



Lesson Plan Summary

Magic Tree House #11: Lions at Lunchtime

How do an animal's adaptations help it survive in its habitat?

THIS EXTENTION WILL ENABLE EACH CHILD TO:	COMMON CORE STANDARDS ADDRESSED:
<ul style="list-style-type: none">• Create a mask to represent an animal from Africa.• Create and perform a dance to summarize events in the book.• Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.• Comprehend new vocabulary.• Examine how authors use certain words and styles to involve readers in the plot.• Research an animal that lives in Africa.• Write an acrostic poem about an animal from Africa.• Publish a book of riddles about animals from Africa.• Present projects to class and explain how students connected to the text.• Compare/contrast the Maasai culture with your own culture.• Compare/contrast various animals that live in Africa.• Recognize adaptations that allow animals to survive in the African plains.• Reconstruct and explain how energy travels through basic food chains.	<p>VISUAL ARTS:</p> <ul style="list-style-type: none">• Creative responses to texts• Mask art <p>DRAMATIC ARTS:</p> <ul style="list-style-type: none">• Use movement to convey meaning. <p>READING:</p> <ul style="list-style-type: none">• Identify main ideas and supporting details in text.• Analyze texts to make predictions and conclusions.• Analyze relationships among characters, setting, and plot.• Identify figurative language devices.• Gather information from non-fiction texts. <p>WRITING:</p> <ul style="list-style-type: none">• Text types and purposes <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none">• Comprehension and collaboration• Presentation skills• Respectful audience behavior <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none">• Compare/contrast different cultures <p>SCIENCE:</p> <ul style="list-style-type: none">• Animal adaptations• Food chains

11-1S112

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Cross Curriculum Lesson Plans

Magic Tree House #11: Lions at Lunchtime

How do an animal's adaptations help it survive in its habitat?

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Map of world to locate Africa

Procedures:

1. Introduce *Lions at Lunchtime* by asking students to create a tableau to show what they know about lions already. (A tableau is made in small groups of 4-5 students. Students use their bodies to make a still image and then freeze to become "statues.")
2. Suggested activities to use with certain chapters:
 - Chapter 1: Locate Africa on a map.
 - Chapter 2: Show pictures of zebras, gazelles, and wildebeests (in Accompanying Materials). What do they have in common? How are they different?
 - Chapter 5: Show pictures of wildebeests and hyenas (in Accompanying Materials). What do they have in common? How are they different?
 - Chapter 7: Host a honey taste test! Allow students to taste some honey. What do they think?
 - Chapter 8: Show pictures of Maasai people (in Accompanying Materials). What do they have in common with us? How are they different?
3. Once the class finishes reading the book, allow students to pick a project from a project menu. The menu is in the Accompanying Materials.
 - Make your own riddles like Jack and Annie had to solve! Your riddles should be about animals Jack and Annie met in the book. Your riddle book should include a cover, three riddles, and an answer key at the back.
 - Write an acrostic poem about an animal Jack and Annie met on their adventure in Africa. Include an illustration!
 - Create a dance to summarize the book. Be sure to include several of the animals Jack and Annie met and show how they escaped from the lions! Discuss with your teacher if this should be a solo or group dance. Perform for the class.
4. As a whole class, host a safari. Each child will research and dress up as an animal from the African plains. Directions for this project are included later in this document.

5. Extensions:

- ELA: For a comprehension and vocabulary check, administer the quiz in the Accompanying Materials.
- Social Studies: Learn more about the Maasai people by reading about them at this website: <http://www.maasai-association.org/maasai.html> . Complete a Venn diagram comparing and contrasting the Maasai traditions and lifestyles with students' traditions and lifestyles.
- Science: Two science lessons are provided below, one for animal adaptations and one for food chains.

Amazing Adaptations!

Materials:

- Physical adaptation cards (in Accompanying Materials)

Procedure:

1. Play Simon Says. Start with some easy commands (“Simon says jump in place.”) Then, issue students the following Simon Says challenges:
 - Read a book without using your hands.
 - Move around the room without using your feet.
 - Drink water without your mouth.

Are some of these challenges problematic? Why?

2. Explain that an adaptation is a special change to an organism’s body that allows it to stay alive. As humans, we have adaptations (hands, feet, and mouths) that help us do special things.
3. Brainstorm as a class: do animals have special adaptations to let them stay alive? What are they?
4. Go outside to play an adaptations game. Divide the class into two teams: hunter and hunted. Explain the rules:
 - Stay within boundaries.
 - No pushing.
 - The hunters hunt; the hunted try to stay away. (Yes, the hunters can hunt each other!)
 - When the hunted person is tagged, they must sit immediately, and they cannot be tagged more than once.
5. Play the game. No time limits are necessary for this round since all the players will be out.
6. Discuss: what happened? Did anyone “survive”? Why not?
7. Play another round. Give the hunted group physical adaptation cards. Play again for 3 minutes.
8. Discuss: what happened? Did anyone “survive”? Why or why not? Why are the outcomes different this time?
9. Switch roles and allow the hunted to be the hunters and the hunters to be the hunted.
10. Return to the classroom and summarize: how did adaptations help the animals in the game survive? How does this extend to the real world?

