Lesson Plan Summary
Magic Tree House #24: Earthquake in the Early Morning

How does an earthquake change the surface of the Earth quickly?

<table>
<thead>
<tr>
<th>THIS EXTENSION WILL ENABLE EACH CHILD TO:</th>
<th>COMMON CORE STANDARDS ADDRESSED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a diorama of San Francisco after the earthquake.</td>
<td>VISUAL ARTS:</td>
</tr>
<tr>
<td>• Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.</td>
<td>• Creative responses to texts</td>
</tr>
<tr>
<td>• Comprehend new vocabulary.</td>
<td>READING:</td>
</tr>
<tr>
<td>• Examine how authors use certain words and styles to involve readers in the plot.</td>
<td>• Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.</td>
</tr>
<tr>
<td>• Analyze informational texts for additional research.</td>
<td>• Analyze relationships among characters, setting, and plot.</td>
</tr>
<tr>
<td>• Write a poem about hope.</td>
<td>• Identify figurative language devices.</td>
</tr>
<tr>
<td>• Write an article for an Earthquake Safety Newspaper.</td>
<td>• Analyze the effect of author’s craft on literature.</td>
</tr>
<tr>
<td>• Take notes on research.</td>
<td>• Analyze print elements, such as headings, captions, and font styles.</td>
</tr>
<tr>
<td>• Present projects to class and explain how students connected to the text.</td>
<td></td>
</tr>
<tr>
<td>• Define an earthquake.</td>
<td>WRITING:</td>
</tr>
<tr>
<td>• Analyze how the Earth’s surface changes after an earthquake.</td>
<td>• Text types and purposes</td>
</tr>
<tr>
<td>• Study recent significant earthquakes.</td>
<td>SPEAKING AND LISTENING:</td>
</tr>
<tr>
<td>• Learn earthquake safety tips.</td>
<td>• Comprehension and collaboration</td>
</tr>
<tr>
<td>• Identify where San Francisco is on a map.</td>
<td>• Presentation skills</td>
</tr>
<tr>
<td>• Identify famous San Francisco landmarks.</td>
<td>• Respectful audience behavior</td>
</tr>
<tr>
<td>• Sequence significant events in the history of the cable car.</td>
<td></td>
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</table>

SCIENCE:
• Explain how Earth’s surface changes quickly.

SOCIAL STUDIES:
• Studying the United States: San Francisco
• Evolution of transportation technology

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina

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Cross Curriculum Lesson Plans
Magic Tree House #24: Earthquake in the Early Morning

Lessons for Whole-Class Reading

Materials:
- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)

Procedures:

1. Introduce *Earthquake in the Early Morning* by showing pictures of earthquake destruction (in Accompanying Materials) and asking students what they think caused the damage.

2. Suggested activities to use with certain chapters:
   - Chapter 1: Locate San Francisco, California, on a map.
   - Chapter 2: Learn about the San Francisco trolleys by playing the timeline sequencing game in the Accompanying Materials.
   - Chapter 4: Show pictures from introductory activity again. Reveal that these are all actual pictures of San Francisco after the 1906 earthquake. You can view more pictures and captions at [http://www.sfmuseum.org/1906/photos.html](http://www.sfmuseum.org/1906/photos.html).
   - Chapter 5: Show the panoramic view of the damage to San Francisco at this link: [http://www.exploratorium.edu/faultline/great/1906/1906_15.html](http://www.exploratorium.edu/faultline/great/1906/1906_15.html).
   - Chapter 6: Show pictures of Golden Gate park (in Accompanying Materials, or you can show pictures on your computer from [http://sfimages.com/history/GGPark.html](http://sfimages.com/history/GGPark.html)).
   - Chapter 10: View this video from PBS about two modern-day students investigating fault lines in San Francisco. Includes terminology of common fault types. [http://www.pbs.org/teachers/connect/resources/4807/preview/](http://www.pbs.org/teachers/connect/resources/4807/preview/)

3. Choose a project from the Project Menu:
   - Write your own sign about hope. Make sure it has a rhyme scheme (examples: ABAB or AABB). Be creative with your sign-making materials!
   - Create a diorama depicting San Francisco after the earthquake.
   - Do additional research on a present-day San Francisco landmark that the book mentioned, like the Golden Gate Bridge or the Painted Lady houses. Perform a short commercial to convince someone to visit these landmarks.

4. As an entire class, create a class newspaper on earthquake safety. Detailed directions are included later in this document.

5. Extensions: Do an earthquake study. This lesson will simulate an earthquake and answer questions about why earthquakes happen.
ALL ABOUT EARTHQUAKES!

