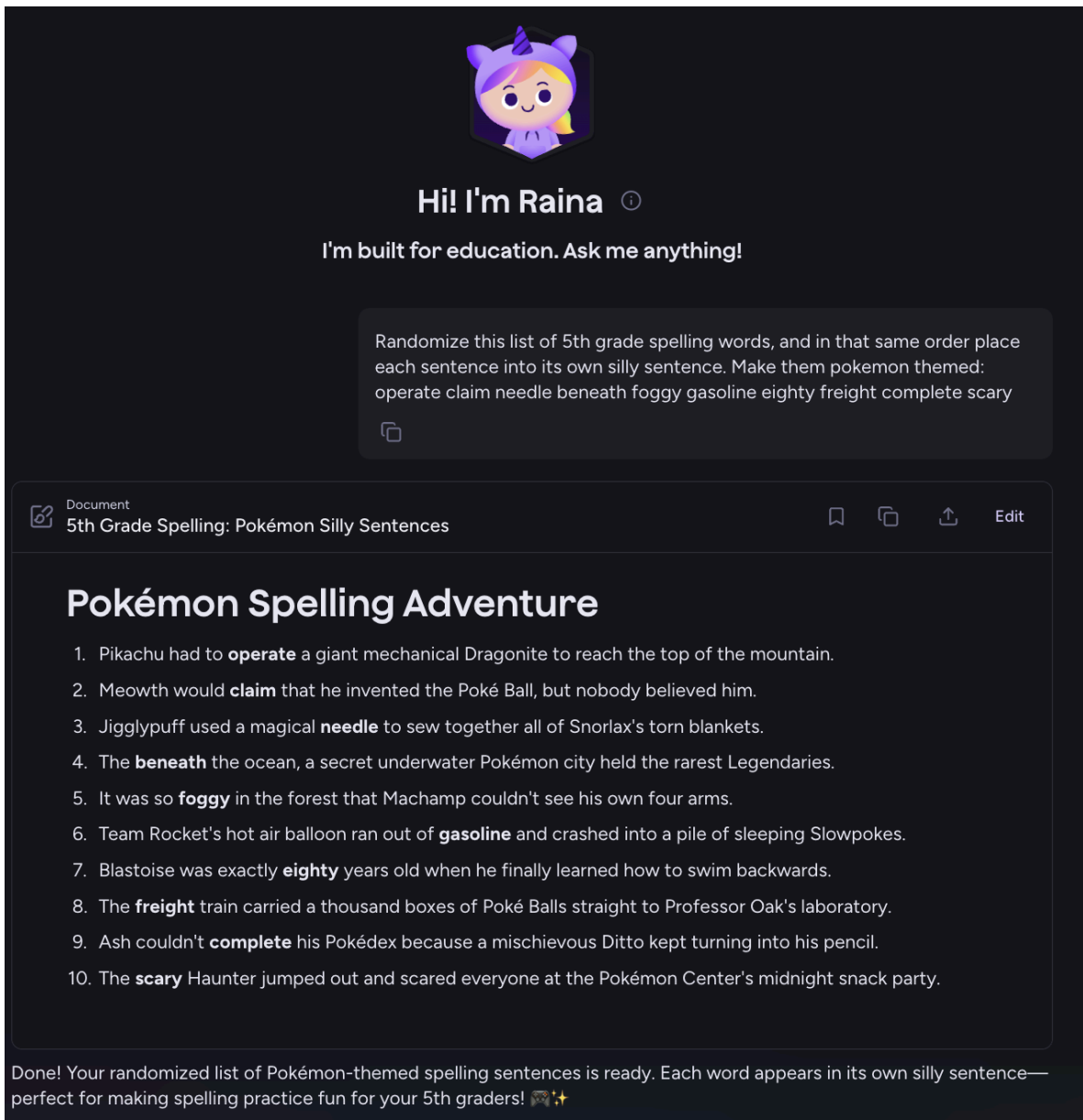


Top 10 Tools Explained

Top 10 Magic School Tools I Recommend

Raina

Raina is an AI chatbot assistant designed to support educators with their daily tasks, from creating educational materials to solving classroom problems. She helps teachers save time by providing instant, customized support for lesson planning, content creation, and instructional needs.



The screenshot shows the Raina AI chatbot interface. At the top, there is a purple unicorn-like avatar. Below it, the text reads "Hi! I'm Raina" followed by "I'm built for education. Ask me anything!". A text input box contains the request: "Randomize this list of 5th grade spelling words, and in that same order place each sentence into its own silly sentence. Make them pokemon themed: operate claim needle beneath foggy gasoline eighty freight complete scary". Below the input box, a document titled "5th Grade Spelling: Pokémon Silly Sentences" is displayed. The document content is titled "Pokémon Spelling Adventure" and lists ten sentences, each using one of the provided words in a Pokémon-themed context. At the bottom, a confirmation message states: "Done! Your randomized list of Pokémon-themed spelling sentences is ready. Each word appears in its own silly sentence—perfect for making spelling practice fun for your 5th graders! 🎉🌟"

