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Orion and Isabela's Adventures in the



Galápagos

Orion and Isabela's Adventures in the Galápagos

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ORION AND ISABELA'S ADVENTURES IN THE GALÁPAGOS

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Prologue

In this book, you will find three stories about Orion and Isabela in the Galápagos Islands. These stories are based on specific grammar and vocabulary topics to be used inside or outside the classroom. Teachers can do storytelling activities and group work activities in-class time to practice, or they can ask parents to tell the stories to their children, outside the classroom, as an autonomous activity. This book offers pre-reading, while-reading, and post-reading activities on each story, so educators can practice reading as a skill and, at the same time, interact with students and have fun with the exciting activities provided by this publication.

This book goes along with the curricular threads of communication and cultural awareness, oral communication, reading, and language through the arts, topics proposed by Ecuador's Ministerio de Educación.

It is of great importance to emphasize that, through these stories, educational community members (students, teachers, parents, and the general public) will obtain advantages since this publication seeks to make known the importance of the environment that surrounds us and its relationship with human beings, to cultivate respect to it among children. In addition, educators will be able to provide opportunities for young people to explore and discuss the interactions

of humans in natural habitats, such as the process of photosynthesis or the introduction of new species to endangered ecosystems. Also, these stories present real-life situations, which the students can dramatize to benefit them. It is meaningful learning for them now, their future, and their personal and academic growth. Also, this proposal is based on *Contextualización curricular con enfoque de sostenibilidad para las Islas Galápagos (2021)*.

By these stories' end, readers can identify energy, its forms, and sources in nature through photosynthesis, recognize the interactions between human beings and their environment, and explain their importance in life. Also, through these stories, students will learn the use of the present simple tense, past simple tense, WH questions, and to use specific vocabulary related to the environment and the Galápagos. In this sense, children will be able to inquire, in a guided way, about how human interactions change natural habitats.

Discovering Biodiversity and Stranger Creatures





Come away! Let's discover the adventures of two best friends in the Galápagos Islands. They are Orion and Isabela. Orion is an extraterrestrial, and he's never been to Earth before. That's why he's very curious about Earth's animals and plants. Isabela is Orion's guide and his best friend on the whole planet.

Pre-reading Activities

1. What do you know about the Galápagos Islands? Write down your ideas.

2. Imagine you could travel to the Galápagos. Where would you go? Write your ideas and receive the ideas of another classmate. Do you agree with them?

3. Look at the cover of this story. What do you think is going to be about?



Orion and Isabella decided to go on an adventure to explore all the beautiful creatures and living beings found in a forest near a shore on San Cristobal Island.



Suddenly, Orion saw a spider.

Ah!!! What is that!!!

What? Where is it?

That! The animal next to that flower.

Don't be afraid! That is a *giant crab spider*, is an endemic species.

Endemic? What does that mean, Isabela?

It means that it is an animal found only in a particular area of the world. In this case: this forest. Don't be afraid. It won't hurt you unless you bother it!

As they walked around, Orion noticed a bunch of little insects on a leaf.



Those are caterpillars. They are present in all habitats in the forest around the Galápagos.

What are these?

What is a *habitat*?

It is where an organism lives.





—They can live up to one hundred years—said Isabela to impress Orion even more.

Instantly, Orion heard chewing sounds and decided to follow them to see where they came from. Isabela followed him. When he approached the source of the sounds, he realized a giant tortoise was eating leaves behind a tree. He couldn't believe it! It was so big and looked so strong!

While-reading Activities

1. Using your own words, describe what Isabela and Orion are doing in these images.





When they left the forest to explore the shore, two blue-footed boobies were standing in between the bushes. Orion was surprised to see birds with blue feet!