Following Food Chains

Materials:

- Picture of plant growing toward light (in Accompanying Materials)
- Computer connected to a TV or interactive white board
- Food chain sequencing game (in Accompanying Materials)

Procedure:

1. Ask students what they ate most recently. Where did it come from? (Likely answers: “The store” or “The cafeteria.”) Where did it come from before that? Discuss the origins of food.
2. Teach the first verse of the Food Chain Song (to the tune of “The Farmer in the Dell”):
Energy, it moves (*pretend to run in place*)
From one thing to the next. (*point one way and then the other*)
We all eat, and so it’s neat (*pretend to eat*)
To see how energy moves. (*pretend to run in place*)
3. Show students the picture of the plant in the Accompanying Materials without revealing that it is growing toward a light source. Ask students why it is growing in a specific direction. Scaffold students to realize that the plant is growing toward the light. Are there any plants in the classroom, the office, or outside that are also showing this tendency?
4. Explain that plants make their own food from sunlight. Teach the first line of the second stanza of the Food Chain Song:
Producers make the food (*hold arms over head to make a sun*)
5. Ask students to brainstorm animals that eat grass and plants. Explain that organisms that eat other organisms (either plants or animals) are called consumers. Teach the second line of the Food Chain Song:
Producers make the food (*hold arms over head to make a sun*)
Consumers eat the food (*make a scooping motion like one is eating food*)
6. Finally, ask students what happens when an organism dies. Does it lie there forever? Explain that decomposers break down other organisms. Teach the rest of the Food Chain Song:
Producers make the food (*hold arms over head to make a sun*)
Consumers eat the food (*make a scooping motion like one is eating food*)
Decomposers break it down (*cross fingers and hold them across eyes to make “dying eyes”*)
And that’s how energy moves!
7. Practice food chains together at this interactive website:
http://www.bbc.co.uk/schools/ks2bitesize/science/living_things/food_chains/play.shtml
8. Play food chain sequencing game in teams. Cut apart the food chains and give one food chain to each group. If extra time remains, switch food chains.
9. Review food chains by singing the whole song!

Energy, it moves (*pretend to run in place*)
From one thing to the next. (*point one way and then the other*)
We all eat, and so it's neat (*pretend to eat*)
To see how energy moves. (*pretend to run in place*)

Producers make the food (*hold arms over head to make a sun*)
Consumers eat the food (*make a scooping motion like one is eating food*)
Decomposers break it down (*cross fingers and hold them across eyes to make "dying eyes"*)
And that's how energy moves!



Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

Lessons for Literature Circles

- The “The Mystery of the Ancient Riddles” cluster includes *Dolphins at Daybreak*, *Ghost Town at Sundown*, *Lions at Lunchtime*, and *Polar Bears Past Bedtime*. In these books, Jack and Annie are trying to solve an ancient riddle.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.
- Additionally, this cluster would lend itself nicely to a class riddle study. Students can choose to write their own riddles and accompanying adventure stories!

Assessment

All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



How to Create a Safari

For this whole-class project, create a safari! Each child will research an animal found in the African plains. After the research component of the project is completed, students will create masks to dress up as their animals, hold an informational sign, and allow visitors to “tour” the safari.

Materials:

- Research materials (check your library, or consult these links):
- Safari Research Sheet for each student (in Accompanying Materials)
- Safari Guide Sheet for each student (in Accompanying Materials)
- “Mask” materials (construction paper, paper plates, string, etc.)

Procedure:

1. Brainstorm as a class some animals that live in the African plains. Write ideas on the board. Then, ask students why these animals live in Africa, but not in other places. What makes them adapted to live in Africa?
2. Each student will choose one animal from the African plains to research. Some ideas are offered below. (If you need more ideas, check out <http://www.serengeti.org/animals.html>!)

<u>Suggested Animals</u>						
lion	zebra	giraffe	gazelle	hyena	wildebeest	vulture
elephant	bee	honey guide	cheetah	impala	aardvark	
crocodile	hippo	crane	baboon	African buffalo	hedgehog	
	jackal	warthog	hare	ostrich	leopard	

3. Students will complete the Safari Research Sheet as they look up information about their animal. They will summarize their research in a rough draft, and then copy the final draft of their summary onto the Safari Guide Sheet.
4. Next, students will begin their animal masks. A teacher or another adult should help cut eye holes in the paper plates for each child. Then, the students can decorate detailed masks for their animal.
5. Host a safari! Students will wear the masks and hold the Safari Guide Sheet. Then, visitors can walk through the safari and read about all the different animals. You may wish to decorate your door with some “vines” and a sign saying “Welcome to the Jungle!”
6. A rubric is provided in the Accompanying Materials.



***Lions at Lunchtime* Unit:
Accompanying Materials**

Chapter Extensions

Zebra

See a picture of a zebra and learn about why a zebra has stripes at this link:
<http://animals.nationalgeographic.com/animals/mammals/zebra/?source=A-to-Z>

Gazelle

See a picture of a gazelle at this link:
<http://animals.nationalgeographic.com/animals/mammals/gazelle/?source=A-to-Z>

Wildebeest

See a picture of a wildebeest at this link:
<http://animals.nationalgeographic.com/animals/mammals/wildebeest/?source=A-to-Z>

Hyena

See a picture of a hyena at this link:
<http://animals.nationalgeographic.com/animals/mammals/hyena/>

Maasai people

See some pictures of the Maasai people at this link:
<http://www.maasai-association.org/maasai.html>

Name: _____ Date: _____

Lions at Lunchtime Reading Guide
Answer in complete sentences!

Chapter 1: Before Lunch

1. What did Jack get at the store? (p. 1) _____

2. Who are the main characters? (p. 1) _____

3. Where does the story take place? (p. 2) _____

4. What did they see in the woods? (p. 2) _____

5. What was the title of the book? (p. 5) _____

6. **Predict:** What will Jack and Annie do in Africa? _____

Chapter 2: Jump, Beasts! Jump!

