

ENGLISH

ADVENTURE STORIES: TALES FROM THE EDGES OF THE WORLD



GRADE 1 UNIT 10 | TEACHER GUIDE

EDITION 1

Grade 1

Unit 10

Adventure Stories: Tales from the Edges of the World

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

ADVENTURE STORIES: TALES FROM THE EDGES OF THE WORLD

This introduction includes the necessary background information to be used in teaching the *Adventure Stories: Tales from the Edges of the World* unit. The Teacher Guide for *Adventure Stories: Tales from the Edges of the World* contains thirteen daily lessons in the order presented in this Teacher Guide. You should spend no more than thirteen days total on this unit.

UNIT COMPONENTS

Along with this Teacher Guide, you will need the:

- Image Cards for *Adventure Stories: Tales from the Edges of the World*
- Activity Book for *Adventure Stories: Tales from the Edges of the World*
- *Tomas and the Galápagos Adventure* by Carolyn Lunn
- *Mae Among the Stars* by Roda Ahmed
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating
- *Manfish* by Jennifer Berne
- *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* by Deborah Hopkinson
- *The Top of the World: Climbing Mount Everest* by Steve Jenkins
- Digital Components for *Adventure Stories: Tales from the Edges of the World*
- All unit components' materials can be found in the digital version provided with the program's online materials.

WHY ADVENTURE STORIES ARE IMPORTANT

This unit will introduce students to adventure stories set around the world and challenge students to dig into the adventures through research. By listening to the Read-Alouds and trade books, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about perseverance and teamwork, and become familiar with gathering information for research. Students will study the careers of real-world explorers like Dr. Eugenie Clark, marvel at the inventions of Jacques Cousteau, think critically about how teamwork and collaboration can make greater adventures possible, learn about the science and technology that enable adventures, and research some of the ways humans have confronted challenges at the edges of the world, from the oceans below to space above.

Each lesson in the unit builds students' research skills as they ask questions, gather information, and write a paragraph about their findings. Students will share what they have learned about adventures in an Adventure Gallery Walk. By taking on the persona of one of the adventurers they meet in the Read-Alouds and trade books, students will deliver their final paragraphs as if they are a "speaking portrait" of that person. Students are invited to dress up as that adventurer if they desire.

Teachers can set aside time outside of the instructional block to create the picture frames students will hold as they present to the Adventure Gallery Walk guests. Frames can be made from shirt boxes, cardboard, construction paper, or any art supplies that are on hand. This might be an opportunity to collaborate with the school's art department if resources are available. Another option is to ask students to make their frames at home with their caregivers.

On the day of the Adventure Gallery Walk, students will be the hosts and take on specific jobs, such as welcoming the guests, describing their work throughout the unit, and pointing out the areas of study on the unit bulletin board. You can find a complete list of student jobs in Lesson 13.

The adventure stories that students will be reading and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies and science subject areas. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, and Science, Technology, and Society from the Social Studies TEKS, as well as Scientific and Engineering Practices and Recurring Themes and Concepts from the Science TEKS. This content is not a replacement for grade level social studies or science instruction.

WHAT STUDENTS HAVE ALREADY LEARNED

The following units, and the specific core content that was targeted in those units, are particularly relevant to the Read-Alouds and trade books students will hear in *Adventure Stories: Tales from the*

Edges of the World. This background knowledge will greatly enhance your students' understanding of the Read-Alouds and trade books they are about to enjoy:

- **Nursery Rhymes and Fables (Kindergarten)**
- **Fairy Tales and Folktales (Kindergarten)**

CORE VOCABULARY FOR ADVENTURE STORIES: TALES FROM THE EDGES OF THE WORLD

The following list contains all of the core vocabulary words in *Adventure Stories: Tales from the Edges of the World* in the forms in which they appear in the Read-Alouds and trade books or, in some instances, in the “Introducing the Read-Aloud” and “Application” sections of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 adventure challenge persist research	Lesson 6 mindless plunge reputation sanctuary zoologist	Lesson 9 adapt avalanche down glacier Sherpa
Lesson 2 canter extinguish langoustines plaza trot	Lesson 7 Aqua-Lung blueprint fascinated model waterproof	Lesson 10 altitude daunting summit uncharted vision
Lesson 4 crystal ball daydreamer encourage profession	Lesson 8 grueling Inuit navigate resourceful valuable	

FOUNDATIONAL ORAL LANGUAGE

The Think-Pair-Share and Turn and Talk prompts throughout the unit provide opportunities to teach and reinforce how to communicate by using conventions of language, speaking when recognized, and making appropriate contributions to discussion.

- You can also reinforce these ideas by modeling using an appropriate pace, recognizing students' individual contributions to group discussions, and pointing out conventions of language.
- Explain to students that when working in whole/small groups, group members share responsibility for the work they do together. To work effectively and respectfully, everyone should recognize the contributions made by each group member. For example, as group members discuss a text, each group member can share thoughts and reactions. If preparing to return to a whole-group discussion, group members can summarize the group's ideas by including contributions from everyone in the group.
- Consider using a discussion checklist that tracks student participation, as well as introducing discussion techniques that enhance participation.



TEKS 1.1.C; TEKS 1.1.D

WRITING

In this unit, students will explore the genre of research writing. Through graphic organizers, each lesson will build students' understanding of the research process, including brainstorming, asking questions, gathering information from texts, and writing about what they have learned.

To show what they have learned, students will write a paragraph about their chosen adventure topic. On the next page, you will find the rubric to assess student mastery of writing an informative/explanatory paragraph.

It is recommended that students keep all materials relating to the research element in a folder for easy access. Additionally, you may choose to have students utilize computers as they go through the inquiry process and complete their research projects. Please refer to Technology Applications TEKS 1.9.A–E to support and guide instruction if you choose to incorporate computer usage into this project.



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

First Grade Writing Rubric: Informative/Explanatory Writing

Write an informative/explanatory paragraph to demonstrate understanding of gathered  information that answers research questions. **TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E**

	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences



TEKS 1.13.C Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

1

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDWe're Going on
an Adventure!

PRIMARY FOCUS OF LESSON

Speaking and Listening

- Students will discuss the characteristics of stories and fables. **TEKS 1.1.A**

Reading

- Students will identify the author's purpose for the Read-Aloud. **TEKS 1.10.A**

Language

Students will demonstrate an understanding of the Tier 2 word *persist*.

- TEKS 1.3.B**

Writing

- Using a Know-Wonder-Learn chart, students will identify what they already know and brainstorm ideas they would like to learn about in the unit. **TEKS 1.13.A**

FORMATIVE ASSESSMENTS

Quick Write

- Students will write a sentence that identifies the author's purpose for the Read-Aloud. **TEKS 1.10.A**

Activity Page 1.1

- Know-Wonder-Learn** Using a KWL chart, students will identify what they already know and brainstorm ideas they would like to learn about in the unit. **TEKS 1.13.A**

- TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.10.A** Discuss the author's purpose for writing text; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.A** Generate questions for formal and informal inquiry with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
Core Connections	Whole Group	5 min.	❑ board/chart paper
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ world map or globe ❑ note cards or paper for Quick Write ❑ Image Cards 1A-1–1A-9
“Someplace You Know to Someplace You Don’t”			
Comprehension Questions			
Word Work: <i>Persist</i>			
Application (25 min.)			
Know-Wonder-Learn	Whole Group/ Partner	25 min.	❑ Activity Page 1.1 ❑ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components)
Take-Home Material			
Family Letter			❑ Activity Page 1.2

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a world map or globe to use in each lesson in the unit, as well as labels with the name of each Read-Aloud (Lesson 2 will need two labels). In future lessons, you will mark the setting on the map or globe using the labels. In the first lesson, you will point out the locations of the four areas of study.
- Prepare a bulletin board or chart paper to display throughout the unit.
- Divide the bulletin board or chart into four sections and label each with the name of the areas of study in the unit: Galápagos Islands, space, the ocean, and cold and snowy places. When studying each area of the unit, decorate the section with copies of the covers of the trade books, pictures of the characters and historical figures that are studied, and theme-related items.
- As each area of the unit is studied, add items to the board's or chart's corresponding section.

Read-Aloud

- Prepare partnerships for Think-Pair-Share.
- Display the trade books that will be read in the unit.
- Use note cards or paper to prepare a Quick Write for the Formative Assessment.

Application

- Display Activity Page 1.1.

Note: Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit's online materials.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions.			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences

- It is recommended that students keep the activity pages that pertain to the research task in a folder for easy access (Activity Pages 1.1, 2.1, 8.1, 12.1).
- Determine a time outside of the lesson block for students to create a picture frame for the Adventure Gallery Walk. This might be an opportunity to collaborate with the art teacher if resources are available. Another option is to ask students to make their frames at home with their caregivers. Frames must be completed for Lesson 13.

Universal Access

- During the Introducing the Read-Aloud section, display the Image Cards for the fables in Unit 1 to remind students of previously learned information.
- During the Read-Aloud section, have students hold up pictures of the adventurers from the Read-Aloud when they hear their names during the Read-Aloud.
- During the Application section, have students work in pairs to discuss what they know and wonder about adventures.

CORE VOCABULARY

adventure, n. an exciting or dangerous experience

Example: My family is going on an adventure to explore the Amazon Rainforest!

challenge, n. a difficult task; something that is hard to do

Example: The rocky trail was a challenge for the hikers.

persist, v. to work hard and never give up on a goal

Example: Even though he was exhausted, Tomas persisted and won the foot race.

Variation(s): persisted, persisting

research, v. to collect new information about a topic you don't know much about

Example: I wanted to know more about dog breeds, so I researched and learned that there are 190!

Variation(s): researched, researching

Vocabulary Chart for "Someplace You Know to Someplace You Don't"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	research	adventure challenge persist	
Multiple-Meaning			
Sayings and Phrases			

Challenge

Ask students to choose another fable they remember and tell you the title, characters, setting, plot, and moral/lesson.

Support

Prompt students with sentence frames (e.g.,
“The character in the fable is _____”,
“The setting of the story is _____”).

**EMERGENT
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STUDENTS**



Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think the name of the main character in the fable ‘Peter Rabbit’ is _____.”).

Intermediate

Have students use sentence frames (e.g., “The name of the main _____ in the fable ‘The Tale of Peter Rabbit’ is _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “The name of the main character is . . .”)

ELPS 1.A; ELPS 2.I;

ELPS 3.G

Start Lesson

Lesson 1: We’re Going on an Adventure!

Introducing the Read-Aloud

5M

Speaking and Listening: Students will discuss the characteristics of stories and fables. **TEKS 1.1.A**

CORE CONNECTIONS (5 MIN.)

- Ask students if they remember the topic of the first unit.
(*Sharing Stories*)
- Ask students if the fables and folktales they read were fiction or nonfiction.
(*fiction, a story that comes from the author’s imagination*)
- Ask them to name some of the fables they read in the first unit. (*Answers may vary but may include “The Boy Who Cried Wolf,” “The Goose and the Golden Eggs,” “The Fox and the Grapes,” etc.*)
- Have students turn and ask a partner which fable was their favorite in the first unit. Ensure each student has had an opportunity to ask and answer using the following sentence starter, “My favorite fable was _____.”
- Have students discuss the elements of one of the fables mentioned. Record their responses on the board/chart paper. (*Answers may vary but may include the title, characters, setting, plot, and moral/lesson for the chosen fable.*)
- Tell students that today’s Read-Aloud will introduce the topic of the new unit: *Adventure Stories: Tales from the Edges of the World*.



Check for Understanding

Recall: What are the elements of a fable?
(*title, characters, setting, plot, moral/lesson*)

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 1: We're Going on an Adventure!

Read-Aloud



Reading: Students will identify the author's purpose for the Read-Aloud

TEKS 1.10.A

Language: Students will demonstrate an understanding of the Tier 2

word *persist*. TEKS 1.3.B

PURPOSE FOR LISTENING

- Ask students if they know what the phrase “author’s purpose” means.
(*the reason the author wrote the piece*)
- Remind students that an author writes to inform, entertain, or persuade the reader about something.
- Tell students to listen carefully to the Read-Aloud. They will be asked to identify the author’s purpose of the piece.

“SOMEPLACE YOU KNOW TO SOMEPLACE YOU DON’T” (15 MIN.)



Show Image 1A-1: A young boy sitting on the steps

Have you ever been outside your community or town before? Have you ever been outside of Texas? You probably have! What about to the end of your block? A *block is an area of land surrounded by four streets in a city.* What about outside your city altogether? Or outside your country? Or somewhere where there are no cities at all?



Show Image 1A-2: A girl and her mom waiting for the train

Maybe you’ve been to all of those types of places, or maybe just a few. [*Remind students, if it seems appropriate, that when we’re young, our parents are often better at choosing the adventures we should take.*]

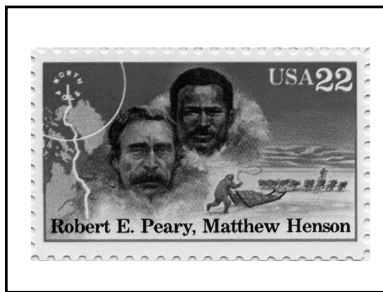
TEKS 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; TEKS 1.10.A Discuss the author’s purpose for writing text.

But at some point in your life, you have to go to each of them for the first time. And that first time you step from someplace you know to someplace you don't is an adventure. *What are some places you've been to that you consider adventuresome?*



Show Image 1A-3: People exploring a cave

Life is all about adventures! Imagine a life without them. Sometimes adventures can be exciting or even mysterious! But if no one took on that adventure, we'd know so much less about the world. *Can you think of an adventure that might be exciting or mysterious?*



Show Image 1A-4: Robery Peary and Matthew Henson

Sometimes adventures take us to fantastic places. Robert Peary and Matthew Henson were explorers who were the first to see a completely frozen world. An explorer is a type of adventurer who travels to places few people have visited before. They were the first team of

explorers to set foot on the North Pole. Peary and Henson were determined and worked hard as a team as they experienced many adventures in the Arctic. It took several years and eight attempts before they made it to the North Pole, but they did not give up.



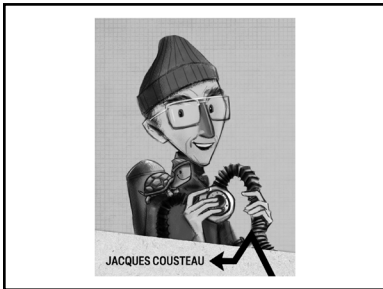
Show Image 1A-5: Sophia Danenberg

Another adventurer, Sophia Danenberg, explored a different cold and snowy place. And the place she explored was one of the most amazing on Earth—Mount Everest!

Everest is a mountain in the Himalayas, right between China and Nepal. *[Point to Mount Everest on the world map or globe.]* It's over

29,000 feet tall! *How high is the ceiling in your room? So how much higher than that is nine thousand feet?* There are often strong winds, over one hundred miles per hour, that blow climbers right off the side. And it's high above the clouds, so there isn't much air to breathe. *Does Mount Everest sound like a place you would like to visit?* It's a very beautiful, faraway

place, and for many years people couldn't reach the top, or summit. In 1953, explorers named Edmund Hillary and Tenzing Norgay were part of a team that climbed Everest for two months, and finally the two men reached the summit on May 29. About 50 years later, brave Sophia Danenberg followed in their footsteps, reaching the top in 2006. This was an impressive accomplishment because climbing Mount Everest is very difficult and many who try fail to make it to the summit, even today.



Show Image 1A-6: Jacques Cousteau

Sophia Danenberg explored by climbing above the clouds. But other explorers make discoveries by diving under the water! Here's one of those explorers, Jacques Cousteau. Ever since he was a boy, Cousteau loved the ocean. He was always curious about what was beneath its surface. He challenged himself

to find ways to spend more and more time safely under water. *A challenge is a difficult task or something that is hard to do.* He even invented a device that allowed divers to breathe underwater, which later became the basis for today's scuba gear. *Do you think you would ever go scuba diving? Why or why not?* Cousteau and his invention have helped us learn many facts about the ocean and the creatures living in it. He also filmed many movies of what he saw. We can still see them today and marvel at the same things he saw!

Like Cousteau, scientist Eugenia Clark was also very interested in the ocean and its creatures. Clark was known as the Shark Lady because she spent many years researching sharks and other fish in the same family as sharks. She shared what she learned with the world and much of what people understand today about sharks is because of her work.



Show Image 1A-7: Astronaut Dr. Mae Jemison

Sometimes adventures take people places that aren't even on earth. Here's an explorer named Dr. Mae Jemison, who explored the most exciting place of all: space! It's very hard to get all the way up to space, and space is incredibly large. That's why most of it is still unexplored to this day. Dr. Jemison wanted to

be one of the people who does the work of exploring it. That type of person is called an astronaut.

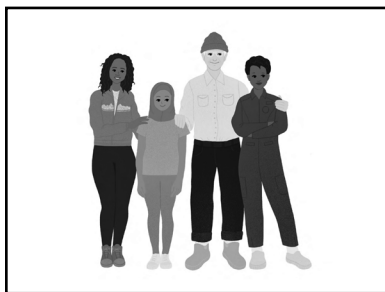
Dr. Mae Jemison achieved a great deal before becoming an astronaut. She was an excellent student in school, enjoyed studying nature and science, and went on to become a doctor. She was also active in community service, fluent in several languages, and enjoyed dance. After doing well in school, particularly in science, Dr. Mae Jemison was accepted into the astronaut program and traveled to space in 1992.



Show Image 1A-8: Two astronauts in space

Dr. Jemison was persistent, she worked hard and did not give up on her goal! She was able to become the first Black woman to explore space. She helped many more people to follow her up into the sky, to find the stars.

Have you ever helped someone else follow you on an adventure you had? Has someone ever helped you?



Show Image 1A-9: A group of adventurers

Remember what we said about adventure? It's going from somewhere you know to somewhere you don't know. All of these adventurers did that, and they taught others what they learned on their adventures. In this unit, we'll learn a little bit more about all of them. We'll also learn about some of

the fantastic places adventurers have explored and studied over the years, including the Galápagos Islands and the depths of the ocean floor.

So get ready: You're about to learn something you didn't know before! And that's always an adventure.

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What do you think the author's purpose was in writing this Read-Aloud? Do you think it was to inform, entertain, or persuade the reader about something? (*inform you about the topic of the unit: Adventure Stories: Tales from the Edges of the World*)
2. **Literal.** What did the author say an adventure is? (*going from a place you know to a place you do not know*)
3. **Literal.** Think-Pair-Share: Describe an adventure you, or someone you know, has experienced.
4. **Evaluative.** Show students the covers of the books you will be reading throughout the unit and read the titles.
5. **Literal.** What is a challenge? (*a difficult task, something that is hard to do*)
6. **Inferential.** What challenges do you think the characters might face in the adventure books we will be reading?
7. **Evaluative.** Do you think the adventures the author wrote about will be challenging or easy?



Check for Understanding

Recall: What word means going from a place you know to a place you do not know? (*adventure*)

Challenge

Students make a plan for an adventure to a location of their choice.

Support

Offer sentence starters for the possible challenges the characters might face (e.g., "A challenge Sophia Danenberg might face is . . .").



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Reading

Beginning

Ask simple yes/no questions (e.g., "Is the author's purpose to inform?").

Intermediate

Have students use sentence frames (e.g., "The author's _____ is to _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "The author's purpose is . . .").

ELPS 4.G

WORD WORK: PERSIST (5 MIN.)

1. In the Read-Aloud, you heard the sentence, “Dr. Jemison was persistent, she worked hard and did not give up on her goal!”
2. Say the word *persist* with me.
3. *Persist* means to work hard and never give up on a goal.
4. The boy had to persist in his math homework, even though the problems were difficult.
5. What is a situation that might require you to persist? (*Answers may vary but may include difficult homework, playing a game against a tough team, learning how to read and write, eating a dinner that you don't like, etc.*)
6. What is the word we have been talking about?

Use a Discussion activity for follow-up. Ask students if they know of anyone who has had to persist to accomplish their dreams.



Quick Write

- Distribute Quick Write note cards or paper to students: “Write a sentence that describes the author’s purpose for writing the Read-Aloud.”
- Allow students five minutes to complete the Quick Write.
- Collect the Quick Write for the Formative Assessment

 of **TEKS 1.10.A**.

Lesson 1: We're Going on an Adventure!

Application



Writing: Using a Know-Wonder-Learn chart, students will identify what they already know and brainstorm ideas they would like to learn about in the unit. **TEKS 1.13.A**

KNOW-WONDER-LEARN (25 MIN.)

- Tell students that in this unit, they are going to research adventures.
- Ask students if they know what research means. (*to collect new information about a topic you don't know much about*)
- Write the definition of research on the board.
- Tell students after they conduct research, their families, administrators, and maybe other teachers and classes are going to visit to hear about what they have learned.
- Explain to students that they are going to host an Adventure Gallery Walk.
- Ask students if they know what a gallery is. (*a place where people can look at paintings or other pieces of art*)
- Tell students they are going to pretend to be a painting of one of the characters that they meet in the Read-Alouds. When the visitors come, students will tell the visitors all they have learned about adventures while they pretend to be a picture of the character or person they chose. Tell students they will make a frame to hold in front of themselves, and, if they'd like, they may dress up as the character.
- Ask students to tell you the four areas where the adventure stories will take place in the unit. (*the Galápagos Islands, space, the ocean, and cold and snowy places*)
- Tell students the best way to learn new things is to figure out what you already know and then ask questions to learn more information.

Challenge

Challenge students to frame items in the "Wonder" column using the question words: Who? What? Where? When? Why? How?

Support

Provide a word bank that students can choose from to add to either the "Know" or "Wonder" columns such as location, height, animals, etc.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Have students verbally share what they know and wonder about adventure stories before writing on the KWL chart.

Intermediate

Provide students with a partially completed KWL chart.

Advanced/Advanced High

Provide a word bank students can choose from to use in their questions, providing words such as *born, job, lived, hiked, challenge, struggle*.

ELPS 5.F; ELPS 5.G



TEKS 1.13.A Generate questions for formal and informal inquiry with adult assistance.

