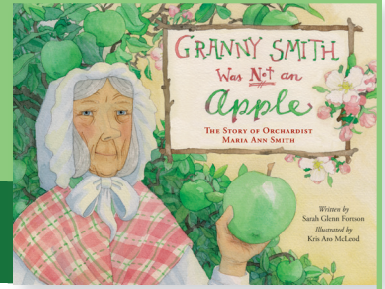


GRANNY SMITH WAS NOT AN APPLE

Written by Sarah Glenn Fortson | Illustrated by Kris Aro McLeod



Common Core Teaching Guide

ABOUT THE BOOK

In the 1800s a migrant farmer named Maria Ann Smith worked as an apple orchardist. Her discovery of a new type of apple that never turned red, but was always green, tart, sweet, and perfect for a pie, was due in part to a fluke of nature, and in part to Maria's insight and determination. The beloved Granny Smith apple that we know today was named in her honor. This is her story.

INTRODUCTION

Dear Teacher,

If you ask a child about Granny Smith, they might tell you that it is a green tart apple, and although that is true, the Granny Smith apple was named after a real person named Maria Ann Smith, an orchardist who lived in the 1800's. Maria Ann Smith discovered the Granny Smith apple by accident . . . a happy accident that we still enjoy eating today! In *Granny Smith Was Not an Apple*, students will learn about the life and discoveries of Maria Ann Smith and the impact that her life's work has made in the world.

Granny Smith Was Not an Apple provides opportunities for discussions about historical figures and biographies, the origins and invention of common items as well as identifying character traits in literature. It also allows students to meet many Common Core Reading Literature, Speaking and Listening, and Writing Standards. And if you and your students have time to spare for some math and creative art, you can use the book as a creative springboard for several of those topics.



This guide was prepared by Michelle Gajda, an elementary school teacher, reading specialist, author, professor and recipient of a Massachusetts Reading Association Sylvia D. Brown Scholarship for action research in the field of literacy.

One of These Things is Not Like the Other: Vocabulary Activity

GRADE TWO, GRADE THREE, GRADE FOUR, GRADE FIVE:

Some of your students may or may not be familiar with some of the vocabulary used in *Granny Smith Was Not an Apple*. Before reading the book, familiarize them with the following words and their definitions: *grafting, pruning, seedling, root, pollinate, midwife, orchardist, flitting, bustling, scrimps, gingerly, vendor, and nurtures*. Then, after reading the book, either as a group or individually, use the **One of These Things is Not Like the Other** sheet on the following page to reinforce the definitions. *Answer key for worksheet: 1. Singing: It is not part of the process of growing an apple tree. 2. Pollinate: It is not part of a tree. 3. Musician: It is not a role that Maria Ann Smith had in her lifetime. 4. Sleeping: It is not a word that shows a lot of action. 5. Spends: All of the other words are a form of keeping. 6. Dentist: All of the other words are people who work with biology and the science of growing. 7. Gruffly: It is the opposite of the other words. 8. Mechanic: All of the other words are terms for people who sell things. 9. Harms: It is the opposite of the other words.* Please note: Although this activity is designed to focus on the meaning of the words, students may come up with different reasons for why they chose a particular word. Please accept all reasonable answers.

Granny Smith's Character Traits

GRADE TWO, GRADE THREE, GRADE FOUR:

Character traits are the qualities of a person such as their thoughts, feelings, personality, actions, and choices. When identifying character traits in books, you must have evidence (proof) from the story to support your answers. Granny Smith was a real person with many character traits. After reading the book, have your students fill out the **Granny Smith's Character Traits** sheet in the following pages.



ONE OF THESE THINGS IS NOT LIKE THE OTHER

Name: _____ Date: _____

Directions: In each box below is a list of 4 words—some of which appear in the book *Granny Smith Was Not an Apple*. Focus on the meaning of each word and choose one of the words that does not belong in the group. Circle the word that does not belong and then on the lines in the box, write WHY that word does not belong.

