

# **NOVEL IDEAS**

**MARY POPE OSBORNE'S**

## **THE MAGIC TREE HOUSE SERIES**

**BOOK #28 HIGH TIDE IN HAWAII**



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**Novel Ideas**

**Mary Pope Osborne's: The Magic Tree House Series**  
**Book #28 High Tide In Hawaii**

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# USING THE NOVEL STUDY

The novel study can be used in four ways:

- Independent reading at student created paced
- Small group independent reading student created paced
- Small group reading guided by the teacher
- Whole class reading guided by the teacher.

Each novel study has the following key literacy elements:

## **Vocabulary:**

The students will increase their vocabulary with worksheets that are designed to have students rewrite the words, alphabetize the words, and unscramble the words.

## **Usage:**

The students will better understand the meaning of the new vocabulary by seeing the word used in sentences and identifying the correct spelling, creating a sentence and illustrating the use of the word, and filling a cloze story.

## **Comprehension:**

The questions come in two forms. The first is basic comprehension directly from the story. This is your “Who, What, Where, Why, How, When” question.

The second form is analysis of information and events in the story. The student is required to explain an answer, respond as if they were in the story, or state what they think the character(s) should do.

## **Sequencing:**

The student is required to take a list of events in the story and reorder them in a sequence that correctly follows the story.

## **Creative Writing:**

The student will take what they have learned from the story and apply it to a creative writing piece. The directions for the creative writing piece are set up in a bulleted format (common to most state standardized tests) to encourage students to organize their writing better.

THE NOVEL STUDY CAN BE PRINTED AND STAPLED AS A PACKET USING THE INTRODUCTION AS THE COVER PAGE.

# MAGIC TREE HOUSE

## #28 HIGH TIDE IN HAWAII

*Jack and his sister Annie continue their newest adventure. They need to find four special forms of magic. This is the fourth and final adventure. This time they are sent to Hawaii. The beauty and excitement of an island paradise is all around them.*

*They have already learned the magic of the theater, the magic of animals, and the magic of community. What magic will they discover on this adventure?*

Name \_\_\_\_\_

Name \_\_\_\_\_

Directions: Rewrite the following words.

**aloha**

\_\_\_\_\_

**chanting**

\_\_\_\_\_

**cliff**

\_\_\_\_\_

**coconut**

\_\_\_\_\_

**frantically**

\_\_\_\_\_

**friendship**

\_\_\_\_\_

**gigantic**

\_\_\_\_\_

**hula**

\_\_\_\_\_

**information**

\_\_\_\_\_

**lei**

\_\_\_\_\_

**meadow**

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**ocean**

---

**poi**

---

**realm**

---

**surfboards**

---

**surfing**

---

**tapa**

---

**taro**

---

**tsunamis**

---

**wave**

---

Name \_\_\_\_\_

Directions: On the lines provided, rewrite the following words in alphabetical order.

aloha  
meadow  
cliff  
hula  
chanting  
lei  
poi

ocean  
surfing  
tapa  
taro  
coconut  
surfboards  
tsunamis

frantically  
gigantic  
wave  
information  
friendship  
realm

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Name \_\_\_\_\_

Directions: Unscramble the words to make the vocabulary words in the word list.

<u>WORD LIST</u>				
aloha	chanting	cliff	coconut	frantically
friendship	gigantic	hula	information	lei
meadow	ocean	poi	realm	surfboards
surfing	tapa	taro	tsunamis	wave

1. haalo \_\_\_\_\_
2. daoewm \_\_\_\_\_
3. flfic \_\_\_\_\_
4. aulh \_\_\_\_\_
5. tnngihac \_\_\_\_\_
6. ile \_\_\_\_\_
7. ipo \_\_\_\_\_
8. enaoc \_\_\_\_\_
9. fnsrugi \_\_\_\_\_
10. aapt \_\_\_\_\_
11. raot \_\_\_\_\_
12. onotccu \_\_\_\_\_
13. adobrsfurs \_\_\_\_\_
14. aiussnmt \_\_\_\_\_
15. aaiyltrnfc \_\_\_\_\_
16. atgicngi \_\_\_\_\_
17. veaw \_\_\_\_\_
18. mtonnorifai \_\_\_\_\_
19. iienphdfrs \_\_\_\_\_
20. lrmea \_\_\_\_\_

Name \_\_\_\_\_

Directions: Underline the correct spelling of each word.

1. In Hawaii you say (aloha, allouha) instead of hello.
2. We could hear the (chanten, chanting) from around the corner.
3. The diver jumped off the high (clif, cliff).
4. I love shredded (coconut, kokonut) on vanilla ice cream.
5. My mother searched (frantikaly, frantically) for her glasses.
6. Maria and I have a special (friendship, frendship).
7. My aunt lives in a (jigantic, gigantic) house.
8. My sister learned how to (hulla, hula) when we were in Hawaii.
9. Sometimes I feel like I am getting too much (information, infourmation).
10. The stewardess put a (lay, lei) around my neck when I got off the plane.
11. My family and I had a picnic in the middle of a big (medow, meadow).
12. Our next vacation will on near the Atlantic (Ocean, Oshun).
13. (Poi, Poy) is eaten with your hands.
14. The king is from a distant (realm, relme).
15. My brothers rented (surfbords, surfboards) for the day.
16. They took (surfing, serfing) lessons.
17. (Tapa, Taepa) is an interesting material for making clothes.
18. Poi is made from (taroh, taro) root.
19. (Tsunamis, Sunamis) are caused by underwater earthquakes.
20. The (wave, whave) my brother was surfing on was huge.

Name \_\_\_\_\_

Directions: Answer the following questions in complete sentences.

### **CHAPTER ONE**

1. How do you think Annie always knows when the tree house is back?

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2. Where are Jack and Annie going and what are they looking for?

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### **CHAPTER TWO**

1. How did the islands form?

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2. How did plants and trees get on the islands?

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3. What did Kama and Boka give Jack and Annie to welcome them?

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### **CHAPTER THREE**

1. Why did it feel great to talk about the tree house with Kama and Boka?

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