



Forest of Magic Tree Houses

A Magic Tree House Series Study

HIGHLY MOTIVATING, HANDS-ON PROGRAM WHERE EACH STUDENT WILL:

- Create an individual Magic Tree House
- Decorate the tree house according to where it lands in that particular adventure, depicting historical content. Decorate the Jack and Annie cut-outs with time period clothing.
- Choose and read one *Magic Tree House* book
- Increase comprehension by making text-to-text, text-to-self, and text-to-world connections
- Take a challenge to read independently (or with a parent at home) as many *Magic Tree House* books as desired
- Reflect and write about connections in a "Connections...takes you places!" mini-booklet
- Become a specialist and share the knowledge gained in his/her particular *Magic Tree House* book to other students and classes

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Creative Expression
- Historical and Cultural Content

READING:

- Literature
- Informational Text
- Foundational Skills

WRITING:

- Text Types and Purposes
- Research to Build and Present Knowledge

SPEAKING AND LISTENING:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas



MTHLP1-112

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



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HOW TO MAKE A MAGIC TREE HOUSE

MATERIALS FOR EACH TREE HOUSE

- 1 cube tissue box
- 18oz. Quaker Oats box (or similar container)
- 34 jumbo craft sticks (6 "x 3/4")
- scissors (garden clippers work best)
- glue
- hot glue gun
- x-acto knife
- light and medium green tissue paper (approximately 2"x 3/4")
- brown construction paper (15" x 8")
- six 12" brown pipe cleaners



PREPARE AHEAD OF TIME

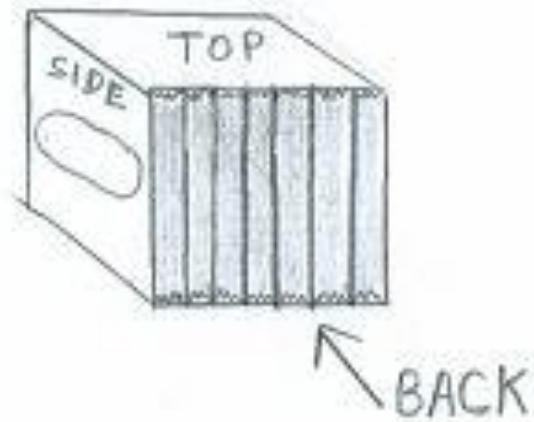
- Label each face of the tissue box with a black marker **FRONT, BACK, TOP,** and 2 **SIDES.** Make sure the oval opening is one of the sides.
- Cut the craft sticks and put in individual baggies, making one set for each child. (25 - 4 1/2" sticks, 12 – full length sticks with the round tips barely cut off)
- Wrap and glue the brown construction paper around the cereal container. Crumple the paper first to give it the texture of bark.

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DIRECTIONS

1) Glue seven 4 ½" sticks onto the **BACK** face of the tissue box.

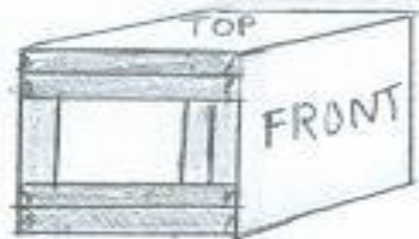
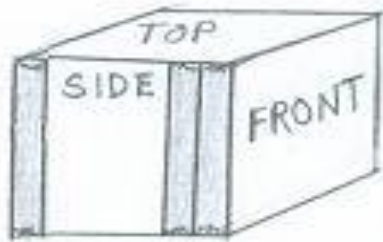


HINT: After you glue the sticks to each face, turn the box face down on the desk, with a book on top, while drying. Allow at least ½ an hour.

