



Grade 1

Knowledge 11 | Teacher Guide

Adventure Stories

Grade 1

Knowledge 11

Adventure Stories:
Tales from the Edges of the World

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-63602-998-6

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

ADVENTURE STORIES: TALES FROM THE EDGES OF THE WORLD

Introduction **1**

Lesson 1 We're Going on an Adventure! **6**

Introducing the Read-Aloud (5 min.)

- Core Connections

Read-Aloud (30 min.)

- Purpose for Listening
- "Someplace You Know to Someplace You Don't"
- Comprehension Questions
- Word Work: *Persist*

Application (25 min.)

- Know-Wonder-Learn

Lesson 2 Imaginations Run Wild! **22**

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *My Name Is Gabito/Me llamo Gabito*
- Comprehension Questions
- Word Work: *Imagine*

Application (25 min.)

- Research Plan

Lesson 3 A Dream Adventure **34**

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *Tomas and the Galápagos Adventure, Part 1*
- Comprehension Questions
- Word Work: *Extinguish*

Application (25 min.)

- Where Can I Find It? (Identifying Resources)

Lesson 4 The Dream Continues **46**

Introducing the Read-Aloud (5 min.)

- What Have We Learned?

Read-Aloud (30 min.)

- Purpose for Listening
- *Tomas and the Galápagos Adventure, Part 2*

Application (25 min.)

- Writing Sentences Using Gathered Information

Lesson 5 Shoot for the Stars **56**

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *The Astronaut with a Song for the Stars*
- Comprehension Questions
- Word Work: *Persevere*

Application (25 min.)

- Gathering Answers

Lesson 6 Breaking Barriers

68

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *Mae among the Stars*
- Comprehension Questions
- Word Work: *Encourage*

Application (25 min.)

- Gathering Information

Lesson 7 Let's Compare

80

What Have We Learned? (5 min.)

- What Have We Learned?

Let's Compare! (30 min.)

- Let's Compare!

Application (25 min.)

- Gathering Information

Lesson 8 Love for All Creatures

88

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *Shark Lady*
- Comprehension Questions
- Word Work: *Plunged*

Application (25 min.)

- Gathering Information

Lesson 9 An Ocean Adventure

98

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *Manfish*
- Comprehension Questions
- Word Work: *Waterproof*

Application (25 min.)

- Writing Sentences from Information

Lesson 10 Keep On Going!

110

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- *Keep On!*
- Comprehension Questions
- Word Work: *Inuit*

Application (25 min.)

- Writing a Topic Sentence

Lesson 11 She Made It!

124

Introducing the Read-Aloud (5 min.)

- What Have We Learned?
- Where Are We?

Read-Aloud (30 min.)

- Purpose for Listening
- "The Clouds Beneath Her Feet"
- Comprehension Questions
- Word Work: *Daunting*

Application (25 min.)

- Writing Supporting Sentences

Lesson 12 What Should We Bring?

140

Introducing the Read-Aloud (5 min.) <ul style="list-style-type: none">• What Have We Learned?• Where Are We?	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• <i>The Top of the World</i>• Comprehension Questions• Word Work: <i>Adapt</i>	Application (25 min.) <ul style="list-style-type: none">• Writing a Concluding Sentence
--	---	--

Lesson 13 Making Comparisons

152

What Have We Learned? (5 min.) <ul style="list-style-type: none">• What Have We Learned?	Making Comparisons (30 min.) <ul style="list-style-type: none">• Making Comparisons	Application (25 min.) <ul style="list-style-type: none">• Editing the Adventures Paragraph
---	--	---

Lesson 14 My Favorite Adventure!

164

What Have We Learned? (5 min.) <ul style="list-style-type: none">• What Have We Learned?	Final Drafts (30 min.) <ul style="list-style-type: none">• Writing Final Drafts	Application (25 min.) <ul style="list-style-type: none">• Practicing Presentations
---	--	---

Lesson 15 Presentation Day!

176

Application (60 min.) <ul style="list-style-type: none">• Adventure Gallery Walk

Teacher Resources

182

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* domain. The Teacher Guide for *Adventure Stories: Tales from the Edges of the World* contains fifteen daily lessons in the order presented in this Teacher Guide. You should spend no more than fifteen days total on this domain.

DOMAIN 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*
- You will also need a classroom copy of the following trade books, which are available at physical and online bookstores:
 - *My Name is Gabito/Me llamo Gabito* by Monica Brown
 - *Tomas and the Galápagos Adventure* by Carolyn Lunn
 - *The Astronaut with a Song for the Stars: The Story of Dr. Ellen Ochoa* by Julia Finley Mosca
 - *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 domain components materials can be found on the program's digital components site.

WHY ADVENTURE STORIES ARE IMPORTANT

This domain 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 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.

Each lesson in the domain 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 Walkthrough. 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 domain 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, but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies and Science. 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, Science, Technology, and Society from the social studies discipline, and Scientific Investigation and Reasoning from the science discipline.

WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, 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)

Stories: 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 barrier challenge persist research	Lesson 6 crystal ball daydreamer encourage profession	Lesson 11 altitude daunting summit uncharted vision
Lesson 2 continent imagine plantation scotch plaid hat shipwrecked	Lesson 8 mindless plunge reputation sanctuary zoologist	Lesson 12 adapt avalanche down glacier Sherpa
Lesson 3 canter extinguish langoustines plaza trot	Lesson 9 Aqua-Lung blueprint fascinated model waterproof	
Lesson 5 engineer immigrant persevere theme	Lesson 10 grueling Inuit navigate resourceful valuable	

WRITING

In this domain, 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.

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	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • 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 WORLD**

We'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 domain. **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 domain. **TEKS 1.13.A**

- ✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.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; **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-8
“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 domain, as well as labels with the name of each Read-Aloud (Lesson 3 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 domain.
- Divide the bulletin board or chart into four sections and label each with the name of the areas of study in the domain: Galápagos Islands, space, the ocean, and cold and snowy places. When studying each area of the domain, 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 domain 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 domain.
- 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 domain.

- Display First Grade Writing Rubric: Informative/Explanatory Writing which can also be found in the domain's digital components.

➤ 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	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • 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.

- 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, 5.1, 10.1, 14.1).
- Determine a time outside of the lesson block for students to create a picture frame for the Adventure Gallery Walkthrough. 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 15.

Universal Access

- During the Introducing the Read-Aloud section, display the Image Cards for the fables in Domain 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!

barrier, n. a law, rule, or problem that makes something difficult or even impossible to do

Example: The students couldn't get to school on time because a snowbank in the driveway formed a barrier.

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

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

persist, v. to continue moving forward despite the difficulty

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

Variation(s): persisted, persisting

research, n. 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 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	research	adventure challenge persist	
Multiple-Meaning	barrier		
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 . . .").

ENGLISH
LANGUAGE
LEARNERS



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



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 domain. (*Fables and Stories*)
- Ask students if the stories and fables 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 domain. (*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 domain. 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 domain: *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*)

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: Sophia Danenberg

Sometimes adventures take us to fantastic places. Here's an explorer named Sophia Danenberg. An explorer is a type of adventurer who travels to places few people have visited before. And the place Sophia Danenberg 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 almost nine thousand 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 it sound like a place you'd like to go to? *Does Mount Everest sound like a place you would like to visit?* It's a very beautiful, far away place. But Danenberg wanted to explore it and is among the very few to reach the top.



Show Image 1A-5: 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!



Show Image 1A-6: Astronaut Dr. Mae Jemison

Sometimes adventure isn't about going to a place, but about being the first person to break a barrier. 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.

But some people made it very difficult for Dr. Mae Jemison to become an astronaut. At the time, to become an astronaut, you needed to do well in science classes, and you needed people in the government to accept you into the astronaut program. Most of those people were Caucasian, and most were men. Mae was an African American woman, so she wasn't exactly like them. Sometimes people are afraid of others who aren't exactly like them. A few of them made it very difficult for Dr. Jemison. In a way, it was her own Mount Everest.



Show Image 1A-7: Two astronauts in space

But Dr. Jemison persisted, or continued moving forward despite the difficulty. That's how, after years of work and not giving up, she became the first African American woman to explore space. And here is the best part of being the first person to explore something:

When you explore something for the first

time, struggling and finding your way through the unknown, you help make it easier for other people to come after you. By not giving up on her dream, Dr. Jemison helped other African American women and 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-8: 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 helped make it safer for others to follow them. In this domain, 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 domain: 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 domain 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 . . .").



ENGLISH
LANGUAGE
LEARNERS

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, “But Dr. Jemison persisted, or continued moving forward despite the difficulty.”
2. Say the word *persist* with me.
3. *Persist* means to continue moving forward despite the difficulty.
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**.



TEKS 1.10.A Discuss the author’s purpose for writing text.

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 domain. **TEKS 1.13.A**

KNOW-WONDER-LEARN (25 MIN.)

- Tell students that in this domain, 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 caregivers, 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 Walkthrough.
- 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 domain. (*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.



**ENGLISH
LANGUAGE
LEARNERS**

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)

LESSON EXTENSION

- Ask students to plan an adventure. Ask them to include the location, activities, travel methods, and other details. Delivery method is their choice: oral, pictorial, or written.

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 WORLDImaginations
Run Wild!

PRIMARY FOCUS OF LESSON

Speaking and Listening

- ✚ Students will identify the characteristics of an adventure story. **TEKS 1.1.A**

Reading

- ✚ Students will identify the challenges the main character encountered in the Read-Aloud. **TEKS 1.8.C**

Language

- ✚ Students will demonstrate an understanding of the Tier 2 word *imagine*. **TEKS 1.3.B**

Writing

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

FORMATIVE ASSESSMENTS

Quick Write

- ✚ Students will write a list of two challenges Gabito faced in the Read-Aloud. **TEKS 1.8.C**

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 domain. **TEKS 1.13.B**

- ✚ **TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **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.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.	<ul style="list-style-type: none">❑ Characteristics of Adventure Stories Anchor Chart (Digital Components)❑ world map or globe❑ location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<ul style="list-style-type: none">❑ <i>My Name Is Gabito/Me llamo Gabito</i> by Monica Brown❑ note cards or paper for Quick Write
<i>My Name Is Gabito/Me llamo Gabito</i>			
Comprehension Questions			
Word Work: <i>Imagine</i>			
Application (25 min.)			
Research Plan	Whole Group/ Partner	25 min.	<ul style="list-style-type: none">❑ Activity Pages 1.1, 2.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display Characteristics of Adventure Stories Anchor Chart, which can also be found in the domain's digital components.

➤ Characteristics of Adventure Stories Anchor Chart

Characteristics of Adventure Stories
Lots of Action!
Brave Characters!
Excitement or Danger!
Amazing Events!
New Locations!
Challenges and Barriers 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 domain 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 *My Name Is Gabito/Me llamo Gabito* by Monica Brown 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 “Can you imagine . . .” and number each page in order after that.

Teacher Note: On page 9, the word *gypsy* is used. In many countries, the word *gypsy* refers to the Roma, a cultural group of people who often moved

from place to place instead of settling in one area. Today, it is viewed as an inappropriate word. In Spain and Latin America, the word *gitana* or *gypsy* refers to someone of free spirit or with the gift of a free or magical spirit. While reading aloud, you might say, “some people are wanderers” instead of “gypsies are wanderers.”

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

Application

- Prepare and 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 domain.
- Display Activity Page 2.1.

Universal Access

- During the Introducing the Read-Aloud section, have students identify the characteristics of an adventure story of a book they have previously read.
- During the Read-Aloud section, have students hold up pictures of Gabriel Garcia Marquez and banana plantations at appropriate times during the Read-Aloud to make connections.
- Throughout the domain, display a copy of Activity Page 2.1 for students to reference.

CORE VOCABULARY

continent, n. the division of large areas of land on earth: North America, South America, Europe, Africa, Australia, Asia, Antarctica

Example: I live on the continent of North America.

imagine, v. to think or create something in your mind that might not be real

Example: Louis likes to imagine that he is a famous explorer.

Variation(s): imagined

plantation, n. a large area of land especially in a hot part of the world where crops are grown

Example: There are many pineapple plantations in Hawaii.

scotch plaid hat, n. a hat made from cloth with a pattern of colorful stripes that form squares

Example: My grandfather's scotch plaid hat was blue and green.

shipwrecked, adj. to be from a ship that has been destroyed or sunk

Example: The sailor was shipwrecked on a tropical island.

Vocabulary Chart for *My Name Is Gabito/Me llamo Gabito*

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	plantation shipwrecked	imagine continent	
Multiple-Meaning			
Sayings and Phrases	scotch plaid hat		

Lesson 2: Imaginations Run Wild!

Introducing the Read-Aloud



Speaking and Listening: Students will identify the characteristics of an adventure story. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

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

► Display 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?”
- Tell students the Read-Aloud for Lesson 2 is a story about a man named Gabito, and he uses his imagination to write stories about adventures.
- 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. Some of the challenges are imagined by Gabito, and others are challenges he faces himself.

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.



**ENGLISH
LANGUAGE
LEARNERS**

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?

- Locate Colombia and ask a student to mark it on the map with the corresponding label.

Lesson 2: Imaginations Run Wild!

Read-Aloud



Reading: Students will identify the challenges the main character encountered in the Read-Aloud. **TEKS 1.8.C**

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

PURPOSE FOR LISTENING

- Tell students to listen carefully for challenges throughout the Read-Aloud.

MY NAME IS GABITO/ME LLAMO GABITO (15 MIN.)

- Page 1: *Shipwrecked* means from a ship that has been destroyed or sunk.
- Page 5: Have you been to a haunted house where a chair or a door moved as if a ghost was moving it? Did you think it was scary or exciting?
- Page 7: Do you think a bull actually ran into Gabito's house, or do you think it is something he made up with his imagination? (*Answers may vary.*)
- Page 9: **Teacher Note:** This is where you will find the word *gypsies*. In many countries, the word *gypsy* refers to the Roma, a cultural group of people who often moved from place to place instead of settling in one area. Today, it is viewed as an inappropriate word. In Spain and Latin America, the word *gitana* or *gypsy* refers to someone of free spirit or with the gift of a free or magical spirit. While reading aloud, you might say, "some people are wanderers" instead of "gypsies are wanderers."
- Page 11: A scotch plaid hat is the type of hat seen in the picture on this page. It is a hat made from cloth with a pattern of colorful stripes that form squares.
 - Why do you think Gabito would put his hands into the cold water? (*Answers may vary, but may include to cool off, to wash his hands, etc.*)
- Page 14: Do you think it is fair for someone who works so hard to be poor?
 - Do you think there is a way to change that? How do you know?

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

Challenge

Ask students to write a sentence about how they would face one of the challenges in the story.

Support

Give students a sentence starter, such as “A challenge Gabito wrote about was . . .” or “A challenge Gabito faced was . . .”

ENGLISH
LANGUAGE
LEARNERS



Reading

Beginning

Ask simple yes/no questions (e.g., “Was a bull in the house a challenge Gabito faced?”).

Intermediate

Have students use sentence frames (e.g., “A _____ Gabito faced was _____.”).

Advanced/Advanced High

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

ELPS 4.G

- Page 18: Instruct students to close their eyes. Ask students, “What kinds of stories do you think Gabito wrote using his imagination?”
- Page 23: Which one of those adventures would you like to read about: the man who could fly, the pretty woman, or riding on a magic carpet?
- Page 26: Continents are the division of large areas of land on earth. There are seven of them: North America, South America, Europe, Africa, Australia, Asia, and Antarctica. Point them out on the map.