Activity Page 1.1



- Display Activity Page 1.1 and point out the headings of the four columns. Point out the four rows that represent the areas where the adventure stories will be set. Explain to students that they will record information they have gathered about adventures and these places to complete the first box in the first column for each area.
- Model for students how to fill in the first box in the “Know” column: “I know that in an adventure story in the Galápagos Islands, there will be animals.”
- Next, work as a class to add a second item to the same box.
- Allow students to work with a partner to discuss and state facts and details they have gathered about the Galápagos Islands.
- Once students are comfortable with the skill, allow them to work on the “Know” column for the other areas of study: space, oceans, and cold and snowy places.
- Exercise discretion if you feel a student is capable of working independently.
- Reassure students that it is alright if they do not know anything about adventures. You could say, “That’s alright! I’m sure you have lots of things you would like to write in the ‘Wonder’ column!”
- After work is complete in the “Know” column, move onto the “Wonder” column.
- Model for students how to fill in the first box in the “Wonder” column: “I wonder what I need to bring with me on an adventure to the Galápagos Islands.”
- Next, work as a class to add another item to the “Know” box for the Galápagos Islands.
- Allow students to work with a partner to fill in another item that they wonder about the Galápagos Islands on their activity page.
- Once students are comfortable with the skill, allow them to work on the “Wonder” column for the other areas of study: space, oceans, and cold and snowy places.
- Exercise discretion if you feel a student is capable of working independently.

Note: Throughout the process, students might suggest one-word answers or phrases. Answers may vary throughout the chart, but may include the characters they heard about in the Read-Aloud, weather conditions in the four areas of study, necessary gear for a particular adventure, etc.

- Tell students that they will be writing paragraphs about what they learn about adventures.

➤ Display First Grade Writing Rubric: Informative/Explanatory Writing

- Read through and explain to students the expectations for Ideas, Organization, and Conventions.
- This can be overwhelming to students. Reassure them that you are going to help them reach their goal to write amazing paragraphs about their research.



Check for Understanding

One-Word Answer: How do we start learning about something new?
(research)

End Lesson

Lesson 1: We're Going on an Adventure!

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.2



2

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

A Dream Adventure

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss what they use their imaginations for. **TEKS 1.1.A**

Reading

Students will tell a partner about the mental image they “see” in their imagination of a scene from the Read-Aloud. **TEKS 1.6.D**

Language

Students will demonstrate an understanding of the Tier 3 word *extinguish*. **TEKS 1.3.B**

Writing

Students will develop a research plan to learn about adventures within the areas of the unit. **TEKS 1.13.B**

FORMATIVE ASSESSMENTS

Quick Write

Students will write a sentence describing what they “saw” happening in the mental image in their brains. **TEKS 1.6.D**

Activity Page 2.1

What’s the Plan? Students will develop a research plan to learn about adventures and the historical figures within the areas of the unit. **TEKS 1.13.B**

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.B** Develop and follow a research plan with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ two location labels with Read-Aloud title ☐ Characteristics of Adventure Stories Anchor Chart (Digital Components)
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>Tomas and the Galápagos Adventure</i> by Carolyn Lunn ☐ note cards or paper for Quick Write
<i>Tomas and the Galápagos Adventure</i> , Part 1			
Comprehension Questions			
Word Work: <i>Extinguish</i>			
Application (25 min.)			
Research Plan	Whole Group/ Partner	25 min.	☐ Activity Pages 1.1, 2.1 ☐ Question Words Anchor Chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the Characteristics of Adventure Stories anchor chart, which can also be found in the unit's online materials.

➤ Characteristics of Adventure Stories Anchor Chart

Characteristics of Adventure Stories
Lots of Action!
Brave Characters!
Excitement or Danger!
Amazing Events!
New Locations!
Challenges to Overcome!

- Display the world map or globe prepared in Lesson 1, along with the corresponding label.
- Prepare partnerships for Think-Pair-Share.

Update the Galápagos Islands section of the unit bulletin board with copies of the covers of the trade books, pictures of the characters and historical figures, and themed items.

Read-Aloud

- Prepare to read the trade book *Tomas and the Galápagos Adventure* by Carolyn Lunn aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. We begin with page 1, which contains the text “In South America . . .”
- Use note cards or paper to prepare a Quick Write for the Formative Assessment.

Application

- Display Activity Page 1.1.
- **Note:** Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class's KWL progressive anchor chart that you create throughout the unit.
- Display Activity Page 2.1.
- Display the Question Words anchor chart, which can also be found in the unit's online materials.

➤ Question Words Anchor Chart

Do You Have a Question?
Who?
What?
Where?
When?
How?
Why?

Universal Access

- During the Introducing the Read-Aloud section, ask students to draw a picture of something they like to imagine.
- During the Read-Aloud section, allow students to choose an art medium and create the mental image they are asked to describe.
- During the Application section, provide students with pre-determined research questions and discuss orally.

CORE VOCABULARY

canter, v. the way a horse moves when it is running fast

Example: We watched a horse canter across the meadow.

Variation(s): canters, cantered

extinguish, v. to make a fire stop burning

Example: She blew on the candle to extinguish it.

Variation(s): extinguishes, extinguished

langoustines, n. small lobsters

Example: The chef prepared langoustines for dinner.

plaza, n. a public area where people gather to talk and hang out

Example: The group of friends met in the plaza to play a game of checkers.

trot, v. when a horse moves quicker than a walk, but not a full run

Example: The horse wanted to trot through the city streets.

Variation(s): trots, trotted

Vocabulary Chart for *Tomas and the Galápagos Adventure*, Part 1

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		canter extinguish langoustines plaza trot	
Multiple-Meaning			
Sayings and Phrases	knocking him out everything is a blur		

Lesson 2: A Dream Adventure

Introducing the Read-Aloud



Speaking and Listening: Students will discuss what they use their imaginations for.

 **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Ask students to remind you of the focus of the new unit. (*adventures*)
- Ask students to define *adventure*. (*an exciting or dangerous experience*)
- Ask students if they know the characteristics of an adventure story.

► Display the Characteristics of Adventure Stories Anchor Chart

- Ask students to volunteer to read the characteristics from the anchor chart.
- Think-Pair-Share: Have students take turns asking and answering the following with a partner: “Which characteristic do you think is most important in an adventure story? How do you know?”
- How do you use your imagination?
- Ask students what a challenge is. (*a difficult task, something that is hard to do*)
- Ask students to give a thumbs-up or thumbs-down in response to this sentence: “A challenge is a characteristic of an adventure story.” (*thumbs-up*)
- Tell students they will hear about different challenges throughout the Read-Aloud.

Challenge

Ask students to identify the challenge in fables and stories they have read. (“The Fox and the Grapes” and reaching the grapes; “The Tale of Peter Rabbit” and getting carrots without Mr. McGregor catching him.)

Support

Name the challenges in stories students have read previously and discuss orally.



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Beginning

Ask simple yes/no questions (e.g., “Is lots of action a characteristic of an adventure story?”).

Intermediate

Have students use sentence frames (e.g., “One characteristic of an _____. story is ____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “One characteristic of an adventure story is . . .”).

**ELPS 1.A; ELPS 2.I;
ELPS 3.G**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

Two-Word Answer: What type of story has the following characteristics: lots of action, brave characters, excitement of danger, amazing events, new locations, and challenges or barriers to overcome? (*adventure stories*)

WHERE ARE WE?

- Point out the locations that have already been marked on the map.
- Tell students that *Tomas and the Galápagos Adventure* takes place in two locations: Ecuador and the Galápagos Islands. Ask a student to mark each place on the map with the corresponding labels.

Lesson 2: A Dream Adventure

Read-Aloud



Reading: Students will tell a partner about the mental image they “see” in their imagination of a scene from the Read-Aloud. **TEKS 1.6.D**

Language: Students will demonstrate an understanding of the Tier 3 word *extinguish*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Ask students if they know what a mental image is.
- Explain to students that a mental image is a picture their brain “sees” when they hear a story.
- Model describing a mental image by telling students you read about a kitten who drank milk. Close your eyes and describe your mental image. (e.g., “I see a black kitten with a red collar. I see the kitten is drinking milk from a white bowl that is on the floor. I see that the bowl is on a brown floor made of wood.”)
- Practice with students. Tell them you want to know what mental image they might “see” if they read about a boy who went swimming. (*When students share their mental image, make sure students start with the phrase “I see . . .” and encourage them to share details such as colors, weather, physical characteristics of the boy, etc.*)

TEKS 1.6.D Create mental images to deepen understanding with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

TOMAS AND THE GALÁPAGOS ADVENTURE, PART 1 (15 MIN.)

- Page 2: *Curious* means to wonder and want to learn more about things.
 - What makes you curious?
 - The phrase “like a movie star” refers to the fact that there are some actors who have gaps between their teeth, and some people think that is a sign of fortune, or being rich.
- Page 4: *Buenos dias* means good morning.
- Page 7: In many countries around the world, a plaza is a place in a town or city where people gather to talk or play games.
 - Where do you go to spend time with your friends?
- Page 8: *Trot* means when a horse moves quicker than a walk, but not a full run.
 - *Canter* means when a horse runs fast.
 - A *plantation* is a large area of land, especially in a hot part of the world where crops are grown.
 - The phrase “everything is a blur” means that objects are going by so fast that they cannot be seen clearly.
 - Have you ever been going so fast that things become a blur? (*Answers may vary but may include in the car, on a ride at an amusement park, riding a bike down a hill, etc.*)
- Page 10: The phrase “knocking him out” means it made Tomas become unconscious.
 - A whinny is the sound a horse makes. (*demonstrate for students*)
 - Can you whinny?
- Page 13: Raise your hand if you, like Tomas, have ever seen a picture of the Galápagos Islands.

Note: Before turning to page 16, cover page 17 with a piece of paper, so students do not see the illustration.

- Page 16: *Extinguish* means to make a fire stop burning.
 - Raise your hand if you have ever extinguished a candle.

Note: Turn the book around so students cannot see the illustration of the exploding volcano.

- Page 17: Tell students that you will read the page but not show them the

Challenge

Ask students to describe a mental image Tomas's mom might have "seen" when she heard about Tomas's day.

Support

When students describe their mental image, ask questions (e.g., "What color was lava?" and "Which direction did Tomas run?").

EMERGENT
BILINGUAL
STUDENTS



Reading

Beginning

Ask simple yes/no questions (e.g., "Did Tomas dream about going on an adventure in the Galápagos Islands?").

Intermediate

Have students use sentence frames (e.g., "Tomas _____ about an adventure in _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "Tomas dreamed of an adventure ...").

ELPS 4.G

picture yet. Tell them you want them to make a mental image of the scene as you read it to them.

- Tell students that if something is erupting, there is an explosion that sends out lots of debris.
 - After reading the page, tell students to Turn and Talk with a partner and describe the mental image they "saw."
 - After allowing time for discussion, show students the illustration of the exploding volcano.
 - Ask students to give a thumbs-up or thumbs-down in response to this question: "Did your mental image look similar to the illustration?"
 - If students give a thumbs-down, have them describe their mental image and ask how it is different from the illustration.
- Page 19: Molten lava is the melted rock from a volcano that is so hot it can melt anything it touches.
 - Page 21: Do you remember how Tomas bumped his head?
 - Page 22: Langoustines are small lobsters. **Note:** The word *langoustines* is mistranslated on the Interesting Facts page. In the Spanish language, langoustines are small lobsters, not shrimp.
 - Page 23: If you were Tomas, what would you tell your mom about the shells she found in your pocket?

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Where did the story take place? (*Ecuador and the Galápagos Islands*)
2. **Inferential.** Think-Pair-Share: Let's imagine that Tomas brings the pirates home with him for dinner. What mental image does your brain "see"? After a minute, allow students to share their work.
3. **Literal.** Define *challenge*. (*a difficult task, something that is hard to do*)
4. **Inferential.** What challenges did Tomas run into in his dream adventure? (*Answers may vary but may include falling off his horse, seeing sharks, running into pirates, an exploding volcano, etc.*)
5. **Evaluative.** If you were Tomas, how would you have faced those challenges? (*Answers may vary but may include run away, fight the sharks/pirates, make friends with the pirates, get to higher ground to escape the lava, etc.*)
6. **Inferential.** Think-Pair-Share: Let's imagine that Tomas played with his

friends in the plaza on the way home. What mental image does your brain “see”? After a minute, allow students to share their work.

7. **Inferential.** What questions do you imagine Tomas’s mother would have asked about his adventure? After a minute, allow students to share their work.



Check for Understanding

Recall: Did Tomas’s adventure really happen? (*No, it was a dream.*)

WORD WORK: EXTINGUISH (5 MIN.)

1. In the Read-Aloud, you heard about a fire being extinguished.
2. Say the word *extinguish* with me
3. *Extinguish* means to make a fire stop burning.
4. We had to extinguish the campfire before we went to bed.
5. Stand up and show me how you might extinguish a campfire.
6. What is the word we have been talking about?

Use a Discussion activity for follow-up. Ask students to discuss ways they might extinguish different fires, such as a campfire, birthday candles, or a house fire. (*Answers may vary but may include blowing out a candle, pouring water on a fire, using a fire extinguisher, using a fire truck with a fire hose, etc.*)



Quick Write

- Distribute Quick Write note cards or paper to students: “Write a sentence that describes the event from your mental image.”
- Allow students five minutes to complete the Quick Write.



- Collect the Quick Write for the Formative Assessment of **TEKS 1.6.D**.



TEKS 1.6.D Create mental images to deepen understanding with adult assistance.

Challenge

Challenge students to write additional questions.

Support

Have a student orally practice using a word from the chart to generate a question with teacher feedback before writing.

Activity Pages 1.1, 2.1



**EMERGENT
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STUDENTS**



Writing

Beginning

Provide students with a completed research plan and have them add a drawing to the second column.

Intermediate

Provide students with Activity Page 2.1 with the first column completed.

Advanced/Advanced High

Provide students with Activity Page 2.1 with two boxes in the first column completed.

ELPS 5.F; ELPS 5.G

Lesson 2: A Dream Adventure

Application

25M

Writing: Students will develop a research plan to learn about adventures within the areas of the unit. **TEKS 1.13.B**

RESEARCH PLAN (25 MIN.)

- Ask students to identify the unit topic. (*adventures*)
- Ask students to identify the parts of the KWL they worked on in the first lesson. (*the “Know” and “Wonder” columns*)
- Ask students to define research. (*to collect new information about a topic you don’t know much about*)
- Using Activity Page 1.1, ask students to share what they already know and what they wonder, or would like to know, about adventure stories.
- Tell students that they are going to make a research plan using Activity Page 2.1.
- Display Activity Page 2.1.
- Tell students there is a four-step process to follow when they’re doing research.
- Tell students that they have already completed the first step in the research process: brainstorming.
- Direct students to write brainstorm in the box labeled Step 1.
- Tell students that sometimes we need a visual reminder of what the steps are and ask them to draw a picture of a student brainstorming in the corresponding box.
- Ask students to make suggestions for what Step 2 might be.
- Identify Step 2 as asking questions. Have students write ask questions in the Step 2 box and draw a corresponding picture.

TEKS 1.13.B Develop and follow a research plan with adult assistance.

- Continue working with students to make suggestions, identify, and draw pictures of the four research steps:
 - Brainstorm
 - Ask questions
 - Gather information
 - Write about the information
- Tell students that they will present what they have learned after following these steps.
- Display the completed Activity Page 2.1 as an anchor chart in the classroom throughout the unit.



Check for Understanding

Two-Word Answer: What is the second step of the research plan?
(ask questions)

End Lesson

3

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDThe Dream
Continues

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss with a partner their favorite event from Tomas's adventure.

**TEKS 1.1.A****Reading**

Students will identify information from the story that answers research questions about the Galápagos Islands.

**TEKS 1.6.G****Writing**

Students will practice writing sentences using information gathered from the Read-Aloud.

**TEKS 1.13.D**

FORMATIVE ASSESSMENTS

Quick Write

Students will write a sentence about where they can find information in a story.

**TEKS 1.6.G****Activity Page 3.1**

Writing Sentences Students will practice writing sentences using information gathered from the Read-Aloud.

**TEKS 1.13.D**

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	❑ Finding Information in a Text anchor chart (Digital Components) ❑ world map or globe
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ <i>Tomas and the Galápagos Adventure</i> by Carolyn Lunn ❑ Activity Page 1.1 ❑ note cards or paper for Quick Write
<i>Tomas and the Galápagos Adventure</i> , Part 2			
Application (25 min.)			
Writing Sentences Using Gathered Information	Whole Group/ Partner	25 min.	❑ Activity Pages 2.1, 3.1 ❑ Writing Sentences from Gathered Information anchor chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to reread *Tomas and the Galápagos Adventure* by Carolyn Lunn.
- Display Finding Information in a Text anchor chart, which can also be found in the unit's online materials.

➤ Finding Information in a Text anchor chart

Where can I find information in a text?

1. Illustrations in the story
2. Words in the text

- Display the world map or globe that has been marked in previous lessons.

Read-Aloud

- Use note cards or paper to prepare a Quick Write for the Formative Assessment.

Application

- Display Activity Page 1.1.
- **Note:** Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class's KWL progressive anchor chart that you create throughout the unit.
- Display Activity Page 2.1.

- Display Writing Sentences from the Gathered Information anchor chart, which can also be found in the unit's online materials.

➤ Writing Sentences from the Gathered Information anchor chart

Writing Sentences from Gathered Information				
1. Highlight key words in the research question.	What kinds of animals live there?			
2. Highlight the gathered information that answers the question.		K	W	L
	Galápagos Islands	Tropical Animals live there	Kinds of animals	Iguanas Giant tortoises
3. Write a sentence that combines the question and the gathered information.	The kinds of animals that live there are iguanas and giant tortoises.			
4. Replace words to make the sentence clearer.	The kinds of animals that live in the <u>Galápagos Islands</u> are iguanas and giant tortoises.			

- Display Activity Page 3.1.
- Assign partnerships that will work together during the Application activity.

Universal Access

- During the Introducing the Read-Aloud section, quickly flip through the book's pages so students can see the illustrations of the events in the story.
- During the Read-Aloud section, mark where information is located within the text and have students orally discuss which question that information answers.
- During the Application section, provide sentence starters, such as "It is located . . ."



Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think we can find information to answer a research question in _____”).

Intermediate

Have students use sentence frames (e.g., “Information about a research question can be found in _____ and _____”).

Advanced/Advanced High

Have students use sentence starters (e.g., “Information can be found . . .”).

ELPS 1.A; ELPS 2.I;**ELPS 3.G****Challenge**

Ask students to name the major events in the story. (*Answers may vary but may include Tomas rides his horse, Tomas falls and starts to dream, Tomas swims with animals in the ocean, Tomas meets pirates, a volcano erupts, Tomas wakes up and rides home, Tomas tells his mother about his adventures, etc.*)

Support

Have students use sentence starters, such as “My favorite event in the book is . . .”

Lesson 3: The Dream Continues

Introducing the Read-Aloud

5M

Speaking and Listening: Students will discuss with a partner their favorite event from Tomas's adventure. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Tell students they will spend some more time looking at *Tomas and the Galápagos Adventure*.
- Think-Pair-Share: Have students discuss their favorite event from *Tomas and the Galápagos Adventure*.
- Encourage students to ask questions that they may have about *Tomas and the Galápagos Adventure*.
- Remind students that stories can entertain us and that we can learn from them, too.
- Tell students that they are going to reread the story to see if they can identify information in the story that answers a research question.

► Display the Finding Information in a Text anchor chart

- Explain that students can gather information from a fictional text (a story from the author's imagination) in two places: the illustrations and the words in the story.
- Tell students that means they are going to have to look carefully at the illustrations and listen closely to the words of the story.
- What are the two things we are going to pay attention to while we listen to the story? (*illustrations and the words in the story*)
- Review the location of the Galápagos Islands and Ecuador on the world map or globe.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

Recall: What can we use the illustration and words in a story for when we are researching? (*find information, find answers to research questions*)

Lesson 3: The Dream Continues

Read-Aloud



Reading: Students will identify information from the story that answers research questions about the Galápagos Islands. **TEKS 1.6.G**

PURPOSE FOR LISTENING

- Tell students to listen closely for information that might answer research questions about the Galápagos Islands.

TOMAS AND THE GALÁPAGOS ADVENTURE, PART 2 (30 MIN.)

- Display Activity Page 1.1.
- Reread *Tomas and the Galápagos Adventure* at a quicker pace than in the previous lesson.
- After reading the text, ask students the following questions:
 - Is the event that you shared with your partner earlier still your favorite event or have you changed your mind?
 - Do you think this book might be a good source to gather information to answer a research question about the Galápagos Islands?
 - Was there information about the Galápagos Islands throughout the whole book or just certain parts of the book? (*certain parts*)
- Flip to the beginning of the book and show students that the first eleven pages are set where Tomas lives—Ecuador.
- Ask students if that gives them information about the Galápagos Islands. (*no*)



EMERGENT BILINGUAL STUDENTS

Reading

Beginning

Have students point to the information they find in the text.

Intermediate

Have students verbally share the information they find in the text.

Advanced/Advanced High

Have students use sentence starters (e.g., "The information I found in the text is . . .").

ELPS 4.F; ELPS 4.I

Activity Page 1.1



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Tell students they can learn information by looking at the illustrations, not just listening to the text. Point to an illustration and ask them what they can learn from it.

- Ask students when they start to learn about the Galápagos Islands. (*after Tomas falls off his horse, when he starts to dream*)
- Turn to page 13 and ask students what information they can gather by looking at the illustrations. (*different types of animals*)
- Read page 13.
 - Did you learn any information from listening to the text? What did you learn? (*The Galápagos Islands are many miles from Ecuador. There are a lot of animals on the islands. Answers may vary but students might name specific animals.*)
 - What two places did we learn information about the Galápagos Islands from on this page? (*the illustrations and the text*)
 - What is a good way for us to remember all that information? (*write it down*)
- Model for students how to write the information they discovered in the “Learn” column of Activity Page 1.1. (e.g., *When I look at the illustration on page 14, I see that there are turtles and whales in the Galápagos Islands. The text also tells me the same thing.*)
- As a whole group, choose a piece of information to write in the “Learn” column of Activity Page 1.1. Make sure to ask students to say where they found the information: the illustration, the text, or both.
- Continue looking for and writing information through page 18 on Activity Page 1.1. (*Answers may vary but may include a list of the animals Tomas sees in the waters, that pirates lived there, that the islands have volcanoes, that there are lots of different kinds of shells, etc.*)
- Page 19: Is there any more information about the Galápagos Islands on this page? (*no*) What about the next page? (*no*)
 - Why? (*Tomas woke up from the dream, so on the rest of the pages, the story takes place in Ecuador.*)
- Show the students the Interesting Facts page and tell them it is a good resource to use when they research on their own.



Check for Understanding

Recall: How do we find information in texts? (*look at the illustrations, listen to the words*)



Quick Write

- Distribute Quick Write note cards or paper to students: "Write a sentence that describes where you can find information in a story."
- Allow students five minutes to complete the Quick Write.
- Collect the Quick Write for the Formative Assessment of **TEKS 1.6.G**.