2) Glue seven 4 ½" sticks to one **SIDE** of the box. (see p.5 before covering up oval opening)

three vertical

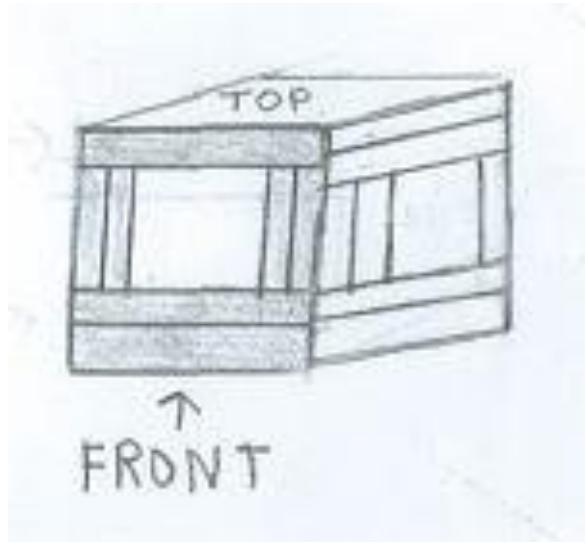
four horizontal



3) Repeat step 2 for the other **SIDE**.

REMEMBER: Let the sides dry face down, with a book on top.

4) Glue four 4 1/2" sticks vertically and three full-sized sticks horizontally to the **FRONT** of the box.



5) Glue eight full-sized sticks to the **TOP** to make the roof. Alternate the placing to give it a haphazard look.

The first and eighth stick hangs halfway off.

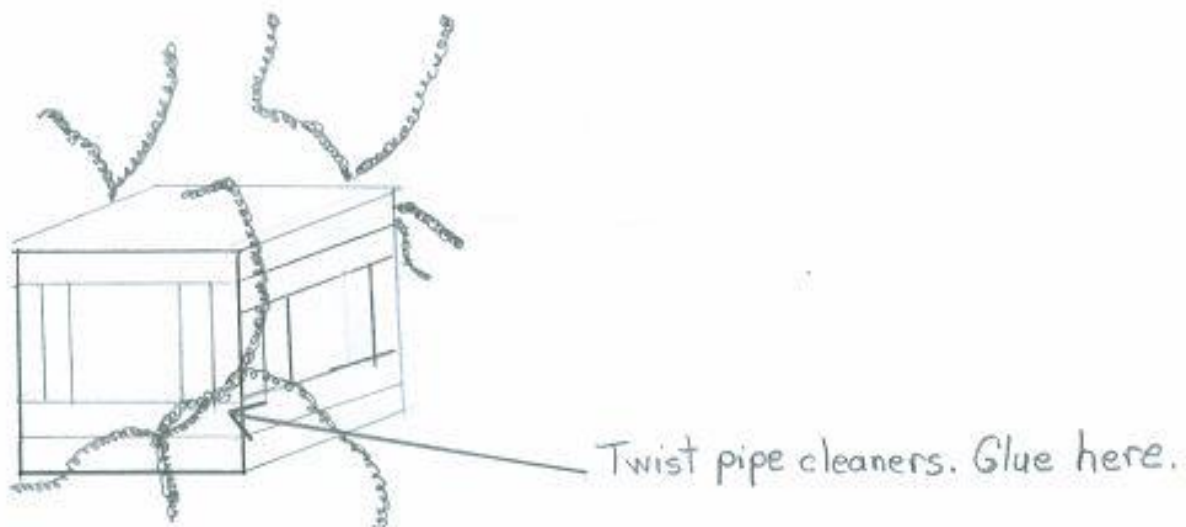


These next three steps need to be done by adult volunteers:

6) Cut out the windows with the x-acto knife.

7) Hot glue gun the lid of the cereal container to the bottom of the tree house.

8) Glue gun pipe cleaners to various points on the tree house. Twist and bend to look like irregular tree branches.