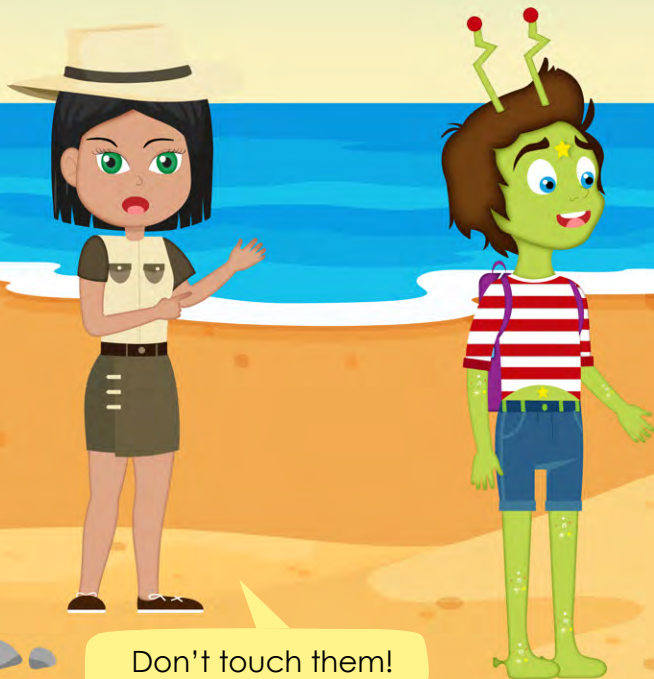


Are all birds like this?

Not all of them. These are called blue-footed boobies, and their feet turn blue once they mature.

I love the color of their feet! These are my favorite animals so far!

They continued walking on the sand when they saw many sea lions. They all slept so peacefully in front of a pile of rocks. Orion was so amazed to see them and wanted to touch them.



Don't touch them!

Why? They seem so soft.

—They can bite you — she warned.

Orion, sea lions are an endangered species.

—Endangered?—there were so many new words to learn!

It means they are animals at risk of extinction because of human intervention.



Orion and Isabela felt very sad, but they knew the best way to help the sea lions was to leave them be. They were happy to just see them.

They explored every part of the shore, but Orion wanted to get closer to the ocean. Then, he noticed that a lizard was inside the water.



—He is drowning!—Orion screamed as he tried to run to help it. Quickly, Isabela stopped him.

No, Orion, don't worry. They're called marine iguanas and like to eat algae, which grows in the water.

—Ah!—Orion felt relieved.

They are also an endemic species and are endangered as well. So you mustn't touch them!

The way back was long, so it was time for Orion and Isabela to go home. Even so, Orion was so happy. He had seen so many fascinating terrestrial and marine animals. So, he thanked Isabela for teaching him about biodiversity and how to protect it.



Post-reading Activities

1. Create a poster about Galápagos' biodiversity and present it to your classmates and teacher. Include your own ideas and also ideas from Orion and Isabela's story.

The next day, Isabela went to Orion's house to invite him to go on another adventure. When Isabela got there, she saw that Orion was petrified watching something, he looked scared.



—Do not move! It might kill you!



Isabela slowly approached until she realized it was a dog!

Isabela, laughing out loud, explained:

That is just a dog! Don't worry! They are not dangerous, and they are extremely friendly.

—It looks weird, Isabela. It doesn't look like any animal we saw yesterday—said Orion, all worried.

Yeah, you are right. You know, they are not supposed to be here, indeed. Come on! Let's go for a walk, and I'll explain everything while we go around the island.

—Yay! I love walking around the island—Orion could not hold his excitement.

Pre-reading Activities

1. There are so many new words for Orion to learn. To help, Isabela prepared a list of synonyms, so Orion has the vocabulary to understand biodiversity and Galápagos' surroundings. If you know any other synonym, write it down.

Word	Synonym
petrified	terrified frozen _____
to transform	to change _____
form	shape _____
invasive	non-native introduced _____
native	local natural _____




Isabela and Orion were walking around San Cristobal, enjoying their time at the beach, when a colony of sea lions approached them. Orion remembered he saw these creatures yesterday. Since he was not supposed to touch them, he decided to use his powers to transform into a sea lion. The day was perfect for a shapeshift. Speechless, Orion studied and watched every single detail of the creatures.



Then he transformed into a sea lion.

—That's incredible!—said Isabela, while Orion started to play with the colony. They were having lots of fun when, unexpectedly, a dog ran towards them. All the seals got scared and swam as fast as they could. Poor Orion was so nervous and panicky that he could not even concentrate and turn back to his normal form.



Don't worry, Orion; he means no harm!


You are right! A lovely but scary and silly dog is not going to kill my excitement!

