

# Building Background Knowledge and Supporting Vocabulary Development in English Language Learners/Multilingual Language Learners: Grade 3 Exemplars

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## Contents

<b>Grade 3: My Librarian Is a Camel .....</b>	<b>1</b>
Background 1: Physical Environments around the World .....	3
Background 2: The Geography of Peru.....	13
Background 3: Peru Chapter from My Librarian Is a Camel .....	18
Glossary of Key Vocabulary: My Librarian Is a Camel .....	23
<b>Grade 3: Peter Pan.....</b>	<b>29</b>
Background 1: Word Meaning in Context .....	30
Background 2: Fairy Tales .....	37
Glossary of Key Vocabulary: Peter Pan.....	43

## Grade 3: My Librarian Is a Camel

<https://www.engageny.org/resource/grade-3-ela-module-1-unit-3-lesson-1>

Overview	
<p>Background 1: Physical Environments Around the World</p>	<p>This activity was adapted from Expeditionary Learning: Module 1, Unit 3, Lesson 1, page 9. A supplementary paragraph was added to the beginning of the text. Images (with captions), glossed words, and questions were added throughout to support English language learner (ELL) students’ understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 1.</li> <li>• Follow the instructions for the Opening and Work Time Part A.</li> <li>• For Work Time Part B, substitute the “Physical Environments Around the World” text and discussion questions from the Expeditionary Learning materials with the text and questions AIR has provided below.</li> <li>• Follow the instructions for Closing and Assessment and Homework from the Expeditionary Learning materials.</li> </ul>
<p>Background 2: Geography of Peru</p>	<p>American Institutes for Research (AIR) developed this activity to provide students with background information on Peru before they read the Peru chapter of <i>My Librarian Is a Camel</i> (pages 26 and 27).</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 7.</li> <li>• Follow the instructions for the Opening.</li> <li>• Before students begin the Work Time activities, ask them to complete the background activity called “Geography of Peru,” which AIR has provided on the following pages.</li> </ul>

<p>Background 3: Peru Chapter of <i>My Librarian Is a Camel</i></p>	<p>AIR developed this activity using text from the Peru chapter of <i>My Librarian Is a Camel</i> (pages 26 and 27). Images, glossed words, and questions were added to support ELL students' understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 7.</li> <li>• After students complete the background activity called "Geography of Peru," ask them to complete the background activity called "Peru Chapter of <i>My Librarian Is a Camel</i>," which AIR has provided below.</li> <li>• Follow the instructions for Work Time, Closing and Assessment, and Homework from the Expeditionary Learning materials.</li> </ul>
<p>Glossary of key vocabulary: <i>My Librarian Is a Camel</i></p>	<p>This glossary provides definitions and sample sentences for key vocabulary drawn from <i>My Librarian Is a Camel</i> (pages 10–11, 18–19, and 26–29). Glossed words are those identified as key to understanding the text. For words that are most frequent in English, there is a number to indicate how frequent the words are. A 'Q1' indicates the words that are among the 1,000 most frequent words in English texts in grades K-14 (the 100 most frequent words are excluded from this count). A 'Q2' indicates the words that are among the next 1,000 most frequent, etc.</p>

## Background 1: Physical Environments around the World

### Physical Environments Around the World

The book *My Librarian Is a Camel: How Books Are Brought to Children Around the World* shows us how the **physical environment** of a place affects the way people get books. We are going to learn about the physical environments of different countries before we start reading the book *My Librarian Is a Camel*. First, we are going to define the term “physical environment.” We are then going to read about how climates change from season to season, and how they vary in places around the world. Finally, we are going to learn about landforms and water features in the state of New York and around the world.

(This activity was adapted from Expeditionary Learning: Module 1, Unit 3, Lesson 1, page 9.)

#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Read the text about physical environments.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

**Guiding Question:** *What is the physical environment? (Describe in your own words.)*

The term “**physical environment**” refers to the conditions in a place. The physical environment can include its **landforms**, the **temperature**, and the amount of **rainfall**.



#### Glossary

**landforms**<sup>\*2F1</sup> – features of the land (such as mountains or valleys) that are formed by nature

**physical environment**<sup>\*</sup> – the physical conditions in a place

**rainfall** – the amount of rain that falls during a period of time



<sup>1</sup> Words with an asterisk (\*) are highlighted in the Expeditionary Learning lessons.

The <b>physical environment</b> in this picture is cold. There is a lot of snow. The people are wearing warm clothing because the <b>temperature</b> is cold.	<b>temperature</b> – the amount of heat or cold
<b>Word Bank</b>	
heat rain	features                      cold
<b>Supplementary Questions</b>	
<p>1. What are landforms? Landforms are _____ of the land formed by nature. [EN, EM] Landforms are _____. [TR]</p> <p>2. What is temperature? Temperature is the amount of _____ or _____. [EN, EM] Temperature is _____. [TR]</p> <p>3. What is rainfall? Rainfall is the amount of _____ that falls during a period of time. [EN, EM] Rainfall is _____. [TR]</p>	
<b>Response to Guiding Question:</b> <i>What is the physical environment? (Describe in your own words.)</i>	

<b>Guiding Question:</b> <i>How is our physical environment connected to how we live?</i>	
<p><b>Introduction</b></p> <p>All around the world, the way that people live is closely connected to their <b>physical environment</b>. The <b>landforms</b>, the <b>temperature</b>, the <b>seasons</b>, and the amount of <b>rainfall</b> in a place are all important parts of its <b>physical environment</b>. Some places around the world, such as the Arctic, are very cold all year round. What do you think people who live there wear? Probably not T-shirts and shorts! If you're thinking warm clothing, you're right!</p>	<p style="text-align: center;"><b>Glossary</b></p> <p><b>landforms*</b> – features of the land (such as mountains or valleys) that are formed by nature</p> <p><b>physical environment*</b> – the physical conditions in a place</p> <p><b>rainfall</b> – the amount of rain that falls during a period of time</p>



**seasons** – different times of the year

**temperature** – the amount of heat or cold

### Word Bank

Arctic  
landforms

rainfall  
seasons

temperature  
warm

### Supplementary Questions

- Which parts of the physical environment are important?  
The \_\_\_\_\_, the \_\_\_\_\_, the \_\_\_\_\_, and the amount of \_\_\_\_\_ in a place are all important parts of its physical environment. [EN, EM]  
\_\_\_\_\_ are important parts of the physical environment. [TR]
- Can you give an example of a place that is very cold all year round?  
The \_\_\_\_\_ is a part of the world that is very cold all year round. [EN, EM]
- What type of clothing do people in the Arctic wear?  
They wear \_\_\_\_\_ clothing. [EN, EM]  
People in the Arctic wear \_\_\_\_\_, not \_\_\_\_\_. [TR]

**Response to Guiding Question:** *How is our physical environment connected to how we live?*

**Guiding Question:** *Look at the pictures. Describe the four seasons in your own words.*

### *Seasons in New York State*

In the passage that follows, we are going to read about how the climate changes from season to season in the state of New York. Before we read the passage, we are going to look at the four seasons in the state of New York.



**Winter**

Winter is cold.  
There is snow.

**Spring**

Spring is not hot and not cold.  
There are a lot of flowers.

**Summer**

Summer is hot.  
It is sunny.

**Fall**

Fall is not hot and not cold.  
The leaves change color.

**Word Bank**

summer

snow

flowers

sun

spring

fall

color

winter

**Supplementary Questions**

- The state of New York has four seasons. What are they?  
The four seasons are: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]  
The four seasons \_\_\_\_\_. [TR]
- What do you see in the picture of winter?  
I see a lot of \_\_\_\_\_. [EN, EM]  
I see \_\_\_\_\_. [TR]
- What do you see in the picture of spring?

