



Lesson Plan Summary

Magic Tree House #53: Shadow of the Shark

That Name is “Mayan” & Postcards from the Yucatan

<p>EACH STUDENT WILL:</p> <ul style="list-style-type: none">• Read and discuss the activities and events experienced by Jack and Annie in <u>Shadow of the Shark</u>.• Students will discuss character traits and attributes in small groups and generate a Mayan name for themselves, and each other, based on those traits.• Students will create/draw and compose a postcard with who, what, when, where, and why in the message.• Students will choose three uses for the magic coins, and support their opinion in writing as to why that would be a good choice.• Students will create Mayan Name Plaques.	<p>COMMON CORE STANDARDS ADDRESSED:</p> <p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p>READING:</p> <ul style="list-style-type: none">• KEY IDEAS AND DETAILS: RL1.1, RL2.1, RL3.1, RL4.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text, (RL2.1)• FLUENCY: RF.2.4, RF.3.4, RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (RF.2.4) <p>WRITING:</p> <ul style="list-style-type: none">• TEXT TYPES and PURPOSES: W.2.1-2, W.3.1-2, W.4.1-2 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.1-2) <p>LANGUAGE:</p> <p>VOCABULARY ACQUISITION and USE: L.2.6, L.3.6, L.4.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (L2.6)</p> <p>SPEAKING and LISTENING:</p> <p>COMPREHENSION and COLLABORATION: SL.1.1, SL.2.1, SL.3.1, SL.4.1 Participate in collaborative conversations with diverse partners about <i>grade topics and texts</i> with peers and adults in small and larger groups. (SL.2.1)</p>
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Created by: Carol Hartnett, Adjunct Professor, Pepperdine University and California State University Channel Islands, and Paula Cirillo, 2009 Magic Tree House Teacher of the Year, Peach Hill Academy, Moorpark, California

Lesson Plan

Magic Tree House #53: Shadow of the Shark

That Name is “Mayan” (Mine!)



Materials:

- Student copies of Shadow of the Shark.
- Writing and coloring materials
- Student resource pages- Character Traits, Mayan Name Generator, Mayan Name Creator Worksheet- to use as a guide for producing “Mayan names”. (see appendix)

Procedure:

After reading Shadow of the Shark, either whole class or in small groups, discuss with the class how some cultures name their children from attributes or character traits. Some religions and cultures take on new names as they grow into adulthood or experience a traditional ceremony.

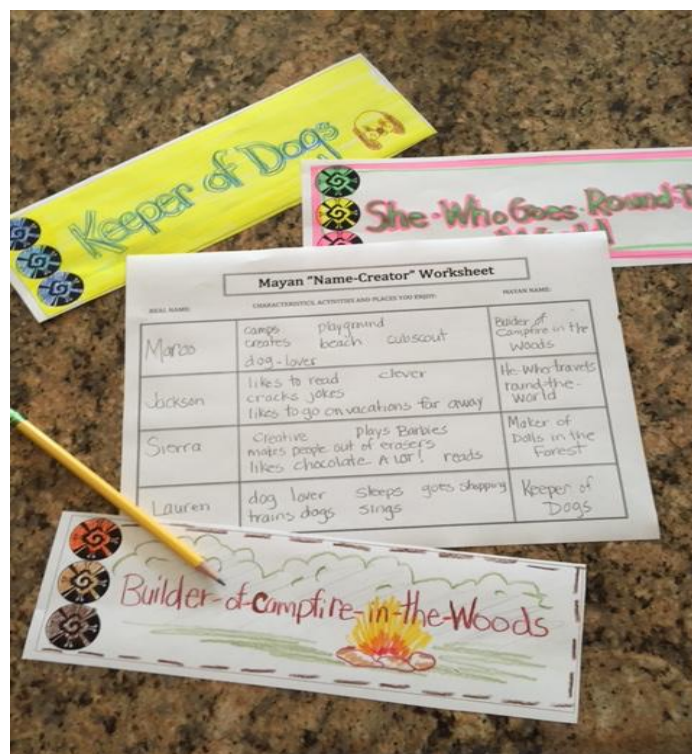
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Review pages 81 through 88, of Shadow of the Shark, where Annie and Jack follow Heart-of-the-Wind as she guides them back to the cove on the beach. On these pages they meet “Forest of Walking Trees”, “Ones-Who-Tell-the-History-of-the-Forest”, “He-Who-Kills-With-One-Leap” and “Earth-Monster-of-the-Underworld”.

