



Lesson Plan Summary

Magic Tree House #34: Season of the Sandstorms

What are significant historical contributions of the Iraqi people?

THIS EXTENTION WILL ENABLE EACH CHILD TO:

- Design and weave a magic carpet.
- Analyze images for similarities and differences.
- 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.
- Read excerpts of *1001 Arabian Nights*.
- Finish Jack's research about dates.
- Write a story about a magic carpet.
- Write your own story in the style of *1001 Arabian Nights* for a class book.
- Present projects to class and explain how students connected to the text.
- Graph the tea preferences of the class.
- Compare and "translate" between different number systems.
- Explain what happens during a sandstorm.
- Research the adaptations of camels.
- Study different soil types, including sand.
- Compare and contrast malls and bazaars.
- Compare and contrast riding a horse versus riding a camel.
- Organize a timeline of Iraq's history.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative responses to texts
- Analyze elements of images.

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.
- Read classic literature.
- Read informational text to gather information.

WRITING:

- Text types and purposes
- Create suspense with a cliff hanger.

SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

MATH:

- Graphing
- Number systems

SCIENCE:

- Identify different types of weather and storms.
- Animal adaptations
- Soil types

SOCIAL STUDIES:

- Comparing cultures: American and Iraqi
- Transportation

34-1S112

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Cross Curriculum Lesson Plans

Magic Tree House #34: Season of the Sandstorms

What are significant historical contributions of the Iraqi people?

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 show pictures of Baghdad (in Accompanying Materials) without revealing the location of the pictures. Have student predict where the pictures were taken. What clues helped them make their predictions?
2. Suggested activities to use with certain chapters:
 - Chapter 2: Compare and contrast pictures of Aladdin (a character whom many students may recognize) and Ali Baba (from *1001 Arabian Nights*, as mentioned in the *Season of the Sandstorms*). What similarities do the two characters have? Differences?
 - Chapter 3: Host an Arabian taste test tea party! Allow students to taste dates and brew three different types of hot tea for students to sample. Then, allow students to choose their favorite tea and create a class graph of favorite teas.
 - Chapter 4: Compare and contrast riding a horse and a camel. Which would you prefer to ride and why?
 - Chapter 6: Talk about the different types of weather in this slideshow from National Geographic, which includes two sandstorm images.
http://kids.nationalgeographic.com/kids/photos/gallery/wild-weather/#/weather-funnel-0290472_15748_600x450.jpg Then, show this clip from the Discovery Channel about sandstorms. (Be aware that it starts with a brief commercial, so you may wish to load this video before class and pause it after the commercial.)
<http://dsc.discovery.com/videos/planet-earth-deserts-sahara-sandstorm.html>
 - Chapter 7: Show pictures of a bazaar (included in the Accompanying Materials). Then, create a Venn diagram comparing and contrasting modern American malls with bazaars.
 - Chapter 10: Copy and complete the Puzzle of the Sandstorms located after the facts about Baghdad after Chapter 10 to review major events in the plot.
3. Choose a project from the Project Menu:
 - Create your own magic carpet! You can use any materials you would like to weave your carpet. Then, write a story about your adventure on your magic carpet. Be sure it has a beginning, middle, and end!
 - Finish Jack's date research that he started in the book. Record four more facts about dates that Jack did not share in the book. Then, draw a detailed model of a date palm and a date.
 - Research camels. What adaptations do they have that help them survive in the desert? Write a paragraph to summarize your research and include a labeled diagram to show the adaptations.

- . As an entire class, write your own book like *1001 Arabian Nights*. Directions for this project are included later in this document.
- . Extensions:
 - **Math:** Complete the Number Translator guide in the Accompanying Materials to practice converting between various number systems, including Western Arabic, Eastern Arabic, Roman, and Egyptian.
 - **Social Studies:** Complete the Iraq timeline activity in the Accompanying Materials to gain context for Iraq's history and its relationship with other countries. You can also learn more about Iraqi culture here: <http://www.everyculture.com/Ge-It/Iraq.html>.
 - **Science:** This book is filled with possible science-related extensions, such as the desert habitat, adaptations that allow organisms to survive in the desert, how sandstorms occur and impact weather, and types of soil, including sand. The lesson below includes a sand study.

STUDYING SAND

MATERIALS:

- Soil types (sand, humus, clay, silt, etc. – check your standards!) in cups
- Science journals or observation sheets
- Small cups and shovels for small group soil samples
- “I Am Soil” game (in Accompanying Materials)
- Water retention experiment:
 - For each small group: 2 plastic cups, 2 coffee filters, 2 plastic bottle funnels (cut off the top of a water or soda bottle) → put the coffee filters in the funnels, equal parts sand and clay in each filter, and set on top of the plastic cup to collect the drainage water
 - Measuring cup or graduated cylinder

PROCEDURE:

1. Set up soil observation stations around the classroom with one soil type per station. Students will spend 3-5 minutes in each center observing the different soil types and recording their observations.
2. Introduce soil properties: grain size (what it looks like), texture (how it feels), and content (what it's made of). Re-visit soil types with those terms in mind. Make sure students grasp the characteristics of each soil type:
 - Sand: light tan; gritty; large grains; holds very small amounts of water
 - Humus: dark, soft, and crumbly; contains parts of once-living things; has many nutrients to help plants grow
 - Clay: red; smallest grains of any soil; holds water easily; forms clumps when wet
 - Silt: dark; feels like powder; small grains; usually found in or near bodies of water
3. Go outside and collect your own soil samples in small groups. Classify the samples together as a class. Review properties of each soil type.
4. Play the “I Am Soil” game in the Accompanying Materials to solidify knowledge of soil properties.

