PICTURE THIS.

One student dressed as an archaeologist labels Peruvian "artifacts" for a museum-style exhibit about Machu Picchu while another does the same for an exhibit about Pompeii.

Two students ready a laptop to share a presentation on plants of the cloud forest. Two more students set up their tasting tray featuring ingredients that originated in the rain forest; their display includes information on the impact of harvesting these ingredients.

Another student prepares to read a book they have written about why a llama would make a good pet.

One student, carrying a soccer ball, gears up to share the story of Mia Hamm, demonstrate some soccer skills, and talk about how soccer has affected the world.

A small group of students arranges a display of their tip sheets, which were created to inform the public about a variety of natural disasters and how to plan for and survive them.

After weeks of reading, research, and preparation, everyone is ready to share what they've learned at the Magic Tree House Research Adventure Fair!

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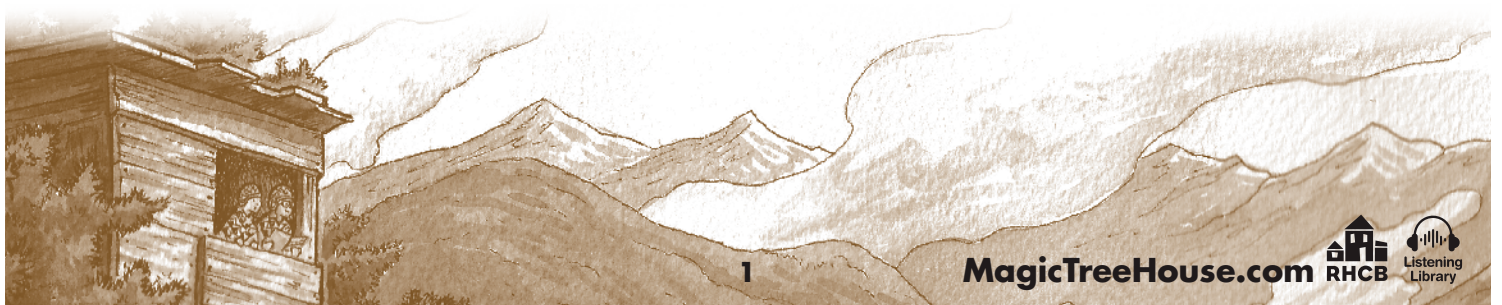
AN ADVENTURE AWAITS!

Your students have questions about the world around them and are eager to explore and seek out answers! **The Magic Tree House Research Adventure Fair** is a unique way to channel kids' curiosity, encourage students to dive into research, and let them get creative when presenting all that they've learned.

To create this student-centered showcase of research endeavors, your students will:

- Read titles in the Magic Tree House series and the corresponding Magic Tree House Fact Trackers.
- Evaluate books and understand the differences between fiction and nonfiction.
  - Choose a topic and pose research questions.
    - Conduct research while learning new skills.
      - Organize, draft, and revise their research and ideas.

- Present and celebrate what they've learned at your **Magic Tree House Research Adventure Fair!**

In this guide, you'll find lessons and activities for launching students on research adventures, including options to help you differentiate instruction for your students and to support them in a virtual learning environment. You'll also find tips to help you plan and coordinate an exciting and fun Research Adventure Fair, while involving your whole school and engaging the community.

Late Lunch with Llamas and the nonfiction companion *Llamas and the Andes* are used in this guide to show you how to launch your students on a Magic Tree House Research Adventure. Feel free to use other favorite Magic Tree House titles, or let each student choose their own research adventure!

The components of the Magic Tree House Research Adventure Fair correlate with Common Core State Standards for Reading, Writing, and Speaking and Listening.