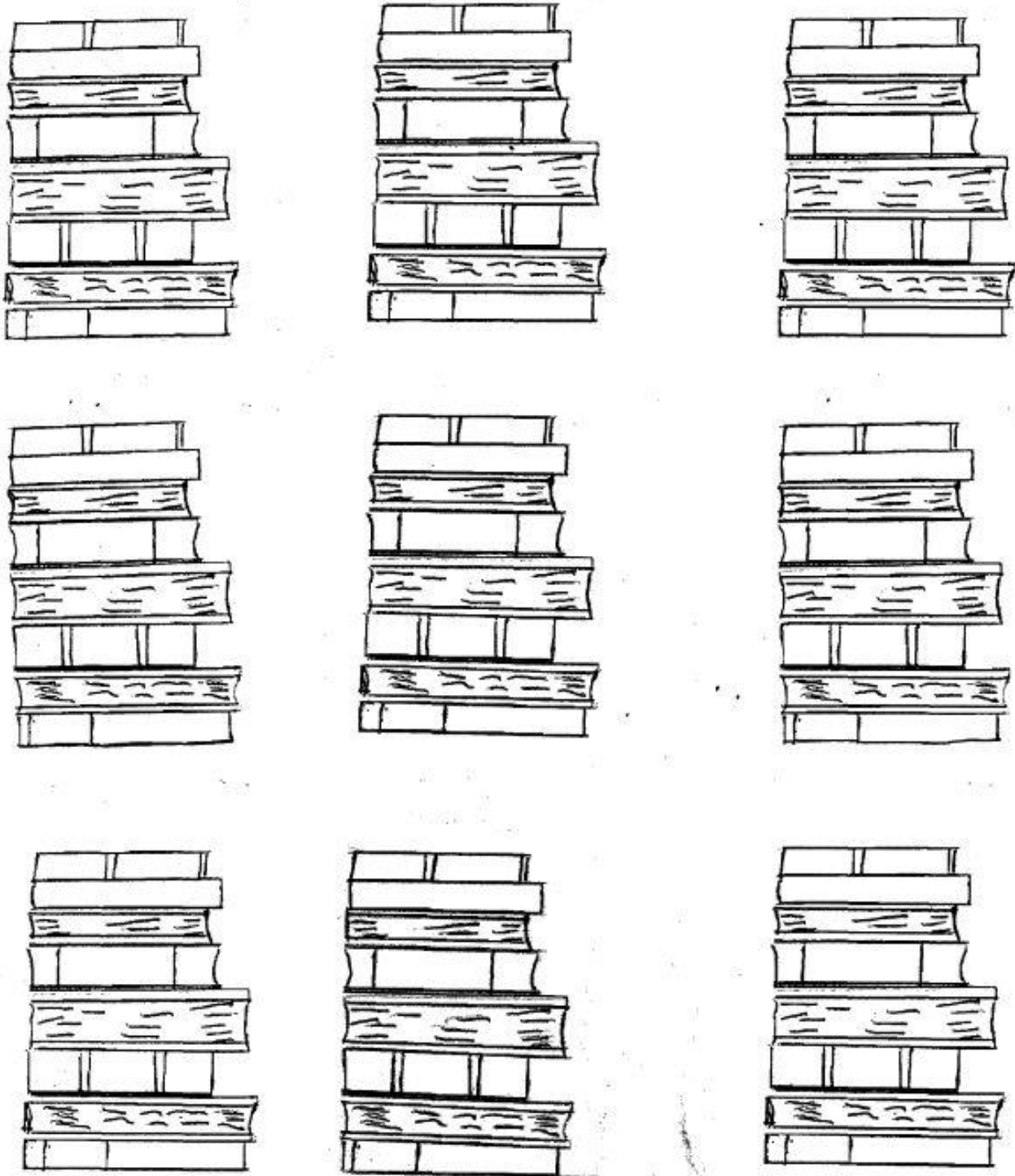
The students can now finish decorating the tree house. (see p.10 first)

9) Twist the green tissue paper around the pipe cleaners and fold back to look like leaves. (Give the students several sessions to work on this.)

10) Draw lines on the tree trunk with a black marker to look like bark.



Book Stacks (optional): Have students color several book stacks and place on the back wall of the tree house. Do this through the oval opening of the tissue box before they glue the sticks.