I see a lot of \_\_\_\_\_. [EN, EM]

I see \_\_\_\_\_. [TR]

4. What do you see in the picture of summer?

I see the \_\_\_\_\_. [EN, EM]

I see \_\_\_\_\_. [TR]

5. What do you see in the picture of fall?

I see the leaves changing \_\_\_\_\_. [EN, EM]

I see \_\_\_\_\_. [TR]

**Response to Guiding Question:** *Look at the pictures. Describe the four seasons in your own words.*

**Guiding Question:** *How does the climate change from season to season in the state of New York?*

### Climate

The word “**climate**” refers to how hot or cold, and how wet or dry, a place is. Some places have a **climate** that changes with the seasons. For example, here in New York State, our **summers** are usually hot. We do get some rain, but it does not happen every day. Our **winters** are cold. In some parts of New York State, we get lots of snow in winter. **Spring** and **fall** are not too hot or too cold. We usually get some rain during those seasons.

### Glossary

**climate\*** – the normal weather conditions in a place

### Word Bank

cold

fall

rain

spring

dry

hot

snow

### Supplementary Questions

1. What does the word “climate” mean?

Climate refers to how hot or \_\_\_\_\_, wet or \_\_\_\_\_ a place is. [EN, EM]

Climate refers to \_\_\_\_\_. [TR]

2. In the state of New York, what is the climate in summer?

Summers are usually \_\_\_\_\_. We get some \_\_\_\_\_. [EN, EM]

Summers are \_\_\_\_\_. [TR]

3. In New York State, what is the climate in winter?

Winters are \_\_\_\_\_. In some parts of New York State, we get lots of \_\_\_\_\_. [EN, EM]

Winters are \_\_\_\_\_. [TR]

4. In New York State, what is the climate in spring and fall?

The spring and fall are not too \_\_\_\_\_ or too \_\_\_\_\_. We usually get some \_\_\_\_\_. [EN, EM]

The spring and fall are \_\_\_\_\_. [TR]

**Response to Guiding Question:** *How does the climate change from season to season in the state of New York?*

**Guiding Question:** *Describe the climates in hot places and cold places in the world.*

There are some places in the world where it is always hot. Most of those places are near the **equator**. Some of those hot places are also very **dry**. These hot, dry places are called **deserts**. The Sahara desert in Africa is a great example of a place like this. Other hot places can be very rainy. Indonesia is a great example of a place like this.

Remember those people who live in the Arctic? They live in cold climates. Even though it is cold, it is very dry, and if the air is dry, there is no **moisture** in the air to make snow. In fact, it gets so cold (below 14° F [-10° C]) that it hardly ever snows! It is a cold desert. You see snow in pictures of these places because it sometimes gets warm enough to snow, but the temperature never gets high enough to melt the snow, which means that the snow stays there year after year.

### Glossary

**desert\*** – a very dry area



**dry\*** – without any water

**equator\*** – an imaginary circle around the middle of the earth



**moisture** – a small amount of water

### Word Bank

Sahara desert

hot

equator

Arctic

Indonesia

### Supplementary Questions

1. Where are most of the hot places located in the world?  
 Most of the hot places are near the \_\_\_\_\_. [EN, EM]  
 Most of the hot places are \_\_\_\_\_. [TR]
2. What are deserts?  
 Deserts are \_\_\_\_\_, dry places. [EN, EM]  
 Deserts are \_\_\_\_\_. [TR]
3. Can you give an example of a hot, dry place?  
 The \_\_\_\_\_ in Africa is an example of a hot, dry place. [EN, EM]  
 \_\_\_\_\_ is an example of \_\_\_\_\_. [TR]
4. Can you give an example of a hot, rainy place?  
 \_\_\_\_\_ is an example of a hot, rainy place. [EN, EM]  
 \_\_\_\_\_ is an example of \_\_\_\_\_. [TR]
5. Can you give an example of a cold, dry place?  
 \_\_\_\_\_ is an example of a cold, dry place. [EN, EM]  
 \_\_\_\_\_ is an example of \_\_\_\_\_. [TR]

**Response to Guiding Question:** *Describe the climates in hot places and cold places in the world.*

**Guiding Question:** *Describe some examples of landforms.*

#### Landforms and Water Features

**Mountains, valleys, hills, forests, cliffs, and plains** are all examples of landforms. In some parts of New York, there are many mountains, hills, and forests. Some parts of New York State are very **flat**. Some places around the world, like Afghanistan, have a lot of mountains. Other places, like the grasslands of Africa, are very flat.

#### Glossary

**flat\*** – a surface that does not have higher and lower places; smooth

#### Landforms

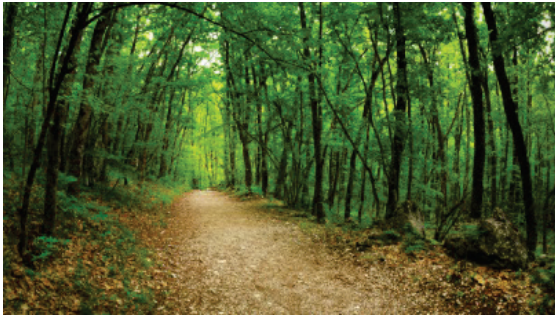
**cliff\*** – a high, steep surface of rock

**mountain\*** – very high land with steep sides





**forest\*** – an area of land covered with trees and plants



**plains\*** – a large, flat area of land with no trees



**hill\*** – a raised area of land



**valley\*** – a long area of low land between mountains or hills



### Word Bank

mountains

hills

Africa

mountains

hills

cliffs

forests

plains

valleys

forests

flat

Afghanistan

### Supplementary Questions

1. Can you give some examples of landforms?

Examples of landforms include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]

Examples of landforms include \_\_\_\_\_ . [TR]

2. What landforms are there in New York State?

In some parts of New York State, there are many \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ . Other parts of New York State are very \_\_\_\_\_. [EN, EM]

In New York State, there are \_\_\_\_\_. [TR]

3. Which country has a lot of mountains?

\_\_\_\_\_ has a lot of mountains.

4. Which part of the world is very flat?

The grasslands of \_\_\_\_\_ are very flat.

**Response to Guiding Question:** *Describe some examples of landforms.*

**Guiding Question:** *Describe some examples of water features.*

**Oceans, rivers, waterfalls, lakes, and bays** are all examples of **water features**. You can find all of these water features in New York State! Some places around the world, like Finland, are right on the ocean. It has a long **coast**, where the water meets the land.

### Glossary

**coast\*** – land near the ocean

### Water Features

**bay\*** – water with land around it, open on one side



**lake\*** – water with land all around it



**river\*** – a large, natural stream of water



**ocean\*** – a large body of salt water that covers most of the earth; sea



**waterfall\*** – a stream of water that falls from a high place; cascade



### Word Bank

bays

lakes

waterfalls

bays

lakes

waterfalls

rivers

oceans

Finland

rivers

oceans

### Supplementary Questions

1. Can you give some examples of water features?

Examples of water features include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. [EN, EM]

Examples of water features include \_\_\_\_\_. [TR]

2. What water features are there in New York State?

In New York State, there are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. [EN, EM]

There are \_\_\_\_\_. [TR]

3. Which country has a long coast where the water meets the land?

\_\_\_\_\_ has a long coast where the water meets the land.