Tell the students they are going to think about themselves. Look at the list of character traits and the Name Generator, found in the appendix, for ideas to help them describe themselves. They are welcome to create new lists or use other resources. Let them discuss this in small groups, sharing what they identify with, and letting the others in the group also make suggestions as to how they see their friends. Ask them to create a “modern day Mayan Name” for themselves and each other.

After they are satisfied with a selected name, have them each create a “Name plaque” to display and then gather the class to look at these names. Have the children try to match all of the name plaques with the children who created them as “Mayan” (mine!) Feel free to have the children explain how they got that name as time permits.



Listed below are some Mayan related video clips:

<https://youtu.be/Z8G6qfI0GEw> -The Visionary Mayan Queen Yohl Ik'Nal of Palenque approx 1:40 min.

<https://youtu.be/U1ji5urcstQ> How to Draw Mayan and Aztec Patterns approx.. 2 minutes.

<https://youtu.be/OkTaSiAmnwg?list=PL9SLkANZIEtUxpN8A9BHFR6GGFTk24Nis> What Happened to the Mayan Civilization? –approx 1:34 min.

Other ACTIVITIES:

Students compose writing samples about wishes they would make with the three magic coins from the story. (Teddy and Morgan had given Jack and Annie three coins to be sure they had “fun”.) If the students are given that same gift from Teddy and Morgan, what would they choose? Have them write, supporting their opinions. (See appendix for writing organizer and thematic writing paper).

Appendix I

Character Traits

Brave

Caring

Compassionate

Courageous

Daring

Diligent

Fair

Faithful

Gallant

Generous

Giving

Helpful

Honest

Humble

Integrity

Loyal

Mindful

Open-minded

Passionate

Patient

Perseverance

Rebellious

Reliable

Responsible

Selfless

Sensible

Sensitive

Serious

Sincere

Supportive

Tender-hearted

Thoughtful

Trustworthy

Warm-hearted

Watchful

Wise

Yearnful

Zealous

Mayan Name Generator Suggestions

ACTION	OBJECTS	PLACES
Bakes	Airplanes	Amusement park
Builds	Animals	Backyard
Collects	Backpack	Beach
Creates	Books	Bowling alley
Cries	Campfires	Driveway
Eats	Cars	Family room
Imagines	Computers	Garage
Makes	Dolls	Hawaii
Paints	Erasers	Island
Plays	Games	Mall
Reads	Glasses	Park
Runs	Hammock	Playground
Sings	Markers	Racetrack
Sleeps	Meals	Restaurant
Tattles	Movies	School
Teaches	Shells	Summer Camp
Watches	Trees	Theater
Writes	Trinkets	Zoo

Mayan "Name-Creator" Worksheet

REAL NAME:

CHARACTERISTICS, ACTIVITIES AND PLACES YOU ENJOY:

MAYAN NAME:

Marco	camps playground creates beach cubscout dog-lover	Builder of Campfire in the Woods
Jackson	likes to read clever cracks jokes likes to go on vacations far away	He-Who-travels round-the- World
Sierra	Creative Plays Barbies makes people out of erasers likes chocolate A LOT! reads	Maker of Dolls in the Forest
Lauren	dog lover sleeps goes shopping trains dogs sings	Keeper of Dogs