Orion and Isabela kept walking around and into the woods, where they saw beautiful birds. Orion remembered the name of the birds: blue-footed boobies. He was captivated by such beauty, so, of course, he transformed into one. Then, Orion, an Isabela, saw a little nest with little eggs. But something was not right.



Those are called Carmelito flies!

—Isabela, I feel like something is all over my body—he said nervously.



These flies are an invasive species brought to the Galápagos by accident. They are a huge problem for birds' nests and hatchlings.

—Oh, for Jupiter's rings!
—said Orion —I better shift to my normal form again before they eat me up!

While-reading Activities

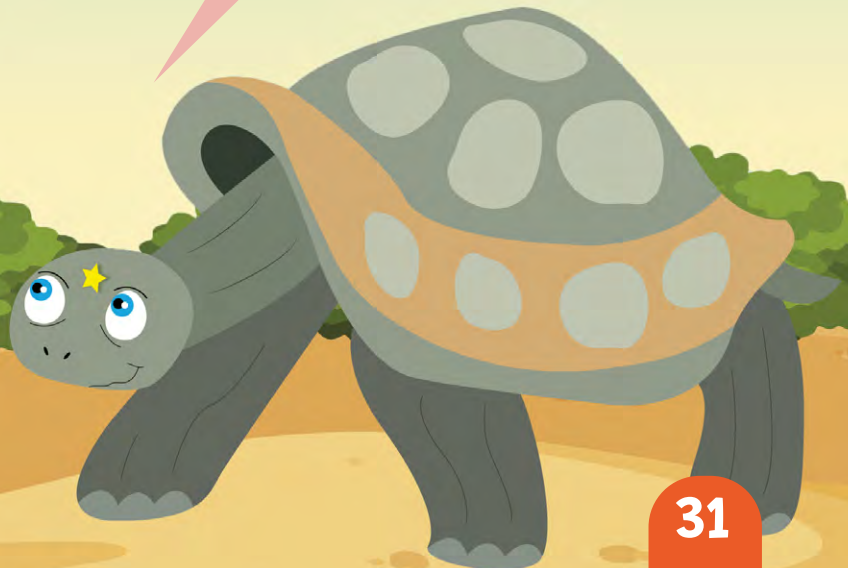
1. Isabela is writing a journal about the animals that she and Orion saw on their adventures. Help her write the names of the animals and choose if these are introduced or native by underlining the correct option. Look at the example.

Isabela's Animal Journal
<p>Example: Orion saw a dog. I laughed a lot because he did not know anything about dogs. Dogs are <u>introduced</u> / native species.</p>
<p>Then, we saw some ____ _____. The ____ _____ were scared of dogs. _____ _____ are introduced / native species.</p>
<p>After that, we saw a nest with ____ _____ eggs. These ____ _____ are introduced / native species.</p>
<p>The blue-footed boobie's eggs were surrounded by ____ _____. The _____ _____ were introduced to Galápagos by accident. These ____ _____ are introduced / native species.</p>

Isabela suggested going to see tortoises because she remembered they are majestic animals.

—These tortoises can live up to a hundred years, they'll be older than you and I!—as soon as Isabela mentioned tortoises, Orion did not think twice and transformed into one. He already knew what they looked like.

—I like them since we saw them when I got here to the island—said, Orion. Then, he stood upon a rock, and they spent time there, enjoying under the sun.



When they left the tortoises, suddenly, many goats started to approach the tortoises and jump from one to the other. To help them, Orion quickly became a tortoise again so that he could scare them, but it was even worse.



After all the goats were gone Isabela said:

Now you see, Orion? This is why we need to educate people never to bring species that do not belong here. These foreign animals could destroy and alter everything for the native species.



Orion learned that it is hard and overwhelming to keep invasive species under control. That is why we all need to work together to do it and help native animals and plants to live happily.



Post-reading Activities

1. During the story, you learned some simple past words. Use the words on this list to create cards and play a memory game with a friend. Flip all the cards down. You have to match the infinitive form with the simple past form of the words. You can only flip upside two cards at a time. If you find the correct match, you can keep the cards. If you do not make a match, you have to leave the cards in the same place and flip them down. At the end, the student with more cards wins.