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** Ask students to define challenge. (*a difficult task, something that is hard to do*)
2. **Literal.** What challenges did Gabito write about or face himself? (*Answers may vary, but may include the moving chair, a bull in the house, trying to stay cool in the hot climate, learning about the world, the struggle of the banana plantation workers, and using his imagination to write adventure stories.*)
3. **Inferential.** If you were Gabito, how would you try to overcome those challenges?
4. **Evaluative.** Why was Gabito concerned about the plantation workers? (*He recognizes the unfair economic status and inequality of the plantation workers.*)
5. **Inferential.** Gabito thought the world was magical. Why do you think he believed that? (*Answers may vary, but may include because he had a wild imagination, because he liked to imagine fantastical things, etc.*)



Check for Understanding

One-Word Answer: What is something that is a difficult task or is hard to do? (*challenge*)

WORD WORK: IMAGINE (5 MIN.)

1. In the Read-Aloud, you heard the phrase, “Can you imagine a shipwrecked sailor . . .”
2. Say the word *imagine* with me.
3. *Imagine* means to think or create something in your mind that might not be real.
4. The girl imagined she had wings and could fly.
5. Name something you imagine you might do someday.
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 statements. If the statement says something that you might imagine, students say, “I imagine ____.” If the statement says something that is real, students say, “I don’t have to imagine ____.”

- purple unicorns
- I am royalty.
- hot dogs
- talking dogs
- school buses



Quick Write

- Distribute Quick Write note cards or paper to students: “Write a list of two challenges that Gabito faced in the Read-Aloud.”
- Allow students five minutes to complete the Quick Write.
- Collect the Quick Write for the Formative Assessment of **TEKS 1.8.C**.

 **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Challenge

Have students record the research plan on a different graphic organizer, possibly with a digital application on the computer.

Support

Provide a partially filled-in Activity Page 2.1 and ask students to complete the remaining elements.

Activity Page 2.1



ENGLISH
LANGUAGE
LEARNERS



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: Imaginations Run Wild!

Application



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

RESEARCH PLAN (25 MIN.)

- Ask students to identify the domain 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 in the corresponding box of a student brainstorming.
- 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 domain.



Check for Understanding

Recall: What is the first step in the research plan? (*brainstorm*)

LESSON EXTENSION

- Ask students to create an art book of illustrations based on the story.

End Lesson

3

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

- Using a Know-Wonder-Learn chart, students will create questions about adventures to which they would like to find answers. **TEKS 1.13.A**

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 1.1

- Know-Wonder-Learn** Using a KWL chart, students will create questions about adventures and adventurers to which they would like to find answers. **TEKS 1.13.A**

- TEKS 1.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.D** Create mental images to deepen understanding with adult assistance; **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.)			
What Have We Learned?	Whole Group	5 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> two location labels with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>Tomas and the Galápagos Adventure</i> by Carolyn Lunn <input type="checkbox"/> 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.)			
Where Can I Find It? (Identifying Resources)	Whole Group/ Partner	25 min.	<input type="checkbox"/> Activity Pages 1.1., 2.1 <input type="checkbox"/> Question Words Anchor Chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Display the world map or globe you prepared in Lesson 1, along with corresponding labels. You will need two labels for this Read-Aloud.

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 domain.
- 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 domain.
- Display Activity Page 2.1.
- Display Question Words Anchor Chart, which can also be found in the domain’s digital components.

➤ 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 Domain-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 3: A Dream Adventure

Introducing the Read-Aloud



Challenge

Ask students to imagine an event that might be part of the story and share orally.

Support

Provide students with a sentence frame, such as "Sometimes I imagine . . ."



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Beginning

Ask simple yes/no questions to have students offer their opinions (e.g., "Do you use your imagination to tell a story?").

Intermediate

Have students use sentence frames (e.g., "I use my _____ to _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "I use my imagination to . . .").

ELPS 1.A; ELPS 2.I;

ELPS 3.G

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 define *imagine*. (*to think or create something in your mind that might not be real*)
- Think-Pair-Share: Have students take turns asking and answering the following with a partner: "What do you use your imagination for?" (*Answers may vary, but could include to tell a story, to think about what job they will have when they grow up, to think about what it would be like to have another sibling, etc.*)
- Tell students the Read-Aloud for Lesson 3 is a book entitled *Tomas and the Galápagos Adventure*. It is a book about a boy who dreams about an adventure to the Galápagos Islands.
- Ask students to give a thumbs-up or thumbs-down in response to this question: "Do you think dreams come from your imagination?"
- Tell students that Tomas's dream adventure takes him to the Galápagos Islands, which are off the coast of Ecuador, where he lives.



Check for Understanding

One-Word Answer: If I was making up a story about a dragon, what would I be using? (*imagination*)



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

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 3: 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.*)

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?

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

- 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 días* 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.
 - We saw the vocabulary word *plantation* in *My Name is Gabito/Me llamo Gabito*. What is a plantation? (*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 picture yet. Tell them you want them to make a mental image of the scene as you read it to them.

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?").

ENGLISH
LANGUAGE
LEARNERS



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

- 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 firehose, 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 Page 2.1



ENGLISH
LANGUAGE
LEARNERS



Writing

Beginning

Give students a predetermined set of research questions and sentence frames.

Intermediate

Have students use sentence frames (e.g., “What types of _____ on an adventure in _____?”).

Advanced/Advanced High

Have students use sentence starters (e.g., “What types of . . .” and “How long will . . .”).

ELPS 5.F; ELPS 5.G

Lesson 3: A Dream Adventure

Application



Writing: Using a Know-Wonder-Learn chart, students will create questions about adventures to which they would like to find answers. **TEKS 1.13.A**

WHERE CAN I FIND IT? (25 MIN.)

- Ask students to define *research*. (*to collect new information about a topic you don't know much about*)
- Display Activity Page 2.1 and discuss which step has been completed (*brainstorm*) and which step is next (*ask questions*).
- Display Activity Page 1.1 containing the information recorded from Lesson 1.
- First, look at the “Wonder” column and find topics or ideas similar between the areas of study.
 - Model circling an item or topic in the “Wonder” column similar in one or more areas of study. (e.g., “*temperature*” in the “Wonder” column of both the *Galápagos Islands* and *cold and snowy areas*; “*supplies*” in the “Wonder” column of both the *ocean* and *cold and snowy areas*)
 - Then work as a class to circle more items or topics in the “Wonder” column that are similar. (e.g., “*people who have been there*” in the “Wonder” column of both *space* and *cold and snowy areas*; “*animals*” in the “Wonder” column of the *Galápagos Islands*, *oceans*, and *cold and snowy places*)
 - Instruct partners to look at their Activity Page 1.1 and circle two or three items or topics in the “Wonder” columns that are similar.
 - Exercise discretion if you feel a student is capable of working independently.
- Then use the question starter words in Question Words Anchor Chart to write a question that can be asked about the circled items or topics.



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

➤ Display Question Words Anchor Chart

- Model writing a question using one of the question words and a circled item from Activity Page 1.1. (e.g., *Choose the question word “what” and “supplies to bring” that are circled in the “Wonder” column. Write a new question: What items should I pack for an adventure? in the “Question” column.*)
- Then as a class, choose a new question word from Question Words Anchor Chart and a circled item from the “Wonder” column to form a new question. Write it in the “Question” column of Activity Page 1.1.
- Instruct the partners to choose a new question word from Question Words Anchor Chart and a circled item from the “Wonder” column to form a new question. Tell students to write it in the “Question” column of Activity Page 1.1.
- Exercise discretion if you feel a student is capable of working independently.

Note: Use discretion when determining how many questions students are required to write.

- As students research throughout the domain, they will record information in the “Learn” column.



Check for Understanding

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

LESSON EXTENSION

- Create art of an erupting volcano. The artwork can be a picture, a model, or a piece of music.

~ End Lesson ~

4

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 4.1

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.	<ul style="list-style-type: none">❑ Finding Information in a Text Anchor Chart (Digital Components)❑ world map or globe
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<ul style="list-style-type: none">❑ <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.	<ul style="list-style-type: none">❑ Activity Pages 2.1, 4.1❑ 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 domain's digital components.

➤ 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 domain.
- 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 domain.
- Display Activity Page 2.1.

- Display Writing Sentences from Gathered Information Anchor Chart, which can also be found in the domain's digital components.

➤ Writing Sentences from 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 4.1.
- 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 . . .”

Start Lesson

Lesson 4: The Dream Continues

Introducing the Read-Aloud



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 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 4: The Dream Continues

Read-Aloud



ENGLISH
LANGUAGE
LEARNERS

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



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 (25 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*)



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 4: The Dream Continues

Application



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



**ENGLISH
LANGUAGE
LEARNERS**

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 Page 4.1



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 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 4.1.
- 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 4.1.
 - 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 4.1.
 - 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)

LESSON EXTENSION

- Watch a video, such as the YouTube video *Greatest Animals of the Galápagos* on the National Geographic Kids channel, or browse through books about animals that are found on the Galápagos Islands, and ask students to write a sentence about the animal that is most interesting to them.

End Lesson

5

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

Shoot for the Stars

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make a personal connection to a time they faced a challenge.

 **TEKS 1.6.E**

Reading

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

Language

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

 **TEKS 1.3.B**

Writing

Students will work with the teacher to identify three resources to answer research questions. **TEKS 1.13.C**



FORMATIVE ASSESSMENTS

Illustrate Understanding


Students will draw a picture of the theme of the Read-Aloud: overcoming barriers. **TEKS 1.8.A**



Activity Page 5.1

Where Can I Find It? Students will work with the teacher to identify three resources to answer research questions. **TEKS 1.13.C**



 **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS 1.8.A** Discuss topics and determine theme using text evidence 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
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>The Astronaut with a Song for the Stars: The Story of Dr. Ellen Ochoa</i> by Julia Finley Mosca <input type="checkbox"/> note cards or paper for Illustrate Understanding
<i>The Astronaut with a Song for the Stars: The Story of Dr. Ellen Ochoa</i>			
Comprehension Questions			
Word Work: <i>Persevere</i>			
Application (25 min.)			
Gathering Answers	Whole Group/ Partner	25 min.	<input type="checkbox"/> Activity Pages 2.1, 5.1 <input type="checkbox"/> Identifying Resources Anchor Chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Update the space section of the domain 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 *The Astronaut with a Song for the Stars* by Julia Finley Mosca 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 “If you have a mission . . .” and number each page in order after that.
- Prepare partners for the Turn and Talk.
- Use note cards or paper to prepare an Illustrate Understanding for the Formative Assessment.
- Load and preview the YouTube video *Ellen Ochoa* on the StudiesWeekly channel for the lesson extension.

Note: The terms *racism* and *race* are used in this trade book and discussed as influences on Ellen Ochoa’s life and her goal to become an astronaut. The word *racism* is found on page 5 and alluded to on page 4. You may wish to preview this text and adjust as needed before beginning this lesson.

Application

- Display Activity Page 2.1.
- Display Identifying Resources Anchor Chart, which can also be found in the domain’s digital components.

➤ Identifying Resources Anchor Chart

Identifying Resources	
Resources to use: Books Articles Experts Online websites	
Is it a good resource to use?	
Can I find it?	YES = Go ahead and use it! NO = Find another resource. NOT SURE? = Ask for help.
Does it have information that could answer my question?	
Can I understand the words?	
Are all the words appropriate?	
The website does not ask me to “join” or “create an account.”	

- Display Activity Page 5.1.
- Prepare partnerships that will work together at various times during the Application activity.

Universal Access

- Tell students of a challenge you faced.
- Display a picture of Dr. Ellen Ochoa during the Read-Aloud segment.
- Gather various resources that students might use in their research, such as preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.

CORE VOCABULARY

engineer, n. a person who designs and builds things

Example: My brother, an engineer, designed a new bridge that crosses the river.

immigrant, n. a person who moved to one country from another

Example: Many immigrants move to another country to build a better life.

persevere, v. to continue to try to do something even though it is difficult

Example: Even though the mountain hike is very challenging, I will persevere and reach the top!

Variation(s): persevered, persevering

theme, n. repeated ideas or events in a reading

Example: The theme of the book is friendship.

Vocabulary Chart for *The Astronaut with a Song for the Stars*

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		engineer immigrant persevere theme	
Multiple-Meaning			
Sayings and Phrases			

Lesson 5: Shoot for the Stars

Introducing the Read-Aloud



Speaking and Listening: Students will make a personal connection to a time they faced a challenge. **TEKS 1.6.E**

WHAT HAVE WE LEARNED? (5 MIN.)

Let's review.

- What is a challenge? (*a difficult task, something that is hard to do*)
- Tell students that today's Read-Aloud is about a woman who faced many barriers on her adventure.
- Think back to Lesson 1. We learned the vocabulary word *barrier*. Do you remember what a barrier is? (*a law, a rule, or a problem that makes something difficult or even impossible to do*)
- Challenges and barriers are similar; they are both times when you have to keep going even when it gets hard.
- Think-Pair-Share: When is a time that you faced a barrier and had to keep going when things got hard? (After a minute, allow students to share their work.)
- Tell students the title of the Read-Aloud is *The Astronaut with a Song for the Stars: The Story of Dr. Ellen Ochoa*. It is about Dr. Ellen Ochoa, who overcame barriers to become the first Hispanic woman in space.



Check for Understanding

Thumbs-Up/Thumbs-Down: Challenges and barriers are similar because they are both things that you have to overcome and keep going even though things are difficult. (*thumbs-up*)

Challenge

Ask students to create a sign or pictorial representation of a challenge or a barrier.

Support

Post definitions of *challenge* and *barrier* in the classroom for easy reference.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I think a barrier to doing something could be . . .").

Intermediate

Have students use sentence frames (e.g., "A _____ that Dr. Ellen Ochoa faced was _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "A barrier is . . .").

ELPS 1.A; ELPS 2.I;

ELPS 3.G

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. Ellen Ochoa grew up in California in the United States. Ask a student to mark it on the map with the corresponding label.

Lesson 5: Shoot for 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 Tier 2 word *persevere*. **TEKS 1.3.B**

PURPOSE FOR LISTENING

- Tell students to listen for the barriers that Dr. Ellen Ochoa faced on her way to achieving her dream of going on an adventure to space.

THE ASTRONAUT WITH A SONG FOR THE STARS (15 MIN.)