Materials:
• Aluminum pan or shoebox
• Sand
• Small objects to represent houses (raisin boxes), trees (straws), etc.
• Science journals or paper
• Computer hooked up to the Internet for classroom media viewing

Procedure:
1. Ask the class to brainstorm: what could make the earth change quickly?

2. Pour the sand into the pan or shoebox. Place the “houses” and “trees” in the sand.

3. In a science journal or on a piece of paper, each student will predict what will happen in the simulation.

4. Perform the “earthquake!”

5. Continue answering the following questions:
   • Was their prediction correct?
   • What happens when this process occurs?
   • How does it change the Earth’s surface?

6. After questions have been answered, visit some of these websites:
   • http://player.discoveryeducation.com/index.cfm?guidAssetId=EE8D502D-16B5-4536-8BC8-1B6E10CAEB8F (to see how earthquakes happen)
   • http://www.weather.com/weather/videos/on-tv-43/weather-wizard-400/how-earthquakes-happen-21220 (to see how earthquakes happen; this site opens with an ad, so you may wish to preview it before class and pause it just before the clip begins)
   • http://www.liveleak.com/view?i=b5e_1212429185 (to see an actual earthquake in progress)
   • http://www.exploratorium.edu/faultline/liveeye.html (to see if there are any earthquakes near you)
   • http://www.exploratorium.edu/faultline/activezone/media.html (for some interesting videos)
   • http://earthquake.usgs.gov/learn/listen/download.php (to listen to an earthquake)
   • http://earthquake.usgs.gov/eqcenter/ (for more earthquake information)

7. Extend with a deskquake. To create a deskquake, have one student hold a piece of paper on a desk or table with a pencil on the surface on the paper. Another student will shake the desk while the pencil records the shakes on the paper. Compare to a seismograph.

8. Summarize how Earth’s surface changes quickly by completing a cause/effect chart.
Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “Morgan’s Library” cluster includes Civil War on Sunday, Revolutionary War on Wednesday, Twister on Tuesday, and Earthquake in the Early Morning. In these books, Jack and Annie are trying to save Camelot by finding four different types of writing: something to follow, something to send, something to learn, and something to lend.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Students can create their own writings to follow, send, learn, or lend!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric
How to Create an Earthquake Safety Newspaper

For this whole-class project, create a class newspaper reporting on the San Francisco earthquake in 1906, studying present-day earthquakes, and detailing earthquake safety tips.

Materials:
- Copies of three newspapers from 1906 (in Accompanying Materials)
- Research materials for San Francisco earthquake (Earthquake in the Early Morning)
- Research materials for local earthquake or world-wide earthquake (print off Internet articles for students; resources will depend on your local events and current international events)
- Research materials for earthquake safety tips
  - Preparing your home: http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/1999/10/13/HO73027.DTL
  - Seven-step safety plan: http://www.earthquakecountry.info/roots/seven_steps.html
- Newspaper template (in Accompanying Materials)

Procedures:
1. Distribute three newspapers from 1906 to small groups of students. Have them analyze the newspapers to gain information from various print features (headlines, titles, captions, etc.). Regroup and discuss: what was the overall mood of the newspapers?

2. Explain that as a class, students will create a class newspaper to share information about earthquakes. Three small groups will report on the following topics:
   - The San Francisco earthquake from 1906
   - Present-day earthquakes in your community or world-wide
   - Earthquake safety tips

3. Within each group, students can pick a topic to research. Students are responsible for writing and illustrating their article, either independently or with a partner. The teacher or fellow students can serve as the “editor” for each article. Write final copy on the newspaper template in the Accompanying Materials.

4. Present articles to the class at the end of the research and writing time. Since each group researched different topics, there will be many new facts to share! A grading rubric is in the Accompanying Materials.

5. Compile all of the articles into a class newspaper. Use the title page provided in the Accompanying Materials or create your own. Let students take turns bringing the newspaper home to share it with their family. Contact your local Red Cross or other emergency relief agency to see if they would like to display a copy of the newspaper as well.
Earthquake in the Early Morning Unit: Accompanying Materials
There are two ways to play this game:

1. Give 8 student volunteers one card each. Have them assemble themselves into a human timeline in the classroom. For an extra challenge, tell students they aren’t allowed to talk!
2. Provide cards to small groups of students to put in order together.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2, 1873</td>
<td>Andrew Hallidie tested the first cable car system.</td>
</tr>
<tr>
<td>1877</td>
<td>Sutter Street Railroad stops using animal power and starts using cables.</td>
</tr>
<tr>
<td>April 1892</td>
<td>First electric streetcars with overhead wires began running in San Francisco.</td>
</tr>
<tr>
<td>April 18, 1906</td>
<td>San Francisco’s Great Earthquake damages the cable cars, so streetcars become more popular.</td>
</tr>
<tr>
<td>December 1957</td>
<td>New equipment was installed to the cable car system, allowing all of today’s cable car lines to begin running.</td>
</tr>
<tr>
<td>October 1, 1964</td>
<td>San Francisco’s cable car system became a National Historic Landmark.</td>
</tr>
<tr>
<td>1982 to June 1984</td>
<td>Cable car system was rebuilt and historic cable cars were updated.</td>
</tr>
<tr>
<td>January 15, 1998</td>
<td>The first female grip operator (cable car driver), Fannie Mae Barnes, operates a cable car.</td>
</tr>
</tbody>
</table>

