



Lesson Extensions and Activities for
Aladdin and the Magic Lamp

Age Range: 7 - 9 years

Reading Is Fundamental

Google Voyager Folktales Unit

Book Description

Aladdin is a poor teen living in the city of Al Kal’as. One day, he outsmarts an evil sorcerer and gets his hands on a magical lamp that contains a wish-granting genie. All of his wishes come true — that is, until the evil sorcerer returns to take back his valued lamp.

Folktale Background

The first person to tell the story of Aladdin is unknown, but it is known that *One Thousand and One Nights*, the collection of middle Eastern and South Asian folktales that this story belongs within, has been passed down for hundreds of years. The first English language version was published in 1706, and its popularity increased in 1992 when Disney retold this popular Arabian Night tale in an animated blockbuster.

Vocabulary

- Ashamed – Embarrassed or guilty feeling.
- Canopy – A cloth covering hung or held over something to provide shelter or shade.
- Cavern – A large chamber in a cave.
- Ifrit – A powerful, supernatural creature.
- Jinni – A magic spirit, also called a genie.
- Market – A place where people offer items for purchase.
- Merchant – A person who sells items.
- Morocco – A Northern African country.
- Oasis – A peaceful area in the desert where water is found.
- Sorcerer – A person with magic powers.
- Sultan – A member of Muslim royalty.
- Vendor – A person offering something for sale.
- Wage – A fixed, regular payment.
- Vizier – A high official in some Muslim countries.

Prior to Reading

- Ask students if they have heard of Morocco. On chart paper, create a Venn diagram and have students share what’s similar about the U.S. and Morocco and what’s unique to each of the countries. Note students’ answers even if they’re incorrect as you will go back and discuss the answers after learning more about the country.

- Walk students through the Morocco [Google Voyager Experience](#). Students will learn about the country where the story is set. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students that part of this tale takes place in Morocco. Ask if they've heard any other stories set in Africa and call on volunteers to share.

While Reading

- Stop reading on the page that says, "Of course, the man was not Aladdin's uncle. He wasn't even from Al Kal'as." Ask students why they think that the man is lying about being Aladdin's uncle.
- Stop reading on the page that says, "The sorcerer sealed the passage, burying Aladdin inside the cavern." Ask students to guess if and how Aladdin will escape.
- Stop reading after the page that says, "After dinner, Aladdin went up to the rooftop to think..." Ask students to guess where Aladdin will ask the ifrit to take him.
- Stop reading after the page that says, "No, Grand Vizier. He will be here bright and early." Ask students to guess what Aladdin will do to impress the Sultan.
- Stop reading after the page that says, "...but keeping it a secret nearly ruined everything." Ask students to guess why that's so.
- Stop reading after the page that says, "The sorcerer quickly came up with a plan, buying every gold lamp he could afford." Ask students to guess what the sorcerer planned.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - If a jinni were to grant you three wishes, what wishes would you make?
 - What could Aladdin have done to avoid all of the trouble that befalls him?
 - Where did Aladdin ask the ifrit to take him?
 - What did Aladdin ask the jinni to give him?
 - What is unique about the culture in which this story is set?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Aladdin and the Magic Lamp* on RIF's Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students complete word problems using paper cutouts of jewels, lamps and gold to represent the numbers.
 - Example word problem: Aladdin asks the jinni to give him 5 gold lamps, 21 precious jewels and 3 regal palaces. The sorcerer finds Aladdin and, in a fit of rage, takes 4 of the gold lamps and 17 of the precious jewels. Aladdin asks the jinni to give him 10 more gold lamps and 12 more precious jewels. How much of each item does Aladdin have now?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.1.OA.A.1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

Materials:

- Printouts with word problems related to *Aladdin and the Magic Lamp*
 - Paper representations of jewels, lamps and gold
 - Pencils
- **Arts** – The graphic novel has a visual style that sets it apart from other illustrated books. Using *Aladdin and the Magic Lamp* as inspiration, have students create their own graphic novels to tell short stories.

Objective: Students will design and create artistic works.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Markers
 - Colored pencils
 - Construction paper
 - Pencils
 - Magazines that can be cut
 - Scissors
- **Writing** – Aladdin doesn't tell Princess Fatimah about the lamp, the ring, the jinni or the ifrit, which gets him into quite a bit of trouble. Write a letter from Aladdin to Princess Fatimah explaining why he kept this knowledge from her and asking for her forgiveness.

Objective: Students will practice social skills while recalling details from a book and writing in the format of a personal letter.

Standards: CCSS.ELA-LITERACY.W.2.8 (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.)

Materials:

- Journals
- Pens