

# Knowledge Research

Activity Book

Grade 1

**Adventure Stories: Tales from the Edges of the World**

**English**

Grade 1

Knowledge Research

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**Adventure Stories:**  
Tales from the Edges of the World

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**Activity Book**

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# **Knowledge Research**

## **Adventure Stories:**

### **Tales from the Edges of the World**

#### **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Knowledge Research: *Adventure Stories: Tales from the Edges of the World*. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

	Know	Wonder	Learn
Galápagos Islands			
Space			
Oceans			
Cold and snowy areas			



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

## Dear Family Member,

Today, your student was introduced to a new domain of study: *Adventure Stories: Tales from the Edges of the World!* In this domain, students will listen to Read-Alouds and trade books that will increase their vocabulary and reading comprehension skills, learn valuable lessons about perseverance and teamwork, and become familiar with gathering research information and writing about what they have learned. On the last day of the unit, students will host an Adventure Gallery Walkthrough where they will take on the persona of an adventurer they admired from the domain and share what they have learned. Below are some suggestions for activities you may do at home to continue your student's enjoyment of the adventure stories.

### 1. *My Name Is Gabito/Me llamo Gabito* by Monica Brown

Ask your student to tell you about Gabito's imagination and how he used it to write fantastical adventure stories. Talk to your student about an adventure you would like to go on.

### 2. **Character, Setting, Plot, and Conflict**

Encourage your student to tell you about the story *Mae Among the Stars* by Roda Ahmed. Ask your student to include such details as the characters, setting, and plot, including the barriers Mae Jemison faced and how she persevered. Talk with your student about barriers you, or someone you know, have overcome and how you did so.

### 3. **Comparing and Contrasting**

Students used a Venn diagram to compare and contrast *Tomas and the Galápagos Adventure* by Carolyn Lunn and *The Astronaut with a Song for the Stars* by Julia Finley. Ask them to recall the comparisons and contrasts between the two stories. To further their understanding of the skill, choose two objects in your home and ask your student how they are similar or different, or compare and contrast two stories that you might have read together.

### 4. **Read Aloud Each Day**

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread a story that has been read at school. Check your local library for the books read in class.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

# What's the Plan?

Step 1:

Step 2:

Step 3:

Step 4:



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

Activity Page

# Writing Sentences

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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2.

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

## Where Can I Find It?

These are sources I will use to gather information about my research questions and where I can find them.

Source	Location
1:	
2:	
3:	

