiss for the green worm inside.)
9-10	1. What happened to the daddy zebra? (He got worse with the green worm inside.)
11-12	1. Where did he go? (He went to the hospital.) 2. Who was carrying him to the hospital? (It was an elephant.)
13-14	1. Who was taking care of him? (the nurses) 2. What was the doctor doing? (The doctor took an x-ray of his stomach.)
15-16	1. What was the zebra doing? (He was taking some medicine.)
17-18	1. What should you do when you eat an apple? (I should leave the worm outside. / We shouldn't eat the worm.)
19-20	1. How did he feel? (He felt fine.)
21	1. What should you do when you eat an apple? (I should leave the worm outside. / We shouldn't eat the worm.)

INFERENTIAL QUESTIONS

Questions

1. Do you like to eat an apple with a green worm inside? Why or why not? (P.1)

2. Look at the page 2. What will happen?

3. Why do you think the daddy zebra was crying? (p.5-6)

4. Why did the doctor take an x-ray? (p.13-14)

5. What is on the medicine bottle? How will the medicine work? (p.15-16)

Name: _____

Date: _____

ACTIVITY 1: Story Map

Look at the pictures. Please complete the Story Map. Cut the sentences

Beginning



Middle



End



My daddy went to the hospital, went to hospital,
went to hospital with the green worm inside.

My daddy ate an apple, an apple, an apple with
a green worm inside.

My daddy he cried, he cried, he cried with the
green worm inside.

My daddy felt ill, felt ill, felt ill with the green
worm inside.

My daddy he pooped out, pooped out, pooped
out that green worm inside.

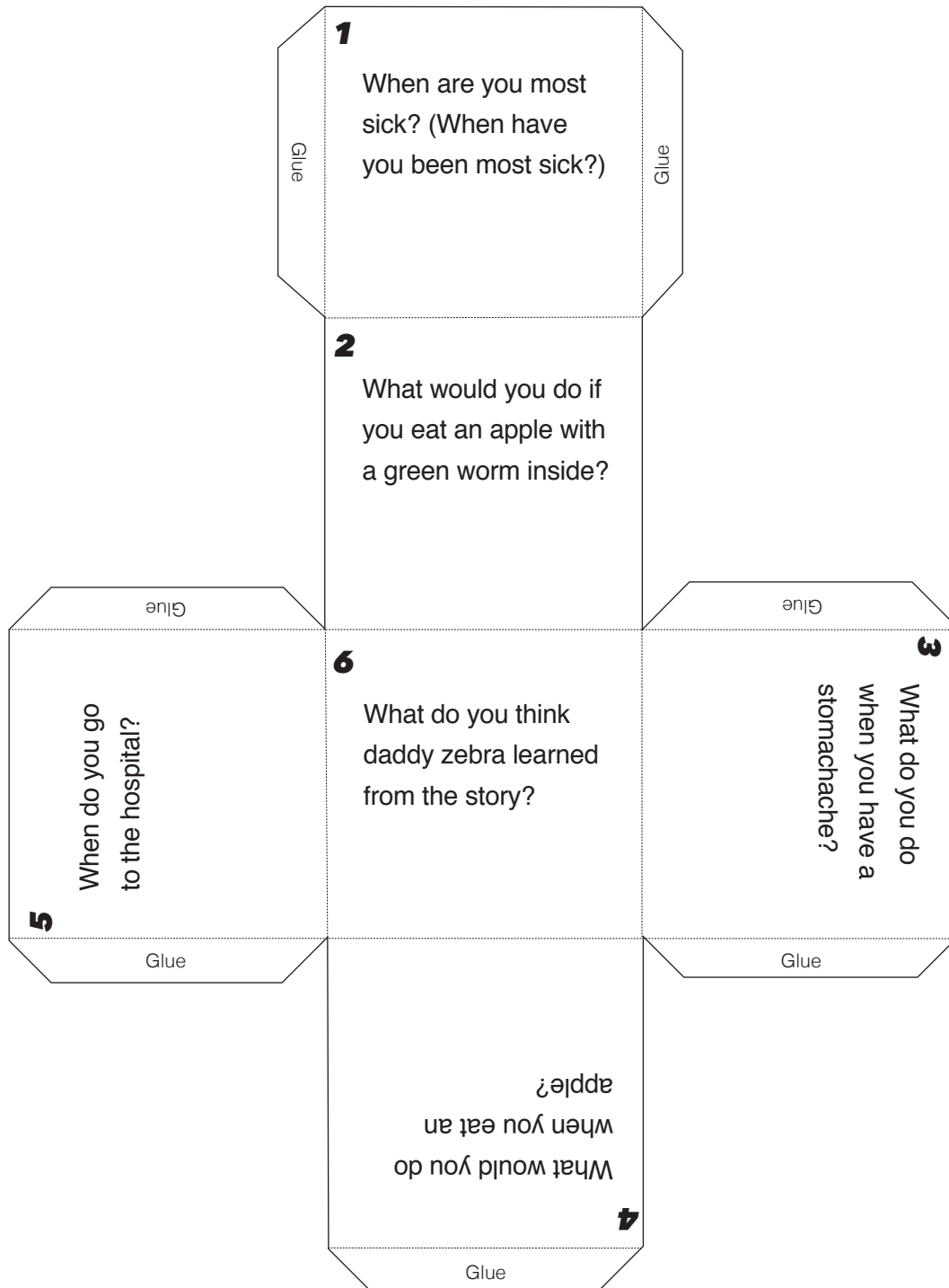
My daddy he pooped out, pooped out, pooped
out that green worm inside.