Document
5th Grade Spelling: Pokémon Silly Sentences

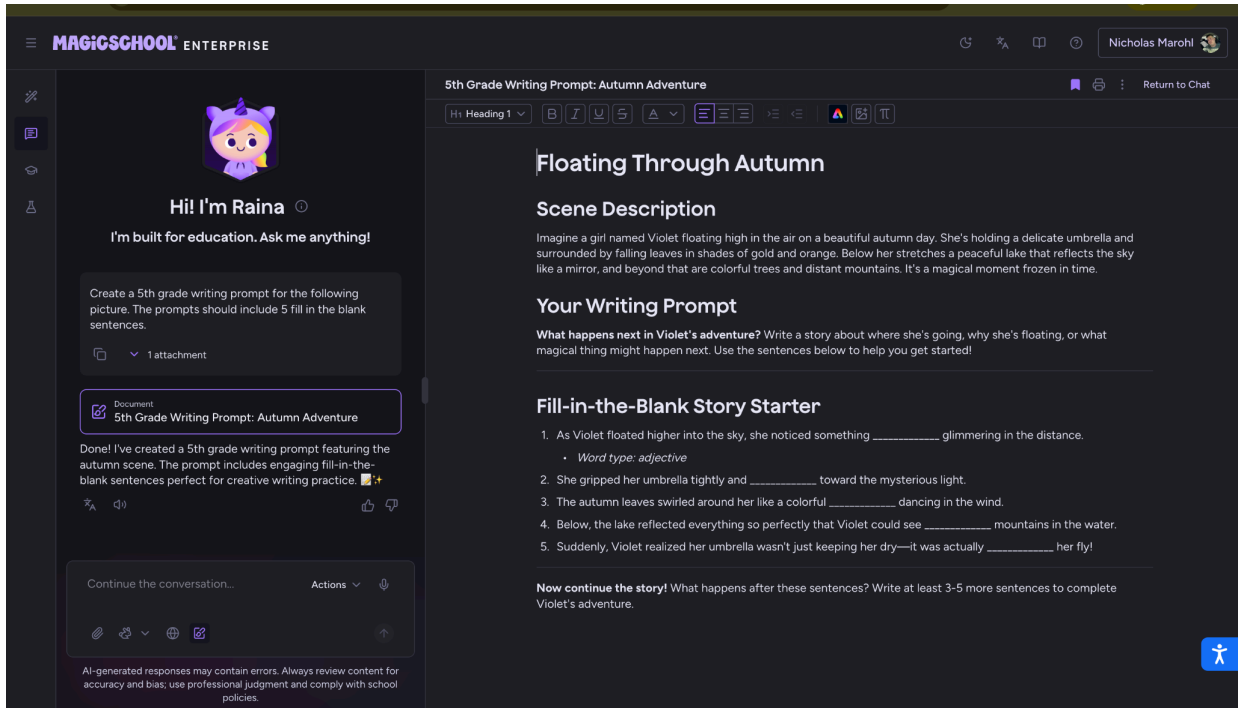
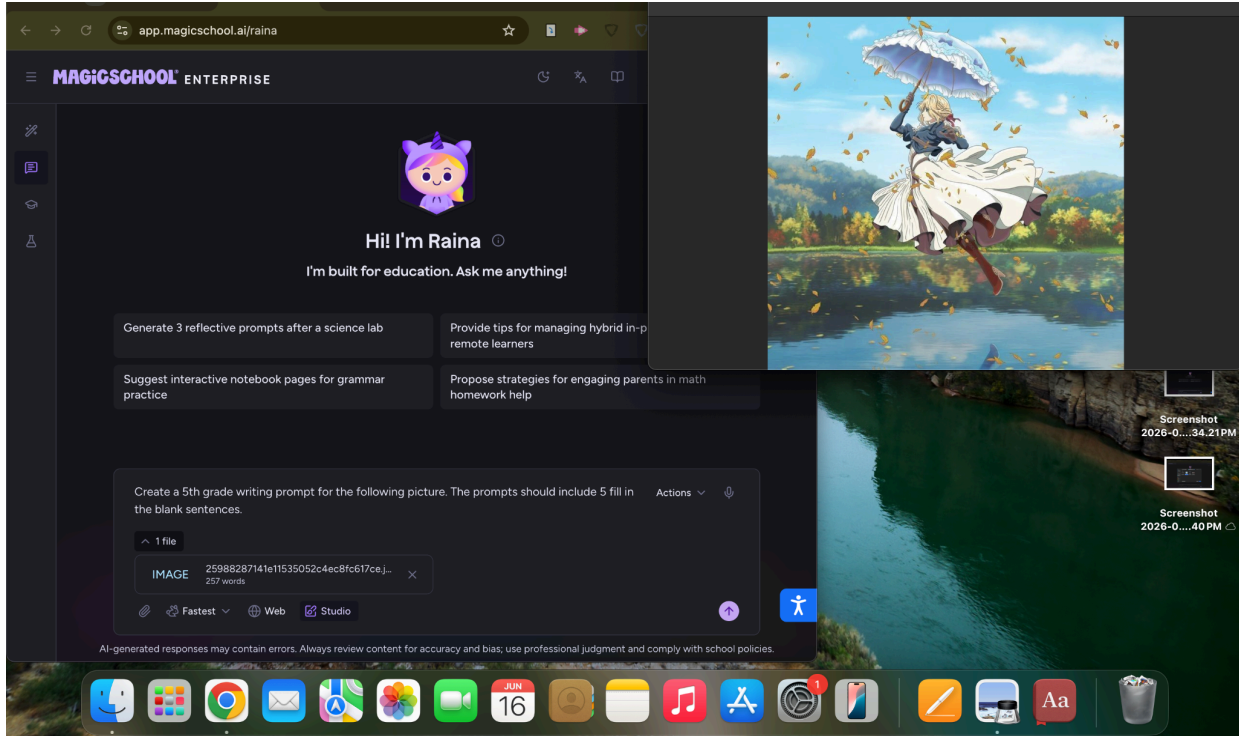
Hi! I'm Raina ⓘ
I'm built for education. Ask me anything!

Randomize this list of 5th grade spelling words, and in that same order place each sentence into its own silly sentence. Make them pokemon themed:
operate claim needle beneath foggy gasoline eighty freight complete scary

Pokémon Spelling Adventure

1. Pikachu had to **operate** a giant mechanical Dragonite to reach the top of the mountain.
2. Meowth would **claim** that he invented the Poké Ball, but nobody believed him.
3. Jigglypuff used a magical **needle** to sew together all of Snorlax's torn blankets.
4. The **beneath** the ocean, a secret underwater Pokémon city held the rarest Legendaries.
5. It was so **foggy** in the forest that Machamp couldn't see his own four arms.
6. Team Rocket's hot air balloon ran out of **gasoline** and crashed into a pile of sleeping Slowpokes.
7. Blastoise was exactly **eighty** years old when he finally learned how to swim backwards.
8. The **freight** train carried a thousand boxes of Poké Balls straight to Professor Oak's laboratory.
9. Ash couldn't **complete** his Pokédex because a mischievous Ditto kept turning into his pencil.
10. The **scary** Haunter jumped out and scared everyone at the Pokémon Center's midnight snack party.

Done! Your randomized list of Pokémon-themed spelling sentences is ready. Each word appears in its own silly sentence—perfect for making spelling practice fun for your 5th graders! 🎉🌟



Choice Board (UDL)

This tool creates customizable choice boards that offer students multiple pathways to demonstrate learning, aligned with Universal Design for Learning principles. It helps differentiate instruction by allowing students to select activities that match their interests, learning styles, and readiness levels.

Choice Board (UDL) Show exemplar

Create a choice board for a student assignment based on the principles of UDL.

Grade level: *
2nd grade

Learning Goal, Standard, Objective, or Topic: *

L.2.1: Grammar and Usage — Understanding and using standard English grammar in writing and speaking
 L.2.2: Capitalization, Punctuation, Spelling — Command of capitalization, punctuation, and spelling rules
 L.2.4: Word Meanings — Determining meanings of unknown and multiple-meaning words using context
 RF.2.3: Phonics and Word Analysis — Decoding words using phonics; understanding vowel sounds and spelling patterns; reading irregularly spelled words
 RF.2.4: Reading Fluency and Accuracy — Reading with purpose, accuracy, appropriate rate, and expression; comprehension strategies; self-correction
 RI.2.4: Determining Word Meanings and Phrases (Informational Text) — Identifying and defining words and phrases; vocabulary relevant to grade 2 topics; using context clues
 RL.2.1: Asking and Answering Questions About Key Details (Literature) — Asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text
 RL.2.4: Describing How Words and Phrases Supply Rhythm and Meaning — Identifying rhythmic and meaningful language; literary devices such as rhyme and alliteration, the relationship between language and meaning
 RL.2.10: Reading and Comprehending Grade-Level Literature — Reading comprehension of stories and poetry with grade-appropriate text complexity
 SL.2.1: Participating in Collaborative Conversations — Collaborative conversation skills; discussing topics and texts with peers and adults in various group sizes
 SL.2.4: Telling Stories or Recounting Experiences — Storytelling and recounting experiences with descriptive language and coherent speaking
 W.2.1: Writing Opinion Pieces — Writing opinion pieces introducing a topic or book, stating an opinion, supplying reasons, using linking words, and providing a concluding statement

Add File Total word limit: 0/75,000 Prompt assistant

Additional detail for the choice board:
 Include options for reading, writing, technology, and drawing

Continue the conversation... Actions

Web

AI-generated responses may contain errors. Always review content for accuracy and bias; use professional judgment and comply with school policies.

