

Title of Book: *One Green Apple*

Author: Eve Bunting

Illustrator: Ted Lewin

Book Summary: *One Green Apple* by Eve Bunting is about a new student named Farah who is not just new to the school, but new to the United States. Her English is very limited, making it difficult for her to communicate with her peers. Farah is home-sick and wishes to leave the unfamiliar customs of boys and girls sitting together for her traditional home. While on a class field trip to an apple orchard, Farah is instructed by her teacher to specifically pick one, and only one, apple. Many students flock to the apple trees and begin plucking plumb red apples from the trees. Feeling uncomfortable, Farah moves away from the group where she then spots a small green apple that fits perfectly in her hand. Farah picks the green apple and races toward the crooked wooden house that contains the apple press. She drops her green apple in to the cider maker with all the other students' red apples. Farah then notices that her fellow classmates are having difficulty working the apple press. Because Farah feels she is strong, she assists her classmates in crushing the apples. While drinking the refreshing apple cider, Farah claims that she can taste her small green apple admixed all the red ones while quietly sounding out the word *app-ell* to herself. Satisfied that she has pronounced the word correctly, she begins to smile and other students smile with her. Farah realizes that just like her apple, she too will eventually learn the customs in this new place and blend with the students like her green apple blended with the red apples.

Reference

Bunting, E. (2006). *One Green Apple*: New York, NY: Clarion Books.

Craft Move	Page Number(s)	Why the Author Might Be Doing This... (Explaining the Craft Move)
Symbolism	Pg. 14 & Pg. 28	<p>The author used the apple as a form of symbolism. For example, in this story the green apple is not just a green apple; it represents something much bigger to the main character, which is defined as symbolism. Being from another country, Farah doesn't fit in because she is not use to the customs of the other students in her class. When she is picking apples, she sees a small green apple and comments that, "it is small and alone, like me." In this sentence, Farah is associating herself with the apple. To Farah, the apple symbolizes her because she feels small and alone compared to her classmates, just like the green apple does compared to the red ones. Later, after Farah drops the apple into the cider maker, she comments that, "I will blend with the others the way my apple blended with the cider." Again, the author has Farah relate herself to the apple because Farah will one day too be able to blend and fit-in with the other students like her green apple blended with the red apples. I think the author uses symbolism to allow you to see a connection between people and everyday objects—only the object represents a "bigger picture." For example in this story, the apple represented the ability to blend with others that are not like you. You can use this technique in your writing by allowing your character to have something in common with a non-human object. Throughout the story, your character can keep connecting himself and referencing to this object, and the character and object can change/connect at the end of the story to represent a "bigger picture" for the reader, much like Farah did with the blending of the green apple with the red.</p>
Personification	Pg. 27 & Pg. 28	<p>Personification is when a writer gives human qualities, like laugh, smile, kick, etc., to a non-human object to help bring the story to life. The author uses this in the story when she wrote, "Hay tickles my arms [...]". Hay is not real. Hay cannot laugh, smile, or communication with other hay. However, because of personification, the hay is able to "tickle" Farah's arm. I think using personification makes the sentence much more interesting because you can relate to being tickled. You know how it feels to be tickled by someone or something and are therefore able to better connect yourself to the story. Likewise, Bunting writes, "[...] and a belch jumps from his throat." Again, a burp</p>

