



## Lesson Plan Summary

### Magic Tree House #23: Twister on Tuesday

How does weather change its surroundings?  
What was life like on the prairie during Westward Expansion?

#### THIS EXTENSION WILL ENABLE EACH CHILD TO:

- Create tableaus in small groups to depict knowledge of tornadoes.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Examine how authors use certain words and styles to involve readers in the plot.
- Analyze informational texts for additional research.
- Interview a grandparent.
- Write a concrete poem.
- Record facts from weather research.
- Present projects to class and explain how students connected to the text.
- Define a tornado.
- Research common weather elements in small groups.
- Make a classroom weather station.
- Record data from weather instruments.
- Explain how people were moving west in America during the 1800s.
- Understand how covered wagons transported people.
- Compare/contrast one-room school houses to schools today.

#### COMMON CORE STANDARDS ADDRESSED:

##### DRAMATIC ARTS:

- Creative responses to texts

##### READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices.
- Analyze the effect of author's craft on literature.
- Gain information from non-fiction texts.

##### WRITING:

- Text types and purposes

##### SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

##### SCIENCE:

- Identify common weather elements.
- Explain how the weather can change its surroundings.
- Use weather tools to analyze weather.

##### SOCIAL STUDIES:

- Westward Expansion
- Evolution of transportation technology
- Schooling traditions past and present



## Cross Curriculum Lesson Plans

### Magic Tree House #23: Twister on Tuesday

#### 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 *Twister on Tuesday* by having students work in small groups (4 students) to show what they know about tornadoes. They will share their answers by using their bodies to create a frozen tableau (or picture) and then a spokesperson will explain the group's construction.
2. Suggested activities to use with certain chapters:
  - Chapter 2: Examine the pictures of the covered wagon train and the old prairie train (see Accompanying Materials). Compare and contrast these two methods of transportation. Which would you prefer and why?
  - Chapter 3: Look at some pictures and read about a typical day in a one-room school house. Helpful links are provided below:
    - <http://www.cedu.niu.edu/blackwell/oneroom/typicalDay.shtml>
    - <http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@FILREQ%28@field%28SUBJ+@BAND%28one+room+schools%29%29+@FIELD%28COLLID+ndfa%29%29>
    - [http://lcweb2.loc.gov/ammem/award97/ndfahtml/hult\\_school\\_05.html](http://lcweb2.loc.gov/ammem/award97/ndfahtml/hult_school_05.html)
  - Chapter 4: Show examples of the McGuffey reader on the computer or by printing out some images. You can find several pages at the bottom of both of these websites:
    - [http://mcguffeyreaders.com/1836\\_original.htm](http://mcguffeyreaders.com/1836_original.htm)
    - [http://mcguffeyreaders.com/1879\\_version.htm](http://mcguffeyreaders.com/1879_version.htm)
  - Chapter 6: Provide students with a small chalkboard and slate. Ask them to do some of the day's work on this surface. How does it compare to pencil and paper? Which method of writing do students prefer and why?
  - Chapter 7: View pictures of tornadoes at <http://kids.nationalgeographic.com/kids/photos/tornadoes/>.
  - Chapter 10: Write about a time when you had to try again or hold on to good memories.

3. Choose a project from the Project Menu:

- Interview a grandparent (or another more elderly family friend) about their schooling experience. How was it the same as or different from your experience in school today? Write a summary to share with the class.
- Make a Venn diagram comparing your school today to the dugout school. (Details can be found in Chapter 4.)
- Turn a recent spelling list into a Webster's Spelling Book. Look up some pictures online for some ideas!
- Create a concrete poem about tornadoes in the shape of a tornado. Use lots of vivid imagery!

4. As an entire class, make a classroom weather station. Directions to make this weather statement are included below.

5. Extensions:

- A present-day bank has covered wagons in its logo! Research the symbolism of the Wells Fargo logo. You can find information at this site:  
[https://www.wellsfargo.com/about/history/adventure/since\\_1852](https://www.wellsfargo.com/about/history/adventure/since_1852).
- Talk about tornadoes and tornado safety. Here are some helpful sites:
  - <http://www.nssl.noaa.gov/edu/safety/tornadoguide.html>
  - <http://www.weatherwizkids.com/weather-tornado.htm>
- Use *Twisters and Other Terrible Storms*, the Fact Tracker that goes with this book, to learn more about different kinds of weather.



