

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

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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"> • Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 1. • Follow the instructions for the Opening and Work Time Part A. • 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. • Follow the instructions for Closing and Assessment and Homework from the Expeditionary Learning materials.
<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"> • Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 7. • Follow the instructions for the Opening. • 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.

<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"> • Turn to Expeditionary Learning: Module 1: Unit 3: Lesson 7. • 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. • Follow the instructions for Work Time, Closing and Assessment, and Homework from the Expeditionary Learning materials.
<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*^{2F1} – features of the land (such as mountains or valleys) that are formed by nature

physical environment* – the physical conditions in a place

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



¹ Words with an asterisk (*) are highlighted in the Expeditionary Learning lessons.

The physical environment in this picture is cold. There is a lot of snow. The people are wearing warm clothing because the temperature is cold.	temperature – the amount of heat or cold
Word Bank	
heat rain	features cold
Supplementary Questions	
<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>	
Response to Guiding Question: <i>What is the physical environment? (Describe in your own words.)</i>	

Guiding Question: <i>How is our physical environment connected to how we live?</i>	
<p>Introduction</p> <p>All around the world, the way that people live is closely connected to their physical environment. The landforms, the temperature, the seasons, and the amount of rainfall in a place are all important parts of its physical environment. 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;">Glossary</p> <p>landforms* – features of the land (such as mountains or valleys) that are formed by nature</p> <p>physical environment* – the physical conditions in a place</p> <p>rainfall – 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	Glossary
<p>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.</p>	<p>climate* – the normal weather conditions in a place</p>

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.

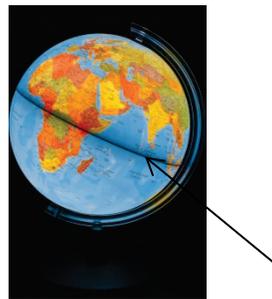
Glossary

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.

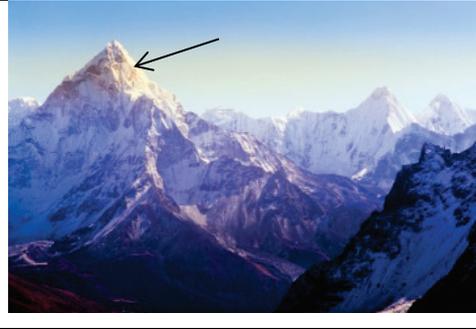
Glossary

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.

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



Word Bank

coast

highlands

jungle

coastal

highlands

Supplementary Questions

1. Where is Lima?

Lima is on the _____. [EN, EM]

Lima is _____. [TR]

2. Where is Cajamarca?

Cajamarca is in the _____. [EN, EM]

Cajamarca is _____. [TR]

3. Where are the rural communities?

Some rural communities are in the _____ region, some rural communities are in the _____, and some rural communities are in the _____. [EN, EM]

Rural communities are _____. [TR]

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

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>Response to Guiding Question: <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, innovative ways. CEDILIBBY Peru is an institution that delivers books in bags to families in Lima. 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;">Glossary</p> <p>innovative – new and inventive</p> <p>institution – organization</p> <p>Lima – 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 access (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 across the rough terrain (pg. 29).
ancient <i>antiguo</i>	Q1	very old	In the ancient 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 arrival of the camels (pg. 19).
await <i>esperan</i>	N/A	wait for	The students of Bulla Iftin eagerly await 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 borrow 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 brought from school to school by wagon (pg. 27).
browsing <i>buscar,</i> <i>curiosear</i>	N/A	looking	The children, who are excited about browsing 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 capital 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 caravan 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 coastal regions, books are sometimes delivered by donkey cart (pg. 27).
designed <i>diseñado</i>	Q2	made	They have even designed 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 displays 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 distances are huge, and many villages are very isolated (pg. 10).
divide <i>divide</i>	Q1	separate	A driver and a librarian divide the books into two boxes (pg. 18).
eagerly <i>ansiosamente</i>	Q4	very excitedly	The students of Bulla Iftin eagerly 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 enables parents to share the joy of books with their children (pg. 26).
finally <i>finalmente</i>	Q1	at last	When the library caravan finally 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 gather 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 huge 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 impassable because of the desert sand, even for cars with four-wheel drive (pg. 18).
include <i>incluyen</i>	Q1	have	They even include 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 institution 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 isolated (pg. 10).
lends <i>presta</i>	N/A	lets someone use something	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 (pg. 27).
mobile <i>portátil</i>	N/A	able to move	A mobile 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 offers Internet access (pg. 10).
old glory <i>regresar a su gloria</i>	Q4	past beauty	The police restored the trains to their old glory , 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 package 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, providing 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 public -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 public library system 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 realized 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 railway station , where many of the kids were hanging out (pg. 29).
receive <i>recibe</i>	Q1	get	Children in Peru can receive their books in several different, innovative ways (pg. 26).
region <i>región</i>	Q1	an area of land	The arctic region 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 remote corner of Canada's Arctic (pg. 11).
request <i>solicitan</i>	Q3	ask for	They request library books by e-mail or by phone (pg. 10).
restored <i>restauró</i>	N/A	brought back to an earlier condition	The police restored 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, rural 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 select 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 several different, innovative ways (pg. 26).
stretches <i>extiende</i>	Q2	extends	The arctic region stretches 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 terrain (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 territory 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 thermometer 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 trade 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 treasure their new books for two weeks (pg. 19).
villages <i>pueblos</i>	Q1	small towns	The distances are huge, and many villages 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 wagon (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"> This background activity could be completed at any time during Expeditionary Learning: Module 3A: Unit 1.
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"> Turn to Expeditionary Learning: Module 3A: Unit 1: Lesson 1. Follow the instructions for Opening Work Time and Closing and Assessment Part A. Before students begin Closing and Assessment Part B, ask them to complete the background activity called “Fairy Tales,” which AIR has provided below. Follow the instructions for Homework from the Expeditionary Learning materials.
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>INSTRUCTIONS FOR STUDENTS</p> <ul style="list-style-type: none"> • <u>Underline</u> the mystery word in the sentence where it appears. • 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.) • Write the clues in the space provided. (Some are already filled in.) • Use the clues to write in a definition for each mystery word. The first one has been done for you.