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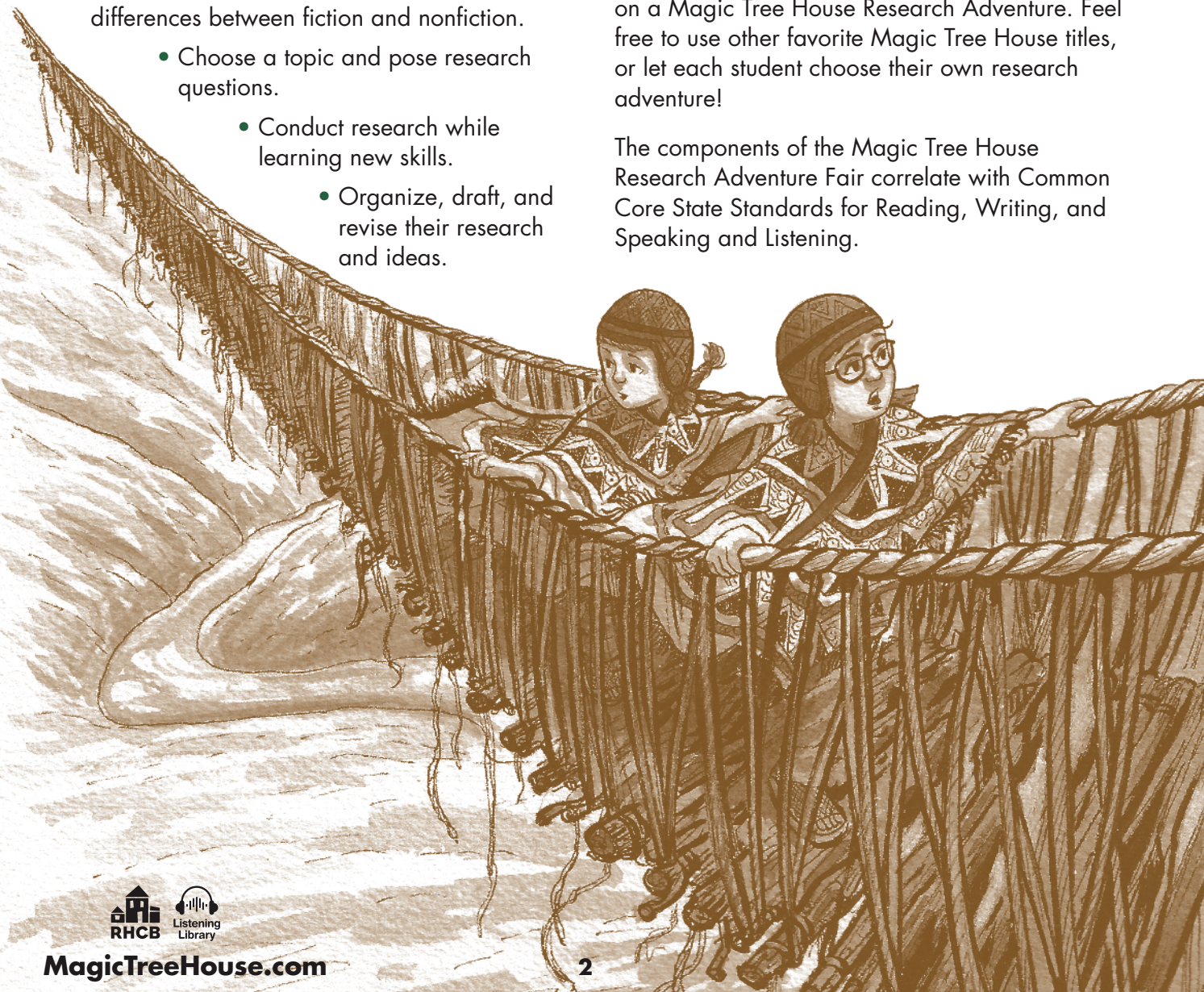
PREPARATION

Your Magic Tree House Research Adventure Fair can be a significant cross-curricular event for your entire school, grade, or classroom. To bring the fair to your students:

- **Talk with your principal** and other colleagues about how best to institute the fair. Think about when it should take place and set a date, since you can host it at any point in the year.

- **Think about** platforms you could use for a virtual fair. Consider hosting a series of live presentations or uploading presentations to a shared folder.

- **Talk with your librarian.** When helping students go on a research adventure, the support and participation of your school or public librarian is vital.

- **Decide on presentation format options** for students. See format ideas on page 5.

- **Coordinate with and engage parents.** Let parents know that you are eager to work with them to ensure the success of the Research Adventure Fair for all students. Encourage them to volunteer to help adventurers with research. You'll also want to be sure that parents are well informed about what's involved, from students doing their own research (and using online sources) to presenting their work at the fair.

- **Engage your community.** Enlist the help of others who've taken their own research adventures—educators and students from your local college or university, local experts, hobbyists and enthusiasts, journalists, scientists, historians, and others. They can serve as mentors to your adventurers, organize additional demonstrations at the fair, and help promote the fair and the efforts of your students.

- **Let the world know** about your plans to hold a Magic Tree House Research Adventure Fair. Send information home to families, invite special guests and local media, and promote the fair within your school community.

- **Create a digital home** for everything related to your Magic Tree House Research Adventure Fair. Find a place in your Learning Management System (LMS) or create a webpage where all the details and resources students need for their research adventure can be kept.

GETTING STARTED

Fact or Fiction?

When reading titles in the Magic Tree House series and the Magic Tree House Fact Trackers, you'll want to be sure to:

- Discuss how facts fit into a fictional story.

- Point out some of the features found in nonfiction texts, and talk about how they help readers find information. (See Navigating Nonfiction below.)

- Examine the similarities and differences between nonfiction and fiction. (As a class, you may want to complete a Venn diagram with student observations. Please see the Venn diagram template on page 16.)

During and after reading a Magic Tree House book, notice what students are interested in and what they wonder about. Guide them to the accompanying Fact Tracker, and record any questions students might like to explore.

Tell students that given all the interesting questions they have, you think they are ready to go on a research adventure and take part in the Magic Tree House Research Adventure Fair! Explain that they will research questions they want answers to and share what they've learned in a presentation for everyone—students, teachers, parents, community members—who attends the fair. See page 11 to find out how to share about your experience with Magic Tree House Research Adventures and receive a video from Mary Pope Osborne!

Modifications and extensions:

- For students who need support generating questions, offer basic questions listed on page 7 to start their research journey.

- Take a book club approach and give small groups additional opportunities for authentic conversations about Magic Tree House titles without assigned discussion roles.

Be sure to share your list of options for presentation formats with students as they start their research adventures!

