

Story Stretching: Tall Tales in North America

Grade Level: Kindergarten

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Length of Unit: Two Weeks

I. ABSTRACT

Story Stretching: Tall Tales in North America is a unit that will introduce kindergarten students to Tall Tales and help them make the connections between these exaggerated stories and our rich American culture. Through several interdisciplinary hands-on activities, students will learn about the continent of North America and its divisions, down to their own hometown. They will then take this knowledge of location and apply it to the content in two tall tales: Casey Jones and Johnny Appleseed. Student will participating in several creative thinking and writing activities that range from building their own locomotive to writing and presenting a Tall Tale of their own. By instilling a love for American history, this unit will lay the groundwork for a continued interest in Tall Tales when they are reintroduced in the second grade.

II. OVERVIEW

A. Concept Objectives

1. The students will understand the role of Tall Tales in the development of North American Culture
2. The students will appreciate the structure of Tall Tales through a variety of interdisciplinary activities involving reading, writing, social studies, and science.
3. The students will understand how historical figures and ordinary people helped to shape the community, state, and nation while understanding the location of where each tall tale took place and relating that information to their own community, location, and continent.

B. Content from the *Core Knowledge Sequence*

1. American Heroes and Tall Tales pg. 10
 - a. Johnny Appleseed
 - b. Casey Jones
2. Geography: Spatial Sense: pg. 11
 - a. Maps and globes: what they represent, how we use them
 - b. Rivers, lakes, and mountains: what they are and how they are represented on the map
 - c. The Atlantic and Pacific Oceans: where they are located
3. Identify the seven continents on a map or Globe (specifically North America); pg. 11
4. Geography ,pg. 12
 - a. Name and locate the town, city, or community, as well as the state where you live
 - b. Locate North America and the continental United States

C. Skill Objectives

1. The students will apply the concept of location.
2. The students will identify physical and human characteristics of the environment.
3. The students will identify important customs and symbols that represent American beliefs, customs, and contributions to our national identity.
4. The students will use technology skills at school and be able to apply those skills at home.
5. The students will communicate in oral and visual form.
6. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
7. The students will recognize characteristics and respond to a variety of written texts.
8. The students will read and listen to increase knowledge of culture and common elements of culture.
9. The students will develop foundations for writing and composing written text.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *What Your Kindergartener Needs to Know*. Hirsch, Jr. E.D. New York: Dell Publishing
2. Johnny Appleseed and Casey Jones Internet Research Information see (Appendix A).
3. Student-centered centers set up plans see (Appendix B).

B. For Students

1. All students need to be exposed to concepts of print in order to be successful with writing class books and journals.

IV. RESOURCES

- A. Hirsch, Jr. E.D. *What Your Kindergartener needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31841-3
- B. Hodges, Margaret, *The True Tale of Johnny Appleseed*, Holiday House Publication, 1997, ISBN 0-8234-1282-2
- C. Kellogg, Steven, *Johnny Appleseed A Tall Tale Retold*, New York: Scholastic Inc., October 1989, ISBN 0-590-42616-8

V. LESSONS

Lesson One: Where in the World is Murfee Elementary?

A. Daily Objectives

1. Concept Objective
 - a. The students will understand how historical figures and ordinary people helped to shape the community, state, and nation while understanding the location where each tall tale took place and relating that information to their community, location, and continent.
2. Lesson Content
 - a. Maps and globes: what they represent, how we use them
 - b. Name and locate the town, city, or community, and the state where you live
 - c. Locate North America and the continental United States (pg 11)
3. Skill Objectives.
 - a. The students will apply the concept of location.
 - b. The students will use technology skills at school and be able to apply those skills at home.

