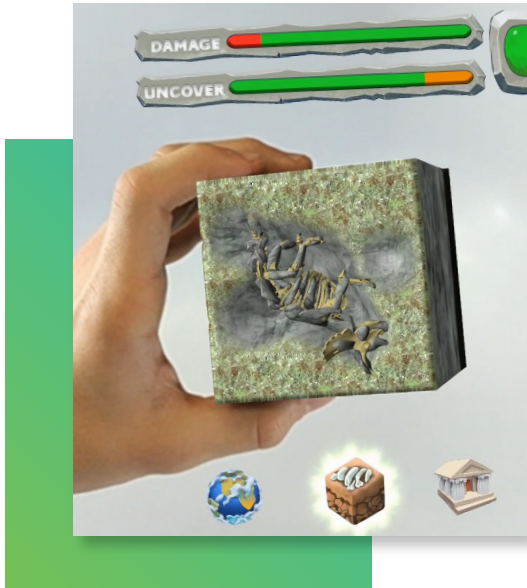


The Magic Tree House

Grade

3

Created by Angela Barnett



Difficulty **2**

20 minutes

small group

Tags: English, Language Arts, Creative Writing

App/Tech Tools Dino Digger app, MERGE Cube, MERGE Headset (optional), device (phone/tablet)

Materials Paper/notebook, Anchor chart paper, Magic Tree House #1: Dinosaurs Before Dark by Mary Pope Osborne, MTH Fact Tracker: Dinosaurs (non-fiction companion) by Wil Osborne & Mary Pope Osborne, District curriculum

Learning Objectives

- Students use graphical displays (table, chart, graph) to organize data about:
 - fossils of animal
 - existence of modern counterparts to the fossilized; animals and information where they currently live.
- Students identify and describe relationships in the data, including:
 - that some fossils represent organisms that lived long ago and their modern counterparts
 - the relationships between the fossils of organisms and the environments in which they lived

Activity

1. Before the start of this Book Club read, teacher will hand out a piece of paper to each student to create a graphic organizer.
2. Fold the paper into fourths (four boxes).

3. Label each box using: "What I Know," "What I Want to Know," "What I Learned," and Academic Language or Vocabulary.
4. Start with "What I Know" and have students make a bulleted list of words, ideas, thoughts of what they know about dinosaurs.
5. Students share out what they know (students can put a star next to ideas that match their own).
6. Next students create at least one question and write it in "What I Want to Know".
7. Read Chapters 1 -World of Dinosaurs and 2 -Fossils from Fact Tracker.
8. Make Anchor Charts with key details and vocabulary. For example: Pangaea, Continent, Dinosaur descriptors (Jack, one of the main characters from MTH keeps notes).
9. Have students share the question they have written down then discuss in pairs any other questions they may have -Students can add questions to "What I Want to Know".
10. Add Academic Language/Vocabulary to the graphic organizer from each chapter if applicable (i.e. - Paleontologist, fossil, Mesozoic Era).
11. If students have access to Google Classroom share [this](#) Google Arts and Culture Link titled Dinosaur. Here students can view fossils and read more about dinosaurs. - Students will use a MERGE Cube and Dino Digger app to explore fossils.
12. Students will create a graphical display to organize the information they acquire from Dino Digger; what fossils they uncover and what modern-day habitat matches their findings. (Chapters 4-6 of Fact Tracker: herbivores, carnivores, flying creatures, sea monsters) [Google Doc: What Habitat Was Here?](#)
13. Students can research what modern counterpart(s) match the dinosaurs that were discovered in Dino Digger.
14. Students can do a compare and contrast of habitats of the dinosaurs they discovered and the modern counterparts
15. What do paleontologists learn from fossils?
16. Depending on curriculum, teacher can create an assessment. Presentations can be done through a video platform.

Suggested Questions

- What are dinosaurs?
- What do dinosaurs look like?
- Are dinosaurs still alive?
- Do you know the name of any dinosaurs?

