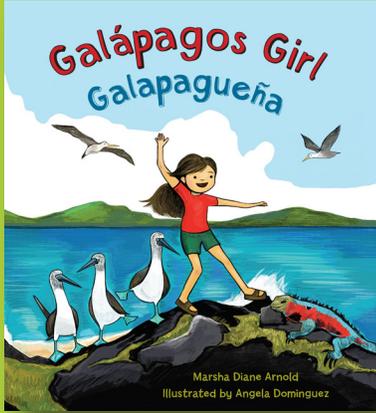


## TEACHER'S GUIDE



LEE & LOW BOOKS

## Galápagos Girl/Galapagueña

written by Marsha Diane Arnold, illustrated by Angela Dominguez

### About the Book

Genre: Juvenile Fiction

\*Reading Level: Grade 4

Interest Level: Grades PreK–5

Guided Reading Level: N

Spanish Guided Reading Level: N

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

\*Reading level based on the Spache Readability Formula

**Themes:** Nature & The Natural World, Animal/Biodiversity/Plant Adaptations, Animals, Bilingual, Childhood Experiences and Memories, Diversity, Empathy/Compassion, Environment/Nature, Exploring Ecosystems, Home, Human Impact On Environment/Environmental Sustainability, Kindness/Caring, Latino/Hispanic/Mexican Interest, Nature/Science, Responsibility

### SYNOPSIS

As a Galapagueña, Valentina spends her days observing the natural world around her.

She greets sea lions splashing on the shore, scampers over lava rocks with Sally-Lightfoot crabs, and swims with manta rays. She is a Galápagos girl, and there is no place she'd rather be!

But Valentina also understands the fragility of this wondrous world, and she makes a solemn promise to protect the islands and her animal friends.

This delightful bilingual story was inspired by the childhood of Valentina Cruz, whose family was one of the first permanent inhabitants of the Galápagos. Valentina is now a biologist and naturalist guide who has dedicated her life to the conservation of the islands. Whimsical illustrations by Pura Belpré Honor recipient Angela Dominguez transport readers to these unique islands, which shelter a diverse number of plant and animal species, many of which can be found nowhere else on the planet.

Come discover this beautiful world with Valentina and her animal friends!



## BACKGROUND

### Author's Note

"In 2007, I visited the Galápagos Islands, where I met with Valentina Cruz. Galápagos Girl was inspired by the stories Valentina shared with me about her childhood.

Valentina was born on her family's farm on Floreana in 1971. Her father, Eliecer Cruz Cevallos, was one of only a hundred people living on the Galápagos Islands in 1939. Valentina remembers her father as an adventurer with a love of books and nature. From him and her mother, Emma, she learned to love the Galápagos.

When Eliecer arrived in the Galápagos, Floreana tortoises were already extinct. However, Valentina did grow up with tortoises that had been brought to Floreana from other islands. The tortoise Isabela in the story was from Isabela Island. As of this writing, it is still alive and lives on Floreana under the care of the Galápagos National Park. The tortoise Carlitos was from Santa Cruz Island and died in the 1982-1983 El Niño event. Recently, scientists found tortoises near Wolf Volcano on Isabela Island that carry some of the genes of the Floreana tortoise. A project has been started to bring these tortoises back to Floreana, which will help the ecological restoration of their island.

Valentina and her entire family have always been involved in protecting the Galápagos, from a brother who was the first Galapagueño (person from the Galápagos) to head the Galápagos National Park, to a sister who is the director of an agency that helps control invasive species on the islands. When Valentina was only twelve years old, she volunteered at the Charles Darwin Research Station on school holidays. Operated by the Charles Darwin Foundation, the station is located on Santa Cruz Island and does scientific research and environmental education all over the Galápagos. Valentina's volunteer work involved camping on Floreana Island, studying the challenges facing the Galápagos petrel. After high school, Valentina

studied with ornithologist Richard Harris Podolsky, PhD, on Pinta Island. Through these experiences, she knew she wanted to become a biologist. She studied biology at the University of Havana in Cuba. There she met her future husband, Lazaro Roque Albello, PhD. They returned to the Galápagos, where they collaborated on many projects together, including research on hawk moths and invertebrates. Being a naturalist guide was Valentina's favorite role as a biologist. She enjoyed sharing her knowledge, experience, and respect for the Galápagos animals with visitors.

The animals and plants of the Galápagos are unique and fragile. Valentina's and my hope is that after reading this book, you too will say, "We will help to keep them safe."