- Page 1: An engineer is a person who designs and builds things. So what do you think a “star engineer” is? (*someone who builds and designs things to be used in space*)
 - A pioneer is a person who is one of the first people to explore or go somewhere, like the first person to go on an adventure!
- Page 7: What did Ellen first think she wanted to be when she grew up? (*a person who plays flute in an orchestra*)
- Page 8: When Ellen started thinking about space, what characteristics did most astronauts share? (*Most astronauts were male.*)
 - Tell students to give a thumbs-up for yes and a thumbs-down for no in response to this question: “Was that a barrier that Dr. Ellen Ochoa had to overcome?” (*thumbs-up*)
- Page 9: What did Ellen’s teacher say about studying to be an engineer? (*only boys could study engineering*)

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

- Tell students give a thumbs-up for yes and a thumbs-down for no in response to this question: “Was that a barrier that Dr. Ellen Ochoa had to overcome?” (*thumbs-up*)
- Page 10: Sally Ride was the first American woman in space. Do you think she is someone Dr. Ellen Ochoa might have looked up to? (*Answers may vary, but could include that Sally Ride inspired Dr. Ochoa to continue working toward achieving her goal.*)
 - Who do you look up to and admire? (*Answers may vary, but could include a parent, a teacher, a coach, etc.*)
- Page 13: When the book says Dr. Ochoa was rejected, it means that NASA, the government agency that runs the space program, refused to let Dr. Ochoa be part of the astronaut program.
 - Tell students to give a thumbs-up for yes and a thumbs-down for no in response to this question: “Was that a barrier that Dr. Ellen Ochoa had to overcome?” (*thumbs-up*)
- Page 16: *Discovery* was the name of the spaceship that Dr. Ellen Ochoa flew into outer space!
- Page 21: To orbit means to travel around something, in this case, the Earth.
- Page 22: Can you imagine how excited Dr. Ellen Ochoa was to finally achieve her dream of going on an adventure to space? Stand up and show me how she might feel.
 - Tell students to give a thumbs-up for yes and a thumbs-down for no in response to this question: “Was finally traveling to space a barrier Dr. Ellen Ochoa had to overcome?” (*thumbs-down; it was not a barrier; it was an achievement*)
- Page 26: What else did Dr. Ochoa accomplish after becoming an astronaut? (*She was the first Hispanic director of Johnson Space Center.*)
 - Tell students to give a thumbs-up for yes and a thumbs-down for no in response to this question: “Was being named director of a space program a barrier Dr. Ellen Ochoa had to overcome?” (*thumbs down; it is an achievement*)
- Page 30: *Persevere* means to continue to try to do something even though it is difficult.
- Turn and Talk: Discuss how the barriers that Dr. Ellen Ochoa faced pushed her to become an astronaut. (*Answers may include when Dr. Ochoa was a young girl, astronauts were traditionally Caucasian men, women were not encouraged to become engineers, rejection from NASA.*)

Challenge

Ask students to find additional information on Dr. Ellen Ochoa.

Support

Have students use sentence frames, such as, “The theme of the _____ is _____.”



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Beginning

Ask simple yes/no questions (e.g., “Is the theme of the reading overcoming barriers?”).

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 (5 MIN.)

1. **Inferential.** Can you name the barriers Dr. Ellen Ochoa had to overcome? *(When Dr. Ochoa was growing up, most astronauts were Caucasian males, being told engineering was only for boys, being turned down by NASA.)*
2. **Literal.** What did Dr. Ellen Ochoa do to overcome those barriers? *(ignored the people who told her she couldn't, studied and worked hard, invented things that could help astronauts in space)*

The central idea of this Read-Aloud is how Dr. Ellen Ochoa achieved her dream to become an astronaut.

- Tell students the definition of theme is repeated ideas or events in a reading.
3. **Inferential.** *Think-Pair-Share:* What do you think the theme of the Read-Aloud is? *(overcoming barriers)*
 4. **Literal.** What characteristic does Dr. Ellen Ochoa have that no other astronaut has? *(the first Hispanic female astronaut)*



Check for Understanding

One-Word Answer: What did Dr. Ellen Ochoa overcome to become the first Hispanic woman in space? *(barriers)*

WORD WORK: PERSEVERE (5 MIN.)

1. In her note, you hear Dr. Ochoa tell you, "Always persevere and take things one step at a time."
2. Say the word *persevere* with me.
3. *Persevere* means to keep going no matter the challenges in the way.
4. Dr. Ellen Ochoa had to persevere over challenges in her way of going to space.
5. Tell me about a time you had to persevere.
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 statements. If the person in the statement had

to persevere, students say, “They had to persevere.” If the person in the statement did not have to persevere, students say, “They did not have to persevere.”

- She finished the marathon even though she had blisters on her feet.
- He studied extra long hours and was able to pass the difficult exam.
- I stayed dry in the rain because I had an umbrella.
- The toaster was broken, so I had an egg for breakfast.
- He worked two jobs so that he could earn enough money to pay his bills.



Illustrate Understanding

- Distribute Illustrate Understanding note cards or paper to students: “Draw a picture of the theme of the Read-Aloud: persevering over barriers.”
- Allow students five minutes to complete the Illustrate Understanding.
- Collect the Illustrate Understanding for the Formative Assessment of **TEKS 1.8.A**.



ENGLISH
LANGUAGE
LEARNERS

Writing

Beginning

Provide students with a completed Activity Page 5.1 and have them add a drawing to the first column.

Intermediate

Provide students with Activity Page 5.1 with the first column completed, and have students add drawings.

Advanced/Advanced High

Provide students with Activity Page 5.1 with two boxes in the first column completed, and have students complete the last box and drawings.

ELPS 5.F

Lesson 5: Shoot for the Stars

Application



Writing: Students will work with the teacher to identify three resources to answer research questions. **TEKS 1.13.C**

GATHERING ANSWERS (25 MIN.)

- Display Activity Page 2.1 and review the steps of the research plan.
- Ask students to name the step(s) they have already completed (*brainstorm, ask questions*) and which step they are on now. (*gather information*)
- Tell students they need to identify resources from which they can gather information about their research questions.
- On the whiteboard, allow students to record all ideas for resources to use for research.

TEKS 1.8.A Discuss topics and determine theme using text evidence with adult assistance; **TEKS 1.13.C** Identify and gather relevant sources and information to answer the questions with adult assistance.

Challenge

Ask students to explain where they can locate each resource and which research question they will provide information on.

Support

Allow students to work with a teacher to identify which resources will help them answer the research questions.

ENGLISH
LANGUAGE
LEARNERS



Writing

Beginning

Ask simple yes/no questions (e.g., “Is the information I need contained in this resource?”).

Intermediate

Model how to complete Identifying Resources Anchor Chart with words and pictures.

Advanced/Advanced High

Have students complete Activity Page 5.1 with a partner.

ELPS 1.A; ELPS 2.I;

ELPS 3.G

- Show students the resources you have gathered and allow them to add those to the whiteboard.
- Explain to students that sometimes a resource might not be good to use even if it is available.

► Display Identifying Resources Anchor Chart

- Ask students if they have ever found a book or a website that was difficult to understand, used bad language, or asked them to make an account.
- Ask student volunteers to read the items on Identifying Resources Anchor Chart.
- Tell students that each source they are thinking of using will have to have a “yes” answer to each of the items on Identifying Resources Anchor Chart.
- Present an example research question: “What kinds of animals live there?” Tell students you are trying to decide on a resource to use to find information.
- Choose one of the resources listed on the whiteboard and model determining if the resource has “yes” answers to the items on Identifying Resources Anchor Chart.
- Record the resource on Activity Page 5.1.
- Tell students that it is important to know where the resource is located, and write where the resource can be found in the second column.
- Then work as a class to choose a second resource from the board. Determine if it has “yes” answers to the items on Identifying Resources Anchor Chart. Record it on Activity Page 5.1, and draw a picture in the second column for a visual cue.
- Lastly, have students work in pairs to choose a third resource from the board and determine if it has “yes” answers to the items on Identifying Resources Anchor Chart. Have students record their findings on Activity Page 5.1 and draw a picture as a visual cue.
- Exercise discretion if you feel a student is capable of working independently.
- After five minutes, allow students to share their work.
- Explain to students that they may need to choose another resource if a resource they choose today does not work out when they research.
- Remind them that if that is the case, they need to ask themselves the questions on Identifying Resources Anchor Chart to make sure a new resource is good to use. They must also check with you to verify.



Check for Understanding

Recall: Have students recall what they should be thinking about a resource to make sure it is good to use. (*Can I find it? Does it have information that could answer my question? Can I understand the words? It does not have inappropriate words. The website does not ask me to “join” or “create an account.”*)

LESSON EXTENSION

- Watch the YouTube video *Ellen Ochoa* on the StudiesWeekly channel and do one of the following activities:
 - Create a biography page.
 - Develop interview questions.
 - Design a medal that could be given to Dr. Ochoa for her work.

End Lesson

6

ADVENTURE STORIES:
TALES FROM THE EDGES OF THE WORLD

Breaking Barriers

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss stories of people who have persevered over barriers.

 **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 Tier 2 word *encourage*.

 **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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.A** Discuss topics and determine theme using text evidence 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
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>Mae among the Stars</i> by Roda Ahmed
<i>Mae among the Stars</i>			
Comprehension Questions			
Word Work: <i>Encourage</i>			
Application (25 min.)			
Gathering Information	Whole Group/ Partner	25 min.	<input type="checkbox"/> Activity Pages 1.1, 2.1, 5.1

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 Walkthrough on the date of Lesson 15.
- Ask the administration and other classes to attend the Adventure Gallery Walkthrough.

Introducing the Read-Aloud

- Gather and display pictures of the following famous people: Michael Jordan, Albert Einstein, Mary Jackson, and Oprah Winfrey.
- 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 domain.
- Display Activity Page 5.1.
- 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 preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.
- Load and preview the YouTube video *Mae Jemison: First African American Woman in Space* on the Biography channel for the lesson extension.

Health and Wellness Prompt: On pages 23–30, Dr. Jemison is affected by a comment made by her teacher, which discourages her from following her dream of becoming an astronaut.

- In today's Read-Aloud, Dr. Jemison's teacher tells her that she should think about being something other than an astronaut. Why does her teacher tell her this? (*Answers may vary, but could include her teacher thinks girls cannot do that job; an African American woman had not achieved that goal before Dr. Jemison.*)
- **Inferential.** How do you think Dr. Mae Jemison might feel from that unfair treatment? (*Answers may vary, but may include upset, angry, and sad.*)
- **Literal.** What could we say to stop someone from saying unfair and hurtful things? (*Answers may vary, but may include "Stop!" "It's not alright to say that!" "That isn't nice."*)
- **Literal.** What could we say to the person who has been treated unfairly and experienced discrimination? (*Answers may vary, but may include "I'm sorry that happened to you," "Do you want to talk about it?" "I am your friend, and I like you for who you are," etc.*)
- Tell students to remember that it is important for them to tell a caregiver, teacher, or another adult if they are ever being treated unfairly, so they can get help.

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 become a daydreamer when I am in Math class.

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 <i>Mae among the Stars</i>			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		crystal ball daydreamer encourage profession	
Multiple-Meaning			
Sayings and Phrases			

Lesson 6: Breaking Barriers

Introducing the Read-Aloud



Speaking and Listening: Students will discuss stories of people who have persevered over barriers. **TEKS 1.1.A**

WHAT HAVE WE LEARNED? (5 MIN.)

- What is a barrier? (*a law, a rule, or a problem that makes something difficult or even impossible to do*)
- Ask students if they know of another famous person who has overcome barriers.
- Display each picture one by one and tell students the barriers they faced before they became successful.
 - Michael Jordan was cut from his high school basketball team.
 - 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 was overlooked as an engineer only to become the first African American woman engineer to work for NASA.
- Think-Pair-Share: Tell of a time you, or someone you know, faced a barrier and how you overcame it.
- Tell students the Read-Aloud is titled *Mae among the Stars*, and that some details are similar to Dr. Ellen Ochoa's story. Both women faced barriers, and they had to persevere to achieve their space adventures.
- Encourage students to ask questions that they may have about Dr. Ellen Ochoa's story.

Challenge

Ask students to identify a historical figure who faced and overcame barriers.

Support

Show students additional pictures of historical figures, such as Oprah Winfrey, and explain barriers she overcame.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Beginning

Ask simple yes/no questions (e.g., "Does *persevere* mean to continue to try to do something even though it is difficult?").

Intermediate

Have students use sentence frames (e.g., "A time I persevered through a _____ was _____").

Advanced/Advanced High

Have students use sentence starters (e.g., "I persevered through a barrier 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 a law, a rule, or a problem that makes something difficult or even impossible to do? (*barrier*)

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 6: Breaking Barriers

Read-Aloud



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


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

PURPOSE FOR LISTENING

- Tell students to listen for the barriers that Dr. Mae Jemison persevered over to reach 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 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.*)
 - Has there ever been a time when you had to believe in yourself and work hard to achieve something?

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

- 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 17: The author compares the moon to a crystal ball. Define the word 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 caregivers have a profession? What is it?
- Mae's teacher said "someone like you." This isn't a very nice statement. It sounds like the teacher is treating Mae unfairly. At the time Mae's teacher said this to her, there were few women and no African American women astronauts who traveled to space.
- **Inferential.** Why do you think the teacher made that comment to Mae? (*Answers may vary, but could include it was because of Mae's physical characteristics, gender, or her family background.*)
- **Evaluative.** How do you think the teacher's comment made Mae feel about achieving her dream of becoming an astronaut? (*Answers may vary, but may include it made her doubt that she could do it, it made her want to change her goal, etc.*)
- Page 27–29: *Think-Pair-Share*: Why do you think these pages are blue when all the other pages in the book are so colorful? (*The illustrator uses color to emphasize how Mae was feeling.*)
- 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*)

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal.** What is Mae's dream? (*to become an astronaut*)
2. **Literal.** What did Mae's teacher tell her she should be instead? (*a nurse*)
3. **Evaluative.** Why do you think Mae's teacher thought it was possible for Mae to be a nurse and not as possible for her to become an astronaut? (*Answers may vary, but could include that there were many women who were nurses at that time, but very few who achieved their goal of becoming an astronaut.*)



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

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, etc.) to help students make connections.

4. **Literal.** What is a barrier? (*a law, a rule, or a problem that makes something difficult or even impossible to do*)
5. **Inferential.** What barrier did Dr. Jemison have to overcome to become an astronaut? What details in the text help you know this? (*Answers may vary, but could include that no other African American woman before her ever achieved this dream.*)
6. **Literal.** What is the definition of *theme*? (*repeated ideas or events in a reading*)
7. **Inferential.** *Think-Pair-Share:* What do you think the theme of the Read-Aloud is? (*overcoming barriers*)
8. **Inferential.** Is there another story we have read with the same theme? (*The Astronaut with a Song for the Stars*)
9. **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 overcame barriers to become the first African American female astronaut. (*thumbs-up*)

WORD WORK: ENCOURAGE (5 MIN.)

1. In the Read-Aloud, you heard the sentence, “I’m sorry Miss Bell didn’t encourage you.”
2. Say the word *encourage* with me.
3. *Encourage* means to give someone confidence or make them feel hopeful or determined. It is to tell someone that they can reach their goal even if it takes time and hard work.
4. The girl’s parents encouraged her to become a biologist.
5. Tell me about a time someone encouraged you.
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 statements. If the statement says something that would encourage a person, students say, “That will encourage.” If the statement says something that would not encourage a person, students say, “That does not encourage.”

- “Great job!”
- “I don’t think you did that right.”
- “I know you can do it!”
- “Are you sure you know what you’re doing?”
- “Wow! Your project is amazing!”

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.



**ENGLISH
LANGUAGE
LEARNERS**

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

Lesson 6: Breaking Barriers

Application



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.
- Display Activity Page 5.1, and 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.

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

- “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.
- 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*)

LESSON EXTENSION

- Watch the YouTube video *Mae Jemison: First African American Woman in Space* on the Biography channel and do one of the following activities:
 - Create a biography page.
 - Develop interview questions.
 - Design a medal that could be given to Jemison for her work.