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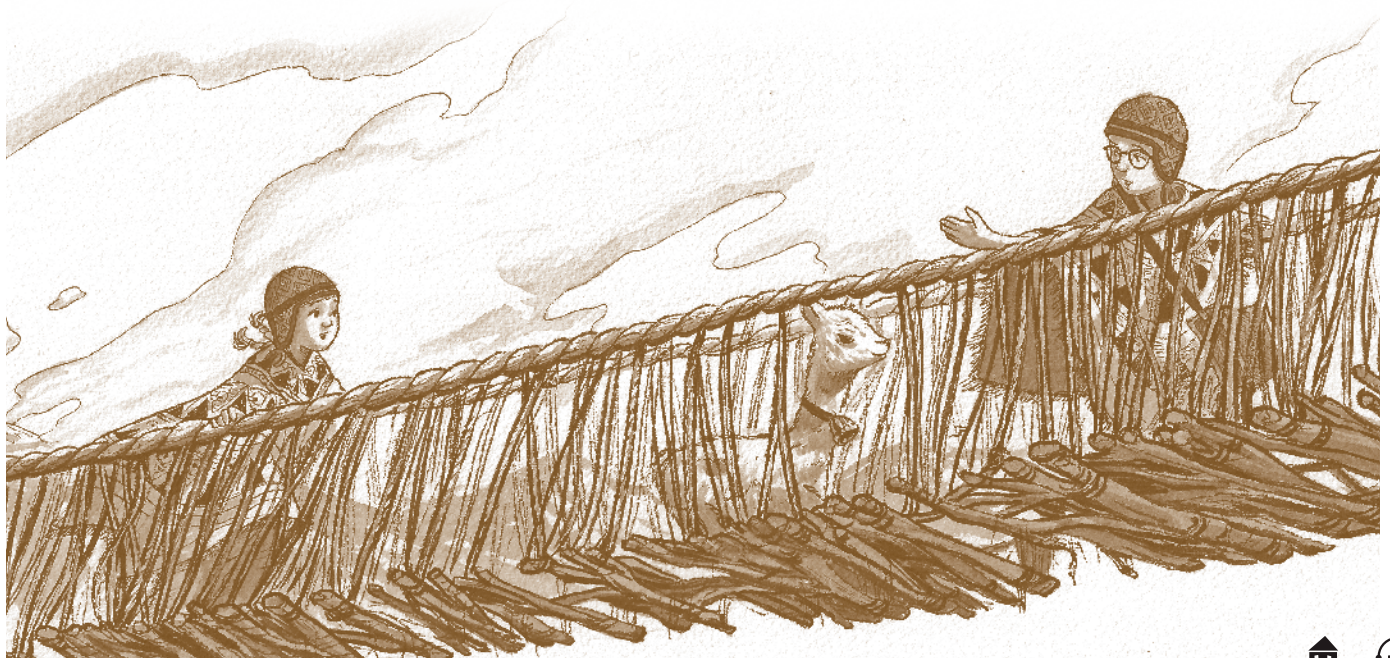
STUDENT PRESENTATION FORMATS
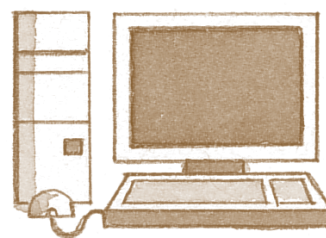
You may want to limit the types of student presentations to suit the time or digital tools available. All the options below require that students talk about what they've learned in front of others, though some formats offer opportunities to practice oral presentation skills in smaller, less overwhelming ways. In any case, students will need guidance in the form of a rubric or template to create presentations. These could include:

Media-rich options:

- **Media-rich report**—a written report that incorporates images, video, and/or audio

- **Ebook**—students create their own books in a PDF format

- **Slideshow**—using Google Slides or PowerPoint, slideshows can also be used to create a variety of interactive game-show style games.

- **Video**—using platforms like DoodleLens or VidMaker, animations will come to life.

- **Interactive timeline**—using an online timeline creator

- **Game**—sandbox-style games such as Minecraft let kids create anything they can imagine to share ideas.

Print-based displays:

- Report
- Timeline
- Brochure
- Model
- Display board
- Book
- Tip sheet
- Diorama
- Map
- Pamphlet
- Museum exhibit
- Collection

Oral presentations and demonstrations:

- **Living history**—students incorporate artifacts and costumes into a presentation that gives their audience a sense of stepping back in time.

- **TED-style talk**—delivered without notes and accompanied by slides and/or props

- **Skit**—short performance to enlighten and inform

- **Interview**—students transform into reporters and significant figures to introduce the audience to biographical, scientific, historical, or other information.

- **Demonstration**—show how something is done or how it works

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NAVIGATING NONFICTION

Knowing your way around a nonfiction text not only helps you find the information you want, it might save your life! What if Jack didn't know how to use the **index** to find "snakes" in their *Travel Guide: The Andes Mountains of Peru*? Because he was able to turn to the right page quickly, he and Annie learned to identify—and look out for—the highly venomous pit viper.

Nonfiction text features:

Reproducible Resource

- The **contents** page explains how the book is organized.