1. What did the giraffe eat? (p. 9) _____

2. Describe the habitat. (p. 9) _____

3. What must the animals do before they are safe in Kenya? (p. 11) _____

4. List the animals in the order they cross the river. (p. 11) _____

5. What did the zebras eat? (p. 14) _____

6. **Predict:** Where are the lions? _____

Chapter 3: Disaster

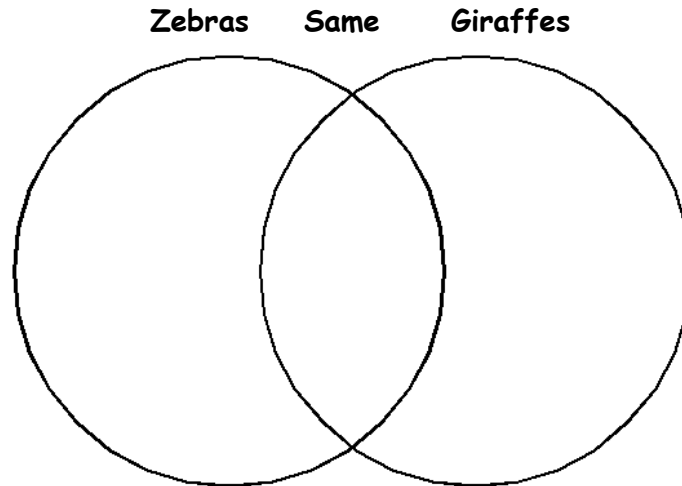
1. Write the simile about giraffes. (p. 15) _____

2. Why do lions stay away from giraffes? (p. 16) _____

3. Why do the zebras cross the river first? (p. 17) _____

4. What does Jack mean when he writes, "Animals all connected?" (p. 17) _____

5. Compare and contrast zebras and giraffes.



Chapter 4: Mudbath

1. What is Annie stuck in? (p. 20) _____

2. Write the onomatopoeia on p. 22. _____

3. Write the hyperbole on p. 22. _____

4. Why was the vulture flying over Annie? (p. 23) _____

5. **Predict:** What do you think will happen to the wildebeests? _____

Chapter 5: Ha-Ha

1. **Predict:** The title is "Ha-Ha." Who is laughing? Why? _____

2. Write the simile on p. 26. _____

3. What happened to the wildebeests? (p. 28) _____

4. Name two predators in Africa. (p. 28) _____

5. What does 'predator' mean? (p. 29) _____

6. Revisit your prediction. Were you correct? Who was laughing? _____

Chapter 6: Spick-and-Span

1. What is an adaptation an elephant uses for food obtainment? (p. 35) _____

2. How do Jack and Annie get clean? (p. 36) _____

3. List 2 words that are synonyms for "fly." (p. 37-38) _____

4. What does the bird want Jack and Annie to do? (p. 38) _____

5. **Text-to-self:** Would you have followed the bird? Why/why not? _____

Chapter 7: Hi, There

1. What does the bird peck at? (p. 41) _____

2. What does the bird do to help the Masai people? (p. 42-43) _____

3. How did Jack and Annie get rid of the bees? (p. 45) _____

4. What is the answer to Morgan's riddle? (p. 47) _____

Chapter 8: Yum

1. Copy the simile on p. 48. _____

2. What is Jack's peace offering? (p. 49) _____

3. **Infer:** Why do Jack and Annie have to teach the warrior what to do with the sandwich? _____

4. What adaptation do giraffes have for food obtainment? (p. 55) _____

5. What problem do Jack and Annie face with the tree house? (p. 55) _____

6. **Text-to-self:** How would you solve it? _____

Chapter 9: Tiptoe

1. What is a group of lions called? (p. 58) _____

2. When can other animals graze safely near lions? (p. 58) _____

3. What is Jack's plan? (p. 59) _____

4. What woke the lions? (p. 60) _____

5. Why does Jack want to hide under the giraffe? (p. 62) _____

Chapter 10: After Lunch

1. Where are Jack and Annie now? (p. 67) _____

2. What saved them from the lions? (p. 69) _____

3. **Infer:** Why can't Jack and Annie tell their mom what really happened? _____

Lions at Lunchtime Vocabulary Guide

Animals

- zebra
- giraffe
- gazelle
- lion
- hyena

Chapter 1

- delicate
- thumped
- shining
- streamed
- whirled
- appeared
- absolutely
- scroll

Chapter 2

- flooded
- rustling
- goofy
- beast
- grazing

Chapter 3

- dangerous
- avoid
- hazy
- coarsest
- jagged
- disappeared
- disaster

Chapter 4

- tangle
- quicksand
- wailed
- concentrate
- vulture
- fury
- lunged
- frantic

Chapter 5 (continued on next column)

- disbelief
- trampled
- incoming
- scrambling
- mocking
- pitched

- reputation
- thief
- coward
- edge
- surrounded

Chapter 6

- waded
- relief
- sneak
- soaking
- flitted
- moaned

Chapter 7

- plains
- glade
- dappled
- warrior
- spear
- scattered
- jiggled
- guide
- fierce

Chapter 8

- steal
- narrowed
- trespassing
- dignified
- gracefully
- vanished
- rescue
- lone

Chapter 9

- lioness
- cub
- bothered
- teased
- ladder
- lazily
- gleamed
- piercing
- underneath
- barely
- toward
- rhythm

Name: _____ Date: _____

Lions at Lunchtime Reading Guide

Answer in complete sentences!

Chapter 1: Before Lunch

1. What did Jack get at the store? (p. 1) Jack got peanut butter and bread at the store.
2. Who are the main characters? (p. 1) The main characters are Jack and Annie.
3. Where does the story take place? (p. 2) The story takes place in Frog Creek.
4. What did they see in the woods? (p. 2) The saw a tiny deer in the woods.
5. What was the title of the book? (p. 5) The title of the book was *The Plains of Africa*.
6. **Predict:** What will Jack and Annie do in Africa? _____

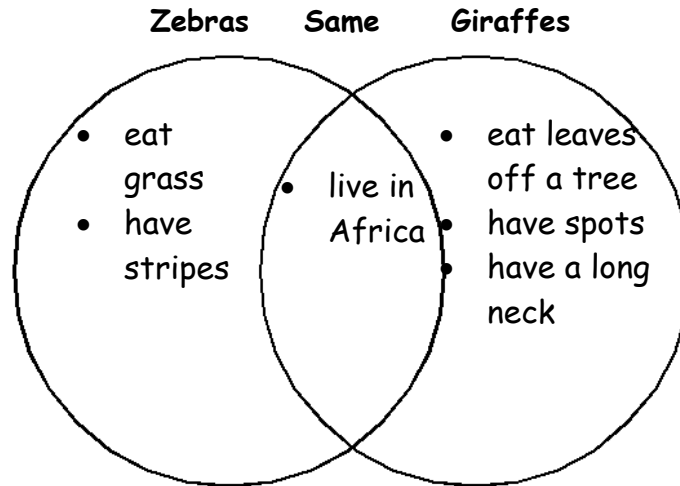
Chapter 2: Jump, Beasts! Jump!