## **Lessons for Independent Reading**

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

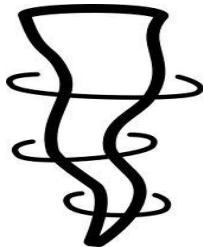
## **Lessons for Literature Circles**

- 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 a Classroom Weather Station

For this whole-class project, create a classroom weather station. Use *Twisters and Other Terrible Storms*, the accompanying Fact Tracker, to research different types of weather. Then, use basic household items to create weather instruments. Create a class weather log to record weather for a few weeks using the homemade weather station!

### Procedures:

1. Divide the class into 8 small groups. Each small group will be responsible for researching and presenting information from one chapter in *Twisters and Other Terrible Storms*. Students will take notes in groups and then work together to fill out one “Weather Guide Topic” sheet (see Accompanying Materials).
2. Once weather research has been completed, students can build their own weather instruments!
  - a. Barometer: <http://www.miamisci.org/hurricane/barometer.html>
  - b. Rain gauge: <http://www.miamisci.org/hurricane/rainmeasure.html>
  - c. Thermometer: <http://www.miamisci.org/hurricane/thermometerread.html> (Note: This thermometer will not measure actual temperatures, but it could be used to display a temperature read on a real thermometer that the whole class can see.)
  - d. Anemometer: <http://www.fi.edu/weather/todo/dixie.html>
  - e. Wind scale: <http://www.miamisci.org/hurricane/windscale.html>
  - f. Wind streamer: <http://www.miamisci.org/hurricane/windstreamer.html>
  - g. Wind chime: <http://www.miamisci.org/hurricane/windchime.html>
3. After the classroom weather station has been built, students can keep daily weather logs using the new equipment. Optional extensions to math and science standards, such as graphing, can be made with these tables. Are there any weather patterns that emerge during the weather study?
4. Invite other classrooms to use the weather station for their own weather observations! Teach other students how to use the materials.
5. Grade each student’s performance on the project using the rubric provided in the Accompanying Materials.

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# ***Twisters on Tuesday* Unit:** **Accompanying Materials**

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Twisters on Tuesday Reading Guide (KEY)

#### Chapter 1: Tuesday!

##### Words to Know

- shady

##### Words in Parts

- old-fashioned

##### Vocabulary Words

- prairie
- pioneer

1. Why are Jack and Annie excited that it is Tuesday? (p. 3) \_\_\_\_\_
2. What type of writing are Jack and Annie looking for now? (p. 6) \_\_\_\_\_
3. What is the title of the book in the tree house? (p. 6) \_\_\_\_\_
4. How did Jack and Annie know they were heading to the prairie during pioneer time? (p. 6-7) \_\_\_\_\_
5. **Text-to-Self:** What mode of transportation do you use the most and why? \_\_\_\_\_

#### Chapter 2: Signs of Life

##### Words to Know

- engine
- rippling
- column

##### Words in Parts

- sunbonnet
- rusty

##### Vocabulary Words

- grove
- schooners

1. Draw the setting where the tree house landed described on p. 10.



2. The U.S. Government built railroads after the \_\_\_\_\_ to join the \_\_\_\_\_ and \_\_\_\_\_ parts of the country. The engines were powered by \_\_\_\_\_. They carried people across \_\_\_\_\_ by the year \_\_\_\_\_. (p. 10)
3. Name two forms of transportation Jack and Annie observe by the end of page 11. \_\_\_\_\_
4. The phrase "billowed in the breeze" on the bottom of page 10 includes what literary device? \_\_\_\_\_
5. Many families used \_\_\_\_\_ to travel west. A line of wagons is called a \_\_\_\_\_. (p. 12)
6. Why were covered wagons sometimes called "prairie schooners"? (p. 13) \_\_\_\_\_
7. What was missing after the train and wagon train were gone? (p. 15) \_\_\_\_\_
8. What did Jack and Annie find that was a sign of life? (p. 15) \_\_\_\_\_