Information adapted from [http://www.sfcablecar.com/history.html](http://www.sfcablecar.com/history.html)

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
# Earthquake in the Early Morning Reading Guide

## Chapter 1: Tweet-Tweet

<table>
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<th>Vocabulary Words</th>
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<td>schoolhouse</td>
<td>crept pioneer</td>
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1. What had Morgan’s last note said? (p. 3)

2. Annie was waiting for what cause for the effect to be waking Jack up? (p. 4)

3. “Tweet-tweet” on page 4 is an example of what literary device?

4. What four kinds of writing do Jack and Annie need to find? (p. 5)

5. **Predict:** How do you think these special writings will save Camelot?

6. To what setting will Jack and Annie be traveling? (p. 7)

7. Who is Miss Neely? (p. 8)

## Chapter 2: Thunder Under the Ground

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<td>population</td>
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<tr>
<td>trolley</td>
<td>cobblestone</td>
<td>tourists</td>
</tr>
<tr>
<td>stockings</td>
<td>impatiently</td>
<td>hurled</td>
</tr>
</tbody>
</table>

1. **Predict:** What do you think the title of this chapter means?

2. Draw Jack and Annie in their outfits described on p. 9.

3. How did Jack know what time it was? (p. 10)

4. San Francisco was the ___________ city on the west coast of the United States in 1906. ___________ people lived there. (p. 12)

5. Why was everything so quiet and peaceful? (p. 14)

6. What disrupted the peace and quiet? (p. 14)

7. Write some words from p. 16 that capture the noise all around.

8. What was different about the second earthquake? (p. 17)

9. **Text-to-Self:** How would you feel after surviving the events through p. 18?
### Chapter 3: The Great Shake

#### Words to Know
- haze
- scraped

#### Words in Parts
- hoarsely
- nightclothes

#### Vocabulary Words
- billowed
- ledge

1. **Infer:** Where did all the dust come from? (p. 19)

2. Why was Annie in trouble? (p. 20)

3. What was Jack afraid of? (p. 21)

4. How did Annie get out of the crack? (p. 22)

5. What did the research book say that Jack and Annie had just experienced? (p. 24)

6. Why did the adults come out of their houses without talking? (p. 25)

7. The earthquake also caused what other great destruction? (p. 25)

8. How many buildings burned down? (p. 25)

### Chapter 4: What's the Story?

#### Words to Know
- concrete
- equipment
- gloomy

#### Words in Parts
- frantically
- photographer
- fleeing

#### Vocabulary Words
- panic
- hauling
- harbor
- ferry

1. What does Jack want to do and why won't Annie let him? (p. 26)

2. Draw some of the effects of the earthquake as described on p. 26-27.

3. Why does Annie change her mind about their mission? (p. 27)

4. What were the men putting into the horse-drawn wagon and why? (p. 28)

5. Who is Betty and what does she want to know? (p. 31)

6. Why does Betty not know what TV is? (p. 31)

7. What tip does Betty give to Jack and Annie for escaping? (p. 32)

8. What does Jack decide to do to help? (p. 34)
Chapter 5: Stop! Stop!

Words to Know
- ancient

Words in Parts
- clutching

Vocabulary Words
- rare
- reins

1. **Predict:** What do you think the title of this chapter means? ________________________________________________________________

2. What is the man doing? (p. 35) ____________________________________________________________

3. What is unusual about these books? (p. 36) ____________________________________________________________


5. Who does Annie decide to help? (p. 40) ____________________________________________________________

Chapter 6: Something to Lend

Words to Know
- handkerchief

Words in Parts
- reporter
- unlaying

Vocabulary Words
- coal
- sympathetically

1. Why weren’t the boys wearing shoes? (p. 43) ____________________________________________________________

2. What did Jack and Annie lend the boys? (p. 44) ____________________________________________________________

3. What did the boys lend Jack and Annie? (p. 45) ____________________________________________________________

4. What advice did Jack and Annie give to Aunt Mary and the boys? (p. 46) ____________________________________________________________

5. Why does Jack think his plan to go home might be problematic? (p. 47) ____________________________________________________________

Chapter 7: Dynamite!