PART II: WATER RETENTION

1. Next, test to see whether sand or clay holds the most water! Set up the experiment as indicated in the materials. Begin with a hypothesis: will sand or clay hold the most water? Why? Record in science journals.
2. Divide students into small groups for this experiment. Measure 50 mL of water for each funnel (2 funnels per group). Pour the water in and let it drain through the soil and the filter for 5 minutes. Then, pour the drainage water from the plastic cup back into the graduated cylinder or measuring cup to measure exactly how much water drained through the soil.
3. Compare results from small groups as a class. Which type of soil let the most water through? The least? Was the prediction correct? Record results in science journals.
4. Review: What have students learned about sand? Why do the properties of sand allow it to be present in the desert?

Lessons for Independent Reading

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

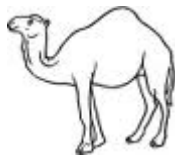
Lessons for Literature Circles

- The “Using Magic Wisely” cluster includes *Carnival at Candlelight*, *Season of the Sandstorms*, *Night of the New Magicians*, and *Blizzard of the Blue Moon*. In these books, Jack and Annie are trying to prove to Merlin that they can use magic responsibly on their own.
- 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 collaborate to create a pamphlet about “Using Magic Safely” based on the lessons Jack and Annie learn in these books.

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create Your Own *1001 Arabian Nights* Book

For this whole-class project, write your own book like *1001 Arabian Nights*. Instead of “Arabian,” use an adjective to describe your school’s location (like “American,” “Carolinian,” or “Spartanburgian”). Replace “1001” with the number of students in your class, which will be the number of stories in your book. Read below for directions on how to compose the stories. When all the stories have been written, combine into a class book and publish it!

Materials:

- Computer at <http://storynory.com/category/fairy-tales/1001-nights/> (*1001 Arabian Nights* listening)
- Computer at <http://www.historyforkids.org/learn/islam/literature/arabiannights.htm> (history of stories)
- Writing materials

Procedures:

1. Begin by allowing the class to listen to a story or a few from *1001 Arabian Nights* at the link provided above. What kinds of themes do they find as they listen to the stories?
2. Next, explain the context behind the stories. The history is described in the second link above. The most important part of the history is that the stories were mesmerizing and included cliff-hangers so that the storyteller would survive to see another day! Discuss cliff-hangers and what makes a story so good that you don’t want to stop reading or listening.
3. Allow students to write their own stories for the class book. Begin by completing the Cliff Hanger Planner in the Accompanying Materials. Then, students can turn their brainstorming into a story. Have students create suspense for their story by ending the page with the cliff hanger on it, writing “To Be Continued...” at the bottom of that page, and then continuing at the top of the next page. Be sure the story includes lots of descriptions and vivid imagery. Each story should have at least one illustration and a title.
4. Edit, revise, and publish the stories together as a class book. Students can take turns bringing the book home for comments, or the book can be displayed in the classroom library or the front office.
5. A rubric for grading is included in the Accompanying Materials.



***Season of the Sandstorms* Unit:**
Accompanying Materials

Name: _____ Date: _____

Number Translator

Use the key provided below to solve the math problems. Translate carefully!

Western Arabic	0	1	2	3	4	5	6	7	8	9	10
Eastern Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩	
Roman		I	II	III	IV	V	VI	VII	VIII	IX	X
Egyptian											⊔

Math Problems (translate to the right and solve):

$\begin{array}{r} \\ \text{٣} \\ 4 \\ + \text{II} \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \text{⊔} \\ \text{IX} \\ + \text{٨} \\ \hline \end{array}$	$\begin{array}{r} \text{III} \\ \text{٦} \\ \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} \text{V} \\ \text{⊔} \\ \text{٥} \\ + 9 \\ \hline \end{array}$
$\begin{array}{r} \\ \text{I} \\ 2 \\ + \text{٤} \\ \hline \end{array}$	$\begin{array}{r} \text{VII} \\ 0 \\ \text{١} \\ + \\ \hline \end{array}$	$\begin{array}{r} \\ 7 \\ \text{X} \\ + \text{٢} \\ \hline \end{array}$	$\begin{array}{r} \text{٧} \\ \\ 10 \\ + \text{IX} \\ \hline \end{array}$
$\begin{array}{r} \text{IV} \\ \text{⊔} \\ \text{٠} \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \text{٩} \\ \\ + \text{IV} \\ \hline \end{array}$	$\begin{array}{r} \text{٣} \\ \text{VI} \\ 5 \\ + \\ \hline \end{array}$	$\begin{array}{r} \\ \text{٨} \\ 1 \\ + \text{VIII} \\ \hline \end{array}$

Now, color all the boxes whose sums are even numbers.

BONUS:

Create your own two math problems for a friend to solve!

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Name: _____ Date: _____

Number Translator (KEY)

Use the key provided below to solve the math problems. Translate carefully!