B. Materials

1. Several examples of maps and globes
2. Internet access and projection TV
3. Pictures of Murfee Elementary or any Elementary
4. Continent chartlets by Carson Delosa
5. Book construction Materials (paper, markers, glue, construction paper)

C. Key Vocabulary

1. Map- a representation usually on a flat surface of the whole or a part of an area
2. Globe- a spherical representation of the earth, a celestial body, or the heavens
3. Continent- continuous mass of land, mainland, one of the six or seven great divisions of land on the globe
4. Country- a political state or nation or its territory
5. State- a politically organized body of people usually occupying a definite territory; especially one that is sovereign

D. Procedures:

1. Begin this lesson by introducing the class to many different examples of maps and globes at circle time. Allow each child time to look at the examples and encourage them to brainstorm what they might be and how they might use them.
 2. Next, discuss the many different characteristics of the maps and globes and discuss some similarities and difference between the two. Be sure to clearly define the vocabulary terms of “map” and “globe”.
 3. Next, direct the children’s attention to the projection television and log onto Mapquest.com Begin to search for maps of Murfee, Lubbock, Texas, The United States, and NorthAmerica (be sure to print off the best pictures for use in creating your class book.). You will also want to have at least one picture of your school, as a street map may be difficult for them to comprehend. Allow plenty of time to address the vocabulary words, state, and country.
 4. Discuss North America and introduce the term “continent”.
 5. Next, allow the children to participate as a large group. With each child taking a turn to write, create an emergent literature book all about the location of Murfee. You will start with the location of Murfee and move up with each page (See appendix C).
- E. *Assessment/Evaluation*
1. Oral review of information and daily journal writing assessment. After the lesson is complete the student will meet for a circle oral review of the information we covered and to see their class book. They will then be allowed fifteen to twenty minutes to write in their journals. Their journal entry must recall at least one fact they learned during the lesson. For example they may write about globes or the continent of North America. It is helpful to the students to have the key vocabulary words where they are easily accessible so that the children can independently write in the journals.

Lesson Two: North America the Beautiful

A. *Daily Objectives*

1. Concept Objectives

The students will understand how historical figures and ordinary people helped to shape the community, state, and nation while understanding the location where each tall tale took place and relating that information to their community, location, and continent.

2. Lesson Content

- a. Maps and Globes what they represent, how we use them
- b. Rivers, lakes, and mountains: what they are and how they are represented on the map
- c. The Atlantic and Pacific Oceans: where they are located

3. Skill Objectives

- a. The students will apply the concept of location.
- b. The students will identify physical and human characteristics of the environment.
- c. The students will communicate in oral and visual form.

B. *Materials*

1. “Continent chartlet” by Carson Delosa
2. Individual continent maps by Carson Delosa
3. Wet erase markers (class set)
4. Compass Rose

C. *Key Vocabulary*

1. Compass Rose- a circle graduated to degrees or quarters and printed on a chart to show direction
2. Continents-Africa, Asia, North America, South America, Europe, Antarctica, and Australia
3. Ocean- the whole body of salt water that covers nearly three fourths of the surface of the globe; any of the large bodies of water (as the Atlantic Ocean) into which the great ocean is divided

4. Mountains- a landmass that projects conspicuously above its surroundings and is higher than a hill
 5. Landforms- a natural feature of a land surface
- D. *Procedures/Activities*
1. During large group circle time, review the names of all seven continents and meaning of “continent” from the previous lesson.
 2. Have students individually identify each continent on their own map by marking it with the first letter in the continents’ name. For example, a capital “A” for Asia with their wet erase markers as the teacher demonstrates the marker of the continents on the larger chartlet. (At this time be sure that the students have written their names on the maps and take them up to assess their level of comprehension and the need for a reteaching lesson.)
 3. Introduce a compass rose and explain the vocabulary word “Compass Rose”. Provide the students with a large compass rose chartlet so that they may easily reference this information
 4. Next, introduce the vocabulary words: “ocean”, “mountain”, and “landform”, and identify these features on a larger classroom map and globe. If time allows you can extend this activity, by allowing students to identify and label these items on their individual maps.
- E. *Assessment/Evaluation*
1. During center activities, meet with each child one- on-one and discuss their markings on their map to determine if they have a strong understanding of the material or if they need additional activities to strengthen their knowledge.