Vocabulary Ladder

Materials

2 - 12" light brown pipe cleaners

10 - 2 ¼" x 7/8" steps from cardstock or construction paper

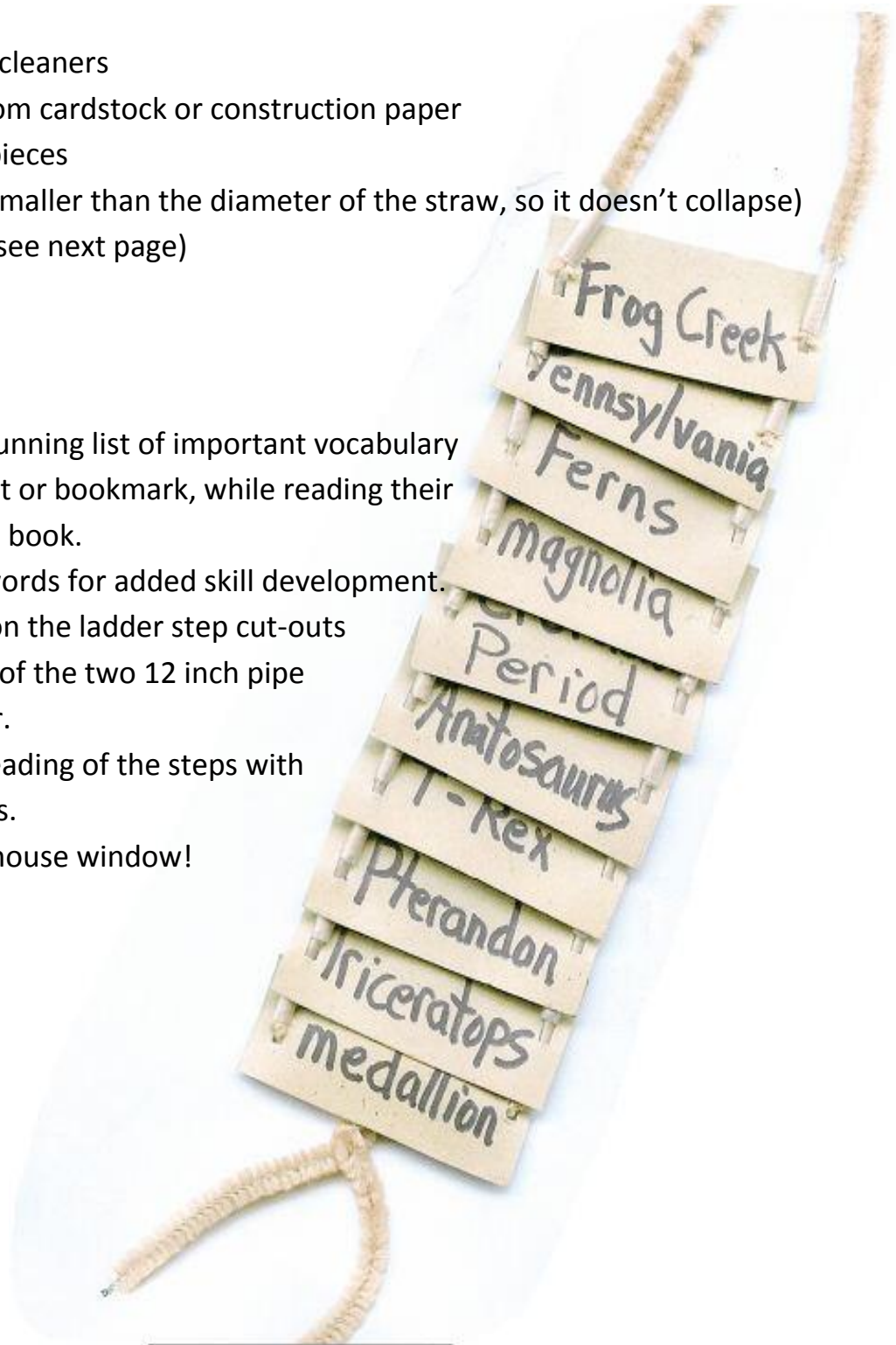
thin straws cut into ½" pieces

hole puncher (must be smaller than the diameter of the straw, so it doesn't collapse)

vocabulary bookmarks (see next page)