—Marsha Diane Arnold, author

Contact award-winning children's book author Marsha Diane Arnold at [marshaoak@mac.com](mailto:marshaoak@mac.com) to schedule a school visit. Visit her website (<http://www.marshadiarnold.com/>) to learn more.

### About the Galápagos Islands

The Galápagos Islands lie in the Pacific Ocean, about six hundred miles off the coast of mainland Ecuador, South America. The thirteen major islands and more than one hundred small islands and rocks were formed by volcanoes. Only a few of the islands are home to humans.

Of the animals that journeyed to the Galápagos from different mainlands, few survived. Those that did evolved in unique ways as they adapted to conditions on their particular island. Thus, many of the islands' plants and animals are found nowhere else on Earth. A species that can be found in only one place is called endemic. Many Galápagos animals are endemic, including the Galápagos tortoise, Galápagos marine iguana, Galápagos blue butterfly, and Floreana mockingbird.

A growing population and an active tourist trade, as well as the world's changing climate, have



greatly affected these vulnerable islands. Invasive species that have been introduced to the islands, such as goats, rats, and pigs, have also negatively impacted the distinct species that have called the islands home for thousands of years. For example, there are only 350 to 500 Floreana mockingbirds remaining in the world. Still, through the work of scientists and community-based conservation efforts, plants and animals like the Floreana tortoise and Floreana mockingbird may be restored to their original island homes.

### **Fun Facts About the Galápagos Animals You Met in the Story**

Please refer to the backmatter of the book for a brief description of all of the Galápagos animals that are referenced in the story for more detailed information.

### **Additional LEE & LOW titles to teach Environmental & Animal Activism:**

***Seeds of Change: Planting a Path to Peace*** written by Jen Johnson, illustrated by Sonia Sadler

<https://www.leeandlow.com/books/seeds-of-change>

***The Mangrove Tree: Planting Trees to Feed Families*** written by Susan L. Roth & Cindy Trumbore, illustrated by Susan L. Roth

<https://www.leeandlow.com/books/the-mangrove-tree>

***Aani and the Tree Huggers*** written by Jeannine Atkins, illustrated by Venantius J. Pinto

<https://www.leeandlow.com/books/aani-and-the-tree-huggers>

***Parrots Over Puerto Rico*** written by Susan L. Roth & Cindy Trumbore, illustrated by Susan L. Roth

<https://www.leeandlow.com/books/parrots-over-puerto-rico>

***Prairie Dog Song: The Key to Saving North America's Grasslands*** written by Susan L. Roth & Cindy Trumbore, illustrated by Susan L. Roth

<https://www.leeandlow.com/books/prairie-dog-song>

***Puffling Patrol*** written, illustrated & photographed by Ted & Betsy Lewin

***Everglades Forever: Restoring America's Great Wetland*** written by Trish Marx, illustrated by Cindy Karp

<https://www.leeandlow.com/books/everglades-forever>



## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

### Content Specific

Blue-footed boobies, bienvenida, galapagueña, iguana, lava rocks, Sally-Lightfoot crabs, manta rays, equator, mangroves, geysers, finches, albatross, tortoise, Floreana, whalers

### Academic

saluted, scampered, fluttering, cymbals, trumpeting, trilling, piccolo, bopping, pirouettes, mammals, biologist

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Ask students if they have ever heard of the Galápagos Islands. For students who have, ask: What do you know about the Galápagos Islands? For students who have not: Based on the cover, what do you think the Galápagos Islands are like? What animals and plants might live there based on your predictions? What are some challenges animals living in the Galápagos Islands might face? Why might the Galápagos Islands be a nurturing environment for animals and plants to survive and thrive?
2. Ask students what they know about animals that live on islands. What are some animals that live on islands? What are they like? Which islands do they live on? Why do you think they live there?
3. Ask students what biologists do and about their role as a scientist. What do you think a biologist does? Why are biologists important?
4. Ask students what causes they are passionate about regarding the environment. In today's world, what would they like to change about the way humans interact with the environment? How could they help that particular cause? What could they do to learn more about it?
5. Have students think about why the environment is important, and how it affects people overall. Why is it important to take special care of plants, animals, and wildlife in general? How can you do those things? What are some ways that you can help protect your environment in your community? What would that look like?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *Galápagos Girl/Galapagueña*. Then ask students what they think this book will most likely be about and whom the book might



be about. What do they think might happen? What information do they think they might learn? What makes them think that?

