



Lesson Plan Summary

Magic Tree House #41: Moonlight on the Magic Flute

Focus Question:

What Contributions did Mozart make to the world of music?

DURING THIS BOOK STUDY, EACH STUDENT WILL:	COMMON CORE STANDARDS ADDRESSED:
<ul style="list-style-type: none">• Draw a personal emotional response to music.• Create a diorama of a palace room.• Identify key events in Mozart's life.• Explain key events in The Magic Flute.• Explain the opera "theme and variation" styles.• Create a skit to summarize scenes from The Magic Flute.• Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.• Complete a cause-and-effect map.• Comprehend new vocabulary.• Identify and create similes.• Examine how authors use certain words and styles to involve readers in the plot.• Use a beginning, middle, and end story map.• Write about a time you felt scared or nervous.• Publish a royal manners brochure.• Present projects to class and explain how students connected to the text.• Explain how a flute uses vibrations to make sound.• Locate Austria on a map.• Study the parts of the imperial palace and royal social expectations.	<p>MUSIC AND VISUAL ARTS:</p> <ul style="list-style-type: none">• Creative responses to texts• Significant individuals• Masterwork compositions• Musical styles <p>DRAMATIC ARTS:</p> <ul style="list-style-type: none">• Use drama to portray a story. <p>READING:</p> <ul style="list-style-type: none">• 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, including similes.• Analyze the effect of author's craft on literature.• Summarize story parts. <p>WRITING:</p> <ul style="list-style-type: none">• Text types and purposes <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none">• Comprehension and collaboration• Presentation skills• Respectful audience behavior <p>SCIENCE:</p> <ul style="list-style-type: none">• Physical science: Sound <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none">• Geography• Systems of Government

41-1S112

Created by: Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina



Cross-Curriculum Lesson Plan Magic Tree House #41: Moonlight on the Magic Flute

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)
- Map of Austria and surrounding areas (Hungary, Croatia, Bohemia, and the Holy Roman Empire)

Procedures:

- Introduce Moonlight on the Magic Flute by playing the excerpt from the “Overture” from The Magic Flute (<http://www.youtube.com/watch?v=8hM9Qquql7w>--just the first part, but do not let students see the captions and explanations yet). Draw a picture of what the music made you think or feel. Share/compare as a class.
- Suggested activities to use with certain chapters:
 - Chapter 1: Locate Vienna, Austria, on the map.
 - Chapter 2: Show pictures of the Summer (Schönbrunn) Palace and pictures of Maria Theresa.
 - Chapter 3: Locate Austria, Hungary, Croatia, Bohemia, and the Holy Roman Empire on the map.
 - Chapter 4: Visit the Rosa Room: <http://www.schoenbrunn.at/en/things-to-know/palace/tour-of-the-palace/rosa-rooms.html>. Visit other rooms of interest as well!
 - Chapter 6: Visit some of the gorgeous gardens at the palace: <http://www.schoenbrunn.at/en/things-to-know/gardens/tour-through-the-park.html>. You can also learn more about the Schönbrunn Zoo at this link: <http://www.schoenbrunn.at/en/things-to-know/gardens/tour-through-the-park/schoenbrunn-zoo.html>.
 - Chapter 7: Learn more about the flute, how it works, and what it sounds like at this interactive site: <http://www.dsokids.com/listen/instrumentdetail.aspx?instrumentid=21>. If you have connections to someone who plays flute in your community, invite them in for a demonstration!
 - Chapter 8: Visit the Hall of Mirrors: <http://www.schoenbrunn.at/en/things-to-know/palace/tour-of-the-palace/mirror-room.html>.

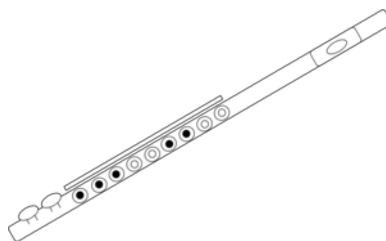
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3. Choose a project from the Project Menu:
 - Write a story about a time that you felt as scared or nervous as if you met a bear or a leopard. What did you do to conquer your fears or nerves?
 - Make a manners brochure to explain expectations for behavior in the royal palace. Be sure to include some of the tips Jack and Annie were given! Include illustrations in your brochure as well.
 - Create a diorama of the Hall of Mirrors or the Rosa Room. Check out a book or search with an adult online to see what the rooms actually look like!
4. As an entire class, stage a performance of The Magic Flute. Directions are included later in this document.
5. Extensions:
 - **ELA:** Complete a simile study. Visit <http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html> as a class. Read Bruce Lansky’s poem “Predictable” together. Remind students that a simile compares two unlike things using the word “like” or “as.” Then have students fill out their own “Clever” poem.
 - **Social Studies/Music History:** Learn more about Mozart with the links below.
 - Read about Mozart’s life at this website, which also includes sound clips of some of his compositions:
<http://www.dsokids.com/listen/composerdetail.aspx?composerid=15>.
 - Mozart was famous for writing pieces in a “theme and variation” format. He started with a main melody and then added different details to change it. Interact with the theme and variations on “Twinkle, Twinkle, Little Star” at this website:
<http://www.empire.k12.ca.us/CAPISTRANO/Mike/capmusic/form/theme%20and%20variations/Twinkle/twinkle.htm>. Extend the concept of “theme and variation” to the writing process: the theme is the main idea, and the variations are the details that make the writing interesting!

