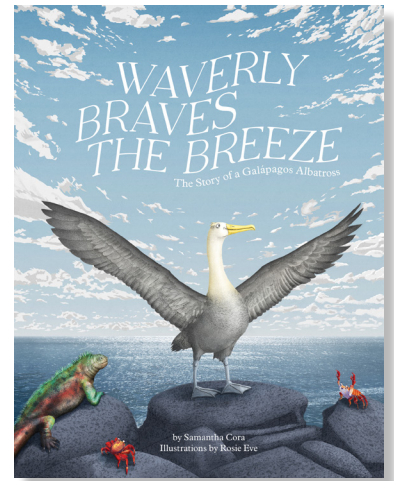


Activity Guide

WAVERLY BRAVES THE BREEZE

The Story of a Galápagos Albatross



Samantha Cora
Illustrated by Rosie Eve

Introduction

Waverly Braves the Breeze: The Story of a Galápagos Albatross tells the tale of Waverly, a young Galápagos albatross (also called a waved albatross) who is afraid to migrate; she does not want to leave her birthplace on Española Island to fly across the ocean. As she works through her doubts, she befriends and encounters unique animals that call the Galápagos home, including a giant tortoise named Sal, a whale shark named Daphne, and blue-footed boobies, marine iguanas, sea lions, and more. Eventually, with encouragement from her new friends, Waverly finds the courage she needs to spread her wings and fly.

The book introduces children to the animals of Galápagos while sharing themes of overcoming fear, supporting friends, environmental conservation, and wildlife preservation. The story promotes curiosity, bravery, wonder, and care for our planet.



Geography

- Mapping the Galápagos and Following Waverly's Route

Science

- Comparing Animal Adaptations
- Expressing Environmental Empathy Through Art (Earth Day Activity)
- Simulating an Animal Migration/Life Cycle
- Exploring Environmental Problems and Solutions

World Languages

- Bilingual Migration Game (Hispanic Heritage Month Activity)

Social Emotional Learning

- SEL Poetry Activity

Standards

- CCSS.ELA-LITERACY.RI.1.1
- CCSS.ELA-LITERACY.RI.2-3.1
- CCSS.ELA-LITERACY.RI.2-3.3
- CCSS.ELA-LITERACY.RI.2-3.7
- CCSS.ELA-LITERACY.RI.2-3.8
- CCSS.ELA-LITERACY.RL.1.1
- CCSS.ELA-LITERACY.RL.1.3
- CCSS.ELA-LITERACY.RL.1.7
- CCSS.ELA-LITERACY.SL.2-3.1
- CCSS.ELA-LITERACY.SL.2-3.5
- CCSS.ELA-LITERACY.SL.2-3.6
- CCSS.ELA-LITERACY.W.2-3.3
- CCSS.ELA-LITERACY.W.2-3.8
- CCSS.ELA-LITERACY.W.3.3
- CCSS.ELA-LITERACY.W.5.3

Activity #1: Mapping the Galápagos and Following Waverly's Route

Students will examine maps of the Galápagos Islands and trace the path of Waverly's migration from Española Island across the eastern Pacific Ocean to the western coast of South America. This allows students to see where the story takes place while reinforcing geography concepts.

Background Information for Teachers

As students complete this activity, they will understand the distances that young waved albatrosses travel when they migrate. Teachers may want to introduce further information about these migratory routes, as they are more complex than tracing a straight line. We know that the albatrosses fan out as they cross the ocean, and they don't have a single destination point. In fact, scientists who study albatrosses have trouble tracking precise routes because the birds are at sea for so long. We do know that fledglings leave the Galápagos during the warm season and head to where they can find the most food. Teachers could introduce oceanography as well, as ocean currents and temperatures affect the migratory patterns. Teachers may want to discuss the Humboldt and Cromwell currents to further explain the migration of the waved albatross.

Objectives

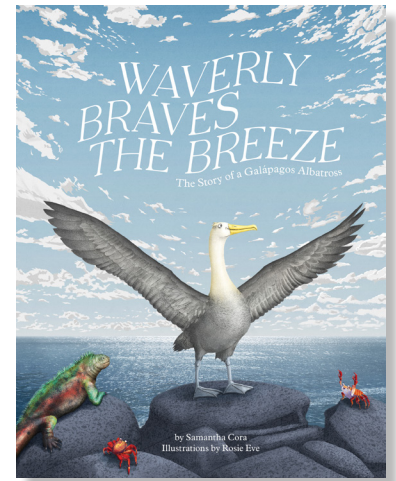
- Locate and identify the Galápagos Islands and Española Island on maps.
- Show that the Galápagos archipelago lies on the equator.
- Trace the distance from Española to Peru (or Ecuador or Chile) using maps.
- Apply story text information to trace migratory routes, using tracing paper for representation and estimating distances.