Western Arabic	0	1	2	3	4	5	6	7	8	9	10
Eastern Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩	
Roman		I	II	III	IV	V	VI	VII	VIII	IX	X
Egyptian											∩

Math Problems (translate to the right and solve):

$\begin{array}{r} \\ \text{٣} \\ 4 \\ + \text{II} \\ \hline 18 \end{array}$	$\begin{array}{r} 7 \\ \text{∩} \\ \text{IX} \\ \text{٨} \\ + \\ \hline 34 \end{array}$	$\begin{array}{r} \text{III} \\ \text{٦} \\ \\ + 8 \\ \hline 21 \end{array}$	$\begin{array}{r} \text{V} \\ \text{∩} \\ ٥ \\ + 9 \\ \hline 29 \end{array}$
$\begin{array}{r} \\ \text{I} \\ 2 \\ + \text{٤} \\ \hline 12 \end{array}$	$\begin{array}{r} \text{VII} \\ 0 \\ \text{١} \\ + \\ \hline 16 \end{array}$	$\begin{array}{r} \\ 7 \\ \text{X} \\ \text{٢} \\ + \\ \hline 22 \end{array}$	$\begin{array}{r} \text{٧} \\ \\ 10 \\ + \text{IX} \\ \hline 32 \end{array}$
$\begin{array}{r} \text{IV} \\ \text{∩} \\ ٠ \\ + 6 \\ \hline 20 \end{array}$	$\begin{array}{r} 3 \\ \text{٩} \\ \\ + \text{IV} \\ \hline 18 \end{array}$	$\begin{array}{r} \text{٣} \\ \text{VI} \\ 5 \\ + \\ \hline 21 \end{array}$	$\begin{array}{r} \\ \text{٨} \\ 1 \\ + \text{VIII} \\ \hline 18 \end{array}$

Now, color all the boxes whose sums are even numbers.

BONUS:

Create your own two math problems for a friend to solve!

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Iraq Timeline Sequencing Game

For this activity, give one card to each student. Challenge them to put themselves in order. Students may need extra assistance to understand that the biggest BC numbers come first – it’s almost like negative numbers.

Once students are in order, discuss the history of Iraq. Main foci of the discussion should include (1) Iraq’s tumultuous past; (2) why Iraq historically felt threatened by other countries; (3) why other countries depend on Iraq for oil; and (4) why the United States is weary of events in Iraq and started the war in 2003. The goal of this activity is to provide context for Iraq’s history for students, which they may not already have.

3500 BC: Mesopotamia becomes the world’s first civilization in South Eastern Iraq.	539 BC: The Persians take over Mesopotamia.
332 BC: Alexander the Great takes over the Persians.	126 BC: The Parthians take over Iraq and ended the Greek rule.
633 AD: Arab Muslims take over Iraq.	750 AD: Baghdad becomes the capital of the Mesopotamia.
1258 AD: Mongol invaders take over Baghdad and Mesopotamia. The Arab Empire is destroyed.	1500 AD: The Ottoman Empire takes over the Arab region.
1700 AD: The Ottoman Empire weakens in Mesopotamia.	1800 AD: Great Britain protects Mesopotamia to protect their trading routes.
1920 AD: Great Britain officially begins ruling over Mesopotamia, which is now renamed Iraq.	1932 AD: Iraq becomes independent.
1940 AD: During World War II, Iraq fights with Germany, Italy, and Japan to try to end Great Britain’s control of Iraq.	1948 AD: Iraq declares war against the new country of Israel.
1950 AD: Iraq signs agreements with foreign oil companies. They will receive half of the oil profits.	1953 AD: Iraq gets a new king, but many Iraqi citizens are unhappy. They want a voice in the government.
1958 AD: The monarchy is ended and Iraq becomes a republic.	1972 AD: Iraq and the Soviet Union sign the Treaty of Friendship and Cooperation.
1975 AD: Iraq and Iran sign a treaty to end border disputes.	1980 AD: Iraq invades Iran, which starts the Iran-Iraq War.
1991 AD: Iraq is bombed during “Operation Desert Storm,” run by 39 countries (including the United States).	1994 AD: Saddam Hussein becomes the prime minister of Iraq.
1998 AD: Iraq stops cooperating with the United Nations Special Commission to Oversee the Destruction of Iraq’s Weapons of Mass Destruction.	March 2003 AD: Saddam Hussein is given 48 hours to leave Iraq or face war. He doesn’t leave, so the war begins.
December 2003 AD: Saddam Hussein is captured.	

Information from <http://www.history-timelines.org.uk/places-timelines/24-iraq-timeline.htm>

I Am Soil Game

After studying the soil types in the science extension lesson, cut apart these cards and see if students can match the properties to the appropriate soil type.

I am humus.	I am clay.
I contain parts of once-living things.	I have the smallest grains of any soil.
I am dark and soft.	I hold a lot of water easily.
I am very crumbly.	I am usually reddish in color.
I have many nutrients to help plants grow.	If I get wet, I dry to form hard clumps.
I am sand.	I am silt.
I have large grains.	I have small grains.
I feel gritty.	I feel like powder.
I hold very small amounts of water.	I am usually found in or around bodies of water.
I am usually lighter in color.	I am usually darker in color.

Name: _____ Date: _____

Season of the Sandstorms Reading Guide

Chapter 1: The Golden Age

Words to Know

- dangled

Words in Parts

- budding

Vocabulary Words

- caliph
- humble

1. What did Jack keep taking out of his drawer? (p. 3) _____

2. **Math Extension:** If they have already used 2 of the 10 rhymes, how many rhymes have they used? How many are left? (p. 4) _____
3. How did Annie know the tree house was back? (p. 5) _____

4. In what season is this book set and how do you know? (p. 5) _____

5. What was the title of the book in the tree house? (p. 5) _____
6. **Predict:** What do you think a “golden age” is? _____