Listen to this show about The Magic Flute:
<http://www.classicsforkids.com/shows/showview.asp?ID=27>

 - **Science:** Explore the how sound is created with the lesson below.



Sounds All Around!

Materials:

- Science notebook or paper
- Clip (“How are Sounds Made?”) at <http://player.discoveryeducation.com/index.cfm?guidAssetId=4E782346-FFC0-4FCB-8527-E58DB0085098>
- Tuning fork
- Clear container of water

Procedure:

1. Ask students to brainstorm answers to the question, “What is sound?” Share as a class.
2. Go on a Listening Walk. Record at least 3 sound observations in science journals to answer the following questions for each sound: (1) Where was the sound coming from? (2) What do they think is making the sound? (3) How is the sound made?
3. After the walk, reconvene to share observations.
4. After the class has shared and brainstormed ideas about what made the sounds they heard, show the video clip. When the video gives the teacher a chance to pause the film to discuss what makes sounds, ask the students to answer this question, drawing upon their recent discoveries from the Listening Walk as evidence. Then, finish the film to learn the scientific word for what makes sounds--vibrations.
5. To let students see vibrations, strike the tuning fork and immerse the vibrating part of the tuning fork in the water. What happens? Why?
6. Extend to the flute. Where do the vibrations come from? (The air the player blows across the mouthpiece!)



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 “Inspiring” cluster includes Moonlight on the Magic Flute, A Good Night for Ghosts, Leprechaun in Late Winter, and A Ghost Tale for Christmas Time. In these books, Jack and Annie visit famous musicians and writers before they have discovered their talents. Their job is to inspire them to share their gifts with the world.
- 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.

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create a Production of The Magic Flute

For this whole-class project, stage a performance of The Magic Flute! This project will address dramatic arts, language arts, music history, and social studies. Follow the directions below to produce your own version of The Magic Flute. Then, invite families, other classes, and special guests to attend your performance!

Materials:

- Story Parts Prediction Map (Accompanying Materials)
- Computer connected to a TV or interactive white board for the musical summary: <http://www.youtube.com/watch?v=8hM9Qquql7w>
- Text from musical summary slides for small groups
- Scene Report for each student (Accompanying Materials)

Procedures:

1. Ask students to predict what The Magic Flute might be about. Each student will record their prediction in the Story Parts Prediction Map. Share as a class.
2. Explain that an opera is like a play set to music. Instead of people speaking parts, opera singers perform the parts. Play the musical summary of The Magic Flute at <http://www.youtube.com/watch?v=8hM9Qquql7w>.
3. After watching the musical summary, compare and contrast the actual events of The Magic Flute with the events students recorded in their Story Parts Prediction Map.
4. For the class production, explain that students will work with a small group to perform one of the scenes from the opera. Divide students into small groups and assign scenes.
5. Students will work in their groups to fill out the Scene Report. Then, they will plan their roughly 1-minute mime skit to portray their scene. Don't forget the props!
6. When all groups have finished planning their performances, regroup. Play the musical summary again, and this time allow students to perform their skit during their musical scene. After a few rehearsals, invite guests in for a performance!
7. A rubric is provided in the Accompanying Materials.



**Moonlight on the Magic
Flute Unit:
Accompanying Materials**

Chapter Extensions

Schönbrunn Palace in Vienna, Austria



Side of the palace and gardens



(Photo Credit: Melissa Summer)

Maria Theresa

Check out pictures of Maria Theresa at
http://en.wikipedia.org/wiki/Maria_Theresa

Name: _____ Date: _____

Moonlight on the Magic Flute Reading Guide (KEY)

Chapter 1: To the Summer Palace

Words to Know

- spaghetti
- Dianthus

Words in Parts

- enchanters
- unexpected

Vocabulary Words

- passion
- imagination

1. How does the author appeal to your senses on page 3? _____

2. How does Annie know Teddy and Kathleen are back? (p. 4) _____

3. What is their next mission? (p. 6) _____

4. According to the invitation, what will be the setting of their next adventure? (p. 7) _____

5. **Math Extension:** How many years in the past will they be traveling? _____
6. Which country will they be visiting? (p. 8) _____
7. What warning does Kathleen give to Jack and Annie? (p. 9) _____

8. What instrument does the Wand of Dianthus become for this mission? (p. 9) _____

Chapter 2: Put On Your Wig!