Standards

- CCSS.ELA-LITERACY.RI.2-3.7
- CCSS.ELA-LITERACY.RF.2-3.3

Materials

- Maps of South America and the Galápagos Islands (printouts or projected on screen)
- Pencils, tracing paper



Samantha Cora
Illustrated by Rosie Eve

Instructions

1. Locate the Galápagos Islands on a map of South America. Discuss that they are an archipelago (group of islands) about 600 miles west of Ecuador.
2. Share more detailed maps showing the 13 major islands of Galápagos. Have students identify Española Island, where Waverly's story takes place.
3. Review the part in the book that explains the migration path of waved albatrosses: "Wings spread out wide, they know what to do: leave Española Island and soar to Peru."
4. Using tracing paper placed over the maps, have students trace a possible migratory route from Española Island along the west coast of South America to Peru.
5. Extend the activity by plotting other destinations named in the story text, such as Ecuador and Chile. Estimate mileage between points.

Discussion Questions

- What did you learn about the Galápagos Islands and Española Island on the map? Can you describe any interesting features you noticed?
- Imagine you are a waved albatross flying from Española to Peru. What challenges might you face on your journey? Why do you think these birds migrate?
- What parts of the story did you find exciting or fun to explore on the map?



Activity #2: Comparing Animal Adaptations

Students will select two animals from the Galápagos featured in the story and create a Venn diagram comparing their physical adaptations. This allows analysis of how unique traits help species survive.

Objectives

- Demonstrate a thorough understanding of physical adaptations.
- Apply and utilize vocabulary related to physical adaptations for comprehension of biological concepts.
- Analyze similarities and differences through Venn diagrams.

Standards

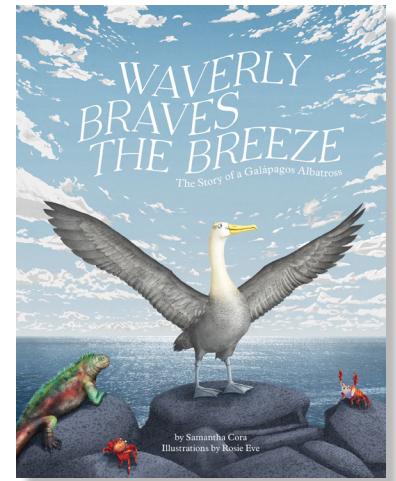
CCSS.ELA-LITERACY.RI.2-3.1
CCSS.ELA-LITERACY.RI.2-3.3
CCSS.ELA-LITERACY.W.2-3.8

Materials

- Paper, pencils
- Text of *Waverly Braves the Breeze* for reference

Instructions

1. Review vocabulary relating to physical adaptations (traits inherited over time that help organisms survive, like webbed feet, sharp teeth, camouflage, etc.).
2. Have students work independently or in small groups. Explain they will each select two animals from the Galápagos featured in Waverly's story.
3. On a sheet of paper, they will draw a Venn diagram with overlapping circles to list unique traits in the first part of each circle. Where the circles intersect, they list similarities. Example animals to compare:
 - Waved albatross and giant tortoise
 - Whale shark and marine iguana
 - Blue-footed booby and mockingbird
 - Sally lightfoot crab and sea lion



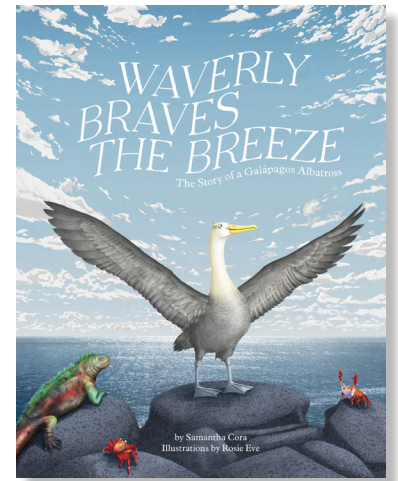
Samantha Cora
Illustrated by Rosie Eve

Discussion Questions

- How do the compared adaptations provide an advantage for survival in the Galápagos?
- Why don't other species around the world share some of these traits?
- How do limited resources on the islands influence adaptations over long periods of time?



Activity #3: Expressing Environmental Empathy Through Art



Samantha Cora
Illustrated by Rosie Eve

Students will create pieces of artwork that depict threats to Galápagos wildlife described in the book's backmatter section. This allows students to creatively express empathy for the fragile ecosystem.