1. What did the giraffe eat? (p. 9) The giraffe ate leaves off the tree.
2. Describe the habitat. (p. 9) The habitat is a grassy plain and a wide river.
3. What must the animals do before they are safe in Kenya? (p. 11) They must cross the Mara River.
4. List the animals in the order they cross the river. (p. 11) First zebras crossed, then wildebeests, then gazelles.
5. What did the zebras eat? (p. 14) The zebras eat grass.
6. **Predict:** Where are the lions? _____

Chapter 3: Disaster

1. Write the simile about giraffes. (p. 15) Its hooves can be as big as dinner plates.
2. Why do lions stay away from giraffes? (p. 16) Giraffes have a powerful kick.
3. Why do the zebras cross the river first? (p. 17) The zebras eat the coarsest grass.
4. What does Jack mean when he writes, "Animals all connected?" (p. 17) The animals all help each other, like with the grass eating.

5. Compare and contrast zebras and giraffes.



Chapter 4: Mudbath

1. What is Annie stuck in? (p. 20) Annie was stuck in quicksand.
2. Write the onomatopoeia on p. 22. "splash"
3. Write the hyperbole on p. 22. I weigh a ton.
4. Why was the vulture flying over Annie? (p. 23) It thought she was dying.
5. **Predict:** What do you think will happen to the wildebeests? _____

Chapter 5: Ha-Ha

1. **Predict:** The title is "Ha-Ha." Who is laughing? Why? _____
2. Write the simile on p. 26. She waved them in like a traffic policeman.
3. What happened to the wildebeests? (p. 28) They crossed the river safely.
4. Name two predators in Africa. (p. 28) Two predators are a hyena and a lion.
5. What does 'predator' mean? (p. 29) A predator catches things and eats them.
6. Revisit your prediction. Were you correct? Who was laughing? _____

Chapter 6: Spick-and-Span

1. What is an adaptation an elephant uses for food obtainment? (p. 35) An elephant has a long trunk for food obtainment.
2. How do Jack and Annie get clean? (p. 36) The elephant washes them.
3. List 2 words that are synonyms for "fly." (p. 37-38) flitted, fluttering, or darted
4. What does the bird want Jack and Annie to do? (p. 38) The bird wants Jack and Annie to

follow it.

5. **Text-to-self:** Would you have followed the bird? Why/why not? _____

Chapter 7: Hi, There

1. What does the bird peck at? (p. 41) The bird pecks at the beehive.

2. What does the bird do to help the Masai people? (p. 42-43) The bird finds the beehive.

3. How did Jack and Annie get rid of the bees? (p. 45) They waved weeds near the tree.

4. What is the answer to Morgan's riddle? (p. 47) Honey is the answer to the riddle.

Chapter 8: Yum

1. Copy the simile on p. 48. The warrior was as still as a statue.

2. What is Jack's peace offering? (p. 49) Jack offers a peanut butter and honey sandwich.

3. **Infer:** Why do Jack and Annie have to teach the warrior what to do with the sandwich? _____
The warrior has never eaten a sandwich!

4. What adaptation do giraffes have for food obtainment? (p. 55) Giraffes have long necks to eat tree leaves.

5. What problem do Jack and Annie face with the tree house? (p. 55) The lions are at the base of the tree!

6. **Text-to-self:** How would you solve it? _____

Chapter 9: Tiptoe

1. What is a group of lions called? (p. 58) A group of lions is called a pride.

2. When can other animals graze safely near lions? (p. 58) Animals can graze near lions safely near lions after they eat.

3. What is Jack's plan? (p. 59) Jacks plan is to tiptoe.

4. What woke the lions? (p. 60) The hyena's laughter caused the lions to wake.

5. Why does Jack want to hide under the giraffe? (p. 62) Lions avoid giraffes.

Chapter 10: After Lunch

1. Where are Jack and Annie now? (p. 67) Now they are home in Pennsylvania in the Frog Creek Woods.

2. What saved them from the lions? (p. 69) The giraffe saved them.

3. **Infer:** Why can't Jack and Annie tell their mom what really happened? She wouldn't believe them!

Lions at Lunchtime Vocabulary Guide

Animals

- zebra
- giraffe
- gazelle
- lion
- hyena

Chapter 1

- delicate
- thumped
- shining
- streamed
- whirled
- appeared
- absolutely
- scroll

Chapter 2

- flooded
- rustling
- goofy
- beast
- grazing

Chapter 3

- dangerous
- avoid
- hazy
- coarsest
- jagged
- disappeared
- disaster

Chapter 4

- tangle
- quicksand
- wailed
- concentrate
- vulture
- fury
- lunged
- frantic

Chapter 5 (continued on next column)

- disbelief
- trampled
- incoming
- scrambling
- mocking
- pitched

- reputation
- thief
- coward
- edge
- surrounded

Chapter 6

- waded
- relief
- sneak
- soaking
- flitted
- moaned

Chapter 7

- plains
- glade
- dappled
- warrior
- spear
- scattered
- jiggled
- guide
- fierce

Chapter 8

- steal
- narrowed
- trespassing
- dignified
- gracefully
- vanished
- rescue
- lone

Chapter 9

- lioness
- cub
- bothered
- teased
- ladder
- lazily
- gleamed
- piercing
- underneath
- barely
- toward
- rhythm

Name: _____ Date: _____

Lions at Lunchtime Vocabulary Check

Words for Questions 1-10

avoid	disaster	jiggled	mocking	rhythm
scattered	scramble	scroll	trespassing	waded

Definition match: Write the word by its definition.

1. _____ To walk in water
2. _____ To copy meanly
3. _____ An ancient paper; usually rolled up
4. _____ A big problem
5. _____ To move fast, usually with a crawl

Sentence Completion: Pick the best word to fill in the blank.

