



The Magic Harp

READ ALOUD GUIDE

Themes: Magic, Music, Consequences

Book Brief: The worst musician in Wales gets his hands on a harp with magical powers!

Author:
Storytime

Illustrator:
Christine Forshay

BEFORE READING

The Cover: Ask students to make a prediction about the story based on the cover and title.

The Pictures: Take a quick picture walk and ask students what they notice about the illustrations.

Prior Knowledge: Ask, "What does it mean to use something responsibly? Have you ever used something in a way you shouldn't have?" (Optional: Think, Pair, Share)

Vocabulary: Frontload Tier 2 words using the accompanying [Vocabulary Guide](#).

Purpose for Reading: "As we read, think about the central message or lesson of this story. What does Taffy learn about how he uses his magical gift?"

DURING READING

Check for understanding & make connections:

- How do people in the town feel about Taffy's music at first?
- Why do the fairy folk give Taffy a magical gift?
- What does Taffy wish for from the fairy folk?
- Why does Taffy keep playing even when people are exhausted?
- How do the fairy folk feel when they return? Why are they upset?



Think Aloud: "Taffy received the magical harp because he was kind to strangers but misused the reward to get revenge. This shows that we should use our gifts responsibly and kindly, even when others have hurt us."

AFTER READING

Our Purpose: "What is the central message or lesson of this story? What did Taffy learn about how he used his magical gift?"

Extending Our Thinking: Ask students, "Do you think Taffy deserved a second chance with the magical harp? Why or why not?" Discuss whether consequences should be permanent or if people deserve chances to make things right. Students can debate or write their opinions about whether Taffy learned his lesson and what he could do to earn back trust.

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- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.