#### Chapter 3: One-Room Schoolhouse

##### Words to Know

- cellar

##### Words in Parts

- dugout

##### Vocabulary Words

- sod

1. What was unusual about the building that Jack and Annie found? (p. 16) \_\_\_\_\_
2. What did pioneers use to make their houses and why? (p. 18) \_\_\_\_\_
3. Why did many of the dugouts have storm cellars? (p. 18) \_\_\_\_\_
4. What is the story of the dugout Jack and Annie found? (p. 19) \_\_\_\_\_
5. What did Jack find unusual about Miss Neely? (p. 20) \_\_\_\_\_

#### Chapter 4: Reading Lesson

##### Words to Know

- scowl
- glare

##### Words in Parts

- modestly

##### Vocabulary Words

- grateful

1. How did the students see without electricity? (p. 21) \_\_\_\_\_
2. **Text-to-Self:** Name one way the dugout school is different from your school. (p. 22-23) \_\_\_\_\_
3. Jack and Annie tell Miss Neely they are headed to \_\_\_\_\_. (p. 24)
4. **Text-to-Self:** Do you like the character of Jeb? Why or why not? (p. 25) \_\_\_\_\_
5. What was the name of the only textbook they had at the school? (p. 25) \_\_\_\_\_
6. What did Jack realized about Jeb? (p. 25) \_\_\_\_\_

#### Chapter 5: Bully

##### Words to Know

- embarrassed

##### Words in Parts

- hovered

##### Vocabulary Words

- burlap

1. **Predict:** What do you think the title of this chapter means? \_\_\_\_\_
2. What did students on the prairie eat for lunch? (p. 31) \_\_\_\_\_
3. When Jack tries to share his lunch, how does Jeb react? (p. 34) \_\_\_\_\_
4. What does Annie call Jeb? (p. 34) \_\_\_\_\_
5. Why is Jeb so mean? (p. 35) \_\_\_\_\_
6. Where did Will and Kate's current house come from? (p. 36) \_\_\_\_\_

#### Chapter 6: Grasshopper Attack?

##### Words to Know

- hailstones

##### Words in Parts

- lamplit

##### Vocabulary Words

- slate

1. **Predict:** What do you think the title of this chapter means? \_\_\_\_\_
2. What did Miss Neely write on her slate board? (p. 38) \_\_\_\_\_
3. **Infer:** Why do you think it took Jeb so long to write? (p. 38) \_\_\_\_\_



4. Why did Kate and Will think there was a grasshopper attack? (p. 40) \_\_\_\_\_
5. What was actually making the strange sound on the roof? (p. 41) \_\_\_\_\_
6. **Science extension:** How do hailstones form? (p. 41) \_\_\_\_\_
7. What did the pioneers have to say about the grasshopper attack? (p. 41) \_\_\_\_\_
8. What was the writing about “something to learn”? (p. 43) \_\_\_\_\_
9. **Predict:** Why did the sky look really weird? (p. 45) \_\_\_\_\_

#### Chapter 7: Twister!

##### Words to Know

- budge

##### Words in Parts

- deafening

##### Vocabulary Words

- funnel

1. What happened with the greenish clouds? (p. 47) \_\_\_\_\_
2. Why did Jack and Annie think the school children would need their help? (p. 48) \_\_\_\_\_
3. Why couldn't Jack and Annie get into the schoolhouse? (p. 51-52) \_\_\_\_\_

#### Chapter 8: Get Below!

##### Words to Know

- hinge

##### Words in Parts

- fiercely

##### Vocabulary Words

- overturned

1. How did Jack and Annie get into the schoolhouse? (p. 53) \_\_\_\_\_
2. Why did the school children not see the cellar? (p. 54) \_\_\_\_\_
3. What could Jed do that no one else could? (p. 55) \_\_\_\_\_
4. Write the simile about the twister on page 56. \_\_\_\_\_

#### Chapter 9: All Clear

##### Words to Know

- horizon
- rescue

##### Words in Parts

- destruction

##### Vocabulary Words

- shock
- reckon

1. What effect did the twister have on the schoolhouse? (p. 57) \_\_\_\_\_
2. Write the simile about the twister on page 59. \_\_\_\_\_
3. Which three characters played the biggest roles in saving everyone's lives? (p. 59) \_\_\_\_\_
4. How is Miss Neely planning to use the expression “if at first you don't succeed, try, try again” after the twister comes through? (p. 60) \_\_\_\_\_
5. Why does Miss Neely love teaching? (p. 60) \_\_\_\_\_
6. What does Jeb want to do one day? (p. 63) \_\_\_\_\_
7. What does Jeb share about his parents? (p. 63) \_\_\_\_\_
8. What does Jeb say he'll do if they ever come back through the area? (p. 63) \_\_\_\_\_