<p>1. Grafting Pruning Singing Planting</p> <hr/> <hr/> <hr/>	<p>2. Seedling Root Branch Pollinate</p> <hr/> <hr/> <hr/>	<p>3. Midwife Musician Orchardist Migrant</p> <hr/> <hr/> <hr/>
<p>4. Flitting Sleeping Bustling Hustling</p> <hr/> <hr/> <hr/>	<p>5. Saves Spends Scrimps Stores</p> <hr/> <hr/> <hr/>	<p>6. Orchardist Chemist Scientist Dentist</p> <hr/> <hr/> <hr/>
<p>7. Gingerly Carefully Delicately Gruffly</p> <hr/> <hr/> <hr/>	<p>8. Mechanic Vendor Clerk Salesperson</p> <hr/> <hr/> <hr/>	<p>9. Nurtures Harms Cares Attends</p> <hr/> <hr/> <hr/>

GRANNY SMITH'S CHARACTER TRAITS

Name: _____ Date: _____

Directions: Next to each character trait listed below, tell whether or not it is a trait that Granny Smith had. If your answer is "yes," then provide evidence from the story that makes you think that. Add 2 additional character traits that Granny Smith possessed and provide evidence to support your answer.

Character Trait	Yes or No?	Evidence from the Story <i>What examples from Granny Smith's thoughts, feelings, personality, actions, or choices prove she had this trait?</i>
intelligence		
laziness		
determination		
adventuresome		
timid		
patience		
mean-spiritedness		
observant		

Let's Talk About It: Before, During and After Reading

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE, GRADE FOUR:

At the appropriate place (before, during, or after) the story, prompt and challenge the students to answer the following questions about details in the text.

BEFORE READING:

- Show students pictures or photographs of Granny Smith apples (or bring in real apples to show!). Discuss the name of the apple and why they think it was named Granny Smith. Record their predictions on chart paper.
- Take a picture walk through the book. Have students make predictions about what they think the story will be about. *What makes them think that?*
- Review the vocabulary words that are specific to growing apples and planting. Give students vocabulary cards with the words on them. Have students write the definitions and illustrate them. Display the cards on a chart when reading the book out loud.

DURING READING:

- On several of the pages, there are caption boxes that further explain aspects of the story. *Discuss why the author and illustrator chose to include these features.*
- On the page that shows Maria dumping the leftover apple cores and peelings onto the ground, have students make a prediction about what they think will happen.

AFTER READING:

- Discuss the important events that happened in Granny Smith's life. Chart them on an anchor chart paper and sequence them in the correct order. *What do students think was the most important event? Why?*
- Discuss with the students why they think the author begins and ends the story with the same line: "Listen carefully. Do you hear a crunching sound?" *What does it do for the story? Is it a good writing strategy/technique to use? Why or why not?*
- Look back at the student's predictions at the beginning of the story. Were any of them correct?



How to Grow an Apple Tree: A How-To Writing Activity

GRADE THREE, GRADE FOUR:

Using the anchor chart created in the “Let’s Talk About It: After Reading” section of this guide, transfer the steps that Granny Smith followed to grow an apple tree onto large index cards or sentence strips. As a review, before students begin their own writing, mix up the event cards and have students put them in the correct order in a pocket chart. On separate index cards, write transition words such as *first*, *next*, *then*, *last*, etc. Have students retell the events and place transition word cards at the beginning of each event. Using the information in the pocket charts, students can write a how-to on “How to Plant an Apple Tree.” (Events to include: clear the land, plow the rows, plant the seedlings, grow the apples, graft apples to create new varieties). Students can also write a how-to on “How to Graft Apple Trees.” (Events to include: cutting a small branch from a tree, cutting a root base and adding a small notch to it, adding the branch to the rootstock, tying the branch and rootstock together).

How Did That Apple Get Its Name: A Creative Writing Activity

GRADE TWO, GRADE THREE, GRADE FOUR:

Make a list of other apples with the students: Cortland, McIntosh, Golden Delicious, etc. Have students write creative stories about how they got their names. If time allows, search how the apples *actually* got their names and compare those factual stories with the ones the students created. *Which do they like more? Why?*

Describe Me: Using the 5 Senses to Describe a Granny Smith Apple

KINDERGARTEN, GRADE ONE, GRADE TWO:

Adjectives are words that describe a noun. When describing something, students should be taught to use their 5 senses. Give each child an opportunity to hold, listen to, touch, smell, and taste a Granny Smith apple. Create an anchor chart paper to capture the words students use to describe the apple. Ask: *What does it look like? Feel like? Smell like? Sound like? And taste like? How many different words can they brainstorm to describe the apple?* Once the chart is generated, ask students to say or write a sentence that uses one or more of the adjectives. For example: *“The **smooth, green** apple hung on the tree.”*



Apple Alliteration

GRADE THREE, GRADE FOUR, GRADE FIVE:

Explain to the students that alliteration is a writing style where a sentence or phrase has several words together that all begin with the same sound. Some authors use this style to give their writing a poetic rhythm or flow. *Granny Smith Was Not an Apple* has several examples of alliteration. Read the story again and have students point out parts of the story that are alliterative. Write them on a chart or anchor paper.