7. What is Jack and Annie’s mission in Baghdad? (p. 6) _____

Chapter 2: Nowhere

Words to Know

- squinted
- empire

Words in Parts

- Arabian
- saddlebags

Vocabulary Words

- sparse
- eerily

1. How does the weather in Frog Creek compare to the weather in Baghdad? (p. 10) _____

2. Draw Jack and Annie in their outfits described on p. 10-11.
3. **Text-to-Text:** What do you know about *Tales from the Arabian Nights*, Aladdin, or Ali Baba? (p. 11) _____

4. Why does Annie not think Baghdad looks like a golden age? (p. 12) _____

5. Complete the following facts from Jack’s research guide. (p. 12)
 - The golden age in the Arab world lasted from _____.
 - A caliph is _____.
 - Baghdad was _____.
6. **Predict:** What do you think a “ship of the desert” is? (p. 13) _____

7. What do Jack and Annie decide to do to start their mission? (p. 15) _____

8. What happens as the help arrives? (p. 16) _____
9. List two facts about sandstorms. (p. 17) _____

Chapter 3: Mamoon

<u>Words to Know</u>
<ul style="list-style-type: none"> • kneel • merchant

<u>Words in Parts</u>
<ul style="list-style-type: none"> • <u>pro</u>wling • carav<u>an</u> • dis<u>mount</u>ed

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> • bandits • vast • oasis

1. **Predict:** What do you think the title of this chapter means? _____

2. Why does Jack stop Annie from yelling down to the people? (p. 18) _____

3. How does Annie explain their presence in the desert to the travelers? (p. 19-20) _____

4. Why is it a bad idea to travel alone in the desert? (p. 22) _____
5. How did the man find them? (p. 22) _____

6. How does Annie decide to be humble? (p. 23) _____
7. What are dates? (p. 24) _____
8. How do Jack and Annie gather the dates? (p. 24) _____
9. What does the title of the chapter mean? (p. 26) _____

10. **Science Extension:** What is an adaptation of camels that allows them to eat thornbushes? (p. 27) _____

11. What do the travelers have in their saddlebags? (p. 27) _____

12. What are “ships of the desert”? (p. 29) _____

Chapter 4: Ships of the Desert

<u>Words to Know</u>
<ul style="list-style-type: none"> • suspiciously

<u>Words in Parts</u>
<ul style="list-style-type: none"> • <u>super</u>ior

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> • ambling • coax

1. Why do they travel by night? (p. 30) _____
2. Why must the camels kneel to let their riders get on? (p. 31) _____
3. **Science Extension:** What are some behavioral adaptations a camel uses if it is upset? (p. 32) _____

4. **Science Extension:** What are some physical adaptations that allow a camel to survive in the desert? (p. 34)
 - Food and water: _____

 - Facial features: _____

 - Feet: _____
 - Strength: _____

5. Why does Mamoon think that the camels are superior to humans? (p. 35) _____

6. How does Mamoon read the stars? (p. 39) _____

7. Where did the fierce shout come from? (p. 40) _____

Chapter 5: Bandits!

Words to Know

- plodding
- frantically

Words in Parts

- nestled
- hoofbeats

Vocabulary Words

- bolted
- wafting
- silhouetted

1. What does Mamoon ask Jack and Annie to do? (p. 41) _____

2. Write the simile about the two camels on page 42. _____

3. What does the expression “ran like the wind” mean? (p. 42) _____
4. **Predict:** What do you think is in the precious box? (p. 43) _____

5. What do Jack and Annie do with the box? (p. 44) _____

6. Write the simile about Jack and Annie digging on page 46. _____

7. Who was the rider they heard? (p. 46) _____
8. Where did the special box come from? (p. 47) _____
9. What were the strange musical sounds Jack and Annie heard? (p. 48) _____
10. What were some clues that a sandstorm was approaching? (p. 50) _____

Chapter 6: Sandblasted

Words to Know

- moaning

Words in Parts

- stitching

Vocabulary Words

- suffocating

1. Write the simile about the sandstorm on page 51. _____

2. What should you do to protect yourself in a sandstorm? (p. 51) _____

3. What happened to the box? (p. 53) _____

4. Write the simile about the sandstorm on page 54. _____

5. **Text-to-Self:** Have you ever had problems with sand blowing in your eyes, nose, or mouth? Where were you and what was it like? _____

6. What was inside the box? (p. 57) _____
7. Who was Aristotle? (p. 58) _____

8. How will Jack and Annie help spread wisdom? (p. 59) _____

9. If you wish to travel east, what should you do? (p. 59) _____

Chapter 7: Behind the Third Wall

Words to Know

- barge
- bazaar

Words in Parts

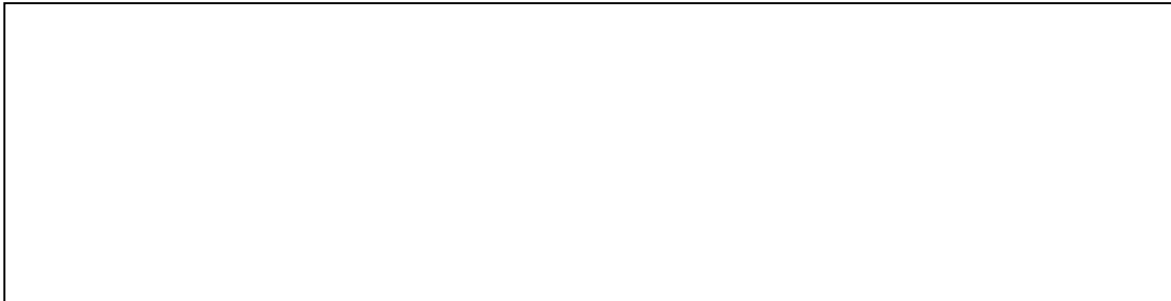
- crossroads
- glittering
- passageway

Vocabulary Words

- incense
- burlap
- brocade

1. **Predict:** What do you think the title of this chapter means? _____

2. Draw the market scene described on page 64.



3. What is a bazaar? (p. 65) _____

4. What was unique about Baghdad during its golden age? (p. 66) _____

5. How is each wall different from the last? (p. 67) _____

6. Where do Beauty and Cutie have to stay? (p. 69) _____

7. What did Beauty do? (p. 71) _____

8. **Text-to-Self:** What would you do to solve this problem? _____

Chapter 8: Room of the Tree

Words to Know

- yanked
- mechanical

Words in Parts

- priceless

Vocabulary Words

- stunned
- shaft (*noun*)