6. The boy was _____ because he was in his neighbor's yard without permission.
7. The audience clapped along to the _____ of the song.
8. The woman _____ birdseed all over the ground for the birds to eat.
9. As he laughed, his belly _____ like a bowl full of Jello!
10. Oreo will _____ big dogs because he does not like them.

Words for Questions 11-20

delicate	disappeared	fierce	flitted	gleamed
lone	relief	sneak	soaking	warrior

Synonyms: Pick the word that means the same.

11. _____ Go away suddenly
12. _____ Breakable
13. _____ To shine
14. _____ Fly quickly, like a bird
15. _____ To creep

Antonyms: Pick the word that means the opposite.

16. _____ Many
17. _____ Worried
18. _____ Peace-keeper
19. _____ Dry
20. _____ Nice, friendly

Name: _____

Date: _____

Lions at Lunchtime Comprehension Check

Circle the best answer!

1. Who are the main characters?
 - a. Jack and Jill
 - b. Jack and Annie
 - c. Morgan and Annie
 - d. Morgan and Jack

2. What is the setting of the mission? (Where does it take place?)
 - a. South Carolina
 - b. A tree house
 - c. The ocean
 - d. Africa

3. Why do Jack and Annie go to Africa?
 - a. They got lost.
 - b. They want to go on vacation.
 - c. They need to solve a riddle.
 - d. They are bored.

4. What do giraffes and zebras eat?
 - a. Giraffes eat leaves. Zebras eat grass.
 - b. Giraffes eat grass. Zebras eat leaves.
 - c. They both eat leaves.
 - d. They both eat grass.

5. List the animals in the order they cross the Mara River.
 - a. wildebeests, zebras, gazelles
 - b. gazelles, wildebeests, zebras
 - c. zebras, gazelles, wildebeests
 - d. zebras, wildebeests, gazelles

6. What does the honey guide do?
 - a. It eats honey.
 - b. It leads the bees home.
 - c. It leads people to honey.
 - d. It makes honeycomb.

7. What does Jack give to the warrior as a sign of peace?
 - a. A hug
 - b. A peanut butter and honey sandwich
 - c. Chocolate
 - d. A peanut butter and jelly sandwich

8. Where are the lions?
 - a. In the river
 - b. Under the tree with the tree house
 - c. Attacking animals
 - d. In the tree with the tree house

9. Other animals can graze safely near a lion
 - a. After it has eaten.
 - b. After it has gone on a walk.
 - c. Before it has eaten.
 - d. Before it has gone on a walk.

10. Why do Jack and Annie hide under the giraffe to get to the tree house safely?
 - a. A giraffe is tall.
 - b. The giraffe liked them.
 - c. Lions avoid giraffes because they kick.
 - d. They used the giraffe to camouflage.

Name: _____ Date: _____

Lions at Lunchtime Vocabulary Check (KEY)

Words for Questions 1-10

avoid	disaster	jiggled	mocking	rhythm
scattered	scramble	scroll	trespassing	waded

Definition match: Write the word by its definition.

1. waded To walk in water
2. mocking To copy meanly
3. scroll An ancient paper; usually rolled up
4. disaster A big problem
5. scramble To move fast, usually with a crawl

Sentence Completion: Pick the best word to fill in the blank.

6. The boy was trespassing because he was in his neighbor's yard without permission.
7. The audience clapped along to the rhythm of the song.
8. The woman scattered birdseed all over the ground for the birds to eat.
9. As he laughed, his belly jiggled like a bowl full of Jello!
10. Oreo will avoid big dogs because he does not like them.

Words for Questions 11-20

delicate	disappeared	fierce	flitted	gleamed
lone	relief	sneak	soaking	warrior

Synonyms: Pick the word that means the same.

11. disappeared Go away suddenly
12. delicate Breakable
13. gleamed To shine
14. flitted Fly quickly, like a bird
15. sneak To creep

Antonyms: Pick the word that means the opposite.

16. lone Many
17. relief Worried
18. warrior Peace-keeper
19. soaking Dry
20. fierce Nice, friendly

Name: _____

Date: _____

Lions at Lunchtime Comprehension Check (KEY)

Circle the best answer!

1. Who are the main characters?
 - a. Jack and Jill
 - b. Jack and Annie
 - c. Morgan and Annie
 - d. Morgan and Jack

2. What is the setting of the mission? (Where does it take place?)
 - a. South Carolina
 - b. A tree house
 - c. The ocean
 - d. Africa

3. Why do Jack and Annie go to Africa?
 - a. They got lost.
 - b. They want to go on vacation.
 - c. They need to solve a riddle.
 - d. They are bored.

4. What do giraffes and zebras eat?
 - a. Giraffes eat leaves. Zebras eat grass.
 - b. Giraffes eat grass. Zebras eat leaves.
 - c. They both eat leaves.
 - d. They both eat grass.

5. List the animals in the order they cross the Mara River.
 - a. wildebeests, zebras, gazelles
 - b. gazelles, wildebeests, zebras
 - c. zebras, gazelles, wildebeests
 - d. zebras, wildebeests, gazelles

6. What does the honey guide do?
 - a. It eats honey.
 - b. It leads the bees home.
 - c. It leads people to honey.
 - d. It makes honeycomb.

7. What does Jack give to the warrior as a sign of peace?
 - a. A hug
 - b. A peanut butter and honey sandwich
 - c. Chocolate
 - d. A peanut butter and jelly sandwich

8. Where are the lions?
 - a. In the river
 - b. Under the tree with the tree house
 - c. Attacking animals
 - d. In the tree with the tree house

9. Other animals can graze safely near a lion
 - a. After it has eaten.
 - b. After it has gone on a walk.
 - c. Before it has eaten.
 - d. Before it has gone on a walk.

10. Why do Jack and Annie hide under the giraffe to get to the tree house safely?
 - a. A giraffe is tall.
 - b. The giraffe liked them.
 - c. Lions avoid giraffes because they kick.
 - d. They used the giraffe to camouflage.