- **Subtitles** are headings that explain what the next section is about.

- Special types of print like **bold** and *italics* help readers know that the word or words are important.

- **Sidebars** give interesting facts or more information.

- **Illustrations** and **photographs** show readers what something looks like. Some photographs might be **close-ups** so readers can see something in more detail.

- **Maps** show where something is located.

- **Diagrams** are drawings that show or explain something.

- **Captions** help readers understand what they are looking at in a picture or photograph.

- **Labels** help readers know what something is in a picture, photograph, map, or chart.

- The **index** helps readers find specific information by listing main topics and corresponding page numbers at the back of the book.

- A **bibliography** lists the sources the author used to find the information to write their book. Readers can used this to find other books on the same topic.
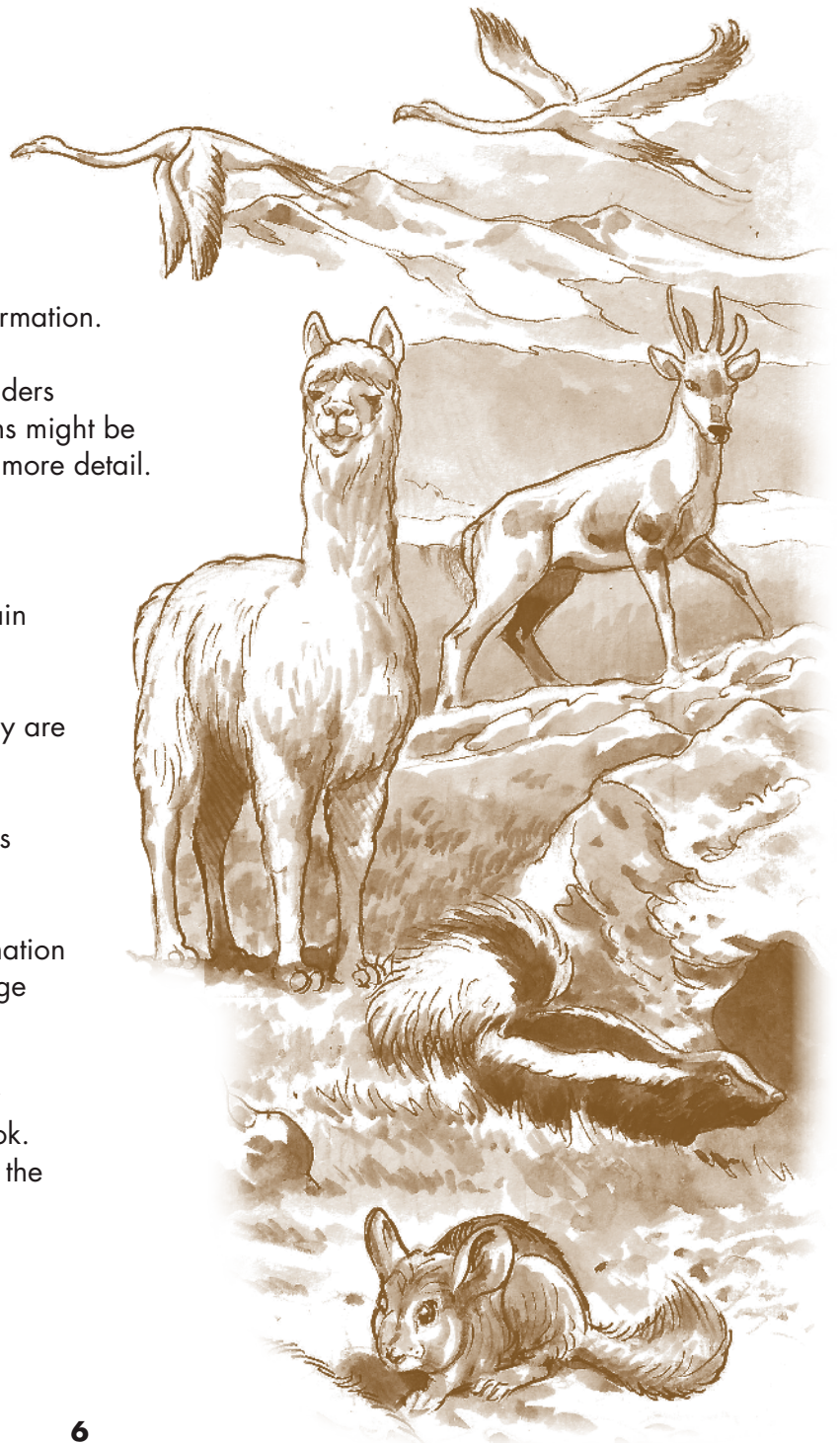
POSING QUESTIONS AND CHOOSING TOPICS

When students are able to choose their own topics, they are often much more invested in a project. But for some students, this can be overwhelming. If necessary, choose a broad theme (like "Animals of the Andes") from which students can narrow their topics, or work with students one-on-one to help them choose a topic.

Students must have individual research questions that define the scope of their research adventure. Encourage them to follow their curiosity and to think of meaningful "why" and "how" questions to help them in their research.

Give examples to help students understand that the way a question is asked can lead you in different directions and yield different results. Help them frame questions. Remind them that their research adventure isn't about being right or wrong—it's about discovery and building knowledge.