Lesson Three: Introducing Tall Tales

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will understand the role of Tall Tales in the development of North American Culture.
 2. Lesson Content
 - a. Johnny Appleseed
 - b. Casey Jones
 3. Skill Objectives
 - a. The students will communicate in oral and visual form.
 - b. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
 - c. The students will recognize characteristics and respond to a variety of written texts.
 - d. The students will read and listen to increase knowledge of culture and common elements of culture.
 - e. The students will develop foundations for writing and composing written text.
- B. *Materials*
1. Johnny Appleseed book
 2. Apple journals (See appendix D)
 3. Crayons
 4. Pencils
- C. *Key Vocabulary*
1. Exaggeration- to enlarge beyond bounds or the truth
 2. Hyperbole- extravagant exaggeration (as "mile-high ice-cream cones")
- D. *Procedures/Activities*
1. Introduce the vocabulary words “hyperbole” and “exaggeration” and give examples. Next, allow the students to share several of their own examples of hyperbole and exaggeration.
 2. Read the story Johnny Appleseed. Discuss the events of the story and list Johnny's positive character traits on an interactive classroom list.

3. Next pass out the materials for the construction of Apple Journals. Have the students color and cut out the cover (See appendix D). Next, attach the cover to the journal pages.
 4. Each child needs to write in journals one trait that Johnny has that is positive and be prepared to tell why. They must also illustrate their journal entry.
- F. *Assessment/Evaluation*
1. Look at each child's journal as they turn it in and make sure they followed all of the steps and completed their page to the best of their ability.

Lesson Four: Johnny Appleseed

A. *Daily Objectives*

1. Concept Objective
 - a. The students will understand the role of Tall Tales in North American culture.
2. Lesson Content
 - a. American Heroes and Tall Tales, pg. 10
 - b. Johnny Appleseed
 - c. Casey Jones
 - d. Maps and globes: what they represent, how we use them, p.11
 - e. Rivers, lakes and mountains: what they are and how they are represented, p. 11
3. Skill Objectives
 - a. The students will apply the concept of location.
 - b. The students will identify physical and human characteristics of the environment.
 - c. The students will communicate in oral and visual form
 - d. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
 - e. The students will recognize characteristics and respond to a variety of written texts.
 - f. The students will read and listen to increase knowledge of culture and common elements of culture

B. *Materials*

1. Laminated United States map
2. Johnny Appleseed book
3. Giant Chart Tablet to write responses
4. Apple journals

C. *Key Vocabulary*

1. Superhero- a fictional hero having extraordinary or superhuman powers
2. Dreams- a strongly desired goal or purpose
3. Aspirations- a strong desire to achieve something high or great

D. *Procedures/Activities*

1. Read a different version of Johnny Appleseed and discuss the similarities and differences between the two texts.
2. Next, trace the route Johnny took through the Midwest with a wet erase marker on a laminated chart or map of the United States (preferably divided into states).
3. Next, introduce the vocabulary words “dreams” and “aspirations”. Make a class list where children share examples and their own person dreams and aspirations.
4. Next, ask the children about their favorite superhero, ask them if they can compare Johnny to their favorite superhero. Discuss some of the differences in Johnny Appleseed's time and today and draw conclusions about why that would make him a different kind of hero. At this time it is very important that the teacher makes statements or stimulates a discussion that will help the children understand the role of Tall Tales in our American culture.
5. Finally, students will write in journals about either a comparison between Johnny and their favorite hero or a dream that is very special to them.

E. *Assessment/Evaluation*

1. The students will be assessed by the material they write in their journals.

Lesson Five: Apples, Apples, Everywhere

A. Daily Objectives

1. Concept Objective
 - a. The students will appreciate the structure of Tall Tales through a variety of interdisciplinary activities involving reading, writing, social studies, and science.
2. Lesson Content
 - a. American Heroes and Tall Tales, pg. 10
 - b. Johnny Appleseed
3. Skill Objectives
 - a. The students will identify physical and human characteristics of the environment.
 - b. The students will identify important customs and symbols that represent American beliefs, customs, and contributions to our national identity.
 - c. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
 - d. The students will recognize characteristics and respond to a variety of written texts.
 - e. The students will read and listen to increase knowledge of culture and common elements of culture.

B. Materials

1. Pictures of various types of apples (if resources are limited you can use grocery store adds from local supermarkets)
2. Giant Chart paper for K-W-L (see Appendix E)
3. Markers

C. Key Vocabulary

1. Different Apple Types (this list will come from the different types of pictures you find or from the types of apples grown in your area).

