



Let's Visit the Galapagos!

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Grade Level 1-2
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 3: Physical Systems

8. The characteristics and distribution of ecosystems and biomes on Earth's surface

AZ Standards

ELA

Reading

Key Ideas and Details

1.RL.3 Describe characters, settings, and major events in a story, using key details.

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Integration of Knowledge and Ideas

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus.

Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

Overview

The Galapagos Islands are a unique group of islands with a wide variety of unusual animals. Introducing students to the Galapagos is a fun and interesting way of teaching the concept of an island as a physical feature.

Purpose

In this lesson, students will recognize features of a South American country and locate them on a map. They will also sequence events from a story read to them.

Materials

- *We're Sailing to Galapagos: A Week in the Pacific* by Laurie Krebs and Grazia Restelli – one copy to read aloud
- Continents of the World map
https://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf
- Latin America map
<http://geoalliance.asu.edu/sites/default/files/maps/LAT-AM.PDF>
- Physical Landforms
http://geoalliance.asu.edu/sites/default/files/maps/Physical_1st_PO4_Colors.pdf

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- Galapagos Islands map
https://geoalliance.asu.edu/sites/default/files/maps/Galapagos_Is_0.pdf
- Student Worksheet – one per student
- 12 x 18 construction paper – one per student
- Scissors
- Glue sticks/paste
- Crayons/colored pencils

Objectives

The student will be able to:

1. Locate physical and human features on a map (island, continent, ocean, country, equator).
2. Sequence events from a story read to them.

Procedures

Prerequisite Skills: Student should have been introduced to physical and human features (continent, island, mountain, lake, river, ocean, country, and equator).

SESSION ONE

1. Project the Physical Landforms map
http://geoalliance.asu.edu/sites/default/files/maps/Physical_1st_PO4_Colors.pdf and review with students the following features: mountain, river, lake, continent, and ocean. Point to the island and share that today they will learn about this physical landform – an island.
2. Ask students what they might know about an island by looking at this map? (smaller than a continent, has ocean/water all around it) Describe the characteristics of an island as a piece of land surrounded by water (water on all sides of it).
3. Point again to the island on the Physical Landforms map and show students how it matches the description. Share that today they will hear a story about some special islands in South America.
4. Project the Continents of the World map
https://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf and remind students that each of the land pieces is called a continent. Point to North America and say that this is the continent that we live on. Point to the shaded area and identify it as the oceans.
5. Point to South America. Share that our story today takes place in the continent south of us, named South America.
6. Project the map of Latin America.
<http://geoalliance.asu.edu/sites/default/files/maps/LAT-AM.PDF> Explain that this is a larger map of South America which shows its countries. It

also has the ocean on it. Show the shaded area with lines and identify it as ocean. Point out the equator.

7. Point to Ecuador and identify it as a country in South America. Then move along the equator to the west (left) and point out the very small islands located there.
8. Explain that these islands are called the Galapagos Islands and that they belong to the country of Ecuador. Project the Galapagos Islands map.
https://geoalliance.asu.edu/sites/default/files/maps/Galapagos_Is_0.pdf These islands are where our story takes place. Remind students of the characteristics of an island and show that on the map.
9. Read the story, sharing the illustrations of the animals as you read. Students may enjoy joining you in the refrain at the bottom of each page.
10. Close by reviewing that all of these unusual animals live on the Galapagos Islands, and the **islands** are near the **equator** and belong to the South American **country** of Ecuador.

SESSION TWO

1. Review the terms: island, country, equator, ocean, and continent by using the maps from Session One.
2. Show the book from Session One to students and ask them to share what they remember from the story.
3. Explain that the Galapagos Islands were made over a very long time by volcanoes from under the ocean. Over the years, birds have flown to the islands and other animals swam or floated there so that today many different and unusual animals live there.
4. Ask students how long the children in the story visited the Galapagos Islands. (one week) What did they see? (birds, sea lions, iguanas, crabs, tortoises)
5. Hand out Student Worksheet and scissors. Explain what is on each page and have students cut out each card (total of eight).
6. When all students are finished, hand out construction paper. Have them place their construction paper lengthwise on their desk in front of them.
7. Explain that you will read the story again and as you read, they will find the card that goes with each day on the island. When they find it, they should place it on their paper so that they have the boxes in the correct order, just like the story. Remind them they will be putting the days of the week in order just as the children visited the islands. Demonstrate for students how to do the first card by placing it at the top, left corner of

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- the paper. Then explain the other cards will follow in the correct order. If they run out of room, start a second row.
8. Begin reading the book, stopping at each day to give students time to find the correct card and place it on their paper.
 9. When you have finished reading, distribute glue sticks and have students glue their cards on the paper. Have students say/read the days of the week beginning with Monday, while you say the name of the animal from that day. Collect for assessment.
 10. Hand out Latin America maps. Have students trace the equator with a yellow crayon. Then have them locate the country of Ecuador and color it red. Point again to the Galapagos Islands. Explain that these are not the only islands on this map. Using what they remember about islands, have students use a blue crayon and circle any other islands they see on the map. Collect map for assessment.

Assessment

ELA

The paper with the daily cards can be graded for accuracy. Students should have the cards in the correct order. Mastery is considered 100%.

Geography

Mapwork from Session Two can be used to assess locating human and physical features. Students should have the equator and Ecuador correctly colored and the islands west (Galapagos), north (West Indies, Greater and Lesser Antilles) and/or east of South America (Falkland Islands) circled. Mastery will be considered 100% on coloring the equator and Ecuador and at least one of the island groups circled.

Extensions

Discuss the clothing worn by the children in the story and identify it as that worn by the native (indigenous) people.

Read the information about other creatures of the Galapagos which are described at the end pages of the book. Have students find these additional animals in the illustrations.

Sources

Krebs, L. and Restelli, G. *We're Sailing to Galapagos: A Week in the Pacific*. 2005. Cambridge, MA: Barefoot Books. ISBN 978-1-84686-102-4

Galapagos Islands photographs courtesy of Dennis Rees, Arizona Geographic Alliance

Maps courtesy the Arizona Geographic Alliance
<http://geoalliance.asu.edu/azga/>