Context Clues		
Mystery Word	Word Location	Clue Location
1. scrimp	Page 2, line 3	Page 2, lines 1–3
<i>His stock didn’t always work for him, however, and so the family had to scrimp and save.</i>		
<u>Clues:</u> <i>save</i>		
<u>Definition:</u> spend very little		
2. nanny	Page 2, line 10	Page 2, lines 10–13; page 4, lines 1–4
<i>Nana was an interesting nanny, 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>		
3. dillydallied	Page 2, line 17	Page 2, lines 17–19
<i>If the children wandered or dillydallied 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>		
4. tidying	Page 4, line 9	Page 4, lines 8–13
<i>Mrs. Darling had never heard of Peter Pan until one day when she was tidying up her children's minds.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
5. Neverland	Page 5, line 7	Page 5, lines 8–12
<i>Eventually, however, all lines and squiggles would lead to Neverland.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
6. forgotten	Page 6, line 18	Page 7, lines 13–14
<i>Mrs. Darling didn't know anything about Neverland. Or rather, she did, from her own childhood. But she had long since forgotten...</i>		
<u>Clues:</u>		
<u>Definition:</u>		
7. recalled	Page 8, line 1	Page 8, lines 5–7
<i>But in the back of her mind she recalled a story about a boy who kept children company so that they would not be scared.</i>		
<u>Clues:</u>		
<u>Definition:</u>		
8. flown	Page 12, line 1	Page 10, lines 12–13; page 12, line 1
<i>... the window of the children's bedroom had blown open and a boy really had flown in and dropped onto the floor.</i>		
<u>Clues:</u>		
<u>Definition:</u>		

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

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

Teacher Answer Key		
Mystery Word	Word Location	Clue Location
1. scrimp	Page 2, line 1	Page 2, lines 1–3
<i>His stock didn't always work for him, however, and so the family had to scrimp and save.</i>		
<u>Clues:</u> save <u>Definition:</u> spend very little		
2. nanny	Page 2, line 10	Page 2, lines 10–13; page 4, lines 1–4
<i>Nana was an interesting nanny, 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		
3. dillydallied	Page 2, line 17	Page 2, lines 17–19
<i>If the children wandered or dillydallied 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		
4. tidying	Page 4, line 9	Page 4, lines 8–13
<i>Mrs. Darling had never heard of Peter Pan until one day when she was tidying 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		
5. Neverland	Page 5, line 7	Page 5, lines 8–12
<i>Eventually, however, all lines and squiggles would lead to Neverland.</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		
6. forgotten	Page 6, line 18	Page 7, lines 13–14
<i>Mrs. Darling didn't know anything about Neverland. Or rather, she did, from her own childhood. But she had long since forgotten...</i>		
<u>Clues:</u> But he isn't a stranger, Mother. Don't you remember him? <u>Definition:</u> do not remember		
7. recalled	Page 8, line 1	Page 8, lines 5–7
<i>But in the back of her mind she recalled 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		
8. flown	Page 12, line 1	Page 10, lines 12–13; page 12, line 1