D. Procedures/Activities

1. The class will develop a K-W-L chart to determine what we know about apples, what we want to know about apples and what we will eventually learn about apples.
2. The teacher will supply the children with a variety of pictures and examples of apples and discuss their many differences such as taste, color, and location where they are grown. The teacher will also read the Big Book *An Apple a Day* (New bridge Publishing).
3. Students will then participate in the completion of the K-W-L chart that will list characteristics of apples and any new information they may have learned during the lesson. Be sure to brainstorm connections to Johnny Appleseed in the creation of the K-W-L and the discussion that results from its creation.

E. Assessment/Evaluation

1. Students will be assessed as each one is called upon to share something they have learned throughout the lesson that they did not previously know.

Lesson Six: Apple Trees and the wonder of the Seasons

A. Daily Objectives

1. Concept Objective
 - a. The students will appreciate the structure of Tall Tales through a variety of interdisciplinary activities involving reading, writing, social studies, and science.
2. Lesson Content
 - a. American Heroes and Tall Tales pg. 10
 - b. Johnny Appleseed
3. Skill Objectives
 - a. The students will identify physical and human characteristics of the environment.

- b. The students will identify important customs and symbols that represent American beliefs, customs, and contributions to our national identity.
 - c. The students will communicate in oral and visual form.
 - d. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
 - e. The students will recognize characteristics and respond to a variety of written texts.
 - f. The students will read and listen to increase knowledge of culture and common elements of culture.
 - g. The students will develop foundations for writing and composing written text
- B. *Materials*
- 1. Large pot, potting soil, apple seeds, watering can, gloves, small shovel
 - 2. Apple Journals
 - 3. Four equal sized sheets of poster board with pre drawn apple tree trunks (Appendix F)
 - 4. A variety of paints, tissue paper, sponge, and other necessary art supplies
 - 5. *The Seasons of Arnold's Apple Tree* by Gail Gibbons.
- C. *Key Vocabulary*
- 1. Season- a period of the year characterized by or associated with a particular activity or phenomenon
 - 2. Spring-definitions vary
 - 3. Summer-definitions vary
 - 4. Fall-definitions vary
 - 5. Winter-definitions vary
- D. *Procedures/Activities*
- 1. Begin the lesson by orally retelling the tale of Johnny Appleseed as a whole group.
 - 2. Gather planting materials and plant an apple tree of our own. (This is in optional activity.)
 - 3. Then, read the story *The Seasons of Arnold's Apple Tree*. Then, discuss the vocabulary words: “seasons”, “summer”, “fall”, “winter”, and “spring”.
 - 4. Next, break up into four small groups. Each group will design a tree poster for one season. They can use paint and their hands to make leaves, white paint and sponges to make a winter tree scene or another combination to make a tree in their season.
 - 5. Students will then write in their journals about their favorite season.
- E. *Assessment*
- 1. Students will be assessed based on their participation in the activities and the entry they write into their journal.

Lesson Seven: Johnny Appleseed Day!

- A. *Daily Objectives*
- 1. Concept Objective
 - a. The students will appreciate the structure of Tall Tales through a variety of interdisciplinary activities involving reading, writing, social studies, and science.
 - 2. Lesson Content
 - a. American Heroes and Tall Tales, pg. 10
 - b. Johnny Appleseed
 - 3. Skill Objectives
 - a. The students will communicate in oral and visual form
 - b. The students will develop an extensive vocabulary and a variety of strategies to comprehend read-alouds.
 - c. The students will recognize characteristics and respond to a variety of written texts.
 - d. The students will read and listen to increase knowledge of culture and common elements of culture.
 - e. The students will develop foundations for writing and composing written text.