Infinitive form	Simple past
to go	went
to explain	explained
to say	said
to see	saw
to transform	transformed
to visit	visited
to approach	approached
to run	ran
to watch	watched
to have	had
to escape	escaped

Infinitive form	Simple past
to bring	brought
to feel	felt
to know	knew
to spend	spent
to leave	left
to jump	jumped
to become	became
to start	started
to help	helped
to learn	learned

An Adventures Field Trip



Pre-reading Activities

1. Activate previous knowledge regarding what you already know about protected areas.

a) Do you know what *protected areas* mean?

b) Can you tell the name of any protected area you know about?

c) In what way can we take care of these areas?

Practicing Vocabulary

1. Learn more about Galápagos Island's animals

<p>endemic: animal or vegetation found only in a specific place.</p>	<p>The Galápagos fur seal is an aquatic mammal endemic to the Galápagos Islands. They have large eyes, which allow them to hunt at night.</p>
<p>Galápagos tortoise (or Galápagos giant tortoise) includes 15 subspecies (2 of them extinct). It is the largest living tortoise species, and its life span in the wild is over 100 years.</p>	<p>The Blue-footed booby is a marine bird native to the Galápagos Islands. It's recognized by its blue-colored feet, which is a trait present only in males, who use it to attract female attention.</p>
<p>Giant crab spider includes 1000 species. Its size can be up to 30 cm—these spider hunt at night.</p>	

Hi, Orion!

Hello, Isabela!

I'm excited about today's field trip.

Me too! It's an excellent idea to know a little more about the Enchanted Islands.



Isabela, do you already know where we are going?


Yes, we will visit a part of Gálapagos National Park located on Santa Cruz Island; it is one of the most important protected areas in the region.





Oh! That sounds quite interesting and fun. So, Isabela, what are *protected areas*?

They are designated areas that receive more excellent care because of their natural and cultural riches. The Galápagos National Park is considered a protected area since it contains a variety of flora and fauna unique to the region and due to its cultural importance.




That is a piece of incredible information, Isabela! What do you know about the fauna here?

Hi, guys. I'm Fernandino, the park ranger for this beautiful place. I heard you were talking about the animals and plants we can find here. There is a very wide variety, we can find from birds, such as albatrosses, different types of pikemen, and frigates, among others; even reptiles like the famous giant tortoises, land and marine iguanas, snakes, and more live here!




Parque Nacional
Galápagos



The species we have on our islands are fantastic, so it is essential to emphasize the care and importance that we must give to conserve them.

It is really cool that everyone here works on defending the animals. But what about the flora? Is it as special as the fauna?



This region's vegetation is very extensive. We can find endangered species, such as Darwin's cotton, which is at risk due to deforestation. We also find different plants, such as the candelabra cactus, and the endemic daisy flower, among others.

While-reading Activities

1. List the story in chronological order. Use 1 for the first action and other numbers to up 5 for the final action.

_____ The park ranger heard Orion and Isabel talk about flora and fauna. So, he gave them a lot of important information about the National Park.

_____ Isabela emphasized how beneficial and essential it is to take care of these protected areas.

_____ Isabela and Orion went on a trip to Santa Cruz Island to visit the Galápagos National Park.

_____ Orion learned new things about how to conserve and defend protected areas.

_____ Isabela explained to Orion what protected areas are and why these are important.

2. Gap filling. Complete the statements with the words missing according to the text.

—What are *protected areas*?

—They _____ designated areas that receive more excellent care because of their _____ and _____ riches.

—The vegetation of the region _____ very extensive. We can find _____ species such as Darwin's cotton, which is at risk due to _____.



For this reason, we, as citizens of the Galápagos Islands, must learn more about the corresponding care that should be given to these areas. Some things that we can do to conserve and protect them are: help reforest, do not touch animals or plants, respect animals' space, and learn to value them.

Yes, Isabela, and as Fernandino said, it is also essential not to throw garbage on the street or into the sea! And we mustn't introduce animals that could alter the habitat of endemic species. We must recycle and avoid making bonfires in these places. And last but not least, respect all the signs and rules present in these natural areas. So, we can make these islands a better place for flora, fauna, and human beings.

Perfect Orion. I see you've learned a new and exciting lesson on care and conservation today.