Objectives

- Create visually engaging and expressive pieces of artwork that depict specific threats to Galápagos wildlife described in the text.
- Analyze and interpret the environmental threats mentioned in the text.
- Develop communication skills and the ability to express empathy through creative expression.

Standards

- CCSS.ELA-LITERACY.RL.2-3.7
- CCSS.ELA-LITERACY.W.2-3.3
- CCSS.ELA-LITERACY.SL.2-3.5

Materials

- Assorted art supplies: construction paper, cardboard tubes, fabric scraps, pom poms, googly eyes, glue, tape, staplers, markers, crayons, paint, etc.
- *Waverly Braves the Breeze* text for reference



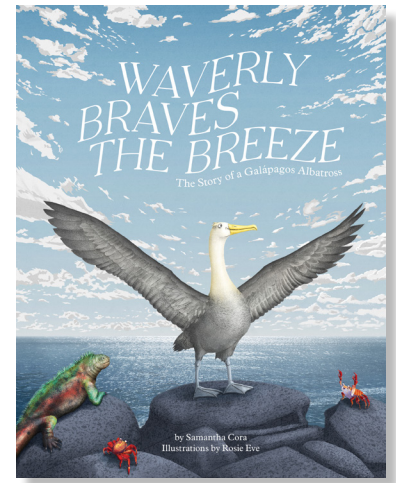
Instructions

1. Reread the following passage as a class:
"Too many [Galápagos species] are gone forever. That's why this special place, known as a "living laboratory," is in need of protection...The wildlife of the Galápagos is increasingly threatened by pollution, commercial fishing, introduced invasive species, climate change, and overpopulation..."
2. Discuss that human activity has put pressure on Española Island and the whole Galápagos archipelago, harming native plants and animals.
3. Explain that students will create artwork representing one example of threats to Galápagos species described in the passage.
4. Possible topics include habitat destruction, plastic pollution, climate change, unsustainable fishing, etc.
5. Encourage students to make the artwork visually engaging while clearly communicating an environmental threat that concerns them. Provide about 30 minutes to create.
6. Give students a chance to walk around the classroom viewing all the projects. Invite them to describe the environmental threat depicted in classmates' artwork.

Discussion Questions

- What environmental threat did you choose, and why is it important to raise awareness about this issue in the Galápagos Islands?
- As you walked around and observed your classmates' artwork, did you notice any common themes or different perspectives on the threats facing Galápagos wildlife?
- How can the artwork you created today contribute to raising awareness about environmental issues and inspire action, especially in connection with Earth Day?

Activity #4: Simulating an Animal Migration/Life Cycle



Samantha Cora
Illustrated by Rosie Eve

Students will work in small groups to act out the migration or life cycle of an animal from Waverly's story. This allows them to deepen their understanding through embodied learning.

Objectives

- Engage in discussions and communicate ideas effectively.
- Demonstrate understanding of animal behaviors and text by accurately portraying migration or life cycle in the context of *Waverly Braves the Breeze*.
- Collaborate with peers in small groups to foster teamwork and shared understanding.

Standards

- CCSS.ELA-LITERACY.RL.2-3.1
- CCSS.ELA-LITERACY.SL.2-3.1
- CCSS.ELA-LITERACY.SL.2-3.6

Materials

- Text of *Waverly Braves the Breeze* for reference
- Simple costumes/props like capes, face paint, cardboard wings, sailor hats, etc. (optional)

Instructions

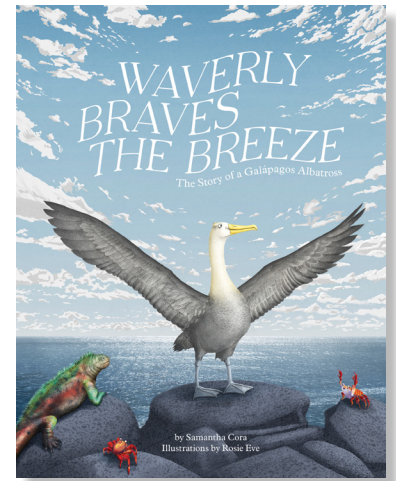
1. Reread relevant sections as a class about the migration paths and/or life cycles of waved albatrosses, whale sharks, giant tortoises, and other species.
2. Divide students into small groups of about 4-6 students per group.
3. Explain that each group will act out a migration route or life cycle for one Galápagos animal from Waverly's story. They'll present for the rest of class. Examples:
 - a. Follow waved albatrosses leaving Española, soaring along Peru/Ecuador/Chile. Show finding food, avoiding predators, resting on water.
 - b. Depict baby tortoise hatching, slowly growing for 100+ years, having offspring, dying of old age.
4. Give groups 5-10 minutes to plan and practice their skit using available props/costumes.