- B. *Materials*
 - 1. At least five different types of apples (approximately 15 all together).
 - 2. Pre-made graph to record the students' apple preferences (See Appendix H)
 - 3. Cooking materials such as a crock pot, cinnamon, spoon, knife
 - 4. Red paint
 - 5. Several sheets of butcher paper
 - 6. Apple Journals
 - 7. Star Story
- C. *Key Vocabulary*
 - 1. The key vocabulary will consist of a review of apple types as a follow up to the previous lesson.
- D. *Procedures/Activities*
 - 1. Reread the story of Johnny Appleseed and provide a quick review of information contained in the previous lessons. Then, begin a celebration in honor of Johnny Appleseed and the apples he provided us with.
 - 2. First, have a taste test where all the children will taste at least five types of apples such as, Granny Smith, Gala, etc. They will then come to the front of the room and record their favorite apple type.
 - 3. Using the information on the graph, have the students answer the following questions:
 - a. What was the favorite apple type of the students?
 - b. What was the least favorite apple type of the students?
 - c. How many students preferred each type of apple?
 - d. Can you put the apples in order of preference from most favorite to least favorite?
 - e. Can you put the apples in order of preference from least favorite to most favorite?
- E. *Assessment/Evaluation*
 - 1. This lesson will be assessed by the excitement and enthusiasm of the children, their participation in the activities and the information derived from the graph.
- F. *Extensions*
 - 1. Take the additional apples cut them into small pieces. Season them with cinnamon and place them in the crock-pot to make applesauce by the end of the day.
 - 2. Cut open several apples and find the star to make star print stamps on butcher paper to display in the classroom.
 - 3. End the festivities by reenacting the story and writing our favorite activity in our journals and illustrating with crayons.

Lesson Eight: Casey Jones

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. The students will understand how historical figures and ordinary people helped to shape the community, state, and nation while understanding the location where each tall tale took place and relating that information to their community, location, and continent.
 - 2. Lesson Content
 - a. American Heroes and Tall Tales, pg. 10
 - b. Johnny Appleseed
 - c. Casey Jones
 - d. Name and locate the town, city, or community, as well as the state where you live.
 - e. Locate North America and the continental United States.
 - 3. Skill Objectives

- a. The students will identify physical and human characteristics of the environment.
 - b. The students will identify important customs and symbols that represent American beliefs, customs, and contributions to our national identity.
- B. *Materials*
1. All available background information about Casey Jones
 2. Any stories about Casey Jones that can be located
 3. Apple Journals
 4. Giant Chart Tablet
 5. Markers
- C. *Key Vocabulary*
1. Locomotive- a machine that moves about by operation of its own mechanism
 2. Conductor- one that conducts
- D. *Procedures/Activities*
1. Read information about the life and Tale of Casey Jones, sing the song about him if available
 2. List several traits he held that make him a good person and a good American. A great way to incorporate the information would be through the use of a Venn diagram that shows the similarities and differences between Casey Jones and Johnny Appleseed.
 3. Have students write in journals about their favorite part of the story or how they might feel about the ending.
- E. *Assessment/Evaluation*
1. Students will assessed based on their classroom participation and journal writing entries

Lesson Nine: Riding the Rails

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will appreciate the structure of Tall Tales through a variety of interdisciplinary activities involving reading, writing, social studies, and science.
 2. Lesson Content
 - a. American Heroes and Tall Tales pg. 10
 - b. Johnny Appleseed
 - c. Casey Jones
 3. Skill Objectives
 - a. The students will communicate in oral and visual form
 - b. The students will read and listen to increase knowledge of culture and common elements of culture.
 - c. The students will develop foundations for writing and composing written text.
- B. *Materials*
1. Several Large paper boxes
 2. Several different colors of butcher paper
 3. Masking tape or glue
 4. Markers
 5. Conductor caps
 6. Apple Journals
- C. *Key Vocabulary*
1. Boxcars-Cars on trains that carry materials
 2. Engine-the front and largest car of the train that pulls the additional cars behind it
 3. Caboose-last car on the train
- D. *Procedures/Activities*
1. Students will review the story of Casey Jones.
 2. Ask students what they know about trains. Record responses.

3. If the students do not mention the different parts of trains such as boxcars, engine and caboose, then the teacher should guide them in that direction.
 4. The teacher should have a train made ahead of time so immediately after the story, the children can re-enact it with each child having a turn at being Casey.
- E. *Assessment/Evaluation*
1. Students will be assessed based on their participation in the reenactment of the story.
- F. *Extensions*
1. Students will then be provided with several covered paper boxes with which they can create their own locomotive.
 2. After the students have completed their train, they can reenact the story of Casey Jones in the dramatic play center.
 3. Students will then write about their experiences in their journals.