**Response to Guiding Question:** *Describe some examples of water features.*

## Background 2: The Geography of Peru

### The Geography of Peru

On pages 26 and 27 of the book *My Librarian Is a Camel*, we learn how children in Peru get books. Before we read pages 26 and 27, we are going to learn about the geography of Peru and some of the places we'll see in the book.

#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Look at the pictures and read the text about Peru.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

**Guiding Question:** *Describe the three regions of Peru.*

Peru is a country in South America.



#### Glossary

**coast** – land near the ocean

**highlands** – an area with hills and mountains

**jungle** – land covered with many trees;  
rainforest

**mountain\*** – very high land with steep sides



**ocean** – a large body of salt water that covers most of the earth; sea



The Andes Mountains divide Peru into three regions:

1. The first region is the **coast**. The **coast** is between the **ocean** and the **mountains**.



2. The second region is the **highlands**. The highlands are in the Andes Mountains in the center of Peru.



3. The third region is the **jungle**. The jungle is in the Amazon Forest to the east of the Andes Mountains.



### Word Bank

mountains                      center                      east                      ocean  
South America

### Supplementary Questions

1. Where is Peru?

Peru is in \_\_\_\_\_ . [ALL]

2. Where is the coastal region of Peru?

The coastal region is between the \_\_\_\_\_ and the \_\_\_\_\_ . [EN, EM]

The coastal region is \_\_\_\_\_ . [TR]

4. Where are the highlands?

The highlands are in the Andes Mountains in the \_\_\_\_\_ of Peru. [EN, EM]

The highlands are \_\_\_\_\_. [TR]

5. Where is the jungle?

The jungle is in the Amazon Forest to the \_\_\_\_\_ of the Andes Mountains. [EN, EM]

The jungle is \_\_\_\_\_. [TR]

**Response to Guiding Question:** *Describe the three regions of Peru.*

**Guiding Question:** Describe the locations of Lima, Cajamarca, and rural communities.

Lima is the **capital** of Peru. Lima is a big city on the **coast**.



Cajamarca is another big city in Peru. Cajamarca is an **ancient** city in the **highlands**.



There many **rural** communities in Peru.



Some **rural** communities are in the **coastal** region, some **rural** communities are in the **highlands**, and some **rural** communities are in the **jungle**.

**rural** – in the countryside

### Glossary

**ancient** – old

**capital** – a city where the government is located

**coast** – land near the ocean

**coastal** – near the ocean

**highlands** – an area with hills and mountains



**jungle** – land covered with many trees; rainforest



**Peru** – a country in South America





### Background 3: Peru Chapter from *My Librarian Is a Camel*

#### Peru Chapter From *My Librarian Is a Camel*

We will read the chapter about Peru on pages 26 and 27 of the book *My Librarian Is a Camel*. We will learn how children in Peru get books.

#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Look at the pictures and read the text about Peru.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

**Guiding Question:** *Look at the map on page 27. Describe the map.*

[Map on page 27]

#### Republic of Peru

**Capital:** Lima

**Population:** 28,000,000

*Peru, in South America, **borders** the South Pacific Ocean, between Ecuador and Chile. The tropical **coast**, the Andes Mountains, and the Amazon River make Peru a **diverse** and interesting country. The Peruvian people speak Spanish. Quechua is the country's other official language. **Peru's** history includes the Inca civilization, which occupied much of the South American continent five hundred years ago.*

#### Glossary

**borders** – lies between

**coast** – land near the ocean




**diverse** – has different kinds of things

**Peru** – a country in South America



**population** – the number of people who live somewhere

Word Bank		
Spanish	Ecuador	South America
Chile	Quechua	Lima
Supplementary Questions		
<p>1. What is the capital of Peru? _____ is the capital of Peru. [ALL]</p> <p>2. On which continent is Peru? Peru is in _____. [ALL]</p> <p>3. Which countries share a border with Peru? _____ and _____ share a border with Peru. [ALL]</p> <p>4. Which languages do Peruvians speak? Peruvians speak _____ and _____. [EN, EM] Peruvians _____. [TR]</p>		
<p><b>Response to Guiding Question:</b> <i>Describe the map on page 27.</i></p>		

Guiding Question: <i>How do children in Lima get books?</i>	
<p>[Page 26]</p> <p>Children in Peru can receive their books in several different, <b>innovative</b> ways. CEDILIBBY Peru is an <b>institution</b> that delivers books in bags to families in <b>Lima</b>. Each bag contains twenty books, which families can keep for a month. The books come in four different reading levels so that children really learn how to read. The project in Spanish is called <i>El Libro Compartido en Familia</i> and enables parents to share the joy of books with their children.</p>	<p style="text-align: center;"><b>Glossary</b></p> <p><b>innovative</b> – new and inventive</p> <p><b>institution</b> – organization</p> <p><b>Lima</b> – the capital city of Peru</p> 
Word Bank	
bags	month
	four



### Supplementary Questions

1. How do families in Lima get books?

CEDILI-IBBY Peru delivers books in \_\_\_\_\_ to families in Lima. [EN, EM]

CEDILI-IBBY Peru \_\_\_\_\_. [TR]

2. How long can families keep the books?

Families can keep the books for a \_\_\_\_\_. [EN, EM]

Families \_\_\_\_\_. [TR]

3. How many reading levels do the books come in?

The books come in \_\_\_\_\_ reading levels. [EN, EM]

The books \_\_\_\_\_. [TR]

**Response to Guiding Question:** *How do children in Lima get books?*

**Guiding Question:** *How do children in rural communities get books?*

[Page 27]

In small, **rural** communities, books are delivered in wooden **suitcases** and plastic bags. These **suitcases** and bags contain books that the community can keep and share for the next three months. The number of books in each **suitcase** depends on the size of the community. There are no library buildings in these small towns, and people gather outside, in the plaza, to see the books they can **check out**. In the **coastal** regions, books are sometimes delivered by **donkey cart**. The books are stored in the **reading promoter's** home.

### Glossary

**donkey cart** – an open vehicle pulled by a donkey

**check out** – borrow

**coastal** – near the ocean



**reading promoter** – a person who organizes reading activities

**rural** – in the countryside

**suitcase** – a bag to carry personal things

### Word Bank

home

bags

plaza

months

donkey cart

suitcases

### Supplementary Questions

1. How are books delivered in small, rural communities?

In small, rural communities, books are delivered in wooden \_\_\_\_\_ and plastic \_\_\_\_\_ . [EN, EM]

In small, rural communities \_\_\_\_\_ . [TR]

2. How long can the community keep the books?

The community can keep the books for three \_\_\_\_\_ . [EN, EM]

The community \_\_\_\_\_ . [TR]

3. Where do people go to see the books they can check out?

People gather outside in the \_\_\_\_\_ to see the books they can check out. [EN, EM]

People \_\_\_\_\_ . [TR]

4. How are books delivered in the coastal regions?

In the coastal regions, books are sometimes delivered by \_\_\_\_\_ . [EN, EM]

In the coastal regions \_\_\_\_\_ . [TR]

5. Where are the books stored?

The books are stored in the reading promoter's \_\_\_\_\_ . [EN, EM]

The books \_\_\_\_\_ . [TR]

**Response to Guiding Question:** *How do children in rural communities get books?*

**Guiding Question:** *How do children in Cajamarca get books?*

[Page 27]

In the ancient city of **Cajamarca**, **reading promoters** from various **rural** areas select and receive a large collection of books for their area. The program is called *Aspaderuc*. The **reading promoter** lends these books to his or her neighbors, and after three months, a new selection of books goes out to each area. Books in this system are for children and adults.