Directions

- 1- Students keep a running list of important vocabulary words, on a post-it or bookmark, while reading their Magic Tree House book.
- 2- Alphabetize the words for added skill development.
- 3- Write the words on the ladder step cut-outs
- 4- Twist the bottom of the two 12 inch pipe cleaners together.
- 5- Alternate the threading of the steps with ½ inch thin straws.
- 6- Hook to the tree house window!





Vocabulary for

(Title of Book)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Vocabulary for

(Title of Book)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Vocabulary for

(Title of Book)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Design a Label for the Magic Tree House

Materials

2" x 13 ½" white paper label

crayons ,colored pencils, or markers

black marker

Directions

- 1) Student chooses a favorite scene from the book and sketches it in pencil.
- 2) Color it in.
- 3) Write title and book # in black marker.
- 4) Trace parts of the picture that you would like to pop with a black marker!
- 5) Glue the label around the circumference of the tree trunk.



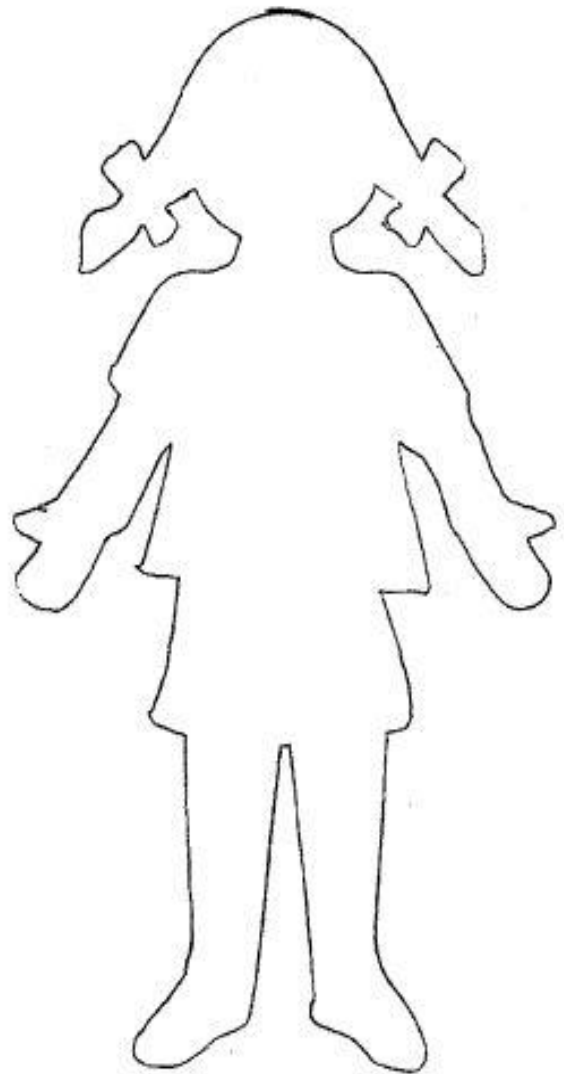
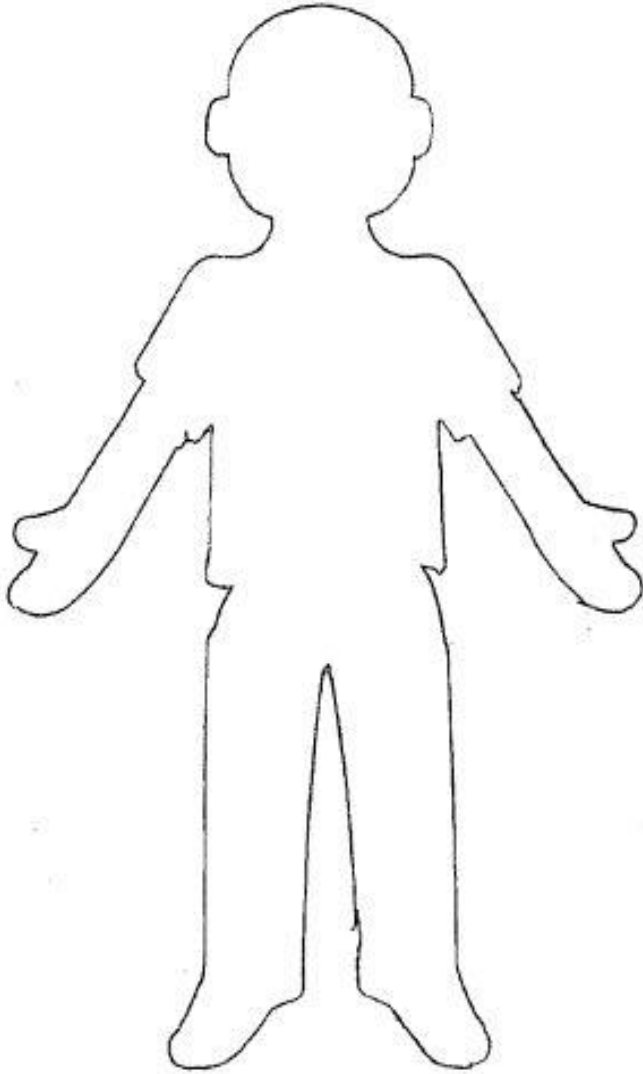
Jack and Annie