Post-reading Activities

1. Write 3 suggestions for taking care of protected areas.

1. _____

2. _____

3. _____

2. Write a short reflection about what you have learned from this story (30-50 words).

3. Retell Orion and Isabela's field trip with your own words in a paragraph (30-50 words)

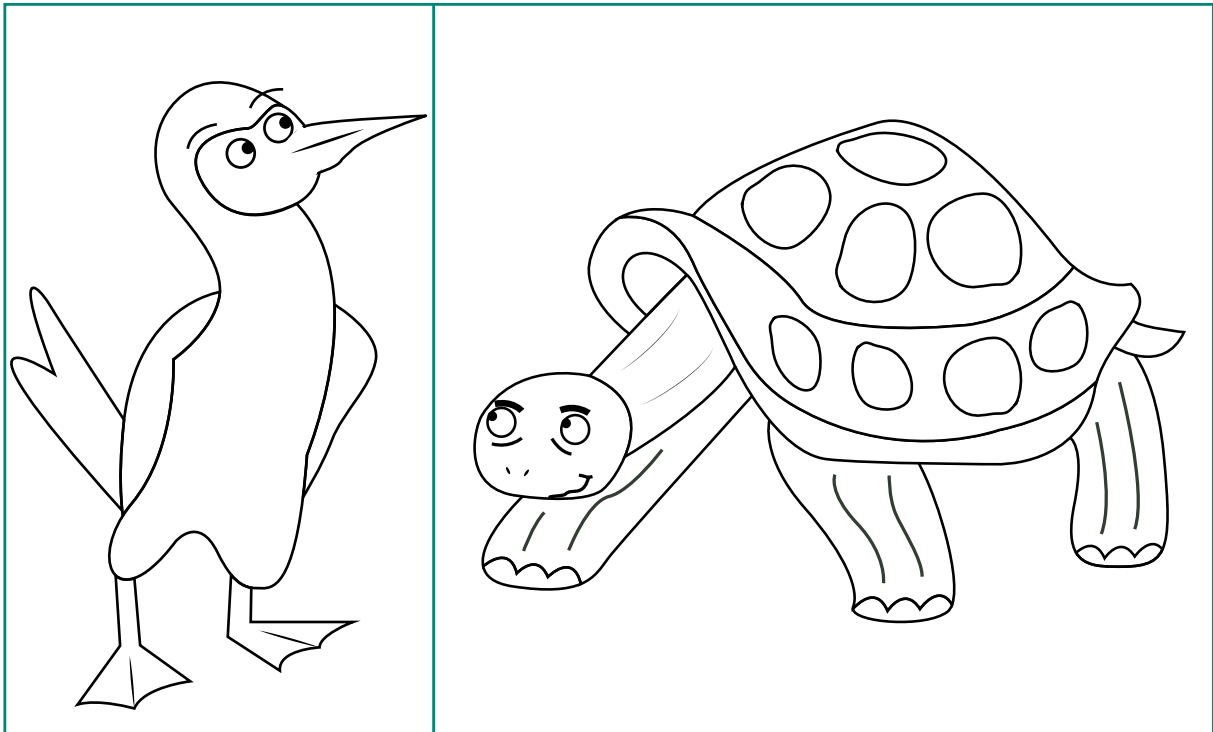


Pre-reading Activities

1. Pronunciation. Repeat these words.

island	tree	environment	birthday
oxygen	support	both	thrilled
photosynthesis	stability	adventure	warmth

2. Color the following images about Galápagos animals.




Isabela Island is one of the largest islands in the Galápagos Archipelago. Look around, Orion! All these flowers and animals are unique and fascinating!

Everything is so amazing here! What is the reason why everything is this way?

Photosynthesis! That is a process that helps to keep the island magnificent.

And how does it work?

A vibrant illustration of a desert scene. In the background, there's a brown volcano on the left and a large green tree on the right. A blue river flows through the middle ground. In the foreground, a girl with black hair and a tan hat looks towards a boy with green skin and antennae. The boy has a yellow star on his forehead and is surrounded by glowing yellow energy lines. A grey iguana is on the ground to the left, and a grey turtle is on the ground to the right. The sky is light blue with a white cloud.

It's a bit hard to explain.
I wish I were a tree so I
could show you Orion!

