



# Maggie's Activity Pack

Name \_\_\_\_\_

Date \_\_\_\_\_

## Is it A Guanaco Or Llama?

Is it a guanaco or a llama? Many people have not heard of a guanaco. That's because they think of it as a llama. But they are different. People use llamas to do work for them. Guanacos are wild animals.

Look at the Venn Diagram on the next page. Use the facts to write a compare and contrast paragraph. Tell how llamas and guanacos are alike (compare). Tell how they are different (contrast). First think about your opening and closing sentences.

My opening sentence is \_\_\_\_\_

\_\_\_\_\_

My closing sentence is \_\_\_\_\_

\_\_\_\_\_

My paragraph -

**Guanaco**

**Llama**

Roam in wild

Live in South America

48" tall at shoulder

Weigh about 260 pounds

Coat is brown to reddish brown

600,000 left in wild of South America

Are calm

Long neck and legs

Thick woolly coat that can be sheared for wool

Long eyelashes to keep out dirt

2 toenails – feet help walk along trails

Run 40 miles per hour

Good swimmers

Herbivores – constant chewing – get water from chewing plants

Communicate by moving ears and tail. Can shriek or hum. Will spit.

Work for people – carry packs

Live all over world

47" tall at shoulder

Weigh between 250 – 400 pounds

Coat is varied color: black, peach, white, brown

Millions of llamas in the world

Dear Colleague,

The impetus for this WAP comes from some of our favorite books, the wonderful Llama, Llama series by Anna Dewdney. These are some of my favorite books for developing a sense of rhyme. I love to advise elementary teachers to forget what their high school English teachers told them and use poetry that has a rhyme and steady beat. This is the kind of language our children need to hear. In days gone by, Mother Goose was popularly read to children. We don't seem to do this anymore (for a variety of reasons) but we need to find child-friendly poetic rhymes to fill this gap. The Llama, Llama books do this beautifully. Research constantly shows that understanding rhyme, especially for young readers, is a big predictor of eventual reading success. We, at Maggie's Earth Adventures, highly recommend Dewdney's books.

For teachers of older elementary children, why not have your students practice reading these popular books and send them to the kindergarten or first grade as guest readers? This is a perfect way to invite and encourage children to practice the many aspects of fluency, especially proper expression and phrasing.

Again, we've looked at your Common Core and state testing needs as we've developed this activity. Foregoing our usual format, we have shared the content about llamas and guanacos on the second page of the WAP and asked your children to study the facts in the Venn Diagram to use in writing a compare/contrast paragraph on the first page. Designed to be self-explanatory, your young writers should be able to complete this activity with little guidance from you.

If you are collecting at-home activities for the summer break, this would be a good inclusion for such a student packet. Encourage your students to imagine themselves explaining the difference between the animals to a younger child. Use maps and photos to enhance the explanation. This would be a helpful unit for children to expand at home. I can envision children writing math problems, drawing maps, and/or labeling a diagram of a llama or guanaco. You can make this a fantastic interdisciplinary summer project.

Happy teaching,  
Dr. Kathy

Answers will vary. Encourage children to go back and check their introductory and concluding sentences after they write their paragraph to be sure they have adequately described the body of their written work.

**Goals:**

Students will study a Venn Diagram outlining the similarities and differences between guanacos and llamas. They follow a guided process to write introductory and concluding sentences along with the body of a compare and contrast paragraph based on these facts. The Dear Colleague letter provides guidance on summer activities as well as information about a book series that can be used to improve fluency. This activity is available on the primary and intermediate levels and correlates with the IRA/NCTE Standard, "Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes." It also is aligned with the English/Language Arts Common Core Standard: Production and Distribution of Writing.