Words to Know

- wits
- ridiculous

Words in Parts

- petticoat
- cobblestone

Vocabulary Words

- velvet
- imperial
- terrace

1. Draw Jack and Annie in their outfits described on p. 12.



2. Jack and Annie each made fun of each other's costumes. Which parts? (p. 13) _____

3. Why does Merlin not provide a research guide for this mission? (p. 15) _____

4. How did Jack and Annie figure out what time it was? (p. 16) _____

5. Write the simile on page 17 about Annie's dress. _____
6. How does Annie suggest they find the brilliant artist? (p. 17) _____
7. Why does the driver offer to take Jack and Annie to the palace? (p. 18) _____

8. Describe the palace. (p. 19) _____
9. Who must Jack and Annie meet? (p. 23) _____

Chapter 3: Her Imperial Majesty

Words to Know

- plump
- curtsy

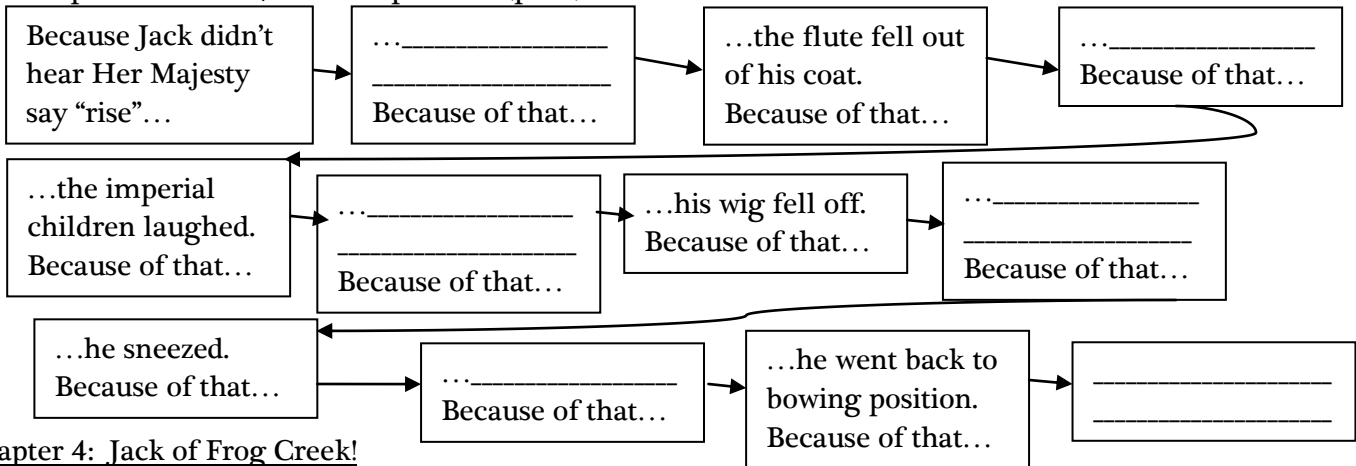
Words in Parts

- uniform
- candlelit

Vocabulary Words

- clammy
- lilac

1. Why was Jack nervous about meeting Her Majesty? (p. 24) _____
2. How will they know what to do? (p. 25) _____
3. What is the little boy who yelled at Jack wearing? (p. 25) _____
4. **Infer:** Why is the room candlelit? (p. 27) _____
5. Describe Her Imperial Majesty. (p. 27-28) _____
6. List the steps necessary to meet Her Imperial Majesty. (p. 29) _____
7. Why must they walk backward out of the room? (p. 29) _____
8. Complete the cause/effect map below. (p. 31)



Chapter 4: Jack of Frog Creek!

Words to Know

- elegant

Words in Parts

- finery

Vocabulary Words

- stride (verb)
- fencing

1. What had actually happened in the room? (p. 35) _____
2. **Infer:** Why does Jack want to leave? (p. 36) _____
3. **Text-to-Self:** What was a time that you were embarrassed? _____
4. Describe the party room. (p. 38) _____
5. What were the names of the little boy and his sister? (p. 40-41) _____
6. Why does Nannerl tell Jack to be proud? (p. 42) _____
7. What do Jack and Annie learn about Wolfie and Nannerl's family? (p. 42) _____
8. **Infer:** What do all the "Maria"-named children have in common? (p. 43) _____
9. Why does Wolfie think he and Nan are brilliant? (p. 44) _____
10. How many people live in the palace? (p. 45) _____