End Lesson

7

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 *The Astronaut with a Song for 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**

- ✚ **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.	<input type="checkbox"/> world map or globe
Let's Compare! (30 min.)			
Let's Compare!	Whole Group/ Partner	30 min.	<input type="checkbox"/> <i>Tomas and the Galápagos Adventure</i> by Carolyn Lunn <input type="checkbox"/> <i>The Astronaut with a Song for the Stars</i> by Julia Finley Mosca <input type="checkbox"/> Venn Diagrams Anchor Chart (Digital Components) <input type="checkbox"/> Activity Page 7.1
Application (25 min.)			
Gathering Information	Whole Group/ Partner	25 min.	<input type="checkbox"/> Activity Pages 1.1, 2.1, 5.1

ADVANCE PREPARATION

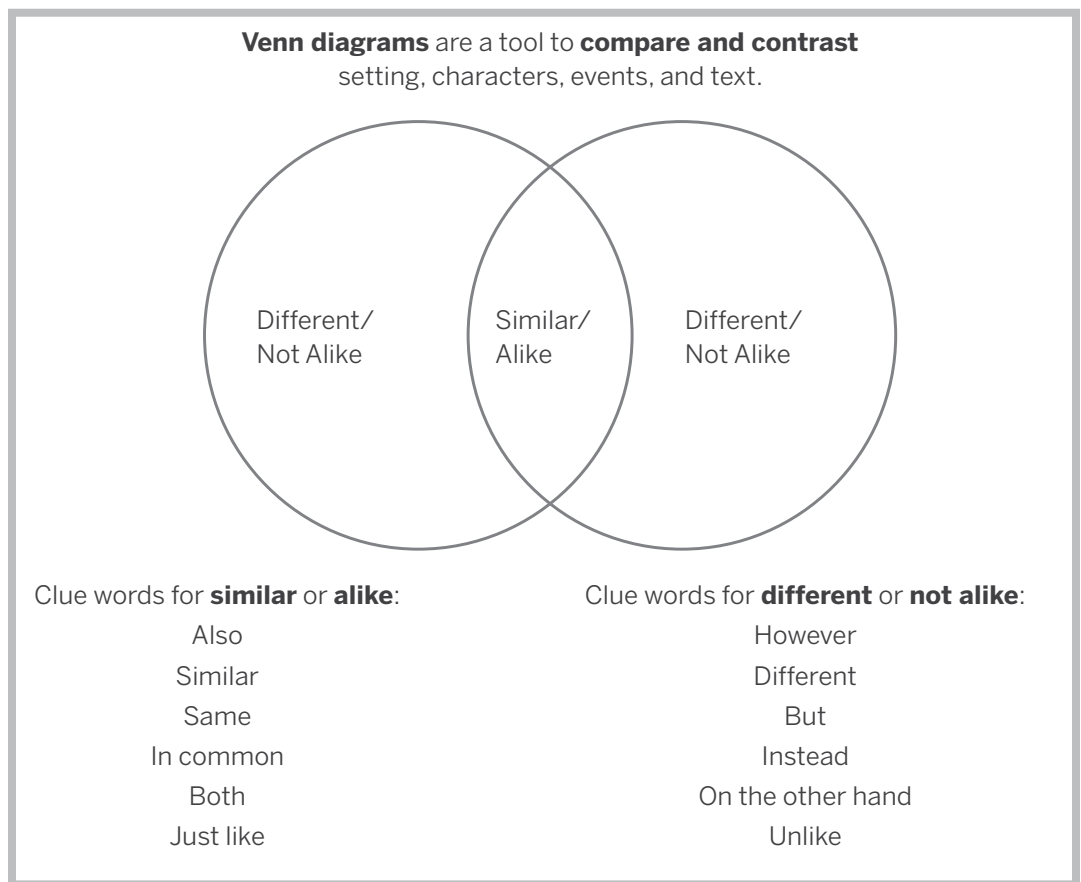
What Have We Learned?

- Gather the trade books *Tomas and the Galápagos Adventure* by Carolyn Lunn and *The Astronaut with a Song for the Stars* by Julia Finley Mosca.
- Display the world map or globe prepared in Lesson 1.

Let's Compare!

- Display Venn Diagrams Anchor Chart, which can also be found in the domain's digital components.

➤ Venn Diagrams Anchor Chart



- Display Activity Page 7.1.

Application

- Display Activity Page 1.1.
- **Note:** 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 domain.
- Display Activity Page 2.1.
- Display Activity Page 5.1.
- Prepare partnerships that will work together during the Application activity.
- Gather various resources that students might use in their research, such as preloaded websites to be ready to display, 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.



Speaking and Listening

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I feel the challenge faced by Dr. Ellen Ochoa was . . .").

Intermediate

Have students use sentence frames (e.g., "The challenge faced was ____").

Advanced/Advanced High

Have students use sentence frames (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.

Start Lesson

Lesson 7: Let's Compare

What Have We Learned?



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 *The Astronaut with a Song for the Stars*.
- Who are the main characters in each story? (*Tomas and Dr. Ellen Ochoa*)
- What adventure did the character go on? (*Tomas went on a dream adventure to the Galápagos Islands. Dr. Ellen Ochoa 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 The Astronaut with a Song for the Stars.*)



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



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 *The Astronaut with a Song for 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 7.1



Lesson 7: Let's Compare

Let's Compare!



Reading: Using a Venn diagram, students will compare and contrast *Tomas and the Galápagos Adventure* and *The Astronaut with a Song for the Stars*.

TEKS 1.6.E

LET'S COMPARE! (30 MIN.)

Display 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 Dr. Ellen Ochoa is a real person whose adventure actually happened.*)
- Display Activity Page 7.1.
- Model identifying a detail from *Tomas and the Galápagos Adventure* and *The Astronaut with a Song for 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.

- 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, Dr. Ellen Ochoa'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 7: Let's Compare Application



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

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.

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 6 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.

- Display Activity Page 5.1, and 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)

LESSON EXTENSION

- Ask students to create a pictorial representation of the similarities and differences between *Tomas and the Galápagos Adventure* and *The Astronaut with a Song for the Stars*.

End Lesson



ENGLISH
LANGUAGE
LEARNERS

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

8

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 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 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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **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 1.13.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.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <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.	<input type="checkbox"/> Pages 1.1., 2.1, 5.1
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 8.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Update the oceans section of the domain 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 domain.
- Display Activity Page 5.1.
- 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 preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.
- Load and preview the YouTube video *Dr. Eugenie Clark* on the Cayman Tourism channel for the lesson extension.

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 <i>Shark Lady</i>			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	zoologist	mindless reputation sanctuary	
Multiple-Meaning		plunge	
Sayings and Phrases			

ENGLISH
LANGUAGE
LEARNERS

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 8: Love for All Creatures

Introducing the
Read-Aloud

Speaking and Listening: Students will make a personal connection to 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 8: 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 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

- 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.
- We read another story where the main character was told engineering was only for boys. Do you remember which character that was? (*Dr. Ellen Ochoa in The Astronaut with a Song for the Stars*)
- 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 (5 MIN.)

1. **Literal.** What is a zoologist? (*a person who studies animals and their behavior*)
2. **Inferential.** What motivated Dr. Eugenie Clark to become a zoologist? (*her love of sharks, being told she should choose a different career, wanting others to love sharks as well*)
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 is a barrier? (*a law, a rule, or a problem that makes something difficult or even impossible to do*)
5. **Inferential.** Were there any barriers that made it difficult for Eugenie to accomplish her dream? (*being told only men were zoologists, being told women weren't brave enough to swim with sharks, people thinking that sharks are scary*)
6. **Evaluative.** Are there other characters we have read about who faced similar barriers on their adventure? (*Dr. Ellen Ochoa, 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 so, they quickly sit down as if they plunged.



ENGLISH
LANGUAGE
LEARNERS

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.

ENGLISH
LANGUAGE
LEARNERS



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

Lesson 8: Love for All Creatures

Application



Writing: Using the Know-Wonder-Learn chart, students 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 6 and 7 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.
- Display Activity Page 5.1, and 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*.
 - Dr. Eugenie Clark researched the sharks in the ocean.



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

- 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*)

LESSON EXTENSION

- Watch the YouTube video *Dr. Eugenie Clark* on the CaymanTourism channel and do one of the following activities:
 - Create a biography page.
 - Develop interview questions.
 - Design a medal that could be given to Dr. Clark for her work.

End Lesson

Lesson 8: Love for All Creatures

Take-Home Material

FAMILY LETTER

- Send home Activity Page 8.1.

Activity Page 8.1



9

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 1.1

Know-Wonder-Learn 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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>Manfish</i> by Jennifer Berne <input type="checkbox"/> 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.	<input type="checkbox"/> Activity Pages 1.1., 2.1, 9.1 <input type="checkbox"/> 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 domain.

- Display Writing Sentences from Gathered Information Anchor Chart, which can also be found in the domain's digital components.

➤ Writing Sentences from 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 9.1.
- 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 preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.
- Load and preview Jacques Cousteau's website for kids for the lesson extension.

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 Domain-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 9: An Ocean Adventure

Introducing the Read-Aloud


**ENGLISH
LANGUAGE
LEARNERS**

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 law, 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 9: 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 1.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

- 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 (5 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.



ENGLISH
LANGUAGE
LEARNERS

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
- a sponge
- a computer
- a pool float
- a phone



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 9: 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 4 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 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.

✚ **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.



**ENGLISH
LANGUAGE
LEARNERS**

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 Page 1.1



Challenge

Encourage students to add adjectives for detail to the sentences.

Support

Provide sentence frames for students to complete.

- Display Activity Page 9.1.
- 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 9.1.
 - 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 9.1.
 - 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*)

LESSON EXTENSION

- Explore Jacques Cousteau's website for kids and identify three ways you can help protect the oceans.

End Lesson

10

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 1.1

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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.7.C** Use text evidence to support an appropriate response; **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.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i> by Deborah Hopkinson <input type="checkbox"/> 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.	<input type="checkbox"/> Activity Pages 1.1, 2.1, 10.1 <input type="checkbox"/> First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) <input type="checkbox"/> Writing a Paragraph Anchor Chart (Digital Components)

ADVANCE PREPARATION

Introducing the Read-Aloud

- Update the cold and snowy places section of the domain 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 Hilary, 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.

Note: On page 22, Matthew Henson writes about an “eskimo dog,” which is a nationally recognized canine breed. However, using the term “Eskimo” to refer to an indigenous person of the polar region is considered inappropriate today. An alternative would be to leave out the term when reading.


- Prepare partnerships for Think-Pair-Share.
- Use note cards or paper to prepare a Quick Write 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 domain's digital components.

➤ First Grade Writing Rubric: Informative/Explanatory Writing

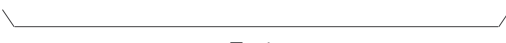

First Grade Writing Rubric: Informative/Explanatory Writing			
Write an informative/explanatory paragraph to demonstrate understanding of gathered information that answers research questions.  TEKS 1.13.C; TEKS 1.13.D; TEKS 1.13.E			
	Advanced	Proficient	Basic
Ideas	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	The writing includes all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	The writing contains: <ul style="list-style-type: none"> • complete simple and compound sentences 	The writing does not contain: <ul style="list-style-type: none"> • complete sentences

- Display Activity Page 1.1.

 **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.

- 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 domain.
- Activity Page 10.1.
- Display Writing a Paragraph Anchor Chart, which can also be found in the domain's digital components.

➤ Writing a Paragraph Anchor Chart

Writing a Paragraph	
Topic Sentence: <ul style="list-style-type: none"> • Tells the reader what the paragraph is about • Catches the reader's attention <p>There are many different animals to see when you go on adventures all around the world!</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Topic</p> </div> <div style="text-align: center;">  <p>Get their attention</p> </div> </div>	
Supporting Sentences: Choose information that supports the topic sentence. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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). <ul style="list-style-type: none"> • 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 preloaded websites to be ready to display, 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 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Inuit	grueling navigate resourceful valuable	
Multiple-Meaning			
Sayings and Phrases			



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.

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 Hilary, and Tenzing Norgay.

Lesson 10: Keep On Going!

Introducing the Read-Aloud



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!
- 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 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.*)



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 would you call a group of people who work together to climb a mountain? (*team*)


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 10: 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 barrier do we see that Matthew Henson faced? How do you know? (*Exploring the North Pole itself was a difficult task and could have been a barrier, but Matthew Henson was determined.*)
- 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.

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

- 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 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 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.*)
- Page 22: **Note:** In the quote from Matthew Henson's memoir, he writes about an "eskimo dog," which is a nationally recognized canine breed. However, using the term "Eskimo" to refer to an indigenous person of the polar region is considered inappropriate today. An alternative would be to leave out the term when reading.

- 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 30: What do you think Matthew Henson and his team felt when they finally reached the North Pole?

COMPREHENSION QUESTIONS (5 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?
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. Ellen Ochoa, 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.)

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.



ENGLISH
LANGUAGE
LEARNERS

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



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. 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**.



TEKS 1.7.C Use text evidence to support an appropriate response.v

Lesson 10: 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

- 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.
 - 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 10.1 and point out the corresponding sections.
 - Next, tell students that they are only working on a topic sentence in this lesson.

Activity Page 1.1



**ENGLISH
LANGUAGE
LEARNERS**

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

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, such as, "If . . . , then . . ." or "Even though . . ."

- Ask students if they know what a topic sentence is. (*A topic sentence tells the reader what the paragraph will be about.*)

► Display Writing a Paragraph Anchor Chart

- Have a student volunteer read the information for a topic sentence from 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 10.1. "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 10.1.
- 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 10.1.
- 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*)

LESSON EXTENSION

- Ask students to choose an adventure to the North Pole or an adventure under the ocean. Ask them to create a team of people they think would make the adventure successful. What skills should people have? Does each person have a specific role on the team, or does everyone pitch in on all tasks? Ask them to suggest real people they think should be on the team.

End Lesson

11

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 supporting sentences. 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 10.1

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Learned?	Whole Group	5 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Cards 11A-1–11A-7 <input type="checkbox"/> note cards or paper for Illustrate Understanding
“The Clouds Beneath Her Feet”			
Comprehension Questions			
Word Work: <i>Daunting</i>			
Application (25 min.)			
Writing Supporting Sentences	Whole Group/ Partner	25 min.	<input type="checkbox"/> First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) <input type="checkbox"/> Writing a Paragraph Anchor Chart (Digital Components) <input type="checkbox"/> Activity Pages 1.1., 2.1, 10.1

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 Walkthrough.
- Remind the administration and other classes who have been invited of the upcoming Adventure Gallery Walkthrough.

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.
- Load and preview the YouTube video *First African American woman to climb Mount Everest* on the ABC 7 Chicago channel about Sophia Danenberg for the lesson extension.


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 domain.
- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the domain's digital components.

➤ 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: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	The writing includes all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	The writing contains: <ul style="list-style-type: none"> • complete simple and compound sentences 	The writing does not contain: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> Tells the reader what the paragraph is about Catches the reader's attention <p>There are many different animals to see when you go on adventures all around the world!</p> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border-top: 1px solid black; width: 40%;"></div> <div style="border-top: 1px solid black; width: 40%;"></div> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> Topic Get their attention </div>	
Supporting Sentences: <p>Choose information that supports the topic sentence.</p> <ul style="list-style-type: none"> Galápagos Islands - giant tortoises and humpback whales The ocean - hammerhead sharks and checkerboard fish Cold and snowy places - polar bears and dogs <p>Use that information to write the supporting sentences.</p> <ul style="list-style-type: none"> 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: <p>Restates the topic of the paragraph (do not copy the topic sentence).</p> <ul style="list-style-type: none"> As you can see, there are lots of interesting animals you will see when you go on a world adventure! 	

- Display Activity Page 10.1.
- Gather various resources that students might use in their research, such as preloaded websites to be ready to display, 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 Walkthrough. Frames must be completed for Lesson 15.

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 Domain-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.		



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

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.

Start Lesson

Lesson 11: She Made It!

Introducing the Read-Aloud



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? (15 MIN.)

- Today we are going to look at a different cold and snowy place: Mount Everest.
- Mount Everest is the tallest mountain on Earth. Can you imagine how difficult it is to climb such a huge mountain?
- 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 . . .”
- This last 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, the first African American person and the first African American woman to reach the summit of Mount Everest.