Words to Know
- injured
- dynamite
- grit

Words in Parts
- galloped

Vocabulary Words
- stretchers
- alley
- sparks

1. Why do Jack and Annie have to be extra careful as they walk? (p. 48) ____________________________________________________________

2. Name three things Jack and Annie observe that people are trying to save. (p. 48-49) ____________________________________________________________

3. **Predict:** Why are they going to set off dynamite? ____________________________________________________________

4. What did Jack’s research book say about the dynamite? (p. 50) ____________________________________________________________

5. What was a disastrous effect of using the dynamite? (p. 50) ____________________________________________________________

6. What did Betty think was an excellent story? (p. 52-53) ____________________________________________________________

7. Why didn’t Betty recognize Jack and Annie? (p. 53) ____________________________________________________________
### Chapter 8: Good Luck, San Francisco!

<table>
<thead>
<tr>
<th>Words to Know</th>
<th>Words in Parts</th>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>• relief</td>
<td>• echoed</td>
<td>• smothering</td>
</tr>
</tbody>
</table>

1. **Why were Jack and Annie worried about the tree house?** (p. 54)

   ________________________________________________________________

2. **What did Jack and Annie see when they looked out the window?** (p. 55)

   ________________________________________________________________

### Chapter 9: The Wonderful Room

<table>
<thead>
<tr>
<th>Words to Know</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• brave</td>
<td>• anxiously</td>
<td>• badges</td>
</tr>
<tr>
<td>• cracked</td>
<td>• loveliest</td>
<td>• citizens</td>
</tr>
<tr>
<td>• messengers</td>
<td>• straightened</td>
<td>• ordinary</td>
</tr>
<tr>
<td>• knights</td>
<td>• defeated</td>
<td>• strode</td>
</tr>
</tbody>
</table>

1. **Predict:** What does the title of this chapter mean?

   ________________________________________________________________

2. **Why is Annie anxious?** (p. 57)

   ________________________________________________________________

3. **What effect did the earthquake have on the people of San Francisco?** (p. 58)

   ________________________________________________________________

4. **What was the effect of the roar and the flash?** (p. 59)

   ________________________________________________________________

5. **Why did Morgan not accept the writings?** (p. 59)

   ________________________________________________________________

6. **Where did the Magic Tree House take Jack, Annie, and Morgan?** (p. 60)

   ________________________________________________________________

7. **What was wrong with the man in the corner?** (p. 61)

   ________________________________________________________________

8. **Summarize the four special writings.** (p. 64-65)

   a. ________________________________________________________________

   b. ________________________________________________________________

   c. ________________________________________________________________

   d. ________________________________________________________________

### Chapter 10: The Mystery of Morgan’s Library

<table>
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<tr>
<th>Words to Know</th>
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<tr>
<td>• incredible</td>
<td>• birdsong</td>
<td>• amazement</td>
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</table>

1. **What unusual information did Annie find in the research book?** (p. 69)

   ________________________________________________________________

2. **Who was the man in Morgan’s library that Jack and Annie helped?** (p. 70)

   ________________________________________________________________

**Write the fact you find most interesting from the ones listed after Chapter 10.**

   ________________________________________________________________
# Earthquake in the Early Morning Reading Guide (KEY)

## Chapter 1: Tweet-Tweet

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<tr>
<td></td>
<td></td>
<td>pioneer</td>
</tr>
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</table>

1. What had Morgan’s last note said? (p. 3) “Come back tomorrow, in the early morning.”
2. Annie was waiting for what cause for the effect to be waking Jack up? (p. 4) She was waiting for the birds to sing.
3. “Tweet-tweet” on page 4 is an example of what literary device? **Onomatopoeia**
4. What four kinds of writing do Jack and Annie need to find? (p. 5) **They must find something to follow, something to send, something to learn, and something to lend.**
5. **Predict:** How do you think these special writings will save Camelot? ________________________________

6. To what setting will Jack and Annie be traveling? (p. 7) **They will be traveling to San Francisco, California, in 1906.**
7. Who is Miss Neely? (p. 8) **She was the school teacher Jack and Annie met during their last adventure.**

## Chapter 2: Thunder Under the Ground

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<td>impatiently</td>
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</table>

1. **Predict:** What do you think the title of this chapter means? ______________________________________________

2. Draw Jack and Annie in their outfits described on p. 9.

3. How did Jack know what time it was? (p. 10) **He heard the church bell ring 5 times.**
4. San Francisco was the **biggest** city on the west coast of the United States in 1906. **Half a million** people lived there. (p. 12)
5. Why was everything so quiet and peaceful? (p. 14) **Everyone was still asleep.**
6. What disrupted the peace and quiet? (p. 14) **The ground started shaking.**
7. Write some words from p. 16 that capture the noise all around. **Rumbling, clanging, crashing, and breaking are all noisy words.**
8. What was different about the second earthquake? (p. 17) **The rumbling was even harder and louder than before.**
9. **Text-to-Self:** How would you feel after surviving the events through p. 18? ________________________________