9. Write the sentence that personifies the flowers on page 64. \_\_\_\_\_
10. **Infer:** Why do you think Jack didn't want to leave the prairie? \_\_\_\_\_
- \_\_\_\_\_

Chapter 10: The Third Writing

Words to Know

- cozy

Words in Parts

- nightmare

Vocabulary Words

- recover

1. **Text-to-Self:** Jack says, "Life here is pretty easy compared to pioneer life." Do you agree that your own life is easier than pioneer life? Why or why not? \_\_\_\_\_
2. How did Annie show that Jack had used the writing on the slate to help him? (p. 67) \_\_\_\_\_
3. What did Jack and Annie find in the tree house? (p. 68) \_\_\_\_\_
4. How were Jack and Annie able to forget about the terrifying experience with the twister? (p. 70) \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Twisters on Tuesday Reading Guide (KEY)

#### Chapter 1: Tuesday!

##### Words to Know

- shady

##### Words in Parts

- old-fashioned

##### Vocabulary Words

- prairie
- pioneer

1. Why are Jack and Annie excited that it is Tuesday? (p. 3) Morgan's note told them to come back to the magic tree house on Tuesday.
2. What type of writing are Jack and Annie looking for now? (p. 6) They are looking for something to learn.
3. What is the title of the book in the tree house? (p. 6) The title is *Life on the Prairie*.
4. How did Jack and Annie know they were heading to the prairie during pioneer time? (p. 6-7) The book showed a picture of a train, but trains didn't cross the prairies until after the pioneers came.
5. **Text-to-Self:** What mode of transportation do you use the most and why? \_\_\_\_\_

#### Chapter 2: Signs of Life

##### Words to Know

- engine
- rippling
- column

##### Words in Parts

- sunbonnet
- rusty

##### Vocabulary Words

- grove
- schooners

1. Draw the setting where the tree house landed described on p. 10.



2. The U.S. Government built railroads after the Civil War to join the eastern and western parts of the country. The engines were powered by steam. They carried people across Kansas by the year 1870. (p. 10)
3. Name two forms of transportation Jack and Annie observe by the end of page 11. They see a train and covered wagons.
4. The phrase "billowed in the breeze" on the bottom of page 10 includes what literary device? Alliteration
5. Many families used covered wagons to travel west. A line of wagons is called a wagon train. (p. 12)
6. Why were covered wagons sometimes called "prairie schooners"? (p. 13) Their white cloth tops made them look like sailing ships in the prairie.
7. What was missing after the train and wagon train were gone? (p. 15) All signs of life were missing.
8. What did Jack and Annie find that was a sign of life? (p. 15) They saw a pipe in the distance that had smoke coming out of it.

#### Chapter 3: One-Room Schoolhouse

##### Words to Know

- cellar

##### Words in Parts

- dugout

##### Vocabulary Words

- sod

1. What was unusual about the building that Jack and Annie found? (p. 16) The door seemed to open into the hill.
2. What did pioneers use to make their houses and why? (p. 18) There weren't many trees on the prairie, so wood was scarce. Instead, they made sod bricks from the earth or dug a house out of the side of a hill.
3. Why did many of the dugouts have storm cellars? (p. 18) Tornadoes happen a lot on the prairie, and the storm cellar is the safest place to be during a tornado.
4. What is the story of the dugout Jack and Annie found? (p. 19) It used to be a home, but then the family moved. Then the dugout became a one-room schoolhouse.
5. What did Jack find unusual about Miss Neely? (p. 20) She looked too young to be a teacher.