2. Read Marsha Diane Arnold's Biography: Read about Marsha Diane Arnold on the back cover as well as her website [marshadianeardnold.com](http://marshadianeardnold.com). Arnold was inspired to write this story after traveling to the Galápagos Islands, where she met Valentina Cruz and had the opportunity to swim with sea lions. What do you think the writing process was like for her after her experience visiting the Galápagos Islands?
3. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
4. Have students quickly write a feeling in their notebook during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.
5. Consider having students read the Afterword before reading *Galápagos Girl/Galapagueña*. This is available at the end of the book. Students will begin the story with more background and knowledge to ground their thinking while they read.

### Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what animals Valentina encounters on the Galápagos Islands and how she appreciates them
- how Valentina cares for her environment, the Galápagos Islands
- who Carlitos and Isabela were and why they were essential to Valentina's childhood and eventual profession
- why Valentina decides to become a biologist and what inspired her to pursue her career
- why Valentina came back to the Galápagos Islands after she finished school

- why Valentina, in addition to her biology career, became a nature guide and how that was important to her
- how the treatment of animals and the environment impacts us globally

Encourage students to consider why the author, Marsha Diane Arnold, would want to share this story with young people about Valentina Cruz and her dedication to protecting the Galápagos Islands. Have students also read to determine why the text is written in both English and Spanish.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. Where was the main character, Valentina, born?
2. What kinds of animals seemed to greet Valentina and her family?
3. What is Floreana? What did Valentina do there?
4. What kinds of animals did Valentina observe in her environment? What did she like to do with them?
5. What story did Papá tell Valentina about Floreana?
6. Who are Carlitos and Isabela?



**VERDICT:** “Readers are presented here with an unsung and worthy heroine. Recommended for picture book and biography collections.”

—*School Library Journal*

“A timely lesson of conservation that will get kids looking at the wildlife around them and saying, ‘We will not forget you. And we will keep you safe.’”

—*Kirkus Reviews*

“With its vibrant illustrations and engaging text about a true galapagueña, the volume shows that Cruz has kept her promise to her beloved Floreana all these years.”

—*The Horn Book*

7. What did Papa say about the Galápagos animals? What did Valentina say in response?
8. Where did Valentina go when she left Floreana? What did she say to Mamá and Papá when she was leaving? What did she say to the animals?
9. What did Valentina learn in school?
10. What profession(s) did Valentina choose? What did she do? What did she teach to others about the Galápagos Islands?
11. What did the visitors say after they left the Galápagos Islands?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Galápagos Girl/Galapagueña* mean to you after reading? Why do you think the author chose this particular title?
2. How did Valentina appreciate her home, the Galápagos Islands? What were the different ways she cared for her environment? How do you know?
3. What did the Galápagos Islands mean to Valentina? How did her home and wildlife inspire her career and passions later on?
4. Why do you think Valentina promised to the animals as she left for school, “I will not forget you. And I will help to keep you safe.”? How

did this relate to her career as a biologist and nature guide? How did she inspire other people who visited the Galápagos Islands to do the same?

5. How does Valentina’s work inspire you? How did this book make you think differently about your environment and the wildlife in your community?
6. How do you think others can learn from Valentina’s dedication to the Galápagos Islands and the animals that she loves? What would you say to friends and family about Valentina Cruz and the importance of her environmental work as a biologist? Why?
7. Why do you think the author chose to write a story about Valentina Cruz in a picture book format? What do you think was important about that decision? How do you think this book would be different if it was not a picture book?
8. Why do you think the author chose to write a story about Valentina Cruz as a fictional story rather than a biography?

### Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

1. What is one big thought that you have after reading this book? Think about Valentina’s personal journey to protect the Galápagos



Islands. What is your takeaway from this book? What would you tell a friend about this book?

2. What do you think is the author Marsha Diane Arnold's message to the reader? Think about possible motivations behind Marsha Diane Arnold's intentions to write the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Valentina's experiences, thoughts, and feelings mean to you? Valentina Cruz is a very inspiring biologist. Who inspires you in your own life? Why are they important to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Galápagos Girl/Galapagueña*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What does protecting your environment mean to you after reading? After reading *Galápagos Girl/Galapagueña*, what does care and consideration for wildlife and the environment mean to you? Why? How has the meaning of appreciating your environment changed after reading *Galápagos Girl/Galapagueña*?

### ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. **Assign ELL students to partner-read the story with strong English readers/speakers.** Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. **The high quality bilingual text presents ample opportunity here to encourage students to engage with both languages.** Have one student read the English translation and one student

read Spanish translation (if applicable in your classroom). Both students who are reading the translations should be biliterate in both English and Spanish. Ask students to compare their experiences. What was it like reading the story in English? What was it like reading the story in Spanish? Have students discuss the different translations and how they are similar/different.

3. **Have each student write three questions about the story.** Then let students pair up and discuss the answers to the questions.
4. **Depending on students' level of English proficiency, after the first reading:**
  - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
5. **The book contains several content-specific and academic words that may be unfamiliar to students.** Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. **Have students consult a map when they are reading the story, or present a map to the whole class.** Identify the location of the Galápagos Islands on the map. Have students locate their school and discuss its relation to the Galápagos Islands and the differences in climate, wildlife, and environment overall.



## Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of *Galápagos Girl/Galapagueña*:

1. Have students chart Valentina's emotions over the course of the story. How does she feel when she's interacting with the animals? How does she feel when Papá tells her the story of Floreana? What about when she leaves to attend school? Use the illustrations as a visual reference and way to tap into students' visual literacy skills.
2. What Social and Emotional Learning skills does Valentina exhibit over the course of the book? (some examples include problem-solving, grit and perseverance, and perspective taking) How do they influence her character? Why was it important for her to demonstrate those skills?
3. Encourage students to think about Social and Emotional Learning skills they have used to achieve something that they are passionate about. How does it relate to how Valentina accomplished her goal of becoming a biologist to protect the Galápagos Islands?
4. Have students in an essay argue whether the character Valentina is a role model for young people or not. What evidence can students find in the text that demonstrates Valentina's character and whether the author encourages young people to emulate her or draw caution from her.

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students read Valentina's articles from National Geographic (<https://www.expeditions.com/daily-expedition-reports/147895/>) (<https://www.expeditions.com/daily-expedition-reports/147875/>). What did students learn from reading these articles that provide more information about Valentina Cruz? What was it like to read articles written by the main character of the book, *Galápagos Girl/Galapagueña*? What additional information did they learn that was different from the book? Have students write a response or have a discussion in small groups about their experience reading Valentina Cruz's own scientific articles.
2. Have students come up with a list of questions to ask author Marsha Diane Arnold. What do students want to know about the process behind writing a children's book? How did she conduct her research on Valentina Cruz and the Galápagos Islands? Why did she want to write a book about Valentina? Consider contacting Marsha and inviting her to your school for an author visit (<http://www.marshadiarnold.com/>).



- Encourage students to conduct a figurative language scavenger hunt in *Galápagos Girl/Galapagueña*. How does the author use figurative language to describe the wildlife in the Galápagos Islands? What kinds of words does she incorporate to convey to the reader what the wildlife is like? Then, have students write a passage or poem of their own about something that they appreciate in their environment, whether it's an animal, plant, tree, etc. What kind of figurative language would they use? Refer to Read Write Think's "Figurative Language Resource Page" as a tool for students to use during their search ([http://www.readwritethink.org/files/resources/lesson\\_images/lesson79/figresource.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson79/figresource.pdf)).
- Read the article, "Is Land Tourism Threatening the Galápagos?" (<https://www.nytimes.com/2018/06/01/travel/galapagos-land-tourism-overtourism.html>) as a class and then host a debate. One team in the class represents the point of view dedicated to reducing land tourism, and the other team presents the case of keeping and maintaining land tourism. Have students prepare their arguments and think about the following questions: How is land tourism helpful/hurtful for the Galápagos Islands? Why? How does it impact the people, wildlife, and overall environment?

### Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)  
(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

- Conduct an "Environmental Change" project in your classroom. After reading *Galápagos Girl/Galapagueña*, have students pick a cause they believe in relating to the environment: whether it has to do with animal conservation, deforestation, ocean pollution, and more. Have students brainstorm a list of different causes that they would want to advocate and research. Then, have students pick their top three choices and arrange groups according

