



Lesson Plan Summary

Magic Tree House #1: Dinosaurs Before Dark

A Special Education Edition

This lesson is used in a 3rd to 5th grade Special Education class with additional activities to engage the pre-symbolic learner.

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Answer comprehension questions
- Make chapter predictions
- Draw settings in composition book
- Write vocabulary words and definitions on index cards
- Compare and contrast Frog Creek setting to prehistoric setting

- Discover silent /p/ in pteranodon
- Syllabicate words

- Participate in social skills interactions such as shaking hands and greeting one another
- Examine emotions by drawing Jack's and Annie's expressions on their faces on a whiteboard

- Discuss a.m. and p.m. concepts
- Discuss elapsed time

- Sing "The Adventure Song"
- Contribute to making a Magic Tree House prop
- Mold clay figures

COMMON CORE STANDARDS ADDRESSED:

READING – Key ideas and details

- Ask and answer such questions as who, what, where, when why and how

Integration of knowledge and ideas

- Use illustrations and details in a story to describe its characters, settings, or events
- Comprehend new vocabulary

READING - foundational skills:

- Phonological awareness:
- Apply knowledge of basic syllabication rules

SPEAKING AND LISTENING

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

MATH:

- Tell and write time using a.m. and p.m.
- Know relationships of time

MUSIC AND VISUAL ARTS:

- Creative responses to texts

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Lesson Plan

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DINOSAURS BEFORE DARK:

Special Education Edition

Chapter Guide

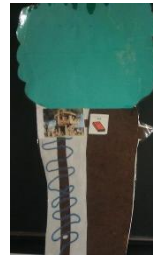


SETTING THE STAGE FOR THE UNIT

Lesson in a Box

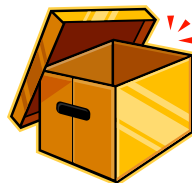
Along with this lesson plan, I have included the idea of “lesson in a box” as a way to organize materials in an efficient and easy storage system.

- Cover the outside of the box lid with paper and attach a similar drawing of the Magic Tree House. Store all of the materials for your Magic Tree House Book Club in the box.



This is a student drawn **tree house picture** with a **Frog Creek Woods** label. We hang it on the board and spin it when we read chapter one. The ladder is a piece of yarn that has been laminated for texture. Students trace the steps to follow along in the story for a sensory participation. A larger photo of this tree can be found in the appendix.

- To complete the prehistoric landing, you will need a small quart size bag of sand, rocks, and natural twigs and leaves from outside. During the activity, you can use the box lid as a tray for the students to explore this sensory experience for the setting.



Computer paper box

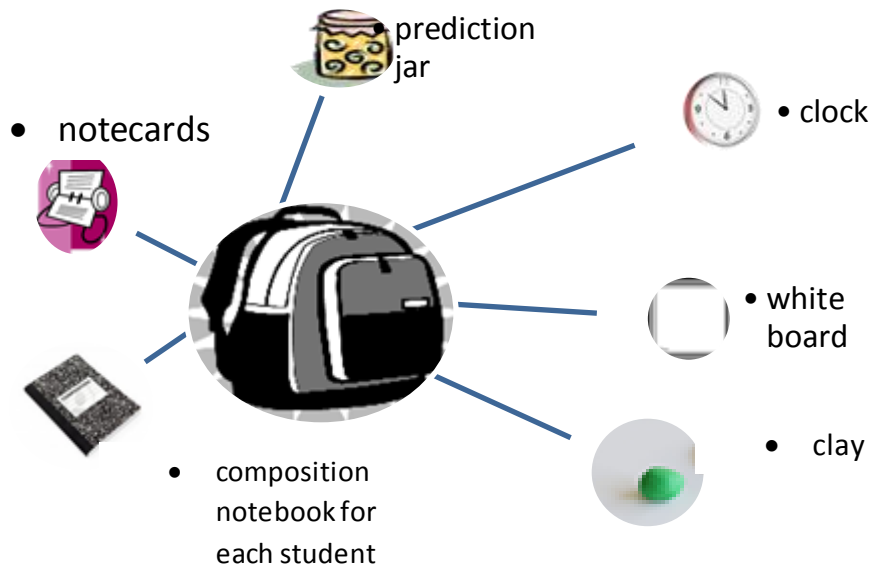


sand

The backpack is stored in the box.