Dress Jack and Annie in the clothes they wore when the tree house landed in

_____ in book # _____

_____.

(Title of book)



HINT: This is the traditional boy and girl from a die-cut set in my teachers' work room. A few snips made the girl's dress look like shorts and a shirt.

The Magic Tree House Setting

When the Magic Tree House spins off the giant oak tree in Frog Creek, Pennsylvania, it does not always land in a green-leafed tree. Below is a mix of various settings and how each tree house looked.

Also, this lends to a great whole class lesson on descriptive writing. The students can turn to the page in their individual books, when the tree house first lands, and begin describing the settings.





These tree houses were made from an earlier lesson plan. You have the new and improved lesson plan.



The Magic Tree House Literacy Center

The Literacy Center is set up for independent work. There is a basket labeled for each of the twenty-eight Magic Tree House books that the students are reading. Each basket is filled with multiple copies of the books, the companion Magic Tree House Research Guide, and activities from the Magic Tree House website.

The students continue to fill their basket with other books or artifacts that pertain to the book they are reading. These baskets are “treasure chests” of these connections. For example, the *Midnight on the Moon* basket contains a **text-to-world** connection of close up photographs of the moon, Saturn, and Mercury which were taken by one of the student’s dad. Another student brought in a magnolia flower for the *Dinosaurs Before Dark* basket. A beautifully decorated sarcophagus was created by two students and is found in the *Mummies in the Morning* basket. In addition, the students add books from other authors where they have made a **text-to-text** connection. **Text-to-self** connections may be found with the inclusion of pieces of artwork, family photographs or a favorite stuffed animal.

As students finish one book and before they continue onto another, a “Connections” booklet (next page) is filled out. They will write about some of the significant connections to the characters, events or settings in the book and reflect why it helped them understand the story. (Great reading comprehension and writing strategy!)

The students participate in this center after regularly assigned class work has been completed or during special magic Tree House time blocks. This is a great ongoing activity.

Challenge: Open booklet and write a paragraph with more details from one of your connections.

While reading, I made a text-to-_____ connection.

My new connection, after reading this book, will be to (what will you read or research next and why)

4

Connections...



take you places!

(# of book)

(name of book)

Traveled to _____



text-to-text



text-to-self



text-to-world

1

3

While reading, I made a text-to-_____ connection.

While reading, I made a text-to-_____ connection.

2

I connected to this favorite scene.

I connected to the character _____ because