Grade 2 Language Choice Board — Grammar, Vocabulary, Phonics, Fluency, & Speaking

Choice	Assignment Title	Assignment Description (≤1 sentence)	Standard / Objective Assessed
1	Capitalization Detective	Find and correct capital letters in 8 short sentences.	L.2.2: Capitalization, Punctuation, Spelling
2	Punctuation Practice Poster	Draw a small poster showing period, question mark, and exclamation mark with one example sentence each.	L.2.2: Capitalization, Punctuation, Spelling
3	Sentence Builder Game (Tech)	Use a simple sentence-building app or a digital slide to make 6 correct sentences using nouns, verbs, and capital letters.	L.2.1 & L.2.2: Grammar and Usage; Capitalization
4	Word Meaning Detective	Read a short paragraph and write the meaning of two unknown words using clues from the sentence.	L.2.4 & RI.2.4: Word Meanings; Determining Word Meanings
5	Rhyme & Alliteration Drawing	Draw a picture and write two rhyming words and one alliterative phrase that match your picture.	RL.2.4 & RL.2.10: Describing How Words and Phrases Supply Rhythm and Meaning; Reading Literature
6	Phonics Sort (Hands-on)	Sort 16 word cards by vowel sound or spelling pattern (e.g., long a vs. short a).	RF.2.3: Phonics and Word Analysis
7	Fluency Read-Aloud (Partner)	Read a short grade-level passage aloud to a partner with expression and self-correct when needed.	RF.2.4 & RL.2.10: Reading Fluency and Accuracy; Reading Grade-Level Literature
8	Ask & Answer Questions (Oral)	After listening to a short story, ask three who/what/when/where/why/how questions and answer them.	RL.2.1 & SL.2.1: Asking and Answering Questions; Participating in Conversations
9	My Opinion Mini-Book	Write a one-page opinion about your favorite book or toy with two reasons and a closing sentence, then draw a picture.	W.2.1 & SL.2.4: Writing Opinion Pieces; Telling Stories or Recounting Experiences

Notes for students:

- Pick any 3 activities (one must be a reading or phonics option).
- Follow the short instruction in each box and check your work for capitals, punctuation, and neat spelling.

Web

Continue the conversation... Actions

AI-generated responses may contain errors. Always review content for accuracy and bias; use professional judgment and comply with school policies.

Choice Board (UDL) Show exemplar

Create a choice board for a student assignment based on the principles of UDL.

Grade level: *
4th grade

Learning Goal, Standard, Objective, or Topic: *
Holocaust and Counting the Stars

Add File Total word limit: 0/75,000

Prompt assistant

Additional detail for the choice board:
Include options for reading, writing, technology, and drawing

Add File Total word limit: 0/75,000

Continue the conversation... Actions

Web

AI-generated responses may contain errors. Always review content for accuracy.

Holocaust and Counting the Stars — 4th Grade Choice Board

Assignment Title	Assignment Description (1 sentence)
1. Read: Counting the Stars Passage	Read a short, grade-level excerpt from Counting the Stars and underline two details that tell how the characters feel.
2. Read: Holocaust Facts Mini-Text	Read a one-page nonfiction text about the Holocaust and write down three important facts.
3. Write: Character Letter	Write a short letter (4–6 sentences) from one character in Counting the Stars to a friend explaining one event.
4. Write: Fact vs. Fiction Chart	Create a two-column chart listing 3 facts (from research) about the Holocaust and 3 story details from Counting the Stars.
5. Technology: Digital Timeline	Use a safe timeline tool or slide (teacher-provided) to place 5 events from the story and the Holocaust in order.
6. Technology: Record a Reading	Record yourself reading a short paragraph from Counting the Stars and add one sentence explaining why that part matters.
7. Draw: Scene Illustration	Draw one important scene from Counting the Stars and add a 1-sentence caption explaining what is happening.
8. Draw: Memory Symbol Poster	Create a small poster with a symbol or image that helps others remember one fact about the Holocaust and add a 1-sentence label.
9. Choice Reflection: Compare & Share	Choose any two activities you completed and write 2–3 sentences explaining how they helped you understand the topic better.

Standards note: This choice board aligns with 4th-grade ELA goals for reading comprehension, summarizing, comparing informational and literary texts, and producing short written and multimodal responses (refer to local 4th-grade ELA standards for exact codes).

Continue the conversation... Actions

Web

Decodable Text

This tool generates reading passages specifically designed for early literacy instruction using phonetically controlled text. It helps teachers provide targeted practice for students learning to decode words with specific letter-sound patterns and phonetic rules.

The screenshot shows the MagicSchool Enterprise web application interface. The browser address bar displays the URL: `app.magicschool.ai/tools/decodable-text?thread=154242945`. The page title is "MAGIC SCHOOL ENTERPRISE". The user's name, "Nicholas Marohl", is visible in the top right corner. The main content area is titled "Decodable Texts" and includes a "Show exemplar" link. Below the title, there is a description: "Generate a decodable text based on the Science of Reading to support early literacy." A dropdown menu labeled "Objective / Pattern / Example Word: *" is set to "62 a /b/ watch, squat". A prominent purple "Generate" button is located below the dropdown. The generated text is displayed as follows:

Decodable Text based on a /b/ watch, squat

1.
Tom sat on a pot. Tom got a hot pot. Tom got off the pot. Tom sat on a log.
2.
Don can hop. Don got on top. Don got on a rock. Don nods. Don stops.
3.
A fox on a box. A dog on a log. The dog got on top. They nod and jog.

Below the text, there are two question prompts in a chat-like interface:

- Can you suggest more decodable texts for different vowel sounds?
- What strategies can I use to assess student comprehension of these texts?