Discussion Questions

- What interesting facts did you learn about the migration or life cycle of a Galápagos animal?
- How did your group work together, and what ideas did each member contribute to accurately portray the animal's behaviors?
- What was the most challenging aspect of collaborating with your group to plan and perform the skit? How did you overcome it?



Activity #5: Exploring Environmental Problems and Solutions



Samantha Cora
Illustrated by Rosie Eve

Students will work in small groups to brainstorm environmental issues facing Española Island/Galápagos and generate creative solutions. They'll share ideas with the class. This allows critical thinking about conservation.

Background Information for Teachers

Teachers may want to provide further background about some of the major differences between the islands, such as which islands are inhabited by people and which are not. In fact, Española Island is a site where solutions could be particularly effective because of certain factors, including that there are no people living on the island and there are also no rats. A major advantage as well is interest in the wildlife of Española Island from the international community.

Objectives

- Identify and comprehend key information about environmental threats to Española Island/Galápagos.
- Engage in critical thinking by brainstorming environmental issues and proposing creative solutions.
- Collaborate to generate ideas and solutions through effective communication.

Standards

- CCSS.ELA-Literacy.RI.2-3.1
- CCSS.ELA-Literacy.RI.2-3.8
- CCSS.ELA-Literacy.W.2-3.8

Materials

- Large paper/whiteboard per group
- Markers
- *Waverly Braves the Breeze* text for reference



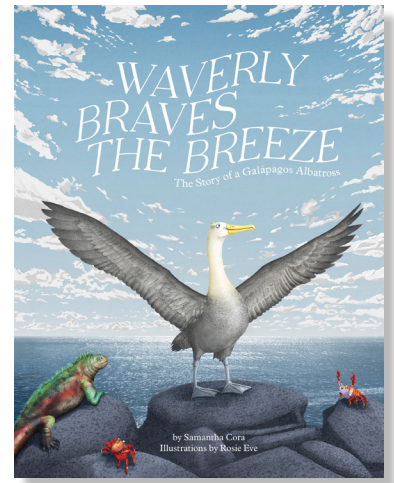
Instructions

1. Review threats to Española/Galápagos named at end: pollution, climate change, invasive species, overfishing, overpopulation/tourism.
2. Divide into small groups with a shared writing surface (paper, small whiteboard, etc.).
3. Explain that groups will brainstorm issues Española Island currently faces relating to the threats discussed AND list possible solutions.
4. Remind them solutions could be invented technologies, changing policies/behaviors, grassroots activism, educational initiatives, etc.
5. After sufficient brainstorming time, have groups rotate and review/provide friendly suggestions.
6. Each group appoints a member to summarize key issues and proposed solutions for the class. Time for Q&A and a class vote on favorite solution ideas.

Discussion Questions

- How did your group work together to come up with ideas? Did everyone have a chance to share their thoughts?
- What solution from another group did you find interesting or exciting? Why do you think it's a good idea?
- Were there any solutions suggested that involve people changing their behaviors? What are some small things we can do to help?

Activity #6: Bilingual/Hispanic Heritage Migration Game



Samantha Cora
Illustrated by Rosie Eve

Students will participate in a physical relay race activity modeled after the migration path taken by Waverly and other albatrosses in the Galápagos Islands. Students will use basic directional vocabulary terms in Spanish through verbal communication and physical movement.

Objectives

- Utilize illustrations and details to describe the characters, setting, and events
- Describe characters in the story
- Demonstrate ability to ask and answer questions about key details in the text

