



Lesson Plan Summary

Magic Tree House #35: *Camp Time in California*

The Spirit of the Sequoia

A Poetry Writing Activity using Camp Time in California

EACH STUDENT WILL:	COMMON CORE STANDARDS ADDRESSED:
<ul style="list-style-type: none">• Read about John Muir and President Teddy Roosevelt and their influences on making Yosemite a national park• Discuss the importance that trees have on the environment and the lives of living creatures and plants• View a video clip of a field trip to Mariposa Grove of the Giant Sequoias in Yosemite National Park• View a science video clip of “The World’s Tallest Tree”• View a video clip of “Meditation of a Tree” to activate imagery• Locate descriptive sentences in Mary Pope Osborne’s writing and use the ideas to generate their own phrases• Read suggested books to make text to text connections to generate descriptive phrases• Write an “I Am More Than A Tree...” poem	<p>READING:</p> <ul style="list-style-type: none">• KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1) Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text, (RI2.1)• CRAFT AND STRUCTURE (RL1.4, RL2.4, RL3.4) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or a song (RL2.4) <p>WRITING:</p> <ul style="list-style-type: none">• PRODUCTION AND DISTRIBUTION OF WRITING (W1.5, W2.5, W3.5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W2.5)

35-4S0321

Created by: Paula Cirillo, 2009 Magic Tree House Teacher of the Year, Los Angeles, California

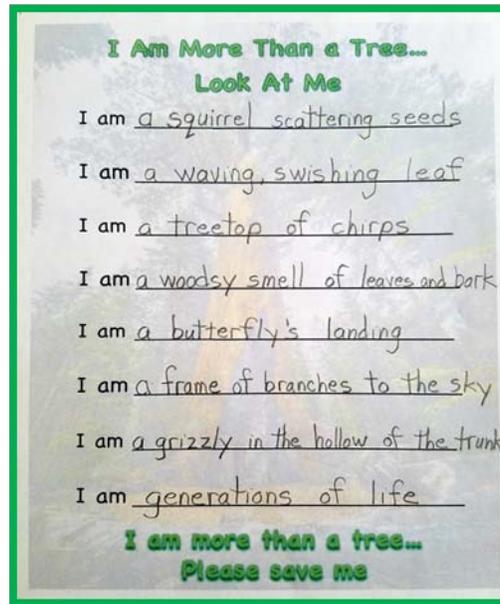


Lesson Plan

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John Muir shared a story with Jack and Annie of how the Douglas squirrel is the spirit of the sequoia trees. “One little thing in nature – like that squirrel – is hitched to the whole universe.” *John Muir from Camp Time in California*

MATERIALS NEEDED:

- Copies of #35 *Camp Time in California*
- Poetry Frame “I Am More Than A Tree...” - one copy for each student (in appendix)
- Sample Poem “I Am More Than A Tree...” – one copy for teacher (in appendix)
- ***The Busy Tree*** by Jennifer Ward or a reading of the book on video link
- ***The Great Kapok Tree*** by Lynne Cherry or a reading of the book on video link
- ***Log Hotel*** by Anne Schreiber or a reading of the book on video link
- Various descriptive tree themed books from your classroom or school library (optional)
- Chart paper

35-4LP0321

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Let's find more "spirits" of the tree

PROCEDURE

1. After reading ***Camp Time in California***, the students will write a tree poem to express how "life" in any tree makes up the "spirit" of the tree.
2. As an anticipatory set to their upcoming poem-writing activity, the teacher can choose from the following menu of ideas:

Activity 1–

- **A VIRTUAL FIELD TRIP** to Yosemite National Park's Mariposa Grove of Sequoia Trees (3:00)

<https://www.youtube.com/watch?v=sKY5uX9eY-8>

- **SCIENCE FOR KIDS** - The World's Tallest Tree! (4:43)

<https://www.youtube.com/watch?v=UErOegyJxFo>

Activity 2–

- **MEDITATION OF A TREE** – calming activity to activate imagery (2:12)

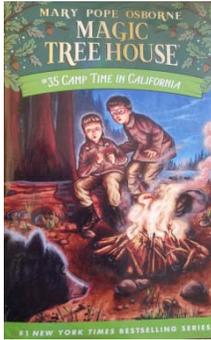
<https://www.youtube.com/watch?v=iplZGpP2V00>

Ask the students to visualize and describe what wildlife was in their tree. Examples:

- Ants are marching up my trunk
- A red cardinal is sitting on my branch
- An owl is hooting out from its hollow
- Pine needles are covering my roots
- Squirrels are jumping from branch to branch

Activity 3 –

- LET'S LEARN FROM THE AUTHORS



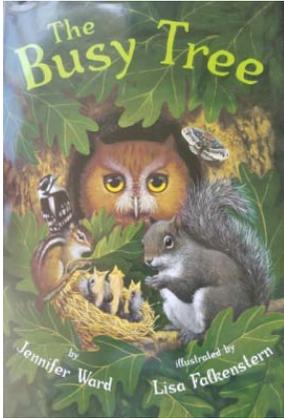
Mary Pope Osborne has the best descriptive sentences for the students to model and use to make their own phrases for the poem. I have listed a few pages and sentences to show how I took her idea and made it my own expression for the sample poem.

Mary Pope Osborne's Description	How I Changed It For The Poem
p.32 When he [squirrel} eats a cone from a big tree, he scatters its seeds	I am a squirrel scattering seeds
p.13 The leaves made swishing, whispery sounds	I am a waving, swishing leaf
p.13 The high, sweet twitter of a bird came from nearby	I am a treetop of chirps
p.11 Jack inhaled the woodsy smell of damp earth, green leaves, and tree bark	I am a woodsy smell of leaves and bark
p.12 But between leaves and branches, Jack could see pale gray sky	I am a frame of branches and leaves to the sky
p.22 Annie pointed to the hollow in one of the giant trunks (Also, show illustration in the book)	I am a grizzly in the hollow of the trunk

NOW LET THE STUDENTS WORK INDEPENDENTLY

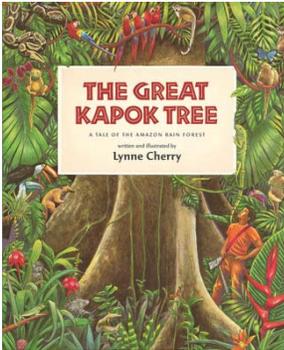
Have the students get into pairs or small groups and go through the book, jotting down their new phrases originated from Mary Pope Osborne's descriptive sentences. Put the phrases on charts displayed in the room.

Suggested text to text connections to *Camp Time in California*



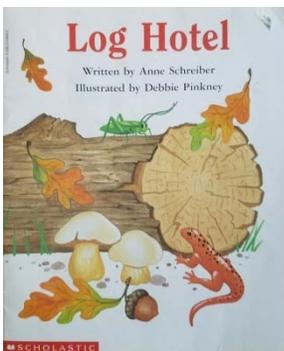
Jennifer Ward's picture book, *The Busy Tree*, is a rhyming text which exemplifies the activities in a tree. Read the book to the students or show the students a reading of it on the following link. This book has descriptive phrases and ideas for the students to model in their poem.

https://www.youtube.com/watch?v=q4eB9VMjV_8 (3:12)



Lynne Cherry's picture book, *The Great Kapok Tree*, tells the story of how all living things depend on one another. It explores the effect of deforestation on the animals and people who depend on the trees in the forest to live. In addition to the wonderfully descriptive sentences, the concept in this book could be used for a "Save the Tree" poem. Read the book to the students or show the students a reading of it on the following link.

<https://www.youtube.com/watch?v=J1Teb-jTyI> (7:53)



Anne Schreiber's picture book, *Log Hotel*, is a story about what happens to a tree when it falls. New animals, insects, reptiles, and plants move in until the log decays into the ground. A new tree starts to grow and the "spirit" of the tree lives on. Read the book to the students or show the students a reading of it on the following link.

<https://www.youtube.com/watch?v=7-nWqTFYMzE> (4:44)

Keep a running list of the students' descriptive phrases on charts displayed in the classroom. Students can add to the charts and use as a reference for poetry writing.

Appendix

- **“I Am More Than a Tree...” – poem frame (one for each student)**
- **“I Am More Than a Tree ...” – poem sample (for teacher reference)**



I Am More Than a Tree... Look At Me

I am _____

I am more than a tree...
Please save me

I Am More Than a Tree...

Look At Me

I am a squirrel scattering seeds

I am a waving, swishing leaf

I am a treetop of chirps

I am a woodsy smell of leaves and bark

I am a butterfly's landing

I am a frame of branches to the sky

I am a grizzly in the hollow of the trunk

I am generations of life

I am more than a tree...

Please save me