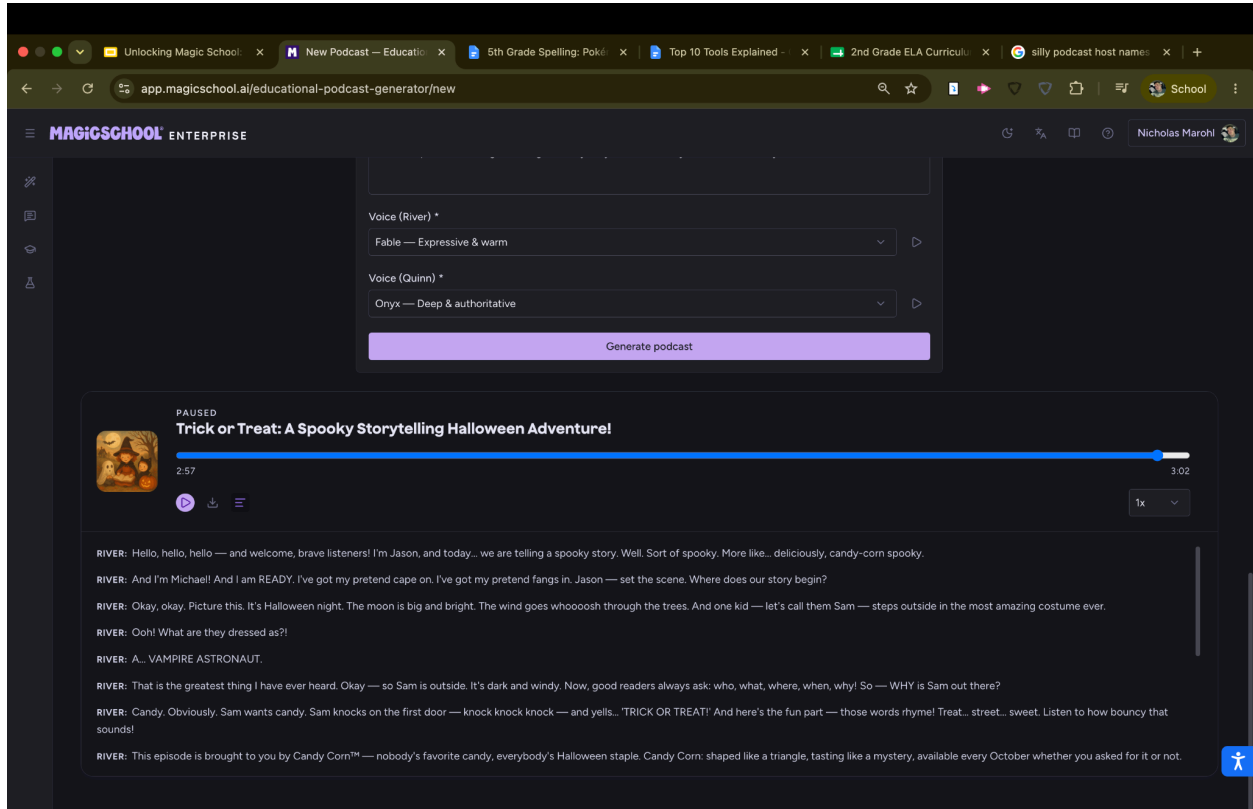
A text input field at the bottom contains the placeholder "Continue the conversation...". To the right of the input field are "Actions" and a download icon. At the very bottom of the page, a small disclaimer reads: "AI-generated responses may contain errors. Always review content for accuracy and bias; use professional judgment and comply with school policies."

Educational Podcast

This tool creates podcast scripts or content outlines on any educational topic for classroom use or student learning. It helps educators engage auditory learners and provide diverse content delivery methods beyond traditional text-based instruction.

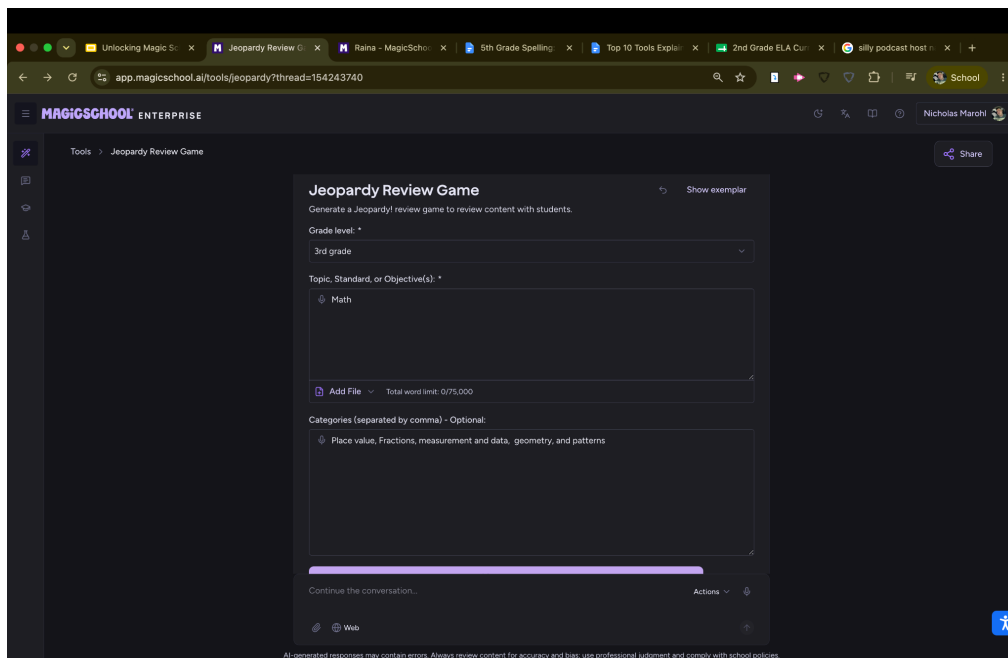
The screenshot shows the 'Podcast script' step of the MagicSchool Enterprise interface. The form is titled '1 Podcast script' with the subtitle 'Set your topic and style'. It includes several dropdown menus: 'Topic' (Halloween), 'Grade level' (K-2), 'Podcast style' (Storytelling), and 'Format' (Two hosts). There is a 'Duration' dropdown set to 'Short ~2 min' and a 'Custom instructions' text area containing 'Lighthearted funny'. Below these is a section for 'Standard sets to align to' with two options: 'RL.2.1: Asking and Answering Questions About Key Details (Literature) — Asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text' and 'RL.4.4: Describing How Words and Phrases Supply Rhythm and Meaning — Identifying rhythmic and meaningful patterns in words, phrases, and sentences'. A purple 'Next' button is at the bottom.

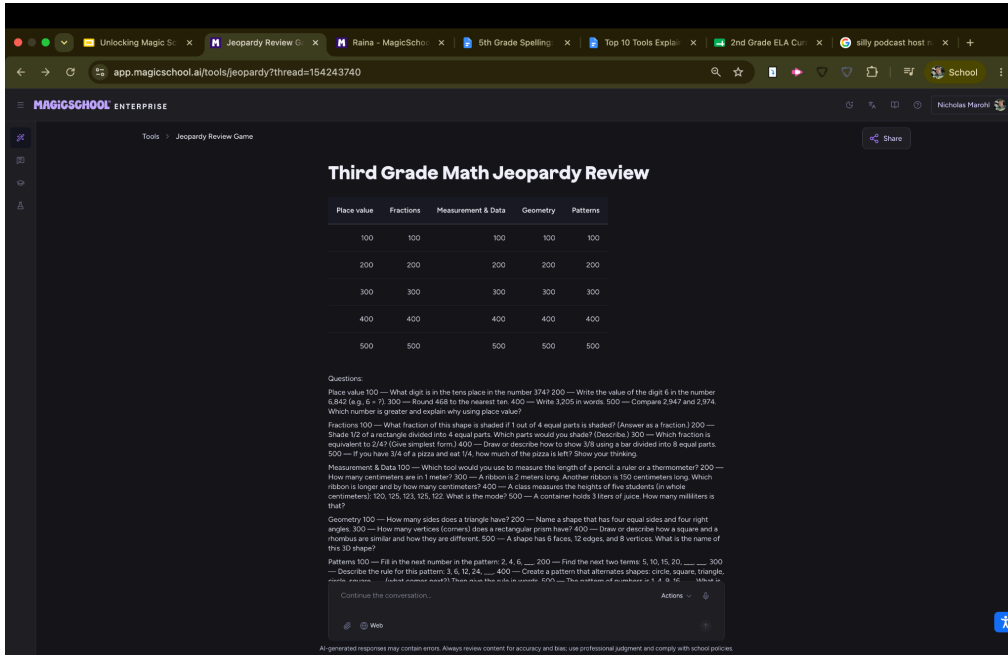
The screenshot shows the 'Podcast settings' step of the MagicSchool Enterprise interface. The form is titled '2 Podcast settings' with the subtitle 'Review script and choose voices'. It includes a 'Podcast title' text area with the text 'Trick or Treat: A Spooky Storytelling Halloween Adventure!'. Below is a 'Script (two hosts)' section with a format instruction: 'Format: "River: ..." or "Quinn: ..." on each line.' The script text is: 'Jason: Hello, hello, hello — and welcome, brave listeners! I'm Jason, and today... we are telling a spooky story. Well. Sort of spooky. More like... deliciously, candy-corn spooky. Michael: And I'm Michael! And I am READY. I've got my pretend cape on. I've got my pretend fangs in. Jason — set the scene. Where does our story begin? Jason: Okay, okay. Picture this. It's Halloween night. The moon is big and bright. The wind goes whoooooosh through the trees. And one kid — let's call them Sam — steps outside in the most amazing costume ever. Michael: Ooh! What are they dressed as?'. There is a 'Topic ad break' section with a toggle switch turned on and a text area containing: 'This episode is brought to you by Candy Corn™ — nobody's favorite candy, everybody's Halloween staple. Candy Corn: shaped like a triangle, tasting like a mystery, available every October whether you asked for it or not.' At the bottom, there are two voice selection dropdowns: 'Voice (River)' (Fable — Expressive & warm) and 'Voice (Quinn)' (Onyx — Deep & authoritative). A purple 'Generate podcast' button is at the bottom.