Chapter 5: Bad Manners

Words to Know

- platters
- vanished

Words in Parts

- furthermore

Vocabulary Words

- snippy
- quiver
- portly

1. What does Wolfie want to do? (p. 47) _____
2. What do the bells mean? (p. 48) _____
3. What manners mistake do Jack and Annie make? (p. 50) _____
4. Why does Jack want to run away from Wolfie but Annie does not? (p. 52) _____
5. **Predict:** What do you think is Wolfie's big responsibility that night? (p. 54) _____
6. Why is Wolfie's dad upset that he ran away? (p. 56) _____

Chapter 6: Under the Moon

Words to Know

- faint
- roam

Words in Parts

- moonlit
- cautiously

Vocabulary Words

- frantically
- lumbered
- luminous

1. Where does Annie think Wolfie has gone? (p. 58) _____
2. Describe the garden. (p. 59) _____
3. Write the three examples of onomatopoeia on page 60. _____
4. Write the simile about the sounds in the garden on page 60. _____
5. **Predict:** What do you think is making all of the sounds? _____
6. Write the sounds on page 664 and what was making each one. _____
7. **Predict:** Where did all the animals come from? _____
8. What is wrong with the zoo in the woods? (p. 65) _____
9. How does Annie think the animals got free? (p. 65) _____
10. What happened to Wolfie? (p. 66) _____

Chapter 7: Follow Me

Words to Know

- wafted

Words in Parts

- mouthpiece
- thoughtfully

Vocabulary Words

- ward

1. How does Annie plan to solve the problem? (p. 63) _____
2. **Text-to-Self:** If you had to write a song that would come true to solve the problem, what would you sing? _____
3. Write the simile about the flute's music on page 69. _____

4. Write the simile about the music on page 71. _____
5. Sequence the animals in the order that they appeared. (p. 71-73) _____
6. How did Annie get rid of all the animals? (p. 73) _____
7. **ELA Extension:** Write as many words that rhyme with “brown” as you can. (p. 76) _____
8. Why does Jack tell Wolfie never to free animals from a zoo? (p. 77) _____
9. What does Wolfie realize about music? (p. 77) _____
10. **Predict:** Why do you think Wolfie says the whole world is waiting for him? (p. 78) _____

Chapter 8: The Hall of Mirrors

Words to Know

- appearance

Words in Parts

- straightened

Vocabulary Words

- scrunch
- flourish

1. Where is Papa waiting for Nan and Wolfie? (p. 80) _____
2. **Text-to-Self:** Do you agree that Jack and Annie haven’t started their mission yet? Why or why not? (p. 81) _____
3. What is Wolfie’s secret talent? (p. 83) _____
4. What does Nan share about Wolfie’s musical history? (p. 87) _____
5. What is Wolfie’s real name? (p. 87) _____
6. Were Jack and Annie actually wasting their time with Wolfie? Why or why not? (p. 88) _____

Chapter 9: Me and the Clown

Words to Know

- curtsied

Words in Parts

- magician

Vocabulary Words

- lingered

1. How did Jack and Annie help Mozart? (p. 89) _____
2. Why does Wolfie think Jack and Annie are magicians? (p. 90) _____
3. What new problem do Jack and Annie encounter with Her Imperial Majesty? (p. 90-91) _____
4. How did Jack save the performance? (p. 92) _____
5. What onomatopoeia words did Jack use to copy the sound of the flute? (p. 94) _____
6. **Text-to-Self:** What onomatopoeia words would you use to copy the sounds of a flute? _____

Chapter 10: Joy

Words to Know

- wits

Words in Parts

- twilight

Vocabulary Words

- dappling

1. **Predict:** Who do you think the coachman’s employer is? (p. 98) _____

2. Why did Jack say the clown was the best part? (p. 99) _____

3. Why does Josef think Jack and Annie are magicians? (p. 100) _____

4. Write the simile about the air on page 101. _____
5. Write 2 new facts about Mozart from the Internet search on page 102. _____

6. How did Mozart keep his promise to Jack and Annie? (p. 103) _____

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

Name: _____ Date: _____

Moonlight on the Magic Flute Reading Guide (KEY)

Chapter 1: To the Summer Palace

Words to Know

- spaghetti
- Dianthus

Words in Parts

- enchanters
- unexpected

Vocabulary Words

- passion
- imagination

1. How does the author appeal to your senses on page 3? She describes the smell of baking bread and the smell of bubbling spaghetti sauce.
2. How does Annie know Teddy and Kathleen are back? (p. 4) She saw them as she was biking back from her piano lesson.
3. What is their next mission? (p. 6) They must bring happiness to millions of people by finding a brilliant artist.
4. According to the invitation, what will be the setting of their next adventure? (p. 7) They will be going to a summer palace at 5:00 on October 13, 1762.
5. **Math Extension:** How many years in the past will they be traveling? [Present year-1762= _____]
6. Which country will they be visiting? (p. 8) They will be going to Vienna, Austria.
7. What warning does Kathleen give to Jack and Annie? (p. 9) They need to watch their manners and look out for unexpected dangers.
8. What instrument does the Wand of Dianthus become for this mission? (p. 9) It becomes a flute.