VI. CULMINATING ACTIVITY

To culminate this unit we will divide the class into several small groups based on the number of children in the class (approximately three to each group). Utilizing a classroom assistant and parent volunteers, each group will brainstorm possible ideas to write a modern day Tall Tale based on an exaggerated activity or event. After they have brainstormed their ideas, they will select one and create a big book to tell their story. They will be responsible for creating all the ideas, writing the text, and illustrating the book with assistance from their adult "publisher". After they have completed their story they will take their book and read it to all three second-grade classrooms in the building (second grade also will be working on the study of Tall Tales during the year).

VII. HANDOUTS/WORKSHEETS

Appendices A - H

VIII. BIBLIOGRAPHY

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Appendix A

Tall Tale Background Information

Johnny Appleseed found at:

<http://www.msc.cornell.edu/~weeds/SchoolPages/Appleseed/welcome.html>

For forty-nine years, John Chapman ("Johnny Appleseed") roamed the American wilderness, devotedly planting apple trees. He created apple orchards in the wildernesses of Pennsylvania, Ohio, Kentucky, Illinois and Indiana, spanning an estimated area of 100,000 square miles. Some of these trees are still bearing fruit after 150 years.

The reason for John's mission is unknown, although it's said he dreamed of a land covered with blossoming apple trees; of a land where no one went hungry because apples were plentiful.

John's gentleness and courage were legendary even in his own time. He walked alone in the wilderness, without gun or knife. He chopped down no trees, and killed no animals. He was respected and appreciated by the Native American tribes and the new settlers alike.

John lived very simply. He slept outdoors, walked barefoot and ate berries and the like. He made his clothes from sacks and wore a tin pot for a hat (and to cook with). Reportedly, John made his drinking water in winter by melting snow with his feet. Even the people of his time were amazed at his endurance.

Yet after his death, it was discovered that John was not poor at all. He owned (and leased) considerable areas of land -- on which he planted apple trees, of course.

John converted to Swedenborgian religious views, and from then on, mailed regular reports of his activities to astonished church authorities in Sweden. This is strange in itself, since Swedenborgians were exceedingly rare in America (roughly 400 in the whole continent).

John died of pneumonia at the age of 70, in the home of his friend William Worth, near Fort Wayne, Indiana. He lies buried there under the epitaph "He lived for others."

You can find The True Story Of Casey Jones

From "Erie Railroad Magazine" Vol 24 (April 1928), No 2, pp. 13,44.

At: www.taco.com/roots/caseyjones.html

Appendix B

Student Centered Centers

Science: apples (real or plastic) scales, measuring tape, magnifying glass. Recording paper

Dramatic Play: Pans for hats, apple seeds, should bags, plastic trees, plastic apples, and overalls

Writing: paper. Pencils, crayons, markers, newspaper advertisements, apple pictures, and any apple books

Blocks: small toy trains, supplemental block toys such as railroad crossing signs, plastic people

Sand: small toy trains

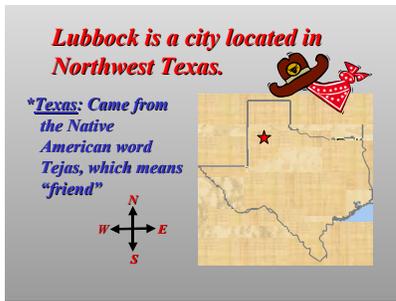
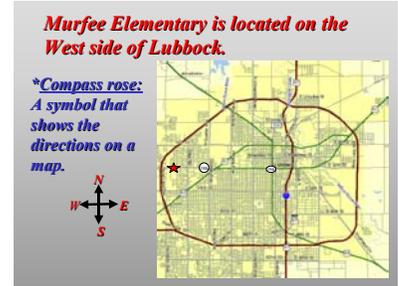
Reading: Additional apple books

Reading: Additional Tall Tales such as Sally Ann Thunder Ann Whirlwind and Davy Crocket

