



## Lesson Plan Summary

### Magic Tree House Fact Tracker: Heroes for All Times

#### Informational Writing

A research booklet using Heroes for All Times

<b>EACH STUDENT WILL:</b>	<b>COMMON CORE STANDARDS ADDRESSED:</b>
<ul style="list-style-type: none"><li>• Read about each hero in <u>the Heroes for All Times</u> Fact Tracker.</li><li>• Discover character traits of a hero</li><li>• Bullet a timeline of significant events.</li><li>• Write a memorable moment for each of the heroes in the book.</li><li>• Write an introduction</li><li>• Write a conclusion</li></ul>	<p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p><b>READING:</b></p> <ul style="list-style-type: none"><li>• <b>KEY IDEAS AND DETAILS (RI 2.3, RI 3.3, RI 4.3, RI 5.3)</b> Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect. (RI 3.3)</li><li>• <b>INTEGRATION OF KNOWLEDGE AND IDEAS: (RI 2.7, RI 3.7, RI 4.7, RI 5.7)</b> Use information gained from Illustrations and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur. (RI 3.7)</li></ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"><li>• <b>TEXT TYPES AND PURPOSES (W2.2, W3.2, W4.2, W5.2)</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W1 3.2)</li><li>• <b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE ( W2.7, W3.7, W4.7, W5.7)</b> Conduct a short research project that builds knowledge about a topic. (W3.7)</li></ul>

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Created by: Paula Cirillo, 2009 Magic Tree House Teacher of the Year, Peach Hill Academy, Moorpark, California



## Lesson Plan

### Magic Tree House Fact Tracker: Heroes for All Times

#### *Informational Writing – A Heroes Research Booklet*

##### **The student goals for this lesson are:**

1. To document a timeline of significant events for each hero.
2. To write an introduction about heroes.
3. To write a paragraph identifying a memorable moment in the hero's life.
4. To sketch or cut and paste a portrait of each hero.
5. To write a conclusion about heroes.

#### **MATERIALS NEEDED**

- Heroes for All Times Fact Tracker (s)
- Two 4 ¼" x 11 ¼" pieces of colored construction paper for each student
- Heroes for All Times Cover page (enclosed)
- Six copies of *Heroes Highlights* page for each student (enclosed)
- One copy of the *Introduction/Conclusion* page (enclosed)
- One copy of the *Hero Portraits and Nameplate page* (enclosed)
- *Character Traits of a Hero Word Bank* (enclosed)

#### **PROCEDURE**

1. Prepare a booklet of the Introduction page, six copies of the enclosed Heroes Highlights page, and the Conclusion page. Staple the pages between the two pieces of construction paper.
2. Paste the Heroes for All Times cover page on the construction paper booklet cover. Draw a spiral on the left side to make it look like a notebook. (See sample on Accompanying Materials page.)

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3. Depending on the level and purpose of this activity, the goals will vary.
  - For a guided lesson, do a read-a-loud. After reading about each hero, summarize and fill in the Hero Highlights pages together.
  - Independent workers could read and work in pairs or in small groups. After reading each section in the Fact Tracker, have the students fill out the corresponding page in the booklet.
  - The time allotted for this activity can vary. To shorten, you can have each child in a group of six only report on one hero. They can then present one hero to the others in the group and share the results.
4. The student can draw the picture of the hero in the frame and write the name in the box below or cut and paste the picture from the enclosed page of heroes.
5. The Introduction page can be done together as a group to kick off the lesson. You can use the *Characteristics Traits of a Hero* vocabulary bank (enclosed).
6. Depending on the grade level or goals of the lesson, the student can fill in a Concluding Statement page. (*It can be an opinion piece of the importance of heroes, a text-to-self connection about a hero of theirs, or an open-ended conclusion of their choice*). Once again, the students can refer to the *Characteristics Traits of a Hero* vocabulary bank.