Physical Adaptation Cards



If you are tagged, tell the hunter that you have huge claws and have wounded him/her. They now have to hop on one leg instead of running.



If you are tagged, tell the hunter that you have huge teeth and have wounded him/her. They now have to hop on one leg instead of running.



If you are tagged, tell the hunter that you have quills and have wounded him/her. They have to run away from you.



If you are tagged, tell the hunter that you have a stinger and have wounded him/her. They have to run away from you.



If you are tagged, tell the hunter that you blend in with your surroundings, and she/he is unable to see you. She/he must leave you alone.



If you are tagged, tell the hunter that you have long, strong legs and are very fast. She/he is unable to catch you.

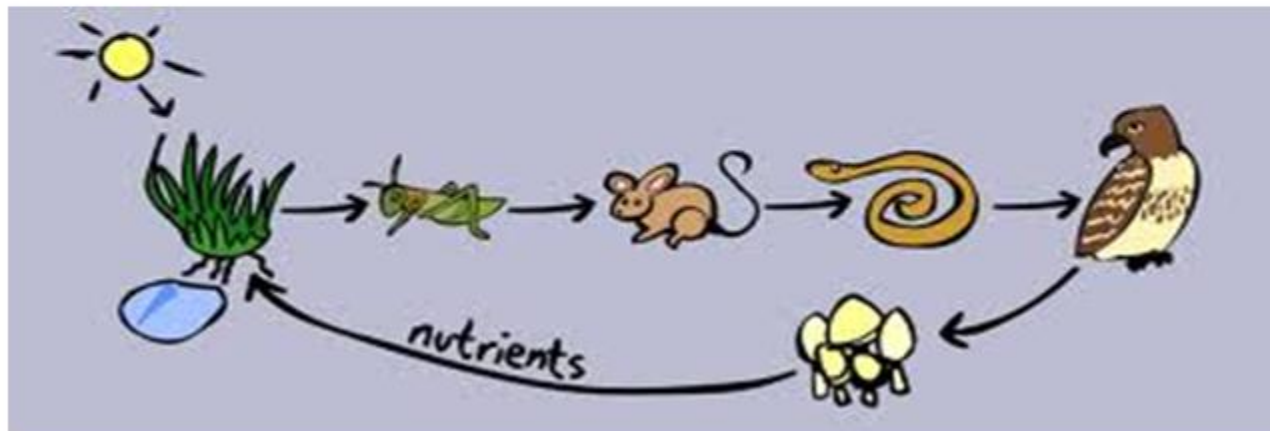
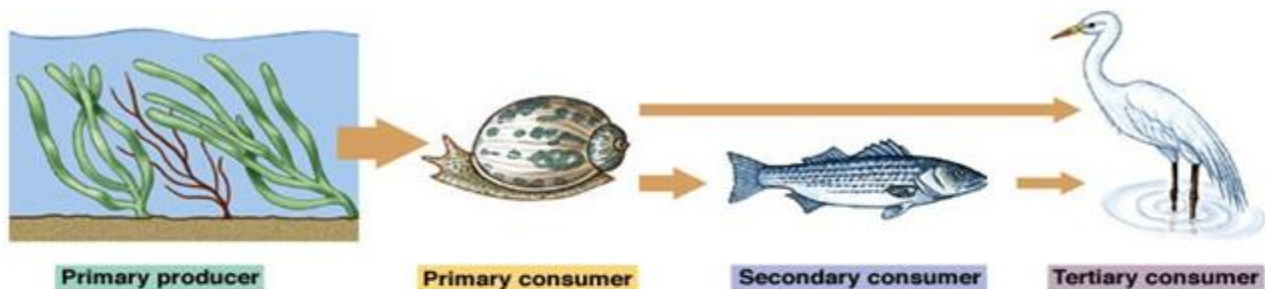
*From the South Carolina State Department of Education's S3 Curriculum, Indicator 3-3.2:
<http://scde.mrooms.org/index.php?page=14496>*

Plant Growing Toward the Light (Phototropism)