#### Chapter 4: Reading Lesson

##### Words to Know

- scowl
- glare

##### Words in Parts

- modestly

##### Vocabulary Words

- grateful

1. How did the students see without electricity? (p. 21) The schoolhouse was lit with oil lamps.
  2. **Text-to-Self:** Name one way the dugout school is different from your school. (p. 22-23) The walls are dirt. The floor is wood with a rug on top. The teacher's desk is a barrel. Heat comes from a small coal stove.
  3. Jack and Annie tell Miss Neely they are headed to California. (p. 24)
  4. **Text-to-Self:** Do you like the character of Jeb? Why or why not? (p. 25) \_\_\_\_\_
- 
5. What was the name of the only textbook they had at the school? (p. 25) The only textbook was the McGuffey Reader.
  6. What did Jack realized about Jeb? (p. 25) He can't read.

#### Chapter 5: Bully

##### Words to Know

- embarrassed

##### Words in Parts

- hovered

##### Vocabulary Words

- burlap

1. **Predict:** What do you think the title of this chapter means? \_\_\_\_\_
- 
2. What did students on the prairie eat for lunch? (p. 31) They ate sweet potatoes.
  3. When Jack tries to share his lunch, how does Jeb react? (p. 34) He refuses to accept the help and threatens to fight Jack.
  4. What does Annie call Jeb? (p. 34) She calls him a bully.
  5. Why is Jeb so mean? (p. 35) He has never been to school before and he is embarrassed.
  6. Where did Will and Kate's current house come from? (p. 36) Their dad built a log cabin from trees by the creek.

#### Chapter 6: Grasshopper Attack?

##### Words to Know

- hailstones

##### Words in Parts

- lamplit

##### Vocabulary Words

- slate

1. **Predict:** What do you think the title of this chapter means? \_\_\_\_\_
- 
2. What did Miss Neely write on her slate board? (p. 38) "Tis a lesson you should heed,/Try, try again;/If at first you don't succeed,/Try, try again."
  3. **Infer:** Why do you think it took Jeb so long to write? (p. 38) He had never been to school before, so he wasn't very good at writing.

4. Why did Kate and Will think there was a grasshopper attack? (p. 40) They heard sounds like someone was throwing stones on the roof.
  5. What was actually making the strange sound on the roof? (p. 41) It was hailstones.
  6. **Science extension:** How do hailstones form? (p. 41) They are small pieces of frozen rain that sometimes fall during thunderstorms.
  7. What did the pioneers have to say about the grasshopper attack? (p. 41) Millions of them came the previous year. They covered everything and ate everything.
  8. What was the writing about “something to learn”? (p. 43) It was what Jack had copied on his slate board.
  9. **Predict:** Why did the sky look really weird? (p. 45) \_\_\_\_\_
- 

### Chapter 7: Twister!

#### Words to Know

- budge

#### Words in Parts

- deafening

#### Vocabulary Words

- funnel

1. What happened with the greenish clouds? (p. 47) They turned into a twister.
2. Why did Jack and Annie think the school children would need their help? (p. 48) It was their first day in the schoolhouse, so they probably didn't know they had a storm cellar.
3. Why couldn't Jack and Annie get into the schoolhouse? (p. 51-52) The door wouldn't budge, and the winds of the tornado drowned out their voices.

### Chapter 8: Get Below!

#### Words to Know

- hinge

#### Words in Parts

- fiercely

#### Vocabulary Words

- overturned

1. How did Jack and Annie get into the schoolhouse? (p. 53) The wind blew the door off its hinges.
2. Why did the school children not see the cellar? (p. 54) The door to the cellar was underneath the rug.
3. What could Jed do that no one else could? (p. 55) He could open the door to the cellar.
4. Write the simile about the twister on page 56. It sounded like a train barreling right through the schoolhouse!

### Chapter 9: All Clear

#### Words to Know

- horizon
- rescue

#### Words in Parts

- destruction

#### Vocabulary Words

- shock
- reckon

1. What effect did the twister have on the schoolhouse? (p. 57) It tore off the roof and sucked out everything inside.
2. Write the simile about the twister on page 59. “Everyone watched silently as the twister became long and thin, like a piece of rope.”
3. Which three characters played the biggest roles in saving everyone's lives? (p. 59) Jack, Annie, and Jeb worked together to save everybody's lives.
4. How is Miss Neely planning to use the expression “if at first you don't succeed, try, try again” after the twister comes through? (p. 60) They will build their school again.
5. Why does Miss Neely love teaching? (p. 60) Whatever you teach children travels with them into the future.
6. What does Jeb want to do one day? (p. 63) He wants to read.
7. What does Jeb share about his parents? (p. 63) They were too poor to go to school, but they want him to go.
8. What does Jeb say he'll do if they ever come back through the area? (p. 63) He hopes he'll be able to read their book.