Challenge

Encourage students to add adjectives for detail to the sentences.

Support

Provide sentence frames for students that are derived from the research questions.

Lesson 3: The Dream Continues

Application



Writing: Students will practice writing sentences using information gathered from the Read-Aloud. **TEKS 1.13.D**



**EMERGENT
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STUDENTS**

Writing

Beginning

Have students verbally share their sentences before writing.

Intermediate

Have students use sentence frames (e.g., "The _____ are located _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "The Galápagos Islands are found . . .").

ELPS 5.F; ELPS 5.G

Activity Pages 1.1, 2.1, 3.1



WRITING SENTENCES USING GATHERED INFORMATION (25 MIN.)

- Display Activity Page 2.1 and read over the class research plan. Ask students what steps they have already completed. (*brainstorm, ask questions*)
- Tell students that in this lesson, they are going to practice an essential skill that they will use later in the research process. Today, they are going to write sentences about the information they have gathered.
- Display Activity Page 1.1.

► Display Writing Sentences from the Gathered Information anchor chart

- Ask student volunteers to read the research questions.
- Ask student volunteers to read the information that was gathered during the Read-Aloud segment to answer research questions about the Galápagos Islands.
- Display Activity Page 3.1.
- Model how to write a sentence from the information that was gathered.



TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

- The following example uses questions and information that might be on the KWL:
 - Read the first question in the “Question” column: “What kinds of animals live there?”
 - Tell students to highlight the keywords in the sentence: *kinds, animals, and live there.*
 - Read the gathered information: *iguanas and giant tortoises.*
 - Model for students how to combine the keywords with the gathered information: *The kinds of animals that live there are iguanas and tortoises.*
 - Write the new sentence on Activity Page 3.1.
 - Tell students they can make the sentence clearer by replacing *there* with *the Galápagos Islands.*
- Next, tell students that the class is going to work together to practice writing another sentence.
 - Have a student read the second question in the “Question” column: “Where is it located?”
 - Work with students to highlight the keywords in the sentence: *where and located.*
 - Have a student read the gathered information: *many miles away from Ecuador and in the ocean.*
 - Ask students how they would combine the keywords and the gathered information. (*It is located many miles away from Ecuador in the ocean.*)
 - Write the new sentence on Activity Page 3.1.
 - Tell students they can make the sentence clearer by replacing *it* with *the Galápagos Islands.*
 - Write the new sentence in the “Learn” column.
- Allow students to work in pairs to write a third sentence using the same procedure. After five minutes, allow students to share their work.
- Exercise discretion if you feel a student is capable of working independently.
- Tell students that in the next lesson, they are going to work on the next step in the plan: gather information.
- Remind students that they will be writing sentences in this manner with the information they gather in their research.



Check for Understanding

Recall: What skill did we practice today? (*writing sentences from gathered information*)

End Lesson

4

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

To the Stars

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss stories of people who persist to achieve their goals.

**TEKS 1.1.A**

Reading



Students will identify the theme of the reading. **TEKS 1.8.A**

Language

Students will demonstrate an understanding of the saying *Anything is possible*.

**TEKS 1.3.B**

Writing



Using the Know-Wonder-Learn chart, students find information on research questions about adventures. **TEKS 1.13.C**

FORMATIVE ASSESSMENTS

Activity Page 1.1



Know-Wonder-Learn Students gather information on research questions about adventures. **TEKS 1.13.C**



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>Mae Among the Stars</i> by Roda Ahmed
<i>Mae Among the Stars</i>			
Comprehension Questions			
Sayings and Phrases: <i>Anything is possible</i>			
Application (25 min.)			
Gathering Information	Whole Group/ Partner	25 min.	☐ Activity Pages 1.1, 2.1

ADVANCE PREPARATION

Contact Caregivers

- Contact students' caregivers and tell them to start working on their picture frame and costume (if not being done in school), and invite them to the Adventure Gallery Walk on the date of Lesson 13.
- Ask the administration and other classes to attend the Adventure Gallery Walk.

Introducing the Read-Aloud

- Gather and display pictures of the following famous people: Michael Jordan, Albert Einstein, and Mary Jackson.
- Display the world map or globe you prepared in Lesson 1, along with the corresponding label.

Read-Aloud

- Prepare to read the trade book *Mae Among the Stars* by Roda Ahmed aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the illustration of Mae lounging under a tree, and number each page in order after that.

Application

- Display Activity Page 2.1.
- Display Activity Page 1.1.
- **Note:** Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.
- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Prepare pictures of Michael Jordan, Albert Einstein, and Mary Jackson, who have persevered through barriers, for students to discuss with a partner.
- Display a picture of Dr. Mae Jemison during the Read-Aloud segment for students to build knowledge and make connections.
- Give students time to work with a partner to perform a quick book walk/site walk of each resource so they are familiar with the contents before beginning research. Tell students to look at the pictures, headings, charts, bolded words, etc., and discuss what they think might happen in the text, what they might learn, and questions they have based on what they have observed.

CORE VOCABULARY

crystal ball, n. a glass ball that people use to pretend they can see the future when they look into it

Example: The fortune teller looked into her crystal ball and told the man he would be rich.

daydreamer, n. someone who imagines things as if they are dreaming, but they are really awake

Example: I sometimes become a daydreamer when I ride the bus.

encourage, v. to give someone confidence or make them feel hopeful or determined

Example: My friend is a talented singer, so every year I encourage her to try out for the choir.

Variation(s): encouraged

profession, n. a job that requires a special skill or education

Example: I am a lawyer, and my profession requires a lot of schooling.

Vocabulary Chart for *Mae Among the Stars*

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		crystal ball daydreamer encourage profession	
Multiple-Meaning			
Sayings and Phrases			

Lesson 4: To the Stars

Introducing the Read-Aloud



Speaking and Listening: Students will discuss stories of people who persist to achieve their goals. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- What does persist mean? (*to work hard and never give up on a goal*)
- Ask students if they know of another famous person who has shown persistence.
- Display each picture one by one and tell students that all of these individuals were successful because they stayed dedicated to their goals and showed persistence.
 - Michael Jordan was cut from his high school basketball team, but he went on to become the best professional basketball player of all time.
 - Albert Einstein struggled in school when he was young, but he was later regarded as a genius by many for his scientific discoveries.
 - Mary Jackson studied, worked hard, and believed in herself. She later became an accomplished mathematician and the first Black female engineer to work for NASA.
- Think-Pair-Share: Tell of a time you, or someone you know, faced a challenge and how you overcame it.

Challenge

Ask students to identify a historical figure who faced and was persistent.

Support

Show students additional pictures of historical figures, such as Sacagawea, and explain how they were persistent.

EMERGENT BILINGUAL STUDENTS



Speaking and Listening

Beginning

Ask simple yes/no questions (e.g., “Does *persistence* mean to work hard and never give up on a goal?”).

Intermediate

Have students use sentence frames (e.g., “I showed persistence when ____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “I showed persistence when . . .”).

**ELPS 1.A; ELPS 2.I;
ELPS 3.G**

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

One-Word Answer: What word means to work hard and never give up on a goal? (*persist or persistence*)

WHERE ARE WE?

- Review the locations already marked on the map.
- Tell students that Dr. Mae Jemison grew up in Illinois in the United States. Ask a student to mark it on the map with the corresponding label.

Lesson 4: To the Stars

Read-Aloud



 **Reading:** Students will identify the theme of the reading. **TEKS 1.8.A**

 **Language:** Students will demonstrate an understanding of the saying *Anything is possible*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to be aware of how Dr. Mae Jemison showed persistence and reached her dream of going on an adventure in space.

MAE AMONG THE STARS (15 MIN.)

- Page 2: Define the word *daydreamer* for students: someone who imagines things as if they are dreaming, but they are really awake. Sometimes a person who daydreams can lose track of what is going on around them. Have you ever daydreamed while you were in school?
- Page 5: How does Mae say she wants to see Earth? (*She wants to “see Earth from out there,” or to look down on it from the sky.*)
- Page 8: What does Mae’s mom say about Mae’s dream to become an astronaut? (*She can do it if she believes in herself and works hard.*)

 **TEKS 1.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Has there ever been a time when you had to believe in yourself and work hard to achieve something?
- Page 9: How does Mae start learning more about space? (*She reads books from the library.*)
- Page 11: How does Mae use her creativity? (*She uses materials like curtains and boxes to build with.*)
- Page 13: How do you think you become an astronaut? (*Answers may vary but may include go to school, learn about space, work for NASA, etc.*)
- Page 13: How does Mae's mother say she will find her way? (*Dream it, believe in it, and work hard for it.*) How does this connect to persistence? (*When a person shows persistence, they work hard to achieve their goals.*)
- Page 17: The author compares the moon to a crystal ball. Define the words *crystal ball* for students: a glass ball that people use to pretend they can see the future when they look into it. Do you think that is a good comparison? How do you know?
- Page 21: What do you want to be when you grow up?
- Page 23: A profession is a job that requires a special skill or education. Do any of your family members have a profession? What is it?
- Page 30: *Encourage* means to give someone confidence that they can achieve their goal.
 - Who in the story encouraged Mae to reach for her dreams? (*her family and friends*)
- Page 33: How did Mae Jemison show persistence? (*She went on dreaming, believing, and working really hard toward her goals.*) What did she achieve? (*She went to space and waved to her mom and dad on Earth.*)



Reading

Beginning

Ask simple yes/no questions (e.g., “Does Dr. Jemison dream of becoming an astronaut?”).

Intermediate

Have students use sentence frames (e.g., “The _____ of the reading is _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “The theme of the reading is . . .”).

ELPS 4.G; ELPS 4.J

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is Mae's dream? (*to become an astronaut*)
2. **Literal.** What does Mae's mom tell her is necessary in order to achieve this dream? (*believing in herself, hard work*)
3. **Literal.** What does it mean to persist? (*to work hard and never give up on reaching a goal, even if there are challenges*)
4. **Inferential.** How do you think Mae reached her goal of becoming an astronaut? (*Answers may vary but could include the fact that she had determination, was persistent, had family support, believed in herself, worked hard in school, and did not let anything get in her way.*)
5. **Literal.** What is the definition of *theme*? (*repeated ideas or events in a reading*)
6. **Inferential.** Think-Pair-Share: What do you think the theme of the Read-Aloud is? (*persistence*)
7. **Inferential.** Is there another story we have read with the same theme? (*Tomas and the Galápagos Adventure*)
8. **Literal.** What did you learn about an adventure in space? (*Add students' answers to the KWL chart.*)



Check for Understanding

Thumbs-Up/Thumbs-Down: Dr. Mae Jemison showed persistence in becoming an astronaut. (*thumbs-up*)

SAYINGS AND PHRASES: ANYTHING IS POSSIBLE (5 MIN.)

1. Remind students that twice during the story, Mae's mother told her "If you dream it, believe in it, and work hard for it, anything is possible." This means that if Mae shows persistence, her goal of becoming an astronaut can be achieved.
2. Say *anything* is possible with me.
3. Is the saying *anything is possible* an encouraging, or positive thing to say?
4. Ask students if anyone would like to share a goal they are working toward. *(Examples may include goals such as learning to read a chapter book, riding a bike, making a goal in soccer, etc.)*
5. Ask the class to encourage one another by saying "Anything is possible!"
6. Ask students if they can share other applications of this saying.
7. Try to find opportunities to use this saying in various situations in the classroom.

Challenge

Ask students to find additional information on Dr. Mae Jemison.

Support

Show students pictures of Dr. Mae Jemison at key times in her life (e.g., first mission to space, graduation from medical school) to help students make connections.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Work in small groups or individually with students to locate answers to their questions.

Lesson 4: To the Stars

Application

25M

Activity Pages 1.1, 2.1



**EMERGENT
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Writing

Beginning

Provide students with information that answers a research question and have them add a drawing to the second column.

Intermediate

Provide students with a resource that has marked pages where they can look to find information.

Advanced/Advanced High

Provide students with a resource in which they will be able to find information with a partner or independently.

ELPS 4.G; ELPS 4.K;

ELPS 5.F

Writing: Using the Know-Wonder-Learn chart, students find information on research questions about adventures. **TEKS 1.13.C**

GATHERING INFORMATION (25 MIN.)

- Display Activity Page 2.1.
- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions*) and which step they are starting next (*gather information*).
- Display Activity Page 1.1, and point out the research question for which you will find information. Show students the resources you are going to use to gather information about the question.
- Point out where you found the information within the resource.
- Model how to write the discovered information with detail in the “Learn” column of Activity Page 1.1.
 - “What are the kinds of wildlife that live in the Galápagos Islands?”
 - Use an online resource.
 - Giant tortoises are called galápagos in Spanish. That’s where the name of the islands comes from.
- Next, work as a whole group to gather and record information with detail.
 - Ask students to choose a research question.
 - Direct students to choose a resource where they think they will find the information.
 - Work together to gather and record the information with detail in the “Learn” column.
- Lastly, allow students to work with a partner to choose a question and a resource and to locate and record the information with detail.



TEKS 1.13.C Identify and gather relevant sources and information to answer the questions with adult assistance.

- Exercise discretion if you feel a student is capable of working independently.
- Inform students that they may use a second or third source to find additional information about the question they are trying to answer.



Check for Understanding

One-Word Answer: Which column on the KWL chart do we write the gathered information? (*Learn*)

End Lesson

5

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

Let's Compare

PRIMARY FOCUS OF LESSON

Speaking and Listening

-  Students will recall information about stories read aloud. **TEKS 1.1.A**

Reading

- Using a Venn diagram, students will compare and contrast *Tomas and the Galápagos Adventure* and *Mae Among the Stars*. **TEKS 1.6.E**

Writing

-  Using the Know-Wonder-Learn chart, students will gather information on research questions about adventures. **TEKS 1.13.C**

FORMATIVE ASSESSMENTS

Activity Page 1.1

- Know-Wonder-Learn** Students will gather information on research questions about adventures. **TEKS 1.13.C**

Activity Page 5.1

-  Students will compare and contrast *Tomas and the Galápagos Adventure* and *Mae Among the Stars* using a Venn diagram. **TEKS 1.6.E**

-  **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
What Have We Learned? (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe
Let's Compare! (30 min.)			
Let's Compare!	Whole Group/ Partner	30 min.	☐ <i>Tomas and the Galápagos Adventure</i> by Carolyn Lunn ☐ <i>Mae Among the Stars</i> by Roda Ahmed ☐ Venn Diagrams anchor chart (Digital Components) ☐ Activity Page 5.1
Application (25 min.)			
Gathering Information	Whole Group/ Partner	25 min.	☐ Activity Pages 1.1, 2.1

ADVANCE PREPARATION

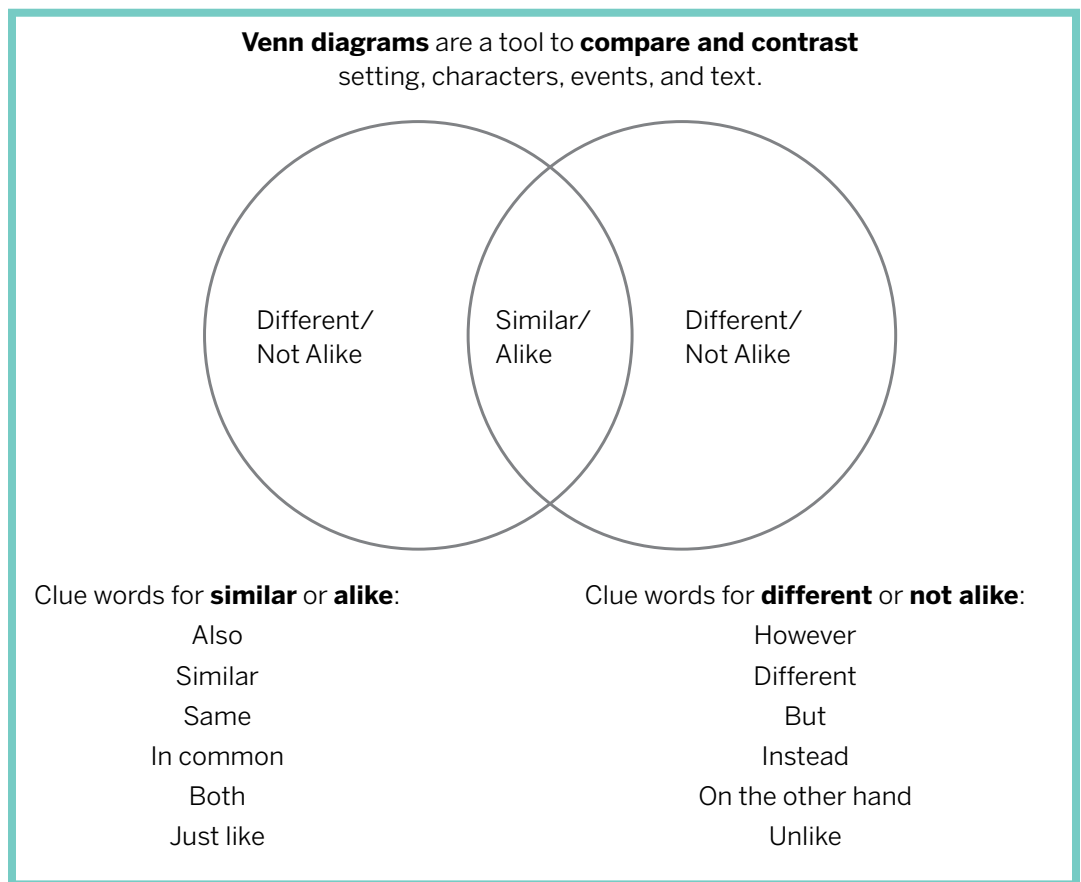
What Have We Learned?

- Gather the trade books *Tomas and the Galápagos Adventure* by Carolyn Lunn and *Mae Among the Stars* by Roda Ahmed.
- Display the world map or globe prepared in Lesson 1.

Let's Compare!

- Display the Venn Diagrams anchor chart, which can also be found in the unit's online materials.

➤ Venn Diagrams anchor chart



- Display Activity Page 5.1.

Application

- Display Activity Page 1.1.
- **Note:** Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.
- Display Activity Page 2.1.
- Prepare partnerships that will work together during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Allow students to reference both trade books as needed.
- Make a hands-on option for students to complete the Venn diagram by drawing a large Venn diagram on chart paper and make note cards with details that students can place within the diagram.
- Give students time to work with a partner to perform a quick book walk/site walk of each resource so they are familiar with the contents before beginning research. Tell students to look at the pictures, headings, charts, bolded words, etc., and discuss what they think might happen in the text, what they might learn, and questions they have based on what they have observed.

Start Lesson



Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I feel the challenge faced by Mae Jemison was _____”).

Intermediate

Have students use sentence frames (e.g., “The challenge _____ faced by _____ was _____”).

Advanced/Advanced High

Have students use sentence starters (e.g., “The challenge faced was _____”).

ELPS 1.A; ELPS 2.I;

ELPS 3.G

Challenge

Ask students to name the characteristics of an adventure story.

Support

Ask students to orally complete a story map of the Read-Alouds. Students should include the title, characters, setting, and plot.

Lesson 5: Let's Compare

What Have We Learned?

5M

Speaking and Listening: Students will recall information about stories read aloud. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Tell students that today, they will do some work with the two stories *Tomas and the Galápagos Adventure* and *Mae Among the Stars*.
- Who are the main characters in each story? (*Tomas and Mae Jemison*)
- What adventure did the character go on? (*Tomas went on a dream adventure to the Galápagos Islands. Mae Jemison went on an adventure to space.*)
- What are your favorite events from the stories?
- Invite students to ask questions about their favorite events from the story.
- Ask students if there are any other details from the stories that they would like to share.



Check for Understanding

Recall: What are the names of the two Read-Alouds we are working with today? (*Tomas and the Galápagos Adventure* and *Mae Among the Stars*.)



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



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Reading

Beginning

Ask simple yes/no questions (e.g., “Can we use a Venn diagram to make comparisons?”).

Intermediate

Have students use sentence frames (e.g., “*Tomas and the Galápagos Adventure* is _____ to *Mae Among the Stars* because they both _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “A difference between the stories is . . .”).

ELPS 4.G; ELPS 4.I

Challenge

Allow students to complete the Venn diagram using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Give students a list of details from the stories that they must then place in the correct location on the graphic organizer.

Activity Page 5.1



Lesson 5: Let's Compare

Let's Compare!



Reading: Using a Venn diagram, students will compare and contrast *Tomas and the Galápagos Adventure* and *Mae Among the Stars*.

 **TEKS 1.6.E**

LET'S COMPARE! (30 MIN.)

► Display the Venn Diagrams anchor chart

- Ask students what it means to compare and contrast. (*to tell what is similar, or alike between two things, and what is different, or not alike between two things*)
- Explain that the overlapping portion of the circles represents details that are similar, or alike between the two stories. Explain that the parts of the circles that do not overlap represent details about a story that are different, or not alike the other story.
- Ask student volunteers to read the clue words to identify items in a story that are similar, or alike.
- Ask student volunteers to read the clue words to identify items in a story that are different, or not alike.
- Point out that the clue words may not be written in the stories but can be used in a sentence about the stories. (e.g., *Tomas is a fictional character, and his adventure was a dream, but Mae Jemison is a real person whose adventure actually happened.*)
- Display Activity Page 5.1.
- Model identifying a detail from *Tomas and the Galápagos Adventure* and *Mae Among the Stars* that is similar, or alike and record it on the Venn diagram. (e.g., *Both stories are about an adventure. Be sure to emphasize the use of the clue word both.*)
- As a group, identify another detail on the board, using clue words, that is similar, or alike to both stories, and record it on the Venn diagram.

 **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Work in small groups or individually with students to locate answers to their questions.

Activity Pages 1.1, 2.1



- Allow students to work in pairs or independently to identify a third detail using clue words that is similar, or alike in both stories and record it on the Venn diagram.
- Repeat the same process for details that are different, or not alike. (e.g., Tomas's adventure took place on the Galápagos Islands. *On the other hand*, Mae Jemison's adventure took place in space. Be sure to emphasize the use of the clue words *on the other hand*.)
- Allow students to work in pairs to complete the graphic organizer.
- Exercise discretion if you feel a student is capable of working independently.



Check for Understanding

Recall: What is a Venn diagram used for? (*comparing and contrasting things*)

Lesson 5: Let's Compare

Application

25M

Writing: Using the Know-Wonder-Learn chart, students will gather information on research questions about adventures. **TEKS 1.13.C**

GATHERING INFORMATION (25 MIN.)