Name: _____

Date: _____

ACTIVITY 2: Story Cube Discussion

Cut out the cube along the solid lines. Fold along the dashed lines. Glue and tape the cut out together to form a cube. Throw the cube and discuss the questions you get.



Name: _____

Date: _____

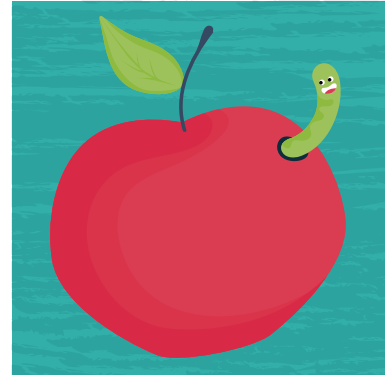
Art and Craft

ACTIVITY 3: Apple with the Green Worm inside

Let's make an apple with the green worm inside.

You will need:

- paper plate
- brown and green colored paper
- red and green paint
- googly eyes
- scissors
- glue



- Step 1** To make an apple, cut a small half circle out of the top and bottom of your paper plate.
- Step 2** Cut along the rim of your small paper plate to make it a worm.
- Step 3** Paint your apple red.
- Step 4** Paint your worm green.
- Step 5** Set them aside to dry.
- Step 6** Cut out a shape of an apple stem and a leaf from your brown and green colored paper.
- Step 7** Cut a slit on the apple for the worm to slide into.
- Step 8** Glue the apple stem and leaf onto your apple.
- Step 9** Glue googly eyes onto your worm.
- Step 10** Draw a smile on your worm.

Name: _____

Date: _____

ACTIVITY 4: Strip Stories

Divide the class into the groups of 4-6. Distribute the paper to groups and let them cut out each sentence strips. Have students read out their strips and place them according to the correct order. Discuss how the strips should be placed in a class. Ask students to memorize the sentences in a group and then tell it to the class.

a. My daddy went to hospital, went to hospital, went to hospital with the green worm inside.



b. My daddy cried, he cried, he cried with the green worm inside.

c. My daddy ate an apple with a green worm inside.

d. My daddy took some medicine, took some medicine, took some medicine for the green worm inside.

e. It was a fuzzy one, a buzzy one, a great big fat juicy one.

f. My daddy got worse, he got worse, he got worse with the green worm inside.

g. My daddy felt ill, felt ill, felt ill with the green worm inside.

h. The nurses took care of him, took care of him, took care of him with the green worm inside.

i. My mummy gave him a kiss, gave him a kiss, gave him a kiss for the green worm inside.

j. Well... my daddy he pooped out, he pooped out, he pooped out that green worm inside.

ACTIVITY 1: Favorite Character

My Favorite Character

Who is your favorite character in the book? Draw your favorite character.

Who is your favorite character and why? What is he/she like? Tell me about the character.

ACTIVITY 2: Favorite part of the story

Tell me your favorite part of the story from the book. Try to say as much as you can remember. If you don't remember the details, you can use the book.

ACTIVITY 3: New Vocabulary

List interesting words or new words you learned from the book. Add definitions and example sentences. Then make your own sentence for each word.

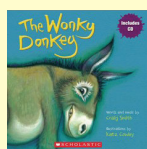
Word	Definition	Example Sentence

Book Recommendations

Read More and Learn More

Use these books and other resources to expand your students' study of the book or theme.

Author Connections



The Wonky Donkey

Craig Smith

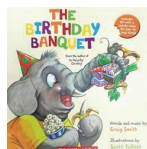
ISBN: 9789810943486

Ages: 4 and above Pages: 24

Lexile Measure: N/A

Territory: ASIA

Kids will love this cumulative and hysterical read-aloud that features a free downloadable song! "I was walking down the road and I saw a donkey, Hee Haw! And he only had three legs! He was a wonky donkey." Children will be in fits of laughter with this perfect read-aloud tale of an endearing donkey. By the book's final page, readers will end up with a spunky, hanky-panky, cranky, stinky, dinky, lanky, honky-tonky, winky wonky, donkey! Listen to the song. Please note: The book does not include a recording of the song. The song may be downloaded only in the United States and Canada.



The Birthday Banquet

Craig Smith

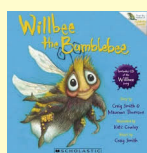
ISBN: 9789811110566

Ages: 4 and above Pages: 24

Lexile Measure: N/A

Territory: ASIA

Who knew eating could be such fun or so messy! Elephant's birthday party is one big, yummy, sticky, gooey and funny Feast.