Jeopardy Review Game

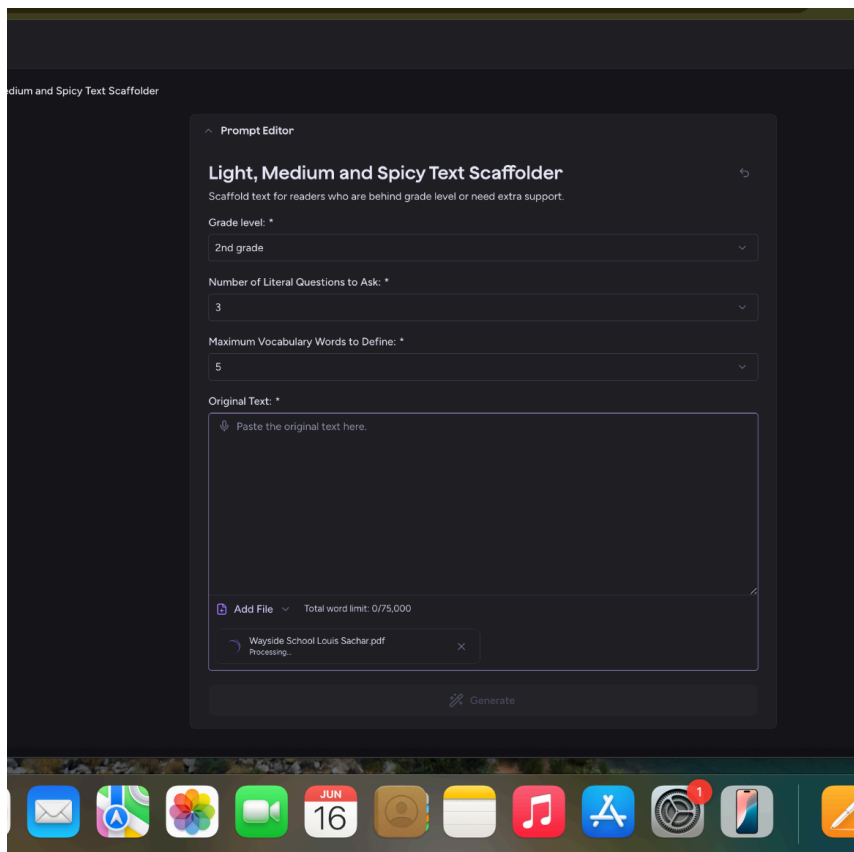
This tool generates Jeopardy-style game content tailored to your curriculum and learning objectives. It helps make test review and content practice interactive and engaging, boosting student motivation and retention through game-based learning.





Light, Medium, and Spicy Text Scaffolder

This tool creates three versions of the same text at different complexity levels to support diverse readers in the same classroom. It helps educators differentiate reading materials while keeping all students engaged with the same core content at their appropriate level.



From Wayside School 7 / 90 63%


Introduction

This book contains thirty stories about the children and teachers at Wayside School. But before we get to them, there is something you ought to know so that you don't get confused. Wayside School was accidentally built sideways.

It was supposed to be only one story high, with thirty classrooms all in a row. Instead it is thirty stories high, with one classroom on each story. The builder said he was very sorry. The children at Wayside like having a sideways school. They have an extra-large playground.

The children and teachers described in this book all go to class on the top floor. So there are thirty stories from the thirtieth story of Wayside School.

It has been said that these stories are strange and silly. That is probably true. However, when I told stories about you to the children at Wayside, they thought you were strange and silly. That is probably also true.




Chapter 1 Mrs. Gorf

Mrs. Gorf had a long tongue and pointed ears. She was the meanest teacher in Wayside School. She taught the class on the thirtieth story.

"If you children are bad," she warned, "or if you answer a problem wrong, I'll wiggle my ears, stick out my tongue, and turn you into apples!" Mrs. Gorf didn't like children, but she loved apples.

Joe couldn't add. He couldn't even count. But he knew that if he answered a problem wrong, he would be turned into an apple. So he copied from John. He didn't like to cheat, but Mrs. Gorf had never taught him how to add.

One day Mrs Gorf caught Joe copying John's paper. She wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Joe into an apple. Then she turned John into an apple for letting Joe cheat.




"Hey, that isn't fair," said Todd. "John was only trying to help a friend."

Mrs. Gorf wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Todd into an apple. "Does anybody else have an opinion?" she asked.

Nobody said a word.

Mrs. Gorf laughed and placed the three apples on her desk.

Stephen started to cry. He couldn't help it. He was scared.



"I do not allow crying in the classroom," said Mrs. Gorf. She wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Stephen into an apple.

For the rest of the day, the children were absolutely quiet. And when they went home, they were too scared even to talk to their parents.

But Joe, John, Todd, and Stephen couldn't go home. Mrs. Gorf just left them on her desk.

Scaffolder

Vocabulary:

- wiggle (Tier 2) — to move back and forth or side to side in small, quick motions.
- turned into (Tier 2) — changed from one thing into another (for example, a child changed into an apple).
- classroom (Tier 2) — the room where students learn and a teacher teaches.
- meanest (Tier 2) — the most unkind or cruel.
- investigate (Tier 3) — to look into something carefully to find out what happened.

Questions:

1. Who turned the children into apples, and why did she do it?
2. How did the children stop Mrs. Gorf from staying mean and leave the classroom?
3. What happened to Mrs. Gorf at the very end of the story?

Light version (simplified for below grade level): This school is built sideways. It has many stories up high. The children are on the top floor. Mrs. Gorf was the teacher. She was very mean. She said she would wiggle her ears, stick out her tongue, and turn children into apples if they did something wrong. Joe could not add. He copied John's paper. Mrs. Gorf caught them and turned Joe and John into apples. She turned more children into apples for small things. The apples sat on her desk. The yard teacher, Louis, saw many apples and thought Mrs. Gorf was a good teacher. More children became apples until all were apples. The apples jumped on Mrs. Gorf and would not stop. Mrs. Gorf had to turn them back into children. Then Jenny held up a mirror and Mrs. Gorf turned herself into an apple. Louis came in, picked up the apple, and ate it.