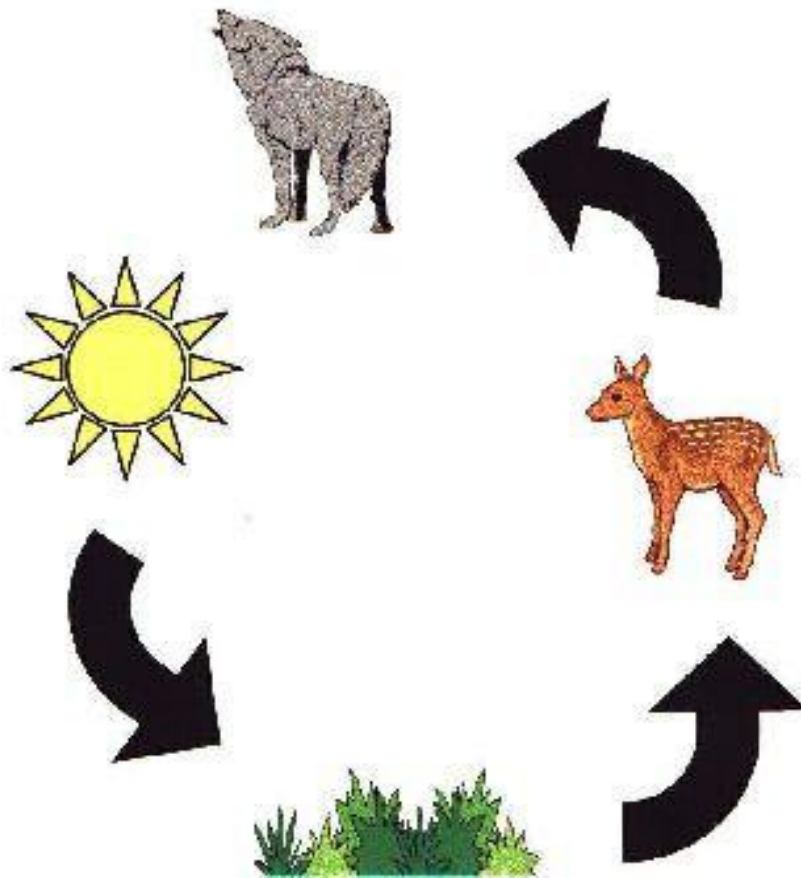
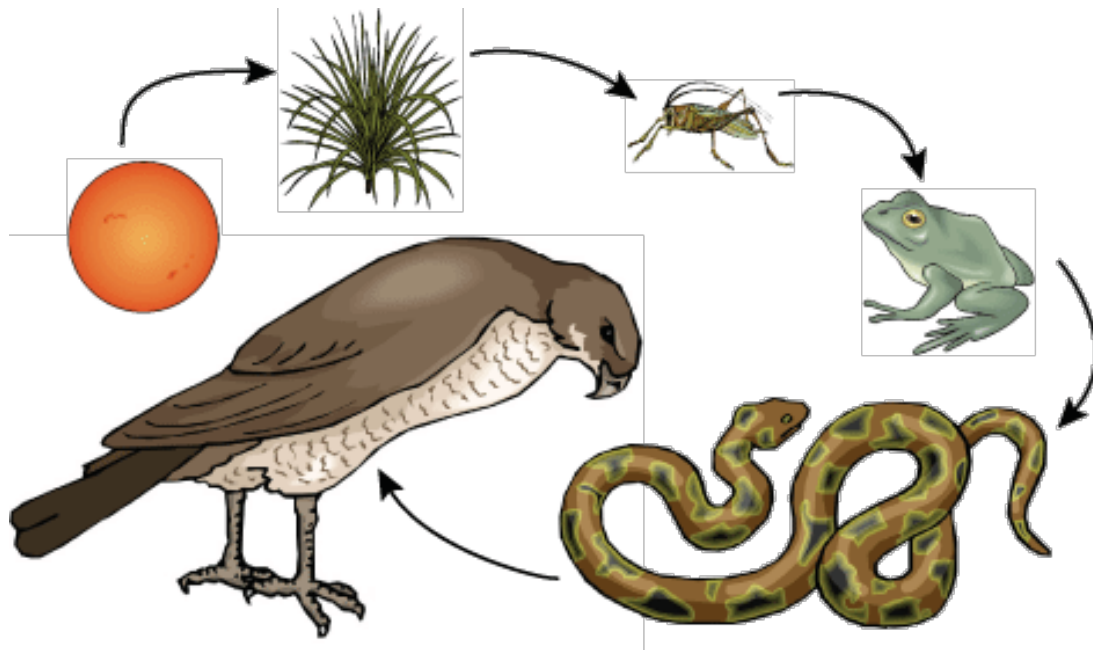


Food Chain Game

Cut food chains apart and give to groups to reassemble!



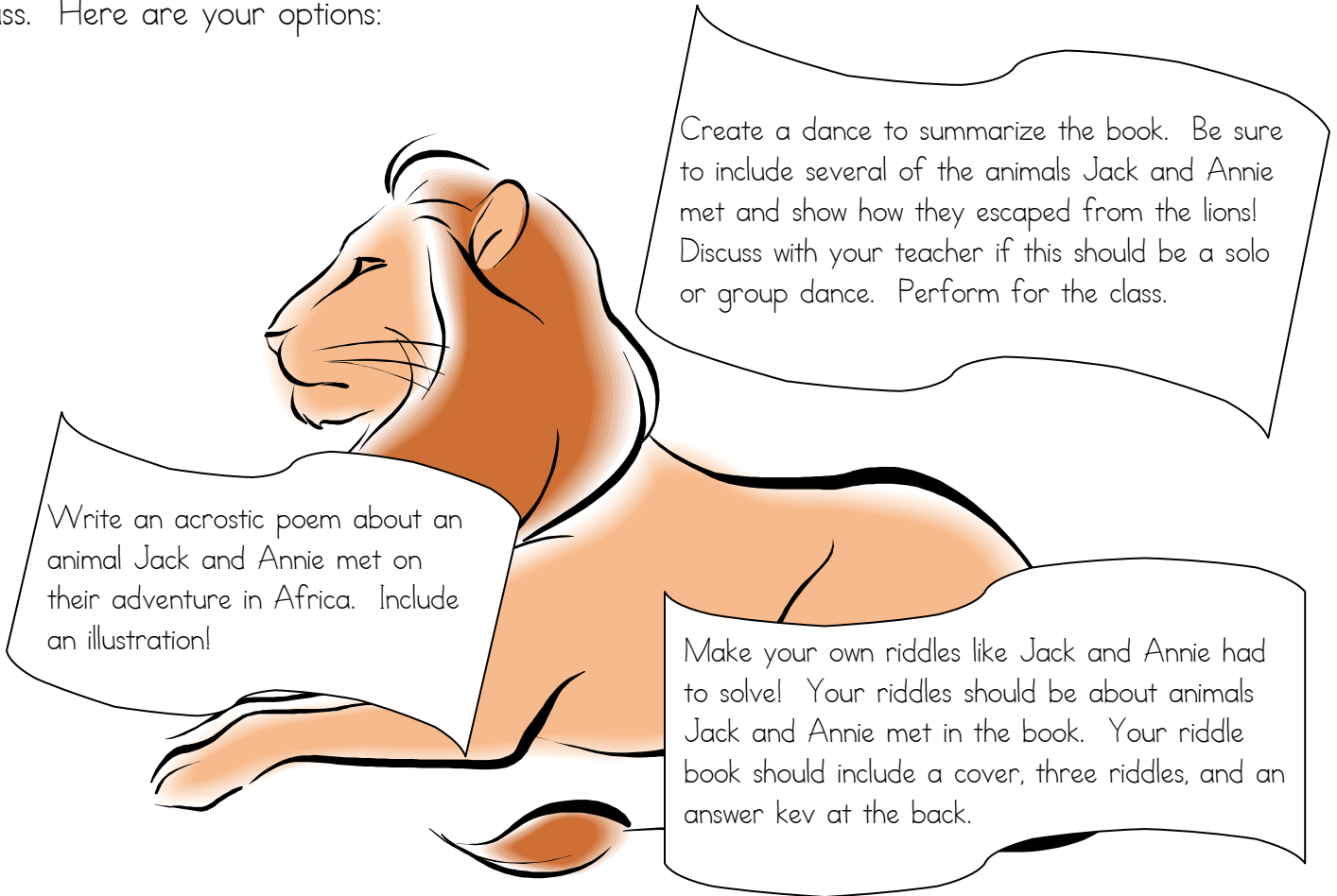
Grass → **Rabbit** → **Fox**



Name: _____ Date: _____

PICK A PROJECT!