- to interest. In the groups, have students research the topic (i.e. Ocean Pollution) and come up with a way to enact change, whether it's a letter to a township, working with an organization, creating a petition, etc.
- Have students investigate Charles Darwin and his work on the Galápagos Islands. Valentina Cruz volunteered at the Charles Darwin Research Center. What is Charles Darwin known for? Students can visit the Charles Darwin Research Station to learn more about Charles Darwin and other scientists' impact on the Galápagos Islands (<https://www.darwinfoundation.org/en/about/cdrs>) ([https://www.galapagos.org/about\\_galapagos/about-galapagos/history/human-discovery/charles-darwin/](https://www.galapagos.org/about_galapagos/about-galapagos/history/human-discovery/charles-darwin/)). Have students, in a visual presentation or essay, discuss why Charles Darwin's work was important and how the current Charles Darwin Foundation continues to be impactful in the Galápagos Islands.
- Inspire students to research other environmental activists doing important work and how/why their efforts are impactful and inspiring. Students can research a person of their choosing, such as Wangari Maathi, Jane Goodall or Al Gore. A few Lee & Low titles that students can consult featuring environmental activists include *Seeds of Change: Planting a Path to Peace*, featuring Wangari Maathi (<https://www.leeandlow.com/books/seeds-of-change>), and *The Mangrove Tree: Planting Trees to Feed Families*, featuring Dr. Gordon Sato (<https://www.leeandlow.com/books/the-mangrove-tree>). How are these people important, and what do they do for their cause? Why is their work crucial to environmental activism and change? How are they inspiring to students' everyday lives and how can they help students appreciate their immediate community and environment? How are these environmental activists impactful, and why is their work crucial? Some links for students to research more include (<https://www.bet.com/news/national/photos/2011/04/top-black-environmentalists.html>) (<https://medium.com/unclearn/5-young->



[environmental-activists-making-a-difference-in-climate-change-f211e070ab53](https://www.theguardian.com/environment/2008/jan/05/activists.ethicalliving))  
(<https://www.theguardian.com/environment/2008/jan/05/activists.ethicalliving>).

## Science/STEM

(Next Generation Science Standards 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats; 2-ESS1-1: Use information from several sources to provide evidence that Earth events can occur quickly or slowly; 3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.)

1. Divide students into groups to research the individual islands that make up the Galápagos Islands ([https://www.galapagos.org/about\\_galapagos/about-galapagos/the-islands/](https://www.galapagos.org/about_galapagos/about-galapagos/the-islands/)). What makes that specific island unique? What are the different geographical elements of the island? What kind of wildlife lives there? What about the variety of flowers and plants that you can find on that specific island? Have students share their findings through a presentation format of their choosing.
2. Have students research the geography of the Galápagos Islands. Where in the world are the Galápagos Islands located? What is the climate like? What physical features does the island have? What kinds of plants and animals (besides the ones mentioned in the story) live there? What makes the Galápagos Islands unique from nearby islands? Using the research to these questions, have students answer in an essay to this question: How does the location of the Galápagos Islands make it both difficult and beneficial to the animals, plants, and overall wildlife that live there? Students can refer to several different resources for more information (<https://www.galapagosislands.com/nature/geography/>) (<https://www.nationalgeographic.com/travel/world-heritage/galapagos-islands/>).
3. Have students research the geology of the Galápagos Islands. What is geology? What does it mean to study geology? How does the study

of the geology of the Galápagos Islands affect research and how the wildlife and people live there? Consult different resources so that students can visually present the different types of rocks and other elements of geology that are essential to the Galápagos Islands (<https://www.galapagosislands.com/nature/geography/geology.html>) ([https://www.galapagos.org/about\\_galapagos/about-galapagos/history/geologic-history/](https://www.galapagos.org/about_galapagos/about-galapagos/history/geologic-history/)).

4. Have students study the terrain in the Galápagos Islands presented in the illustrations in *Galápagos Girl/Galapagueña*. Have students examine the illustrations and compare them to actual photographs of the Galápagos Islands (<https://www.galapagosislands.com/nature/wildlife/>) (<https://whc.unesco.org/en/list/1/gallery/>). What is the terrain like, both in the illustrations and the photographs? How does it vary? What are the specific characteristics and quality of the terrain that make up the Galápagos Islands? Please note that the terrain of each island can differ greatly, and students can present in their findings how the geography varies.
5. Have students investigate an animal of their choosing from *Galápagos Girl/Galapagueña*. [Galapagosislands.com](https://www.galapagosislands.com) has a list of animals categorized by their species where students can research more about the animals and their characteristics (<https://www.galapagosislands.com/nature/wildlife/>) (<https://www.natgeokids.com/nz/discover/geography/countries/ng-kids-heads-to-the-galapagos-islands/>). Provide guiding questions to center their research, such as: What does this animal eat? Where does this animal live? Why does it live in the Galápagos Islands? Have students create a presentation of their choosing to demonstrate their findings.
6. Encourage students to research the effect of El Niño on the Galápagos Islands and how the cause-and-effect of these environmental changes and their impact on the Galápagos Islands. Students can consult various resources and focus their efforts on researching how El Niño impacts animals, the climate,