---

**Words to Know**

- lend
- schoolhouse

**Crept**

**Pioneer**

**Words in Parts**

- sailor
- trolley
- stockings

- gaslights
- cobblestone
- impatiently

**Vocabulary Words**

- population
- tourists
- hurled

---

**Words in Parts**

- gaslights
- cobblestone
- impatiently

**Vocabulary Words**

- population
- tourists
- hurled
Chapter 3: The Great Shake

1. **Infer:** Where did all the dust come from? (p. 19) It probably came from damage to the buildings and the ground after the earthquake.
2. Why was Annie in trouble? (p. 20) She had fallen into a huge crack in the street.
3. What was Jack afraid of? (p. 21) He was afraid that there would be another earthquake that would trap Annie in the crack!
4. How did Annie get out of the crack? (p. 22) Jack brought her bricks to stack up. Then, she climbed out by standing on the stack.
5. What did the research book say that Jack and Annie had just experienced? (p. 24) They had experienced "The Great Shake" that occurred on April 18, 1906, at 5:13 A.M.
6. Why did the adults come out of their houses without talking? (p. 25) They were in shock.
7. The earthquake also caused what other great destruction? (p. 25) When the earthquake broke chimneys, stoves, and lamps, it caused huge fires to break out.

Chapter 4: What's the Story?

1. What does Jack want to do and why won't Annie let him? (p. 26) Jack wants to leave San Francisco before the fires spread, but Annie reminds him they need to find something to lend for Morgan.
2. Draw some of the effects of the earthquake as described on p. 26-27.
3. Why does Annie change her mind about their mission? (p. 27) She says they need to help.
4. What were the men putting into the horse-drawn wagon and why? (p. 28) They were taking bank bags filled with money down to a boat in the harbor so the money wouldn't burn.
5. Who is Betty and what does she want to know? (p. 31) Betty is a newspaper reporter and she wants to know what the story is.
6. Why does Betty not know what TV is? (p. 31) It hasn't been invented yet!
7. What tip does Betty give to Jack and Annie for escaping? (p. 32) She told them to go to the Golden Gate Park because the ferry is very crowded.
8. What does Jack decide to do to help? (p. 34) He wants to help the man loading books in a cart to save the books.
Chapter 5: Stop! Stop!

1. **Predict:** What do you think the title of this chapter means? ____________________________________________

2. What is the man doing? (p. 35) He is moving all the rare books to the Pavilion.

3. What is unusual about these books? (p. 36) Some of them are old and fancy with gold covers. All of them are treasures.

4. Who does Jack tell to stop and why? (p. 38-39) Jack tells the librarian to stop because his research book said that all the books in the Pavilion would burn, but the building the books were in before never burned.

5. Who does Annie decide to help? (p. 40) She hears people crying and sees two kids, so she decides to help them.

Chapter 6: Something to Lend

1. Why weren't the boys wearing shoes? (p. 43) When their house caught fire, they lost most of their things, including their shoes.

2. What did Jack and Annie lend the boys? (p. 44) They let their own boots to the boys.

3. What did the boys lend Jack and Annie? (p. 45) They lent the poem written on the wood: “There is not water/And still less soap./We have no city,/but lots of hope.

4. What advice did Jack and Annie give to Aunt Mary and the boys? (p. 46) They should go to Golden Gate Park.

5. Why does Jack think his plan to go home might be problematic? (p. 47) There was smoke billowing in the direction they needed to be going.

Chapter 7: Dynamite!

1. Why do Jack and Annie have to be extra careful as they walk? (p. 48) Since they gave away their shoes, they need to be careful not to cut their feet.

2. Name three things Jack and Annie observe that people are trying to save. (p. 48-49) They saw people trying to save a piano, a bunch of hats, and three little dogs.

3. **Predict:** Why are they going to set off dynamite? ____________________________________________

4. What did Jack's research book say about the dynamite? (p. 50) The mayor wanted to use the dynamite to destroy buildings so the fire couldn't spread as quickly, but his plan didn't work.

5. What was a disastrous effect of using the dynamite? (p. 50) It caused a firestorm.

6. What did Betty think was an excellent story? (p. 52-53) She saw Jack and Annie caked in dirt but holding the sign about hope.

7. Why didn't Betty recognize Jack and Annie? (p. 53) They were completely covered in dirt!
Chapter 8: Good Luck, San Francisco!

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<td>• smothering</td>
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</tbody>
</table>

1. Why were Jack and Annie worried about the tree house? (p. 54) Since it was wooden, they were afraid it would catch fire too.
2. What did Jack and Annie see when they looked out the window? (p. 55) Buildings were on fire and smoke was covering the city.