Now that you've finished reading *Polar Bears Past Bedtime*, pick a project to share with the class. Here are your options:



Create a dance to summarize the book. Be sure to include several of the animals Jack and Annie met and show how they escaped from the lions! Discuss with your teacher if this should be a solo or group dance. Perform for the class.

Write an acrostic poem about an animal Jack and Annie met on their adventure in Africa. Include an illustration!

Make your own riddles like Jack and Annie had to solve! Your riddles should be about animals Jack and Annie met in the book. Your riddle book should include a cover, three riddles, and an answer key at the back.

RUBRIC:

	3	2	1
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL: ____/12= _____ **COMMENTS:**

Name: _____ **Date:** _____

Safari Research Sheet

1. Name of animal: _____

2. Where it lives: _____

3. Describe the animal: _____

4. Physical adaptations of the animal: _____

5. Special behaviors of the animal: _____

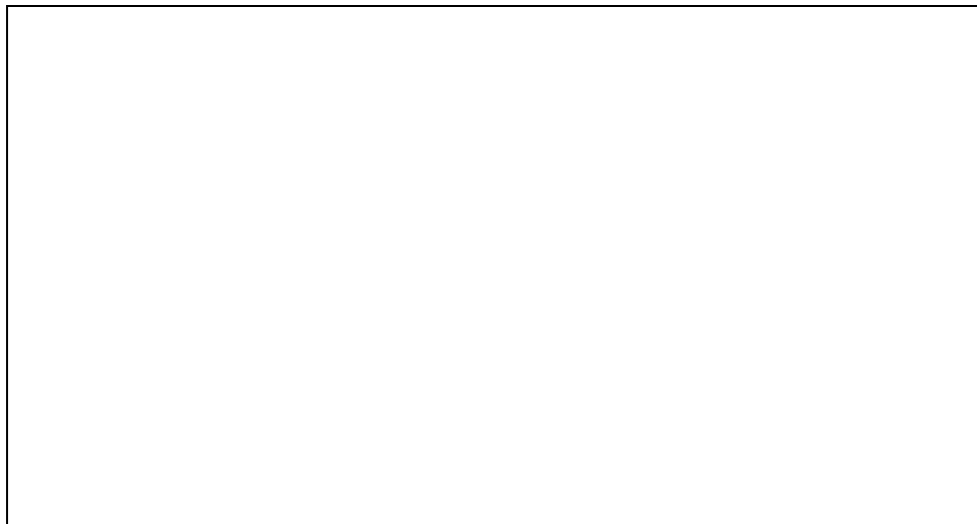
6. Three more facts:

- _____

- _____

- _____

7. Sketch the animal in its habitat.



Safari Rubric

Name: _____ Animal: _____

	3	2	1
Research	Research sheet is fully completed with details.	Research sheet is completed with some details.	Research sheet is incomplete and without details.
Writing Process	Student completes, revises, and edits rough draft.	Student completes rough draft with few edits or revisions.	Student does not complete, revise, or edit rough draft.
Safari Guide Sheet	Final draft is neat. Reflects research and revisions from rough draft. Writing is organized.	Final draft is neat. Reflects some research and some revisions from rough draft. Writing is mostly organized.	Final draft is incomplete and sloppy. It does not reflect research. Writing is disorganized.
Animal Mask	Mask is creative/colorful and includes scientific details.	Mask is creative/colorful and shows basic details.	Mask is not creative/colorful and does not have details.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/15=_____ Comments:			

Safari Rubric

Name: _____ Animal: _____

	3	2	1
Research	Research sheet is fully completed with details.	Research sheet is completed with some details.	Research sheet is incomplete and without details.
Writing Process	Student completes, revises, and edits rough draft.	Student completes rough draft with few edits or revisions.	Student does not complete, revise, or edit rough draft.
Safari Guide Sheet	Final draft is neat. Reflects research and revisions from rough draft. Writing is organized.	Final draft is neat. Reflects some research and some revisions from rough draft. Writing is mostly organized.	Final draft is incomplete and sloppy. It does not reflect research. Writing is disorganized.
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Total: _____/15=_____ Comments:			

Safari Rubric

Name: _____ Animal: _____

	3	2	1
Research	Research sheet is fully completed with details.	Research sheet is completed with some details.	Research sheet is incomplete and without details.
Writing Process	Student completes, revises, and edits rough draft.	Student completes rough draft with few edits or revisions.	Student does not complete, revise, or edit rough draft.
Safari Guide Sheet	Final draft is neat. Reflects research and revisions from rough draft. Writing is organized.	Final draft is neat. Reflects some research and some revisions from rough draft. Writing is mostly organized.	Final draft is incomplete and sloppy. It does not reflect research. Writing is disorganized.
Animal Mask	Mask is creative/colorful and includes scientific details.	Mask is creative/colorful and shows basic details.	Mask is not creative/colorful and does not have details.
Time Management	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
Total: _____/15=_____ Comments:			

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____

Book Title: Lions at Lunchtime

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Lions at Lunchtime

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Lions at Lunchtime

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____

Book Title: Lions at Lunchtime

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: Lions at Lunchtime

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1