

One Green Apple by Eve Bunting, illustrated by Ted Lewin

Identities & Themes

- South Asian/Middle Eastern American
- Immigration/Migration
- EL/Language barrier
- School success

Teacher Reflection Questions

1. Were you ever the “new kid” or someone who didn’t immediately fit in? How did you feel about that experience? Or how would you imagine it feels?
2. What opportunities can you give your students to talk about differences like religion, culture, clothing, language?
3. What visuals can you add to your classroom so that students can see themselves and differences every day?

Background Information for Teacher

Being the new student can be daunting for any child, even more so for students whose appearance, language, religion, or culture are not shared with any of their classmates. With visible differences like religious clothing and language, children need to understand the similarities between them. Focusing on feelings and shared experiences can be a start. This book gives readers a glimpse into how isolated and different a student can feel by the actions of others. Gaining insights into the perspective of someone who seems different also helps to develop understanding that leads to acceptance and inclusion.

See the **Immigration/Migration Primer** in the back of the curriculum guide for more information.

Anti-Bias Education Tenets

- ☒ Empathy & Understanding
- ☒ Healthy Complex Identities
- ☒ Respect Across Differences
- ☐ Notice, Name, & Reject Bias
- ☐ Responsiveness & Action

Social-Emotional Learning Competencies

- ☒ Self-Awareness
- ☐ Self-Management
- ☐ Social Awareness
- ☐ Responsible Decision Making
- ☒ Relationship Skills

Read this to the students before reading the book:

Farah, a recent immigrant who is Muslim, describes a field trip to an apple orchard with her new school. At first, she feels isolated and different, but the day also brings the promise of connection when she has familiar experiences and the beginning of new friendships.

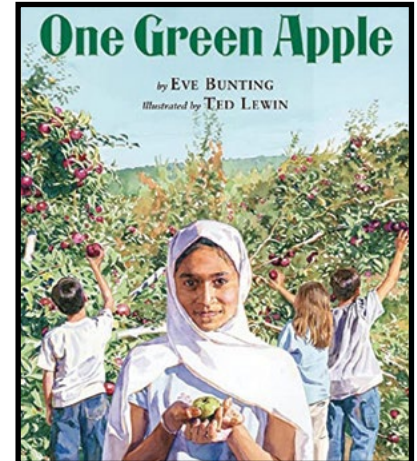
Discussion Questions (essential questions bolded)

1. **At the start of the story, how does Farah feel about her new school and classmates? How do you know this?**
2. Why do you think that Farah is frustrated with the way her teacher explains the directions about only picking one apple?
3. **Why does Farah feel the green apple is perfect for her? (How does Farah feel the green apple symbolizes how she feels?)**
4. How do Farah's feelings change after Jim belches and everyone laughs?
5. Looking at how Farah's teacher and classmates treated her, what do you think they did that helped her feel like she belonged? What could they have done better?
6. How does our school community welcome newcomers?
7. **What advice would you give to students in your school about how to welcome a new student? What could you and other students do to help the new person not feel "small and alone" like Farah?**

Journal Prompts & Extension Activities

1. What would it be like to walk in Farah's shoes? To be in a brand new place where you dress differently than everyone around you and speak a different language? What emotions do you think you would experience? What would make you feel less alone and more like you belonged?

We know what Farah felt during this book because the author shared what she was thinking. This is called an internal dialogue. Can you write a story with your own internal dialogue from a time when you felt isolated or alone like Farah?
2. Farah talks about some of her classmates being friendly and others looking at her coldly with cruel smiles. Much of our communication happens through body language rather than what we say. Can you give examples of how this happened in the story? What have you noticed in your own life?
3. **Nonverbal communication:** Discuss the ways we communicate nonverbally. It can be as simple as a smile or slight head nod. Make a list of the ideas the students generate. Give them opportunities to demonstrate their ideas in small groups. This could also lead to a good discussion of how we can send messages about our feelings even when no words are spoken.



Literacy Connections

- Realistic fiction
- Identify details in the text
- Compare and contrast events
- Compare and contrast settings
- Compare and contrast characters
- Identify theme or main message
- Describe setting
- Describe characters/
Character development
- Character point of view
- Use illustrations/pictures/
photos to gain information
- Make predictions
- Make inferences
- Make text connections (to
self, text, the world)
- Describe major plot events
- Sequence events
- Vocabulary in context