Try these strategies for generating questions with students:

- **Ten in Ten.** Give students ten minutes to come up with ten questions about their topic. Have a discussion and decide which of those questions are the best ones to research.

- **Basic Questions.** Give some question starters to help students build open-ended questions that require investigation and research, such as:

    - How does _____ work?
    - How did/does _____ affect _____?
    - What makes _____ important?
    - How can you use _____ to _____?
    - Why did/does _____?

- **Question Formulation Technique.** The [Question Formulation Technique](#) (QFT), created by the Right Question Institute, helps students—and adults—create, work with, and use their questions.

Modifications and extensions:

- For students who need extra support, narrow themes further and make this a group project. For example, if a class theme is "Animals of the Andes," have students brainstorm a list of animals in which they have a serious interest. Have students draw or write about one animal they choose from the list. Collect this work and graph the votes to determine which animal the class (or small group of students) will investigate together.

- Offer students topics that span subject areas, such as "How do living things in the Andes Mountains depend on each other?"

- Choose to guide student thinking by uncovering a problem for them to solve, such as "Our library does not include materials that adequately reflect the diversity of Peruvian wildlife." Encourage them to make illustrated books, magazines, and other multimedia for the library.

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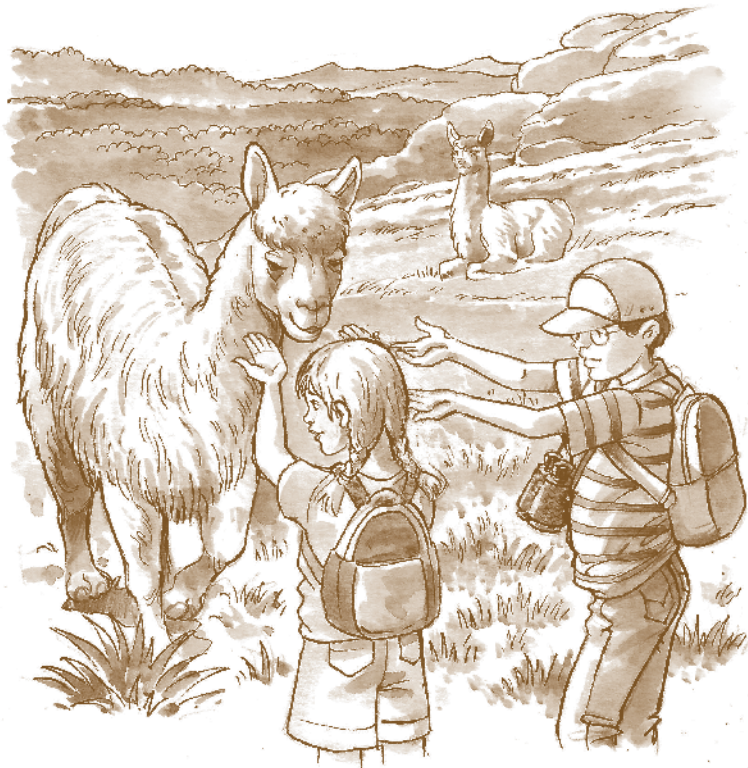
READ AND RESEARCH

Let students follow their curiosity!

Explain to students that doing good research is about using more than one resource.

Provide strong resources and guide students to them.

- Toward the end of each Magic Tree House Fact Tracker, there's a section called "Doing More Research." There, students will find recommendations for nonfiction books, zoos and museums, video, and websites. Students should be made aware that some online resources may no longer be available.

- Gather books and other resources that you and your students might find helpful.

- Ask your school or local librarian for support in gathering resources.

- Preselect additional online resources. Your school should have safe-site options through subscription-based databases and encyclopedias.

- For students who are more practiced in online search, direct them to filtered search engines, like Kiddle, Safe Search Kids, or other search engines recommended by your school's instructional technology team.

Reading Online

Students are learning that they can read fiction and nonfiction differently, understanding that they can use nonfiction features such as the contents page, headings, or index to find relevant information, rather than reading the entire book as they would with fiction.

Be sure to talk with students about how they approach resources on the internet. Examine the similarities and differences between **reading** something **online** and something in a **book**. (As a class, you may want to complete a Venn diagram with student observations.)

You'll also want to talk about and have students practice evaluating print, video, and online content. The WWWDOT Framework (Zhang, S., and Duke, N.) focuses on these questions for students to use when evaluating online content:

Who wrote it, and what credentials do they have?

Why was it written?

When was it written or updated?

Does it meet my needs?