Medium version (aligned with grade level — grade 2): Wayside School was built sideways. It has thirty stories. The children in this book go to the top floor. Mrs. Gorf was the meanest teacher. She said if children were bad or answered wrong, she would wiggle her ears, stick out her tongue, and turn them into apples. Joe could not add, so he copied from John. When Mrs. Gorf caught him, she turned Joe and John into apples. She kept turning students into apples for small things like sneezing or being late. The apples were put on Mrs. Gorf's desk. Louis, the yard teacher, saw the apples and thought Mrs. Gorf was a good teacher because so many children brought her apples. Soon all the children were apples. The apples jumped on Mrs. Gorf and would not stop. Mrs. Gorf had to change them back into children. Jenny held up a mirror and Mrs. Gorf turned herself into an apple. Louis walked in, polished the apple on his shirt, and ate it.

Spicy version (advanced for above grade level): Wayside School was accidentally constructed sideways, producing thirty stories stacked instead of one long row of classrooms. The children on the top floor attend classes described in these tales. Mrs. Gorf, the thirtieth-story teacher, was notoriously cruel. She threatened to wiggle her ears, protrude her tongue, and magically transform misbehaving students into apples. Joe, who struggled with addition, copied John's answers because Mrs. Gorf had not taught him. When discovered, both boys were turned into apples, and Mrs. Gorf continued to metamorphose students for trivial or accidental behaviors. The apples accumulated on her desk. Louis, the playground teacher, misinterpreted the sight and assumed Mrs. Gorf was beloved because so many children "brought her apples." As more students were transformed, the classroom emptied until every child was an apple. The apples rebelled, causing Mrs. Gorf to reverse the spell. Jenny's mirror later caused Mrs. Gorf to transform herself into an apple, and Louis, unaware, polished and ate the apple.

Answer Key note: Review this closely for accuracy, especially in math, as AI may have limitations.

Continue the conversation...

Actions



Presentation Generator

This tool creates structured outlines and bullet-point content for presentations on any educational topic. It helps teachers develop organized, clear slides quickly without needing to build presentations from scratch.

The image displays two screenshots of the Presentation Generator interface. The left screenshot shows the 'Prompt Editor' with the following settings:

- Presentation Generator** (Title)
- Generate exportable slides based on a topic, text, YouTube video, or any uploaded content.
- Grade level: * 2nd grade
- Number of Slides: * 15
- Topic, Standard, Content, or Objective: * Create a presentation about the Chinese Zodiac for the New Year. Include the order of the zodiac animals and highlight key traits for each one. Make sure the slides are engaging and suitable for students.
- Add File (Total word limit: 13/75,000)
- Additional Criteria: * Make sure each slide has one question for students to answer.
- Continue the conversation... (Bottom bar)

The right screenshot shows the generated content for slide 14:

- Protective and fair
- Question:** Why did the Dog finish almost last in the race?
- Slide 14 The Twelfth Animal: Pig** The happy Pig came in twelfth and last place. The Pig got hungry during the race, stopped for a snack, then fell asleep! The Pig woke up just in time to finish the race.
- People born in the Year of the Pig are said to be:
 - Kind and thoughtful
 - Honest and sincere
 - Enjoy life and have fun
- Question:** What happened that made the Pig finish last?
- Slide 15 Celebrating the Lunar New Year** People celebrate the Lunar New Year with special traditions:
 - Cleaning their homes to sweep away bad luck
 - Decorating with red for good luck
 - Giving red envelopes with money inside
 - Enjoying family feasts with special foods
 - Watching dragon and lion dances
- Question:** What is your favorite Lunar New Year tradition from this list?
- Slide 16 Your Chinese Zodiac Animal** What year were you born? Let's find out your zodiac animal!
 - If you were born in 2016: Monkey
 - If you were born in 2017: Rooster
 - If you were born in 2018: Dog
- Question:** Do you think its traits match your personality?

Both screenshots include a footer: "AI-generated responses may contain errors. Always review content for accuracy and bias; use professional judgment and comply with school policies."

Unlocking Magic Sc... Presentation Gene... 5th Grade Spelling... Top 10 Tools Explai... 2nd Grade ELA Cur... Sideways Stories Fi... The Chinese Zodiac... +

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The Chinese Zodiac: A New Year Adventure

File Edit View Insert Format Slide Arrange Tools Pear Deck Extensions Help

Search + - [Navigation icons]

1 **The Chinese Zodiac: A New Year Adventure**

2 **What is the Chinese Zodiac?**
The Chinese Zodiac is a special calendar from China. It has 12 animals, one for each year. People in China and many other Asian countries celebrate the Lunar New Year based on this calendar. Each animal has special traits that are believed to be shared by people born in that year. Question: What celebration is connected to the Chinese Zodiac?

3 **The Legend of the Great Race**
Long ago, the Jade Emperor wanted to choose 12 animals to be time keepers. He held a race across a river. The first 12 animals to finish would have a year named after them. The order they finished became the order of the zodiac animals. Question: How did the Jade Emperor decide the order of the animals?

4 **The First Animal: Rat**
The clever Rat came in first place! The Rat hid on the Ox's back and jumped off at the finish line.
• Smart and quick-thinking
• Good at taking money
• Creative problem solvers
Question: How did the small Rat win the race?

5 **The Second Animal: Ox**
The strong Ox came in second place. The Ox worked hard and almost won, but the Rat jumped ahead at the last moment.
• Hardworking and dependable
• Honest and patient
• Strong and determined
Question: What traits make the Ox special?

6 **The Third Animal: Tiger**
The brave Tiger came in third place. The Tiger had to fight strong currents in the river but made it across with courage.
• Brave and confident
• Competitive and ambitious
• Natural leaders
Question: How did the Tiger show bravery during the race?

The Fourth Animal: Rabbit
The careful Rabbit came in fourth place. The Rabbit hopped across stones and then caught a ride on a floating log to reach the finish line.
• Kind and gentle
• Peaceful and calm
• Artistic and elegant
Question: How did the Rabbit cross the river?

The Fifth Animal: Dragon
The powerful Dragon came in fifth place. The Dragon couldn't fly, but stopped to make room for thirty creatures and help the Rabbit, which is why it came in fifth.
• Strong and energetic
• Loyal and powerful
• Confident and enthusiastic
Question: Why didn't the Dragon win the race even though it could fly?

The Sixth Animal: Snake
The wise Snake came in sixth place. The Snake wrapped itself around the Horse's leg and surprised everyone by appearing ahead of the finish line.
• Wise and thoughtful
• Mysterious and graceful
• Smart and determined
Question: How did the Snake use its cleverness in the race?

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Unlocking Magic Sc... Presentation Gene... 5th Grade Spelling... Top 10 Tools Explai... 2nd Grade ELA Cur... Sideways Stories Fi... The Chinese Zodiac... +

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The Chinese Zodiac: A Journey Through Time and Animals

File Edit View Insert Format Slide Arrange Tools Pear Deck Extensions Help

Search + - [Navigation icons] Background | Layout | Theme | Transition

1 **The Chinese Zodiac: A Journey Through Time and Animals**

2 **What is the Chinese Zodiac?**
The Chinese Zodiac is a special calendar with 12 animals that tell stories about different years. Each year has its own animal friend!
Question: Can you name any animals you think might be in the Chinese Zodiac?