I can help with that, Isabela! I
could turn you into a tree with
my powers.

Wow! That's incredible!
But would I be a human
again?

Of course! I could
be a blue-footed
booby, so we both
be transformed!

Let's do it!

Isabela was really happy. Now that she was a tree, it was easier to explain photosynthesis.



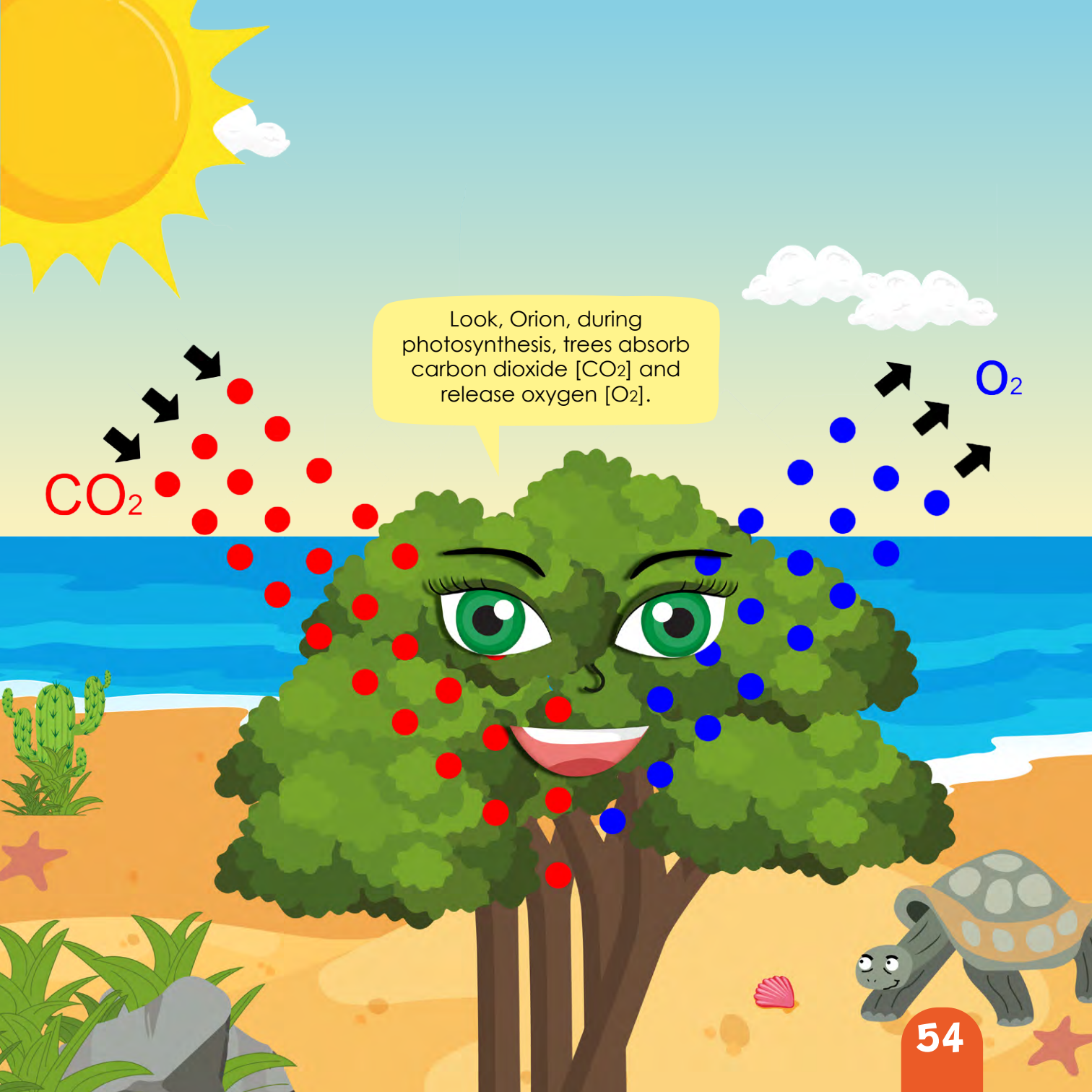
While-reading Activities

1. Answer the following questions from the story.

a) Who are the main characters?

b) Where did Orion and Isabela go?

c) Why is Isabela happy?