Organization of site

To-do list for the future

Modifications and extensions:

Chat one-on-one with students who need to practice online searches, and model the steps to find an answer to a question. Think out loud to create a search, "What am I looking for? How do I talk about what I'm looking for? How would someone else talk about this?" When looking at results, ask, "How do I choose which website to go to? Is this a site I've heard of before? I'm going to look over the first page of results to see what best meets my needs before I click anything." After completing your search, guide the student through a new search.
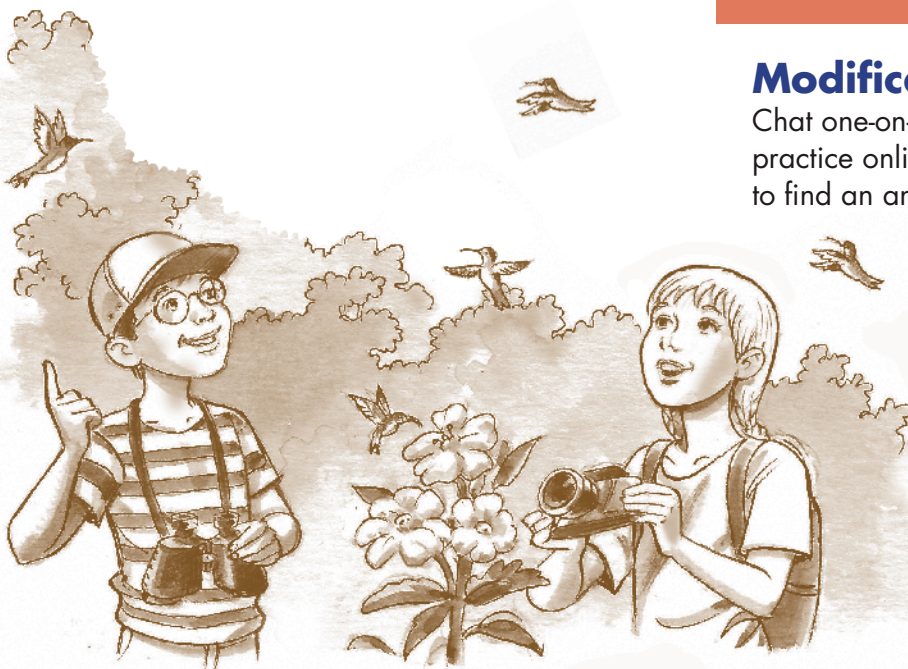
Engage the Community

Ask your librarian to guide your students on their research adventure and offer them help with:

- finding print books and ebooks
- finding resources online (online databases)
- internet safety
- deciding which keywords to use when researching
- evaluating sources
- citing sources
- where to find and how to appropriately use photos, music, and more in their presentations

Consider also reaching out to:

- Local experts or enthusiasts with knowledge of student topics. Invite them to be guest speakers or potential interviewees.
- Researchers, zookeepers, archaeologists, historians, explorers, and others who could make a virtual visit to your students or answer emailed questions.
- Your instructional technology coordinator for technical support for virtual visits and to provide internet safety resources and ideas and resources for virtual student presentations.
- Parents who can help students find sources, interpret texts, and listen to student discoveries.

TAKING NOTES

With questions and sources in hand, student research turns to reading and exploring their topics. Model note-taking for your students. Ask them to:

- Review the questions you have about your topic.
- Decide what information the Magic Tree House Research Adventure Fair audience will need to understand about your topic and learn from your presentation.
- Browse the resources you've gathered about your topic.
- Read (or listen or watch), and pause when something seems interesting or important.
- Write down what you learned in your own words. Notes don't have to be in complete sentences.
- Some of your original questions might not be as interesting or challenging as you thought. You don't have to research them.
- Notes do not necessarily need to be all facts. React to the information you read and include new thoughts and questions in your notes.
- Sometimes you might not be able to find the information you are looking for in the sources that you have. Leave those questions for later or seek out another source.

- Point out that you can take notes about pictures, illustrations, videos, and from real people, too!
- Write down where your notes come from. Research adventurers who include sources are able to easily share them with others who'd like to learn more.

As students learn to take notes, emphasis should be on the information and ideas, not the format used. Model these approaches for taking notes and organizing research to help students choose the method that works best for them. See pages 15 and 16 for reproducible note-taking templates.

- **Quarter square notes.** Have students fold a piece of paper into quarter squares. In each square, have them write one of the meaningful questions they have about their topic. To organize their notes, have them cut the quarters apart so they can order information as they like and see what they think is missing, and use the organized notes in drafting their presentation.
- **Sticky notes.** Similar to quarter square notes, sticky notes have the advantage of being sticky and easy to order and then rearrange as needed. Students can write their questions on separate sheets of paper and attach sticky notes to the appropriate sheets.

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- **Notebook.** Like Jack, students can keep a notebook of observations, brainstorming, questions, vocabulary, research notes, data, interview notes, ideas for their presentation, works cited, and their reflections on the project.

- **Research buddies.** Just as Jack shares with Annie what he discovers when he reads, so can students! Assign students research buddies to ask for help, ask a question, or share something really cool!

Encourage students to regularly assess and reflect on their processes to decide what is working well and what needs further care.

Modifications and extensions:

- Some students may benefit from templates or printed graphic organizers to help guide them.

- For students who have trouble keeping track of paper, consider a note-taking app for a tablet, taking notes using a computer, or uploading written notes to a computer file.

- Some students may benefit from taking handwritten notes and then typing them into a digital file that they can then easily search and reorganize.

DRAFTING AND REVISING

- Show students how to transfer research notes into complete sentences they can use in their presentations.

- Ask students to consider what additional questions their audience might ask.

- Ask students to revise their drafts as necessary by doing additional research or revising their research notes.