		cannot punch, kick, or jump, but using the word “jump” is more relatable to readers because we know what a jump looks and feels like. Instead of simply saying “he burped”, you can use personification in your writing to make your story more relatable for the reader. When you are describing a situation where things that are not human are involved, look at your objects and consider what this object would do if it was alive. In your writing, a phone could scream out rather than ring and a car could squeal instead of just driving off. Once you have your object’s action, change your simple description to give the object the human-like quality.
Onomatopoeia	Pg. 11, Pg. 20, & Pg. 23	When you use a word in a story to represent a sound, this is called onomatopoeia. The author uses this technique several times throughout the story so that the reader can not only visualize, but also hear the description too. Farah is looking at the dogs while they eat the apples, and she hears, “ <i>crunch, crunch, crunch.</i> ” I feel that onomatopoeia allows you to not just see the apples, but hear them as well. With the “ <i>crunch,</i> ” you can hear the apples being chewed by the dogs and the squishy, crunching noises associated with eating an apple, just as if you were eating one yourself. When the students drop their apples into the cider maker, Farah hears them falling, “ <i>ka-chunk, ka-chunk, ka-chunk.</i> ” Readers can hear the plopping of apples on to one another as they fall into the container; much like the noise you hear when you put your trash in a trashcan. When Farah looks at the cider makers, she hears, “ <i>drip, drip, drip.</i> ” I think readers can hear the dripping right along with her in the story. In your writing, you can use this technique by spelling out a sound in your paper where it could be appropriately used. Rather than glazing over something that would normally make a sound, add a “ <i>crack!</i> ” or a “ <i>plop!</i> ” to spice up your writing and allow your readers to not just see, but hear the action taking place.
Short Sentences	Pg. 21 & Pg. 22	One way authors get a simple point or feeling across to the reader is by writing short sentences. Bunting uses short sentences while Farah is observing the other students using the apple press. She says, “I am strong. I can help.” These sentences are short and to the point. I believe short sentences allow the writer to share a quick message with the reader and then move on with

		<p>the story. After Farah helps her classmates, she says, “I am pleased.” Again, short and to the point. The author did not dwell on unimportant information, and the reader can move on with the story. In your writing, you will find short sentences to be most useful when you want to tell the reader something that is necessary for them to know, but you don’t want to spend a lot of time and space on it. You just want the reader to see that the character feels a certain way and then you want to continue writing more descriptively with the parts that are actually important to the story. To do this, look at a part in your story that is not essential for the reader. Change your unimportant description to be only one sentence long. Do not add any extra details; just make it short and to the point.</p>
Vivid Verbs	<p>Pg. 5, Pg. 14, & Pg. 17</p>	<p>When using vivid verbs (action words), you want to choose verbs that will really capture your readers’ attention to make them want to continue reading. In the book, Farah is sitting on the wagon and she and her classmates “jolt along” while on their way to the orchard. Using the word “jolt” is livelier than simply saying “we went forward.” I believe the word “jolt” allows the reader to picture people sitting on a wagon, having their bodies pulled forward when the wagon first starts moving, much like the “jolt” you’d feel when an amusement park ride first begins. When Farah first finds her green apple, she says, “I twist one off.” Using twist instead of pull is livelier as well. Using the word twist allows the reader to imagine Farah’s hands surrounding the apple, slowly turning it until it breaks off from the limb, and we can relate to this action. When the author describes the dogs running, she says that their ears “blow backward.” Again, because of vivid verbs the reader can imagine dogs running with their ears flopping behind them in the air. Using vivid verbs adds rich description and makes something simple as dog ears and picking apples more exciting for the reader. If the reader is entertained, he’ll want to continue reading your writing. You can use vivid verbs in your writing by underlining the verbs in your work that are simple and not very interesting. Then change them to be more exciting and appealing. If you’re stuck looking for a word, I’d recommend using a thesaurus, but avoid words that you do not know the meaning of or are the wrong part of speech in your sentence. For example,</p>

		<p>“shock” is a synonym for “jolt” but the wagon did not shock Farah and her friends. Using appropriate vivid verbs will allow your readers to better visualize what you’re saying, as well as add more engaging details to an otherwise simple moment.</p>
Descriptive Language	<p>Pg. 17, Pg. 18, & Pg. 21</p>	<p>Descriptive language is a writing technique where you use different parts of speech, such as adjectives and adverbs, to add detail to an otherwise plain object. Descriptive language helps a reader connect to the story by creating a visual image in the reader’s head. In the book, I think the author uses descriptive words when she refers to the dogs’ ears when they are running. She writes, “Their ears blow backwards, inside out, pink and shiny.” This descriptive language allows the reader to visualize the dogs’ ears while they run. We can see the inside of their pink ears shiny in the sun. If she would have just said “the dogs run,” the image would not imprint within the reader, and the reader would not make a connection to the moment, which would make the whole point of mentioning the dogs’ ears pointless. The apple press is also described as, “a wooden machine with a metal handle.” The author does not just say that it is a machine with a handle; no, by adding the words “wooden” and “metal”, the reader can get a better sense of what the box looks like from Farah’s point of view. Also, when describing the process of making apple cider, the author says, “The skin and the pulp stay in the bag while the juice flows through.” Again, this description allows the reader to see the process of making cider. While writing, it is important for you to create that picture with your words so that readers can visualize and connect to your writing. You can do this by adding interesting words and description to sentences. In your own writing, I suggest you read one of your sentences and then close your eyes and make a list of exactly what you see in your head. Then choose one or two things from your list and work them into your sentence to create this descriptive language.</p>
Satisfying Ending	<p>Pg. 6, Pg. 30, &</p>	<p>When a book has a satisfying ending, it means that the reader feels good at the end of the story about the way the book ended. Satisfying endings are generally happy endings; however, it is important to remember that what you find satisfying might not be what someone else finds satisfying. Generally, a satisfying ending</p>