Check for Understanding

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



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.
- 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.

Lesson 11: She Made It!

Read-Aloud



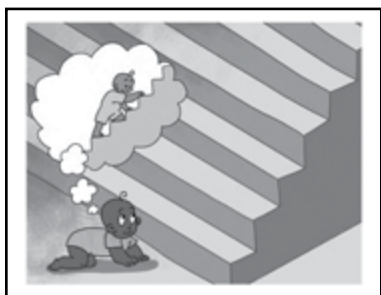
Reading: Students will identify the events in the Read-Aloud that led Sophia Danenberg to successfully climb Mount Everest. **TEKS 1.8.C**

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 11A-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.

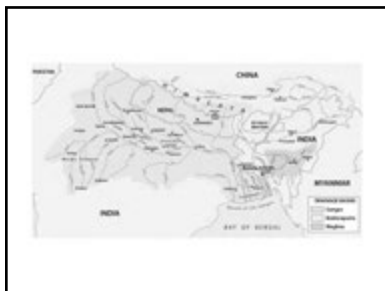
Even when their journeys seem impossible, adventurers keep moving toward their goals. We are all adventurers in the making, learning to push ourselves past limitations, *or obstacles that keep you from doing something*, in our minds, into new uncharted territory, *or a place that has not yet been explored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

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



Show Image 11A-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.



Show Image 11A-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 considered to be the highest point on Earth. Sophia and two other climbers decided to attempt the climb without

a guide. *Would you be nervous to climb Mount Everest? How do you know?*



Show Image 11A-4: 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 the Himalayan mountains twice, and she even had to tackle snow, ice, and frozen rain, known as 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 kept coming back!



Show Image 11A-5: 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 11A-6: 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 11A-7: 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*, made her the first African American woman to ever reach the top of Mount Everest! 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?*

The path Sophia Danenberg charted as a mountaineer was not easy, but some of the greatest adventures involve the paths least followed by others. Charting your own adventures takes dreaming big, working hard, and having the courage to persevere, no matter the challenges you are faced with on the journey. *(Remember that persevere means keep going no matter how hard things get.)* If you put your imagination to work and tackle the small tasks on the way to big adventures, you can be the first at achieving an adventurous goal, too! Imagine yourself as an adventurer. Where would you go? What would you do? What adventures would you dream up? *What adventure would you dream up to go on if you could?*

COMPREHENSION QUESTIONS (5 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?
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*)



ENGLISH
LANGUAGE
LEARNERS

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

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
- swimming across a river
- memorizing a speech
- watching a movie with your friends
- traveling around the world



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**.



TEKS 1.8.C Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently

Lesson 11: She Made It!

Application



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



**ENGLISH
LANGUAGE
LEARNERS**

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 Page 10.1



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 10.1.
 - 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 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 10: “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.



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 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 10.1.
 - When you travel to the Galapagos 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 10.
 - 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 10.1.
- 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)*

LESSON EXTENSION

- Watch the YouTube video *First African American woman to climb Mount Everest* on the ABC 7 Chicago channel about Sophia Danenberg and do one of the following activities:
 - Create a biography page.
 - Develop interview questions.
 - Design a medal that could be given to Danenberg for her work.
- Below are comprehension questions you might want to use when watching the video:
 1. **Literal.** How long did Sophia Danenberg train before climbing Mount Everest? (*two months*)
 2. **Inferential.** Why do you think she was so eager to get down once she reached the summit? (*Answers may vary, but may include she was tired, she was cold, she missed her family, she didn't want to have to climb down in the dark, etc.*)
 3. **Evaluative.** What do you think makes a good climbing partner? (*Answers may vary, but may include someone who is strong, someone who has made the climb before, someone who practices safe climbing techniques, someone who will tell you to keep going when things get tough and to persevere.*)
 4. **Inferential.** In the video, Sophia Danenberg said people had two viewpoints on partnering with her. Some were excited and saw her as a beginner, but some people ignored her and did not want to climb with her. What do you think shaped such viewpoints? How do you know? (*Answers may vary, but could include because there aren't many African American women climbers and there were unfair opinions of what she was capable of achieving; people did not know her skill level; etc.*)
 5. **Inferential.** If you decided to climb Mount Everest, what do you think you could learn from Sophia Danenberg before you went?

~~~~~  
End Lesson  
~~~~~

12

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 a concluding sentence. **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 1.1** **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 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.8.D** Describe the setting; **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.	<input type="checkbox"/> world map or globe <input type="checkbox"/> location label with Read-Aloud title
Where Are We?			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> <i>The Top of the World: Climbing Mount Everest</i> by Steve Jenkins <input type="checkbox"/> 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 a Concluding Sentence	Whole Group/ Independent	25 min.	<input type="checkbox"/> Activity Pages 1.1, 2.1, 10.1 <input type="checkbox"/> First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) <input type="checkbox"/> Writing a Paragraph Anchor Chart (Digital Components) <input type="checkbox"/> chart paper

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.

Note: Throughout the book, there are references to Tibetan, Nepalese, and Buddhist cultural and religious beliefs about Mount Everest, such as the name of the mountain and ceremonies held before climbing commences. Please use your discretion about including these elements.


- 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 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the domain's digital components.

➤ 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: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	The writing includes all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	The writing contains: <ul style="list-style-type: none"> • complete simple and compound sentences 	The writing does not contain: <ul style="list-style-type: none"> • complete sentences

- Display Activity Page 10.1.

 **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 Writing a Paragraph Anchor Chart, which can also be found in the domain's digital components.

➤ Writing a Paragraph Anchor Chart

Writing a Paragraph
<p>Topic Sentence:</p> <ul style="list-style-type: none"> • Tells the reader what the paragraph is about • Catches the reader's attention <p>There are many different animals to see when you go on adventures all around the world!</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Topic</p> </div> <div style="text-align: center;">  <p>Get their attention</p> </div> </div>
<p>Supporting Sentences:</p> <p>Choose information that supports the topic sentence.</p> <ul style="list-style-type: none"> • Galápagos Islands - giant tortoises and humpback whales • The ocean - hammerhead sharks and checkerboard fish • Cold and snowy places - polar bears and dogs <p>Use that information to write the supporting sentences.</p> <ul style="list-style-type: none"> • 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.
<p>Concluding Sentences:</p> <p>Restates the topic of the paragraph (do not copy the topic sentence).</p> <ul style="list-style-type: none"> • 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 domain.
- 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 preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.

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 Nepal who are often hired to 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 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	avalanche glacier Sherpa	adapt	
Multiple-Meaning	down		
Sayings and Phrases			



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.

Support

Display the picture of Sophia Danenberg from Lesson 11 and ask students to name the supplies she has with her.

Lesson 12: What Should We Bring?

Introducing the Read-Aloud



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**

WHAT HAVE WE LEARNED? (5 MIN.)

- Remind students that in the previous lesson, they read about Sophia Danenberg and her amazing adventure to the top of Mount Everest.
- Tell students that we know she practiced for her climb, but we don't know what she had to bring with her to get to the top of the mountain.
- 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.*)
- Tell students the Read-Aloud is entitled *The Top of the World: Climbing Mount Everest* and it tells you everything you need to know about climbing the mountain, including what supplies you need, how to get to the mountain, what challenges climbers will face, and the dangers of climbing.
- 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 point out Mount Everest on the map.

Check for Understanding



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



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

Lesson 12: 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.)

Note: Throughout the book, there are references to Tibetan, Nepalese, and Buddhist cultural and religious beliefs about Mount Everest, such as the name of the mountain and ceremonies held before climbing commences. As always with contemporary cultures and religions that may seem strange or foreign to your students, please use your discretion about including these elements.

- Page 2: We talked about this in our reading on Sophia Danenberg; what is the summit? (*the top of a mountain*)
- Page 4: Sherpas are a group of people from Nepal who have a history of excellent climbing skills.
- 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 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?

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

- 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*)
- Who do you know practiced that before she made her own climb up the mountain? (*Sophia Danenberg*)
- 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 (5 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. **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.*)
4. **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?
5. **Evaluative.** *Think-Pair-Share:* 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*)

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?



ENGLISH
LANGUAGE
LEARNERS

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.

Use a Discussion Activity for follow-up. Discuss with a partner a time you, or someone you know, had to adapt to a new situation or environment. Be sure to answer with 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

✚ of **TEKS 1.8.D**.

Lesson 12: What Should We Bring?

Application



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

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.

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 10.1.
- 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.



TEKS 1.8.D Describe the setting; **TEKS 1.13.D** Demonstrate understanding of information gathered with adult assistance.

➤ Display Writing a Paragraph Anchor Chart

- Have student volunteers read the section on concluding sentences.
- 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 10.1.
 - 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 10 and 11.
 - 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*)

LESSON EXTENSION

- Use chart paper and trace a student. “Dress” the figure in gear necessary to hike Mount Everest.

~ End Lesson ~

13

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 10.1

Writing a Paragraph Students will edit the
✚ 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 1.6.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.	<input type="checkbox"/> world map or globe
Making Comparisons (30 min.)			
Making Comparisons	Whole Group	30 min.	<input type="checkbox"/> <i>Manfish</i> by Jennifer Berne <input type="checkbox"/> <i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i> by Deborah Hopkinson <input type="checkbox"/> Venn Diagrams Anchor Chart (Digital Components) <input type="checkbox"/> Activity Page 13.1
Application (25 min.)			
Editing the Adventures Paragraph	Whole Group/ Independent	25 min.	<input type="checkbox"/> Activity Pages 2.1, 10.1 <input type="checkbox"/> First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components) <input type="checkbox"/> Editing Anchor Chart (Digital Components)

ADVANCE PREPARATION

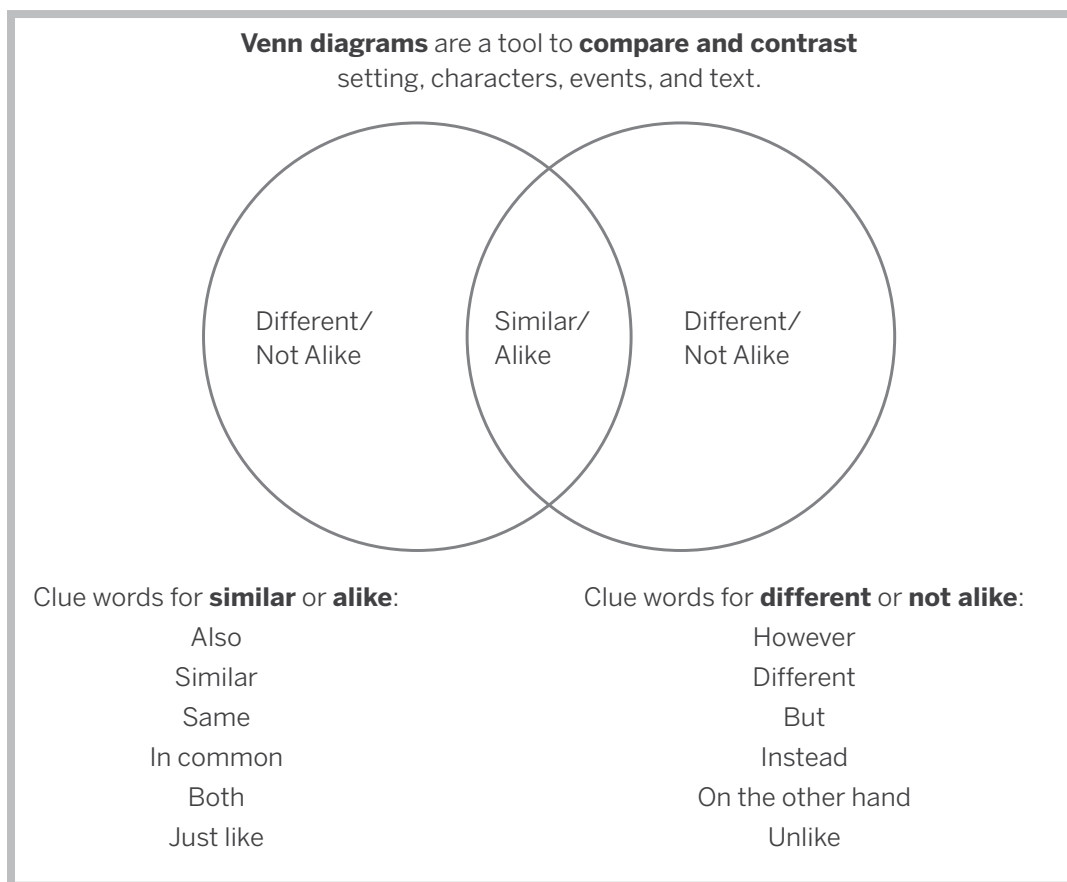
What Have We Learned?

- 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 Venn Diagrams Anchor Chart.

➤ Venn Diagrams Anchor Chart




- Display Activity Page 13.1.


Application

- Display Activity Page 2.1.

- Display First Grade Writing Rubric: Informative/Explanatory Writing, which can also be found in the domain's digital components.

➤ 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	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • a paragraph structure • an introduction with a topic sentence • facts and details about the topic • a concluding sentence 	<p>The writing includes all of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure 	<p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	<p>The writing contains:</p> <ul style="list-style-type: none"> • complete simple and compound sentences 	<p>The writing does not contain:</p> <ul style="list-style-type: none"> • 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 Editing Anchor Chart, which can also be found in the domain's digital components.

➤ 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 10.1.
- 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 preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.

Preparation for Lesson 15

- Ask for student volunteers to take on a job on the day of the Adventure Gallery Walkthrough. 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 career 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 domain 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. Students can reference Characteristics of Adventure Stories Anchor Chart

Support

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

Start Lesson

Lesson 13: Making Comparisons

What Have We Learned?



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 Aqualung, 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 Aqualung, 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 and barriers 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 dealt with, 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? What is a barrier? (A challenge is a difficult task, something that is hard to do, and a barrier is a law, a rule, or a problem that makes something difficult or even impossible to do.)

Lesson 13: 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

MAKING COMPARISONS (30 MIN.)

➤ Display 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.”)



**ENGLISH
LANGUAGE
LEARNERS**

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



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

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 13.1.
- Show the students the Venn diagram graphic organizer and remind them that they completed one in Lesson 7 for *Tomas and the Galápagos Adventure* and *The Astronaut with a Song for 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 13: 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 Editing Anchor Chart


- Have student volunteers read one of the editing items on Editing Anchor Chart.
- Point out to students the mistake and the correction for each item.
- Display Activity Page 10.1. 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.

 **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 10.1.
 - 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*)

LESSON EXTENSION

- Ask students to create illustrations of the facts that are included in their paragraph.

End Lesson

14

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



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.	<input type="checkbox"/> all trade books in domain <input type="checkbox"/> Lesson 11 Read-Aloud: “The Clouds Beneath Her Feet” <input type="checkbox"/> world map or globe
Final Drafts (30 min.)			
Writing Final Drafts	Whole Group/ Independent	30 min.	<input type="checkbox"/> Activity Pages 2.1, 10.1, 14.1 <input type="checkbox"/> First Grade Writing Rubric: Informative/Explanatory Writing (Digital Components)
Application (25 min.)			
Practicing Presentations	Whole Group/ Partner	25 min.	<input type="checkbox"/> Good Presentation Habits Anchor Chart (Digital Components) <input type="checkbox"/> Giving Feedback Anchor Chart (Digital Components)

ADVANCE PREPARATION

What Have We Learned?