3 **The Story Begins**
Long ago in China, the Jade Emperor wanted to measure time. He decided to have a big race across a river with all the animals.
Question: If you were in a race across a river, how would you cross it?

4 **Meet the Rat**
The clever Rat came in first place! He rode on the Ox's back and jumped off at the last minute to win.
Question: Was it clever or tricky of the Rat to ride on the Ox's back?

5 **The Strong Ox**
The stubborn Ox came in second place. Even though the Rat tricked him, he didn't get mad.
Question: What other things do you know that Oxen do to help people?

6 **The Brave Tiger**
The fierce tiger jumped through the river to come in third place!
Question: What makes tigers brave animals?

The Jumping Rabbit
The gentle rabbit hopped across stones and logs to come in fourth place.
Question: How do rabbits move around? Can you hop like a rabbit?

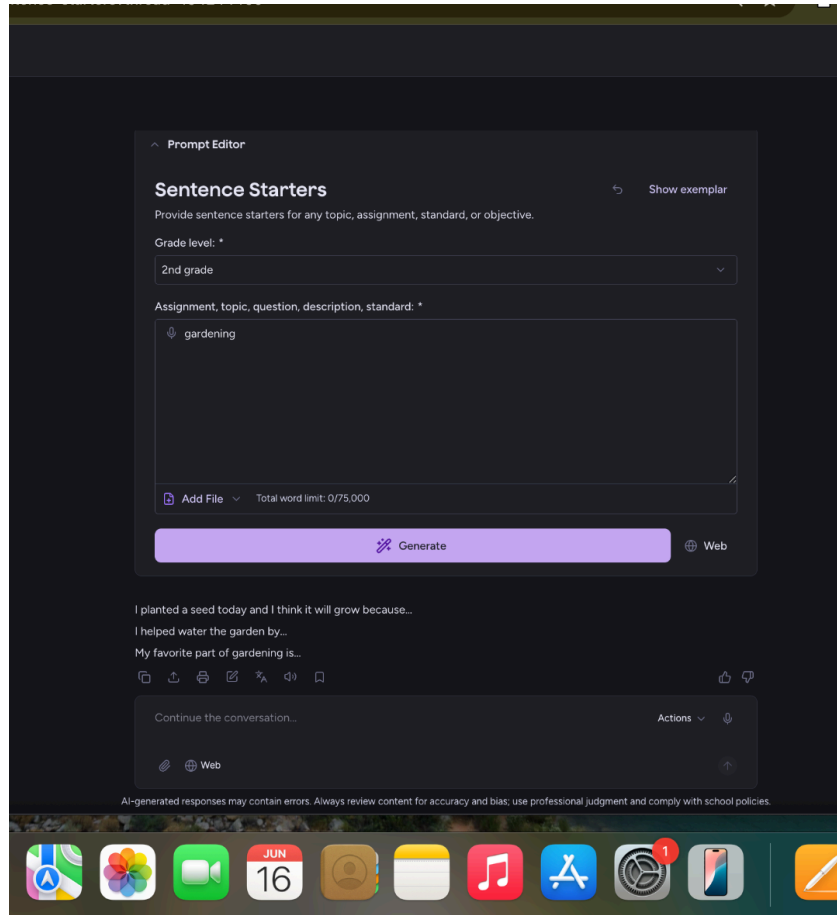
The Mighty Dragon
The dragon couldn't fly, but came in fifth place because he stopped to help others.
Question: Why do you think the Dragon helped others instead of winning the race?

The Wise Snake
The quiet snake slipped quickly through the grass and came in sixth place.
Question: How does a snake move without any legs?

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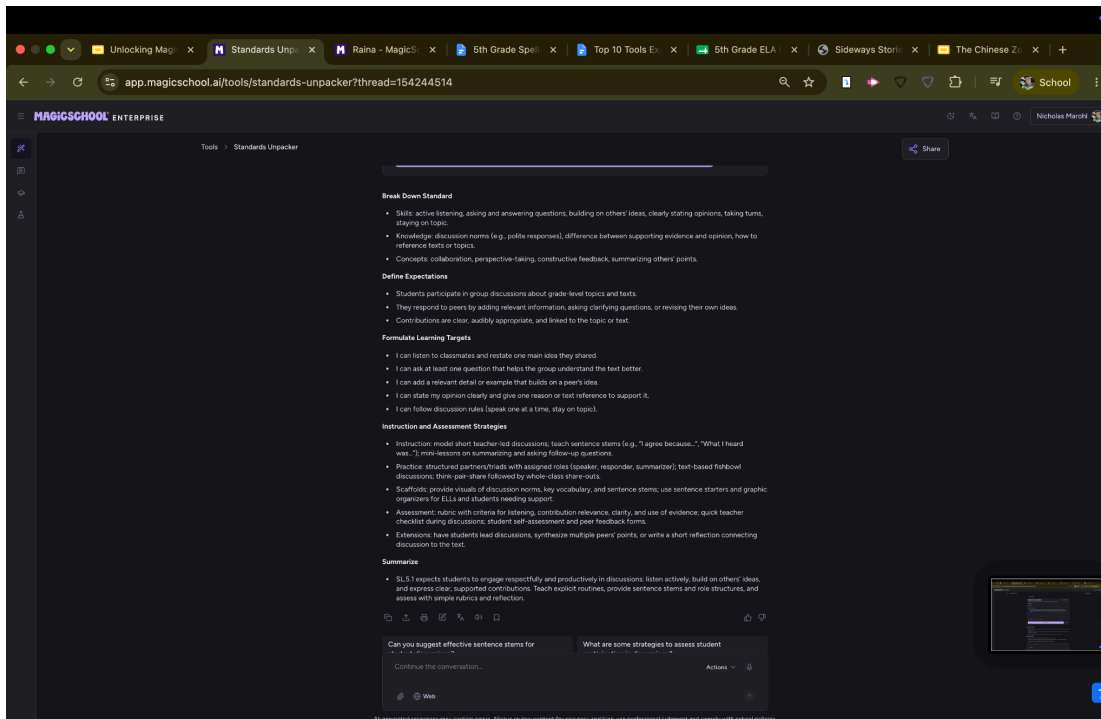
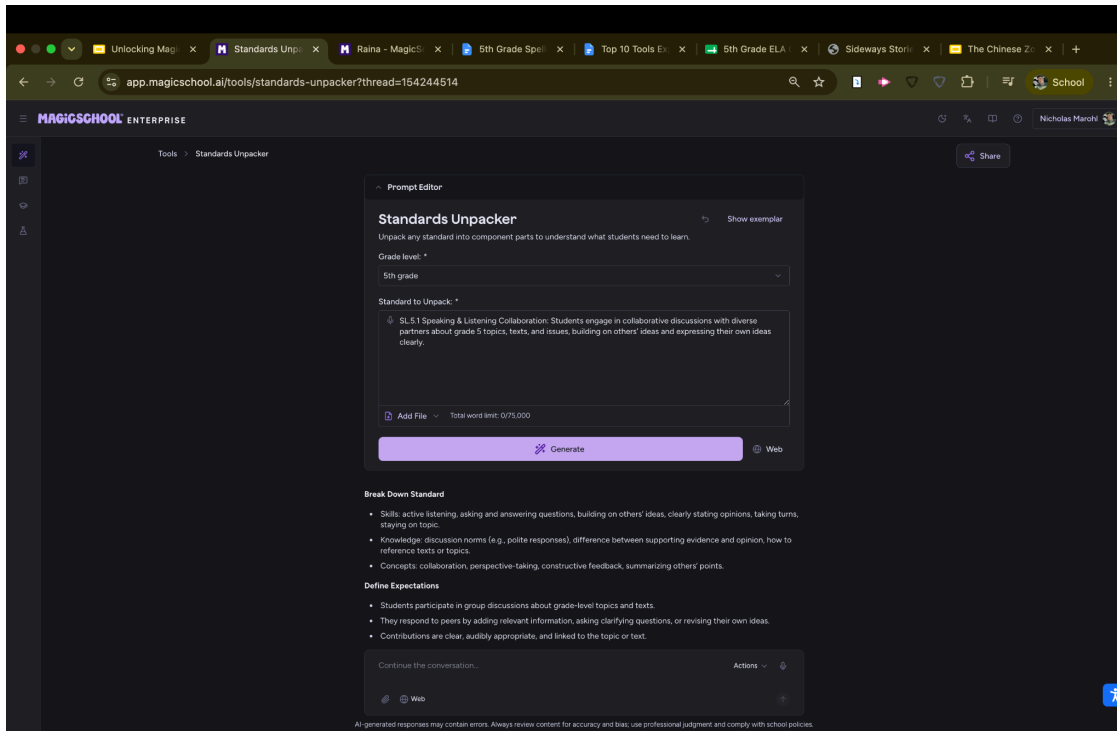
Sentence Starters