Chapter 9: The Wonderful Room

<table>
<thead>
<tr>
<th>Words to Know</th>
<th>Words in Parts</th>
<th>Vocabulary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>• brave</td>
<td>• anxiously</td>
<td>• badges</td>
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<tr>
<td>• crackled</td>
<td>• loveliest</td>
<td>• citizens</td>
</tr>
<tr>
<td>• messengers</td>
<td>• straightened</td>
<td>• ordinary</td>
</tr>
<tr>
<td>• knights</td>
<td>• defeated</td>
<td>• strode</td>
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</table>

1. **Predict:** What does the title of this chapter mean? ______________________________________________________________

2. Why is Annie anxious? (p. 57) She wants to know what happened to all the people they met.
3. What effect did the earthquake have on the people of San Francisco? (p. 58) They were brave and never gave up hope. They wanted to rebuild, and they did.
4. What was the effect of the roar and the flash? (p. 59) Morgan appeared!
5. Why did Morgan not accept the writings? (p. 59) She said someone else needed them more than she did.
6. Where did the Magic Tree House take Jack, Annie, and Morgan? (p. 60) It took them to Morgan's library.
7. What was wrong with the man in the corner? (p. 61) He looks tired because he has been defeated and given up hope for his kingdom.
8. Summarize the four special writings. (p. 64-65)
   a. The list from the Civil War tells how to help wounded people.
   b. The letter from the Revolutionary War says that you should never give up.
   c. The slate from the pioneer schoolhouse says that if at first you don't succeed, try, try again.
   d. The piece of wood from the earthquake says that when you've lost everything, you still have hope.

Chapter 10: The Mystery of Morgan's Library

<table>
<thead>
<tr>
<th>Words to Know</th>
<th>Words in Parts</th>
<th>Vocabulary Words</th>
</tr>
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<tbody>
<tr>
<td>• incredible</td>
<td>• birdsong</td>
<td>• amazement</td>
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</tbody>
</table>

1. What unusual information did Annie find in the research book? (p. 69) There was a picture of her and Jack holding the sign about hope, and the caption said that the two brave children gave hope to others.
2. Who was the man in Morgan’s library that Jack and Annie helped? (p. 70) It was King Arthur.

**Write the fact you find most interesting from the ones listed after Chapter 10.** __________________________________________________________

---

*Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina*
PICK A PROJECT!

Now that you’ve finished reading *Earthquake in the Early Morning*, pick a project to share with the class. Here are your options:

- **Write your own sign about hope.** Make sure it has a rhyme scheme (examples: ABAB or AABB). Be creative with your sign-making materials!
- **Create a diorama depicting San Francisco after the earthquake.**
- **Do additional research on a present-day San Francisco landmark that the book mentioned, like the Golden Gate Bridge or the Painted Lady houses.** Perform a short commercial to convince someone to visit these landmarks.

**RUBRIC:**

<table>
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<tr>
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<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Directions</td>
<td>Student followed all directions.</td>
<td>Student followed some directions.</td>
<td>Student followed few directions.</td>
</tr>
<tr>
<td>Detail</td>
<td>Student includes many important details from reading.</td>
<td>Student includes some important details from reading.</td>
<td>Student includes few or no important details from reading.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Project is creative, unique, and relevant.</td>
<td>Project is somewhat creative, unique, and relevant.</td>
<td>Project is not creative, unique, or relevant.</td>
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<tr>
<td>Time</td>
<td>Student stayed on-task the whole time.</td>
<td>Student stayed on-task some of the time.</td>
<td>Student did not stay on task.</td>
</tr>
</tbody>
</table>

**TOTAL:** /12 = **COMMENTS:**

*Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina*
FORCE OF THE FIRE IS AT LAST SPENT
BANKS ABLE TO MEET THE EMERGENCY

PLENTY OF MONEY IN THE VAULTS
Financiers Want Thirty Days in Which to Put Affairs in Shape for Business

THIRTY DAYS OF HOLIDAY.
Governor Pardee yesterday, after a conference with financiers, agreed to declare a legal holiday for thirty days, and to call a special session of the legislature in accordance with the constitution. The Governor's action is expected to be followed by the banks in the city.