- **Store these items inside the backpack.** (These icons will be used throughout the lesson to indicate the use of these items)



ROUTINE FOR YOUR DAILY LESSONS:

- **Social Skills: Welcome to Book Club** - Shake hands with each student and say "Welcome to the book club!" Continue around the circle. Provide visual prompt for students to respond.
- **Remove the lid of the box:** Refer to the tree house picture on the lid as the initial setting. During the story, turn the lid over and place the sensory materials, sand, in the lid for the students to explore. Open the box; take out the sand and the backpack.
- **Unpack the Backpack:** "This is what we need for our adventure" Prediction jar, Magic Tree House picture (the picture on the lid of the box), clock, Magic Tree House journals, white board, shoe box lids, clay, sand and the book: *Dinosaurs before Dark*.
- **Sing "The Adventure Song"** (chant like the rhyme "Brown Bear, Brown Bear") (See words to song in appendix.)
- **Read chapter**
- **Follow activities** for comprehension, wh questions, vocabulary, and differentiated activities for all learners.

Chapter 1

COMPREHENSION

- **Spin the Magic Tree House prop** as you read about Jack and Annie going on their adventure.



- **Write predictions** on a slip of paper and put them in the prediction jar at the start of each chapter.



Chapter 1

WH QUESTIONS/VOCAB

- **When** does it get dark?
Using clocks review the title and set the time for when it gets dark. (7:00 p.m.)



- Make the connection to the text. *Do we go to bed when it is dark?*

VOCABULARY WORDS: dinosaur, dark



- Use index cards to draw a picture and write the meaning.

Chapter 1

ACTIVITIES FOR THE PRE -SYMBOLIC LEARNER

- **Present two faces** of Jack and Annie without mouths on the whiteboard. *How do Jack and Annie feel?*

- **Draw** in their emotions for the trip.



- **Explore** the sand in the box lid.
- **Make the connection** that the new setting will be in a natural setting of sand along with rocks and trees.



Chapter 2

COMPREHENSION

- **Review** the tree house picture on top of the box lid. This was the first setting - Frog Creek Woods. Turn the box lid over and place the sand in the box to represent the new setting.
- **Explain** that the setting is where the story takes place.
- **Make a chart** on the whiteboard labeled **Frog Creek Woods** and **prehistoric times**.
- **Comprehension questions:**
What do we see and know about Frog Creek Woods?
What do we see and know about the new setting?
- **Are there any predictions?**



Chapter 2

WH QUESTIONS/VOCAB

- **Where do you think Jack and Annie landed?**

VOCABULARY WORD: prehistoric



- Use the index card to draw a picture and write the meaning
- **Students can also draw a picture of the setting** in their composition books.



Chapter 2

ACTIVITIES FOR THE PRE-SYMBOLIC LEARNER

- **Take a picture walk** from the cover to chapter 2.
What do we see?
- Place the sand, rocks, twigs, and leaves in the lid of the box to **create a scene**



Chapter 3-6

COMPREHENSION

REVIEW AND READ

- **Using your white board**, make a Venn diagram on animals that fly, walk, and swim.



- **Are there any new predictions?**



- **Discuss previous predictions.**

Chapter 3-6

WH QUESTIONS/VOCAB

- **What dinosaurs did Jack and Annie meet?** Pteranodon, Anatosaurus Triceratops
- **Write “fuzzy skin” in composition notebook**, just as Jack writes it in his book.



- **Draw Jack’s face and Annie’s face in the notebook** when they meet the Pteranodon, and again when they see the Anatosaurus.

VOCABULARY WORDS:

Pteranodon
Anatosaurus
Triceratops

- **Discuss the silent /p/ sound of the word Pteranodon.**
- **Spell the words in chunks.**

Chapter 3-6

ACTIVITIES FOR THE PRE-SYMBOLIC LEARNER

- **Using clay**, make a dinosaur to add to the setting.