### Glossary

**Cajamarca** – an ancient city in Peru





And last but not least, *Fe Y Alegria* brings a collection of children’s books to **rural** schools. The books are brought from school to school by **wagon**. The children, who are excited about browsing through the books when they arrive, are turning into avid readers.

**coast** – land near the ocean



**reading promoter** – a person who organizes reading activities

**rural** – in the countryside

**wagon** – an open vehicle with four wheels (used to carry heavy things)

### Word Bank

months

wagon

reading promoters

### Supplementary Questions

1. How do people in the Cajamarca region get books?

In the ancient city of Cajamarca, \_\_\_\_\_ from various rural areas select and receive a large collection of books for their area. [EN, EM]

In the ancient city of Cajamarca \_\_\_\_\_. [TR]

2. How long can the community keep the books?

The reading promoter lends these books to his or her neighbors, and after three \_\_\_\_\_, a new selection of books goes out to each area. [EN, EM]

The community \_\_\_\_\_. [TR]

3. How do rural schools get books?

The books are brought from school to school by \_\_\_\_\_. [EN, EM]

The books \_\_\_\_\_. [TR]

**Response to Guiding Question:** *How do children in Cajamarca get books?*

Glossary of Key Vocabulary: *My Librarian Is a Camel*

Vocabulary word	Quartile	Definition	Sample sentence from the text
access <i>acceso</i>	Q4	use; entry	Some communities, like Fort Liard, have a virtual library, which offers Internet <b>access</b> (pg. 10).
across <i>a través de,</i> <i>transversal</i>	Q1	from one side to the other	They have even designed special metal slates that won't break when carried on the elephants' backs <b>across</b> the rough terrain (pg. 29).
ancient <i>antiguo</i>	Q1	very old	In the <b>ancient</b> city of Cajamarca, reading promoters from various rural areas select and receive a large collection of books for their area (pg. 27).
arrival <i>llegada</i>	Q3	coming; appearance	The students of Bulla Iftin eagerly await the <b>arrival</b> of the camels (pg. 19).
await <i>esperan</i>	N/A	wait for	The students of Bulla Iftin eagerly <b>await</b> the arrival of the camels (pg. 19).
borrow <i>pedir prestado</i>	Q4	take something and promise to return it; check out	If the library doesn't have a book in the system, librarians will <b>borrow</b> the book from another library in Canada and mail it (pg. 11).
brought <i>llevados</i>	Q1	carried from one place to another	The books are <b>brought</b> from school to school by wagon (pg. 27).
browsing <i>buscar,</i> <i>curiosear</i>	N/A	looking	The children, who are excited about <b>browsing</b> through the books when they arrive, are turning into avid readers (pg. 27).
capital <i>capital</i>	Q1	the city where the government is located	In Bangkok, the <b>capital</b> of Thailand, old train carriages have been transformed into a library (pg. 29).
caravan <i>caravana</i>	N/A	animals traveling in one line	When the library <b>caravan</b> finally reaches the village, the children watch as the librarian pitches the tent and displays the books on wooden shelves (pg. 19).
coastal <i>costera</i>	Q3	near the ocean	In the <b>coastal</b> regions, books are sometimes delivered by donkey cart (pg. 27).
designed <i>diseñado</i>	Q2	made	They have even <b>designed</b> special metal slates that won't break when carried on the elephants' backs across the rough terrain (pg. 29).
displays <i>exhibe</i>	N/A	shows	When the library caravan finally reaches the village, the children watch as the librarian pitches the tent and <b>displays</b> the books on wooden shelves (pg. 19).

Vocabulary word	Quartile	Definition	Sample sentence from the text
distances <i>distancias</i>	Q1	spaces between places	The <b>distances</b> are huge, and many villages are very isolated (pg. 10).
divide <i>divide</i>	Q1	separate	A driver and a librarian <b>divide</b> the books into two boxes (pg. 18).
eagerly <i>ansiosamente</i>	Q4	very excitedly	The students of Bulla Iftin <b>eagerly</b> await the arrival of the camels (pg. 19).
enables <i>permite</i>	Q3	allows	The project in Spanish is called <i>El Libro Compartido en Familia</i> and <b>enables</b> parents to share the joy of books with their children (pg. 26).
finally <i>finalmente</i>	Q1	at last	When the library caravan <b>finally</b> reaches the village, the children watch as the librarian pitches the tent and displays the books on wooden shelves (pg. 19).
gather <i>reúne</i>	Q2	come together	There are no library buildings in these small towns, and people <b>gather</b> outside, in the plaza, to see the books they can check out (pg. 27).
huge <i>enorme</i>	Q1	very big	Nunavut, which means “Our Land” in the language of the Inuit people, is a <b>huge</b> territory in Canada’s north (pg. 10).
impassable <i>intransitable</i>	N/A	impossible to go through	The roads to Bulla Iftin, two hundred miles northeast of Nairobi, are <b>impassable</b> because of the desert sand, even for cars with four-wheel drive (pg. 18).
include <i>incluyen</i>	Q1	have	They even <b>include</b> a stamped, addressed envelope, so the children won’t have to pay to return the book (pg. 11).
institution <i>institución</i>	Q3	organization	CEDILI-IBBY Peru is an <b>institution</b> that delivers books in bags to families in Lima (pg. 26).
isolated <i>aislados</i>	Q3	apart from other people or things	The distances are huge, and many villages are very <b>isolated</b> (pg. 10).
lends <i>presta</i>	N/A	lets someone use something	The reading promoter <b>lends</b> these books to his or her neighbors, and after three months, a new selection of books goes out to each area (pg. 27).
mobile <i>portátil</i>	N/A	able to move	A <b>mobile</b> library doesn’t bring the books to their village; the books are sent through the mail (pg. 10).

Vocabulary word	Quartile	Definition	Sample sentence from the text
offers <i>orece</i>	Q2	makes available; provides	Some communities, like Fort Liard, have a virtual library, which <b>offers</b> Internet access (pg. 10).
old glory <i>regresar a su gloria</i>	Q4	past beauty	The police restored the trains to their <b>old glory</b> , complete with wood paneling and shining cooper light fixtures (pg. 29).
package <i>paquete</i>	Q3	box	Then they'll check the mail every day... until another big brown <b>package</b> arrives with new books to devour in their remote corner of Canada's Arctic (pg. 11).
providing <i>proveyendo</i>	Q1	giving	The Books-by-Elephant delivery program serves thirty-seven villages, <b>providing</b> education for almost two thousand people in the Omkoi region (pg. 29).
public <i>público</i>	Q1	open to all	Larger towns like Iqaluit, Tuktoyaktuk, and Yellowknife have their own <b>public</b> -library buildings, but many communities are just too small (pg. 10).
public library system <i>sistema de bibliotecas públicas</i>	Q1	an organization of libraries that are open to everyone	But even if the community does not have any kind of library building, the Northwest Territories <b>public library system</b> offers books to everyone in the far north through their Borrower-by-Mail program (pg. 10).
realized <i>entendió</i>	Q2	suddenly understood	The Railway Police Division in Bangkok <b>realized</b> there was a need for a safe place for street children, so they refurbished the old train carriages at the railway station, where many of the kids were hanging out (pg. 29).
railway station <i>estación del tren</i>	Q1	a building where a train stops	The Railway Police Division in Bangkok realized there was a need for a safe place for street children, so they refurbished the old train carriages at the <b>railway station</b> , where many of the kids were hanging out (pg. 29).
receive <i>recibe</i>	Q1	get	Children in Peru can <b>receive</b> their books in several different, innovative ways (pg. 26).
region <i>región</i>	Q1	an area of land	The arctic <b>region</b> stretches from the North Pole to Arviat in the south, and from Kugluktuk in the west to Panjnirtung in the east (pg. 10).

