

UNC-DUKE CONSORTIUM IN  
LATIN AMERICAN &  
CARIBBEAN STUDIES



In this lesson, students will develop an understanding of how events in the beginning and middle of a story contribute to its ending. The book, *Galápagos Girl*, by Marsha Diane Arnold, uncovers the story of young Galápagos Girl Valentina, who has a passion for her islands' wildlife. During this read aloud lesson, the teacher guides students to understand how a main character's actions in the beginning and middle of a story build on each other and finally cause the ending.

**Lesson Title/Focus:** Galápagos Read Aloud

**Grade Level:** 2nd

**Length of Lesson:** 40 minutes

Desired Results	
<p><b>Content Standard(s)</b></p> <ul style="list-style-type: none"> <li>● <b>Standard 1:</b> RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</li> </ul>	
<p><b>Understandings/Goals</b> Students will understand:</p> <ul style="list-style-type: none"> <li>● The end of a story is caused by things that happen in the beginning and middle.</li> <li>● Actions build on each other.</li> </ul>	<p><b>Essential Question(s)</b></p> <ul style="list-style-type: none"> <li>● How do events at the beginning and middle cause the end of a story?</li> <li>● How can specific actions of the main character cause future actions?</li> </ul>
<p><b>Student Objectives (Outcomes)</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Describe how the events at the beginning and middle of a story can cause its end.</li> <li>● Describe how a story develops from beginning to end, referencing characters' specific actions.</li> </ul>	
Assessment Evidence	
<p><b>Performance Task(s)</b></p> <ul style="list-style-type: none"> <li>● Students will write a paragraph reflection describing what events happened that led the main character to choose her specific career path, referencing specific events from the text.</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Students will have group discussions about how events in a story build on each other.</li> <li>● Students will complete the cause and effect graphic organizer.</li> </ul>

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**Learning Plan**

**Materials**

- “Galápagos Girl” by Marsha Diane Arnold
- Cause and effect graphic organizer (in the additional resources section)

**Introduction/Before (:00 - :05):** Tell students that they will be learning about the Galápagos Islands by reading a book. Read the title and author. Ask students if anyone has travelled to or has any previous knowledge about the Galápagos islands. View the [National Geographic video](#) on the unique animals found in the Galápagos. Test students’ attention to the video by asking the group leader from each table to name an animal from the video.

**Instruction for Learning and Engagement/During (:05 - :08):** Tell students, “In addition to learning about the Galápagos, we are also going to learn how the events at the beginning and middle of a story can cause the end of the story.” Read the first page. Ask students how the story is introduced. Model how to answer the question, “What caused the start of the story?” (Answer: Valentina is born in the Galápagos.) Have them fill out the first block in the cause and effect graphic organizer with that response. Tell students, “Now we are going to see how Valentina’s actions eventually cause the story’s ending.”

**Engagement and Practice/During: (:08 - :25):** Continue reading, and stop on page 8. Instruct students to discuss with their table groups the activities Valentina does as a child, citing specific activities from pages 3-8. Ask each group leader to share one unique activity. Continue reading, and stop on page 12. Instruct students to recall with their table groups what activities she does with which animals. Ask one group leader to share which activities and animals they discussed. Continue reading, and stop on page 20. Ask students to discuss with their group what specific events have happened and what caused them to happen that way, filling out the next two boxes in the organizer with their ideas. Prompt them to consider what Valentina’s dad told her about the tortoises, Valentina’s promise, and what effect they think Valentina’s promise will have. Call on two group leaders to share what their groups wrote down in the two boxes in their graphic organizer; review correct answers (3rd box= Papá told Valentina about how Galápagos tortoises and other animals are in danger; 4th box= Valentina promised to try to keep Galápagos animals safe.)

**Closure/After: (:25 - :40):** Finish reading the story. Test students’ understanding by asking groups to discuss what occurred at the end of the story and how they now understand how this ending was caused by previous events in the story, referencing their graphic organizer and specific events from the story to guide them. At the same time, have them finish the graphic organizer as a group. While they are working, write the exit activity prompt on the board: “At the end of the story, Valentina becomes a biologist and nature guide in the Galápagos. Describe what caused her to choose this career, referencing specific events from the beginning and middle of the story.” Instruct group leaders to raise their hands when they are finished with the graphic organizer, and review their answers before allowing them to move on to the individual\* reflection activity (6th box= Valentina studies Galápagos wildlife at school and at home during holidays; 7th box= Valentina becomes a biologist; 8th box= Valentina returns home to the Galápagos as a nature guide and shares her

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knowledge about Galápagos wildlife with visitors; 9th box/ending= Visitors make a similar promise to try to keep the Galápagos animals safe.)

[Option]: Allow students to write the reflection as a group.

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# **Additional Resources**

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