Look, Orion, during photosynthesis, trees absorb carbon dioxide [CO₂] and release oxygen [O₂].


CO₂

O₂

But, Isabela, where does carbon dioxide comes from?

Carbon dioxide is removed by human beings and also by other animals. Now that you've been transformed into a blue-footed booby, you're also part of the process. When you breathe out, you release carbon dioxide; then, trees like me absorb it and release oxygen in the process of respiration.






Isabela, what is the role of warmth in this process?

Warmth helps support stability in favor of photosynthesis over time.

What does it mean?

It means that warmth helps maintain the beautiful landscape of this island. All the colors and the sizes of the plants depend on it.



I'm surprised! It's amazing how the function of human beings, animals, plants, and energy help maintain an excellent physical environment.

We all depend on each other, Orion!

Isabela, I'm really thankful for all your knowledge.

Post-reading Activities

1. Based on the picture from the story, complete the following ideas.



Isabela explained Orion that trees absorb _____ and release _____. Also, she told him that _____ is removed by _____ beings and that Orion, as a _____ booby, was also part of the process. Trees absorb _____ and release CO₂ in the process of _____.

2. Speaking task. Walk around your class and ask 5 different classmates: “If you were part of the story, what character would you have liked to be?” Use clues from the text to fill in the blanks and explain how the characters make you feel.

I would be _____ because _____

I felt _____

Where Does the Water Come From?




Pre-reading Activities

1. Compare these two pictures and find 5 similar characteristics and 5 differences. Write your ideas bellow and share them with your classmates and teacher:

Five similar characteristics:


Five differences:






I am drinking this refreshing glass of water, Isabela, and also, I am enjoying the sun from under this big, red umbrella.

Orion, my friend! What are you doing on this beautiful, sunny day?



From the beach, see?
You can have all this
water, and it is free!

That is awesome, Orion;
but where did you get
that glass of water?
It looks darker—said
Isabela worried.




Oh, Orion! You have a lot to learn. That water is not drinkable. It is not great.

—But, why Isabela? If I drink this water, will I get sick?—
Orion asked scared.

Of course, Orion. You have to be very careful! Being sick is very stressful!

So, what type of water do you drink?




—That is a good question.
Let me think—Isabela did
that for a second and
then said:— I got it! There is
someone I know who could
have the answer. Let's go...

But, wait Isabela. There is
just one little thing. I feel like
flying. Can I transform into a
blue-footed booby?

Of course! That is
awesome.

While-reading Activities

1. Draw and describe the ways you imagine Galápagos water is transported. Then share with your classmates and teacher.



Mr. Mateo, Mr. Mateo! It's me, Isabela. Hi! I have a question for you.

Hi, Isabela. Nice to see you! What question may I answer for you on this day?

Could you tell me where the water we consume comes from?

—That is a good question, Isabela. So, let's see—Mr. Mateo took a book he had and started to flip pages, and continued—Water, water. Oh, here it is!

When Isabela understood everything, she went out and looked for Orion, who was standing on the roof. He flew down.



That is so interesting, but what happens with the others? With those who live far, far away?

Orion! I know now! Galápagos water is transported in many ways. Still, mainly it comes from three primary sources: first, we have the public service water. It is delivered to some neighborhoods. Although some places receive it, other places do not. The water is collected from the ocean, desalinated, and put back in circulation.

For example, Orion,
this book says:

“People who do not get
the public service collect
water from rain and also
purchase it from a tanker
service.”




“(1) Don’t contaminate your
water sources, (2) Boil your
water every time, (3) Check
expire dates frequently, (4)
Sterilize it with chlorine, and
(5) Before you drink it, check it
every time you can!”

This book also
recommends saving
water, appreciating it!

Post-reading Activities

1. Create a little story about the water process in your town or city, using the following chart:



The Galápagos are an incredible place!

Yes, they are. I'm glad you liked them, Orion! There is a great diversity of plants, animals, and people here.

I loved everything, Isabela! Today, I learned that if we help each other and work together, we can make the Galápagos a better place.

The friends hugged while watching the sunset. It was very nice to be in such a beautiful place. But Orion was already prepared for their next adventure!



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