1906 Newspapers
EARTHQUAKE AND FIRE: SAN FRANCISCO IN RUINS

And sources by planes that raced diagonally in all directions, the city is a maze of occupying ruins. The planes bombarding the people with, for instance, american bullets, during the daytime portion of the day. Building their paths in a triangular circuit from the early morning, they ascended as the bay water, left the business section, which had been entirely destroyed, and dropped in a zigzag direction to the business portion. As footprints were also made their way over the bay. Those flying to the south they rescued out along the shipping section down the bay, over the hills and on toward the northern part. The complete destruction of the entire section, as the source of market street, now being the business section, and the southern part of the channel cannot be told. The enterprise of the city is from San Francisco to the South Bay. A thousand who were flying with blankets and scantly provisions to Golden Gate Park and the beach to find shelter. Those in the homes on the hills just north of the bay valley. Wrecked sections piled their belongings in the streets and express wagons and automobiles were madly hurling them toward the destruction. Everyone in San Francisco is forced to leave the city. The loss in San Francisco will be very large. There are not a hundred horse stables. Theaters are crumbling into heaps. Factories and commission houses, i.e., upholstering on their former sites. All of the newspaper plants have been destroyed. The "Call" and the " Examiner" buildings, including the " Call" editorial building and its streets, were entirely destroyed.

NO HOPE LEFT FOR SAFETY OF ANY BUILDINGS

San Francisco never looked to entire destruction. With the exception of the main street below the old, the hope was rather than that in several of the downtown sections the fire might be checked and confined to the structural sections it had not been the fire. But in the Merchants' Court and the four blocks above and the eight below in the same were being set by the people unheaded in their ravages during the day. The north and the north and down to the docks and the bay, the point in which the fire is most dangerous, is in front of the Merchants' Court. In its south, south or west, its north, and the fire was burning at the time. The fire has destroyed the J. B. Hurst building. The fire has destroyed the entire building. The fire was burning at the time. The fire was burning at the time it passed behind the Hurst building, the location. At least the big main building was a frame. Flames leaped from every window and door, and the workers from the houses, windows, and doors. The fire was burning at the time it passed behind the Hurst building, the location. As the fire crossed the Pacific street it was in ruins. The fire burned. The destruction was widespread and extensive. The last and although dynamite was used to prevent blaze to drive.

BLOW BUILDINGS UP TO CHECK FLAMES

WHOLE CITY IS ABLAZE

A CHURCH FROM SAINT IGNATIUS IS DESTROYED

MAYOR CONIFRS WITH MILITARY AND CITIZENS

At 3 o'clock yesterday afternoon 700 representative citizens of San Francisco met the Mayor, the Chief of Police and the United States Military authorities in the police office in the headquarters of the Hall of Justice. They had been summoned by Mayor and his military in the same, the half-hour possibilities of the situation having been dissolved, now met him immediately after the church in the northwestern corner of Van Ness avenue and Mason street. The church was in a condition. The church has been destroyed by dynamite and fire. The church was demolished and the destruction by dynamite. In a church in the heart of the city, and the fire. The church has been burned by the police and firemen, which were placed, from the church had been destroyed. The church might be in the church might be to ask any expense in the affair.
HUNDREDS DEAD!
Fire Follows Earthquake, Laying Downtown
Section in Ruins--City Seems Doomed
For Lack of Water

KNOWN DEAD
AT MECHANICS' PILLOW
Max Fenner, policeman, killed
in collapse Essex Hotel.
Niece of Detective Dillon, killed
in collapse, 6th and Shipley.
Unidentified woman, killed at 18
7th st.
Two unknown men, brought in
autos.

OTHER DEAD
Five killed, 2 injured, in col-
apse of building at 239 Geary.
Frank Corral, buried, beneath base-
ment floor of burning house.

John Whaley and son, killed in
falling house, Steiner and Ger-
marian ave.

James Whaley, wife, Nellie
Whaley, Marion Whaley, same ad-
dition, badly injured.

Unidentified man, buried in re-
mainings Valencia-st. Hotel.

At 9 a.m. there were 200 dead and dying at the Pa-
rench, and more wept each minute.
Mrs. Kate Sullivan, a tenant of the Espeon Hotel,
was found in death at her home.
Mrs. A. E. Bagg, 211 Howard, killed falling roof.
Mary Shaw, killed at 7th and Mission.
Max Fenner and Percy Smith, two police officers
with guns on 10th st., were killed by falling bricks
at the front of the hotel.

At 8:45 another man was killed.

INJURED:
Woman killed on 24th st.

[The list of injured is not complete.]

THEATER WRECKED
The Majestic Theater is a complete wreck, the roof
fell in, on the 3rd st. side, leaving fallen out, while the roof itself
enters the interior of the building.

At 10:00 California st. a house was shaken down, fatal res,
and many injured.

The new Mechanics' Hospital at California and Yerba
is badly wrecked. The roof of two wings was shaken out,
while the walls of the balance of the building are badly
broken. The broken roof passed within 200 feet of the street.

[Eden's] was also completely wrecked.

This fire [in the theatre] was started by a spark from the
lighting of the play, which occurred at 10:00 a.m.