This tool generates sentence frames and starter prompts to support student writing and academic discourse. It helps scaffold writing tasks and encourages students to express ideas more confidently by providing linguistic structures to build upon.



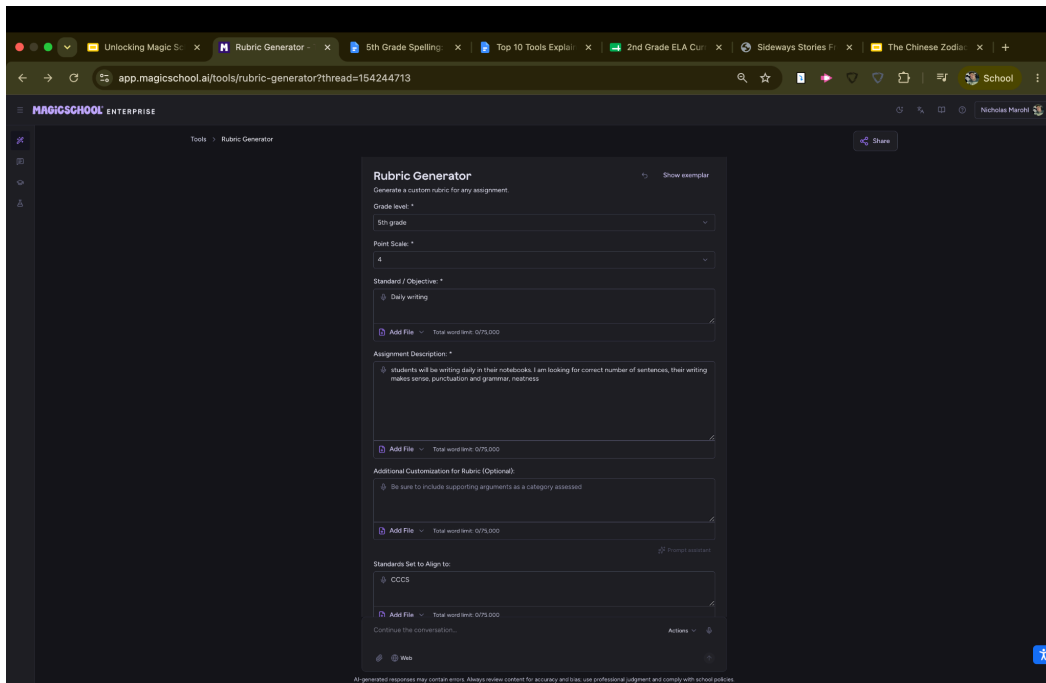
Standards Unpacker

This tool breaks down academic standards into clear, actionable learning objectives and success criteria. It helps educators understand exactly what students need to know and do, making it easier to design aligned lessons and assessments.



Rubric Generator

This tool creates customized rubrics with clear criteria and performance levels for any assignment or learning objective. It helps educators quickly develop consistent, transparent assessment tools that guide student work and make grading more objective and efficient.



The screenshot shows the 'Rubric Generator' tool interface within a web browser. The browser's address bar displays the URL: `app.magicschool.ai/tools/rubric-generator?thread=154244713`. The page title is 'MAGIC SCHOOL ENTERPRISE'. The tool is titled 'Rubric Generator' and includes a 'Show exemplar' link. The form contains the following fields and options:

- Grade level:** A dropdown menu set to '5th grade'.
- Point Scale:** A dropdown menu set to '4'.
- Standard / Objective:** A text input field containing 'Daily writing'.
- Assignment Description:** A text input field containing 'students will be writing daily in their notebooks. I am looking for correct number of sentences, their writing makes sense, punctuation and grammar, neatness'.
- Additional Customization for Rubric (Optional):** A text input field containing 'Be sure to include supporting arguments as a category assessed'.
- Standards Set to Align to:** A dropdown menu set to 'CCCS'.

Each text input field has an 'Add File' button and a 'Total word limit: 0/75,000' indicator. At the bottom of the form, there is a 'Continue the conversation...' link and an 'Actions' dropdown menu. A small blue icon is visible in the bottom right corner of the tool interface.

All generated responses may contain errors. Always review content for accuracy and bias, use professional judgment and comply with school policies.

Daily Writing Notebook Rubric

Criteria	4 — Exceeds Expectations	3 — Meets Expectations	2 — Approaching Expectations	1 — Beginning
Sentences	Writes the required number of sentences and adds one or more extra, complete sentences that fit the topic well.	Write the required number of complete sentences.	Writes close to the required number of sentences, but one or more are incomplete, run together, or missing.	Write too few sentences or most sentences are incomplete.
Ideas Make Sense	Ideas are clear, stay on topic, and connect in a smooth, easy-to-follow way.	Ideas stay on topic and mostly make sense from sentence to sentence.	Ideas are partly on topic, but some parts are confusing or do not connect well.	Ideas are unclear, off topic, or hard to understand.
Punctuation and Grammar	Uses punctuation and grammar correctly throughout the writing with few or no errors.	Uses mostly correct punctuation and grammar with only a few small errors.	Shows some correct punctuation and grammar, but errors often get in the way of meaning.	Uses punctuation and grammar incorrectly most of the time, making the writing hard to read.
Neatness	Writing is very neat, easy to read, and letters stay on the lines or in the notebook space.	Writing is neat and easy to read with only small issues in spacing or letter formation.	Writing can be read, but some letters, spacing, or size make it harder to follow.	Writing is messy or difficult to read because of weak letter formation, spacing, or size.