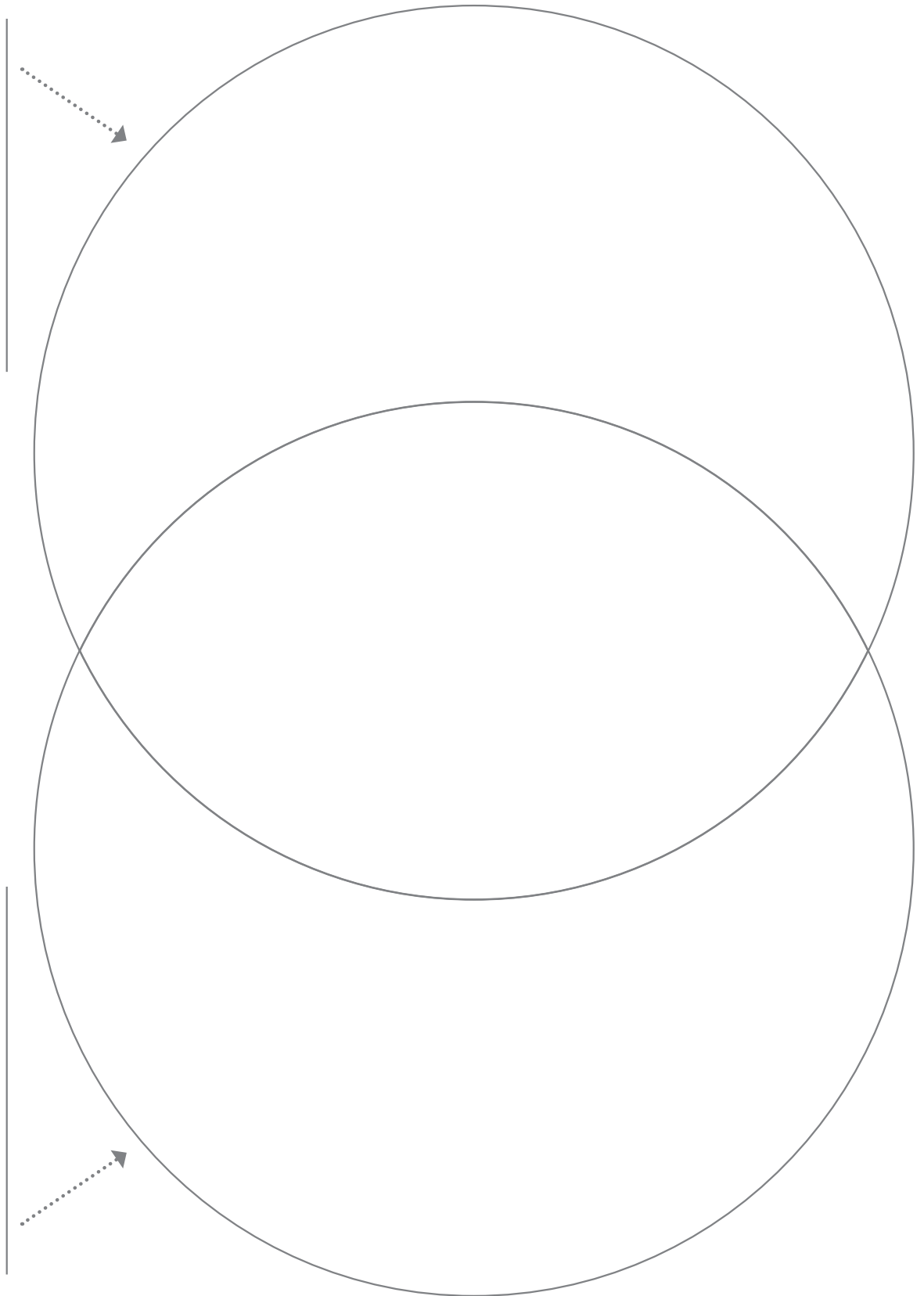


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.1

# Venn Diagram







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

8.1

## Dear Family Member,

Students are working hard on their research as they reach the midpoint of the *Adventure Stories: Tales from the Edges of the World* domain. As the day of the Adventure Gallery Walkthrough draws closer, students may ask you to listen to their presentations and maybe even borrow a tie or hat if they choose to dress up as their favorite adventurer from the domain! Students will hear stories about adventures under the ocean and in cold and snowy places, such as the North Pole and Mount Everest, in the second half of the domain. Below are some suggestions for activities you may do at home to continue your student's enjoyment of the adventure stories.

### 1. **Keep On! The Story of Matthew Henson, Co-Discoverer of the North Pole by Deborah Hopkinson**

Ask your student to tell you about Matthew Henson's journey to the North Pole and the team he relied upon to get there. Talk to your student about what you feel makes a team valuable and ask them their thoughts. Tell your student about a time you were on a team, or about a team you follow, and what that team accomplished.

### 2. **Saying and Phrases: "If at first you don't succeed, try, try again."**

Your student will talk about this saying and its meaning at school in relation to Sophia Danenberg, the first African American woman to summit Mount Everest. Talk with your student about the meaning of the phrase and situations where you can use this saying. Tell them about a time you had to try something many times before you could master it. Ask them about a time they had to do the same.

### 3. **Giving a Presentation**

The day of the Adventure Gallery Walkthrough is just a few days away, and your student will soon be sharing what they have learned during their research. They will be discussing good presentation habits in class. Ask your student what those habits are and encourage them to practice their presentation at home, so they are confident on the big day.

### 4. **Read Aloud Each Day**

Set aside time to read to your student every day. Be sure to talk about the characters, setting, and plot of stories. You may also want to reread a story that has been read at school. Check your local library for the books read in class.

Be sure to let your student know how much you enjoy hearing about what they have been learning at school.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

# Writing Sentences

1.

Handwriting practice lines for section 1, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

2.

