



Lesson Plan Summary

Magic Tree House #23: Twister on Tuesday

Reading Activities

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Answer questions on a detailed Reading Guide
- Participate in partner work to discuss, share, and record prior knowledge of pioneers.
- Draw sketches of Jack and Annie.
- Use jot notes.
- Look up new vocabulary words in a dictionary. (Dictionary Detective)
- Find pioneer vocabulary in a word search.
- Use a Venn diagram.
- Create a comic strip.
- Navigate through from a schoolhouse to a tree house in a maze.
- Create a new book cover with an illustration and summary of the book.

COMMON CORE STANDARDS ADDRESSED:

READING:

- Range of Reading and Level of Text Complexity
 - Make predictions
 - Draw upon prior knowledge
 - Make inferences
 - Summarize
 - Sequence events
- Key Ideas and Details
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Integration of Knowledge and Ideas
 - Re-tell the story
 - Research to build and present knowledge
 - Compare and contrast

SPEAKING AND LISTENING:

- Comprehension and collaboration

SOCIAL STUDIES:

- Westward Expansion
- School Traditions- past and present

23-1S512

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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...

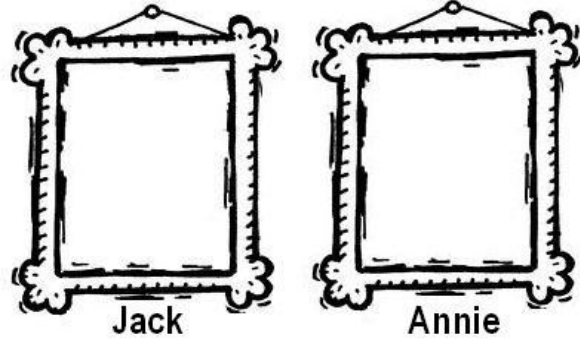
What do you know about pioneers?

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:

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.

Jack's Clothes	Annie's Clothes

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?

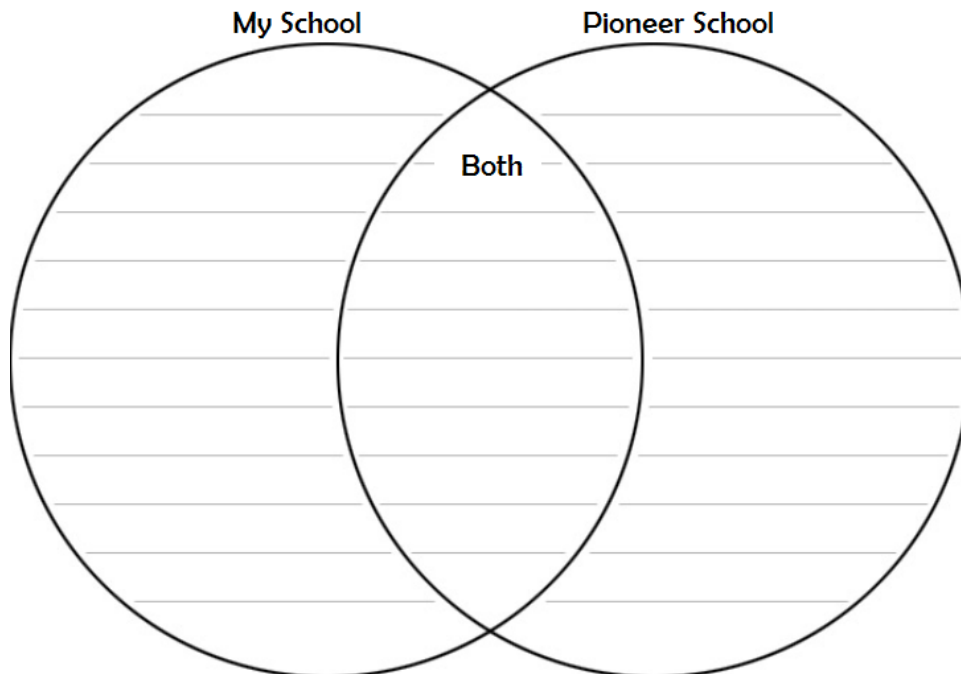


Explain why the classroom teacher in the pioneer schoolhouse was young (only sixteen years old). _____

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
- Walking to School
- Sweet Potatoes
- 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? _____

J	A	B	P	P	H	L	G	H	E	E
G	M	P	R	A	I	R	I	E	S	P
Y	Y	V	L	V	G	M	H	U	O	M
O	G	D	M	J	P	B	O	E	D	O
R	A	L	B	C	K	H	R	U	B	B
X	Q	J	J	Y	L	P	S	U	E	G
T	G	P	I	O	N	E	E	R	K	E
W	A	G	O	N	T	D	B	Q	T	S
X	C	H	F	A	Q	J	C	R	M	F
A	C	E	L	L	A	R	N	V	O	A
S	K	S	U	I	U	C	F	H	M	Q

sod	schoolhouse	pioneer
horse	prairies	slate
wagon	cellar	

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



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)

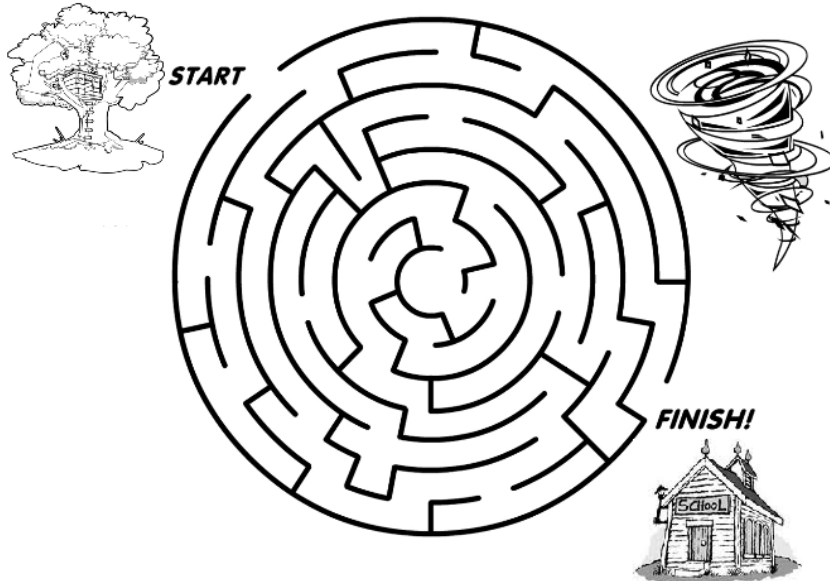
TITLE OF COMIC _____

The form consists of six empty rectangular panels arranged in three rows. The top row has two panels, the middle row has two panels, and the bottom row has two panels. Each panel is a simple rectangle with a black border, intended for drawing and writing a comic strip.

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.

_____ Jack and Annie moved the rug to access the cellar in the schoolhouse

_____ Jeb got mad at Jack for offering him food at lunch

_____ Jack and Annie saw wagons moving through the prairies

_____ The schoolhouse got destroyed by the twister

_____ 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.