1. **Predict:** What do you think the title of this chapter means? (p. 72) _____

2. Why do Jack and Annie both think they are to blame for the destruction of the book? (p. 72) _____

3. How do Jack and Annie solve their problem? (p. 75) _____

4. Write the simile about the pieces of the book on page 75. _____

5. “Whoof” is an example of which literary device? (p. 76) _____

6. How did Jack and Annie get into the palace? (p. 78-79) _____

7. What is the Room of the Tree? (p. 81) _____

8. **Predict:** Who do you think will be the “friend you once knew and a new friend to be”? (p. 81) _____

9. Who was the person in the court? (p. 84) _____

Chapter 9: House of Wisdom

Words to Know

- stammered
- billowed

Words in Parts

- arrangements
- escorted

Vocabulary Words

- acquire
- corridor

1. What happened to Mamoon after the sandstorm? (p. 85) _____

2. What is Mamoon's full name? (p. 86) _____
3. How did the caliph get the book? (p. 86) _____

4. Describe the royal carriage. (p. 88) _____

5. What is inside the House of Wisdom? (p. 89-90) _____

6. What are Arabic numerals? (p. 91) _____
7. Why did the caliph build the House of Wisdom? (p. 91) _____

8. **Infer:** Why did all the books have to be copied by hand? (p. 93) _____

Chapter 10: Before the Moon Rises

Words to Know

- scholar
- crescent

Words in Parts

- grouchily
- teetered

Vocabulary Words

- moat
- giddy

1. How do Jack and Annie decide to return to the tree house in time? (p. 97) _____

2. What is unusual about the way Jack and Annie flew? (p. 98) _____
3. Why do you think the author spaced the words as she did in the middle of page 102? _____

4. Where does Annie think Teddy and Kathleen were hidden on their mission? (p. 105) _____

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

Name: _____ Date: _____

Season of the Sandstorms Reading Guide (KEY)

Chapter 1: The Golden Age

Words to Know

- dangled

Words in Parts

- budding

Vocabulary Words

- caliph
- humble

1. What did Jack keep taking out of his drawer? (p. 3) It was a handmade book called *10 Magic Rhymes for Annie and Jack, From Teddy and Kathleen.*
2. **Math Extension:** If they have already used 2 of the 10 rhymes, how many rhymes have they used? How many are left? (p. 4) 2/10 of the rhymes have been used. 8/10 are left.
3. How did Annie know the tree house was back? (p. 5) As she was walking home from the library, she felt that it was there. When she looked, it was!
4. In what season is this book set and how do you know? (p. 5) It is set in the springtime because Jack and Annie see budding trees and the fresh green moss of early spring.
5. What was the title of the book in the tree house? (p. 5) The book was called *The Golden Age of Baghdad.*
6. **Predict:** What do you think a “golden age” is? _____

7. What is Jack and Annie’s mission in Baghdad? (p. 6) They must help the caliph spread wisdom to the world by being humble and using their magic wisely.

Chapter 2: Nowhere

Words to Know

- squinted
- empire

Words in Parts

- Arabian
- saddlebags

Vocabulary Words

- sparse
- eerily

1. How does the weather in Frog Creek compare to the weather in Baghdad? (p. 10) In Frog Creek, it was cool in the early spring. In Baghdad, it is hot!
2. Draw Jack and Annie in their outfits described on p. 10-11.



3. **Text-to-Text:** What do you know about *Tales from the Arabian Nights*, Aladdin, or Ali Baba? (p. 11) _____

4. Why does Annie not think Baghdad looks like a golden age? (p. 12) There are thorny shrubs, sparse green grass, and miles of scorching sand.
5. Complete the following facts from Jack’s research guide. (p. 12)
 - The golden age in the Arab world lasted from 762 A.D. to 1258 A.D.
 - A caliph is a ruler who governed the empire that stretched for thousands of miles.
 - Baghdad was the capital of the Arab empire, and it was an important center for learning and trade.
6. **Predict:** What do you think a “ship of the desert” is? (p. 13) _____

7. What do Jack and Annie decide to do to start their mission? (p. 15) They will use the spell “Make Helpers Appear out of Nowhere.”
8. What happens as the help arrives? (p. 16) A sandstorm blows in.
9. List two facts about sandstorms. (p. 17) The sandstorm season lasts from mid-February until the end of spring. Winds can be up to 40 miles per hour. Travelers can get lost in sandstorms.