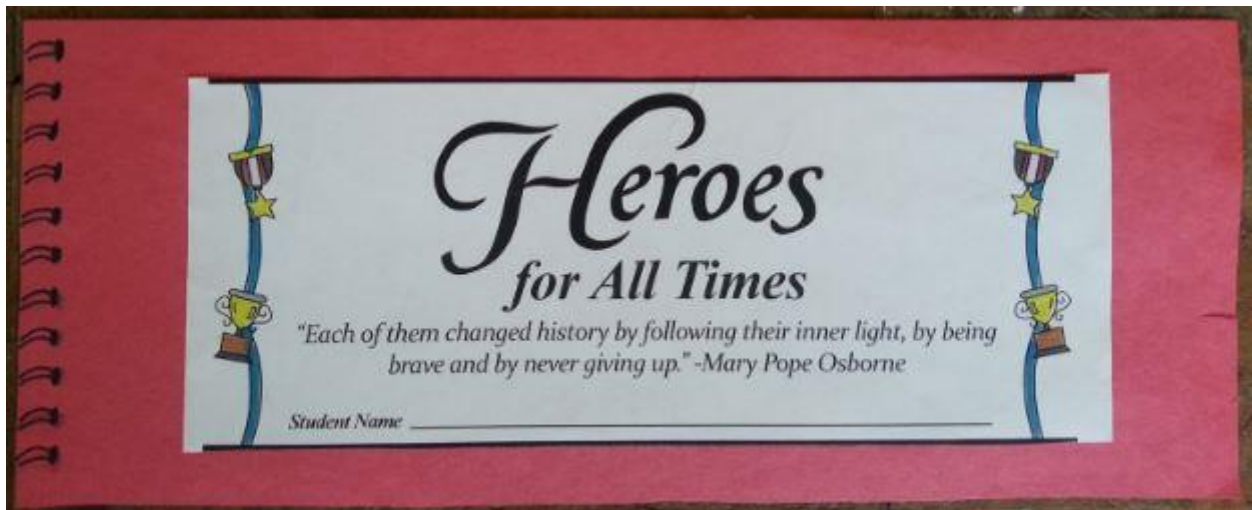
### **IDEAS FOR NEXT STEPS (Optional)**

- Use the booklet as an organizer to write an informational essay.
- Choose two of the heroes to make a Venn diagram and write a compare/contrast paragraph.
- Add another Heroes Highlights page into the booklet for the students to write about a hero in their own life!

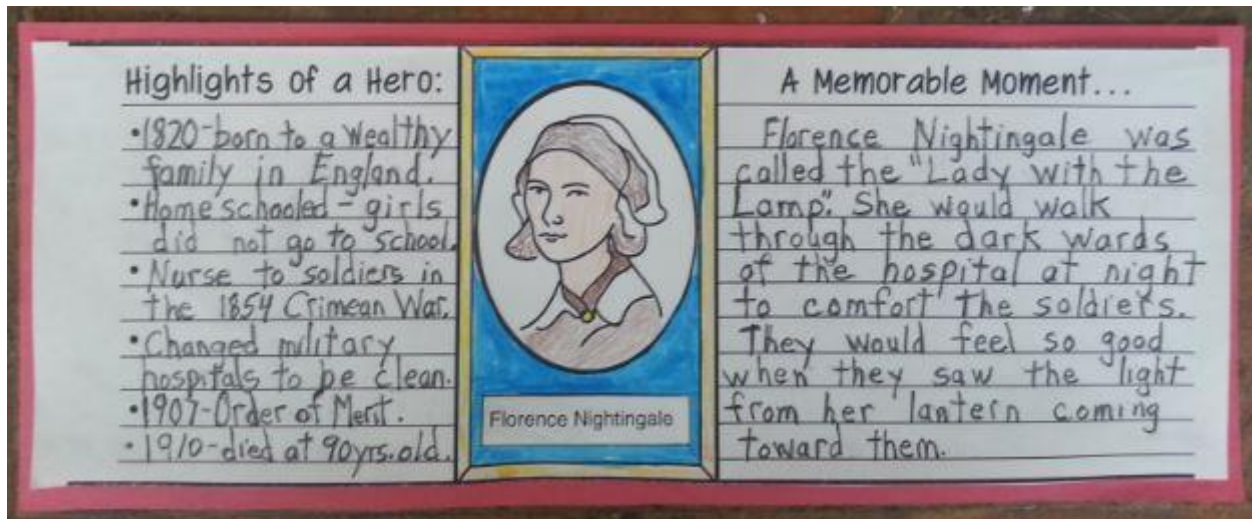
**Heroes for All Times**  
**Accompanying Materials**

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## Sample Book Cover Page



## Sample Hero Highlights Page





# *Heroes* *for All Times*

*“Each of them changed history by following their inner light, by being brave and by never giving up.” -Mary Pope Osborne*

*Student Name* \_\_\_\_\_

# *Heroes* *for All Times*

*“Each of them changed history by following their inner light, by being brave and by never giving up.” -Mary Pope Osborne*

*Student Name* \_\_\_\_\_

# *Heroes* *for All Times*

*“Each of them changed history by following their inner light, by being brave and by never giving up.” -Mary Pope Osborne*

*Student Name* \_\_\_\_\_









Florence Nightingale



Martin Luther King Jr.



Harriet Tubman



Susan B. Anthony



Mahatma Gandhi



John Muir

# ***CHARACTER TRAITS OF A HERO***

Brave	Honest	Sensible
Caring	Humble	Sensitive
Compassionate	Integrity	Serious
Courageous	Loyal	Sincere
Daring	Mindful	Supportive
Diligent	Open-minded	Tender-hearted
Fair	Passionate	Thoughtful
Faithful	Patient	Trustworthy
Gallant	Perseverance	Warm-hearted
Generous	Rebellious	Watchful
Giving	Reliable	Wise
Hard-working	Responsible	Zealous
Helpful	Selfless	