Vocabulary word	Quartile	Definition	Sample sentence from the text
remote <i>remota</i>	Q3	far away	Then they'll check the mail every day... until another big brown package arrives with new books to devour in their <b>remote</b> corner of Canada's Arctic (pg. 11).
request <i>solicitan</i>	Q3	ask for	They <b>request</b> library books by e-mail or by phone (pg. 10).
restored <i>restauró</i>	N/A	brought back to an earlier condition	The police <b>restored</b> the trains to their old glory, complete with wood paneling and shining cooper light fixtures (pg. 29).
rural <i>rural</i>	Q3	in the countryside	In small, <b>rural</b> communities, books are delivered in wooden suitcases and plastic bags (pg. 27).
select <i>selecciona</i>	Q3	pick; choose	In the ancient city of Cajamarca, reading promoters from various rural areas <b>select</b> and receive a large collection of books for their area (pg. 27).
several <i>varios</i>	Q1	many	Children in Peru can receive their books in <b>several</b> different, innovative ways (pg. 26).
stretches <i>extiende</i>	Q2	extends	The arctic region <b>stretches</b> from the North Pole to Arviat in the south, and from Kugluktuk in the west to Panjnirtung in the east (pg. 10).
terrain <i>terreno</i>	N/A	land	They have even designed special metal slates that won't break when carried on the elephants' backs across the rough <b>terrain</b> (pg. 29).
territory <i>territorio</i>	Q2	a piece of land that belongs to a country	Nunavut, which means "Our Land" in the language of the Inuit people, is a huge <b>territory</b> in Canada's north (pg. 10).
thermometer <i>termómetro</i>	Q4	an instrument for measuring temperature	On winter days, the sun does not come above the horizon, and when the <b>thermometer</b> reads minus 50 degrees, the children like to curl up with a good book by the woodstove (pg. 11).
trade <i>intercambia</i>	Q1	change; exchange	When the library camels return, the children can <b>trade</b> their books for new ones (pg. 19).

Vocabulary word	Quartile	Definition	Sample sentence from the text
treasure <i>aprecian</i>	N/A	something that is special	The students can <b>treasure</b> their new books for two weeks (pg. 19).
villages <i>pueblos</i>	Q1	small towns	The distances are huge, and many <b>villages</b> are very isolated (pg. 10).
wagon <i>carreta</i>	Q2	an open vehicle with four wheels (used to carry heavy things)	The books are brought from school to school by <b>wagon</b> (pg. 27).



## Grade 3: Peter Pan

<https://www.engageny.org/resource/grade-3-ela-module-3a-unit-1-lesson-1>

Overview	
Background 1: Word Meaning in Context	<p>American Institutes for Research (AIR) developed this activity to allow students to practice using clues within the text to determine the meaning of words. It uses words from the first three chapters (pages 1–25) of <i>Peter Pan</i>. Although we have selected words from the text that may be unfamiliar to students, the text offers enough contextual evidence to understand the meanings of these words. The chart in the lesson directs students to use the text to determine the meaning of words using context clues.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>This background activity could be completed at any time during Expeditionary Learning: Module 3A: Unit 1.</li> </ul>
Background 2: Fairy Tales	<p>AIR developed this activity to provide students with background information on fairy tales. <i>Peter Pan</i> is an example of a fairy tale. This lesson introduces students to the key components of fairy tales before they read the book.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>Turn to Expeditionary Learning: Module 3A: Unit 1: Lesson 1.</li> <li>Follow the instructions for Opening Work Time and Closing and Assessment Part A.</li> <li>Before students begin Closing and Assessment Part B, ask them to complete the background activity called “Fairy Tales,” which AIR has provided below.</li> <li>Follow the instructions for Homework from the Expeditionary Learning materials.</li> </ul>
Glossary of key vocabulary: <i>Peter Pan</i>	<p>This glossary provides definitions and sample sentences for key vocabulary drawn from <i>Peter Pan</i> (pages 1–25). The quartile from the list of the 4,000 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p>



## Background 1: Word Meaning in Context

Word Meaning in Context
<p>When you are reading, you will sometimes come across words you do not know. You can use clues in the story to figure out what those words mean. These are called <i>context clues</i>. We are going to use text from the book <i>Peter Pan</i> to practice. Follow along as your teacher explains context clues. In the chart below, for example, you will see the word “scrimp.” The story says: “<i>His stock didn’t always work for him, however, and so the family had to scrimp and save.</i>” The phrase “had to scrimp and save” gives us a clue that “scrimp” is something you do to save money, so we can guess that “scrimp” means to spend very little.</p>
<p><b>INSTRUCTIONS FOR STUDENTS</b></p> <ul style="list-style-type: none"> <li>• <u>Underline</u> the mystery word in the sentence where it appears.</li> <li>• Work with a partner to find clues in the text and then circle them. Page and line numbers are provided to help you find the clues. (Count the lines starting from the top of each page.)</li> <li>• Write the clues in the space provided. (Some are already filled in.)</li> <li>• Use the clues to write in a definition for each mystery word. The first one has been done for you.</li> </ul>

Context Clues		
Mystery Word	Word Location	Clue Location
<b>1. scrimp</b>	<b>Page 2, line 3</b>	<b>Page 2, lines 1–3</b>
<i>His stock didn’t always work for him, however, and so the family had to <b>scrimp</b> and save.</i>		
<u>Clues:</u> <i>save</i>		
<u>Definition:</u> spend very little		
<b>2. nanny</b>	<b>Page 2, line 10</b>	<b>Page 2, lines 10–13; page 4, lines 1–4</b>
<i>Nana was an interesting <b>nanny</b>, to say the least.</i>		
<u>Clues:</u> <i>lovingly lick; get them back on track; never forgot John’s soccer uniform; carried an umbrella... in case of rain.</i>		
<u>Definition:</u>		
<b>3. dillydallied</b>	<b>Page 2, line 17</b>	<b>Page 2, lines 17–19</b>
<i>If the children wandered or <b>dillydallied</b> on their way to school, she would bump them with her head to get them back on track.</i>		
<u>Clues:</u> <i>she would get them back on track</i>		

Context Clues		
Mystery Word	Word Location	Clue Location
<u>Definition:</u>		
<b>4. tidying</b>	<b>Page 4, line 9</b>	<b>Page 4, lines 8–13</b>
<i>Mrs. Darling had never heard of Peter Pan until one day when she was <b>tidying</b> up her children's minds.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>5. Neverland</b>	<b>Page 5, line 7</b>	<b>Page 5, lines 8–12</b>
<i>Eventually, however, all lines and squiggles would lead to <b>Neverland</b>.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>6. forgotten</b>	<b>Page 6, line 18</b>	<b>Page 7, lines 13–14</b>
<i>Mrs. Darling didn't know anything about Neverland. Or rather, she did, from her own childhood. But she had long since <b>forgotten</b>...</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>7. recalled</b>	<b>Page 8, line 1</b>	<b>Page 8, lines 5–7</b>
<i>But in the back of her mind she <b>recalled</b> a story about a boy who kept children company so that they would not be scared.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>8. flown</b>	<b>Page 12, line 1</b>	<b>Page 10, lines 12–13; page 12, line 1</b>
<i>... the window of the children's bedroom had blown open and a boy really had <b>flown</b> in and dropped onto the floor.</i>		
<u>Clues:</u>		
<u>Definition:</u>		