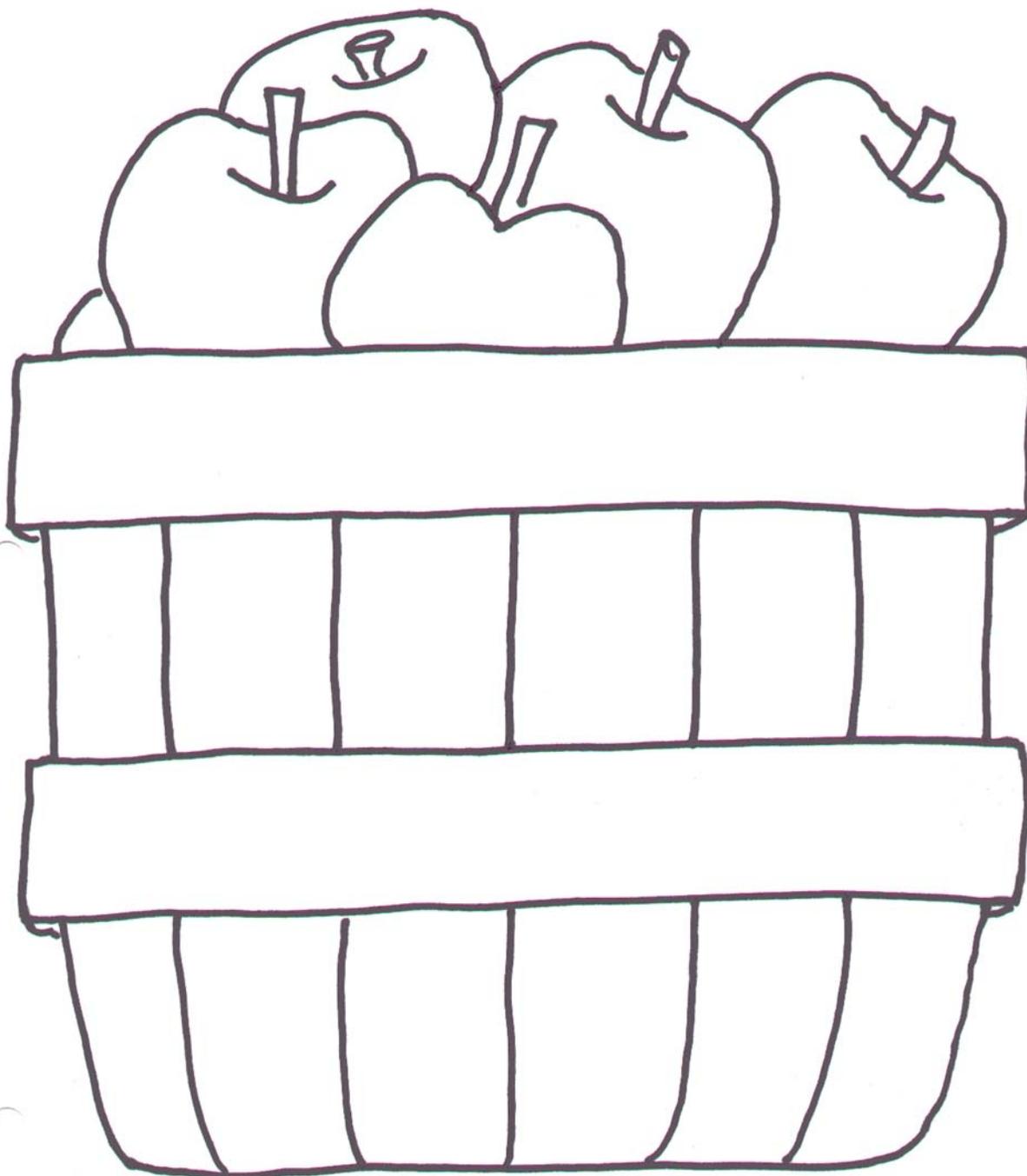
Puppet Center: materials such as sacks, sock, or other materials for student to create their own puppets of the tall Tale characters.

Map Center: several chartlets of the United States that are laminated where children can recreate the stories or practice locating where they live.

Appendix C
Where in the World is Murfee Elementary Book Template



Appendix D
Apple Journal Cover page



Appendix E

KWL

What do we know about Apples?