Chapter 2: Put On Your Wig!

Words to Know

- wits
- ridiculous

Words in Parts

- petticoat
- cobblestone

Vocabulary Words

- velvet
- imperial
- terrace

1. Draw Jack and Annie in their outfits described on p. 12.



2. Jack and Annie each made fun of each other's costumes. Which parts? (p. 13) Jack made fun of Annie's hoop skirt. Annie made fun of Jack's wig.
3. Why does Merlin not provide a research guide for this mission? (p. 15) He wants them to use their wits and talents.
4. How did Jack and Annie figure out what time it was? (p. 16) They heard the bell ring five times, so they knew it was 5 o'clock.
5. Write the simile on page 17 about Annie's dress. Her skirt swung wildly from side to side like a giant bell.
6. How does Annie suggest they find the brilliant artist? (p. 17) Just go to the party!
7. Why does the driver offer to take Jack and Annie to the palace? (p. 18) They were pretty far away, and young nobles must arrive by coach.
8. Describe the palace. (p. 19) It is a long building with bright yellow walls and dozens of windows.
9. Who must Jack and Annie meet? (p. 23) They must meet Her Imperial Majesty Maria Theresa.

Chapter 3: Her Imperial Majesty

Words to Know

- plump
- curtsy

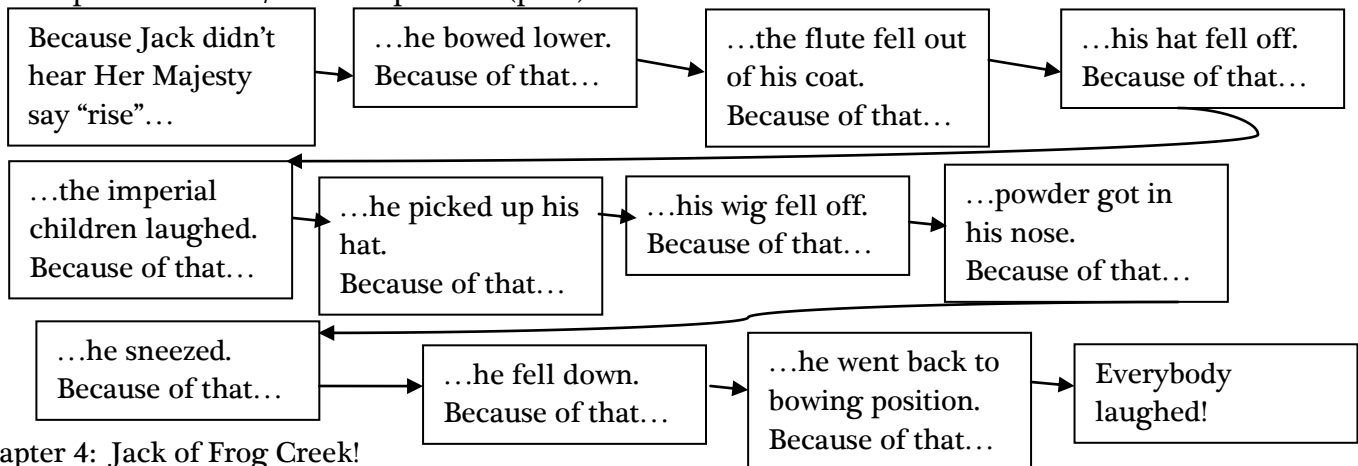
Words in Parts

- uniform
- candlelit

Vocabulary Words

- clammy
- lilac

1. Why was Jack nervous about meeting Her Majesty? (p. 24) He didn't know how to act around her.
2. How will they know what to do? (p. 25) Annie suggests that they copy other people and do what they do.
3. What is the little boy who yelled at Jack wearing? (p. 25) He has a lilac coat with a gold braid and a tiny sword at his side.
4. **Infer:** Why is the room candlelit? (p. 27) There was no electricity back then.
5. Describe Her Imperial Majesty. (p. 27-28) She was tall and plump. She was wearing a blue silk ruffled gown.
6. List the steps necessary to meet Her Imperial Majesty. (p. 29) 1. Enter the room and announce your name. 2. Walk to the middle of the room. 3. Curtsy/bow. 4. Go up to Her Imperial Majesty and curtsy/bow again. 5. Rise from the second bow after Her Imperial Majesty asks you to. 6. Step backward out of the room.
7. Why must they walk backward out of the room? (p. 29) It is very bad manners to turn your back on Her Imperial Majesty.
8. Complete the cause/effect map below. (p. 31)



Chapter 4: Jack of Frog Creek!