- Tell students that it is time to continue gathering information about their research questions.
- Follow the same procedure as the Lesson 4 Application for modeling.
- Display Activity Page 2.1.
- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions*) and which step they are starting next (*gather information*).
- Display Activity Page 1.1 and point out the research question for which you will find information.

TEKS 1.13.C Identify and gather relevant sources and information to answer the questions with adult assistance.

- Show students the resource you are going to use to gather information about the question.
- Point out where you found the information within the resource.
- Model how to write the discovered information with detail in the “Learn” column of Activity Page 1.1.
 - “How long does it take to get there?”
 - Use an online resource.
 - It takes eight and a half minutes for the space shuttle to reach space after blastoff.
- Next, work as a whole group to gather and record information with detail.
 - Ask students to choose a research question.
 - Direct students to choose a resource where they think they will find the information.
 - Work together to gather and record the information with detail in the “Learn” column.
- Lastly, allow students to work with a partner to choose a question and a resource and to locate and record the information with detail.
- Exercise discretion if you feel a student is capable of working independently.
- Inform students that they may use a second or third source to find additional information about the question they are trying to answer.



Check for Understanding

Two-Word Answer: Which step of the research plan are you working on?
(*gathering information*)

End Lesson



**EMERGENT
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STUDENTS**

Writing

Beginning

Provide students with information that answers a research question and have them add a drawing to the “Learn” column.

Intermediate

Provide students with a resource that has marked pages where they can look to find information.

Advanced/Advanced High

Provide students with a resource in which they will be able to find information with a partner or independently.

**ELPS 4.G; ELPS 4.K;
ELPS 5.F**

6

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDLove for All
Creatures

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make a personal connection to a time they explored a new place.

 **TEKS 1.6.E**

Reading

Students will describe Dr. Eugenie Clark and her motivation for becoming a zoologist. **TEKS 1.8.B**



Language

Students will demonstrate an understanding of the Tier 2 word *plunge*.

 **TEKS 1.3.B**

Writing

Using the Know-Wonder-Learn chart, students will find information on research questions about adventures. **TEKS 1.13.C**



FORMATIVE ASSESSMENTS

Activity Page 1.1

Know-Wonder-Learn Students gather information on research questions about adventures. **TEKS 1.13.C**



 **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> by Jess Keating
<i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i>			
Comprehension Questions			
Word Work: <i>Plunge</i>			
Application (25 min.)			
Gathering Information	Whole Group/ Partner	25 min.	☐ Activity Pages 1.1., 2.1
Take-Home Material			
Family Letter			☐ Activity Page 6.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Update the oceans section of the unit bulletin board with copies of the covers of the trade books, pictures of the characters and historical figures, and themed items.
- Display the world map or globe prepared in Lesson 1, along with the corresponding label.

Read-Aloud

- Prepare to read the trade book *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist* by Jess Keating aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text "It was Saturday . . ." and number each page in order after that.

Application

- Display Activity Page 2.1.
- Display Activity Page 1.1.
- **Note:** Each time Activity Page 1.1 is used in a lesson, record student ideas, suggestions, questions, and information to create a progressive anchor chart that can be referenced throughout the unit.
- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Display the trade books that have been read for students to refer to and use to identify story elements.
- Display a picture of Dr. Eugenie Clark for students to point to when they hear her name.
- Give students time to work with a partner to perform a quick book walk/site walk of each resource so they are familiar with the contents before beginning research. Tell students to look at the pictures, headings, charts, bolded words, etc., and discuss what they think might happen in the text, what they might learn, and questions they have based on what they have observed.

CORE VOCABULARY

mindless, adj. not having thoughts or feelings

Example: That TV show is full of mindless violence.

plunge, v. to do something with excitement

Example: He plunged into learning about the stars.

Variation(s): plunged

reputation, n. the way other people think of you

Example: He has a reputation for being kind and thoughtful.

sanctuary, n. a place where safety and peace can be found

Example: Her bedroom is her sanctuary.

zoologist, n. a person who studies animals and how they behave

Example: The zoologist studied monkeys and learned about their family groups.

Vocabulary Chart for *Shark Lady*

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	zoologist	mindless reputation sanctuary	
Multiple-Meaning		plunge	
Sayings and Phrases			

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STUDENTS

Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I felt _____ when I explored _____").

Intermediate

Have students use sentence frames (e.g., "I explored _____ and saw/learned _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "I explored . . .").

ELPS 1.A; ELPS 2.I;

ELPS 3.G

Challenge

Ask students to name the main character in the Read-Alouds and tell where they went on an adventure.

Support

Display a list of the main characters in each Read-Aloud and where their adventure took place for students to discuss orally.

Lesson 6: Love for All Creatures

Introducing the
Read-Aloud

5M

Speaking and Listening: Students will make a personal connection to a time they explored a new place. **TEKS 1.6.E**

WHAT HAVE WE LEARNED? (5 MIN.)

- We have read about many different adventures. Which one is your favorite so far?
- The characters in the stories explored lots of new areas on their adventures.
- Tell students *explore* means to look at and learn things about a new place.
- Think-Pair-Share: Share a time when you explored a new place. Where was it? What did you see or do?
- The title of today's Read-Aloud is *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist*.
- The story is about how Dr. Eugenie Clark became a zoologist, a person who studies animals and how they behave.



Check for Understanding

One-Word Answer: What is a word that means to look at and learn things about a new place? (*explore*)



TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance.

WHERE ARE WE?

- Review the locations already marked on the map.
- Tell students that Dr. Eugenie Clark grew up in New Jersey in the United States. Ask a student to mark New Jersey on the map with the corresponding label.

Lesson 6: Love for All Creatures

Read-Aloud



Reading: Students will describe Dr. Eugenie Clark and her motivation for becoming a zoologist. **TEKS 1.8.B**

Language: Students will demonstrate an understanding of the Tier 2 word *plunge*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students that you want them to listen for reasons that Dr. Eugenie Clark was motivated to become a zoologist.

SHARK LADY (15 MIN.)

- Page 2: Tell students that gills are the part of a fish's or shark's body that is used for breathing.
- Page 3: Tell students that Atlantic City is a city on the coast of the state of New Jersey.
- Page 5: The phrase "through her eyes" means Dr. Clark wants people to think of sharks the way she does—as amazing animals instead of always thinking they are scary.
- Page 8: The Queens County Aquarium Society is an organization that supports aquariums.
 - We learned what a daydreamer is when we read *Mae Among the Stars*. What is a daydreamer? (someone who imagines things as if they are dreaming, but they are really awake)

TEKS 1.8.B Describe the main character(s) and the reason(s) for their actions; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Dr. Eugenie Clark sees sharks in her daydreams.
- Page 10: A laboratory is a place where scientists study and work.
 - A sanctuary is a place where a person feels safe and peaceful.
 - Do you have a place you think of as a sanctuary where you feel safe and peaceful? (Answers may vary but may include my room, school, a friend's house, etc.)
- Page 11: Define the word *zoology* for students: the study of animals.
 - Define the word *mindless* for students: not having thoughts or feelings.
 - Do you think Dr. Clark believed sharks did not have any thoughts or feelings? How do you know?
- Page 13: The word *plunge* means to do something with excitement.
- Page 16: What does the phrase "research mission" mean? You already know what research is. What is it? (*to collect new information about a topic you don't know much about*)
 - A mission is a project with a specific purpose, so Dr. Eugenie Clark's research mission was a project to learn more about sharks.
- Page 17: The word *dispelled* means to prove a belief that many people have to be wrong.
- Page 18: Shark Lady! What a great nickname! Do you know someone who has a nickname?
- Page 22: Have you ever trained a dog or another pet? Ask students to give a thumbs-up or thumbs-down in response to this sentence: "It was easy to train my pet."
 - Can you imagine how hard it was for Dr. Eugenie Clark to train a shark?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a zoologist? (*a person who studies animals and their behavior*)
2. **Inferential.** Why did Eugenie Clark think sharks were worthy of study? (*As she started learning more about sharks, she realized they could understand things, her love and understanding of sharks, wanting others to love and understand sharks as well, etc.*)
3. **Literal.** How does Dr. Eugenie Clark prepare to be a zoologist? (*studies, works hard, swims with fish in the ocean, keeps an aquarium*)
4. **Literal.** What does it mean to be persistent? (*to work hard and never give up on a goal*)
5. **Inferential.** How is Dr. Eugenie Clark persistent? (*She went diving, joined the Queens County Aquarium Society, studied and took courses, set up laboratories, trained sharks, etc.*)
6. **Evaluative.** Is there another character we have read about who was persistent? (*Mae Jemison*)



Check for Understanding

Thumbs-Up/Thumbs-Down: Dr. Eugenie Clark was motivated to be a zoologist by her love of sharks. (*thumbs-up*)

WORD WORK: PLUNGE (5 MIN.)

1. In the Read-Aloud, you heard the sentence, “She plunged into every course she could.”
2. Say the word *plunge* with me.
3. In this Read-Aloud, *plunge* means to start doing something with excitement.
4. The children plunged into learning about adventures!
5. Tell me about a time you plunged into something.
6. What is the word we have been talking about?

Use a Kinesthetic activity for follow-up. Model plunging into learning by quickly sitting at a desk and picking up a book to read. Tell students to stand up. Ask them to tell you something they can plunge into, and when they do



**EMERGENT
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Reading

Beginning

Ask simple yes/no questions (e.g., “Did Dr. Eugenie Clark become a zoologist?”).

Intermediate

Have students use sentence frames (e.g., “Dr. Eugenie Clark prepared to become a _____ by _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “Dr. Eugenie Clark became a . . .”).

ELPS 4.G; ELPS 4.I

Challenge

Ask students to make a list of the things that motivated Dr. Eugenie Clark to become a zoologist.

Support

Display a list of the things that motivated Dr. Eugenie Clark to become a zoologist and have students discuss orally.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Work in small groups or individually with students to locate answers to their questions.

Activity Pages 1.1, 2.1



so, they quickly sit down as if they plunged.

Lesson 6: Love for All Creatures

Application

25M

Writing: Using the Know-Wonder-Learn chart, students will find information on research questions about adventures. **TEKS 1.13.C**

GATHERING INFORMATION (25 MIN.)

- Tell students that it is time to finish gathering information about their research questions.
- Follow the same procedure as the Application sections in Lessons 4 and 5 for modeling and partner work.
- Display Activity Page 2.1.
- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions*) and which step they are starting next (*gather information*).
- Display Activity Page 1.1 and point out the research question for which you will find information.
- Show students the resource you are going to use to gather information about the question.
- Point out where you found the information within the resource.
- Model how to write the discovered information with detail in the “Learn” column of Activity Page 1.1.
 - “Who has been there?”
 - Use the trade book *Shark Lady: The True Story of How Eugenie Clark Became the Ocean’s Most Fearless Scientist*.



TEKS 1.13.C Identify and gather relevant sources and information to answer the questions with adult assistance.

- Dr. Eugenie Clark researched the sharks in the ocean.
- Next, work as a whole group to gather and record information with detail.
 - Ask students to choose a research question.
 - Direct students to choose a resource where they think they will find the information.
 - Work together to gather and record the information with detail in the “Learn” column.
- Lastly, allow students to work with a partner to choose a question and a resource and to locate and record the information with detail.
- Exercise discretion if you feel a student is capable of working independently.
- Inform students that they may use a second or third source to find additional information about the question they are trying to answer.



Check for Understanding

Two-Word Answer: Which step of the research plan did we complete today? (*gather information*)

End Lesson

Lesson 6: Love for All Creatures

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.1.



**EMERGENT
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Writing

Beginning

Provide students with information that answers a research question and have them add a drawing to the second column.

Intermediate

Provide students with a resource that has marked pages where they can look to find information.

Advanced/Advanced High

Provide students with a resource in which they will be able to find information with a partner or independently.

ELPS 4.G; ELPS 4.K;

ELPS 5.F

Activity Page 6.1



7

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDAn Ocean
Adventure

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss how a challenge and a barrier are similar and different.

 **TEKS 1.1.A**

Reading

Students will identify the challenges and barriers the main character faced.

 **TEKS 1.8.C**

Language

Students will demonstrate an understanding of the Tier 2 word *waterproof*.

 **TEKS 1.3.B**

Writing

Students will practice writing sentences from gathered information on the Know-Wonder-Learn chart. **TEKS 1.13.D**



FORMATIVE ASSESSMENTS

Illustrate Understanding

Students will draw a picture of one of the challenges Jacques Cousteau faced in the

 Read-Aloud. **TEKS 1.8.C**

Activity Page 7.1

Writing Sentences Students will practice writing sentences from gathered information on the KWL chart. **TEKS 1.13.D**



 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>Manfish</i> by Jennifer Berne ☐ note cards or paper for Illustrate Understanding
<i>Manfish</i>			
Comprehension Questions			
Word Work: <i>Waterproof</i>			
Application (25 min.)			
Writing Sentences from Information	Whole Group/ Partner	25 min.	☐ Activity Pages 1.1., 2.1, 7.1 ☐ Writing Sentences from Gathered Information anchor chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the world map or globe prepared in Lesson 1, along with the corresponding label.

Read-Aloud

- Prepare to read the trade book *Manfish* by Jennifer Berne aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the text “Bubbles rising . . .” and number each page in order after that. Page 21 is a large foldout. Page 22 contains the words “They swam with . . .”
- Use note cards or paper to prepare an Illustrate Understanding for the Formative Assessment.

Application

- Display Activity Page 2.1.
- Display Activity Page 1.1.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class’s KWL progressive anchor chart that you create throughout the unit.

- Display the Writing Sentences from the Gathered Information anchor chart, which can also be found in the unit's online materials.

➤ Writing Sentences from the Gathered Information anchor chart

Writing Sentences from Gathered Information											
1. Highlight key words in the research question.	What kinds of animals live there?										
2. Highlight the gathered information that answers the question.	<table><tr><td></td><td>K</td><td>W</td><td>L</td></tr><tr><td>Galápagos Islands</td><td>Tropical Animals live there</td><td>Kinds of animals</td><td>Iguanas Giant tortoises</td></tr></table>		K	W	L	Galápagos Islands	Tropical Animals live there	Kinds of animals	Iguanas Giant tortoises		
	K	W	L								
Galápagos Islands	Tropical Animals live there	Kinds of animals	Iguanas Giant tortoises								
3. Write a sentence that combines the question and the gathered information.	The kinds of animals that live there are iguanas and giant tortoises.										
4. Replace words to make the sentence clearer.	The kinds of animals that live in the <u>Galápagos Islands</u> are iguanas and giant tortoises.										

- Display Activity Page 7.1.
- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Display definitions of *challenge* and *barrier* and have students discuss orally.
- Gather and display a waterproof case or a picture of a waterproof case for students to touch and discuss how it works to keep items dry.
- Allow students to refer to the research resources as needed when writing sentences.

CORE VOCABULARY

Aqua-Lung, n. the first version of a scuba tank that holds air to breathe when you're underwater

Example: The Aqua-Lung allowed divers to stay underwater for a longer time than they would be able to hold their breath.

blueprint, n. a plan for building a machine or house

Example: According to the blueprint, the house is going to have three bedrooms.

fascinated, adj. to be very interested in something

Example: He was fascinated by how plants grow.

model, n. a small-scale copy of an object

Example: She built a model of a race car.

waterproof, adj. designed to prevent water from getting in

Example: My watch is waterproof, so I don't have to take it off when I take a shower.

Vocabulary Chart for *Manfish*

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Aqua-Lung	blueprint fascinated waterproof	
Multiple-Meaning		model	
Sayings and Phrases	eyes had been opened		

Lesson 7: An Ocean Adventure

Introducing the Read-Aloud

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Speaking and Listening

Speaking and Listening: Students will discuss how a challenge and a barrier are similar and different. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Ask students to share what they have learned so far about challenges and barriers. Allow students to share a question they have about challenges and barriers.
- What is a challenge? (*a difficult task, something that is hard to do*)
- Do you remember the definition of *barrier*? (*a situation, a rule, or a problem that makes something difficult or even impossible to do*)
- Tell students to stand up for similar and sit down for different in response to this question: “Do you think challenges and barriers are similar or different?” (*stand up*)
- Here is a tricky question: How are challenges and barriers similar? (*They are both times when you have to keep going even when it gets hard.*)
- Today, we are going to read a story about a man who faced challenges and barriers.
- We are going to read *Manfish*, a book about the ocean explorer Jacques Cousteau and the work that he and his team did.



Check for Understanding

One-Word Answer: Are challenges and barriers similar? (yes)

Beginning

Ask simple yes/no questions (e.g., “Is a challenge a difficult task or something that is hard to do?”).

Intermediate

Have students use sentence frames (e.g., “Challenges and _____ are similar because they are both times when _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “Challenges and barriers are similar because . . .”).

**ELPS 1.A; ELPS 2.I;
ELPS 3.G**

Challenge

Ask students to write a sentence about how challenges and barriers are similar.

Support

Display a statement that explains how challenges and barriers are similar.

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

WHERE ARE WE?

- Review the locations already marked on the map.
- Tell students that Jacques Cousteau is from France. Ask a student to label France on the map with the corresponding label.

Lesson 7: An Ocean Adventure Read-Aloud



Reading: Students will identify the challenges and barriers the main character faced. **TEKS 1.8.C**

Language: Students will demonstrate an understanding of the Tier 2 word *waterproof*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen for the challenges and barriers Jacques Cousteau faced.

MANFISH (15 MIN.)

- Page 1: When the author says “silvery beads of breath,” they are referring to the bubbles that are rising from the diver’s scuba tank.
- Page 3: Do you think Jacques is curious? (yes)
 - What makes you think that? (He wanted to learn so many things about the water.)
- Page 8: A blueprint is a plan for building a machine or house.
- Page 10: The word *fascinated* means to be very interested in something. Are you fascinated by something?
- Page 12: Say, “Let’s see how long you can hold your breath!” and time how long students can hold their breath.
- Page 14: The phrase “his eyes had been opened” means that he understood something clearly. Now that Jacques has the goggles, he clearly sees the plants and fish that live in the ocean. He understands how amazing the ocean is.

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Page 15: The word *waterproof* means something was designed to prevent water from getting in.
- Page 17: The Aqua-Lung is the first version of a scuba tank that holds air to breathe when you're underwater. What a fantastic invention! With his invention, Jacques Cousteau changed how people swim in the ocean.
- Can you think of another invention that changed how people did things? (*Answers may vary but may include the telephone, the car, the computer, etc.*)
- Page 21: The word *camouflaged* means disguised. Can you think of other animals that are camouflaged? (*Answers may vary but may include chameleons, polar bears, butterflies, etc.*)
- Page 25: What did Jacques Cousteau and his team discover about what people were doing to the oceans? (*People were throwing waste into the oceans, and it was harming the plants and fish.*)
 - What did Jacques and his team do to stop the damage? (*They made movies to show people what was happening.*)
 - What did Jacques hope children would do for the oceans? (*Enjoy them and find ways to take better care of the oceans.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Can you name the challenges and barriers Jacques Cousteau and his team faced on their adventures? (*Answers may vary but may include finding a way to breathe underwater, learning how movie cameras worked, being able to see underwater, finding a way to sail around the world to explore the oceans, staying safe around the fish in the oceans, finding a way to keep the oceans healthy, telling people about the damage they were doing, etc.*)
2. **Evaluative.** Which challenge or barrier do you think was the one that Jacques had to overcome and keep going no matter how hard things got?
3. **Inferential.** What questions do you think leaders and people all over the world would have asked Jacques about the oceans when they learned the oceans were in danger?
4. **Evaluative.** What is something you can do to save the oceans and the animals? (*Answers may vary but may include don't use plastic straws, don't put trash down storm drains, volunteer to help clean the waters, recycle, don't overfish, etc.*)
5. **Literal.** What have you learned about an adventure under the ocean? (*Add student answers to the KWL chart.*)

Challenge

Ask students to find additional information about Jacques Cousteau.

Support

Show students a short video of Jacques Cousteau and the work he did.



**EMERGENT
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Reading

Beginning

Ask simple yes/no questions (e.g., "Was finding a way to breathe underwater a challenge for Jacques Cousteau?").

Intermediate

Have students use sentence frames (e.g., "A challenge _____ faced was _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "A challenge that Jacques Cousteau faced was ...").

ELPS 4.F; ELPS 4.I



Check for Understanding

Two-Word Answer: What did Jacques Cousteau face on his adventures? (challenges, barriers)

WORD WORK: WATERPROOF (5 MIN.)

1. In the Read-Aloud, you heard the phrase “Jacques created a waterproof case . . .”
2. Say the word *waterproof* with me.
3. *Waterproof* means that the object cannot be damaged by water, and the water is kept out.
4. Let’s look at a waterproof case. Pass around the case you brought in, or project an image for students to see.
5. The camera is in a waterproof case, so I can take pictures of colorful fish under the water.
6. Can you name a device you can keep dry by putting it in a waterproof case? (*smartphone, camera*)
7. What is the word we have been talking about?

Use a Making Choices activity for follow-up. Tell students that you are going to read a series of objects. If the object is something that needs to be waterproof so it is not damaged in water, students say, “That must be waterproof.” If the object is something that will not be damaged in water, students say, “That does not need to be waterproof.”

- a watch (*That must be waterproof.*)
- a sponge (*That does not need to be waterproof.*)
- a computer (*That must be waterproof.*)
- a pool float (*That does not need to be waterproof.*)
- a phone (*That must be waterproof.*)



Illustrate Understanding

- Distribute Illustrate Understanding note cards or paper to students: "Draw a picture of one of the challenges Jacques Cousteau faced in the Read-Aloud."
- Allow students five minutes to complete the Illustrate Understanding.
- Collect the Illustrate Understanding for the Formative Assessment of **TEKS 1.8.C**.



Lesson 7: An Ocean Adventure

Application



Writing: Students will practice writing sentences from gathered information on the Know-Wonder-Learn chart. **TEKS 1.13.D**



WRITING SENTENCES FROM INFORMATION (25 MIN.)

- Tell students that they are going to do some additional practice writing sentences from the information they have gathered.
- Follow the same procedure as the Application section in Lesson 3 for modeling.
- Display Activity Page 2.1 and read over the class research plan. Ask students what steps they have already completed. (*brainstorm, ask questions*)
- Tell students that in this lesson, they are going to practice an essential skill that they will use later in the research process. Today, they are going to write sentences about the information they have gathered.
- Display Activity Page 1.1.

➤ Display the Writing Sentences from Gathered Information anchor chart

- Ask student volunteers to read the research questions.
- Ask student volunteers to read the information that was gathered during the Read-Aloud segment to answer research questions about the Galápagos Islands.
- Display Activity Page 7.1.