Standards

- CCSS.ELA-LITERACY.RL.1.1
- CCSS.ELA-LITERACY.RL.1.3
- CCSS.ELA-LITERACY.RL.1.7

Materials

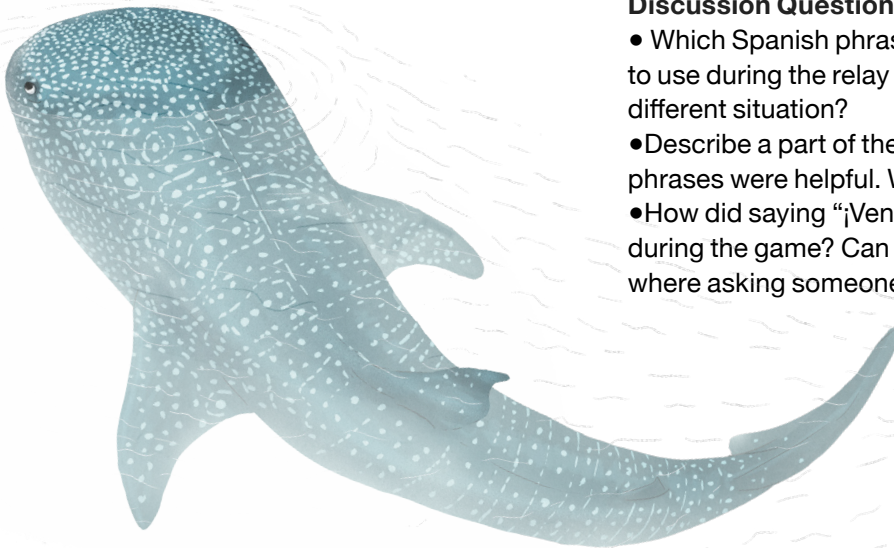
- Open space such as a field, gymnasium, or hallway
- Various equipment to create physical obstacles (hula hoops, jump ropes, cones, cushions, etc.)
- Printouts of albatross photos or facts (optional)
- Printout of Spanish vocabulary list/poster (optional)
- Music (Latin American song playlist) (optional)

Instructions

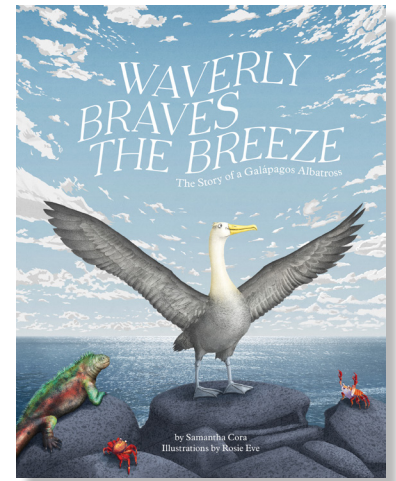
1. Gather students and share that you'll be playing a game inspired by the journey of a special bird named Waverly, the waved albatross, using Spanish phrases.
2. Talk briefly about when, where, and how far albatrosses travel during migration, explaining that migration is when animals move for food, breeding, or different weather.
3. Review simple Spanish phrases: ¡Vamos!, ¡Ven aquí!, ¡Regresa!, ¡Corre!
4. Choose 2-3 helpers to set up an easy obstacle course with things like hula hoops and cushions.
5. Explain that the course represents islands and water, similar to where albatrosses travel.
6. Divide the rest of the students into teams of 4-6 players.
7. Explain the relay race rules and share special rules about using the Spanish phrases.
8. Start the game with music (if you like), and call the first runners to begin.
9. During the race, use the Spanish phrases randomly to make it fun and engaging for students.

Discussion Questions

- Which Spanish phrase did you find most fun or interesting to use during the relay race, and how would you use it in a different situation?
- Describe a part of the obstacle course where the Spanish phrases were helpful. Which were hard?
- How did saying "¡Ven aquí! Come here!" help your team during the game? Can you think of a situation outside the game where asking someone to come here might be important?



Activity #7: An SEL Poetry Activity



Samantha Cora
Illustrated by Rosie Eve



Students will write a short rhyming poem reflecting on emotions and personal values exhibited by Waverly as she overcomes fear and migrates from Española Island. They will illustrate their poems to be displayed.

Objectives

- Identify emotions Waverly experiences and personal qualities that enable her journey
- Express emotions through creative writing and art
- Recognize common feelings faced when overcoming challenges

Standards

- CCSS.ELA-LITERACY.W.3.3
- CCSS.ELA-LITERACY.W.5.3

Materials

- Paper, coloring supplies
- Text of *Waverly Braves the Breeze*

Instructions

1. Reread parts of Waverly's story depicting her fear and doubt before the migration flight. Discuss the different emotions she experiences.
2. Ask students to recall personal situations where they felt scared or nervous to try something new. Explore how everyone faces fear and anxiety sometimes when building courage.
3. Explain they will each write a short 4-5 line poem from Waverly's perspective using rhyme and metaphor to describe her fluttering feelings before the flight.
4. Have students illustrate Waverly below their poem, incorporating symbols of traits that enabled her to succeed (bravery, resilience, curiosity etc.)
5. Invite students to share their work. Display poems and artwork with captions naming the emotions and values depicted.

Sample starter: Wings flutter in the morning light, Heart flutters too from fright. I want to be brave and strong and bright, But the unknown gives me a fright.

Discussion Questions

- How did writing about Waverly's feelings help you reflect more on personal emotions/values?
- What stood out to you in classmates' poetry and art about overcoming fear?
- How can we support friends who are working to be brave like Waverly?