CREATING A PRESENTATION

- Students should have a say in their presentation format.

- Allow flexibility; students may realize that the format they had in mind won't work with their research.

- Give plenty of class time for students to work on and practice delivering presentations.

- Ask students to include what they learned about conducting research in their final presentation.

CELEBRATING AT THE MAGIC TREE HOUSE RESEARCH ADVENTURE FAIR

There's so much to celebrate! Help recognize your students' achievements by:

- Encouraging visitors to the fair to comment on projects by leaving notes for students on the comment card (see reproducible on page 18).

- Recording student presentations and taking photos.

The fair is all about learning and sharing! Consider including activities like these at your fair:

Research Adventure Wonder Wall. Student presentations are sure to spark curiosity in fair attendees. Create a page or shared document that encourages attendees to write down things they are now wondering about. Alternatively, your Wonder Wall can ask attendees to answer questions, such as "How can curiosity make the world a better place?" or "Why is it good to ask questions and research the answers?"

Reading Corner. Create a page where where families can browse and share favorite Magic Tree House titles.

After the fair, share how it went! Send photos of student work and comments to **slmarketing@prh.com**. Get guardian's permission, and share about your school's fair using the hashtag **#MTHResearchAdventures.** With teacher and guardian permission, we might even feature your fair on our social media channels!

All educators who engage with the program and email us about it will receive a recorded video from Mary Pope Osborne to share with their classes!*

*Offer valid between January 1, 2021, and June 30, 2021. Email photos of your Magic Tree House Adventure Fair, your name, grade taught, and school name, along with the subject "Magic Tree House Research Adventures" to slmarketing@prh.com to participate in this bonus offering. Must be 18 years of age or older at the time of entry. Void where prohibited or restricted by law. Incomplete messages will not be eligible. Multiple entries from the same email address will be automatically disqualified. US residents only. When submitting a photograph, you must have permission from the photographer (or be the photographer yourself) and have permission from any persons who appear in the photo before submitting it. Please allow one week for a recorded video from Mary Pope Osborne to be sent by email.

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EVERYTHING YOU NEED TO PREPARE FOR THE FAIR

On the following pages you will find:

- A student-facing project overview **13**

- A reproducible research outline for students **14**

- A reproducible Venn diagram template for students **15**

- A reproducible Quarter Square Notes template for students **16**

- A reproducible flyer to announce your fair in the community. Just fill in your class's name! **17**

- A reproducible comment card for fair visitors who want to leave feedback **18**

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RESEARCH ADVENTURE

Dear Adventurer,

You have been given a mission: to go on a Magic Tree House Research Adventure. A research adventure is for only the most curious students. Since you ask great questions already, you are perfect for this mission.

You will adventure through books, articles, and videos to learn *more* about something in a Magic Tree House book that really makes you wonder.

You *must* bring back as much knowledge as you can! You will share what you've discovered on your journey with your school and community.

There are many ways that adventurers can share knowledge, and because of their experiences, adventurers are good storytellers. You can tell the story of what you've learned by writing a book or pamphlet, cooking a meal, creating a how-to guide, dressing up as a historical figure, or through another creative presentation.
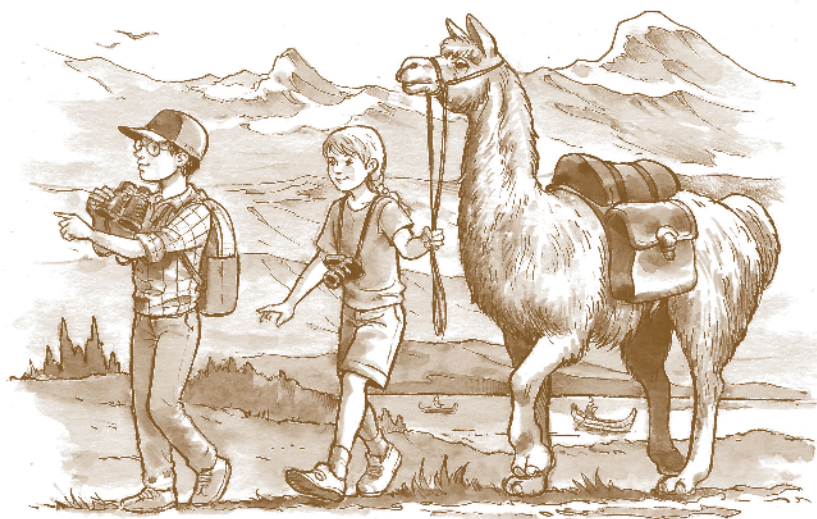
This mission has four big tasks:

Task 1: Read a Magic Tree House Book. *What in the book makes you wonder as you read?*

Task 2: Create a research topic and research questions. *What do you want to learn more about?*

Task 3: Research using Magic Tree House Fact Trackers and resources your teacher suggests. *Where can I look for answers? How do I record what I've learned?*

Task 4: Share what you've learned with your school and community in a fun and creative presentation. *How do I teach others what I've learned?*

Your mission must be complete by _____, when your school hosts its Magic Tree House Research Adventure Fair.

Remember, your teacher is here to help you if you get stuck, and the answers are out there, just waiting to be found!