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Have students verbally share their sentences using sentence frames from a small set of learned phrases (e.g., "The cost of getting there is ____").

Intermediate

Have students use sentence frames (e.g., "The ____ of getting there is ____").

Advanced/Advanced High

Have students use sentence starters (e.g., "The cost of an adventure is . . .").

ELPS 5.F; ELPS 5.G

Activity Pages 1.1, 2.1



Activity Page 7.1



Challenge

Encourage students to add adjectives for detail to the sentences.

Support

Provide sentence frames for students to complete.

- Model how to write a sentence from the information that was gathered.
- The following example uses questions and information that might be on the KWL:
 - Read the first question in the “Question” column: “How much does it cost to get there?”
 - Tell students to highlight the keywords in the sentence: *cost* and *get there*.
 - Read the gathered information: *a flight to Paris = \$2,000*.
 - Model for students how to combine the keywords with the gathered information: *It costs about \$2,000 to get to Paris*.
 - Write the new sentence on Activity Page 7.1.
 - Tell students they can make the sentence clearer by adding details to the sentence: *It costs about \$2,000 to fly to Paris, France, where Jacques Cousteau is from*.
- Next, tell students that the class is going to work together to practice writing another sentence.
 - Have a student read the second question in the “Question” column: “Can I go alone?”
 - Work with students to highlight the keywords in the sentence: *go* and *alone*.
 - Have a student read the gathered information: *if you tell someone where and follow the safety rules*.
 - Ask students how they would combine the keywords and the gathered information: *It is alright to go if you tell someone where you are going and follow the safety rules*.
 - Write the new sentence on Activity Page 7.1.
 - Tell students they can make the sentence clearer by replacing words and adding details: *It is alright to scuba dive alone if you tell someone where you are going and follow the safety rules*.
 - Write the new sentence in the “Learn” column.
- Allow students to work in pairs to write a third sentence using the same procedure. After five minutes, allow students to share their work.
- Exercise discretion if you feel a student is capable of working independently.

- Tell students that in the next lesson, they are going to work on the next step in the plan: gather information.
- Remind students that they will be writing sentences in this manner with the information they gather in their research.



Check for Understanding

Recall: What skill did we practice today? (*writing sentences from gathered information*)

End Lesson

8

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

Keep On Going!

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss a time they were a part of, or observed, a team and what it was able to accomplish. **TEKS 1.1.A**

Reading

Students will use evidence from the reading to explain the value of a team. **TEKS 1.7.C**

Language

Students will demonstrate an understanding of the Tier 3 word *Inuit*. **TEKS 1.3.B**

Writing

Students will begin drafting their presentation with a focus on writing a topic sentence. **TEKS 1.13.D**

FORMATIVE ASSESSMENTS

Quick Write

Write a sentence about why Matthew Henson's team was valuable. **TEKS 1.7.C**

Activity Page 8.1

Writing a Paragraph Students will begin drafting their presentation with a focus on writing a topic sentence. **TEKS 1.13.D**

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i> by Deborah Hopkinson ☐ note cards or paper for Quick Write
<i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i>			
Comprehension Questions			
Word Work: <i>Inuit</i>			
Application (25 min.)			
Writing a Topic Sentence	Whole Group/ Partner/ Independent	25 min.	☐ Activity Pages 1.1, 2.1, 8.1 ☐ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) ☐ Writing a Paragraph anchor chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Update the cold and snowy places section of the unit bulletin board with copies of the covers of the trade books, pictures of the characters and historical figures, and themed items.
- Display the world map or globe prepared in Lesson 1, along with the corresponding label.
- Gather and display pictures of the 1980 Olympic hockey team, NASA's Apollo 11, Edmund Hillary, and Tenzing Norgay.

Read-Aloud

- Prepare to read the trade book *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* by Deborah Hopkinson aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 1, which contains the illustration of Matthew Henson kneeling while holding the American flag, and number each page in order after that.
- Prepare partnerships for Think-Pair-Share.
- Use note cards or paper to prepare a Quick Write for the Formative Assessment.
- Prepare a map image of Peary Land, Greenland.

Application

- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit's online materials.

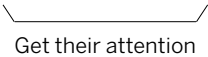
➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions.  TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences

 **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Display Activity Page 1.1.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class's KWL progressive anchor chart that you create throughout the unit.
- Activity Page 8.1.
- Display the Writing a Paragraph anchor chart, which can also be found in the unit's online materials.

➤ Writing a Paragraph anchor chart

Writing a Paragraph	
Topic Sentence: • Tells the reader what the paragraph is about • Catches the reader's attention There are many different animals to see when you go on adventures all around the world!  Topic  Get their attention	
Supporting Sentences: Choose information that supports the topic sentence. • Galápagos Islands—giant tortoises and humpback whales • The ocean—hammerhead sharks and checkerboard fish • Cold and snowy places—polar bears and dogs Use that information to write the supporting sentences. • When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales. • There are hammerhead sharks and checkerboard fish swimming in the ocean. • If you visit a cold and snowy place, you might see polar bears and dogs.	
Concluding Sentences: Restates the topic of the paragraph (do not copy the topic sentence). • As you can see, there are lots of interesting animals you will see when you go on a world adventure!	

- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Display a list of the qualities of a good team for students to refer to during the discussion.
- Display a picture of Matthew Henson for students to make connections.
- Have students orally share their sentence with the teacher for feedback before writing on the graphic organizer.

CORE VOCABULARY

grueling, adj. taking a lot of effort

Example: Our hike up Mt. Washington was grueling!

Inuit, n. a group of native people who are from the Arctic area of the world

Example: The Inuit live throughout Northern Canada and Greenland.

navigate, v. to find your way to your destination using maps, GPS, or other forms of directions

Example: If you sit in the front passenger seat, your job is to navigate.

Variation(s): navigated

resourceful, adj. good at finding solutions to problems

Example: She was very resourceful and fixed the leak using some duct tape.

valuable, adj. when something is important or helpful

Example: My glasses are valuable because they help me see.

Vocabulary Chart for *Keep On!*

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Inuit	grueling navigate resourceful valuable	
Multiple-Meaning			
Sayings and Phrases			

Image Card 1A-4

EMERGENT
BILINGUAL
STUDENTS

Speaking and Listening

Beginning

Ask simple yes/no questions to have students offer their opinions (e.g., “Is a team a group of people who work or compete together?”).

Intermediate

Have students use sentence frames (e.g., “I was on a _____ and we _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “When I was on a team . . .”).

ELPS 1.A; ELPS 2.I;

ELPS 3.G

Challenge

Ask students to identify famous teams and what they were able to accomplish.

Lesson 8: Keep On Going!

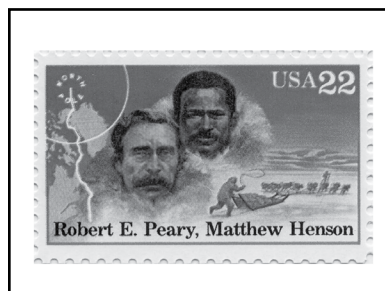
Introducing the Read-Aloud

5M

Speaking and Listening: Students will discuss a time they were a part of, or observed, a team and what it was able to accomplish. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Today we start looking at what it is like to go on an adventure in a cold and snowy area, and we are going to start in one of the coldest places of all: the Arctic!



- **Show Image Card 1A-4** Tell students that in the middle of the Arctic is the North Pole. The person who led the first expedition that discovered the north pole was Admiral Robert Peary. It was a very difficult journey. A key member of his team was Matthew Henson.
- Tell students they are going to read *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* by Deborah Hopkinson.
- Ask students to give a thumbs-up for yes or thumbs-down for no in response to this question: “Do you think Matthew Henson faced challenges on his adventure to the North Pole?” (*thumbs-up*)
- Tell students they will read about many challenges, but Matthew Henson had something special that helped him on his adventure: a team.
- Ask, “Can you tell me what a team is?” (*Answers may vary but may include a group of people that work together, people who play a game together, etc.*)
- A team is a group of people who work or compete together.
- Think-Pair-Share: Talk to your partner about a time you, or someone you know, were part of a team and what you did together. Ensure each student has had an opportunity to ask and answer using the following sentence starter, “When I was part of a team . . .”
- Some teams work well together, and others don't. Ask, “What are some qualities that make a team valuable, or important and helpful?” (*Answers may*



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

vary but may include they communicate well, they help each other, they support each other, they are committed to the game or job, they have fun, etc.)



Check for Understanding

One-Word Answer: What would you call a group of people who work together to climb a mountain? (*team*)

Support

Display pictures of famous teams and discuss what they accomplished, such as the 1980 United States Olympic hockey team, NASA's Apollo 11, Edmund Hillary, and Tenzing Norgay.

WHERE ARE WE?

- Review the locations already marked on the map.
- Remind students that the Read-Aloud takes place in the Arctic. Ask a student to label the Arctic on the map with the corresponding label.

Lesson 8: Keep On Going!

Read-Aloud



Reading: Students will use evidence from the reading to explain the value of a team. **TEKS 1.7.C**

Language: Students will demonstrate an understanding of the Tier 3 word *Inuit*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- As we read, listen for evidence in the story that tells you what made Matthew Henson's team valuable, which means important or helpful.

KEEP ON! (15 MIN.)

- Page 2: The words *finding glory* mean to do something that makes you famous.
 - What challenge did Matthew Henson face? How do you know? (*Exploring the North Pole itself was a difficult task, but Matthew Henson was determined.*)

TEKS 1.7.C Use text evidence to support an appropriate response; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Page 3: The phrase “make your way in the world” means to figure out where you want to live, who you want to be with, and what you want to do for a job.
- Page 6: A sea dog is a sailor who has been sailing for a long time.
 - A cabin boy is a person who waits on a ship’s officers and passengers.
- Page 7: The word *navigate* means to find your way to your destination using maps or other directions.
- Page 10: The phrase “top of the world” is another way to refer to the North Pole.
- Page 10: Who did Matthew Henson meet in Washington, D.C.? (*Robert E. Peary*) What goal was Peary’s heart set on? (*to be the first to stand at the “top of the world”*)
- Page 11: The Inuit are a group of native people who are from the Arctic.
- Page 14: A dog sledge, also known as a dog sled, is a sled piled high with supplies and pulled by a team of dogs.
- Page 15: The word *unrelenting* means something that will not stop or lessen.
- Page 17: A base camp is a camp that explorers set out from where supplies are kept and where explorers can sleep.
 - What was launched from the base camp? (*Peary’s last attempt to reach the North Pole*)
 - What were some of the jobs people on the team did? (*got supplies ready, took care of the dogs, moved the supplies to the place the team would leave from for the North Pole*)
- Page 20: What were Matthew Henson and his team trying to reach? (*the North Pole*)
 - The word *cache* means a place where you store items.
 - This page talks about more responsibilities people on the team had. What were they? (*find a route to the North Pole, set up shelter, carry and store food and other items they needed*)
 - Could everyone make the trip to the North Pole? Why? (*No, there weren’t enough supplies for everyone.*)
 - The word *grueling* means takes a lot of effort.
- Page 21: The word *resourceful* means good at finding solutions to problems.
 - The author said that Matthew Henson was brave. Can you tell me a time

when you were brave? *(Answers may vary but may include getting shots at the doctor's office, the first day of school, sleeping over a friend's house, etc.)*

- The author writes "For Peary could not get along without Matt Henson, experienced, resourceful, brave." What does she mean by that? *(Matthew Henson was important to the team, he helped Peary reach his goal, etc.)*
- Page 26: That must have been so scary! Ask students to give a thumbs-up or thumbs-down in response to this sentence: "Ootah was a valuable member of the team." *(thumbs-up)*
 - What made Ootah a valuable member of the team? *(Answers may vary but may include he saved Matthew Henson, he was brave, he was strong, etc.)*
- Page 27: Why did Peary plant a flag at the North Pole? *(Planting a flag is a way to show that a person arrived first, or to claim a territory. Peary planted the flag because he was the leader.)*
- Page 30: What do you think Matthew Henson and his team felt when they finally reached the North Pole?

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What does valuable mean? *(important or helpful)*
2. **Evaluative.** What evidence did you hear in the Read-Aloud that tells you a team is valuable? *(Answers may vary but may include they worked together to get to the North Pole; Ootah saved Matthew Henson; some team members waited at base camp with the supplies.)*
3. **Evaluative.** Could Matthew Henson have made it to the North Pole by himself? How do you know? *(Answers may vary but may include he needed help carrying things and finding the way; he would have died when he fell in the water if Ootah wasn't there to save him, etc.)*
4. **Inferential.** If you were interviewing people to join your team on an adventure to the North Pole, what questions would you ask them? *(Answers may vary but may include Are you strong? Do you work well with others? Are you brave?, etc.)*
5. **Inferential.** Besides the Inuit and Robert Peary, can you think of other team members that were valuable? Why were they valuable? *(the dogs; They were valuable because without them, the adventure wouldn't have had any supplies.)*
6. **Inferential.** Think-Pair-Share: This is a fun question. What do you think the dogs would have asked the humans while they were on the adventure?

Challenge

Ask students to find information about other teams who tried to reach the North Pole.

Support

Display a list of the qualities of a valuable team.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Beginning

Ask simple yes/no questions (e.g., "Does working together make a team valuable?").

Intermediate

Have students use sentence frames (e.g., "One thing that made the team _____ was _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "The team was valuable because . . .").

ELPS 4.F; ELPS 4.I

7. **Evaluative.** Can you name a character from another book we have read who would have been a good teammate for Matthew Henson? How do you know? (*Dr. Mae Jemison, Dr. Eugenie Clark, Jacques Cousteau; They were all brave and wanted to explore.*)
8. **Literal.** What did you learn about an adventure in cold and snowy places? (*Add student answers to the KWL chart.*)
9. **Inferential.** Show students the map of Peary Land, Greenland. Why do you think this area has the same name as Robert Peary? (*He explored the area while on one of his Arctic expeditions.*)



Check for Understanding

Thumbs-Up/Thumbs-Down: A team communicates well. (*thumbs-up*)

WORD WORK: INUIT (5 MIN.)

1. In the Read-Aloud, you heard the sentence, “Matt studies with new teachers now: the Inuit.”
2. Say the word *Inuit* with me.
3. The *Inuit* are native people from the Arctic region of the earth. In the story that we read, the Inuit were teammates with Matthew Henson on his adventure, and they helped him learn skills to survive in the Arctic.
4. The Inuit were valuable team members on the first adventure to discover the North Pole.
5. What is a question you would like to ask the Inuit about their adventure with Matthew Henson?
6. What is the word we have been talking about?

Use a Discussion Activity for follow-up. Ask students, “What skills did the Inuit have that were valuable to the North Pole adventure?” (*Answers may vary but may include how to make and drive a dog sled, the right clothes to wear in the Arctic, how to hunt, how to build shelters, etc.*)



Quick Write

- Distribute Quick Write note cards or paper to students: "Write a sentence about why Matthew Henson's team was valuable."
- Allow students five minutes to complete the Quick Write.
- Collect the Quick Write for the Formative Assessment of **TEKS 1.7.C**.

Lesson 8: Keep On Going!

Application



Writing: Students will begin drafting their presentation with a focus on writing a topic sentence. **TEKS 1.13.D**

WRITING A TOPIC SENTENCE (25 MIN.)

- Display Activity Page 2.1.
 - Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions, gather information*) and which step they are starting next (*write about the information*).
- **Display First Grade Writing Rubric: Informative/Explanatory Writing**
- Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
 - Tell students that there are many questions they have been researching and a lot of information they gathered, so they need to decide what they want to be the focus of their presentation.
 - Instruct students to look at Activity Page 1.1.
 - Ask students if, through their research, they became interested in one adventure area, research question, or specific information.
 - Tell students to choose one topic to write about for their presentation.

TEKS 1.7.C Use text evidence to support an appropriate response; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

Activity Pages 1.1, 2.1, 8.1



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Have students use sentence frames (e.g., "In an adventure to _____, you will see _____").

Intermediate

Have students use sentence starters (e.g., "On an adventure to . . .").

Advanced/Advanced High

Have students verbally share their topic sentence with the teacher before writing it on the graphic organizer.

ELPS 5.F; ELPS 5.G

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Provide students with sentence starters, such as, “If . . . , then . . .” or “Even though . . .”

- Remind students that they will want to choose a topic that interests them, and one for which they have gathered facts and details that support their research.
- Tell students that it is alright if the topic they have become interested in does not have information for all four adventure areas.
- Next, tell students that the paragraph they will be writing will have a topic sentence, three supporting sentences, and a concluding sentence.
- Display Activity Page 8.1 and point out the corresponding sections.
- Next, tell students that they are only working on a topic sentence in this lesson.
- Ask students if they know what a topic sentence is. (*A topic sentence tells the reader what the paragraph will be about.*)

➤ Display the Writing a Paragraph anchor chart

- Have a student volunteer read the information for a topic sentence from the Writing a Paragraph anchor chart.
- Model for students how to write a topic sentence:
 - Display Activity Page 1.1.
 - Tell students that you have become very interested in all the information you gathered on the animals that live in the Galápagos Islands, under the ocean, and in cold and snowy places.
 - Tell them your topic is going to be “animals on an adventure.”
 - Explain that you want to grab the audience’s attention, so you will stress that the animals they will read about come from all over the world!
 - Write your topic sentence in the corresponding box on Activity Page 8.1. “There are many different animals to see when you go on adventures all around the world!”
- Next, work as a class to write a topic sentence.
 - Choose a research question or identify interesting information on Activity Page 1.1.
 - Ask students to say what the topic is going to be.
 - Ask students what would catch the reader’s attention about the topic.
 - Write your topic sentence in the corresponding box on Activity Page 8.1.

- Instruct students to write the topic sentence for their presentation.
 - Choose a research question or identify interesting information on Activity Page 1.1.
 - Determine what the topic is going to be.
 - Decide what would catch the reader's attention about the topic.
 - Write the topic sentence in the correct box on Activity Page 8.1.
- Think-Pair-Share: Ask students to share their topic sentence with their partner by reading it aloud and showing their written work. The partner should say one thing they liked and one thing that might help improve the sentence.



Check for Understanding

Two-Word Answer: What is the type of sentence that tells the reader what a paragraph is about and catches their attention? (*topic sentence*)

End Lesson

9

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDWhat Should
We Bring?

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the items they think are needed for an adventure to the summit of Mount Everest.

 **TEKS 1.1.A**

Reading

 Students will describe the setting of the Read-Aloud. **TEKS 1.8.D**

Language

Students will demonstrate an understanding of the Tier 2 word *adapt*.

 **TEKS 1.3.B**

Writing

Students will continue drafting their presentation with a focus on writing

 supporting sentences. **TEKS 1.13.D**

FORMATIVE ASSESSMENTS

Illustrate Understanding

 Students will draw a picture of their favorite part of the setting. **TEKS 1.8.D**

Activity Page 8.1

Writing a Paragraph Students will continue drafting their presentation with a focus on writing supporting sentences. **TEKS 1.13.D**

 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.D** Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
Essential Background Knowledge and Terms	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ <i>The Top of the World: Climbing Mount Everest</i> by Steve Jenkins ☐ Image Card 9A-1 ☐ note cards or paper for Illustrate Understanding
<i>The Top of the World: Climbing Mount Everest</i>			
Comprehension Questions			
Word Work: <i>Adapt</i>			
Application (25 min.)			
Writing Supporting Sentences	Whole Group/ Partner	25 min.	☐ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) ☐ Writing a Paragraph anchor chart (Digital Components) ☐ Activity Pages 1.1., 2.1, 8.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the world map or globe prepared in Lesson 1, along with the corresponding label.

Read-Aloud

- Prepare to read the trade book *The Top of the World: Climbing Mount Everest* by Steven Jenkins aloud. As you preview the book, you may wish to add page numbers and reference the Guided Reading Supports included in this lesson. This trade book does not have numbered pages, but for ease of use, we have referred to page numbers in our materials. We begin with page 2, which contains the text “Its summit is . . .” and number each page in order after that.
- Gather and display pictures of Mount Everest.
- Prepare partnerships for Think-Pair-Share.
- Use note cards or paper to prepare an Illustrate Understanding for the Formative Assessment.

Application

- Display Activity Page 1.1.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class’s KWL progressive anchor chart that you create throughout the unit.
- Display Activity Page 2.1.
- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit’s online materials.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions. TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: - a topic relevant to the purpose - facts and details relevant to the topic - examples and/or definitions	The writing includes all of the following: - a topic relevant to the purpose - facts and details relevant to the topic	The writing does not include one or more of the following: - a topic relevant to the purpose - facts and details relevant to the topic
Organization	The writing includes all of the following: - a paragraph structure - an introduction with a topic sentence - facts and details about the topic - a concluding sentence	The writing includes all of the following: - an introduction that names the topic - facts and details about the topic - a sense of closure	The writing does not include one or more of the following: - an introduction that names the topic - facts and details about the topic - a sense of closure
Conventions	The writing contains: complete simple and compound expanded sentences	The writing contains: complete simple and compound sentences	The writing does not contain: complete sentences

 **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

➤ Writing a Paragraph anchor chart

Writing a Paragraph
Topic Sentence: • Tells the reader what the paragraph is about • Catches the reader's attention There are many different animals to see when you go on adventures all around the world! Topic Get their attention
Supporting Sentences: Choose information that supports the topic sentence. • Galápagos Islands—giant tortoises and humpback whales • The ocean—hammerhead sharks and checkerboard fish • Cold and snowy places—polar bears and dogs Use that information to write the supporting sentences. • When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales. • There are hammerhead sharks and checkerboard fish swimming in the ocean. • If you visit a cold and snowy place, you might see polar bears and dogs.
Concluding Sentences: Restates the topic of the paragraph (do not copy the topic sentence). • As you can see, there are lots of interesting animals you will see when you go on a world adventure!

- Display Activity Page 8.1.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.
- If it hasn't been done already, determine a time outside of the lesson block for students to create a picture frame for the Adventure Gallery Walk. Frames must be completed for Lesson 13.

Universal Access

- Display pictures of supplies that hikers may need to climb Mount Everest.
- Display a picture of Mount Everest.
- Have students orally share their sentence with the teacher for feedback before writing on the graphic organizer.

CORE VOCABULARY

adapt, v. to be able to adjust to a situation

Example: He learned to adapt to his new, snowy home.

avalanche, n. when a huge amount of snow, ice, and rocks slides down a mountain unexpectedly

Example: The snowboarders raced down the mountain to escape the avalanche.

down, n. small, soft feathers

Example: My goose down pillow is very comfortable!

glacier, n. a mass of frozen snow and ice that moves over land or down a slope

Example: The glacier crushed the trees in its path.