- Display all trade books.
- Display Lesson 11 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 domain's digital components.

➤ 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: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic • examples and/or definitions 	The writing includes all of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • facts and details relevant to the topic 	The writing does not include one or more of the following: <ul style="list-style-type: none"> • a topic relevant to the purpose • fact and details relevant to the topic
Organization	The writing includes all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • an introduction that names the topic • facts and details about the topic • a sense of closure
Conventions	The writing contains: <ul style="list-style-type: none"> • complete simple and compound expanded sentences 	The writing contains: <ul style="list-style-type: none"> • complete simple and compound sentences 	The writing does not contain: <ul style="list-style-type: none"> • complete sentences

- Display Activity Page 10.1.

 **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 14.1.
- Gather various resources that students might use in their research, such as preloaded websites to be ready to display, trade books from the unit, additional books from the school library, etc.

Application

- Display Good Presentation Habits Anchor Chart, which can also be found in the domain's digital components.

➤ Good Presentation Habits Anchor Chart

Good Presentation Habits
<ul style="list-style-type: none"> • 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 Giving Feedback Anchor Chart, which can also be found in the domain's digital components.

➤ Giving Feedback Anchor Chart

Giving Feedback
<p>Giving a friend helpful information about their work so they can improve.</p>
<p>What should I say?</p> <ul style="list-style-type: none"> • 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 15

- Meet with student volunteers who have a job during the Adventure Gallery Walkthrough 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 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 domain 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 11 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 . . .”

ENGLISH
LANGUAGE
LEARNERS



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 14: My Favorite Adventure!

What Have We Learned?



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 11: “The Clouds Beneath Her Feet.”
- Ask students what the topic of the domain is. (*adventures*)
- Ask students to define *adventure*. (*an exciting or challenging experience*)
- Remind them that they have listened to many Read-Alouds in this domain.
- 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 domain 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 14: My Favorite Adventure!

Final Drafts



ENGLISH
LANGUAGE
LEARNERS

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

Challenge

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

Support

Ask students to read aloud each sentence from Activity Page 10.1 before writing it onto Activity Page 14.1.

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


WRITING FINAL DRAFTS (30 MIN.)

➤ Display 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 Walkthrough Gallery.

➤ Display First Grade Writing Rubric: Informative/Explanatory Writing

- Remind students of the Ideas, Organization, and Convention expectations for their paragraph.
- Display Activity Page 14.1.
- Explain to students that they will write their final presentations on this document.
- Display Activity Page 10.1.
- 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 10.1 and 14.1 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 14.1.
 - Copy Fact 1, Fact 2, Fact 3 onto Activity Page 14.1.
 - Copy the conclusion sentence onto Activity Page 14.1.
 - 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 present to the entire class.

Support

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

Then work together to make adjustments accordingly.

- 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 14.1.
 - Copy Fact 1, Fact 2, Fact 3 onto Activity Page 14.1.
 - Copy the conclusion sentence onto Activity Page 14.1.
 - 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*)

ENGLISH
LANGUAGE
LEARNERS



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 5.C; ELPS 3.C

Lesson 14: My Favorite Adventure!

Application




 **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 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, and 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, and 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, and 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 and 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 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.*)

LESSON EXTENSION

- Have students record their presentation at home, and then show them to the class for feedback.

End Lesson

**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



Walkthrough. **TEKS 1.13.E**

FORMATIVE ASSESSMENTS**Presentations**

Students present what they have learned in the



Adventure Gallery Walkthrough. **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.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> picture frames <input type="checkbox"/> 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 preloaded websites to be ready to display, 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 14.1.
- 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 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 domain 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

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

Start Lesson

Lesson 15: Presentation Day!

Application



Speaking and Listening: Students will present what they have learned in the Adventure Gallery Walkthrough. **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 domain 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.

Challenge

Have student volunteers to present to all guests.

Support

Allow students to present in pairs.



**ENGLISH
LANGUAGE
LEARNERS**

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

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

- 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 domain?
 - Is there anything you would like to see added to the domain? Removed?
 - What questions would you like to ask the adventurers you learned about in the domain?



Check for Understanding

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

LESSON EXTENSION

- Arrange with the administration to open the Adventure Gallery Walk to the school at large.

End Lesson

Teacher Resources

Grade 1	Knowledge 11
---------	--------------

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 domain: Adventure Stories: Tales from the Edges of the World.
Lesson 2	
Write a list of two challenges that Gabito faced in the Read-Aloud.	Answers will vary, but may include the moving chair, a bull in the house, trying to stay cool in the hot climate, learning about the world, the struggle of the banana plantation workers, and using his imagination to write adventure stories.
Lesson 3	
Write a sentence that describes the event from your mental image.	Answers will vary.
Lesson 4	
Write a sentence that describes where you can find information in a story.	Answers will vary, but may include illustrations, the text, or both.
Lesson 5	
Draw a picture of the theme of the Read-Aloud: persevering over barriers.	Answers will vary.
Lesson 6	
No Quick Write or Illustrate Understanding	
Lesson 7	
No Quick Write or Illustrate Understanding	
Lesson 8	
No Quick Write or Illustrate Understanding	
Lesson 9	
Draw a picture of one of the challenges Jacques Cousteau faced in the Read-Aloud.	Answers will vary.
Lesson 10	
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 11	
Draw a picture of Sophia Danenberg practicing for her climb up Mount Everest.	Answers will vary.

Lesson 12	
Draw a picture of your favorite part of the setting.	Answers will vary.
Lesson 13	
No Quick Write or Illustrate Understanding	
Lesson 14	
No Quick Write or Illustrate Understanding	
Lesson 15	
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 galápagos 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 are Ellen Ochoa and 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. Ellen Ochoa is the first Hispanic woman to go into space. Mae Jemison is the first African American 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 Eugene 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?	Eugene 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.

Knowledge 11 Adventure Stories: Tales from the Edges of the World

1

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

Knowledge 11 Adventure Stories: Tales from the Edges of the World

5

NAME: _____ DATE: _____

4.1 Activity Page

Writing Sentences

- The kinds of animals that live on the Galápagos Islands are iguanas and tortoises.
- The Galápagos Islands are located many miles away from Ecuador in the Pacific Ocean.

Knowledge 11 Adventure Stories: Tales from the Edges of the World

7

NAME: _____ DATE: _____

4.1 Activity Page

Writing Sentences

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

Knowledge 11 Adventure Stories: Tales from the Edges of the World

8

NAME: _____
DATE: _____

5.1

Activity Page

Where Can I Find It?

These are resources I will use to gather information about my research questions and where I can find them.

Resource	Location
1: a book	the library
2: an article	a newspaper, an online website
3: an online website	Internet browser using the computer

Knowledge 11 Adventure Stories: Tales from the Edges of the World

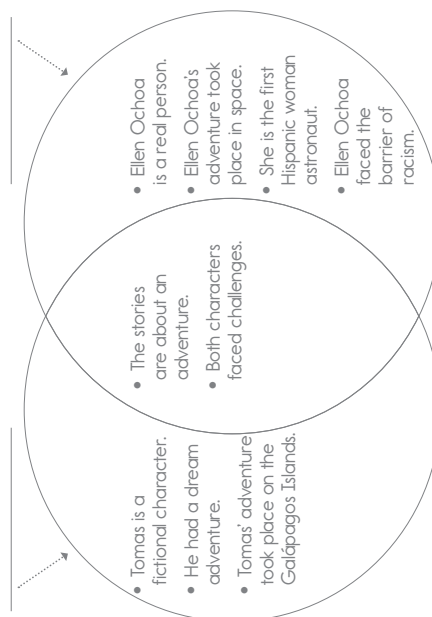
9

NAME: _____
DATE: _____

7.1

Activity Page

Venn Diagram



Knowledge 11 Adventure Stories: Tales from the Edges of the World

11

NAME: _____
DATE: _____

9.1

Activity Page

Writing Sentences

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

Knowledge 11 Adventure Stories: Tales from the Edges of the World

15

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

Adventure Stories: Tales from the Edges of the World Knowledge 11

16

NAME: _____ 10.1 Activity Page
DATE: _____

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!		

Knowledge 11 Adventure Stories: Tales from the Edges of the World

17

NAME: _____ 13.1 Activity Page
DATE: _____

Venn Diagram



Knowledge 11 Adventure Stories: Tales from the Edges of the World

19

NAME: _____ 14.1 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

Knowledge 11 Adventure Stories: Tales from the Edges of the World

21

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!

Adventure Stories: Tales from the Edges of the World Knowledge 11

22

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 11

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	D11: p. 6, D11: p. 12, D11: p. 22, D11: p. 27, D11: p. 34, D11: p. 39, D11: p. 46, D11: p. 50, D11: p. 68, D11: p. 73, D11: p. 80, D11: p. 84, D11: p. 98, D11: p. 103, D11: p. 110, D11: p. 116, D11: p. 124, D11: p. 130, D11: p. 140, D11: p. 146, D11: p. 152, D11: p. 158, D11: p. 164, D11: p. 170
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	
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	
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 onesyllable 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	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
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 rcontrolled 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.	D11: p. 6, D11: p. 13, D11: p. 22, D11: p. 29, D11: p. 34, D11: p. 40, D11: p. 56, D11: p. 62, D11: p. 68, D11: p. 74, D11: p. 88, D11: p. 93, D11: p. 98, D11: p. 104, D11: p. 110, D11: p. 117, D11: p. 124, D11: p. 131, D11: p. 140, D11: p. 147
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.	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

(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	
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	D11: p. 34, D11: p. 40, D11: p. 43
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance;	D11: p. 56, D11: p. 61, D11: p. 80, D11: p. 85, D11: p. 88, D11: p. 92, D11: p. 152, D11: p. 159
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	D11: p. 46, D11: p. 51, D11: p. 53
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	D11: p. 110, D11: p. 117, D11: p. 120
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	D11: p. 56, D11: p. 62, D11: p. 65, D11: p. 68, D11: p. 74
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	D11: p. 88, D11: p. 93
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	D11: p. 22, D11: p. 29, D11: p. 31, D11: p. 98, D11: p. 104, D11: p. 107, D11: p. 124, D11: p. 131, D11: p. 136
TEKS 1.8.D	describe the setting	D11: p. 140, D11: p. 147, D11: p. 150

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

(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:

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	D11: p. 6, D11: p. 13, D11: 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.	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

(D) edit drafts using standard English conventions, including:		
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	D11: p. 6, D11: p. 19, D11: p. 34, D11: p. 44
TEKS 1.13.B	develop and follow a research plan with adult assistance	D11: p. 22, D11: p. 32
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	D11: p. 5, D11: p. 9, D11: p. 56, D11: p. 68, D11: p. 77, D11: p. 80, D11: p. 86, D11: p. 88, D11: p. 96, D11: p. 113, D11: p. 127, D11: p. 143, D11: p. 155, D11: p. 167
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	D11: p. 5, D11: p. 9, D11: p. 46, D11: p. 53, D11: p. 98, D11: p. 107, D11: p. 110, D11: p. 113, D11: p. 121, D11: p. 124, D11: p. 127, D11: p. 137, D11: p. 140, D11: p. 143, D11: p. 150, D11: p. 152, D11: p. 155, D11: p. 161, D11: p. 164, D11: p. 167, D11: p. 171
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	D11: p. 5, D11: p. 9, D11: p. 113, D11: p. 127, D11: p. 143, D11: p. 155, D11: p. 164, D11: p. 167, D11: p. 172, D11: p. 176, D11: p. 179

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 11

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	D11: p. 12, D11: p. 27, D11: p. 39, D11: p. 50, D11: p. 61, D11: p. 66, D11: p. 73, D11: p. 84, D11: p. 92, D11: p. 103, D11: p. 116, D11: p. 130, D11: p. 146, D11: p. 158, D11: p. 170
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
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	D11: p. 12, D11: p. 27, D11: p. 39, D11: p. 50, D11: p. 61, D11: p. 66, D11: p. 73, D11: p. 84, D11: p. 92, D11: p. 103, D11: p. 116, D11: p. 130, D11: p. 146
(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	D11: p. 172, D11: p. 179
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

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	D11: p. 12, D11: p. 27, D11: p. 39, D11: p. 50, D11: p. 61, D11: p. 66, D11: p. 73, D11: p. 84, D11: p. 92, D11: p. 103, D11: p. 116, D11: p. 130, D11: p. 146, D11: p. 158, D11: p. 170
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	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 11

Correlation—Teacher's Guide

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	D11: p. 51, D11: p. 105, D11: p. 119, D11: p. 135, D11: p. 149
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	D11: p. 17, D11: p. 30, D11: p. 42, D11: p. 63, D11: p. 76, D11: p. 77, D11: p. 85, D11: p. 87, D11: p. 95, D11: p. 96, D11: p. 159
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	D11: p. 51, D11: p. 85, D11: p. 95, D11: p. 105, D11: p. 119, D11: p. 135, D11: p. 149, D11: p. 159
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	D11: p. 63, D11: p. 76
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	D11: p. 77, D11: p. 87, D11: p. 96
(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	D11: p. 171, D11: p. 172

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Knowledge 11

Knowledge 11		Correlation—Teacher's Guide
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	D11: p. 162, D11: p. 171
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	D11: p. 19, D11: p. 32, D11: p. 44, D11: p. 53, D11: p. 65, D11: p. 77, D11: p. 87, D11: p. 96, D11: p. 107, D11: p. 121, D11: p. 137, D11: p. 171
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D11: p. 19, D11: p. 32, D11: p. 44, D11: p. 53, D11: p. 107, D11: p. 121, D11: p. 137

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

1A-1: Isabel Hetrick; 1A-2: Isabel Hetrick; 1A-3: Isabel Hetrick; 1A-4: Nicole Stahl; 1A-5: Staff; 1A-6: NASA/Johnson Space Center; 1A-7: Isabel Hetrick; 1A-8: Isabel Hetrick; 11A-1: Nicole Stahl; 11A-2: Nicole Stahl; 11A-3: Rainer Lesniewski/Shutterstock.com; 11A-4: Nicole Stahl, RomanYa/Shutterstock.com, Luciano Mortula - LGM/Shutterstock.com; 11A-5: Nicole Stahl; 11A-6: Nicole Stahl; 11A-7: Nicole Stahl

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Grade 1 | Knowledge 11 | Teacher Guide
Adventure Stories

ISBN 9781636029986



9 781636 029986



Grade 1

Knowledge 11 | Activity Book

Adventure Stories

Grade 1

Knowledge 11

Adventure Stories:
Tales from the Edges of the World

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-63602-941-2

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Knowledge 11

Adventure Stories:

Tales from the Edges of the World

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Domain 11. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

	Know	Wonder	Learn
Galápagos Islands			
Space			
Oceans			
Cold and snowy areas			

NAME: _____

DATE: _____

1.2

Activity Page

Dear Family Member,

Today, your student was introduced to a new domain of study: *Adventure Stories: Tales from the Edges of the World!* In this domain, students will listen to Read-Alouds and trade books that will increase their vocabulary and reading comprehension skills, learn valuable lessons about perseverance and teamwork, and become familiar with gathering research information and writing about what they have learned. On the last day of the unit, students will host an Adventure Gallery Walkthrough where they will take on the persona of an adventurer they admired from the domain and share what they have learned. Below are some suggestions for activities you may do at home to continue your student's enjoyment of the adventure stories.

1. *My Name Is Gabito/Me llamo Gabito* by Monica Brown

Ask your student to tell you about Gabito's imagination and how he used it to write fantastical adventure stories. Talk to your student about an adventure you would like to go on.