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 flown 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		
9. growled	Page 12, line 16	Page 12, lines 17–18
<i>When Peter saw Mrs. Darling, he bared those pearly teeth at her and growled.</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		
10. nipped	Page 13, line 6	Page 13, lines 4–7
<i>Nana had nipped 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		
11. jealous	Page 14, line 3	Page 14, lines 4–6
<i>He was frustrated and jealous...</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		
12. hovering	Page 15, line 7	Page 15, lines 5–7
<i>Outside, she saw a million stars, some of which seemed to her to be hovering 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		
13. contagious	Page 17, line 7	Page 17, lines 6–10
<i>Wendy's light went out first. It yawned and, yawns being contagious, 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.		
14. spotted	Page 18, line 11	Page 18, lines 13–15
<i>Tink told Peter that she spotted 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		
15. wrinkly	Page 21, line 13	Page 21, lines 14–15
<i>Within minutes, the shadow was back where it belonged, even if it was a bit wrinkly.</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
16. apologized	Page 22, line 3	Page 22, lines 4–5
<i>This made Wendy so mad that she got back into bed and covered her face with the blankets until Peter apologized.</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		
17. naughty	Page 25, line 10	Page 25, lines 10–12
<i>"That must be Tink," Peter explained. "She certainly is being naughty 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 actually just a giant Newfoundland dog named Nana (pg. 2).
address <i>dirección</i>	Q2	the place where a person lives	“That’s a funny address ,” Wendy said (pg. 20).
admitted <i>admitió</i>	Q3	told the truth	“Well,” Wendy admitted , “not always” (pg. 7).
arrival <i>llegada</i>	Q3	reaching a certain place	Until, that is, the arrival of a boy named Peter Pan (pg. 4).
ashamed <i>apenado</i>	N/A	felt shame; embarrassed	Mr. Darling was ashamed of Nana, and sometimes he was cold to her as a result (pg. 2).
blinking <i>intermitente</i>	N/A	twinkling	A strange blinking 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 bored , 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 certain 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 claimed (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 commotion broke out in the heavens (pg. 16).
confused <i>confundido</i>	Q3	did not understand	But she had long since forgotten, and so was confused 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 contagious , 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 cooperating , Wendy turned her attention back to Peter (pg. 24).
curious <i>curioso</i>	Q3	excited to learn or know	Children’s minds are a curious place (pg. 5).
darted <i>movió rápidamente</i>	N/A	moved quickly	With him was a little light, no bigger than a fist, that darted 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 discovered some leaves on the floor (pg. 9).
emerging* <i>emerger</i>		coming into view	“No,” Tink replied, emerging (pg. 18).
enormous <i>enorme</i>	Q2	very big	Just like Mr. Darling, it seemed that the little fairy suffered from one enormous case of jealousy (pg. 25).
eventually <i>eventualmente</i>	Q2	in the end	Eventually , 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 exactly 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 fond 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 frowning 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 fuss 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 germs (pg. 2).
guard <i>proteger</i>	Q2	protect	“What if he comes back and Nana’s not here to guard 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 guide (pg. 5).
hidden <i>oculto</i>	Q2	not seen	Instead, she decided to stuff the shadow into the bottom of a drawer, hidden 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 huffed , embarrassed (pg. 20).
insisted <i>insistió</i>	Q3	said in a way that is forceful	Mrs. Darling insisted , 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, instead 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 jealous —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, meanwhile , 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 naughty today!” (pg. 25).
nonsense <i>tonterías</i>	Q4	words or ideas that are not true	“It’s probably just some nonsense put into their heads by that no-good nanny (pg. 8).
observed <i>observados</i>	Q2	watched	But they were being observed 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 often in England (pg. 4).
possibly <i>posiblemente</i>	Q2	used to show shock or surprise	“He can’t possibly . 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 probably 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 quite true (pg. 7).
realize <i>dio cuenta</i>	Q2	understand	Before that day, Wendy didn’t realize 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 recalled 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 replied , “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 result (pg. 2).
revealed <i>reveló</i>	Q3	made known	It was in just this way that Wendy revealed 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 shadow (pg. 13).
slightly <i>un poco</i>	Q2	a little	Every child’s Neverland is slightly different (pg. 5).
soothingly* <i>tranquilizadoramente</i>		calmly	“That’s right,” she said soothingly (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 stranger , Mother. Don't you remember him?" (pg. 7).
suppose <i>supongo</i>	N/A	to believe something to be true	"I suppose you are right," Mrs. Darling said (pg. 11).
tidy* <i>ordenado</i>		neat	"He really is quite messy," said Wendy, who was a very tidy child (pg. 10).
upsetting <i>terrible</i>	N/A	making someone unhappy	It was in just this way that Wendy revealed something quite upsetting to her mother one morning (pg. 9).
wandered <i>deambulaban</i>	Q3	went away from a path	If the children wandered 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 within a water jug (pg. 18).

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