Context Clues		
Mystery Word	Word Location	Clue Location
<b>9. growled</b>	<b>Page 12, line 16</b>	<b>Page 12, lines 17–18</b>
<i>When Peter saw Mrs. Darling, he bared those pearly teeth at her and <b>growled</b>.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>10. nipped</b>	<b>Page 13, line 6</b>	<b>Page 13, lines 4–7</b>
<i>Nana had <b>nipped</b> it with her teeth right before Peter jumped.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>11. jealous</b>	<b>Page 14, line 3</b>	<b>Page 14, lines 4–6</b>
<i>He was frustrated and <b>jealous</b>...</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>12. hovering</b>	<b>Page 15, line 7</b>	<b>Page 15, lines 5–7</b>
<i>Outside, she saw a million stars, some of which seemed to her to be <b>hovering</b> around the house, as if trying to get in.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>13. contagious</b>	<b>Page 17, line 7</b>	<b>Page 17, lines 6–10</b>
<i>Wendy's light went out first. It yawned and, yawns being <b>contagious</b>, the other two lights promptly yawned as well.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
<b>14. spotted</b>	<b>Page 18, line 11</b>	<b>Page 18, lines 13–15</b>
<i>Tink told Peter that she <b>spotted</b> his shadow in the chest of drawers.</i>		

Context Clues		
Mystery Word	Word Location	Clue Location
<u>Clues:</u>  <u>Definition:</u>		
<b>15. wrinkly</b>	<b>Page 21, line 13</b>	<b>Page 21, lines 14–15</b>
<i>Within minutes, the shadow was back where it belonged, even if it was a bit <b>wrinkly</b>.</i>		
<u>Clues:</u>  <u>Definition:</u>		
<b>16. apologized</b>	<b>Page 22, line 3</b>	<b>Page 22, lines 4–5</b>
<i>This made Wendy so mad that she got back into bed and covered her face with the blankets until Peter <b>apologized</b>.</i>		
<u>Clues:</u>  <u>Definition:</u>		
<b>17. naughty</b>	<b>Page 25, line 10</b>	<b>Page 25, lines 10–12</b>
<i>“That must be Tink,” Peter explained. “She certainly is being <b>naughty</b> today!”</i>		
<u>Clues:</u>  <u>Definition:</u>		

Teacher Answer Key		
Mystery Word	Word Location	Clue Location
<b>1. scrimp</b>	<b>Page 2, line 1</b>	<b>Page 2, lines 1–3</b>
<i>His stock didn't always work for him, however, and so the family had to <b>scrimp</b> and save.</i>		
<u>Clues:</u> save		
<u>Definition:</u> spend very little		
<b>2. nanny</b>	<b>Page 2, line 10</b>	<b>Page 2, lines 10–13; page 4, lines 1–4</b>
<i>Nana was an interesting <b>nanny</b>, to say the least.</i>		
<u>Clues:</u> lovingly lick; <i>get them back on track</i> ; never forgot John's soccer uniform; carried an umbrella... in case of rain.		
<u>Definition:</u> a person hired to take care of the children		
<b>3. dillydallied</b>	<b>Page 2, line 17</b>	<b>Page 2, lines 17–19</b>
<i>If the children wandered or <b>dillydallied</b> on their way to school, she would bump them with her head to get them back on track.</i>		
<u>Clues:</u> she would get them back on track		
<u>Definition:</u> To waste time standing around and doing nothing		
<b>4. tidying</b>	<b>Page 4, line 9</b>	<b>Page 4, lines 8–13</b>
<i>Mrs. Darling had never heard of Peter Pan until one day when she was <b>tidying</b> up her children's minds.</i>		
<u>Clues:</u> as if minds are drawers and children's memories are underwear and socks that need to be folded and put away.		
<u>Definition:</u> to pick up and organize		
<b>5. Neverland</b>	<b>Page 5, line 7</b>	<b>Page 5, lines 8–12</b>
<i>Eventually, however, all lines and squiggles would lead to <b>Neverland</b>.</i>		
<u>Clues:</u> magical island in the middle of every child's mind.		
<u>Definition:</u> an imaginary place where children go when they dream		
<b>6. forgotten</b>	<b>Page 6, line 18</b>	<b>Page 7, lines 13–14</b>
<i>Mrs. Darling didn't know anything about Neverland. Or rather, she did, from her own childhood. But she had long since <b>forgotten</b>...</i>		
<u>Clues:</u> But he isn't a stranger, Mother. Don't you remember him?		
<u>Definition:</u> do not remember		
<b>7. recalled</b>	<b>Page 8, line 1</b>	<b>Page 8, lines 5–7</b>
<i>But in the back of her mind she <b>recalled</b> a story about a boy who kept children company so that they would not be scared.</i>		
<u>Clues:</u> Well, anyway, even if I did remember him, by now he would be grown up, just like me.		
<u>Definition:</u> to bring a past event back into your mind; to remember		
<b>8. flown</b>	<b>Page 12, line 1</b>	<b>Page 10, lines 12–13; page 12, line 1</b>

Teacher Answer Key		
Mystery Word	Word Location	Clue Location
<i>... the window of the children's bedroom had blown open and a boy really had <b>flown</b> in and dropped onto the floor.</i>		
<u>Clues:</u> <i>He comes in through the window; and dropped onto the floor.</i>		
<u>Definition:</u> to move through air like a plane		
<b>9. growled</b>	<b>Page 12, line 16</b>	<b>Page 12, lines 17–18</b>
<i>When Peter saw Mrs. Darling, he bared those pearly teeth at her and <b>growled</b>.</i>		
<u>Clues:</u> <i>Mrs. Darling screamed . . . Nana was there. She growled too, and lunged at Peter.</i>		
<u>Definition:</u> to make a sound to show anger		
<b>10. nipped</b>	<b>Page 13, line 6</b>	<b>Page 13, lines 4–7</b>
<i>Nana had <b>nipped</b> it with her teeth right before Peter jumped.</i>		
<u>Clues:</u> <i>Nana had something in her mouth ... with her teeth ...</i>		
<u>Definition:</u> to bite		
<b>11. jealous</b>	<b>Page 14, line 3</b>	<b>Page 14, lines 4–6</b>
<i>He was frustrated and <b>jealous</b>...</i>		
<u>Clues:</u> <i>about other people doing better... About the children loving Nana so very much—possibly more than him.</i>		
<u>Definition:</u> feeling sad about something someone else has		
<b>12. hovering</b>	<b>Page 15, line 7</b>	<b>Page 15, lines 5–7</b>
<i>Outside, she saw a million stars, some of which seemed to her to be <b>hovering</b> around the house, as if trying to get in.</i>		
<u>Clues:</u> <i>stars ... around the house ... trying to get in.</i>		
<u>Definition:</u> to stay floating in the air		
<b>13. contagious</b>	<b>Page 17, line 7</b>	<b>Page 17, lines 6–10</b>
<i>Wendy's light went out first. It yawned and, yawns being <b>contagious</b>, the other two lights promptly yawned as well.</i>		
<u>Clues:</u> <i>It yawned and... the other two lights yawned as well.</i>		
<u>Definition:</u> to spread from one person to another.		
<b>14. spotted</b>	<b>Page 18, line 11</b>	<b>Page 18, lines 13–15</b>
<i>Tink told Peter that she <b>spotted</b> his shadow in the chest of drawers.</i>		
<u>Clues:</u> <i>Peter threw open the drawers ... and found his shadow</i>		
<u>Definition:</u> to see		
<b>15. wrinkly</b>	<b>Page 21, line 13</b>	<b>Page 21, lines 14–15</b>
<i>Within minutes, the shadow was back where it belonged, even if it was a bit <b>wrinkly</b>.</i>		
<u>Clues:</u> <i>Wendy wondered whether she should have ironed it first.</i>		
<u>Definition:</u> not smooth; had many marks from folding		