What we know about apples.	What we want to know about apples.	What we learned about apples.

Appendix F



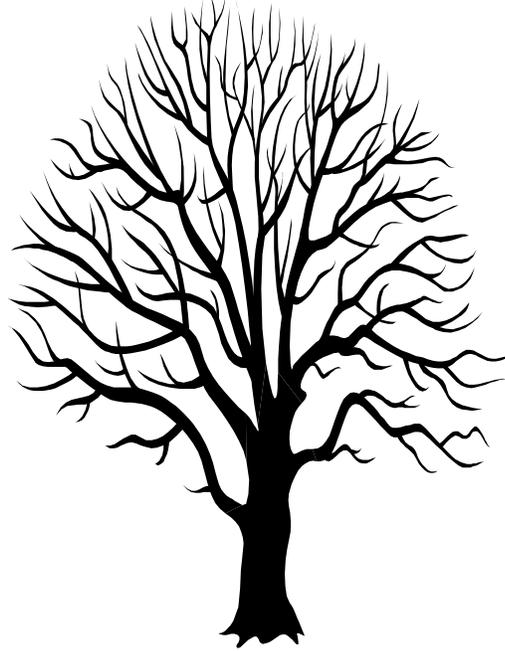
An Apple Tree in Spring



An Apple Tree in Summer



An Apple Tree in Fall



An Apple Tree in Winter

Appendix G

The Star Inside the Apple

There once was a little boy who had nothing to do. He asked his mother, “Mother, I do not have anything to do. Can you think of something for me to do?”

His mother said, “Why don’t you go and look for the little round red house with no windows and doors and a star inside?”

He thought about it for a while and asked, “But where can I find this little round red house with no windows and doors and a star inside?”

His mother just smiled and said, “Go out and find it for yourself.”

So the little boy went out the door, down the steps, and out the gate and down the road in search of the little round red house with no windows and doors and a star inside.

After going down the road for a while he came upon a little dog. He asked the dog, “Little dog, do you know where there is a little round red house with no windows and doors and a star inside?”

The puppy dog just said, “Bow-wow, no, I don’t. Please go away—I am chewing my bone and I can’t be disturbed.”

So down the road the little boy went in search of the little round red house with no windows and doors and a star inside. Soon he came upon a cow chewing her grass. He asked the cow, “Do you know where the little round red house with no windows and doors and a star inside is?”

The cow replied, “Moo, moo, no I don’t. I am too busy eating my grass to help, I am sorry.” The little boy was getting sad because no one knew where the little round red house with no windows and doors and a star inside was. But he went on down the road and ran into a farmer. He asked the farmer, “Farmer Jones, do you know where there is a little round red house with no windows and doors and a star inside?”

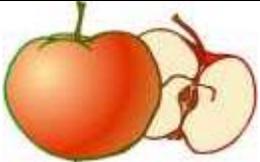
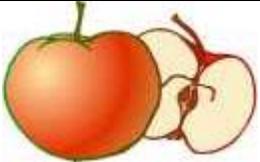
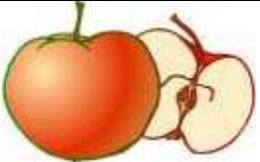
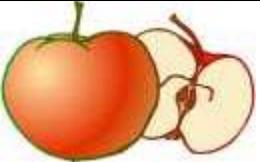
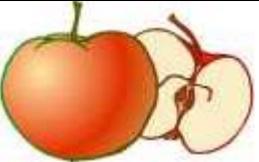
“No, sonny, I don’t. I can’t help you, either, I must plow my field.”

By now the little boy was very tired so he sat under a nice big tree. Then, all of a sudden, “PLOP!!!” Right on his head fell an apple. He picked it up and looked at it. He noticed that this apple was round, red...there were no windows and doors, but, he wondered if there was a star inside. He took out his pocketknife and cut it in two. *What do you think he found inside! A STAR!!!*

He went running home to show his mother. She was very proud of him for finding it for himself. She took the apple and cut it up and made him the very best apple pie.

Appendix H

Our Favorite Apples

				
Red Delicious	Granny Smith	Rome Beauty	Gala	Golden Delicious