Chapter 3: Mamoon

Words to Know

- kneel
- merchant

Words in Parts

- prowling
- caravan
- dismounted

Vocabulary Words

- bandits
- vast
- oasis

1. **Predict:** What do you think the title of this chapter means? _____
2. Why does Jack stop Annie from yelling down to the people? (p. 18) They were still in the tree house, and he didn't want to explain the tree house to the strangers.
3. How does Annie explain their presence in the desert to the travelers? (p. 19-20) They were traveling with their family. When they stopped and took a nap, their family left them behind by accident.
4. Why is it a bad idea to travel alone in the desert? (p. 22) There are many bandits.
5. How did the man find them? (p. 22) He is a merchant traveling with his caravan when the sandstorm struck.
6. How does Annie decide to be humble? (p. 23) She decides to help them.
7. What are dates? (p. 24) They are the fruit of the desert. They grow on date palms.
8. How do Jack and Annie gather the dates? (p. 24) They shake the trees until the dates fall.
9. What does the title of the chapter mean? (p. 26) Mamoon is the name of the man who is helping Jack and Annie.
10. **Science Extension:** What is an adaptation of camels that allows them to eat thornbushes? (p. 27) Their mouths are tough, so the thorns don't hurt them.
11. What do the travelers have in their saddlebags? (p. 27) They have jewels, beads, and spices to sell in Baghdad.
12. What are “ships of the desert”? (p. 29) They are camels.

Chapter 4: Ships of the Desert

Words to Know

- suspiciously

Words in Parts

- superior

Vocabulary Words

- ambling
- coax

1. Why do they travel by night? (p. 30) When the sun sets, it gets much cooler.
2. Why must the camels kneel to let their riders get on? (p. 31) When the camels stand up, they are very tall.
3. **Science Extension:** What are some behavioral adaptations a camel uses if it is upset? (p. 32) It will open its mouth to show all its teeth. It can also spit and make a screeching sound.
4. **Science Extension:** What are some physical adaptations that allow a camel to survive in the desert? (p. 34)
 - Food and water: It can drink water quickly and then go a week without drinking anything. It can live without eating food for several days.
 - Facial features: Its eyebrows protect her eyes from the sun. Its eyelashes and fur around its ears keeps the sand out.
 - Feet: Its feet are tough so the hot sand doesn't hurt. The big feet stop her from sinking into the sand.
 - Strength: It can carry 500 pounds of baggage and travel 100 miles a day.

5. Why does Mamoon think that the camels are superior to humans? (p. 35) They can do many things in the desert that people can't do.
6. How does Mamoon read the stars? (p. 39) They have their own language and help travelers know which direction they are going.
7. Where did the fierce shout come from? (p. 40) There were bandits!

Chapter 5: Bandits!

Words to Know

- plodding
- frantically

Words in Parts

- nestled
- hoofbeats

Vocabulary Words

- bolted
- wafting
- silhouetted

1. What does Mamoon ask Jack and Annie to do? (p. 41) He wants them to take a box, ride to the dunes, and protect the box with their lives.
2. Write the simile about the two camels on page 42. “Like two racehorses, Beauty and Cutie thundered across the sand toward the distant dunes.”
3. What does the expression “ran like the wind” mean? (p. 42) It means running really fast.
4. **Predict:** What do you think is in the precious box? (p. 43) _____

5. What do Jack and Annie do with the box? (p. 44) They hear music and hooves galloping, so they think bandits are coming. They hide the box in the sand.
6. Write the simile about Jack and Annie digging on page 46. “They threw sand behind them like puppies digging in the dirt.”
7. Who was the rider they heard? (p. 46) It was Mamoon!
8. Where did the special box come from? (p. 47) Mamoon brought the special box back from Greece.
9. What were the strange musical sounds Jack and Annie heard? (p. 48) They heard the whistling sands.
10. What were some clues that a sandstorm was approaching? (p. 50) The wind was blowing. The sand had snaky and curly patterns. They heard a weird moaning sound.

Chapter 6: Sandblasted

Words to Know

- moaning

Words in Parts

- stitching

Vocabulary Words

- suffocating

1. Write the simile about the sandstorm on page 51. “The cloud began gliding toward Jack, Annie, and Mamoon like a moving wall.”
2. What should you do to protect yourself in a sandstorm? (p. 51) You should lie on your belly and cover your face with a head cloth.
3. What happened to the box? (p. 53) The wind ripped the saddlebag off the camel. The bag opened and the box fell out.
4. Write the simile about the sandstorm on page 54. “The sandstorm blasted over Jack, sounding like the hoofbeats of a hundred galloping camels.”
5. **Text-to-Self:** Have you ever had problems with sand blowing in your eyes, nose, or mouth? Where were you and what was it like? _____

6. What was inside the box? (p. 57) It was a book called *The Writings of Aristotle*.
7. Who was Aristotle? (p. 58) He lived in ancient Greece 2,300 years ago. He was a well-known philosopher, which means “lover of wisdom.”
8. How will Jack and Annie help spread wisdom? (p. 59) They must give the book to the caliph.