- Using the lid and the sand, **trace** the name of the dinosaur in the sand.
- Hide plastic toy dinosaurs in the clay, and then bury them in the sand. Have the students dig out the dinosaurs. This is a great **occupational therapy activity**.

- **Practice saying the word “Pteranodan” in syllables.**

Put out 4 index cards (or sand paper) and have them touch each card as they say each syllable.

Chapter 7-9

COMPREHENSION

REVIEW AND READ

- **Write** dinosaur names on the whiteboard in column A:

Triceratops
Pteranodon
Anatosaurus



- Ask the students to **match** the following words with the correct dinosaur to column B:

fuzzy skin
fly
friendly
protective
three- horned
wings
four-legged

Chapter 7-9

WH QUESTIONS/VOCAB

- **What** other dinosaur does Jack and Annie meet?
- **Who** is writing down the facts (Jack)
- **Who** is a friend to the dinosaur? (Annie)
- **How** is this dinosaur different from the pteranodon?
- **What** do they eat and drink?
- **When** do they live?

VOCABULARY WORDS:

protective, Triceratops, herbivore, carnivore



- Use the index card to draw a picture and write the meaning.

Chapter 7-9

ACTIVITIES FOR THE PRE-SYMBOLIC LEARNER

- **Using clay**, make another dinosaur and some eggs to add to the setting.
- **Using construction paper**, tear up paper to make a tree and grass.

- **Draw a dinosaur**



- **Draw** a picture of night and day
- **Present two faces** of Jack and Annie without mouths on the whiteboard.
- **Draw** in their emotions when the dinosaur chased them. (*List happy afraid, silly*)



Chapter 10

COMPREHENSION

- Remove the Magic Tree House prop from the box cover. Allow the **students to trace the ladder** as Jack and Annie head back home.



- **Check the prediction jar.**



- **Chart the answers.**

Chapter 10

WH QUESTIONS/VOCAB

- **When** did Jack and Annie leave? (*before dark*)



- **When** did they return? (*also, before dark*).

- **Introduce the concept of “no elapsed time”.**

- **Review** times of when it gets dark. **Set the clock.**

- Use a marker to draw Jack and Annie’s face when they were back in the tree house. (*Help students draw conclusion that they were surprised that no time elapsed.*)

- **Where** is Frog Creek Woods? **Locate Pennsylvania on the map.**

Chapter 10

ACTIVITIES FOR THE PRE-SYMBOLIC LEARNER

- **Assist** students in the packing of the backpack and materials.
- **Place** the backpack in the box.
- **Pack up** the sand, rocks, twigs and trees and place it in the box.
- **Sing** *The Adventure Song*, while putting the Magic Tree House prop back on top of the lid and closing the lid of the box

- 
The **finished.** book is

The Adventure Song

I am going on an adventure,
(*student repeat*).

I am in my tree house; I am in
my tree house.

I have my backpack,
(*student repeat*)

I have my journal,
(*student repeat*)

I have my pencil,
(*student repeat*)

I have my book,
(*student repeat*)

I have my sister,
(*student repeat*)

Her name is Annie,
(*student repeat*)

I am going down the ladder,
(*student repeat*)

It is very hot and very quiet.

No one is here, (student repeat)

No buildings, (student repeat)

*Uh oh I think I see an animal, a
very big animal.*

(*student repeat*)

Wait for me Annie,
(*student repeat*)

Where are we...(trail off)
(*student repeat*)

(Patting hands on legs as if marching on
a bear hunt.)

Place emphasis on this line...

These lines should change with each
new book. Use descriptive words to
provide clues for each new book.

(patting hands faster and faster)
patting hands faster and faster
patting hands faster and faster

Magic Tree House Prop

This tree house was made by one of my students and it is the perfect prop for our lessons. After making the tree house out of construction paper, he found a tree house picture in a magazine to paste onto the tree. He zig-zagged yarn up the trunk to make the ladder. Once I laminated the tree, the yarn gave a perfect texture for the students to walk their fingers up and down the tree. We use it to begin and end every Magic Tree House adventure!



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