Sherpa, n. a group of people from Tibet that provide support and guide adventurers up Mount Everest

Example: My team hired the most knowledgeable Sherpa to help us reach the summit.

Vocabulary Chart for *The Top of the World*

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	avalanche glacier Sherpa	adapt	
Multiple-Meaning	down		
Sayings and Phrases			

EMERGENT
BILINGUAL
STUDENTS

Speaking and Listening

Beginning

Ask simple yes/no questions to have students offer their opinions (e.g.,

“Is a warm parka an item you need to hike Mount Everest?”).

Intermediate

Have students use sentence frames (e.g., “A _____ I need to hike Mount Everest is _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “To hike Mount Everest . . .”).

ELPS 1.A; ELPS 2.I;

ELPS 3.G

Challenge

Ask students to draw pictures of the supplies they would bring to climb Mount Everest.

Lesson 9: What Should We Bring?

Introducing the
Read-Aloud

5M

Speaking and Listening: Students will discuss the items they think are needed for an adventure to the summit of Mount Everest. **TEKS 1.1.A**

ESSENTIAL BACKGROUND KNOWLEDGE AND TERMS (5 MIN.)

- Today we are going to look at a different cold and snowy place: Mount Everest. Mount Everest is located in the Himalayan mountains in Nepal and is considered to be the highest point on Earth.
- Mount Everest is the tallest mountain on Earth. Can you imagine how difficult it is to climb such a huge mountain?
- Tell students the Read-Aloud is entitled *The Top of the World: Climbing Mount Everest* and it tells all about Mount Everest, including information about the early explorers who first discovered a route to the summit.
- Explain that the Read-Aloud tells about the first people who successfully climbed Mt. Everest—Sir Edmund Hillary and Tenzing Norgay. Explain that Hillary was a mountain climber from New Zealand and that Norgay was a Sherpa and climber from Nepal. Tell students that many people attempted to reach the summit before Hillary and Norgay were the first in 1953.
- Tell students that they will also hear learn about climbing the mountain, including what supplies are needed, how to get to the mountain, what challenges climbers will face, and the dangers of climbing.
- Think-Pair-Share: What supplies do you think a mountaineer needs to reach the top of Mount Everest? (*Answers may vary but may include food, rope, boots, a parka, etc.*)
- Invite students to ask questions that they may have to better understand how important it is to have the correct supplies when climbing a mountain.

WHERE ARE WE?

- Review the locations already marked on the map.
- Remind students that the Read-Aloud takes place on Mount Everest. Ask a student to label the mountain on the map with the corresponding label.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

One-Word Answer: What do you call the things you need to climb a mountain? (*supplies*)

Lesson 9: What Should We Bring?

Read-Aloud



Reading: Students will describe the setting of the Read-Aloud. **TEKS 1.8.D**

Language: Students will demonstrate an understanding of the Tier 2 word *adapt*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- As you listen to the Read-Aloud, pay attention to the setting of the story. What is a setting? (*the place and time a story takes place*)

THE TOP OF THE WORLD (15 MIN.)

- Page 2: What do you think a summit is? (*the top of a mountain*)
- Page 4: Sherpas are a group of people from Tibet and Nepal that provide support and guide adventurers up Mount Everest.
- Page 6: Can you imagine climbing as high as planes fly?
 - In this picture, what kind of animal does the yak look like? (*steer, buffalo*)
- Page 9: What are the names of the two men who first succeeded in reaching the summit of Mount Everest on May 29, 1953? (*Edmund Hillary and Tenzing Norgay*)



- Show Image Card 9A-1** Explain to students that this is Hillary and Norgay after their successful climb to the summit. Why was being the first to make it to the top of Mount Everest such an impressive accomplishment? (*Answers may vary but may include that many had tried before them, Mount Everest is the tallest mountain in the world, it was a very difficult task, etc.*)

Image Card 9A-1



TEKS 1.8.D Describe the setting; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- The text says “Both men became international heroes.” What does the author mean by that? (*It means they became famous for what they accomplished and that people admired them.*)
- Tenzig Norgay was a Sherpa. What does Sherpa mean?
- Page 9: Since 1953, thousands of people have tried to climb Mount Everest. Hundreds have died because it is still incredibly dangerous. In fact, the mountain is so tall that there isn’t enough air at the top for people to survive, and most climbers bring oxygen tanks. Climbers also need to bring ladders and ropes to make it across huge breaks in the ice and up steep cliffs. Because it is so difficult, most people form large teams, with many people carrying different supplies for the team. Also, most climbers rely on the local Sherpa people to help guide them through the easiest routes.
- Page 10: George Mallory and Andrew Irvine were two British climbers who tried to climb Mount Everest almost thirty years before Hillary and Norgay were successful. The mountain is so large and difficult, that Mallory and Irvine’s expedition was lost and no one knows if they ever reached the top before they disappeared.
- Page 10: Reinhold Messner is thought to be the greatest mountaineer of all time. What would you be like to be known as the greatest at doing?
- Page 12: Down-filled means something that is stuffed with small, soft feathers, like a parka.
 - Think-Pair-Share: Look at all these supplies! Which one of these supplies do you think is the most important to have on a hike up Mount Everest?
- Page 14: That’s a long hike just to get to the mountain, and then you have to climb up! What is the longest hike you have ever been on?
- Page 16: *Discard* means to throw away.
 - Why would people leave trash on the mountain? (*They are too tired to carry the extra weight back down, it gets lost in snowstorms, etc.*)
- Page 17: A glacier is a mass of frozen snow and ice that moves over land or down a slope.
 - Can you stand up and show me how it might look if you were to cross the icefall?
- Page 18: Look at the picture. What is the man in the orange coat doing? (*crossing a ladder that sits over a chasm*)
- Page 22: Have you ever seen a video of an avalanche? What would you do if you saw an avalanche coming toward you?

- Page 24: A plume is when smoke or snow rises in the air in a puffy shape.
- Page 26: What do you think you can do to prevent frostbite? (*Answers may vary but may include wear gloves or mittens, put hand-warmers in your gloves, stay out of the cold, etc.*)
- Page 27: This page mentions the Death Zone. That sounds bad! This is the area of the mountain where there is very little oxygen. If a climber stays in that area too long, they could die from not getting enough oxygen.
 - *Adapt* means to be able to adjust to a situation.
- Page 30: The descent is the climb down a mountain.
 - How do you think you would feel on the descent? (*Answers may vary but may include happy, tired, scared, etc.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Tell me again, what is a setting? (*the place and time a story takes place*)
2. **Literal.** How would you describe the setting of this Read-Aloud? (*Answers may vary but may include snowy, cold, icy, windy, dangerous, steep, etc.*)
3. **Inferential.** Why do you think many expeditions failed to reach the summit before Edmund Hillary and Tenzing Norgay were successful in 1953? (*Answers many vary but may include bad weather, difficulty finding the way, illness, injuries, the size of the mountain, etc.*)
4. **Evaluative.** Which part of the climb do you think would be the most challenging? (*Answers may vary but may include the hike to the base of the mountain, crossing the icefall, the Death Zone, the descent, etc.*)
5. **Evaluative.** If you climb Mount Everest, your body has to adapt or change so it can function better. That is why climbers take their time. Do you think you would be able to adapt to the conditions on Mount Everest? How do you know?
6. **Evaluative.** Think-Pair-Share: Edmund Hillary and Tenzing Norgay climbed Mount Everest with a team and reached the summit together. Do you need a team to climb Mount Everest? Why?



Check for Understanding

Recall: In a story, what is the setting? (*the place and time a story takes place*)



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Beginning

Ask simple yes/no questions (e.g., “Is the icefall part of the setting of the story?”).

Intermediate

Have students use sentence frames (e.g., “The _____ of the Read-Aloud _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “The setting is . . .”).

ELPS 4.F; ELPS 4.I

Challenge

Challenge students to draw a picture of the setting.

Support

Show students pictures of mountaineers climbing Mount Everest at various points on the journey.

WORD WORK: ADAPT (5 MIN.)

1. In the Read-Aloud, you heard the sentence describing how climbers' bodies adapt above 26,000 feet where oxygen is low.
2. Say the word *adapt* with me.
3. *Adapt* means to change to adjust to a situation.
4. When I moved to the South, I had to adapt to the sweltering hot summer weather.
5. Tell me about a time you had to adapt.
6. What is the word we have been talking about?

Use a Discussion activity for follow-up. Have students discuss with a partner a time that they, or someone they know, had to adapt to a new situation or environment, and answer in complete sentences.



Illustrate Understanding

- Distribute Illustrate Understanding note cards or paper to students: "Draw a picture of your favorite part of the setting."
- Allow students five minutes to complete the Illustrate Understanding.
- Collect the Illustrate Understanding for the Formative Assessment



TEKS 1.8.D



TEKS 1.8.D Describe the setting.

Lesson 9: What Should We Bring?

Application



Writing: Students will continue drafting their presentation with a focus on writing supporting sentences. **TEKS 1.13.D**

WRITING SUPPORTING SENTENCES (25 MIN.)

- Display Activity Page 2.1.
- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions, gather information*) and which step they are starting next (*write about the information*).
- **Display First Grade Writing Rubric: Informative/Explanatory Writing**
 - Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
 - Display Activity Page 8.1.
 - Ask students to tell you the three main parts of a paragraph. (*topic sentence, three facts, and a concluding sentence*)
 - Ask students to share the topic sentences they drafted during the previous lesson.
- **Display the Writing a Paragraph anchor chart**
 - Have student volunteers read the section on supporting sentences.
 - Tell students it is time to draft the supporting sentences. This is where they are going to tell the audience the facts that support the topic sentence.
 - Model how to write supporting sentences:
 - Tell students the topic sentence you modeled in Lesson 8: "There are many different animals to see when you go on adventures all around the world!" Remind students they will want to include facts and details they have gathered that support their research.



**EMERGENT
BILINGUAL
STUDENTS**

Writing

Beginning

Have students use sentence frames (e.g., "One type of _____ you will see is _____").

Intermediate

Have students use sentence starters (e.g., "One type of animal you will see is . . .").

Advanced/Advanced High

Have students verbally share their supporting sentences with the teacher before writing it on the graphic organizer.

ELPS 5.F; ELPS 5.G

Activity Pages 1.1, 2.1, 8.1



TEKS 1.13.D Demonstrate understanding of information gathered with adult assistance.

Activity Page 1.1



Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Provide sentence starters for students to use.

- Display Activity Page 1.1.
 - Circle or highlight information that pertains to the topic sentence:
 - Galápagos Islands: giant tortoises and humpback whales
 - The ocean: hammerhead sharks and checkerboard fish
 - Cold and snowy places: polar bears and dogs
 - Tell students that each piece of information will become a sentence that supports the topic. Write the sentences in the “Fact” boxes on Activity Page 8.1.
 - When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales.
 - There are hammerhead sharks and checkerboard fish swimming in the ocean.
 - If you visit a cold and snowy place, you might see polar bears and dogs.
- Next, work as a class to write supporting sentences.
 - Read the topic sentence that the class created together in Lesson 8.
 - On Activity Page 1.1, circle or highlight information that pertains to the topic sentence.
 - Write the sentences in the “Fact” boxes on Activity Page 8.1.
- Instruct students to write their topic sentences. Use teacher discretion when allowing students to work independently or with a partner.
- Think-Pair-Share: Ask students to share their topic sentence with their partner by reading it aloud and showing their written work. The partner should say one thing they liked and one thing that might help improve the sentence.



Check for Understanding

Recall: What is the job of a supporting sentence? (*to give details about the topic sentence*)

End Lesson

10

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

She Made It!

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the phrase “If at first you don’t succeed, try, try again.”

 **TEKS 1.1.A**

Reading

Students will identify the events in the Read-Aloud that led Sophia Danenberg to successfully climb Mount Everest. **TEKS 1.8.C**



Language

Students will demonstrate an understanding of the Tier 2 word *daunting*.

 **TEKS 1.3.B**

Writing

Students will continue drafting their presentation with a focus on writing a concluding sentence. **TEKS 1.13.D**



FORMATIVE ASSESSMENTS

Illustrate Understanding

Students will draw a picture of Sophia Danenberg practicing for her climb up Mount Everest. **TEKS 1.8.C**



Activity Page 8.1

Writing a Paragraph Students will continue drafting their presentation with a focus on writing a concluding sentence. **TEKS 1.13.D**



 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe ☐ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	☐ Image Cards 10A-1–10A-8 ☐ note cards or paper for Illustrate Understanding
“The Clouds Beneath Her Feet”			
Comprehension Questions			
Word Work: <i>Daunting</i>			
Application (25 min.)			
Writing a Concluding Sentence	Whole Group/ Independent	25 min.	☐ Activity Pages 1.1, 2.1, 8.1 ☐ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) ☐ Writing a Paragraph anchor chart (Digital Components) ☐ chart paper

ADVANCE PREPARATION

Contact Caregivers

- Contact students' caregivers and remind them about the picture frame and costume if they are being created at home. Stress that they should be creative with materials they have at their home.
- Remind the caregivers of the date of the Adventure Gallery Walk.
- Remind the administration and other classes who have been invited of the upcoming Adventure Gallery Walk.

Introducing the Read-Aloud

- Display the world map or globe prepared in Lesson 1, along with the corresponding label.

Read-Aloud

- Gather and display pictures of Mount Everest, the Eiffel Tower, and the Statue of Liberty.
- Gather and display a picture of Sophia Danenberg.
- Prepare partnerships for Think-Pair-Share.
- Use note cards or paper to prepare an Illustrate Understanding for the Formative Assessment.

Application

- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit's online materials.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions. TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences

 **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Display Activity Page 8.1.
- Display the Writing a Paragraph anchor chart, which can also be found in the unit's online materials.

➤ Writing a Paragraph anchor chart

Writing a Paragraph
Topic Sentence: • Tells the reader what the paragraph is about • Catches the reader's attention There are many different animals to see when you go on adventures all around the world!  Topic  Get their attention
Supporting Sentences: Choose information that supports the topic sentence. • Galápagos Islands—giant tortoises and humpback whales • The ocean—hammerhead sharks and checkerboard fish • Cold and snowy places—polar bears and dogs Use that information to write the supporting sentences. • When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales. • There are hammerhead sharks and checkerboard fish swimming in the ocean. • If you visit a cold and snowy place, you might see polar bears and dogs.
Concluding Sentences: Restates the topic of the paragraph (do not copy the topic sentence). • As you can see, there are lots of interesting animals you will see when you go on a world adventure!

- Display Activity Page 1.1.
- Please be aware that the examples used in this segment are possibilities. You may wish to create your own examples that more closely relate to the class's KWL progressive anchor chart that you create throughout the unit.
- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Universal Access

- Display the phrase “If at first you don’t succeed, try, try again” for students to reference during the discussion.
- Display a picture of Sophia Danenberg for students to make connections.
- Have students orally share their sentence with the teacher for feedback before writing on the graphic organizer.

CORE VOCABULARY

altitude, n. the height of the land

Example: The altitude of the mountain was higher than any peak he had climbed before.

daunting, adj. causing doubt or worry and making you lose confidence

Example: She mastered the daunting ski slope in just three runs.

summit, n. the highest part of a mountain

Example: When the team reached the summit of the mountain, they cheered in celebration.

uncharted, adj. has not yet been explored or mapped

Example: The adventurers sailed into the uncharted jungle looking for new species of monkeys.

vision, n. an idea of what you will do or be in the future

Example: His vision to be a professional basketball player included lots of hard work and training.

Vocabulary Chart for “The Clouds Beneath Her Feet”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	altitude summit	daunting uncharted vision	
Multiple-Meaning			
Sayings and Phrases	If at first you don't succeed, try, try again.		

Image Card 9A-1

EMERGENT
BILINGUAL
STUDENTS

Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I felt _____ when I was learning to . . .”).

Intermediate

Have students use sentence frames (e.g., “I had to keep _____ before I was able to _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “I had to keep trying before . . .”).

ELPS 1.A; ELPS 2.I;**ELPS 3.G****Lesson 10: She Made It!**

Introducing the Read-Aloud

5M

Speaking and Listening: Students will discuss the phrase “If at first you don’t succeed, try, try again.” **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Remind students that in the previous lesson they learned all about Edmund Hillary and Tenzing Norgay, who were the first team to reach the summit of Mount Everest!



- **Show Image Card 9A-1** Ask student to recall what they learned in the previous lesson about Hillary and Norgay and their successful climb.
- Ask students: “Do you think it would be hard or scary to climb Mount Everest?”
- Ask students to give a thumbs-up for yes or thumbs-down for no in response to this question: “Have you ever heard the phrase ‘If at first, you don’t succeed, try, try again?’”
- Think-Pair-Share: What do you think that phrase means? (*Sometimes, a task may be very challenging, and you have to try many times before you can do it.*)
- Think-Pair-Share: When is a time that you had to try, try again before you succeeded? (*Answers may vary but may include riding a bike, learning multiplication facts, tying a shoe, etc.*) Ensure each student has had an opportunity to ask and answer using the following sentence starter, “A time I had to try, try again was . . .”

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

- This Read-Aloud is about a person who had to try, try, and try again before she succeeded on her adventure. She had to practice different skills many times before she was able to do them well and felt prepared to climb Mount Everest.
- We will read a story about Sophia Danenberg, who attempted a climb up Mount Everest without a guide.



Check for Understanding

Two-Word Answer: If you are struggling to achieve something, what should you do? (*keep trying*)

WHERE ARE WE?

- Review the locations already marked on the map.
- Remind students that the Read-Aloud takes place on Mount Everest. Ask a student to point out Mount Everest on the map.

Challenge

Ask students to create a list of achievements kids in Grade 1 may have to try multiple times before succeeding and discuss orally.

Support

Present a list of achievements kids in Grade 1 may have to try multiple times before succeeding and discuss orally.

Lesson 10: She Made It!

Read-Aloud

30M

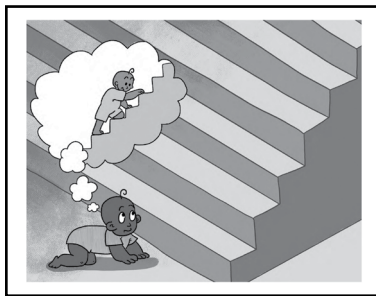
Reading: Students will identify the events in the Read-Aloud that led Sophia Danenberg to successfully climb Mount Everest. **TEKS 1.8.C**

Language: Students will demonstrate an understanding of the Tier 2 word *daunting*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- It took Sophia Danenberg a few tries to reach the top of Mount Everest.
- Listen for the things she did that helped her be successful on her adventure.

“THE CLOUDS BENEATH HER FEET” (15 MIN.)



Show Image 10A-1: A baby at the stairs

Before any of us could walk, we had to crawl. Before we could crawl, we rolled around on our bellies until we discovered that our legs and arms could move us forward in the world. Babies don't know they can walk until they try it. Even when they fall down, they get back up and try again. Adventurers do this, too. Even

when their journeys seem impossible, adventurers keep moving toward their goals. We are all adventurers in the making, learning to push ourselves past limitations, *or obstacles that keep you from doing something*, in our minds, into new uncharted territory, *or a place that has not yet been explored or mapped*. Have you ever achieved a goal you thought was impossible? Have you ever had to be really brave to do something?



Show Image 10A-2: A photograph of Sophia Danenberg

New adventures can be challenging, but if we start small and think big, we can do magnificent things! Sophia Danenberg is a mountaineer, *or someone who climbs mountains*, and she did just that.

TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 10A-3: Map of geographic location of Mount Everest

On May 19, 2006, Sophia Danenberg set out on a challenging journey to climb Mount Everest. Mount Everest is the top of the Himalayan mountains in Nepal and is considered to be the highest point on Earth.



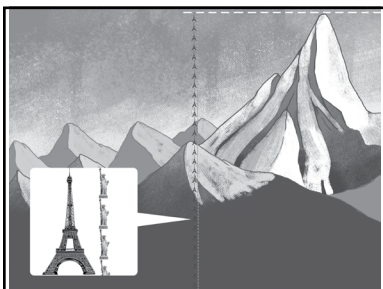
Show Image 10A-4: Edmund Hillary and Tenzing Norgay

It was first attempted in the 1920s by several British explorers, including George Mallory. The mountain is so big and was so difficult, those expeditions never made it to the top, and Mallory was lost on the mountain. But finally, in 1953, with much hard work,

two explorers did reach the summit. New Zealander Edmund Hillary and Nepalese Sherpa Tenzing Norgay made it all the way to the top.

Since 1953, thousands of people have tried to climb Everest. Hundreds have died—it is still incredibly dangerous. In fact, the mountain is so tall that there isn't enough air at the top for people to survive, and most climbers bring oxygen tanks. Climbers also need to bring ladders and ropes to make it across huge breaks in the ice and up steep cliffs. Because it is so difficult, most people form large teams, with many people carrying different supplies for the team. And most climbers rely on the local Sherpa people of Nepal to help guide them to the easiest routes.

But Sophia and two other climbers formed a small team and decided to attempt the climb without a guide. *Would you be nervous to climb Mount Everest? How do you know?*



Show Image 10A-5: The Eiffel Tower and Statue of Liberty comparison

In order to get to the peak, or top, of Mount Everest, you have to climb over twenty nine thousand feet toward the sky. Do you know how tall that is? Have you ever seen the Eiffel Tower in Paris, France? Climbing to the top of Mount Everest is like climbing almost thirty

Eiffel Towers stacked on top of each other. Have you ever seen the Statue of Liberty in New York City? Well, if you were to stand on the summit, *or the highest part of a mountain*, of Mount Everest, it would be like standing on top of almost one hundred Statues of Liberty. That is pretty tall, isn't it? *What is the highest place you have ever been?* (Answers may vary but may include the top of a roller coaster, in a plane in the sky, the top of a tall city building, etc.)

Sophia had to be courageous and well prepared before attempting to reach the summit of Mount Everest. She knew it would be a daunting task. *Daunting means causing doubt or worry and making you lose confidence.* So before Sophia ventured, *which means to start on an adventure*, out to climb Mount Everest, she practiced with smaller tasks, sort of like riding a bicycle with training wheels before you learn to ride one with no help at all. *Tell me about a time you had to practice something over and over until you got it right.*

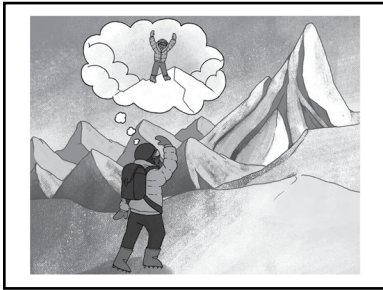
Sophia walked across ladders suspended over daring heights. She climbed mountains in the Himalaya twice, and she even had to tackle snow, ice, and frozen rain, *or hail*, while climbing. There were times when she had to turn around for safety reasons, even when she was only a few hundred feet away from reaching the summit. Some people might have given up after that, but Sophia never gave up on her dream. She understood that if at first you don't succeed, try, try again!