	Pg. 32	<p>would appeal to the majority of your audience. I think this book has a satisfying ending because at the beginning of the story, we see Farah feeling like an outsider because she cannot speak English, and she cannot communicate with her peers. Farah says, “I can’t understand them when they speak, and I can’t speak to them.” Farah is frustrated, and we can sympathize with her nervousness in a new country. Throughout the story we see Farah pull away from her classmates because she does not feel as though she fits in with them. While picking apples, she says, “I pull away from the rest.” Farah is clearly uncomfortable and chooses to be alone while the other students group together. However, at the end of the story, Farah is laughing with her classmates, and she has learned to correctly say the word “apple” while her peers clap for her. When she does this, Farah says, “I smile, and smile and smile.” She is clearly proud of herself for learning a new word and on the last page of the story, she expresses that she will learn more new words in the future. This creates a satisfying ending in my opinion because Farah began the day being uncomfortable and feeling out of place, but by the end of the story she has made a few new friends, learned a new word, and has a positive outlook on her ability to blend with her new surroundings. She is finally smiling and beginning to accept this new lifestyle. You can create a satisfying ending in your writing by having your character overcome something difficult (like moving to a new country) and feeling happy and positive in the end of the story. Having something for your character to be proud of (for example, saying the word “apple” correctly) or to look forward to (such as learning more new words) will allow readers to feel satisfied because they know that even after the story ends, the character they grew to care for will be okay and will continue to be successful long after the book closes.</p>
Show, Not Tell	Pg 8 & Pg. 11	<p>The technique of <i>show, not tell</i> is a way of explaining something to the reader using descriptive words rather than directly telling the reader what is happening. However, it is not exactly like descriptive language because <i>show, not tell</i> tends to describe certain moments and emotions rather than people and objects. Writers do this so that readers can better connect with the characters or a moment in the story. For example, when Farah says, “I am tight inside myself” the reader</p>

		<p>can interpret that Farah is uncomfortable, nervous, and feeling out of place in this situation. The writer did not just say, “I am nervous.” She showed how being nervous feels. Readers can better connect with Farah because we have experienced the feeling of nervousness and the butterflies that flutter in our stomachs. Because we understand the feeling of being “tight inside,” we can sympathize and feel apprehensive along with Farah throughout the story. Later, when the students are traveling to the orchard, Bunting writes, “We stop at a place where apple trees bunch together.” Again, rather than saying, “We arrived at the orchard,” the writer shows exactly what Farah saw the moment she got to the orchard. I believe this technique allows readers to better visualize the orchard because many readers have seen an orchard before. Showing what the orchard looks like allows readers to better connect with the story and relate again to Farah’s situation. In your writing, when you find yourself writing about a certain moment, try to visualize and imagine a specific scene about that moment. When writing about an emotion, focus on specific feelings associated with that emotion. Then turn your sentence into a description that provides details of the character’s feelings or the scenery, but does not outright tell the reader what the character is feeling or what he sees. For example, if your character is scared, you could say, “her heart beat fast in her chest as her eyes darted around the dark.” This description shows the reader that the character is scared without actually saying the word “scared.” This technique will allow your readers to become a part of the character/story by making a connection from their own experiences and relating it to your story.</p>
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