Handwriting practice lines for section 2, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

3.

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

Topic Sentence:	Fact 3:
Fact 2:	Concluding Sentence:
Fact 1:	



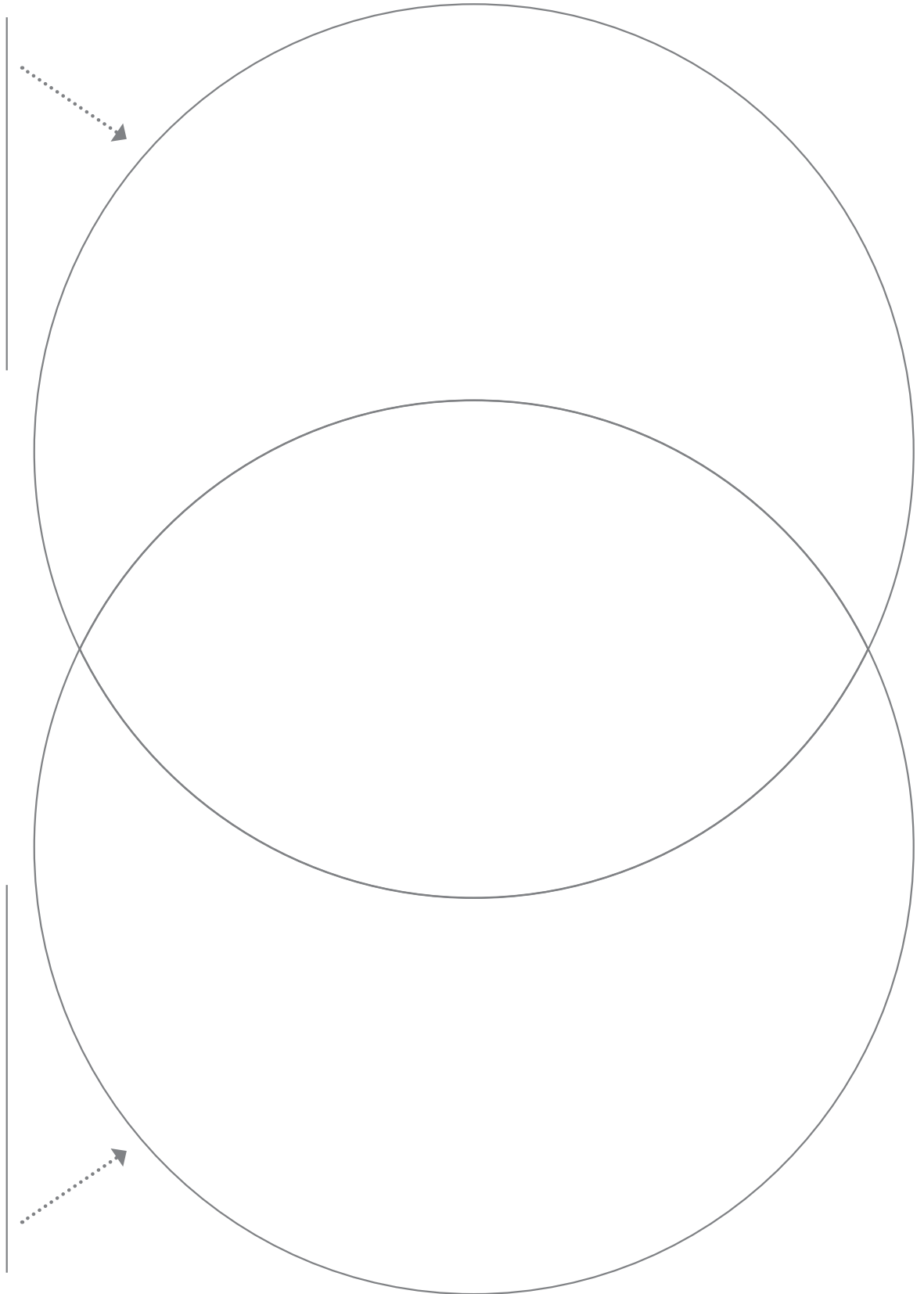
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

Activity Page

# Venn Diagram







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.1

# An Adventure

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.

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**English**

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