Willbee the Bumblebee

Craig Smith

ISBN: 9789810943509

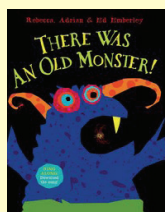
Ages: 4 and above Pages: 24

Lexile Measure: N/A

Territory: ASIA

A catchy song with endearing illustrations that will have you buzzing! And as Willbee flew away, he did not stop, his jersey unraveled from the bottom to the top, and when he realized this, he lost his hum... He was showing the whole garden his bare bum! Well, with no jersey and being late in the day, Willbee was so cold he couldn't fly away. Willbee the bumblebee is so embarrassed when he realizes his stripy jumper has caught on a rose thorn and completely unraveled... now in board book format — perfect for little hands! Includes a bonus CD performed by Craig Smith.

Theme Connections



There Was an Old Monster!

Rebecca Emberley, Adrian Emberley

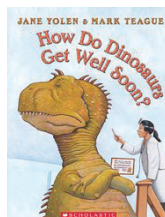
ISBN: 9780545288859

Ages: 4 and above Pages: 32

Lexile Measure: AD430L

Territory: WORLD

A brand-new monster twist, by a Caldecott medalist and his daughter! There was an old monster who swallowed a tick, don't know why he swallowed that tick, cause it made him feel sick! When he swallowed some ants, he danced in his pants. He swallowed a lizard, a bat, a jackal, and a bear. Then he tried to swallow a lion... ROAR! — Now that monster is no more! Children will laugh along with the funny text, bright bold illustrations, and delightful song created by three generations of the talented Emberley family. Rebecca Emberley has written a rollicking text, which she has illustrated in collaboration with her dad, Caldecott award winner Ed Emberley. And Rebecca's daughter, Adrian, has recorded the fun catchy song.



How Do Dinosaurs Get Well Soon?

Jane Yolen

ISBN: 9780439241014

Ages: 4 and above Pages: 32

Lexile Measure: AD450L

Territory: USCPH, ARG, IN, MX, OM

The bestselling, award-winning team of Yolen and Teague are back with another playful dinosaur tale, this time about a sick dinosaur child who catches the flu and must go to the doctor. What if a dinosaur catches the flu? Does he whimper and whine between each "At-choo"? Does he drop dirty tissues all over the floor? Does he fling his medicine out of the door? Just like kids, little dinosaurs hate being sick. And going to the doctor can be pretty scary. How do dinosaurs get well soon? They drink lots of juice, and they get lots of rest; they're good at the doctor's, 'cause doctors know best. As in their previous book, Yolen and Teague capture children's fears about being sick and put them to rest with playful read-aloud verse and wonderfully amusing pictures.



Just a Little Sick

Mercer Mayer

ISBN: 9780545679350

Ages: 4 and above Pages: 32

Lexile Measure: 240L

Territory: USCPH

Little Critter, who is sick, looks forward to a day home from school and plans a day of fun, but when his mother makes him stay in bed and takes him to the doctor, he looks forward to returning to school so he can see his friends. Throughout the story, very simple sentences with boldly printed repeating words are peppered in — a perfect way to get young ones involved in the reading experience.

Inferential Questions

1. Answers will vary. No, I don't. I like apples but I don't like an apple with a worm inside. Maybe it is rotten
2. The daddy zebra will eat the apple and he will get sick.
3. He ate an apple with a green worm inside. It made him sick.
4. He wanted to see what made him sick.
5. It says WORM-GO. So, the medicine will help to make the worm go out of him.

Comprehension Check – Activity 1

Beginning

(Left) My daddy ate an apple, an apple, an apple with a green worm inside.

(Right) My daddy felt ill, felt ill, felt ill with the green worm inside.

Middle

(Left) My daddy he cried, he cried, he cried with the green worm inside.

(Right) My daddy went to the hospital, went to hospital, went to hospital with the green worm inside.

End

(Left) My daddy took some medicine, took some medicine, took some medicine.

(Right) My daddy he pooped out, pooped out, pooped out that green worm inside.

Discussion – Activity 3

1. Answers will vary. Last year I had the flu. I had a high fever. I had body aches. I couldn't eat much for the first 1-2 days. I stayed in bed for a week.
2. Answers will vary. I would go to hospital.
3. Answers will vary. If it doesn't work, I would go to see a doctor.
4. Answers will vary. I would leave the green worm outside. I do not want to eat an apple with a green worm inside.
5. Answers will vary. When I am sick/ I have a cold/ I have to get a shot, I go to the hospital.
6. Answers will vary. He learned that eating an apple with a worm inside makes him ill.

Extension Activity – Activity 4

answer: c-e-g-b-i-f-a-h-d-j

Comprehension Check: Parents' Guide – Activity 1

Answers will vary. I like the doctor. When the daddy zebra went to the hospital, the doctor helped him to get better. He took an x-ray and he found there's a worm inside. He gave him WORM-GO medicine. In the end, the daddy zebra pooped out the worm inside.

Comprehension Check: Parents' Guide – Activity 2

Answers will vary. I like the part where daddy zebra pooped out that green worm inside. He went to the hospital and took some medicine. Then he pooped out. It was funny when the doctor and the worm fled when he pooped.