Show Image 10A-6: Sophia Danenberg and friends climbing Mount Everest

And on that day, May 19, 2006, Sophia and two other climbers decided they were ready. There were about a dozen other climbers with their teams on the mountain that day. Some of the climbers were porters, *or guides who knew the mountains really well and helped others*

map out the best routes for climbing. Some of the climbers on the mountain that day had other important jobs such as carrying oxygen. It can be hard to breathe normally at high altitudes, *which means the height of the land*, when you are up so high in the sky, so sometimes climbers need oxygen masks to breathe properly. Sophia and her two friends did not have a team with them that day. They decided to climb as their own team, with only one another to lean upon at the most challenging heights of the mountain.



Show Image 10A-7: Sophia Danenberg imagining success

Sophia and the other two climbers were so high up that they saw the clouds and lightning beneath their feet. The weather had taken a turn for the worse. Still, the climbers kept going up Mount Everest toward the stars.



Show Image 10A-8: Sophia Danenberg at the summit of Mount Everest

Sophia started her push to the summit of Mount Everest at 11 a.m. and finally reached the wondrous view from the top of the tallest place on Earth at 7 a.m. the next morning. She made it!

Imagine what that must have been like! No, really—imagine it! Adventurers need imagination and dreams. *What do you imagine that moment would be like?* When Sophia was a child, she dreamed of being a princess! As she got older, she allowed her imagination to give life to bigger dreams. Sophia Danenberg’s hard work and vision, *or an idea of what you will do or be in the future*, helped her and her small team reach the top of Mount Everest without a guide! She did not let anyone limit this dream she had for herself, because long before it happened, she saw it in her mind. *What do you imagine yourself doing someday?*

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What did Sophia Danenberg do to prepare for her climb up Mount Everest? (*practiced crossing ladders that were really high up, climbed other mountains, practiced climbing in bad weather*)
2. **Inferential.** If you were going to climb Mount Everest, what else would you do to prepare? (*Answers may vary but may include taking climbing lessons, getting the right gear, learning what climbers did to succeed, etc.*)
3. **Evaluative.** Think-Pair-Share: Was Sophia Danenberg a leader or a follower? How do you know?



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Beginning

Ask simple yes/no questions (e.g., “Did Sophia Danenberg practice crossing ladders to prepare to hike Mount Everest?”).

Intermediate

Have students use sentence frames (e.g., “A time that I was a _____ was when _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “I was a leader when . . .”).

ELPS 4.F; ELPS 4.I

4. **Evaluative.** When was a time you decided to be a leader and followed a path that others did not? (*Answers may vary but may include helping a friend when they were being bullied, deciding to join a club or sport when nobody else wanted to, etc.*)
5. **Literal.** What did you learn about an adventure in cold and snowy places? (*Add student answers to the KWL chart.*)



Check for Understanding

Recall: How did Sophia Danenberg achieve her vision? (*she practiced and persevered*)

Ensure students repeat the saying “If at first you don’t succeed, try, try again.”

Challenge

Ask students to make a list of other skills Sophia Danenberg might have practiced for her climb that were not mentioned in the Read-Aloud.

Support

Display a list of the events leading to Sophia Danenberg’s successful climb for students to reference throughout the discussion.

WORD WORK: DAUNTING (5 MIN.)

1. In the Read-Aloud, you heard the sentence, “She knew it would be a daunting task.”
2. Say the word *daunting* with me.
3. *Daunting* means causing doubt or worry and making you lose confidence.
4. The task was daunting because it had so many parts that needed to be completed.
5. Tell me about a time you thought something was daunting.
6. What is the word we have been talking about?

Use a Making Choices activity for follow-up. Tell students that you are going to read a series of situations. If the situation is something daunting, students say, “That is daunting.” If the situation is not daunting, students say, “That is not daunting.”

- petting a dog (*That is not daunting.*)
- swimming across a river (*That is daunting.*)
- memorizing a speech (*That is daunting.*)
- watching a movie with your friends (*That is not daunting.*)
- traveling around the world (*That is daunting.*)



Illustrate Understanding

- Distribute Illustrate Understanding note cards or paper to students: “Draw a picture of Sophia Danenberg practicing for her climb up Mount Everest.”
- Allow students five minutes to complete the Illustrate Understanding.
- Collect the Illustrate Understanding for the Formative Assessment of **TEKS 1.8.C**.



Lesson 10: She Made It!

Application



Writing: Students will continue drafting their presentation with a focus on writing a concluding sentence. **TEKS 1.13.D**



WRITING A CONCLUDING SENTENCE (25 MIN.)

- Display Activity Page 2.1.
- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions, gather information*) and which step they are starting next (*write about the information*).
- **Display First Grade Writing Rubric: Informative/Explanatory Writing**
 - Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
 - Display Activity Page 8.1.
 - Ask students to tell you the three main parts of a paragraph. (*topic sentence, three facts, and a concluding sentence*)
 - Tell students that they are going to draft the last part of their presentation today: the concluding sentence.
- **Display the Writing a Paragraph anchor chart**
 - Have student volunteers read the section on concluding sentences.

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently. **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Provide students with sentence starters.

Activity Pages 1.1, 2.1, 8.1



- Tell students it is time to draft the concluding sentence. This is where they are going to wrap-up their paragraph and restate the topic.
- Model how to write supporting sentences:
 - Display Activity Page 8.1.
 - Read your topic sentence and the supporting sentences you drafted in the previous two lessons.
 - Tell students you will restate your topic sentence, but NOT copy the topic sentence: “As you can see, there are lots of interesting animals you will see when you go on a world adventure!”
 - Write the sentence in the “Conclusion” box on the graphic organizer.
- Next, work as a class to write a concluding sentence.
 - Read the topic sentence and supporting sentences that the class created together in Lessons 8 and 9.
 - Ask students for suggestions for wrapping up the paragraph and restating the topic sentence.
 - Write the sentence in the “Conclusion” box on the graphic organizer.
- Instruct students to write their concluding sentences. Use teacher discretion when allowing students to work independently or with a partner.
- Think-Pair-Share: Ask students to show their concluding sentence to their partner and then read it aloud. The partner should say one thing they liked and one thing that might help improve the sentence.



Check for Understanding

Thumbs-Up/Thumbs-Down: A concluding sentence is a copy of the topic sentence. (*thumbs-down*)

End Lesson

11

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDMaking
Comparisons

PRIMARY FOCUS OF LESSON

Speaking and Listening

- Students will recall information about stories read aloud. **TEKS 1.1.A**

Reading

Using a Venn diagram, students will compare and contrast *Manfish* and *Keep On!*

- The Story of Matthew Henson, Co-Discoverer of the North Pole.* **TEKS 1.6.E**

Writing

- Students will edit the drafts of their presentations. **TEKS 1.13.D**

FORMATIVE ASSESSMENTS

Activity Page 8.1

Writing a Paragraph Students will edit the

- drafts of their presentations. **TEKS 1.13.D**

Activity Page 11.1

Students will compare and contrast *Manfish* and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* using a Venn

- diagram. **TEKS 1.6.E**

- TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ world map or globe
Making Comparisons (30 min.)			
Making Comparisons	Whole Group	30 min.	☐ <i>Manfish</i> by Jennifer Berne ☐ <i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i> by Deborah Hopkinson ☐ Venn Diagrams anchor chart (Digital Components) ☐ Activity Page 11.1
Application (25 min.)			
Editing the Adventures Paragraph	Whole Group/ Independent	25 min.	☐ Activity Pages 2.1, 8.1 ☐ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) ☐ Editing anchor chart (Digital Components)

ADVANCE PREPARATION

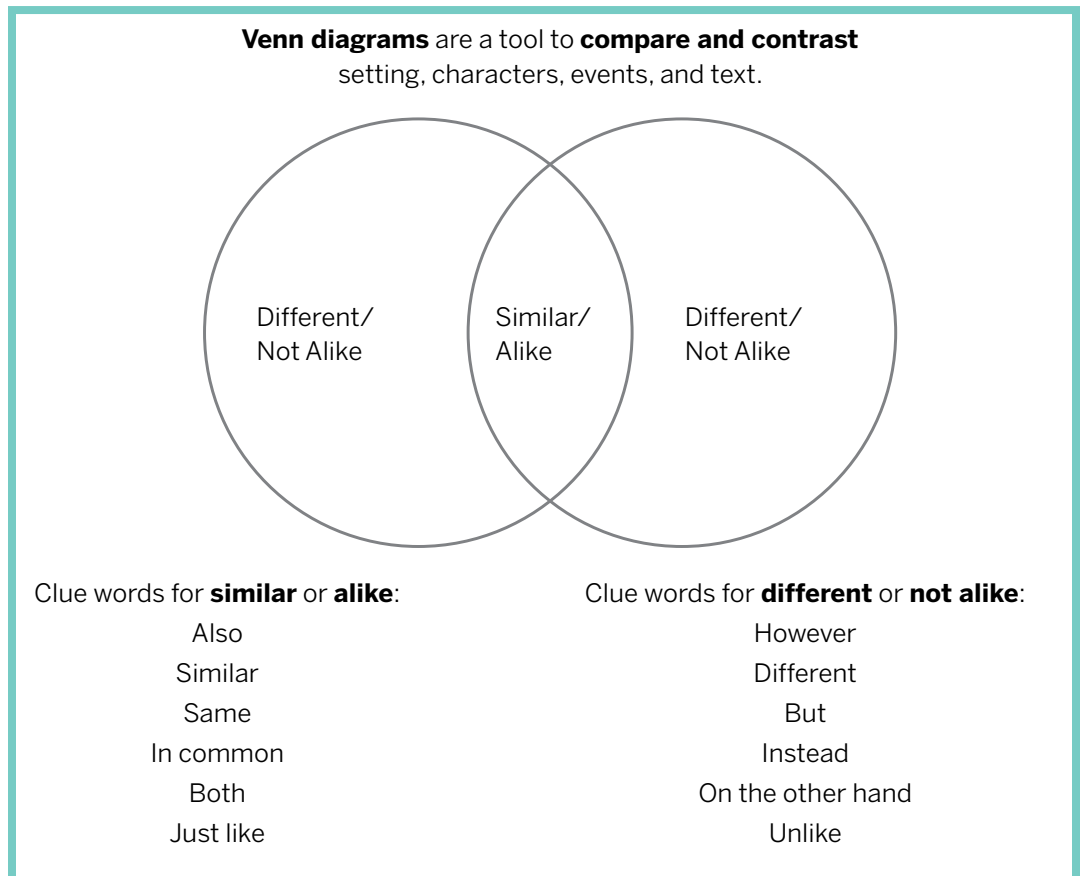
What Have We Learned?

- Gather the trade books *Manfish* by Jennifer Berne and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* by Deborah Hopkinson.
- Display the world map or globe prepared in Lesson 1.

Making Comparisons

- Display the Venn Diagrams anchor chart.

➤ Venn Diagrams anchor chart



- Display Activity Page 11.1.

Application

- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit's online materials.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions. TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences

 **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Display the Editing anchor chart, which can also be found in the unit's online materials.

➤ Editing anchor chart

What to look for when you edit		
Capital letters	Punctuation	Spelling vocabulary
tomas lives in ecuador.	Eugenie saw a shark	Mae presisted
Tomas lives in Ecuador.	Eugenie saw a shark!	Mae persisted.

- Display Activity Page 8.1.
- Prepare partnerships that will work together at various times during the Application activity.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Preparation for Lesson 13

- Ask for student volunteers to take on a job on the day of the Adventure Gallery Walk. The roles they take on will be performed before presenting their research. The following is a list of suggested jobs:
 - Welcome guests to the Adventure Gallery Walk.
 - Read the Unit Overview so that guests understand what students have been studying: “Students strap on their knapsacks and set their compasses for adventure through a series of texts describing famous adventurers, both real and fictional. Students will study the careers of real-world explorers Eugenie Clark and Sophia Danenberg, marvel at the inventions of Jacques Cousteau, think critically about how teamwork and collaboration can make greater adventures possible, learn about the science and technology that enable adventures, and research some of the ways humans have confronted challenges at the edges of the world, from the oceans below to space above. This unit will be off the charts!”
 - Point out the board and the four areas of study.
 - Show and name the trade books.
 - Show and explain the activity pages and rubric. Multiple students can have this role.
 - Invite guests to stroll through the Gallery Walk and learn about adventures in the Galápagos Islands, space, under the ocean, and in snowy and cold places in the world.

Universal Access

- Display both trade books for students to reference: *Manfish* by Jennifer Berne and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* by Deborah Hopkinson.
- Make a hands-on option for students to complete the Venn diagram by drawing a large Venn diagram on chart paper and make note cards with details that students can place within the diagram.
- Provide an editing checklist for students to use as a guide as they edit their paragraph.



Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I liked the Read-Aloud because ____").

Intermediate

Have students use sentence frames (e.g., "____ was my favorite adventure from the Read-Alouds because ____").

Advanced/Advanced High

Have students use sentence starters (e.g., "My favorite adventure was . . .").

ELPS 1.A; ELPS 3.G**Challenge**

Ask students to name the characteristics of an adventure story and if the two Read-Alouds have those characteristics.

Support

Ask students to orally complete a story map of the Read-Alouds.

Lesson 11: Making Comparisons

What Have We Learned?

5M

Speaking and Listening: Students will recall information about stories read aloud. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Tell students that they will do some work with the two stories *Manfish* and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole*.
- Who are the main characters in each story? (*Jacques Cousteau and Matthew Henson*)
- What adventure did the characters go on? (*Jacques explored the oceans and invented the Aqua-Lung, and Matthew Henson discovered the North Pole with a team of people.*)
- Encourage students to ask questions that they may have about Jacques Cousteau and Matthew Henson.
- What are your favorite events from the stories? (*Answers may vary but may include Jacques Cousteau making movies, inventing the Aqua-Lung, exploring with his team, and working to save the oceans; Matthew Henson working as a cabin boy, meeting the Inuit, learning the skills for survival in the Arctic, falling through the ice, and reaching the North Pole.*)
- What challenges did they face? (*Answers may vary but may include Jacques Cousteau finding a way to breathe underwater, learning how movie cameras worked, being able to see underwater, finding a way to sail around the world to explore the oceans, staying safe around the fish in the oceans, finding a way to keep the oceans healthy, and telling people about the damage they were doing; Matthew Henson finding a job, learning the skills to survive in the Arctic, falling through the ice, and surviving the trip to the North Pole.*)
- Ask students if there are any other details from the stories that they would like to share.



TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.



Check for Understanding

Recall: What is a challenge? (A challenge is a difficult task, something that is hard to do.)

Lesson 11: Making Comparisons

Making Comparisons



Reading: Using a Venn diagram, students will compare and contrast *Manfish* and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole*.

TEKS 1.6.E



**EMERGENT
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STUDENTS**

Reading

Beginning

Ask simple yes/no questions (e.g., “Can we use a Venn diagram to make comparisons?”).

Intermediate

Have students use sentence frames (e.g., “*Manfish* is _____ to *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* because they both _____.”).

Advanced/Advanced High

Have students use sentence starters (e.g., “A difference between the stories is . . .”).

ELPS 4.G; ELPS 4.I

MAKING COMPARISONS (30 MIN.)

► Display the Venn Diagrams anchor chart

- Ask students what it means to compare and contrast. (*to describe what is similar, or alike between two things, and describe what is different, or not alike between two things*)
- Explain that the overlapping portion of the circles represents details that are similar, or alike between the two stories. Explain that the parts of the circles that do not overlap represent details about a story that are different or not like the other story.
- Ask student volunteers to read the clue words to identify items in a story that are similar, or alike.
- Ask student volunteers to read the clue words to identify items in a story that are different, or not alike.
- Point out that the clue words may not be written in the stories but can be used in a sentence about the stories. (e.g., “Both Jacques Cousteau and Matthew Henson faced challenges on their adventures.”)

TEKS 1.6.E Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Activity Page 11.1



Challenge

Allow students to make the Venn diagram using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Support

Give students a list of details from the stories that they must then place in the correct location on the graphic organizer.

- Display Activity Page 11.1.
- Show the students the Venn diagram graphic organizer and remind them that they completed one in Lesson 5 for *Tomas and the Galápagos Adventure* and *Mae Among the Stars*.
- Model identifying a detail from the *Manfish* and *Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole* that is similar, or alike, and record it on the Venn diagram. (e.g., “Both stories are about an adventure.” Be sure to emphasize the use of the clue word *both*.)
- As a group, identify another detail on the board, using clue words, that is similar, or alike to both stories, and record it on the Venn diagram.
- Allow students to work in pairs or independently to identify a third detail using clue words that is similar, or alike in both stories and record it on the Venn diagram.
- Repeat the same process for details that are different, or not alike. (e.g., “Jacques Cousteau’s adventure took place in France. However, Matthew Henson’s adventure took place in the Arctic.” Be sure to emphasize the use of the clue word *however*.)
- Allow students to work in pairs to complete the graphic organizer.
- Exercise discretion if you feel a student is capable of working independently.
- After ten minutes, allow students to share their work.



Check for Understanding

Recall: What is a Venn diagram used for? (*comparing and contrasting*)

Lesson 11: Making Comparisons

Application



 **Writing:** Students will edit the drafts of their presentations. **TEKS 1.13.D**

EDITING THE ADVENTURES PARAGRAPH (25 MIN.)

- Display Activity Page 2.1.
 - Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions, gather information*) and which step they are starting next (*write about the information*).
- **Display First Grade Writing Rubric: Informative/Explanatory Writing**
- Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
 - Tell students that they have done a great job drafting their paragraphs. Today, they are going to edit the drafts.
 - Ask students what it means to edit. (*to make changes and corrections to get something ready to publish or share*)
- **Display the Editing anchor chart**
- Have student volunteers read one of the editing items on the Editing anchor chart.
 - Point out to students the mistake and the correction for each item.
 - Display Activity Page 8.1. Be sure to include capitalization, punctuation, and spelling errors that can be used to model editing.
 - Capitalization:
 - Tell them they are going to start with capital letters.
 - Using a red marker, circle the first letter of each sentence.
 - Point to one of the circled letters that is not capitalized and make the correction.
 - Ask students to look at the other circled letters and find another missing a capital letter.

Challenge

Discuss subject-verb agreement with students, and then have them edit their paragraph for accuracy.

Support

Chunk the editing process: Have students edit for capital letters and check for accuracy with the teacher. Once completed, students move onto edit punctuation and check with the teacher.

Activity Pages 2.1, 8.1



 **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.



Writing

Beginning

Work individually with students to edit their drafts.

Intermediate

Circle items that need to be edited in a student's draft, and then ask them to make the corrections.

Advanced/Advanced High

Provide a checklist of the items to be edited.

ELPS 5.D

- Have a student volunteer make the correction.
- Tell students it is their turn to edit for capitalization. Direct students to their copies of Activity Page 8.1.
- Tell them to circle the first letter of each sentence in red.
- Then allow students to find missing capital letters and make corrections.

◦ Punctuation:

- Using a green marker, circle the last letter of each sentence.
- Point to one of the circled letters that does not have a punctuation mark after it. Make the correction.
- Ask students to look at the other circled letters and see if they can find another missing punctuation.
- Have a student volunteer make the correction.
- Tell students it is their turn to edit for punctuation. Direct students to circle the last letter of each sentence in green. Then allow students to find missing punctuation and make corrections.

◦ Spelling of vocabulary words:

- Direct students' attention to the list word wall.
- Using a blue marker, circle the word wall words that were used in the example draft.
- Point to one of the circled words that is misspelled and make the correction.
- Ask students to look at the other circled words and see if they can find another misspelling.
- Have a student volunteer make the correction.
- Tell students it is their turn to edit for spelling. Direct students to circle the word wall words in blue. Then allow students to find misspellings and make corrections.



Check for Understanding

One-Word Answer: What word means making changes and corrections to get something ready to publish or share? (*edit*)

End Lesson

12

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLDMy Favorite
Adventure!

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss which adventure story they read was their favorite and why.

 **TEKS 1.1.A****Writing** Students will write final drafts of their presentations. **TEKS 1.13.D****Speaking and Listening** Students will practice their presentations. **TEKS 1.13.E**

FORMATIVE ASSESSMENTS

Presentations

Students will practice their presentations.

 **TEKS 1.13.E****Activity Page 12.1**

Students will write final drafts of their presentations. **TEKS 1.13.D**



 **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

LESSON AT A GLANCE

	Grouping	Time	Materials
What Have We Learned? (5 min.)			
What Have We Learned?	Whole Group	5 min.	☐ all trade books in unit ☐ Lesson 9 Read-Aloud: “The Clouds Beneath Her Feet” ☐ world map or globe
Final Drafts (30 min.)			
Writing Final Drafts	Whole Group/ Independent	30 min.	☐ Activity Pages 2.1, 8.1, 12.1 ☐ First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components)
Application (25 min.)			
Practicing Presentations	Whole Group/ Partner	25 min.	☐ Good Presentation Habits anchor chart (Digital Components) ☐ Giving Feedback anchor chart (Digital Components)

ADVANCE PREPARATION

What Have We Learned?

- Display all trade books.
- Display the Lesson 10 Read-Aloud: “The Clouds Beneath Her Feet.”
- Display the world map or globe prepared in Lesson 1 with labels.

Final Drafts

- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the unit's online materials.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions. TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions	The writing includes all of the following: • a topic relevant to the purpose • facts and details relevant to the topic	The writing does not include one or more of the following: • a topic relevant to the purpose • facts and details relevant to the topic
Organization	The writing includes all of the following: • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence	The writing includes all of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure	The writing does not include one or more of the following: • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: • complete simple and compound expanded sentences	The writing contains: • complete simple and compound sentences	The writing does not contain: • complete sentences

- Display Activity Page 8.1.

 **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance; **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Display Activity Page 12.1.
- Gather various resources that students might use in their research, such as trade books from the unit, additional books from the school library, etc.

Application

- Display the Good Presentation Habits anchor chart, which can also be found in the unit's online materials.