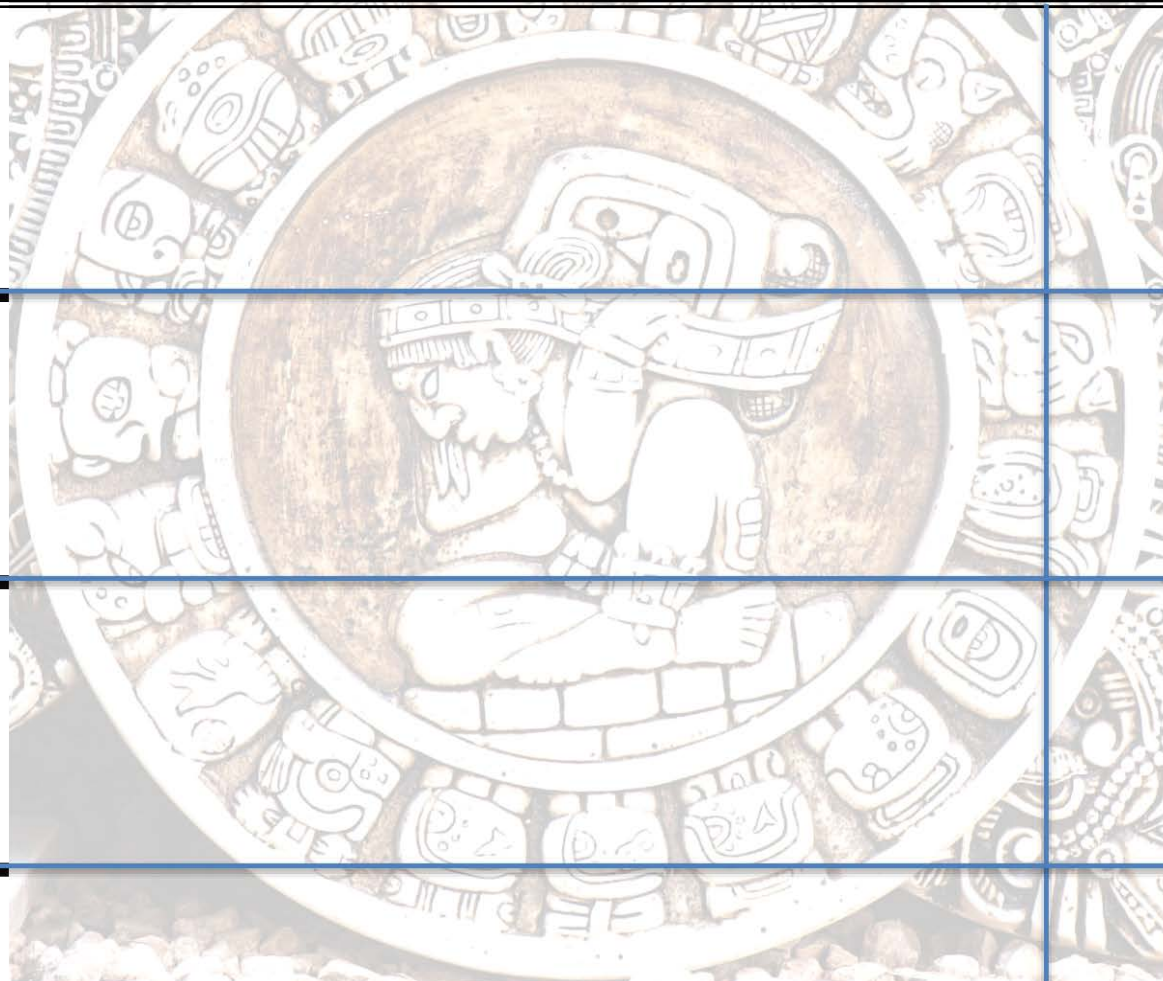
Teacher Resource / Sample

Mayan "Name-Creator" Worksheet

REAL NAME:

CHARACTERISTICS, ACTIVITIES AND PLACES YOU ENJOY:

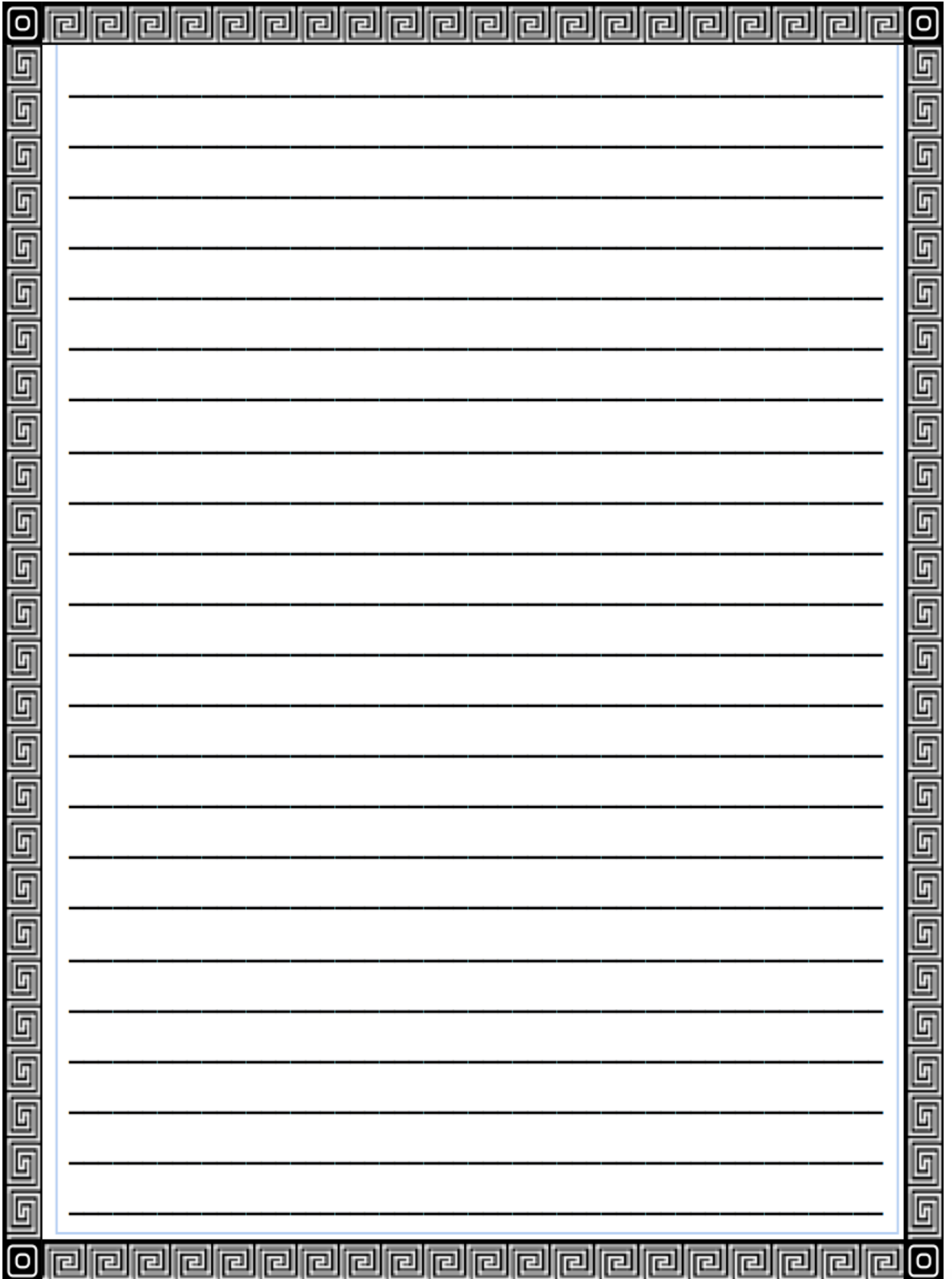
MAYAN NAME:

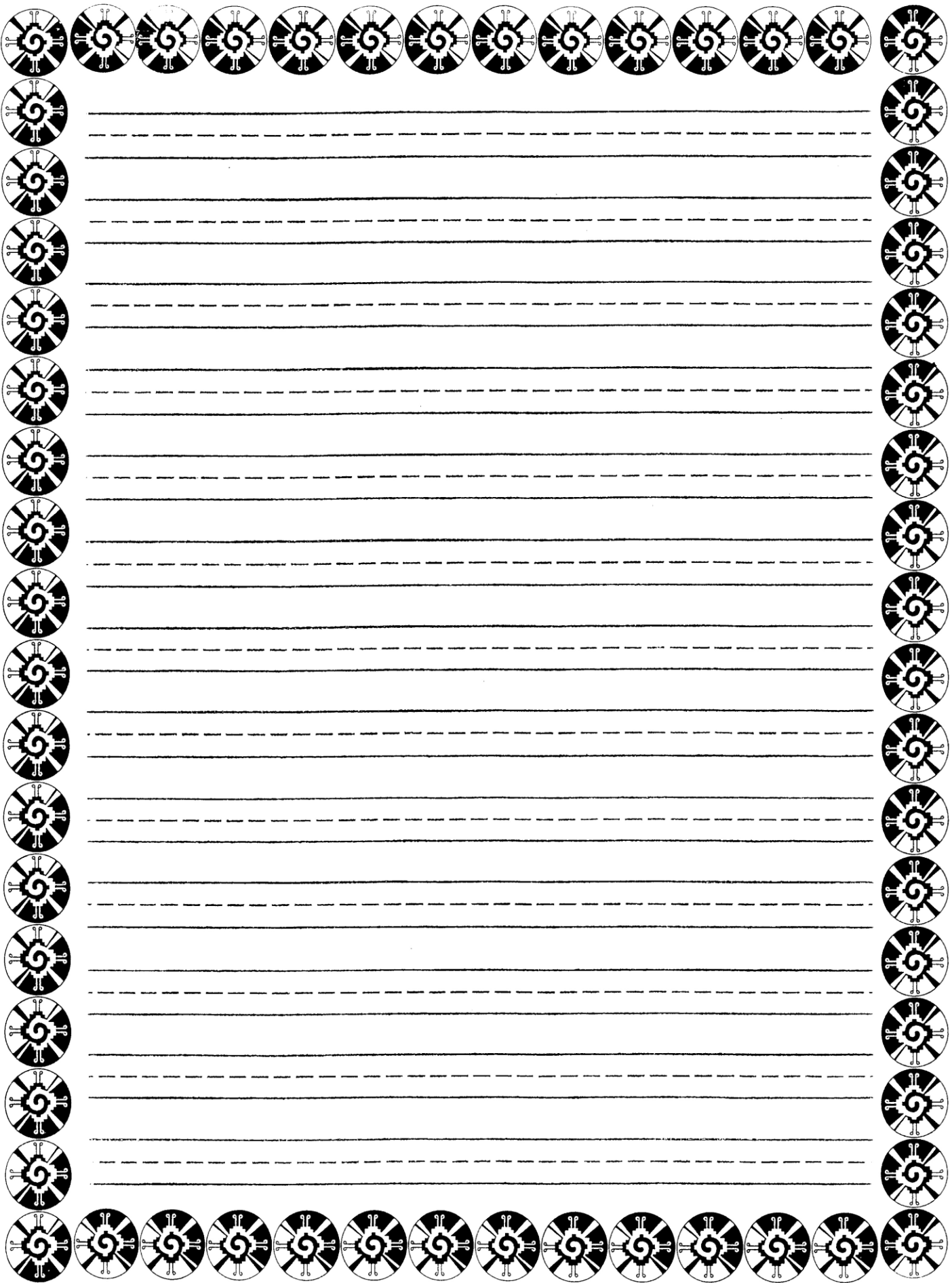


NAME: _____

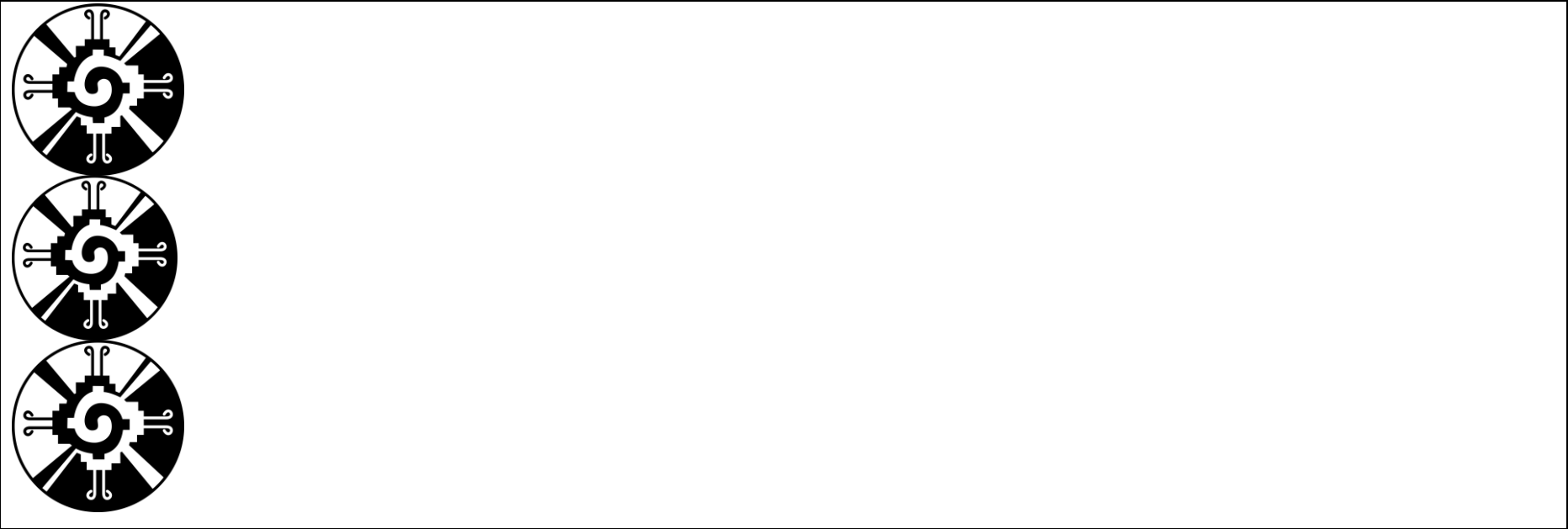
THREE WISHES ORGANIZER







MAYAN NAME PLAQUE TEMPLATE



Lesson Plan 2

Magic Tree House #53: Shadow of the Shark

Post Cards from the Yucatan and Beyond



Materials:

- Student copies of Shadow of the Shark.
- Postcard template (use card stock -see appendix)
- Coloring tools
- Optional “vacation gear” to set the mood

Procedure:

Before reading Shadow of the Shark in class, or small groups, display either a map of the world or one of North, Central and South Americas.

Discuss the proximity to the equator and the climate of the Yucatan peninsula and how it is currently a worldwide vacation destination. (Wearing “vacation type” clothing, sunglasses, etc., and possibly holding a mask and snorkel to use as a pointer will help keep their attention.)

After reading Shadow of the Shark in class, or small groups, discuss tropical vacations and elicit any experiences the students may have had if possible. For those who have not traveled ask them to recall details from the story.

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FOLLOW UP ACTIVITIES:

- Using the student postcard template found in the appendix, students draw (on the blank side) travel postcards from details found in the book, from an experience they may have had, or would like to imagine.
Students then turn the post card over and compose a note to a friend, family member, principal of their school or their teacher. They may also want to compose the note as if they were Jack or Annie writing to Teddy, Merlin or Morgana Le Fay, thanking them for the vacation.
- Using a larger map of the area as a guide, students draw a map of the Yucatan and/or Cozumel to reflect Jack and Annie's adventure. This may also be used as the front of the postcard. Students should have a working knowledge of the properties of a map such as compass rose, legend, etc.
- Students can create their own map of an imaginary island complete with Legend/Key and Compass Rose. As an extension, students can write a narrative description of the natural habitats, animals and activities found on their island. (Thematic writing paper in previous lesson's appendix)



Appendix II

Dear Morgan and Teddy,

WHO

Place
Postage
Stamp
Here

Thank you for sending

WHERE

WHEN

Jack and me on such a
fantastic vacation to

WHAT

Cozumel last week!! We

had a relaxing time and

met a new friend. There

WHY

was some excitement

too! We'll see you soon!

Morgan and Teddy

Castle

Camelot

01234

Your friend,

Annie

Print on white cardstock. Cut out the postcard. Draw a picture on the back. Write to someone.

Dear

Your friend,

Place
Postage
Stamp
Here