Some examples include:

- “*mixing the mud to make the mortar . . .*”
- “*watering and watching . . .*”
- “*plow, or pick or prune . . .*”
- “*shear, or shuck, or shell . . .*”
- “*seasickness, shipwrecks and seafaring pirates . . .*”
- “*scrimps and saves . . .*”

Have students create their own alliterative sentences or phrases about apples, harvesting, or Granny Smith. Share them with the class.

Apple Math Activities

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE, GRADE FOUR, GRADE FIVE:

Try some of these cross-curricular math ideas:

- Use dried apple seeds (or apple seed shapes cut from brown paper), as markers on a 5 or 10 square math frame.
- Place apple seeds into groups of 2, 3, 4, 5, etc. and skip count them. Use the groupings as arrays to practice multiplication.
- Create math word problems with apples as the topic. For example: *Marcus is picking up 10 baskets of apples in the orchard that he has harvested. If each basket has 8 apples in them, how many apples does Marcus have all together?* (Change the math function and/or complexity as needed for grade level and skill.)
- Create a graph of favorite types of apple or favorite colors of apple.
- Measure the circumference of each apple in a bag of apples. Ask: *Which apple has the largest circumference? Which has the smallest?*

Apple Crumble: Art Extension Activity

KINDERGARTEN, GRADE ONE, GRADE TWO, GRADE THREE, GRADE FOUR, GRADE FIVE:

This activity is an excellent one to do with students who need to strengthen their fine motor skills. Copy an outline of an apple onto a piece of white construction paper. Have students crumble small pieces of red, yellow and green (color will depend on what kind of apple the students are creating) tissue paper that has been precut into small squares. Make sure they make the crumbles tight and round, using their fingers to squeeze and manipulate the tissue into a ball. Glue the small balls onto the construction paper apple. Do the same with tissue for the green leaves and brown stems. This makes a very textured 3 dimensional apple!

Common Core Standards Met in this Guide

READING LITERATURE STANDARD 1

RL K.1 With prompting and support, ask and answer questions about key details in a text.

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

READING LITERATURE STANDARD 3

RL 2.3 Describe how characters in a story respond to major events and challenges.

LANGUAGE STANDARD 1

L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

LANGUAGE STANDARD 4

L 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

LANGUAGE STANDARD 5

L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.

READING INFORMATIONAL TEXT STANDARD 2

RI 1.2 Identify the main topic and retell key details of a text.

RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

READING INFORMATIONAL TEXT STANDARD 3

RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

READING INFORMATIONAL TEXT STANDARD 4

RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

READING INFORMATIONAL TEXT STANDARD 5

RI 1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

READING INFORMATIONAL TEXT STANDARD 6

RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

READING INFORMATIONAL TEXT STANDARD 7

RI 1.7 Use the illustrations and details in a text to describe its key ideas.

RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

READING INFORMATIONAL TEXT STANDARD 8

RI 2.8 Describe how reasons support specific points the author makes in a text.

SPEAKING AND LISTENING STANDARD 2

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SPEAKING AND LISTENING STANDARD 5

SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

WRITING STANDARD 2

W K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W 3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

WRITING STANDARD 3

W 3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

WRITING STANDARD 7

W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)

W 1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

WRITING STANDARD 8

W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Next Generation Science Standards Met in this Guide

FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-1A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

EARTH'S SYSTEMS

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

EARTH AND HUMAN ACTIVITY

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

MATTER AND ITS INTERACTIONS

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

ABOUT THE AUTHOR/ILLUSTRATOR



SARAH GLENN FORTSON has a degree in journalism from the University of Georgia, as well as a Masters in Education. Upon retiring from being a lifelong educator, she was excited to dive into the world of writing for children. She currently lives in Georgia, where on any given day you may find her writing, painting, conducting story times, hiking, or taking a bite out of a delicious Granny Smith apple. This is Sarah's second children's picture book. Learn more about Sarah at www.sarahglennfortson.com.



KRIS ARO MCLEOD is a freelance author and illustrator, former elementary-school art teacher, mountain hiker, and enthusiastic bookworm. She loves to illustrate the natural world from insects and animals, to fields, forests, and orchards. She has written and illustrated several children's books and currently lives in Michigan, where she has been known to stop and eat apples right off the trees. Learn more about Kris at www.krisaromcleod.com.