➤ Good Presentation Habits anchor chart

Good Presentation Habits
• Speak clearly. • Speak loudly enough for everyone in the audience to hear you. • Look at the audience while you are speaking. • Answer questions from the audience. • Wait quietly and patiently until a guest comes to you to hear your presentation.

- Display the Giving Feedback anchor chart, which can also be found in the unit's online materials.

➤ Giving Feedback anchor chart

Giving Feedback
Giving a friend helpful information about their work so they can improve.
What should I say? • Tell the presenter something you liked about their presentation. • Ask a question. • Tell the presenter something they can work on to make their presentation even better. • Say something to encourage them. • Always be kind.

- Determine if there are any students who need to record their presentation to

be shown in the next lesson.

- Prepare partnerships that will work together at various times during the Application activity.

Preparation for Lesson 13

- Meet with student volunteers who have a job during the Adventure Gallery Walk and discuss what they will say to the guests before the presentations start.
 - Welcome guests to the Adventure Gallery Walk.
 - Read the Unit Overview so that guests understand what students have been studying: "Students strap on their knapsacks and set their compasses for adventure through a series of texts describing famous adventurers, both real and fictional. Students will study the careers of real-world explorers Dr. Eugenie Clark and Sophia Danenberg, marvel at the inventions of Jacques Cousteau, think critically about how teamwork and collaboration can make greater adventures possible, learn about the science and technology that enable adventures, and research some of the ways humans have confronted challenges at the edges of the world, from the oceans below to space above. This unit will be off the charts!"
 - Point out the board and the four areas of study.
 - Show and name the trade books.
 - Show and explain the activity pages and rubric. Multiple students can have this role.
 - Invite guests to stroll through the Gallery Walk and learn about adventures in the Galápagos Islands, space, under the ocean, and in snowy and cold places in the world.

Universal Access

- Display all trade books and the Lesson 9 Read-Aloud.
- Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.
- Watch a prerecorded presentation and have students give feedback orally.

Challenge

Ask students to name the major events from the Read-Aloud they liked most.

Support

Provide a sentence starter for students, such as “My favorite Read-Aloud is . . .”

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Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I like the Read-Aloud _____ best because . . .”).

Intermediate

Have students use sentence frames such as “My favorite Read-Aloud was _____ because it . . .”

Advanced/Advanced High

Have students use sentence starters such as “My favorite Read-Aloud . . .”

ELPS 1.A; ELPS 3.G

Lesson 12: My Favorite Adventure!

What Have We Learned?

5M

Speaking and Listening: Students will discuss which adventure story they read was their favorite and why. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- Display all trade books.
- Display the Read-Aloud from Lesson 9: “The Clouds Beneath Her Feet.”
- Ask students what the topic of the unit is. (*adventures*)
- Ask students to define *adventure*. (*an exciting or challenging experience*)
- Remind them that they have listened to many Read-Alouds in this unit.
- Ask student volunteers to point to the settings of the trade books on the labeled world map or globe.
- Think-Pair-Share: Name your favorite Read-Aloud from the unit and share why it is your favorite. Ensure each student has had an opportunity to ask and answer using the following sentence starter, “My favorite Read-Aloud was . . .”



Check for Understanding

One-Word Answer: What do we call an exciting or challenging experience? (*adventure*)

TEKS 1.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 12: My Favorite Adventure!

Final Drafts



EMERGENT
BILINGUAL
STUDENTS

Writing

Beginning

Work individually with students to write their drafts.

Intermediate

Ask students to orally read the sentences in the graphic organizer before transferring them to the final draft.

Advanced/Advanced High

Provide a checklist for the final draft made up of the sections of the graphic organizer.

ELPS 5.C; ELPS 5.D;

ELPS 5.F

Activity Page 8.1, 12.1



Support

Ask students to read aloud each sentence from Activity Page 8.1 before writing it onto Activity Page 12.1.

Writing: Students will write final drafts of their presentations. **TEKS 1.13.D**

WRITING FINAL DRAFTS (30 MIN.)

➤ Display the Characteristics of Adventure Stories anchor chart

- Ask students to name which steps in the research plan they have completed (*brainstorm, ask questions, gather information*) and which step they are starting next (*write about the information*).
- Tell students now that they have drafted and edited their presentation, they need to write a final copy that they will be proud to show the visitors at the Adventure Gallery Walk.

➤ Display First Grade Writing Rubric: Informative/Explanatory Writing

- Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
- Display Activity Page 12.1.
- Explain to students that they will write their final presentations on this document.
- Display Activity Page 8.1.
- Explain to students that they will write their final copy in the same order that they wrote their drafts: Topic sentence, Fact 1, Fact 2, Fact 3, Conclusion.
- Model writing a final copy.
 - Display Activity Pages 8.1 and 12.1 side by side.
 - Show students where to indent on the first line to start writing their final copy.
 - Copy the topic sentence onto Activity Page 12.1.
 - Copy Fact 1, Fact 2, Fact 3 onto Activity Page 12.1.
 - Copy the conclusion sentence onto Activity Page 12.1.
 - Go back and make any corrections to mistakes that were made while copying, such as capitalization, punctuation, and spelling errors.

TEKS 1.13.D Demonstrate understanding of information gathered with adult assistance.

Challenge

Allow students to draft sentences using a digital application on the computer, with teacher discretion and prior assessment of typing skills.

Allow students to present to the entire class.

Support

Allow students to record themselves presenting so they can hear themselves.

Then work together to make adjustments accordingly.

**EMERGENT
BILINGUAL
STUDENTS**



Speaking and Listening

Beginning

Allow students to present in their native language.

Intermediate

Allow students to practice presenting to the teacher.

Advanced/Advanced High

Have students present with a partner who will encourage and support them.

ELPS 3.C; ELPS 3.D

- Work as a class to write the final draft.
 - Direct students to indent and make a mark on the first line where they will begin writing.
 - Tell students to copy the topic sentence onto Activity Page 12.1.
 - Copy Fact 1, Fact 2, Fact 3 onto Activity Page 12.1.
 - Copy the conclusion sentence onto Activity Page 12.1.
 - Go back and make any corrections to mistakes that were made while copying, such as capitalization, punctuation, and spelling errors.
 - Exercise discretion if you feel a student is capable of working independently.



Check for Understanding

Recall: What is the final step in the research process? (*write about the information*)

Lesson 12: My Favorite Adventure!

Application

25M



Speaking and Listening: Students will practice their presentations. **TEKS 1.13.E**

PRACTICING PRESENTATIONS (25 MIN.)

- Tell students that they have done a fantastic job on the research project.
- Ask them to share some of the research questions they have asked and the answers they discovered.
- Tell students that in the next lesson, they will be sharing what they have learned with family, friends, and other teachers and classmates.
- Tell students that they will practice their presentations with a partner so they will feel confident when they present to the guests.
- Ask for suggestions for good presentation habits.

➤ Display the Good Presentation Habits anchor chart

- Ask student volunteers to read each bullet point.



TEKS 1.13.E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

- Model the differences between effective habits and ineffective speaking habits.
 - **Speak clearly.** Mumble, then ask students how they think it should be done and have a volunteer demonstrate speaking with annunciation.
 - **Speak loudly enough for everyone in the audience to hear.** Speak in a whisper, then ask students how they think it should be done and have a volunteer demonstrate speaking at an appropriate volume for a presentation.
 - **Look at the audience while you are speaking.** Look at the ceiling and the floor, then ask students how they think it should be done and have a volunteer demonstrate looking other students directly in the eye.
 - **Answer the questions from the audience.** Pretend to finish your presentation and walk away, then ask students how they think it should be done. Have a volunteer demonstrate pretending to end their presentation and ask, “Does anyone have any questions?”
 - **Wait quietly and patiently while waiting for other guests to come to you to hear your presentation.** Pretend to try and get another student’s attention to talk, or glance repeatedly at the clock. Then ask students how they think it should be done and have a volunteer demonstrate how to stand or sit while they wait.
- Tell students to meet with their partner and practice giving their presentation.
- It is important for students to practice giving constructive feedback.
- Define feedback as giving a friend helpful information about their work so they can improve.
- Work together to identify positive ways to give feedback.

➤ **Display the Giving Feedback anchor chart**

- Ask student volunteers to read each bullet.
- Model giving feedback:
 - Tell the presenter something you liked about the presentation. Say, “I really liked the part of your presentation when you talked about how high Mount Everest is.”
 - Ask a question. Say, “Where did you find your information?”
 - Tell the presenter something they can work on to make their presentation even better. Say, “One thing that would improve your presentation is to look at the audience while you speak.”

- Say something to encourage them. Say, “Your presentation is fascinating!”
- Always be kind. Say, “You did a really good job! Thank you for sharing what you learned.”
- Tell students to meet with their partner again.
- Direct students to practice delivering their presentation again and, this time, give feedback. Switch roles.
- If time allows, have students switch partners and continue practicing.



Check for Understanding

Recall: Name one of the good habits for giving a presentation. (*Answers may vary but may include speak clearly, speak loudly enough for everyone in the audience to hear, look at the audience while you are speaking, answer the questions from the audience, and wait quietly and patiently while waiting for other guests to come to you to hear your presentation.*)

End Lesson

13

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

Presentation Day!

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will present what they have learned in the Adventure Gallery

 Walk. **TEKS 1.13.E**

FORMATIVE ASSESSMENTS

Presentations

 Students present what they have learned in the Adventure Gallery Walk. **TEKS 1.13.E**

 **TEKS 1.13.E** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

LESSON AT A GLANCE

	Grouping	Time	Materials
Application (60 min.)			
Adventure Gallery Walk	Whole Group/ Independent	60 min.	☐ Activity Page 12.1 ☐ picture frames ☐ costumes (optional)

ADVANCE PREPARATION

Application

Note: You may choose to allow extra time for this lesson. We suggest 75–90 minutes.

- Display all trade books, activity pages, anchor charts, and materials so guests can see what students have been studying and what they used to guide their research.
- Display the resources students used in their research, such as trade books from the unit, additional books from the school library, etc.
- Arrange the classroom so that students are spread out with their picture frames and so that there is room for guests to travel throughout the classroom.
- Set up virtual stations to show recorded presentations.
- Ensure each student has Activity Page 12.1.
- Ask for student volunteers to take on a job:
 - Welcome guests to the Adventure Gallery Walk.
 - Read the Unit Overview so that guests understand what students have been studying: “Students strap on their knapsacks and set their compasses for adventure through a series of texts describing famous adventurers, both real and fictional. Students will study the careers of real-world explorers Dr. Eugenie Clark and Sophia Danenberg, marvel at the inventions of Jacques Cousteau, think critically about how teamwork and collaboration can make greater adventures possible, learn about the science and technology that enable adventures, and research some of the ways humans have confronted challenges at the edges of the world, from the oceans below to space above. This unit will be off the charts!”
 - Point out the board and the four areas of study.
 - Show and name the trade books.
 - Show and explain the activity pages and rubric. Multiple students can have this role.
 - Invite guests to stroll through the Adventure Gallery Walk and learn about adventures in the Galápagos Islands, space, under the ocean, and in snowy and cold places in the world.

Universal Access

- Allow students who struggle with public speaking to record their presentations in a comfortable atmosphere and play the recordings for the guests.

Start Lesson

Lesson 13: Presentation Day!

Application



Speaking and Listening: Students will present what they have learned in the Adventure Gallery Walk. **TEKS 1.13.E**

ADVENTURE GALLERY WALK (60 MIN.)

- Students take over the welcome and introduction. Student volunteers take on the following roles:
 - Welcome guests to the Adventure Gallery Walk.
 - Read the Unit Overview so that guests understand what students have been studying: "Students strap on their knapsacks and set their compasses for adventure through a series of texts describing famous adventurers, both real and fictional. Students will study the career of real-world explorers Dr. Eugenie Clark and Sophia Danenberg, marvel at the inventions of Jacques Cousteau, think critically about how teamwork and collaboration can make greater adventures possible, learn about the science and technology that enable adventures, and research some of the ways humans have confronted challenges at the edges of the world, from the oceans below to space above. This unit will be off the charts!"
 - Point out the board and the four areas of study.
 - Show and name the trade books. Multiple students can have this role.
 - Show and explain the activity pages and rubric. Multiple students can have this role.
 - Each student introduces themselves with their name and the name of the adventurer they are pretending to be.
 - Invite guests to stroll through the Adventure Gallery Walk and learn about adventures in the Galápagos Islands, space, under the ocean, and in snowy and cold places around the world.

TEKS 1.13.E Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Challenge

Have student volunteers to present to all guests.

Support

Allow students to present in pairs.



**EMERGENT
BILINGUAL
STUDENTS**

Speaking and Listening

Beginning

Allow students to present in their native language.

Intermediate

Allow students to practice presenting to the teacher.

Advanced/Advanced High

Have students present with a partner who will encourage and support them.

ELPS 3.C

- Presentations begin.
- When the presentations are complete, students thank guests for attending.
- After guests have left, debrief with students.
 - What went well in your presentation?
 - What do you feel you would like to improve?
 - What habits or techniques do you think you would continue to use in future presentations?
 - How was the audience? Were they engaged? Did they seem bored? Were they talkative, respectful, and curious?
 - What did you enjoy most in the unit?
 - Is there anything you would like to see added to the unit? Removed?
 - What questions would you like to ask the adventurers you learned about in the unit?



Check for Understanding

Wrap-Up: Write a sentence about your experience with the unit. What did you learn and what would you like to see change?

End Lesson

Teacher Resources

Grade 1	Unit 10
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Quick Write and Illustrate Understanding Suggested Answers

QUESTION	ANSWER
Lesson 1	
Write a sentence that describes the author's purpose for writing the Read-Aloud.	Answers will vary, but may include the author's purpose was to inform you about the topic of the unit: <i>Adventure Stories: Tales from the Edges of the World</i> .
Lesson 2	
Write a sentence that describes the event from your mental image.	Answers will vary.
Lesson 3	
Draw a picture of the theme of the Read-Aloud: persevering over barriers.	Answers will vary.
Lesson 4	
No Quick Write or Illustrate Understanding	
Lesson 5	
No Quick Write or Illustrate Understanding	
Lesson 6	
No Quick Write or Illustrate Understanding	
Lesson 7	
Draw a picture of one of the challenges Jacques Cousteau faced in the Read-Aloud.	Answers will vary.
Lesson 8	
Write a sentence about why Matthew Henson's team was valuable.	Answers will vary but may include they worked together to get to the North Pole, Ootah saved Matthew Henson, some team members waited at the base camp with the supplies.
Lesson 9	
Draw a picture of Sophia Danenberg practicing for her climb up Mount Everest.	Answers will vary.
Lesson 10	
Draw a picture of your favorite part of the setting.	Answers will vary.
Lesson 11	
No Quick Write or Illustrate Understanding	
Lesson 12	
No Quick Write or Illustrate Understanding	
Lesson 13	
No Quick Write or Illustrate Understanding	

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____

1.1 Activity Page

	Know	Wonder	Learn
Galápagos Islands	There are lots of animals in the Galápagos Islands. It is a tropical place.	What kinds of animals are found in the Galápagos Islands? Where are the Galápagos Islands? How long does a giant tortoise live? What do I need to go on an adventure to the Galápagos Islands?	Giant tortoises are <i>gigantotortugas</i> in Spanish. That's where the name of the islands come from. Humpback whales
Space	There are stars, planets, and galaxies. Astronauts travel to space in a space shuttle. NASA runs the space program	How long does it take to get to space? Why is Mae Jemison famous? How do I become an astronaut? Is there weather in space?	It takes eight and a half minutes for the space shuttle to reach space after blast-off. People must go to school and train to become astronauts. Mae Jemison is the first Black woman astronaut.
Oceans	Oceans cover most of the planet. You need scuba gear to explore underwater.	Which ocean is the deepest? What kinds of sea life did Eugenie Clark study? What kinds of animals can be found there? How much does it cost to get to France where Jacques Cousteau is from? Can I explore the oceans on my own?	Eugenie Clark researched the sharks in the ocean. Hammerhead sharks, checkerboard fish When you SCUBA dive, you have to tell someone where and follow the safety rules.
Cold and snowy areas	You have to have a winter jacket to stay warm in snowy places. The North Pole is in the Arctic.	How many dogs pull a dog sled? What kinds of animals would I see there? How far away is the North Pole? What do I need to go on an adventure to Mount Everest?	Matthew Henson and Robert Peary discovered the North Pole. Polar bears, huskies, seals, killer whales You need crampons to climb Mount Everest.

Unit 10

Unit 10 Adventure Stories: Tales from the Edges of the World

NAME: _____ DATE: _____

2.1 Activity Page

What's the Plan?

Step 1: Brainstorm	
Step 2: Ask Questions	
Step 3: Gather Information	
Step 4: Write About the Information	

Unit 10

Unit 10 Adventure Stories: Tales from the Edges of the World

NAME: _____ DATE: _____

3.1 Activity Page

Writing Sentences

1. The kinds of animals that live on the Galápagos Islands are iguanas and tortoises.

2. The Galápagos Islands are located many miles away from Ecuador in the Pacific Ocean.

Unit 10

Unit 10 Adventure Stories: Tales from the Edges of the World

NAME: _____ DATE: _____

3. Giant tortoises can live to be over one hundred years old.

Unit 10

Unit 10 Adventure Stories: Tales from the Edges of the World

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____

5.1 Activity Page

Venn Diagram

- Mae Jemison is a real person.**
- Mae Jemison's adventure took place in space.**
- She is the first Black woman astronaut.**
- Mae Jemison went to school to become a doctor.**
- The stories are about an adventure.**
- Both characters faced challenges.**
- Tomas is a fictional character.**
- He had a dream adventure.**
- Tomas' adventure took place on the Galápagos Islands.**

Unit 10

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NAME: _____ DATE: _____

7.1 Activity Page

Writing Sentences

- It costs about \$2,000 to get to France where Jacques Cousteau is from.
- It is alright to scuba dive alone if you tell someone where you are going and follow the safety rules.

Unit 10

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3. Eugenie Clark researched sharks to prove to people that they are intelligent animals.

Unit 10

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NAME: _____ DATE: _____

8.1 Activity Page

Topic Sentence: There are many different animals to see when you go on adventures all around the world!		
Fact 1: When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales.	Fact 2: There are hammerhead sharks and checkerboard fish swimming in the ocean.	Fact 3: If you visit a cold and snowy place, you might see polar bears, seals, and dogs.
Concluding Sentence: As you can see, there are lots of interesting animals you will see when you go on a world adventure!		

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ACTIVITY BOOK ANSWER KEY

NAME: _____ 11.1 Activity Page
DATE: _____

Venn Diagram

- Matthew Henson's adventure took place in the Arctic/North Pole.
- Matthew Henson worked with the Inuit to learn survival skills in the Arctic.
- The two main characters are real people.
- Both characters work with a team.
- Jacques Cousteau's adventure took place in France.
- Jacques Cousteau invented the Aqua-Lung.

Unit 10 Adventure Stories: Tales from the Edges of the World 17

NAME: _____ 12.1 Activity Page
DATE: _____

An Adventure

There are many different animals to see when you go on adventures all around the world! When you travel to the Galápagos Islands, you will find giant tortoises and humpback whales. There are hammerhead sharks and checkerboard fish swimming in the ocean. If you

Unit 10

visit a cold and snowy place, you might see polar bears, seals, and dogs. As you can see, there are lots of interesting animals you will see when you go on a world adventure!

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 10

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	p. 6, p. 12, p. 22, p. 27, p. 34, p. 38, p. 44, p. 49, p. 56, p. 60, p. 74, p. 79, p. 86, p. 92, p. 100, p. 106, p. 114, p. 120, p. 130, p. 136, p. 142, p. 148
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 4
TEKS 1.1.D	work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	p. 4
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	

(B) demonstrate and apply phonetic knowledge by:

TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 10

Correlation—Teacher's Guide

TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	p. 6, p. 13, p. 22, p. 28, p. 44, p. 50, p. 64, p. 69, p. 74, p. 80, p. 86, p. 93, p. 100, p. 107, p. 114, p. 122
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 10		Correlation—Teacher's Guide
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	p. 22, p. 28, p. 31
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	p. 56, p. 61, p. 64, p. 68, p. 130, p. 137
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 34, p. 39, p. 41
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.7.C	use text evidence to support an appropriate response	p. 86, p. 93, p. 96
TEKS 1.7.D	retell texts in ways that maintain meaning	
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	p. 44, p. 50
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	p. 64, p. 69
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 74, p. 80, p. 83, p. 114, p. 122, p. 126
TEKS 1.8.D	describe the setting	p. 100, p. 107, p. 110
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 10

Correlation—Teacher's Guide

TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.D.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.D.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	p. 6, p. 13, p. 18
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 1.11.B.i	organizing with structure	
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	
(D) edit drafts using standard English conventions, including:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Unit 10

Correlation—Teacher's Guide

TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	p. 6, p. 19, p. 22
TEKS 1.13.B	develop and follow a research plan with adult assistance	p. 22, p. 32
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	p. 5, p. 44, p. 53, p. 56, p. 62, p. 64, p. 72, p. 89, p. 103, p. 117, p. 133, p. 145
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	p. 5, p. 34, p. 41, p. 74, p. 83, p. 86, p. 89, p. 97, p. 100, p. 103, p. 111, p. 114, p. 117, p. 126, p. 130, p. 133, p. 139, p. 142, p. 145, p. 149
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	p. 5, p. 89, p. 103, p. 117, p. 133, p. 142, p. 145, p. 150, p. 154, p. 157

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Unit 10

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 12, p. 27, p. 38, p. 49, p. 60, p. 68, p. 79, p. 92, p. 106, p. 120, p. 136, p. 148
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

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ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	p. 12, p. 27, p. 38, p. 49, p. 60, p. 68, p. 79, p. 92, p. 106, p. 120
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 150, p. 157
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 150
ELPS 3.E	share information in cooperative learning interactions	

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ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 12, p. 27, p. 38, p. 49, p. 60, p. 68, p. 79, p. 92, p. 106, p. 120, p. 136, p. 148
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1; certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

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ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 39, p. 81, p. 95, p. 109, p. 124
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 17, p. 30, p. 51, p. 54, p. 61, p. 63, p. 71, p. 73, p. 137
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	p. 39, p. 61, p. 71, p. 81, p. 95, p. 109, p. 124, p. 137
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	p. 51
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	p. 54, p. 63, p. 73
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1; certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	p. 149

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ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 140, p. 149
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 19, p. 32, p. 41, p. 54, p. 63, p. 73, p. 83, p. 97, p. 111, p. 149
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 19, p. 32, p. 41, p. 83, p. 97, p. 111

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