**Lesson Plan Summary**  
*Magic Tree House #23: Twister on Tuesday*  
*Reading Activities*

<table>
<thead>
<tr>
<th>DURING THIS BOOK STUDY, EACH STUDENT WILL:</th>
<th>COMMON CORE STANDARDS ADDRESSED:</th>
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<tr>
<td></td>
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<tr>
<td>- Answer questions on a detailed Reading Guide</td>
<td><strong>READING:</strong></td>
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<tr>
<td>- Participate in partner work to discuss, share, and record prior knowledge of pioneers.</td>
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<tr>
<td>- Draw sketches of Jack and Annie.</td>
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<tr>
<td>- Use jot notes.</td>
<td><strong>Reading:</strong></td>
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<tr>
<td>- Look up new vocabulary words in a dictionary. (Dictionary Detective)</td>
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<tr>
<td>- Find pioneer vocabulary in a word search.</td>
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<tr>
<td>- Use a Venn diagram.</td>
<td><strong>Key Ideas and Details:</strong></td>
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<tr>
<td>- Create a comic strip.</td>
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<td>- Navigate through from a schoolhouse to a tree house in a maze.</td>
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<td>- Create a new book cover with an illustration and summary of the book.</td>
<td><strong>Integration of Knowledge and Ideas:</strong></td>
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| COMMON CORE STANDARDS ADDRESSED: |  |
|---------------------------------|  |
| **READING:** |  |
| - Range of Reading and Level of Text Complexity | **SPEAKING AND LISTENING:** |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
| **SOCIAL STUDIES:** |  |
|   |   |
|   |   |

Created by: Lindsay Hamilton, Kenollie Public School, Ontario, Canada
Lesson Plan
Magic Tree House #23: Twister on Tuesday

Before Reading Exercise

Who is the author of the novel Twister on Tuesday? ________________________________

Have you read any other stories written by this author? Check yes or no.

___ yes

___ no

Look at the front cover of the novel Twister on Tuesday. Identify which text features can be used to help the reader predict what the novel is about.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Based on the information you inferred from the text features, predict what you think will happen in the story Twister on Tuesday.

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Use your prior knowledge…

What do you know about pioneers?

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Find a partner and discuss your written response to the question above. Record any new information you know about pioneers after your discussion.

New information:

____________________________________________________

____________________________________________________

____________________________________________________

Created by: Lindsay Hamilton Kenollie Public School, Ontario, Canada

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Section 1: Prologue, Tuesday! & Signs of Life

At the beginning of the novel, the author Mary Pope Osborne introduces the main characters. Draw a picture of how you visualized each character in the photo frames on the right.

Who is Morgan Le Fay and why was Jack excited to meet her on Tuesday morning? Use information from the text or your own ideas to support your thinking.

______________________________

______________________________

______________________________

**Dictionary Detective**

Prairies: _______________________

Pioneer: _______________________

Multiple Choice: Select the correct answer by colouring in the correct bubble.

On this adventure Jack and Annie were looking for ____________.

- something to follow
- something to learn
- something to send
- something to lend

Use jot-notes to record what Jack and Annie were wearing when they landed in pioneer times.

<table>
<thead>
<tr>
<th>Jack’s Clothes</th>
<th>Annie’s Clothes</th>
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Why were people traveling in wagons and not cars?

______________________________

______________________________

______________________________

Predict what Jack and Annie will find when they get to the streaming black smoke that is coming out of the hill.

______________________________

______________________________

______________________________
Section 2: One-Room Schoolhouse & Reading Lesson

How did the pioneers living in the prairies make their homes?

Why were there older children and younger children in one class?

Explain why the classroom teacher in the pioneer schoolhouse was young (only sixteen years old).

Why did they use oil lamps in the pioneer days? Use full-sentences to explain your thinking.

Jeb was the eldest boy in the class but he did not know how to read. What would prevent a pioneer child from learning to read?

Use the Venn diagram below to compare your school life to a pioneer child’s educational experience.
Section 3: Bully & Grasshopper Attack!

On page 34, Jack tries for a second time to befriend Jeb when he offers to share his food with him. Jeb reacted by saying “You making fun again?” Why did Jeb think that Jack was making fun of him?

What is a log cabin? ____________________________

Multiple Choice: Another title for chapter 5 could be....

- Quick Lunch
- Sweet Potatoes
- Walking to School
- Jeb

Why did the teacher hand out slates and not paper to write on? ____________________________

At the end of chapter 6, Jack and Annie decide it is time to leave the school house because they had found “Something to learn”. Record the lesson Miss Neely gave the children “to learn” (p. 38).

Why is this lesson important for students to know? ____________________________

Find the pioneer terms in the word search on the left.

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<tr>
<td>Y Y V L V G M H U O M</td>
<td>O G D M J P B O E D O</td>
</tr>
<tr>
<td>R A L B C K H R U B B</td>
<td>X Q J J Y L P S U E G</td>
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<tr>
<td>X Q J J Y L P S U E G</td>
<td>T G P I O N E E R K E</td>
</tr>
<tr>
<td>W A G O N T D B Q T S</td>
<td>X C H F A Q J C R M F</td>
</tr>
<tr>
<td>A C E L L A R N V O A</td>
<td>S K S U I U C F H M Q</td>
</tr>
</tbody>
</table>

- sod
- horse
- schoolhouse
- prairies
- pioneer
- wagon
- prairie
- slate
- sod house
- cellars
Section 4:
Why were cellars built into homes in the prairies?

Create a comic strip to retell the events that occur in chapter 7 and 8. Be sure to include:

- Characters (Emily, Matt, Miss Neely and Students)
- Background (Use the authors words to create your setting)
- Speech bubbles (words the character says) and thought bubbles
- Rectangle captions (are used to narrate ideas from the story that the characters do NOT think or say).
- Main ideas/events from the chapter (remember you are only retelling parts of the text that deserve the most attention – the most important ideas)

Title of Comic

------------------
Section 5:

Why did Jeb start school so late in his childhood? Use information from the text to support your answer.

Help Jack and Annie move from the tree house back to the one-room schoolhouse.

Record the adjectives that the author uses to describe how the schoolhouse looked after the twister.

Multiple Choice: Select the best answer by colouring in the bubble.

After Jeb talked to Jack and Annie, they realized that he …

- was extremely angry
- wanted to be friends
- scared

Explain how Jack and Annie made Miss Neely’s poem (p. 38) come true. Use information from the text and your own ideas to support your thinking.

Dictionary Detective: “The twister had cut a wide path of dirt and destruction across The prairie.” (P.58)

Destruction: 
**Section 6: After Reading Exercise**

Sequence these events from the story by putting numbers in the blanks to show the correct order. Place number 1 beside the event that occurred first in the story. Number 5 is the last event that happened in the novel.

1. Jack and Annie moved the rug to access the cellar in the schoolhouse
2. Jeb got mad at Jack for offering him food at lunch
3. Jack and Annie saw wagons moving through the prairies
4. The schoolhouse got destroyed by the twister
5. Jack and Annie were excited because it was Tuesday

Mary Pope Osborne approaches you to create a new book sleeve for the novel *Twisters on Tuesday*. You are asked to illustrate a cover that will attract students in grades three and four. On the back of the book, you are asked to write a paragraph to summarize what the book is about in an exciting manner so that everyone will want to read it.