Words to Know

- elegant

Words in Parts

- finery

Vocabulary Words

- stride (verb)
- fencing

1. What had actually happened in the room? (p. 35) Her Majesty told them to rise, but Jack didn't hear her.
2. **Infer:** Why does Jack want to leave? (p. 36) He feels embarrassed.
3. **Text-to-Self:** What was a time that you were embarrassed? _____
4. Describe the party room. (p. 38) It was the size of a football field with painted ceilings, gold trimmings, white walls, and tall mirrors.
5. What were the names of the little boy and his sister? (p. 40-41) The boy was named Wolfie and his sister was named Nannerl.
6. Why does Nannerl tell Jack to be proud? (p. 42) He made Her Majesty laugh, which is not easy to do.
7. What do Jack and Annie learn about Wolfie and Nannerl's family? (p. 42) Their mother is not Her Imperial Majesty. Their family is in Salzburg, but they are visiting.
8. **Infer:** What do all the "Maria"-named children have in common? (p. 43) They are all girls.
9. Why does Wolfie think he and Nan are brilliant? (p. 44) Their dad teaches them math, history, writing, reading, geography, music, drawing, riding, fencing, and dancing.
10. How many people live in the palace? (p. 45) Fifteen hundred—1500!

Chapter 5: Bad Manners

Words to Know

- platters
- vanished

Words in Parts

- furthermore

Vocabulary Words

- snippy
- quiver
- portly

1. What does Wolfie want to do? (p. 47) He wants to play with Jack and Annie in the garden.
2. What do the bells mean? (p. 48) They tell people to sit down so they can eat.
3. What manners mistake do Jack and Annie make? (p. 50) They sat down before Her Imperial Majesty did.
4. Why does Jack want to run away from Wolfie but Annie does not? (p. 52) Jack thinks Wolfie will slow down their mission, but Annie says it is mean to ignore him.
5. **Predict:** What do you think is Wolfie's big responsibility that night? (p. 54) _____
6. Why is Wolfie's dad upset that he ran away? (p. 56) He says they will fail without him.

Chapter 6: Under the Moon

Words to Know

- faint
- roam

Words in Parts

- moonlit
- cautiously

Vocabulary Words

- frantically
- lumbered
- luminous

1. Where does Annie think Wolfie has gone? (p. 58) She thinks he is in the gardens.
2. Describe the garden. (p. 59) The square garden has flower beds and fountains. There are woods around the garden.
3. Write the three examples of onomatopoeia on page 60. "AI-YEE!", "WHOOOP-WHOOOP-WHOOOP," "KER-LOO! KER-LOO!"
4. Write the simile about the sounds in the garden on page 60. "Those woods sound like a jungle."
5. **Predict:** What do you think is making all of the sounds? _____
6. Write the sounds on page 664 and what was making each one. "EEE-EEE!" said the baboon. "KER-LOO! KER-LOO!" said the crane. "AI-YEE!" said the peacock. The bear growled. "WHOOOP-WHOOOP-WHOOOP!" said the laughing hyena.
7. **Predict:** Where did all the animals come from? _____
8. What is wrong with the zoo in the woods? (p. 65) The animals should be in cages, but they are roaming free.
9. How does Annie think the animals got free? (p. 65) She thinks Wolfie set them free.
10. What happened to Wolfie? (p. 66) A leopard has him stuck in a tree.

Chapter 7: Follow Me

Words to Know

- wafted

Words in Parts

- mouthpiece
- thoughtfully

Vocabulary Words

- ward

1. How does Annie plan to solve the problem? (p. 63) Playing the flute will deliver them from danger.
2. **Text-to-Self:** If you had to write a song that would come true to solve the problem, what would you sing? _____
3. Write the simile about the flute's music on page 69. The pure sound wafted through the air like a feather on the wind.

- Write the simile about the music on page 71. The magic music was making the night as bright as day!
- Sequence the animals in the order that they appeared. (p. 71-73) A bear, a hyena, a gazelle, an ostrich, a peacock, baboons, bunnies, snakes, squirrels, lizards, and foxes all followed Jack and Annie.
- How did Annie get rid of all the animals? (p. 73) She sang for them to go home.
- ELA Extension:** Write as many words that rhyme with “brown” as you can. (p. 76) _____
- Why does Jack tell Wolfie never to free animals from a zoo? (p. 77) Someone could get hurt.
- What does Wolfie realize about music? (p. 77) Music is magic and he loves it.
- Predict:** Why do you think Wolfie says the whole world is waiting for him? (p. 78) _____

Chapter 8: The Hall of Mirrors

Words to Know

- appearance

Words in Parts

- straightened

Vocabulary Words

- scrunch
- flourish

- Where is Papa waiting for Nan and Wolfie? (p. 80) He is waiting in the Hall of Mirrors.
- Text-to-Self:** Do you agree that Jack and Annie haven’t started their mission yet? Why or why not? (p. 81) _____
- What is Wolfie’s secret talent? (p. 83) He is a talented pianist, even though he is only 6 years old.
- What does Nan share about Wolfie’s musical history? (p. 87) She said he has been taking lessons from his dad since he was 3, and he also writes his own songs.
- What is Wolfie’s real name? (p. 87) His name is Wolfgang Amadeus Mozart.
- Were Jack and Annie actually wasting their time with Wolfie? Why or why not? (p. 88) Their mission was to help Wolfie, so they had been following their mission the whole time.