9. If you wish to travel east, what should you do? (p. 59) You should travel toward the rising sun.

Chapter 7: Behind the Third Wall

Words to Know

- barge
- bazaar

Words in Parts

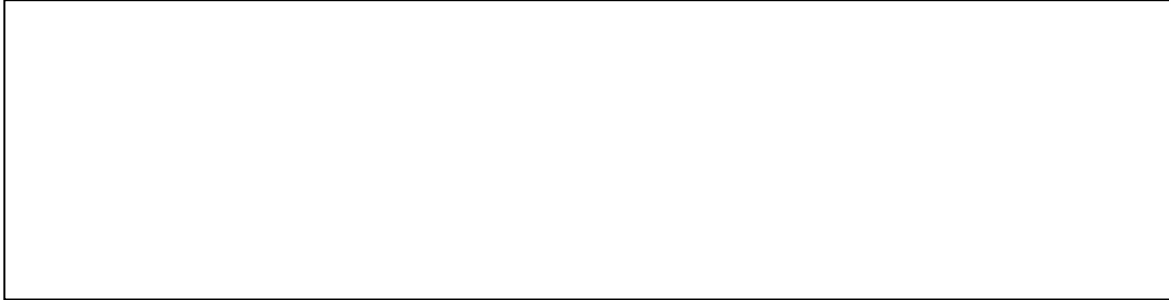
- crossroads
- glittering
- passageway

Vocabulary Words

- incense
- burlap
- brocade

1. **Predict:** What do you think the title of this chapter means? _____

2. Draw the market scene described on page 64.



3. What is a bazaar? (p. 65) A bazaar is a huge open-air market, kind of like a mall.
4. What was unique about Baghdad during its golden age? (p. 66) It had good hospitals, police, public schools, libraries, stores, and even a zoo.
5. How is each wall different from the last? (p. 67) Each wall is taller than the last.
6. Where do Beauty and Cutie have to stay? (p. 69) They have to stay in the stable.
7. What did Beauty do? (p. 71) She ate Aristotle's book.
8. **Text-to-Self:** What would you do to solve this problem? _____

Chapter 8: Room of the Tree

Words to Know

- yanked
- mechanical

Words in Parts

- priceless

Vocabulary Words

- stunned
- shaft (*noun*)

1. **Predict:** What do you think the title of this chapter means? (p. 72) _____
2. Why do Jack and Annie both think they are to blame for the destruction of the book? (p. 72) Jack left his bag holding the book with the camels, and Annie was bragging to the kids.
3. How do Jack and Annie solve their problem? (p. 75) They use the magic rhyme "Mend What Cannot Be Mended."
4. Write the simile about the pieces of the book on page 75. "They swirled up and around as if they were caught in a small tornado."
5. "Whoof" is an example of which literary device? (p. 76) Onomatopoeia
6. How did Jack and Annie get into the palace? (p. 78-79) They followed a servant girl.
7. What is the Room of the Tree? (p. 81) It is a room in the palace that has a tree in the center with fluttering silver leaves and mechanical golden birds.
8. **Predict:** Who do you think will be the "friend you once knew and a new friend to be"? (p. 81) _____
9. Who was the person in the court? (p. 84) It was Mamoon!

Chapter 9: House of Wisdom

Words to Know

- stammered
- billowed

Words in Parts

- arrangements
- escorted

Vocabulary Words

- acquire
- corridor

1. What happened to Mamoon after the sandstorm? (p. 85) He looked for Jack and Annie. When he couldn't find them, he came back to Baghdad.
2. What is Mamoon's full name? (p. 86) His name is Caliph Abdullah al-Mamoon.
3. How did the caliph get the book? (p. 86) He pretended to be a humble merchant and traveled to Damascus to get the book.
4. Describe the royal carriage. (p. 88) It was small with gold tassels and brass bells. It rested on top of two long poles so camels could carry it.
5. What is inside the House of Wisdom? (p. 89-90) They have a laboratory to discover new medicines, an observatory for viewing stars and planets, and a library.
6. What are Arabic numerals? (p. 91) They are the numbers we use every day—1, 2, 3...
7. Why did the caliph build the House of Wisdom? (p. 91) He believed that the world gets wise when wisdom is shared.
8. **Infer:** Why did all the books have to be copied by hand? (p. 93) They didn't have copiers back then!

Chapter 10: Before the Moon Rises

Words to Know

- scholar
- crescent

Words in Parts

- grouchily
- teetered

Vocabulary Words

- moat
- giddy

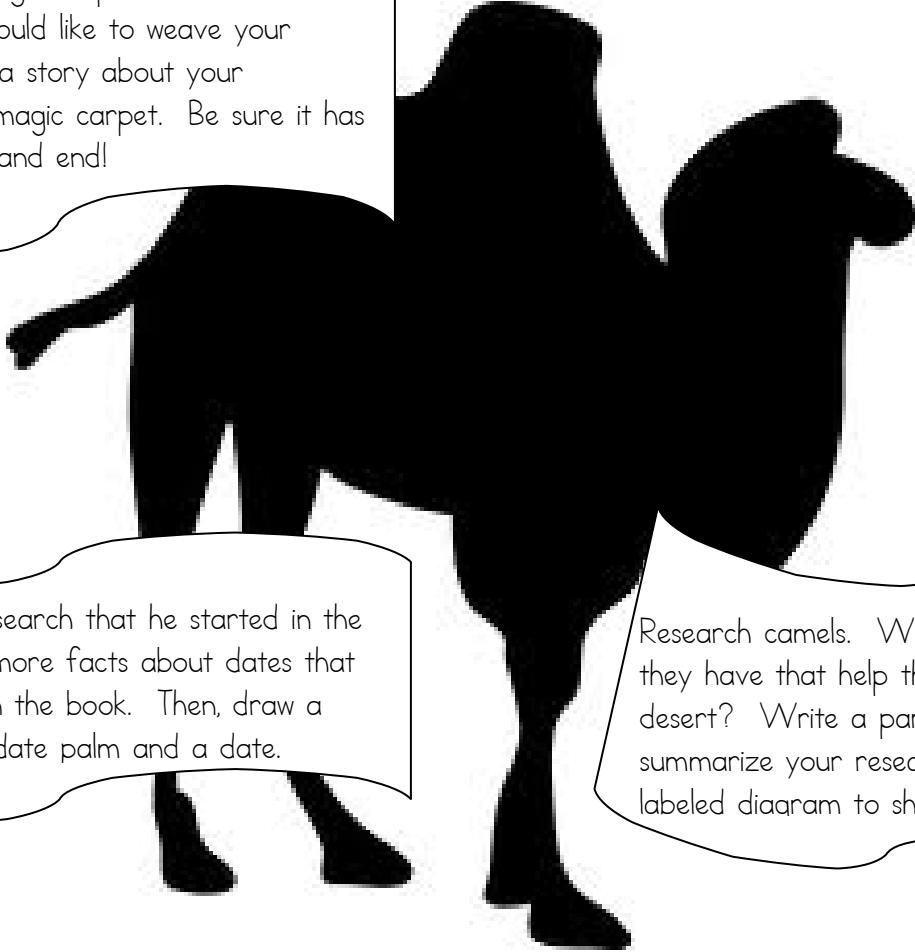
1. How do Jack and Annie decide to return to the tree house in time? (p. 97) They will use the magic rhyme "Fly Through the Air."
2. What is unusual about the way Jack and Annie flew? (p. 98) They flew on a magic carpet!
3. Why do you think the author spaced the words as she did in the middle of page 102? _____
4. Where does Annie think Teddy and Kathleen were hidden on their mission? (p. 105) She thinks Kathleen was the servant girl and Teddy was the servant boy at the caliph's palace.