9. Write the sentence that personifies the flowers on page 64. The wildflowers danced in a gentle breeze.
10. **Infer:** Why do you think Jack didn't want to leave the prairie? It was beautiful, and he had just made peace with Jeb.

#### Chapter 10: The Third Writing

##### Words to Know

- cozy

##### Words in Parts

- nightmare

##### Vocabulary Words

- recover

1. **Text-to-Self:** Jack says, "Life here is pretty easy compared to pioneer life." Do you agree that your own life is easier than pioneer life? Why or why not? \_\_\_\_\_
2. How did Annie show that Jack had used the writing on the slate to help him? (p. 67) He kept trying to make friends with Jeb, and he succeeded in the end.
3. What did Jack and Annie find in the tree house? (p. 68) They found a note asking them to come back on Wednesday morning, which was the next day.
4. How were Jack and Annie able to forget about the terrifying experience with the twister? (p. 70) They remembered that Miss Neely told them to hold on to the good memories and let go of the bad ones.

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

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## PICK A PROJECT!

Now that you've finished reading *Twister on Tuesday*, pick a project to share with the class. Here are your options:

Interview a grandparent (or another more elderly family friend) about their schooling experience. How was it the same as or different from your experience in school today? Write a summary to share with the class.

Turn a recent spelling list into a Webster's Spelling Book. Look up some pictures online for some ideas!

Make a Venn diagram comparing your school today to the dugout school. (Details can be found in Chapter 4.)

Create a concrete poem about tornadoes in the shape of a tornado. Use lots of vivid imagery!

## RUBRIC:

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

**TOTAL:** \_\_\_\_\_/12= \_\_\_\_\_ **COMMENTS:**

*Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina*

**Weather Guide Topic:** \_\_\_\_\_

**Researchers' Names:** \_\_\_\_\_

**Main Idea from Chapter:**

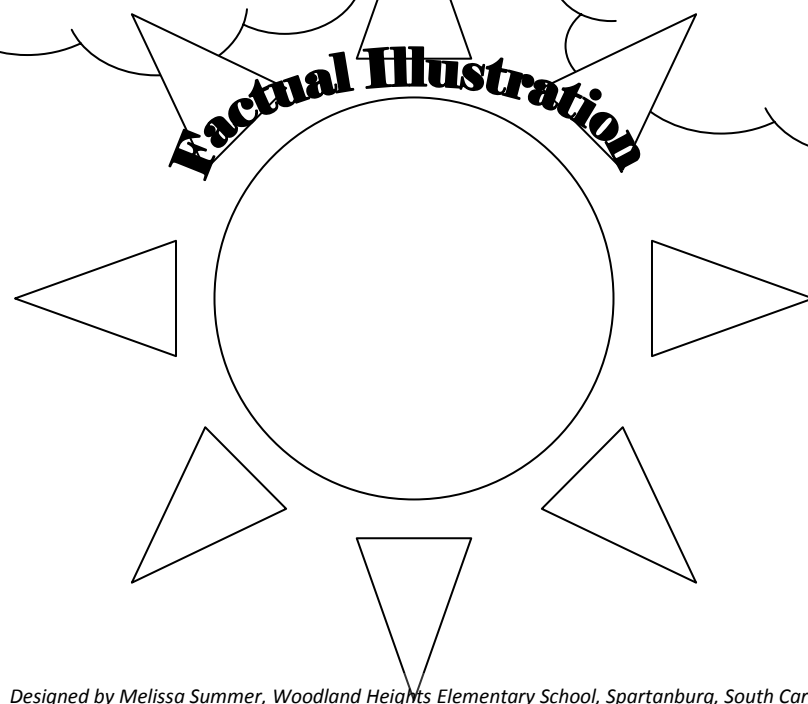
**Detailed Fact #2:**

**Detailed Fact #1:**

**Detailed Fact #3:**

**Detailed Fact #4:**

**Factual Illustration**





Observer's Name: \_\_\_\_\_



# My Weather Log



Observable Properties				Measureable Properties					
Date	Temp. (feels...)	Weather (general)	Wind chime	Barometer	Rain Gauge	Thermometer	Anemometer	Wind Scale	Wind Streamer