and other elements of the islands (<https://galapagosconservation.org.uk/el-nino-2015-galapagos-plants-and-animals/>) (<http://www.discoveringgalapagos.org.uk/discover/geographical-processes/weather-climate/el-nino/>). How can these environmental changes have a lasting impact on the Galápagos Islands? Have students present their research findings in a presentation or discussion groups.

### Arts/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students sketch or complete drawings inspired by a scene from *Galápagos Girl/Galapagueña* that relates to what they're passionate about in their own environment. Why did they choose to draw that particular element from their environment? What does it mean to them?
2. Have students come up with questions to interview the illustrator Angela Dominguez. What is the process behind creating the illustrations with a children's book? What medium did she choose to create the illustrations? Why? Consider contacting Angela Dominguez for a school visit (<https://www.angeladominguezbooks.com/appearances-1/>).

### School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Interview a family member(s) about a cause that they are passionate about. Why do they care about that particular cause? How is it meaningful to them? What are some things

they can do to be a part of change associated with that issue?

2. Have students bring home a copy of *Galápagos Girl/Galapagueña*. Have students read with adults at home in English or in Spanish. Encourage conversation and discussion after reading. Why is Valentina Cruz inspiring in her work to protect the Galápagos Islands?
3. While Valentina lives in a particularly diverse environment, encourage students to investigate what animals live in their town, city, or state. Which animals or habitats are under threat and what are the causes? Research one local nonprofit that is working on environmental issues. Students are encouraged to share their findings with the class. You may consider inviting a speaker from one of the environmental non-profits into class.

## ABOUT THE AUTHOR

**Marsha Diane Arnold** is an award-winning picture-book author. Her past titles include the Smithsonian Notable Book *The Pumpkin Runner* and *Lost. Found.*, which received three starred reviews. Marsha was inspired to write this story after traveling to the Galápagos Islands, where she met Valentina Cruz and had the opportunity to swim with sea lions and dolphins. She lives with her family in Alva, Florida. You can find her online at [marshadianarnold.com](http://marshadianarnold.com).

## ABOUT THE ILLUSTRATOR

**Angela Dominguez** is the author and illustrator of several books for children, including the Children’s Book Press title *Let Me Help! / ¡Quiero ayudar!*, *Marta Big and Small*, and *Maria Had a Little Llama*, which received the Pura Belpré Illustration Honor. In 2016, she received her second Pura Belpré Honor for her illustrations in *Mango*, *Abuela*, and *Me* by Meg Medina. When Angela is not in her studio, she teaches at the Academy of Art University, which honored her with their Distinguished Alumni Award. She lives in Virginia. Visit her online at [angeladominguezstudio.com](http://angeladominguezstudio.com).

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

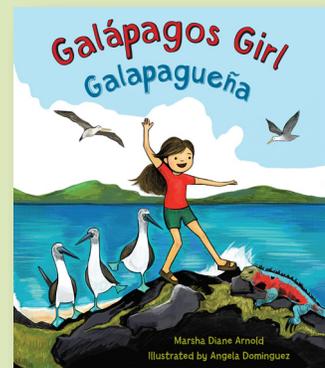
<https://www.leeandlow.com/books/galapagos-girl-galapaguena> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for

*Galápagos Girl/Galapagueña*



\$18.95, HARDCOVER

9780892394135

40 pages, 8-3/4 X 10-1/4

\*Reading Level: Grade 4

Interest Level: Grades Pre-K–5

Guided Reading Level: N

Spanish Guided Reading Level: N

Accelerated Reader® Level/  
Points: N/A

Lexile™ Measure: N/A

**Themes:** Nature & The Natural World, Animal/Biodiversity/Plant Adaptations, Animals, Bilingual, Childhood Experiences and Memories, Diversity, Empathy/Compassion, Environment/Nature, Exploring Ecosystems, Home, Human Impact On Environment/Environmental Sustainability, Kindness/Caring, Latino/Hispanic/Mexican Interest, Nature/Science, Responsibility

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/galapagos-girl-galapaguena>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.