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 *Season of the Sandstorms*, pick a project to share with the class. Here are your options:



Create your own magic carpet! You can use any materials you would like to weave your carpet. Then, write a story about your adventure on your magic carpet. Be sure it has a beginning, middle, and end!

Finish Jack's date research that he started in the book. Record four more facts about dates that Jack did not share in the book. Then, draw a detailed model of a date palm and a date.

Research camels. What adaptations do they have that help them survive in the desert? Write a paragraph to summarize your research and include a labeled diagram to show the adaptations.

RUBRIC:

	3	2	1
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:

Name: _____ Date: _____

CLIFF HANGER PLANNING SHEET

A cliff hanger is a story that builds up lots of tension and suspense – and then suddenly leaves you hanging, wanting to know what happens next! Here is a brainstorming sheet for you to write your own cliff hanger.

NAMES OF CHARACTERS AND SPECIAL CHARACTERISTICS:

-
-
-

SETTING:

- TIME:
- PLACE:

PROBLEM:

HOW WILL YOU BUILD UP TO THIS PROBLEM?

WHAT WILL BE THE BIGGEST BUILD-UP OF THE PROBLEM? (*HINT: THIS WILL BE THE POINT OF YOUR CLIFF HANGER!*)

HOW WILL YOU RESOLVE THE PROBLEM AFTER YOUR CLIFF HANGER?

WHAT WILL BE A GOOD TITLE FOR YOUR STORY?

SKETCH A ROUGH DRAFT OF AN ILLUSTRATION FOR YOUR STORY.



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

CLASS BOOK IN THE STYLE OF 1001 ARABIAN NIGHTS			
NAME:	TITLE OF STORY:		
	3	2	1
PLANNING	Cliff Hanger Planning Sheet fully completed with careful attention to detail	Cliff Hanger Planning Sheet mostly completed with some attention to detail	Cliff Hanger Planning Sheet not completed with little attention to detail
ROUGH DRAFT	Rough draft completed, edited, and revised to create an interesting story that makes sense.	Rough draft completed, edited, and revised to create a story that makes some sense.	Rough draft incomplete. Not edited or revised. Story isn't interesting and doesn't make sense.
FINAL DRAFT	Final draft is neat and follows revisions of rough draft. Includes title, illustration, and "To Be Continued" layout.	Final draft is neat and follows some revisions of rough draft. Is missing 1 of the following: title, illustration, or "To Be Continued" layout.	Final draft is sloppy and overlooks revisions of rough draft. Is missing 2-3 of the following: title, illustration, or "To Be Continued" layout.
TIME MANAGEMENT	Time was used wisely throughout the writing process.	Time was used wisely for most of the writing process.	Time was rarely used wisely during the writing process.
TOTAL: ___ / 12 = _____ COMMENTS:			

CLASS BOOK IN THE STYLE OF 1001 ARABIAN NIGHTS			
NAME:	TITLE OF STORY:		
	3	2	1
PLANNING	Cliff Hanger Planning Sheet fully completed with careful attention to detail	Cliff Hanger Planning Sheet mostly completed with some attention to detail	Cliff Hanger Planning Sheet not completed with little attention to detail
ROUGH DRAFT	Rough draft completed, edited, and revised to create an interesting story that makes sense.	Rough draft completed, edited, and revised to create a story that makes some sense.	Rough draft incomplete. Not edited or revised. Story isn't interesting and doesn't make sense.
FINAL DRAFT	Final draft is neat and follows revisions of rough draft. Includes title, illustration, and "To Be Continued" layout.	Final draft is neat and follows some revisions of rough draft. Is missing 1 of the following: title, illustration, or "To Be Continued" layout.	Final draft is sloppy and overlooks revisions of rough draft. Is missing 2-3 of the following: title, illustration, or "To Be Continued" layout.
TIME MANAGEMENT	Time was used wisely throughout the writing process.	Time was used wisely for most of the writing process.	Time was rarely used wisely during the writing process.
TOTAL: ___ / 12 = _____ 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: Season of the Sandstorms

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: Season of the Sandstorms

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: Season of the Sandstorms

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: Season of the Sandstorms

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: Season of the Sandstorms

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

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