# WEATHER STATION RUBRIC

**NAME:** \_\_\_\_\_ **CHAPTER:** \_\_\_\_\_

		3	2	1
Research for Weather Guide Topic Sheet	Research	Student stays focused on reading in group. Records detailed notes from chapter.	Student stays mostly focused on reading in group. Records some notes from chapter.	Student struggles to focus on reading in group. Does not record notes from chapter.
	Weather Guide Topic Sheet	Student works with group to fill out neat, detailed Topic Sheet.	Student works with group to fill out Topic Sheet.	Student does not work with group to fill out Topic Sheet.
	Cooperation	Student cooperates with group for duration of the project.	Student cooperates with group during some of the project.	Student does not cooperate with group during the project.
Weather Instruments	Research	Student stays focused on reading detailed directions provided. Discusses with group.	Student stays mostly focused on reading detailed directions provided. Attempts to discuss with group.	Student does not stay focused on reading directions provided. Does not discuss with group.
	Construction	Student works with group to carefully construct accurate instruments.	Student attempts to work with group to construct instruments.	Student does not attempt to work with group to construct instruments.
	Time on Task	Student focuses on work for duration of the project.	Student focuses on work during some of the project.	Student does not focus on work during most of the project.
Weather Log	Recording Skills	Student keeps detailed records on a daily basis.	Student keeps detailed records several days a week.	Student keeps records on a weekly basis.

**TOTAL:** \_\_\_\_/21= \_\_\_\_

**COMMENTS:**

# WEATHER STATION RUBRIC

**NAME:** \_\_\_\_\_ **CHAPTER:** \_\_\_\_\_

		3	2	1
Research for Weather Guide Topic Sheet	Research	Student stays focused on reading in group. Records detailed notes from chapter.	Student stays mostly focused on reading in group. Records some notes from chapter.	Student struggles to focus on reading in group. Does not record notes from chapter.
	Weather Guide Topic Sheet	Student works with group to fill out neat, detailed Topic Sheet.	Student works with group to fill out Topic Sheet.	Student does not work with group to fill out Topic Sheet.
	Cooperation	Student cooperates with group for duration of the project.	Student cooperates with group during some of the project.	Student does not cooperate with group during the project.
Weather Instruments	Research	Student stays focused on reading detailed directions provided. Discusses with group.	Student stays mostly focused on reading detailed directions provided. Attempts to discuss with group.	Student does not stay focused on reading directions provided. Does not discuss with group.
	Construction	Student works with group to carefully construct accurate instruments.	Student attempts to work with group to construct instruments.	Student does not attempt to work with group to construct instruments.
	Time on Task	Student focuses on work for duration of the project.	Student focuses on work during some of the project.	Student does not focus on work during most of the project.
Weather Log	Recording Skills	Student keeps detailed records on a daily basis.	Student keeps detailed records several days a week.	Student keeps records on a weekly basis.

**TOTAL:** \_\_\_\_/21= \_\_\_\_

**COMMENTS:**

**Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!**

**Literature Circles Rubric**

**Name:** \_\_\_\_\_

**Book Title:** Twisters on Tuesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Literature Circles Rubric**

**Name:** \_\_\_\_\_

**Book Title:** Twisters on Tuesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Literature Circles Rubric**

**Name:** \_\_\_\_\_

**Book Title:** Twisters on Tuesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Literature Circles Rubric**

**Name:** \_\_\_\_\_

**Book Title:** Twisters on Tuesday

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.**

**Book Title: Twisters on Tuesday**

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

	<b>Tracks text while listening</b>	<b>Prepared to read</b>	<b>Participates in discussion/ Reading guide</b>	<b>Controls voice/body</b>	<b>Uses time wisely</b>	<b>Shows cooperation</b>
<b>1.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>2.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>4.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>5.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>6.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>7.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>8.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>9.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>10.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>11.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>12.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>13.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>14.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>15.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>16.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>17.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>18.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>19.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>20.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>21.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>22.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>23.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>24.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
<b>25.</b>	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1