Teacher Answer Key		
Mystery Word	Word Location	Clue Location
<b>16. apologized</b>	<b>Page 22, line 3</b>	<b>Page 22, lines 4–5</b>
<i>This made Wendy so mad that she got back into bed and covered her face with the blankets until Peter <b>apologized</b>.</i>		
<u>Clues</u> : <i>I'll forgive you if you give me a kiss.</i>		
<u>Definition</u> : to ask for forgiveness; to say that you are sorry		
<b>17. naughty</b>	<b>Page 25, line 10</b>	<b>Page 25, lines 10–12</b>
<i>"That must be Tink," Peter explained. "She certainly is being <b>naughty</b> today!"</i>		
<u>Clues</u> : <i>Suddenly Wendy screamed. It felt as if someone had pulled her hair! Tinker Bell told Peter that she would continue to misbehave...</i>		
<u>Definition</u> : not nice; doing bad things		

## Background 2: Fairy Tales

### Fairy Tales

The book *Peter Pan* is an example of a fairy tale. It is a fictional story about a boy named Peter Pan. In the book, we learn about Peter Pan's adventures. He lived in a magical place and he had a fairy named Tinker Bell. He did not want to grow up. Before reading *Peter Pan*, we are going to learn about fairy tales.

#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Read the text about fairy tales.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

#### Guiding Question: *What is a fairy tale?*

**Fairy tales** are **imaginary** stories. **Fairy tales** are **fiction**. They are not real.

**Fairy tales** usually happen in the past and they usually happen in an **imaginary** place.



**Fairy tales** usually have magical **characters**, such as **fairies**, trolls, or talking animals. Sometimes the characters have magical powers, such as flying or changing into other things. Some **fairy tales** have a prince or princess.

#### Glossary

**characters** – people in a story

**fairies** – tiny imaginary creatures that look like humans but have magical powers

**fairy tales** – stories that tell of magical events in make-believe worlds

**fiction** – an imaginary story; a made-up story

**imaginary** – not real; existing only in the mind





fairy



troll



princess



prince

**Fairy tales** usually have some good **characters** and some bad **characters**.

**Fairy tales** usually have a problem that has to be solved. They can teach us a lesson.

### Word Bank

past

imaginary

lesson

magical

imaginary

### Supplementary Questions

1. What are fairy tales?

Fairy tales are \_\_\_\_\_ stories. [EN, EM]

Fairy tales \_\_\_\_\_ . [TR]

2. When do fairy tales usually happen?

Fairy tales usually happen in the \_\_\_\_\_. [EN, EM]

Fairy tales \_\_\_\_\_. [TR]

3. Where do fairy tales usually happen?

Fairy tales usually happen in \_\_\_\_\_ places. [EN, EM]

Fairy tales \_\_\_\_\_. [TR]

4. What do fairy tales usually have?

Fairy tales usually have \_\_\_\_\_ characters. [EN, EM]

Fairy tales \_\_\_\_\_. [TR]

5. What do fairy tales do?

Fairy tales teach us a \_\_\_\_\_. [EN, EM]

Fairy tales \_\_\_\_\_. [TR]

**Response to Guiding Question:** *What is a fairy tale?*

**Guiding Question:** *Why is Peter Pan a fairy tale?*

The story of *Peter Pan* is an example of a **fairy tale**. It happens in an **imaginary** place called Neverland. We know it is **imaginary** because each child's Neverland is a little different. Neverland does not exist on a map.



Peter Pan is a magical **character**. Peter Pan can fly and he has a **fairy** friend named Tinker Bell.



Captain Hook is Peter Pan's **enemy**. He is the captain of all the pirates.

### Glossary

**character** – a person in a story

**enemy** – a person who hates or wants to hurt someone else

**fairy** – an imaginary creature that looks like a human but has magical powers

**fairy tales** – stories that tell of magical events in make-believe worlds

**imaginary** – not real; existing only in the mind

**jealous** – afraid of losing someone's love or attention to someone else



There are good **characters** and bad **characters** in the story. Peter Pan is a good **character** because he saves people. Wendy is a good **character** because she mothers Peter Pan and the lost boys. Tinker Bell is a bad **character**. Tinker Bell tries to hurt Wendy because she is **jealous**. Captain Hook is a bad **character** because he hurts people. Captain Hook and the pirates are mean to people.

In the story of Peter Pan, we learn that everybody must grow up. The **characters** have fun in Neverland, but they know they must go home. They have to grow up.

### Word Bank

hurt	bad	good	Neverland
hurts	bad	good	saves
grow up	imaginary	mothers	

### Supplementary Questions

1. Where does the story of Peter Pan happen?

The story of Peter Pan happens in an \_\_\_\_\_ place named \_\_\_\_\_. [EN, EM]

The story of Peter Pan \_\_\_\_\_. [TR]

2. Is Peter Pan a good or bad character? Why?

Peter Pan is a \_\_\_\_\_ character because he \_\_\_\_\_ people. [EN, EM]

Peter Pan \_\_\_\_\_. [TR]

3. Is Wendy a good or bad character? Why?

Wendy is a \_\_\_\_\_ character because she \_\_\_\_\_ Peter Pan and the lost boys. [EN, EM]

Wendy \_\_\_\_\_. [TR]

4. Is Tinker Bell a good or bad character? Why?

Tinker Bell is a \_\_\_\_\_ character because she tries to \_\_\_\_\_ Wendy. [EN, EM]

Tinker Bell \_\_\_\_\_.  
[TR]

5. Is Captain Hook a good or bad character? Why?

Captain Hook is a \_\_\_\_\_ character because he \_\_\_\_\_ people. [EN, EM]

Captain Hook \_\_\_\_\_.  
[TR]

6. What do we learn in *Peter Pan*?

We learn that everyone must \_\_\_\_\_. [EN, EM]

We learn \_\_\_\_\_.  
[TR]

**Response to Guiding Question:** *Why is Peter Pan a fairy tale?*

Glossary of Key Vocabulary: *Peter Pan*

Vocabulary word	Quartile	Definition	Sample sentence from the text
actually <i>realmente</i>	Q1	really	But the Darlings were poor, and so their nanny was <b>actually</b> just a giant Newfoundland dog named Nana (pg. 2).
address <i>dirección</i>	Q2	the place where a person lives	“That’s a funny <b>address</b> ,” Wendy said (pg. 20).
admitted <i>admitió</i>	Q3	told the truth	“Well,” Wendy <b>admitted</b> , “not always” (pg. 7).
arrival <i>llegada</i>	Q3	reaching a certain place	Until, that is, the <b>arrival</b> of a boy named Peter Pan (pg. 4).
ashamed <i>apenado</i>	N/A	felt shame; embarrassed	Mr. Darling was <b>ashamed</b> of Nana, and sometimes he was cold to her as a result (pg. 2).
blinking <i>intermitente</i>	N/A	twinkling	A strange <b>blinking</b> glow came from within a water jug (pg. 18).
bored <i>aburrido</i>	Q4	tired of doing something that is not interesting anymore	The old stars were glassy-eyed and <b>bored</b> , but the little ones were curious and full of wonder and winks (pg. 16).
certain <i>segura</i>	Q1	sure	The thing that scared her most was that she was fairly <b>certain</b> they were from a tree that did not even grow in England (pg. 11).
claimed <i>reclamado</i>	Q2	said that something belongs to you	He told her all about the lost boys, who had fallen out of their strollers when they were babies and had never been <b>claimed</b> (pg. 24).
commotion <i>conmoción</i>	N/A	noisy excitement and confusion	The instant Mr. and Mrs. Darling were safely inside the neighbor’s house, a <b>commotion</b> broke out in the heavens (pg. 16).
confused <i>confundido</i>	Q3	did not understand	But she had long since forgotten, and so was <b>confused</b> when she bumped into the island in her travels through her children’s minds (pg. 6).