2. Character, Setting, Plot, and Conflict

Encourage your student to tell you about the story *Mae Among the Stars* by Roda Ahmed. Ask your student to include such details as the characters, setting, and plot, including the barriers Mae Jemison faced and how she persevered. Talk with your student about barriers you, or someone you know, have overcome and how you did so.

3. Comparing and Contrasting

Students used a Venn diagram to compare and contrast *Tomas and the Galápagos Adventure* by Carolyn Lunn and *The Astronaut with a Song for the Stars* by Julia Finley. Ask them to recall the comparisons and contrasts between the two stories. To further their understanding of the skill, choose two objects in your home and ask your student how they are similar or different, or compare and contrast two stories that you might have read together.

4. Read Aloud Each Day

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread a story that has been read at school. Check your local library for the books read in class.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

What's the Plan?	
Step 1:	
Step 2:	
Step 3:	
Step 4:	

NAME: _____

DATE: _____

4.1

Activity Page

Writing Sentences

1.

2.

3.

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

Where Can I Find It?

These are resources I will use to gather information about my research questions and where I can find them.

Resource	Location
1:	
2:	
3:	

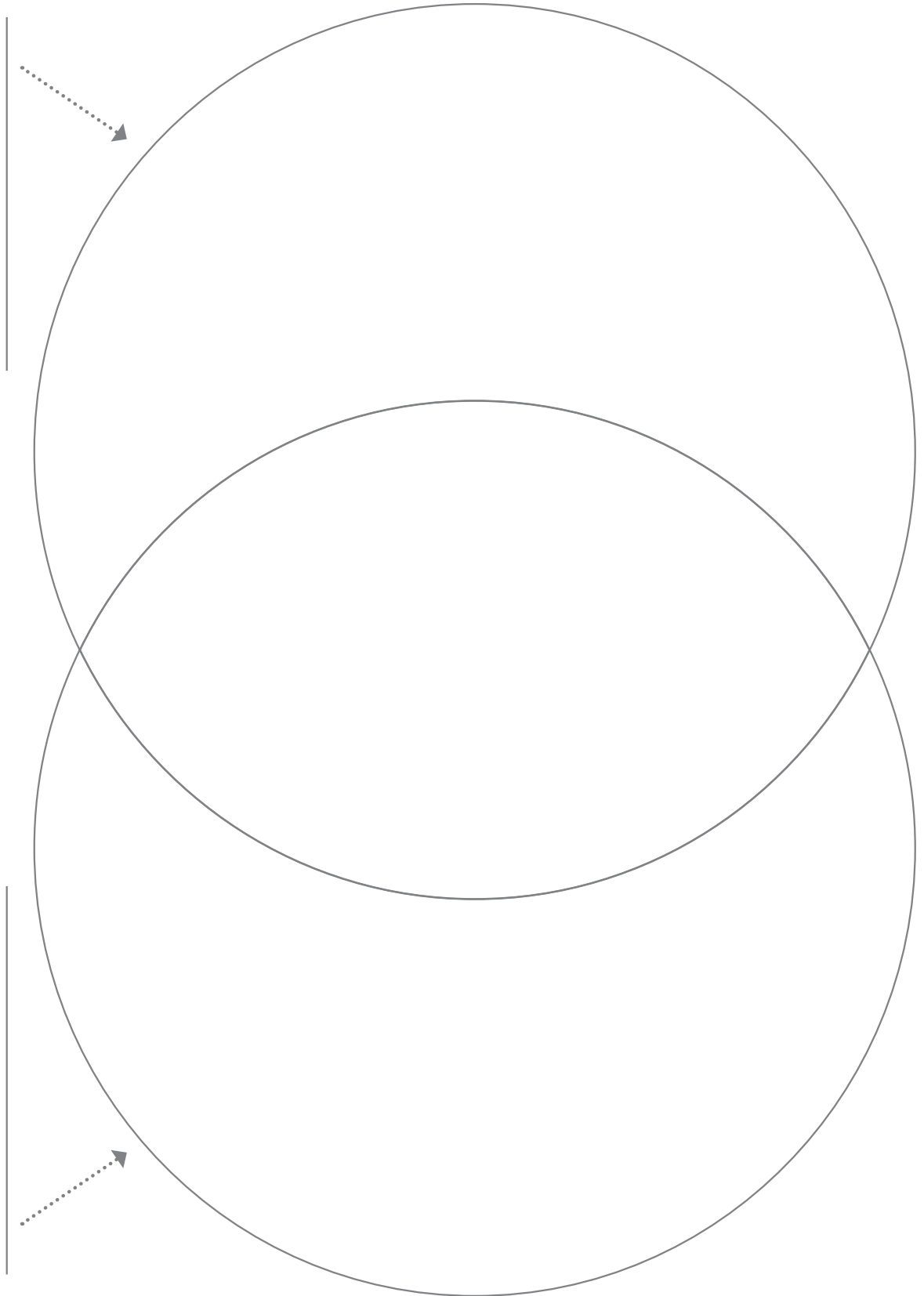
NAME: _____

DATE: _____

7.1

Activity Page

Venn Diagram



Knowledge 11

NAME: _____

DATE: _____

8.1

Activity Page

Dear Family Member,

Students are working hard on their research as they reach the midpoint of the *Adventure Stories: Tales from the Edges of the World* domain. As the day of the Adventure Gallery Walkthrough draws closer, students may ask you to listen to their presentations and maybe even borrow a tie or hat if they choose to dress up as their favorite adventurer from the domain! Students will hear stories about adventures under the ocean and in cold and snowy places, such as the North Pole and Mount Everest, in the second half of the domain. Below are some suggestions for activities you may do at home to continue your student's enjoyment of the adventure stories.

1. Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole by Deborah Hopkinson

Ask your student to tell you about Matthew Henson's journey to the North Pole and the team he relied upon to get there. Talk to your student about what you feel makes a team valuable and ask them their thoughts. Tell your student about a time you were on a team, or about a team you follow, and what that team accomplished.

2. Saying and Phrases: "If at first you don't succeed, try, try again."

Your student will talk about this saying and its meaning at school in relation to Sophia Danenberg, the first African American woman to summit Mount Everest. Talk with your student about the meaning of the phrase and situations where you can use this saying. Tell them about a time you had to try something many times before you could master it. Ask them about a time they had to do the same.

3. Giving a Presentation

The day of the Adventure Gallery Walkthrough is just a few days away, and your student will soon be sharing what they have learned during their research. They will be discussing good presentation habits in class. Ask your student what those habits are and encourage them to practice their presentation at home, so they are confident on the big day.

4. Read Aloud Each Day

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread a story that has been read at school. Check your local library for the books read in class.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

9.1

Activity Page

Writing Sentences

1.

2.

3.

Handwriting practice lines consisting of three sets of three horizontal lines (top solid, middle dashed, bottom solid).

Topic Sentence:	Fact 1:	Fact 2:	Fact 3:	Concluding Sentence:

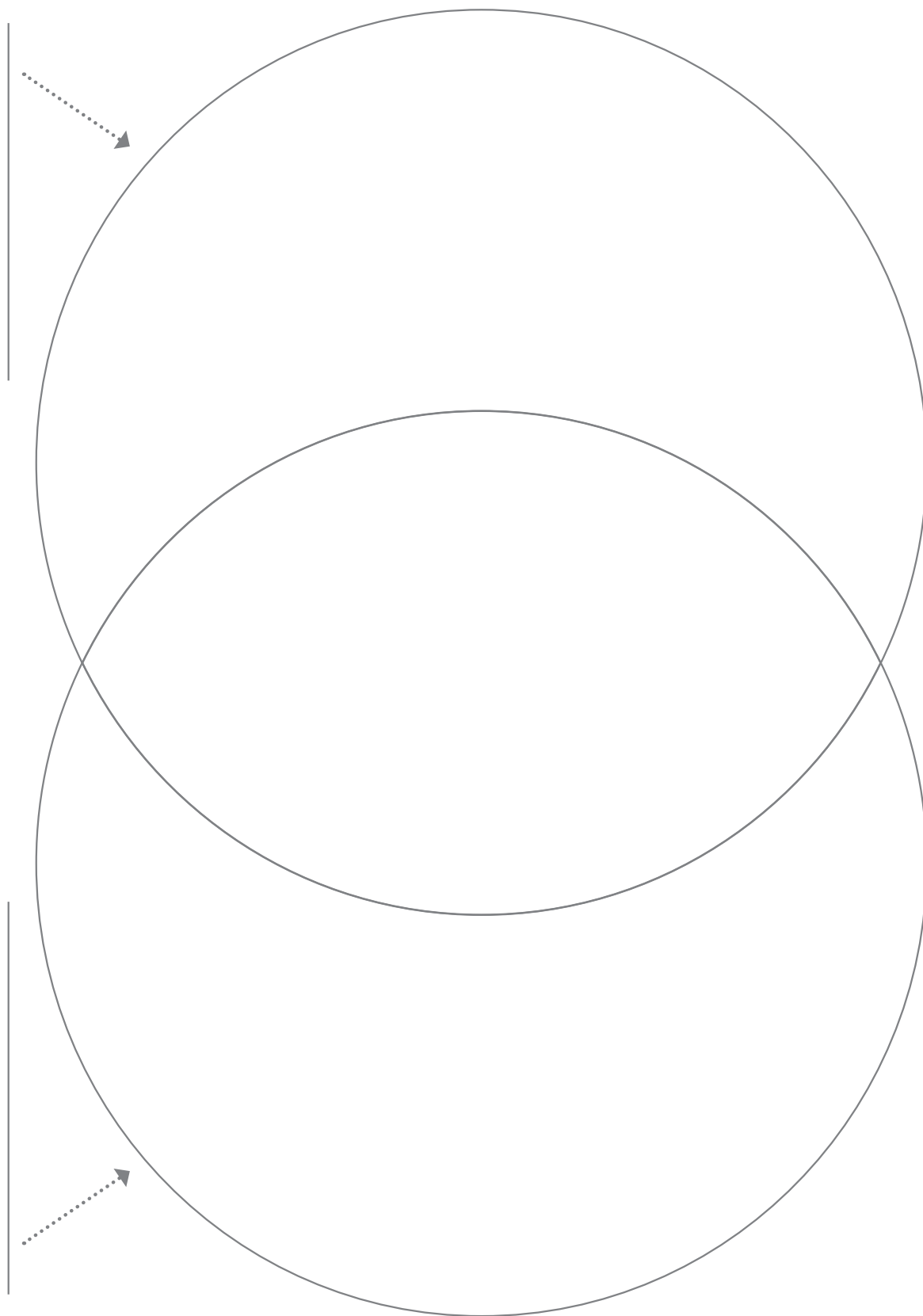
NAME: _____

DATE: _____

13.1

Activity Page

Venn Diagram



Knowledge 11

NAME: _____

DATE: _____

14.1

Activity Page

An Adventure

Handwriting practice lines for the story "An Adventure". The page contains 10 sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for letter height guidance. The page contains ten sets of these three-line guides.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