Chapter 9: Me and the Clown

Words to Know

- curtsied

Words in Parts

- magician

Vocabulary Words

- lingered

- How did Jack and Annie help Mozart? (p. 89) They got him to love music again.
- Why does Wolfie think Jack and Annie are magicians? (p. 90) Jack plays music on his magic flute, and Annie sings magic songs.
- What new problem do Jack and Annie encounter with Her Imperial Majesty? (p. 90-91) She wants them to perform, but the flute’s magic is gone.
- How did Jack save the performance? (p. 92) He put on his goofy clown act.
- What onomatopoeia words did Jack use to copy the sound of the flute? (p. 94) He sang “Tweetle-tweetle-tweetle,” “toot-toot-ah-roo,” “peep-peep-peep-ah-lee,” and “peek-peek-a-boo.”
- Text-to-Self:** What onomatopoeia words would you use to copy the sounds of a flute? _____

Chapter 10: Joy

Words to Know

- wits

Words in Parts

- twilight

Vocabulary Words

- dappling

- Predict:** Who do you think the coachman’s employer is? (p. 98) _____

2. Why did Jack say the clown was the best part? (p. 99) He used his wits and talents—and Jack himself was the clown!
3. Why does Josef think Jack and Annie are magicians? (p. 100) They appeared out of the twilight and disappeared into the moonlight.
4. Write the simile about the air on page 101. The air was soft and smelled like new leaves.
5. Write 2 new facts about Mozart from the Internet search on page 102. _____

6. How did Mozart keep his promise to Jack and Annie? (p. 103) He named his greatest opera *The Magic Flute*.

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 *Moonlight on the Magic Flute*, pick a project to share with the class. Here are your options:



Write a story about a time that you felt as scared or nervous as if you met a bear or a leopard. What did you do to conquer your fears or nerves?

Create a diorama of the Hall of Mirrors or the Rosa Room. Check out a book or search with an adult online to see what the rooms actually look like!

Make a manners brochure to explain expectations for behavior in the royal palace. Be sure to include some of the tips Jack and Annie were given! Include illustrations in your brochure as well.

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:**

Musical Summary Slides

Group 1

"Der Vogelfänger bin ich, ja"

(Papageno, Act 1, Scene 1)

"Yes, I am the birdcatcher."

(Translation)

Tamino is a handsome prince who is lost in a far away land. He is being chased by a serpent. Tamino passes out from exhaustion. Three ladies kill the serpent and admire the handsome Tamino. Tamino awakens. Papageno arrives. In this aria, Papageno is singing about his job as a bird catcher. He also wishes that he could have a wife or a girlfriend. He lies and tells Tamino that he killed the serpent, so the three ladies appear and put a lock over Papageno's mouth.

Group 2

"Dies Bildnis ist bezaubernd schön"

(Tamino, Act 1, Scene 1)

"This image is enchantingly lovely."

(Translation)

Prince Tamino sees a picture of a young girl named Pamina. He falls in love with her immediately. He sings about her beauty during this aria. Pamina is the daughter of the Queen of the Night. She wants Tamino to rescue and marry Pamina. To help Tamino, the Queen of the Night gives him a magic flute. The magic flute can change the hearts of men, take the lock off Papageno's mouth, and protect Tamino.

Group 3

"Wie stark ist nicht dein Zauberton"

(Tamino, Act 1, Finale)

"How strong is thy magic tone!"

(Translation)

Tamino goes to the temple to rescue Pamina. He plays his magic flute to try to find Pamina and Papageno. Papageno and Pamina hear Tamino's flute, but they are captured when they go to find him. Tamino also gets captured. When Tamino and Pamina are both captured, they meet each other for the first time.

Group 4

"Alles fühlt der Liebe Freuden"

(Monostatos, Act 2, Scene 3)

"All feel the joys of love."

(Translation)

Monostatos is a slave in the temple where Pamina is trapped. Pamina is asleep in the garden. Monostatos tries to kiss Pamina on the cheek, but the Queen of the Night appears and scares him away.

Group 5

"Der Hölle Rache kocht in meinem Herzen"

(Queen of the Night, Act 2, Scene 3)

"Vengeance boils in my heart."

