

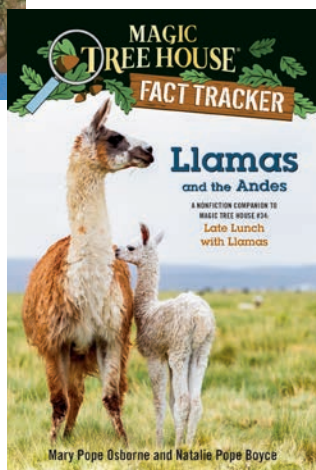
# EDUCATORS' GUIDE

# MAGIC TREE HOUSE®

## **Late Lunch with Llamas** and **Llamas and the Andes:** A Nonfiction Companion to *Late Lunch with Llamas*



PB: 978-0-525-64840-6  
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Grades: 1-4  
F&P: M • Lexile: 410L



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EL: 978-0-525-64842-0  
Grades: 2-5  
F&P: S • Lexile: 880

### **ABOUT *Late Lunch with Llamas***

When the magic tree house whisks Jack and Annie to a mountainside, they are surprised to find farmers nearby. Then they learn that the farmers' baby llama has been stolen, and Jack and Annie vow to bring the little animal back to its owners. But the journey is treacherous—they must climb to the peak of Machu Picchu and back in order to complete this mission. Jack and Annie have been on many dangerous travels, but can they survive this one?

### **ABOUT *Llamas and the Andes:*** **A Nonfiction Companion to *Late Lunch with Llamas***

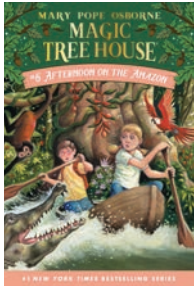
When Jack and Annie came back from their adventure in *Magic Tree House #34: Late Lunch with Llamas*, they had lots of questions. Why do people raise llamas? What are llamas' closest relatives? How tall are the Andes mountains? What other animals live there? Find out the answers to these questions and more as Jack and Annie track the facts about llamas and the Andes.

Filled with up-to-date information, photographs, illustrations, and fun tidbits from Jack and Annie, the Fact Trackers are the perfect way for kids to find out more about the topics they discover in their favorite Magic Tree House adventures.



**LEARN ABOUT ANIMALS ALONGSIDE JACK AND ANNIE!**

Have students read these Magic Tree House books and their Fact Tracker companions, along with *Late Lunch with Llamas* and *Llamas and the Andes*, to become animal experts. Then have students complete the animal activities to show off their knowledge.



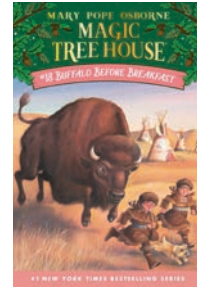
**Afternoon on the Amazon**



**Rain Forests**



**Lions at Lunchtime**



**Buffalo Before Breakfast**



**Good Morning, Gorillas**



**Dingoes at Dinnertime**



**A Perfect Time for Pandas**



**Pandas and Other Endangered Species**



**ACTIVITIES**

**Go to Machu Picchu!**

Explore Machu Picchu with students using Google Street View. Create a virtual scavenger hunt. What details and descriptions can students recognize from *Late Lunch with Llamas* or its Fact Tracker? Have students record their observations as they explore Machu Picchu online.

**CURRICULUM:** *Geography • History • Computer Science*

**Two Truths and One Llama Lie**

After reading *Late Lunch with Llamas* and *Llamas and the Andes*, distribute index cards and have students write down two facts and one lie about llamas. (The incorrect statement can be wild and wacky, or it can sound reasonable enough to be true.) Have readers share the three statements they wrote about llamas in groups or pairs. See if students can tell which statements are the facts and which is the lie. Re-create this game for all the Magic Tree House animal Fact Trackers, having students write two truths and one lie about an animal they choose.

**CURRICULUM:** *English Language Arts • Science • History*

**Nature Walk**

Jack records notes on the animals he encounters. Have students collect information about animals in the world around them on a nature walk. You can go to a city park, a school courtyard, a green space, or you can even venture to an arboretum or a butterfly observatory—any place that has animals (even familiar ones) that can be observed and studied. Have students sketch the animals they see. Set up a gallery walk for students to view each other’s art and notes afterward.

Have a discussion about how observation is the first step in the scientific process. What questions about the animal's appearance or behavior does observing them produce? Have students conduct research to answer their own questions.

**CURRICULUM:** *Science • Art • Geography • History*

### Rain Forest Animals in Their Habitat

Have students create rain forest dioramas. Ask students to use *Rain Forests* to learn about at least two animal species and two plant species. Students should include and label those plants and animals in their diorama, positioning them appropriately.

Students can set their diorama in a shoebox or other small container. Encourage students to be creative in the materials they use. Provide repurposed craft materials where possible. For example, magazine pages can make great diorama backgrounds, and paper towel and toilet paper rolls can make great tree bark!

Once completed, have students present their dioramas to the class and explain what they found interesting about the animals and plants depicted in their project.

**CURRICULUM:** *Art • Science • English Language Arts*

### Myth Makers

In *Late Lunch with Llamas* and *Dingoes at Dinnertime*, Jack and Annie learn legends and myths about animals—the legend that llamas once spoke to humans and the myth of the Rainbow Serpent that brings rain. Discuss how myths and legends have, in the past, helped humans better explain the world and the animals that inhabit it.

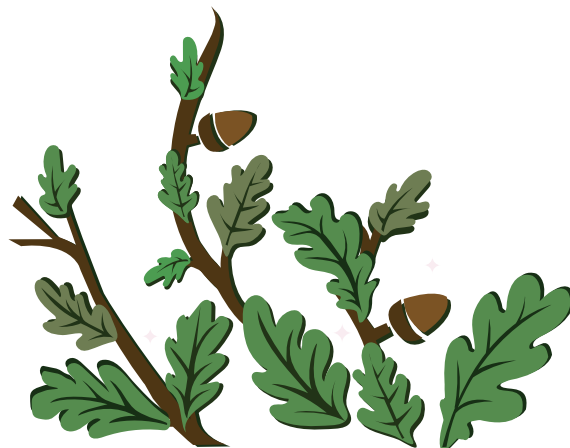
Then have students craft their own myth, legend, or fable that explores one aspect of an animal's nature or appearance. For example, students could invent their own narrative for how a zebra got its stripes or a humorous story that explains why pigeons always seem nervous.

**CURRICULUM:** *English Language Arts • History • Creative Writing*

### Raise Awareness

Have students select one of the endangered species from the *Pandas and Other Endangered Species* Fact Tracker. Students should raise awareness about this endangered animal by completing an Endangered Animal Tracker—the reproducible activity on the next page. Then have students present their findings to their peers and post them in a public space!

**CURRICULUM:** *Science • Art*





# CLASSROOM ACTIVITY

Name: \_\_\_\_\_

## Animal:

\_\_\_\_\_

**Where Can I Find It?** \_\_\_\_\_

**What Does It Look Like?** \_\_\_\_\_

**Did you know . . .** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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