Vocabulary word	Quartile	Definition	Sample sentence from the text
contagious* <i>contagioso</i>		spreading from person to person	Wendy’s light went out first. It yawned and, yawns being <b>contagious</b> , the other two lights promptly yawned as well (pg. 17).
cooperating* <i>cooperando</i>		doing what someone asks without complaining	Since Tinker Bell wasn’t <b>cooperating</b> , Wendy turned her attention back to Peter (pg. 24).
curious <i>curioso</i>	Q3	excited to learn or know	Children’s minds are a <b>curious</b> place (pg. 5).
darted <i>movió rápidamente</i>	N/A	moved quickly	With him was a little light, no bigger than a fist, that <b>darted</b> around the room like a mosquito (pg. 12).
discovered <i>descubrió</i>	Q1	found	Mrs. Darling was tidying up the nursery where all of the young Darling children slept and <b>discovered</b> some leaves on the floor (pg. 9).
emerging* <i>emerger</i>		coming into view	“No,” Tink replied, <b>emerging</b> (pg. 18).
enormous <i>enorme</i>	Q2	very big	Just like Mr. Darling, it seemed that the little fairy suffered from one <b>enormous</b> case of jealousy (pg. 25).
eventually <i>eventualmente</i>	Q2	in the end	<b>Eventually</b> , however, all of the lines and squiggles would lead to Neverland (pg. 5).
exactly <i>exactamente</i>	Q1	in every respect; just	Wendy smiled. How <b>exactly</b> like a boy (pg. 21).
fond <i>gustar</i>	Q4	having a liking for	They didn’t particularly care for Peter, who liked to sneak up behind them and try to blow them out, but they were generally <b>fond</b> of fun—and Peter was all about fun, so they decided to help him tonight (pg. 16).
frowning <i>frunciendo</i>	N/A	making a sad face	While Wendy went to look for a snack, Mrs. Darling stayed behind, still <b>frowning</b> about the leaves (pg. 10).

Vocabulary word	Quartile	Definition	Sample sentence from the text
fuss <i>alboroto</i>	N/A	attention that is not necessary	“You are making a <b>fuss</b> out of nothing at all,” Mr. Darling insisted when she told him (pg. 11).
germs <i>gérmenes</i>	Q4	very small living things that cause sickness	She didn’t believe in all the newfangled talk about <b>germs</b> (pg. 2).
guard <i>proteger</i>	Q2	protect	“What if he comes back and Nana’s not here to <b>guard</b> the children?” (pg. 14).
guide <i>guía</i>	Q2	a person who shows the way or leads others	It is a place children go to mainly in their imaginations, unless of course they have an invitation and a very special <b>guide</b> (pg. 5).
hidden <i>oculto</i>	Q2	not seen	Instead, she decided to stuff the shadow into the bottom of a drawer, <b>hidden</b> away like one of her children’s unpleasant thoughts (pg. 13).
huffed* <i>resopló</i>		blew; puffed	“I don’t see what’s so funny about it,” Peter <b>huffed</b> , embarrassed (pg. 20).
insisted <i>insistió</i>	Q3	said in a way that is forceful	Mrs. Darling <b>insisted</b> , but as soon as she said this, she knew it was not quite true (pg. 7).
instead <i>en lugar de</i>	N/A	in place of something	She never once forgot John’s soccer uniform, and she usually carried an umbrella in her mouth, <b>instead</b> of a bone, in case of rain (pg. 4).
jealous <i>celoso</i>	N/A	feeling angry or sad when you want what another person has	He was frustrated and <b>jealous</b> —about other people doing better in the stock market, and about the children loving Nana so very much—possibly more than him (pg. 14).
meanwhile <i>mientras tanto</i>	Q3	at the same time	Wendy, <b>meanwhile</b> , had a pet wolf and a boat (pg. 6).
naughty* <i>travieso</i>		behaving badly	“That must be Tink,” Peter explained. “She certainly is being <b>naughty</b> today!” (pg. 25).
nonsense <i>tonterías</i>	Q4	words or ideas that are not true	“It’s probably just some <b>nonsense</b> put into their heads by that no-good nanny (pg. 8).
observed <i>observados</i>	Q2	watched	But they were being <b>observed</b> from above (pg. 16).

Vocabulary word	Quartile	Definition	Sample sentence from the text
often <i>frecuentemente</i>	Q1	many times	And it did rain quite <b>often</b> in England (pg. 4).
possibly <i>posiblemente</i>	Q2	used to show shock or surprise	“He can’t <b>possibly</b> . We are three stories up! Why didn’t you tell me this before?” her mother cried (pg. 10).
probably <i>probablemente</i>	Q1	very likely	“It’s <b>probably</b> just some nonsense put into their heads by that no-good nanny (pg. 8).
quite <i>bastante</i>	N/A	very; rather	Mrs. Darling insisted, but as soon as she said this, she knew it was not <b>quite</b> true (pg. 7).
realize <i>dio cuenta</i>	Q2	understand	Before that day, Wendy didn’t <b>realize</b> she wouldn’t stay the same (pg. 1).
recalled <i>recordó</i>	Q3	remembered something from the past	But in the back of her mind she <b>recalled</b> a story about a boy who kept children company so that they would not be scared (pg. 8).
replied <i>respondió</i>	Q2	gave an answer	She asked Wendy about them, but Wendy merely <b>replied</b> , “Oh, Peter must have left those leaves” (pg. 10).
result <i>resultado</i>	Q1	something that happens because of something else; a consequence	Mr. Darling was ashamed of Nana, and sometimes he was cold to her as a <b>result</b> (pg. 2).
revealed <i>reveló</i>	Q3	made known	It was in just this way that Wendy <b>revealed</b> something quite upsetting to her mother one morning (pg. 9).
shadow <i>sombra</i>	Q2	a dark shape that appears on a surface when someone blocks the light from the sun	It was Peter’s <b>shadow</b> (pg. 13).
slightly <i>un poco</i>	Q2	a little	Every child’s Neverland is <b>slightly</b> different (pg. 5).
soothingly* <i>tranquilizadoramente</i>		calmly	“That’s right,” she said <b>soothingly</b> (pg. 15).

Vocabulary word	Quartile	Definition	Sample sentence from the text
stranger <i>desconocido</i>	Q3	someone you don't know	"But he isn't a <b>stranger</b> , Mother. Don't you remember him?" (pg. 7).
suppose <i>supongo</i>	N/A	to believe something to be true	"I <b>suppose</b> you are right," Mrs. Darling said (pg. 11).
tidy* <i>ordenado</i>		neat	"He really is quite messy," said Wendy, who was a very <b>tidy</b> child (pg. 10).
upsetting <i>terrible</i>	N/A	making someone unhappy	It was in just this way that Wendy revealed something quite <b>upsetting</b> to her mother one morning (pg. 9).
wandered <i>deambulaban</i>	Q3	went away from a path	If the children <b>wandered</b> or dillydallied on their way to school, she would bump into them with her big head to get them back on track (pg. 2).
within <i>dentro</i>	N/A	inside	A strange blinking glow came from <b>within</b> a water jug (pg. 18).



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