

• • • She gets pie with a little help from her friends! • • •



# An Apple Pie for Dinner Educator's Guide

Lessons and activities based on *An Apple Pie for Dinner*,  
retold by Susan VanHecke, illustrated by Carol Baicker-McKee

## Language Arts:

*An Apple Pie for Dinner* is a retelling of an English folk tale called *The Apple Dumpling*.

Introduce the concept of the folk tale—a story or legend of the common people, or "folk," of a nation, passed down orally from generation to generation, often with the intent to teach a lesson.

Background for teachers and parents: Before newspapers, radio, television or computers, people relied on storytellers for entertainment and education. Storytellers told folk tales—stories that often included royalty, peasants, talking animals, or unusual creatures, and often taught a lesson. In most folk tales, good deeds are rewarded and bad deeds are punished. *An Apple Pie For Dinner* is a cumulative folk tale, where an action is repeated or "accumulated."

A retelling is a new version of an old story. The plot and action usually remain the same, but the setting, characters, or other details might be different.

Read *An Apple Pie for Dinner* aloud, or have students read it themselves if they're able.

Questions for students:

- Do you think *An Apple Pie For Dinner* teaches any lessons?
- Are any good deeds rewarded in *An Apple Pie For Dinner*?

- Can you think of other folk tales? (*Little Red Riding Hood, Three Little Pigs, The Princess and the Pea*)
- Can you think of other cumulative folk tales? (*There Was An Old Lady Who Swallowed A Fly, The House That Jack Built*)
- Can you think of other retellings of folk tales? (*The Napping House*, update of *House That Jack Built*; *Cactus Soup*, update of *Stone/Nail Soup*)
- Can you tell or write your own retelling of a favorite story?

## Social Science:

Research and explore apple pie history using the "Yummy Apple Pie Facts" page and "Fun And More Info" links on [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com).

Questions for students:

- Using what you've learned about apple pie history, what do you think this popular saying means: "As American as apple pie"? (Came to America from another part of the world; creative and resourceful, like settlers of the American West who made mock apple pie; etc.)
- What connections can you make between apple pie and these countries: England, Australia, United States? (First apple pie thought to be English; Granny Smith apple, used in pies, developed in Australia; English settlers brought apple pie to the United States)

Have students think of other food/country connections (i.e. pizza/Italy, tacos/Mexico, wonton/China, crepes/France, sushi/Japan). Make a "food map" of the world using student drawings or pictures cut from magazines affixed to a world map. Discuss how foods of different nations made their way to America, as settlers from other lands came to the United States and brought their food traditions with them.

## Science:

Research and explore the topic of apples using the "Fun and More Info" links on [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com).

Have an apple tasting with many different types of apples. Keep a tally or make a graph of which apples were most liked.

Questions for students:

- Where and how do apples grow?

- When are apples harvested?
- Why would an apple make a healthy snack?
- In addition to baking them in a pie, what are other ways to enjoy delicious apples?

## Math:

Granny Smith barter, or makes trades or swaps, to acquire the apples for her pie. Have students think of examples where they bartered to get something they wanted. Perhaps they traded a collectible card they already had for one they wanted. Perhaps they swapped a part of their lunch for a part of someone else's. Perhaps they traded doing a chore for earning a privilege, i.e. picking up their toys in exchange for watching their favorite TV show.

Bartering is based on the concept of equivalency—the items being traded are of equal value to the traders. Discuss equivalency or "equal to" and have students create concrete, numerical examples, i.e. four red jellybeans are equal/equivalent to four green jellybeans, ten blue blocks are equal/equivalent to ten yellow blocks. Then ask students to create examples of trades that would not be equal or equivalent, i.e. four red jellybeans are not equal/equivalent to two green jellybeans, ten blue blocks are not equal/equivalent to five yellow blocks.

Help children bake their own yummy apple pie using Granny's recipe, found in the book and at [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com). Focus on ingredient measurement, oven temperature measurement, and baking time.

## Critical Thinking and Character Building:

Discuss with students and together find examples in *An Apple Pie for Dinner* that show Granny Smith:

- Goal setting. (Granny decides she will find apples for her pie)
- Problem solving. (Granny comes up with the "swap" idea)
- Being persistent. (Granny's trades don't immediately result in apples, yet she doesn't give up; because she doesn't give up, she reaches her goal of finding apples for her pie)
- Cooperating. (With every trade, Granny and the person she trades with both benefit; Granny and her new friends work together to make a pie)
- Being generous. (Granny Smith gives whatever she has to whomever needs it)

- Sharing. (Instead of keeping the apple pie she's worked so hard for to herself, she shares it)

## Visual Arts:

Carol Baicker-McKee, *An Apple Pie for Dinner*'s illustrator, created the pictures using a variety of things—clay, fabric, lace, ribbon, beads, buttons. This is called mixed media.

Ask students:

- Why do you think the artist chose mixed media to illustrate the story?
- How does mixed media help portray the characters, the setting, the story?
- What clues in the illustrations help you know more about the people and places in the story?

On nearly every page of *An Apple Pie for Dinner*, the artist had included a tiny recurring detail—a ladybug. Ask students if they can find the tiny recurring detail, then ask them why they think the artist might have included this detail.

Have children make their own mixed-media artwork, perhaps to illustrate their own retelling of a favorite folk tale.

## Performing Arts:

Have children perform their own *An Apple Pie for Dinner* musical by downloading the lyrics and music to the "Apple Pie For Dinner" song at [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com), or their own drama by acting out the story as a narrator reads the book. Have children create costumes and props.

After the performance, serve the cast and audience an apple pie made with Granny's recipe, found in the book and at [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com).



For more fun and info, visit [www.AnApplePieforDinner.com](http://www.AnApplePieforDinner.com)!

## Core Curriculum State Standards Alignment Documentation

### English Language Arts Standards » Reading: Literature

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## English Language Arts Standards » Reading: Informational Text

RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## English Language Arts Standards » Writing

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Mathematics Standards

K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.