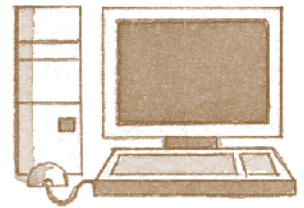Good luck on your mission, Adventurer!

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Rachael Walker (belleofthebook.com) created these resources. She consults on a wide variety of educational programs and multimedia projects, and develops educational materials and reading resources for children, parents, and teachers.

BEFORE I BEGIN RESEARCH

My research topic is . . .

_____

_____

What questions do I have about my topic?

_____

_____

_____

_____

_____

_____

_____

What resources will I use to find answers?
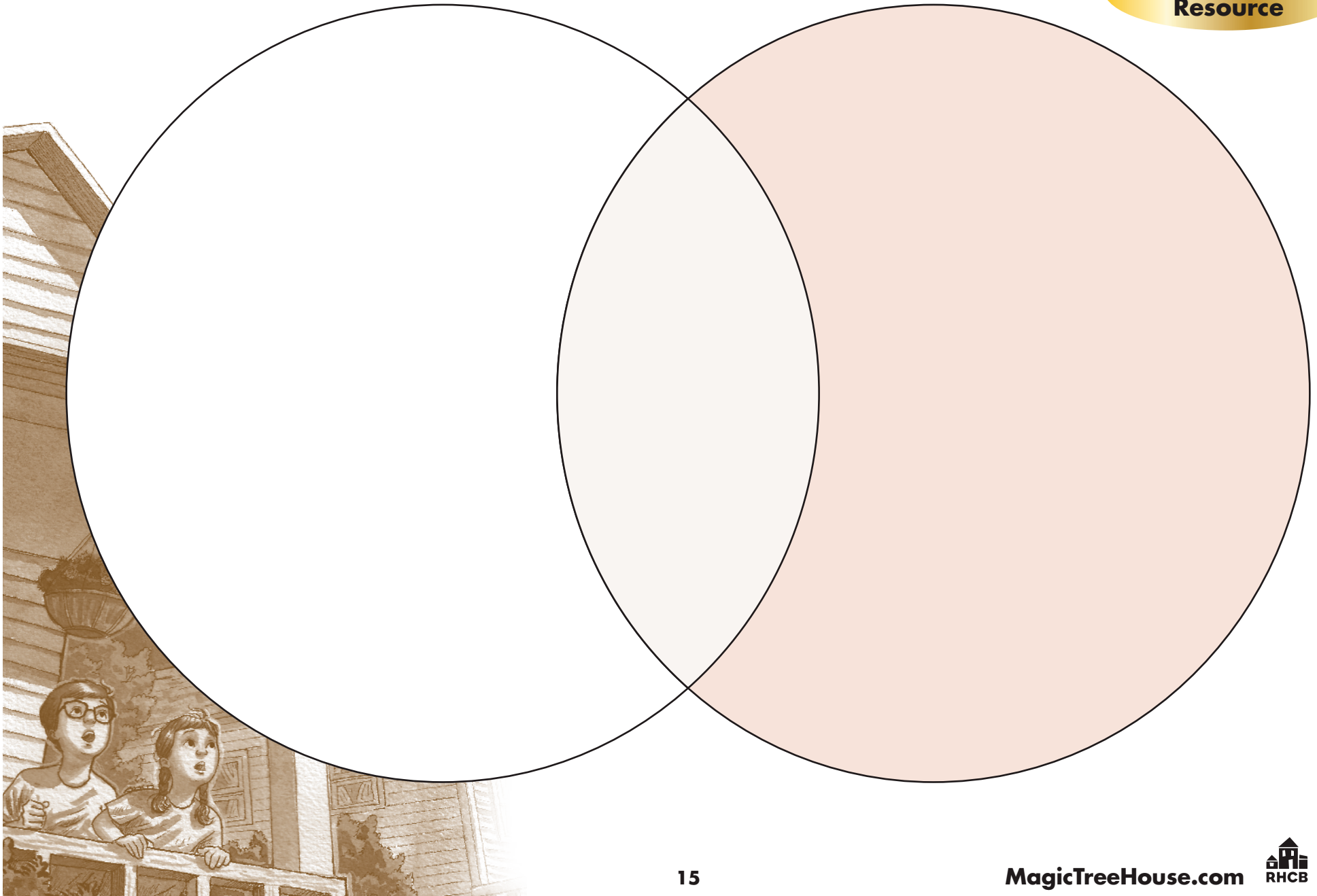
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VENN DIAGRAM

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QUARTER SQUARE NOTES TEMPLATE

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WISH US LUCK!

We, _____ ,

are going on a
Magic Tree House Research Adventure!

You can support us by:

- Asking us questions about what we are reading and researching

- Reading the Magic Tree House series and their Fact Trackers alongside us

- Promoting our Magic Tree House Research Fair

- Joining us to celebrate all that we have learned!

Learn from us at the
Magic Tree House Research Fair!

When:

_____

Platform:

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Share your feedback for a
Magic Tree House research adventurer!

Comment for _____ :

_____

_____

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- -

Share your feedback for a
Magic Tree House research adventurer!

Comment for _____ :

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