Grade 1 | Knowledge 11 | Activity Book
Adventure Stories

THLAB1D11

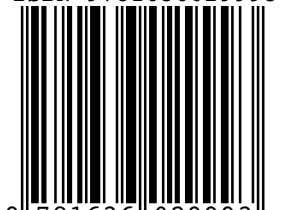


Grade 1

Knowledge 11 | Image Cards

Adventure Stories

ISBN 9781636029993



9 781636 029993

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





**Adventure Stories:
Tales from the Edges of the World 1A-1**





Adventure Stories:
Tales from the Edges of the World 1A-2





Adventure Stories:
Tales from the Edges of the World 1A-3



Sophia Danenberg



**Adventure Stories:
Tales from the Edges of the World 1A-4**



JACQUES COUSTEAU



**Adventure Stories:
Tales from the Edges of the World 1A-5**





Adventure Stories:
Tales from the Edges of the World 1A-6



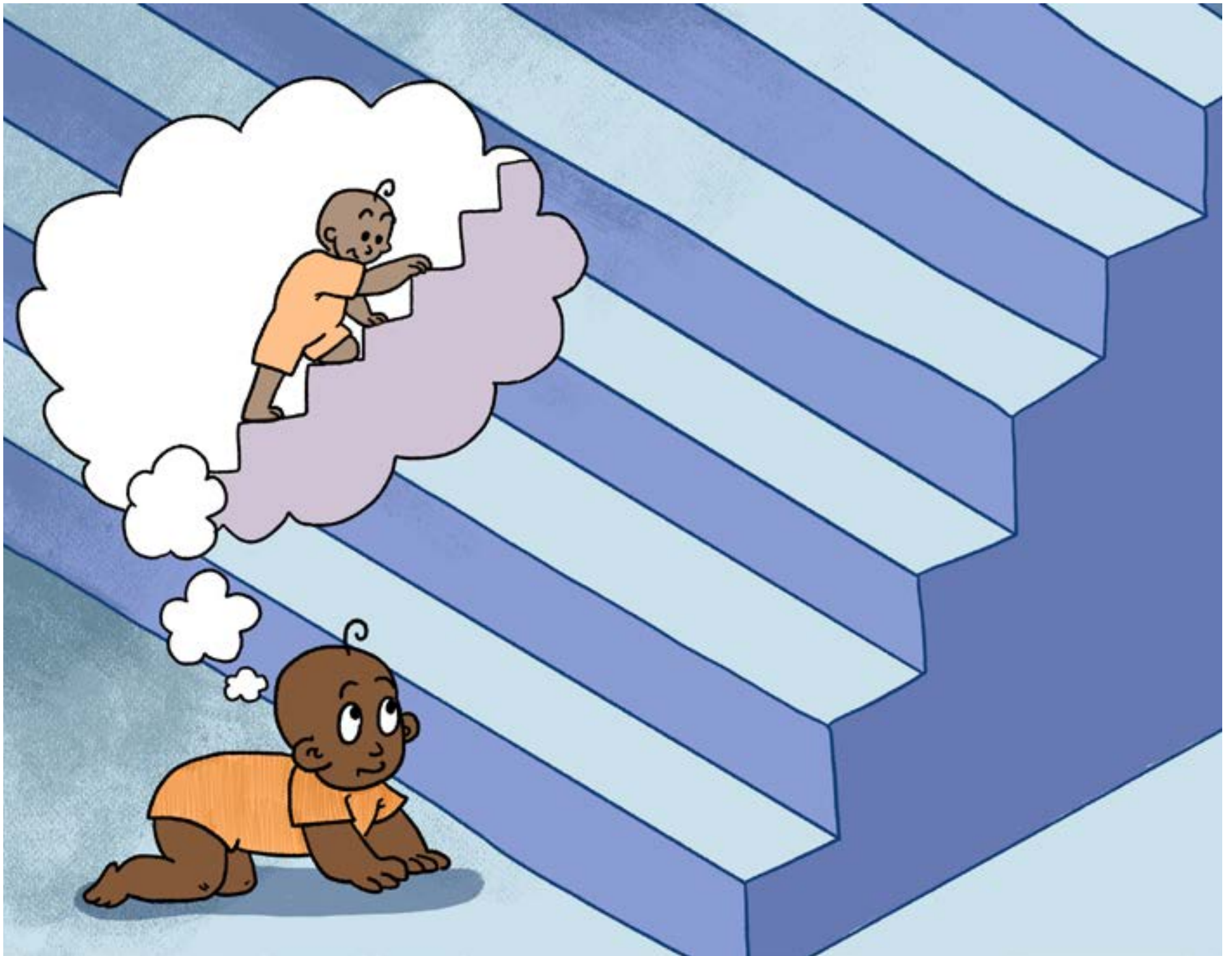


Adventure Stories:
Tales from the Edges of the World 1A-7





**Adventure Stories:
Tales from the Edges of the World 1A-8**





**Adventure Stories:
Tales from the Edges of the World 11A-1**



Sophia Danenberg

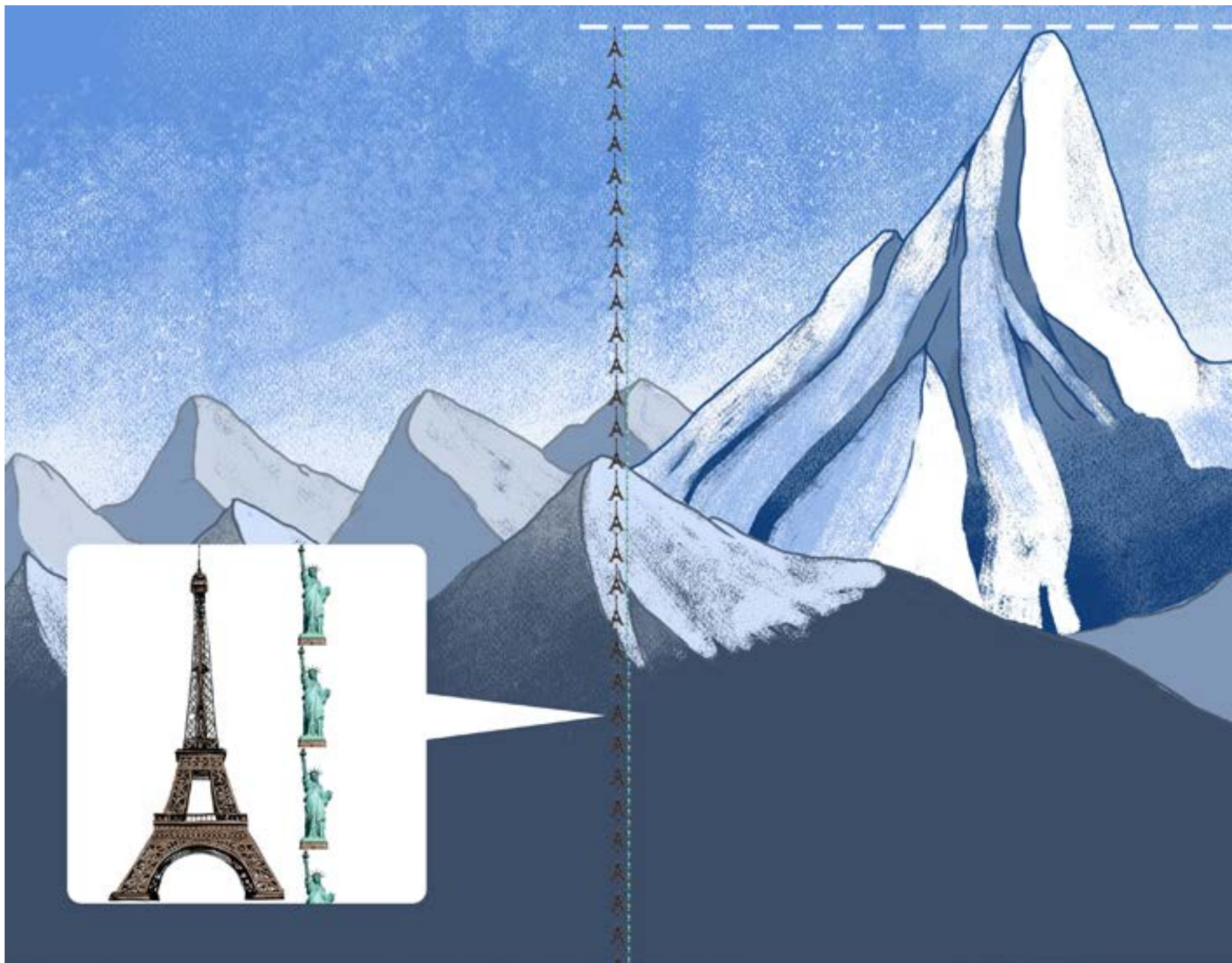


Adventure Stories:
Tales from the Edges of the World 11A-2





**Adventure Stories:
Tales from the Edges of the World 11A-3**





**Adventure Stories:
Tales from the Edges of the World 11A-4**





Adventure Stories:
Tales from the Edges of the World 11A-5





**Adventure Stories:
Tales from the Edges of the World 11A-6**





Adventure Stories:
Tales from the Edges of the World 11A-7

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Domain Icon: Isabel Hetrick; 1A-1: Isabel Hetrick; 1A-2: Isabel Hetrick; 1A-3: Isabel Hetrick; 1A-4: Nicole Stahl; 1A-5: Staff; 1A-6: NASA/Johnson Space Center; 1A-7: Isabel Hetrick; 1A-8: Isabel Hetrick; 11A-1: Nicole Stahl; 11A-2: Nicole Stahl; 11A-3: Rainer Lesniewski/Shutterstock.com; 11A-4: Nicole Stahl, RomanYa/Shutterstock.com, Luciano Mortula - LGM/Shutterstock.com; 11A-5: Nicole Stahl; 11A-6: Nicole Stahl; 11A-7: Nicole Stahl

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



Grade 1

Knowledge 11 | Digital Components

Adventure Stories

Grade 1

Knowledge 11

Adventure Stories: Tales from the Edges of the World

Digital Components

Table of Contents

Lesson 1: First Grade Writing Rubric: Informative/Explanatory Writing. . . . 1

Lesson 2: Characteristics of Adventure Stories Anchor Chart 2

Lesson 3: Question Words Anchor Chart. 3

Lesson 4: Finding Information in a Text Anchor Chart 4

Lesson 4: Writing Sentences from Gathered Information Anchor Chart . . . 5

Lesson 5: Identifying Resources Anchor Chart 6

Lesson 7: Venn Diagrams Anchor Chart 7

Lesson 10: Writing a Paragraph Anchor Chart 9

Lesson 13: Editing Anchor Chart 10

Lesson 14: Good Presentation Habits Anchor Chart 11

Lesson 14: Giving Feedback Anchor Chart. 12

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	<div>The writing includes all of the following:<ul style="list-style-type: none">a topic relevant to the purposefacts and details relevant to the topicexamples and/or definitions</div>	<div>The writing includes all of the following:<ul style="list-style-type: none">a topic relevant to the purposefacts and details relevant to the topic</div>	<div>The writing does not include one or more of the following:<ul style="list-style-type: none">a topic relevant to the purposefact and details relevant to the topic</div>
Organization	<div>The writing includes all of the following:<ul style="list-style-type: none">a paragraph structurean introduction with a topic sentencefacts and details about the topica concluding sentence</div>	<div>The writing includes all of the following:<ul style="list-style-type: none">an introduction that names the topicfacts and details about the topica sense of closure</div>	<div>The writing does not include one or more of the following:<ul style="list-style-type: none">an introduction that names the topicfacts and details about the topica sense of closure</div>
Conventions	<div>The writing contains:<ul style="list-style-type: none">complete simple and compound expanded sentences</div>	<div>The writing contains:<ul style="list-style-type: none">complete simple and compound sentences</div>	<div>The writing does not contain:<ul style="list-style-type: none">complete sentences</div>

Characteristics of Adventure Stories

Lots of Action!

Brave Characters!

Excitement or Danger!

Amazing Events!

New Locations!

Challenges and Barriers to Overcome!

Do You Have a Question?

Who?

What?

Where?

When?

How?

Why?

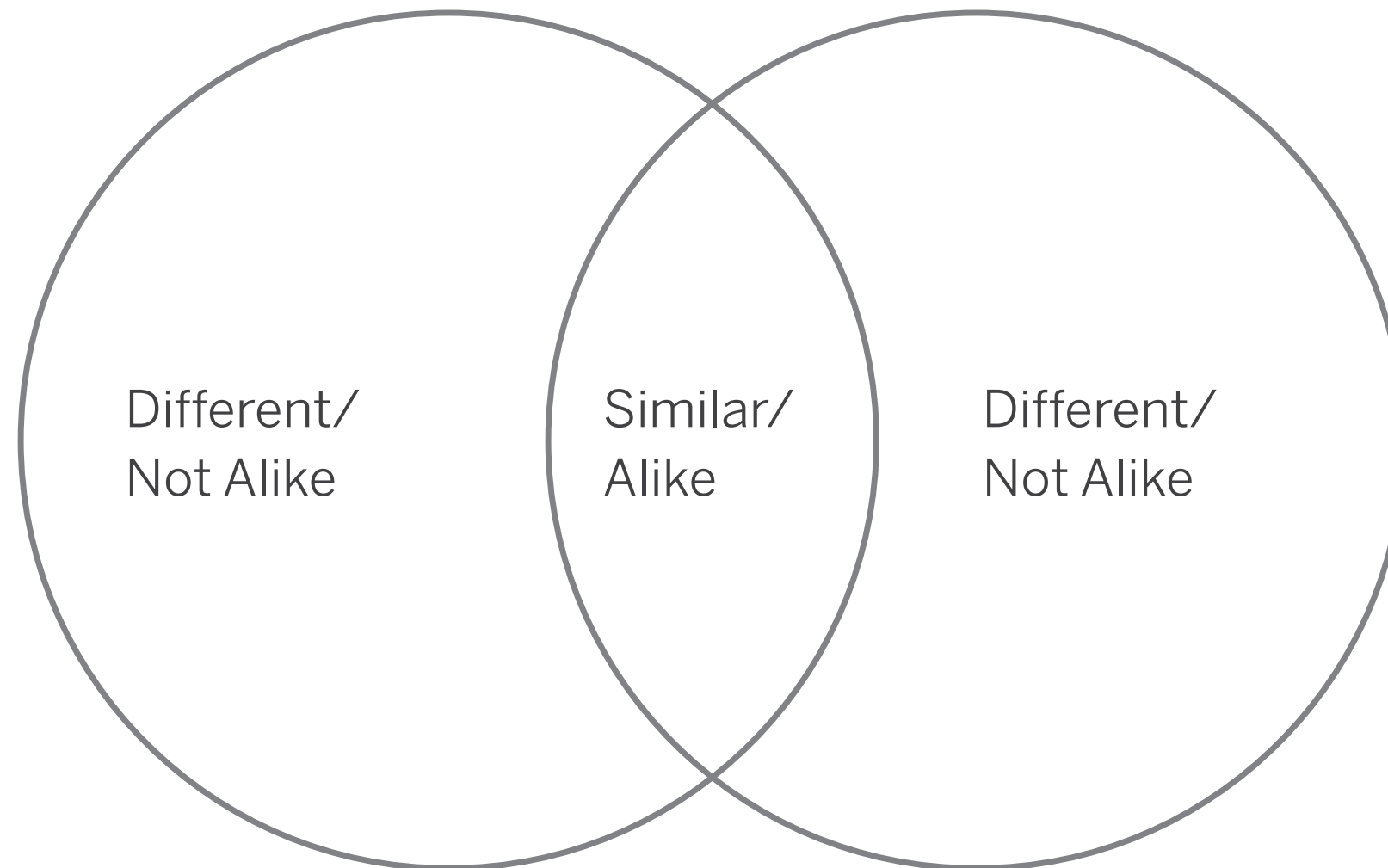
Where can I find information in a text?

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

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											

Identifying Resources	
Resources to use: Books Articles Experts Online websites	
Is it a good resource to use?	
Can I find it?	YES = Go ahead and use it! NO = Find another resource. NOT SURE? = Ask for help.
Does it have information that could answer my question?	
Can I understand the words?	
Are all the words appropriate?	
The website does not ask me to “join” or “create an account.”	

Venn diagrams are a tool to **compare and contrast** setting, characters, events, and text.



Clue words for **similar** or **alike**:

Also
Similar
Same
In common
Both
Just like

Clue words for **different** or **not alike**:

However
Different
But
Instead
On the other hand
Unlike

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!



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!

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

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.

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.

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial
Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management
Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production
Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors
Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff
Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.
And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors
Content and Editorial
Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst
Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

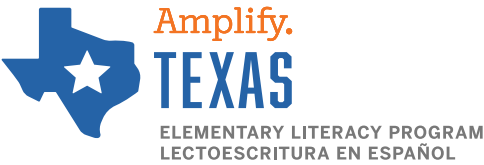
Product and Project Management
Stephanie Koleda
Tamara Morris

Art, Design, and Production
Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry
Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Design and Graphics Staff
Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers



Grade 1 Domain 11: Adventure Stories

This unit is based around authentic text. There is no free, digital Reader component for the unit.

There are two options for accessing the texts students will need to read:

Option 1: Purchase the set of books from Amplify (subject to availability). To purchase the books, please contact your Amplify sales representative directly or email texas@amplify.com.

Option 2: Source the book independently online, at a local library, or at a local bookstore. Below is the list of texts this unit is based on.

Text Title	Excerpts	Author
<i>Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole</i> ISBN: 9781561458868	N/A	Deborah Hopkinson
<i>Mae among the Stars</i> ISBN: 9780062651730	N/A	Roda Ahmed
<i>Manfish</i> ISBN: 9781452141237	N/A	Jennifer Berne
<i>My Name Is Gabito/Me llamo Gabito</i> ISBN: 9780873589086	N/A	Monica Brown
<i>Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist</i> ISBN: 9781492642046	N/A	Jess Keating
<i>The Astronaut with a Song for the Stars:</i>	N/A	Julia Finley Mosca

<i>The Story of Dr. Ellen Ochoa</i> ISBN: 9781943147632		
<i>The Top of the World: Climbing Mount Everest</i> ISBN: 9780618196760	N/A	Steve Jenkins
<i>Tomas and the Galapagos Adventure</i> ISBN: 9781641607773	N/A	Carolyn Lunn

Welcome!

Grade 1, Domain 11

Adventure Stories: Tales from the Edges of the World

In this unit, students will be introduced to adventure stories set around the world and will be challenged to dig into the adventures through research.

What's the story?

Students will study the careers of **real-world explorers** like Dr. Eugenie Clark and Sophia Danenberg, and will marvel at the **inventions** of Jacques Cousteau. They will also research some of the ways humans have **confronted challenges** at the edges of the world, from the oceans below to space above.

What will my student learn?

Students will learn about the **science and technology** that enable adventures. They will learn to **think critically** and learn valuable lessons on how **teamwork**, **perseverance**, and **collaboration** can make greater adventures possible. By listening to the Read-Alouds and trade books, students will **increase** their **vocabulary** and **reading comprehension** skills.

Students will explore the genre of **research writing**. 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. Students will write a paragraph about their chosen adventure topic and will share what they have learned about adventures in an **Adventure Gallery Walkthrough**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Tell me about Gabito's imagination and how he used it to write fantastical adventure stories.
Follow up: Can you share an adventure you would like to go on?
2. You have read the book *Mae among the Stars* by Roda Ahmed. Can you name the characters of the story? What was the setting and the plot of the story?
Follow up: What barriers did Dr. Mae Jemison face and how did she persevere?
3. Can you compare and contrast *Tomas and the Galápagos Adventure* by Carolyn Lunn and *The Astronaut with a Song for the Stars* by Julia Finley?
Follow up: Choose any two objects from our home and tell me how they are similar or different.

4. Can you tell me about Matthew Henson's journey to the North Pole and the team he relied upon to get there?

Follow up: What do you think makes a team valuable?

5. Who is Sophia Danenberg? Tell me about her adventure.

Follow up: Do you know the meaning of the phrase "If at first you don't succeed, try, try again"? Tell me about a time you had to try something many times before you could master it.