(Translation)

This famous aria is also known as the "Queen of the Night Aria." After the Queen of the Night scares Monostatos out of the garden, she wakes up Pamina. She gives her daughter a dagger. She tells Pamina to kill Sarastro, the temple's master. The Queen of the Night is upset with Sarastro because he has trapped Pamina. This aria goes as high as the F above the treble clef--a very high note for a singer! Mozart wrote the part of the Queen of the Night, which includes this aria, for his sister-in-law, who had a very high vocal range.

Group 6

"Ach, ich fühl's, es ist verschwunden"

(Pamina, Act 2, Scene 4)

"Ah, I feel it, it is vanished."

(Translation)

Meanwhile, in the temple of Ordeal, Tamino and Papageno are being tested. They must prove they will not be distracted by other women. Papageno is not doing well with his tests, but Tamino is being strong. In this test, the men must endure the test of silence. Pamina comes in and tries to speak with Tamino. He does not answer because of the test of silence. Pamina thinks Tamino will not answer her because he does not love her any more. She sings this aria to express her despair.

Group 7

"Ein Mädchen oder Weibchen"

(Papageno, Act 2, Scene 5)

"A girl or a woman"

(Translation)

The Priests of the Temple are proud of Tamino for passing his tests. They think Tamino will be able to join their order. Meanwhile, Papageno plays his magic bells as he sings. During this aria, Papageno is saying that he wants a wife. The elderly woman from the silence test he failed appears. She wants Papageno to promise to marry her, or else he will be alone forever. He agrees, and the elderly woman turns into the lovely, young Papagena.

Group 8

"Pa- pa- pa-" Duet

(Papageno and Papagena, Act 2, Scene 10)

Papageno starts to give up hope of winning Papagena's heart. He uses his magic bells to summon her. Papagena appears. At first, Papagena and Papageno are so surprised to see each other that they stutter. "Pa... pa... pa..." Meanwhile, Tamino and Pamina pass through the trial of fire and water together. The music of the magic flute keeps them safe.

Group 9

Finale

(Whole Company)

The final chorus occurs at the entrance to the temple. Sarastro, the master of the temple, welcomes the two couples. Sarastro marries Tamino and Pamina as well as Papageno and Papagena. The final chorus praises Tamino and Pamina for surviving their trials.

Name: _____ Date: _____

Scene Report

1. Name of scene: _____
2. Character Analysis:

Name of Character	Who They Are	Who Will Play This Part

3. Summary of the scene:

<u>Beginning</u>	<u>Middle</u>	<u>End</u>

4. Is there a moral from this scene? If so, what? _____

5. Props we will use to act out this scene:

Name of Group Member	Prop	Why We Need It

6. On a separate sheet of paper, write out the script for how you will act out this scene. Be specific with who will do what and when. When the script is done, practice with your group!



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

MAGIC FLUTE SCENE RUBRIC			
NAME: _____		SCENE: _____	
	3	2	1
SCENE REPORT	Student focuses on scene details to fills out entire report sheet.	Student focuses on some scene details to fills out most of the report sheet.	Student does not focus on scene details or fill out the report sheet.
PROPS	Props are creative, neat, and relevant to the events of the scene.	Props help develop the scene to some extent.	Props are absent from the scene.
SCENE PERFORMANCE	Performance is creative, well-planned, and reflects important events of the scene.	Performance shows attempted planning and reflects some events of the scene.	Performance is disorganized and does not reflect important events of the scene.
COOPERATION	All students are involved in the performance. Team works together to design skit.	Most students are involved in the performance. Most team members work together to design skit.	Only 1 or 2 students are involved in the performance. Team did not work together to design skit.
TIME MANAGEMENT	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
TOTAL: _____ / 15 = _____ COMMENTS:			

MAGIC FLUTE SCENE RUBRIC			
NAME: _____		SCENE: _____	
	3	2	1
SCENE REPORT	Student focuses on scene details to fills out entire report sheet.	Student focuses on some scene details to fills out most of the report sheet.	Student does not focus on scene details or fill out the report sheet.
PROPS	Props are creative, neat, and relevant to the events of the scene.	Props help develop the scene to some extent.	Props are absent from the scene.
SCENE PERFORMANCE	Performance is creative, well-planned, and reflects important events of the scene.	Performance shows attempted planning and reflects some events of the scene.	Performance is disorganized and does not reflect important events of the scene.
COOPERATION	All students are involved in the performance. Team works together to design skit.	Most students are involved in the performance. Most team members work together to design skit.	Only 1 or 2 students are involved in the performance. Team did not work together to design skit.
TIME MANAGEMENT	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
TOTAL: _____ / 15 = _____ 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: Moonlight on the Magic Flute

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: Moonlight on the Magic Flute

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: Moonlight on the Magic Flute

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: Moonlight on the Magic Flute

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: Moonlight on the Magic Flute

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
22.	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
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