BRIEF IDEA OF DISASTER
While we were in the theater, the building rocked severely.
The roof fell in, leaving the inside of the building a mass of
debris. The walls were completely knocked down.

None of the passengers were injured.

IN OAKLAND
San Francisco, April 18: The Great Moderate
Fire followed the earthquake, laying downtown
section in ruins. The city seems doomed
for lack of water.

Many injured at 17th and 9th, Hotel Phillips.

At 898 Langton, killed: Billy Sheehan, policeman,
man, aged 30 years.

Many injured at 898 Langton, killed: Billy Sheehan, policeman,
man, aged 30 years.

Many injured at 17th and 9th, Hotel Phillips.

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Many injured at 17th and 9th, Hotel Phillips.

At 898 Langton, killed: Billy Sheehan, policeman,
man, aged 30 years.
Young journalists are hard at work!

The table is shaking. The ground is rumbling. Books are falling. Pictures are tumbling. Is it an earthquake? What do you do?

The students in our class have been working hard in the past few weeks researching earthquakes. We began by reading *Earthquake in the Early Morning* by Mary Pope Osborne. In this book, Jack and Annie travel to San Francisco during the great earthquake of 1906.

After reading this book, we decided to write our own class newspaper. Students chose to research the San Francisco earthquake of 1906, a present-day earthquake, or earthquake safety tips. We hope you enjoy our articles. If you have any comments for us, please write a letter to the editor!
(Article Title)

By: __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Caption: ______________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
Earthquake Safety Newspaper Rubric: Use these to send grade reports home. Fill in “Reporter Assignment” with the title of the article the student published. Multiple are on a page to save paper!

<table>
<thead>
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<th>Earthquake Safety Newspaper Rubric</th>
<th>Name:</th>
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<tbody>
<tr>
<td>Reporter assignment:</td>
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<td>Correct, ..........Incorrect,</td>
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<td>Detailed</td>
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<td>1. Research on topic and relevant</td>
<td>4………..3………..2………..1</td>
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<tr>
<td>2. Article contains results of research</td>
<td>4………..3………..2………..1</td>
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<tr>
<td>3. Rough draft completed</td>
<td>4………..3………..2………..1</td>
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<tr>
<td>4. Rough draft edited/revised</td>
<td>4………..3………..2………..1</td>
</tr>
<tr>
<td>5. Final copy has headline and byline</td>
<td>4………..3………..2………..1</td>
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<tr>
<td>6. Final copy has illustration</td>
<td>4………..3………..2………..1</td>
</tr>
<tr>
<td>7. Work is neat</td>
<td>4………..3………..2………..1</td>
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<tr>
<td>8. Time used wisely throughout</td>
<td>4………..3………..2………..1</td>
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<td>Total:</td>
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Earthquake Safety Newspaper Rubric

| Reporter assignment:              |       |
| Correct, ..........Incorrect,      |       |
| Detailed                         |       |
| Lacking Details                  |       |
| 1. Research on topic and relevant | 4………..3………..2………..1 |
| 2. Article contains results of research | 4………..3………..2………..1 |
| 3. Rough draft completed          | 4………..3………..2………..1 |
| 4. Rough draft edited/revised     | 4………..3………..2………..1 |
| 5. Final copy has headline and byline | 4………..3………..2………..1 |
| 6. Final copy has illustration    | 4………..3………..2………..1 |
| 7. Work is neat                   | 4………..3………..2………..1 |
| 8. Time used wisely throughout    | 4………..3………..2………..1 |
| Total:                            | /32=  |

Earthquake Safety Newspaper Rubric

| Reporter assignment:              |       |
| Correct, ..........Incorrect,      |       |
| Detailed                         |       |
| Lacking Details                  |       |
| 1. Research on topic and relevant | 4………..3………..2………..1 |
| 2. Article contains results of research | 4………..3………..2………..1 |
| 3. Rough draft completed          | 4………..3………..2………..1 |
| 4. Rough draft edited/revised     | 4………..3………..2………..1 |
| 5. Final copy has headline and byline | 4………..3………..2………..1 |
| 6. Final copy has illustration    | 4………..3………..2………..1 |
| 7. Work is neat                   | 4………..3………..2………..1 |
| 8. Time used wisely throughout    | 4………..3………..2………..1 |
| Total:                            | /32=  |

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina
Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

**Literature Circles Rubric**

**Book Title: Earthquake in the Early Morning**

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<th>Controls voice/body</th>
<th>Uses time wisely</th>
<th>Shows cooperation</th>
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**Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina**
**Teacher Grading Rubric:** Use this to document grades easily. Add more rows for more students.

**Book Title: Earthquake in the Early Morning**

For each off-task behavior, mark off one number (starting with 10).

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