

UNIT 13 OPENER

Preteach: Instructional Terms

Adventure fiction is a type of reading that relates made-up stories that are full of action and plot twists. Adventure stories usually are about a problem to be solved and are meant to entertain readers. Other common characteristics of adventure stories include journeys, narrow escapes, precarious situations, and fast pacing. **Ask:** Which adventure stories have you read? Why do people like to read adventure stories?

Readers of adventure fiction often find themselves wondering what will happen next. They enjoy **making predictions** about the story. A prediction is an educated guess based on what has already happened in the story. As the story unfolds, readers can confirm their predictions, checking to see whether their guesses were correct. Use this example with students:

As you begin reading an adventure story, you notice that the story takes place in the mountains. Using this knowledge, you predict that the characters will have a problem that results from the rugged terrain. Your prediction is confirmed when the characters get lost on a mountain trail.

Literary elements are the basic components of literature. Students should be familiar with **characters**, or the people in the story. **Setting** is the location of the story in time and place. The **plot** is what happens as the story unfolds. It is the action. **Ask:** How would you describe the characters, setting, and plot in the following paragraph?

Jill walked up on the porch of the old house. The boards creaked beneath her feet. Mustering all her courage, she knocked on the door and listened for the footsteps that would tell her that Mrs. Hobson was coming.

English **word structure** is based on words borrowed from many languages. Explain to students that words or word parts from two ancient languages, Latin and Greek, form the base of many words that we use today. Challenge students to think of words containing the Latin root *struct*, which means *to build*. If necessary, prompt them with words including *structure*, *construct*, and *destruction*.

Scope and Sequence at a Glance

Genre: Adventure Fiction

Title: Finding Gold in the Clouds

Cross-Curricular Connection: Science

Comprehension Strategy: Make and Confirm Predictions

Comprehension Skill: Analyze Literary Elements (Plot, Setting, Character)

Vocabulary Strategy: Word Structure (Greek and Latin Roots)

Decoding Support: VCCV Pattern for Syllabication

Summary of Reading Passage

Finding Gold in the Clouds

Carlos, Mai-Lin, and LaShonda travel to Costa Rica, where they meet Dr. Seymour Oust. Dr. Oust thinks that a golden toad, a species thought to be extinct, lives in a nearby rain forest. Hiking through the forest, the travelers hear a toad chirping. Can the children help him find the golden toad? What will they do if they succeed?

Lexile: 700

Word Count: 858



DESTINATION READING



UNIT 13 OPENER (CONT.)



Learner Vocabulary

Introduce the unit's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read aloud its definition.

abundant: Adjective. Plentiful.

Budding flowers are **abundant** in the springtime.

competition Noun. (1) Contest. (2) Situation in which people try to reach the same goal.

- (1) Mai Le won the spelling **competition** with the word treacherous.
- (2) There is a lot of **competition** for good grades at my school.

contain Verb. Keep in or hold inside.

Manny could barely **contain** his anger when his friend teased him.

expedition Noun. Long trip for a special purpose or to achieve something. The climbers had a successful **expedition** to the top of Mount Everest.

mammoth Adjective. Enormous; extremely large. Noun. (2) Extinct animal that lived during the Ice Age and looked like a large, hairy elephant with long tusks.

- (1) This **mammoth** old mansion has more than 40 guest rooms.
- (2) Woolly **mammoths** were about ten feet tall and weighed three tons.

poncho Noun. (1) Waterproof overcoat with a hole for the head and a hood. (2) Cloak with a hole in the middle to slip over the head.

- (1) I slipped on my **poncho** before heading out into the rain.
- (2) **Ponchos** were first worn in Peru more than 400 years ago.

rugged Adjective. (1) Having a rough, uneven surface. (2) Tough and strong. (3) Difficult and challenging.

- (1) Only **rugged** dirt roads lead back into that campground.
- (2) You will need a pair of **rugged** boots to make it up the mountain.
- (3) Life was **rugged** for the first settlers of Jamestown, Virginia.



Destination Journal

Ask students to write journal entries on this topic: **Imagine you are a scientist who specializes in saving endangered animals. Which animals would you be most interested in saving? Explain your choices.**



Book Lists

Books of the Same Genre

Students who enjoy this genre might choose from these selections for further reading.

Dragon Rider by Cornelia Funke. 1997. Scholastic Inc.

(Below-level students.) This adventure fantasy follows a young dragon on a dangerous journey. **LEXILE: 710**

Cayman Gold by Richard Trout. 1999. Langmarc.

(On-level students.) A zoologist and his three children experience adventures when they visit the Cayman Islands. **LEXILE: 780**

Redwall by Brian Jacques. (Reprint 1998.)

Ace. (Above-level students.) In this first book in a series, a mouse follows his dream to become a warrior. **LEXILE: 800**

Books with Related Themes

Students who are fascinated by science may find these books intriguing.

What Is the Animal Kingdom? by Bobbie Kalman. 1998. Crabtree.

(Below-level students.) This book introduces the main groups of the animal kingdom, discussing their anatomy and habitats. **LEXILE: 700**

Exploring the Rain Forest by Mattias Klum and Hans Odoo. 1995. Sterling.

(On-level students.) This nonfiction selection describes rain forest life in Costa Rica and other countries. **LEXILE: 770**

Who Really Killed Cock Robin? by Jean Craighead George. 1991. Harper/Trophy.

(Above-level students.) In this mystery, two children try to determine whether a robin died because of imbalances in the environment.

LEXILE: 830



LESSON 1 PLANNER

► Genre Study

Assess students' prior knowledge by asking whether they have ever seen an adventure movie. As they contribute the titles of their favorites, have them define the adventure genre for you. **Ask: What do you expect to see in an adventure movie?** Students may comment on the action scenes, difficult situations, and amazing settings in these films. Point out that most adventure movies are made up, although some may be based on real situations.

Then ask students to tell about their favorite adventure books. Inquire about the features that they expect to find in them. The list should include

- a journey, often to an exotic location
- lots of action, including chases and fights
- narrow escapes from difficult circumstances
- precarious situations that challenge the characters
- a fast pace that keeps readers interested

Ask students to speculate on why authors write adventure fiction. Discuss how an author would approach writing this type of story. Invite students to speculate on the research and imagination that would be needed for such a project.

Share the Pen: Challenge students to contribute to an action scene for an adventure novel. Write an opening sentence on the board or chart paper, and then invite student contributions. **Sample starter:** Lance looked around the cave, trying to find the way out. He felt something brush his ankle. A snake!

► Build Background

The subject of the brief video in the courseware is Costa Rica—its cloud forest, indigenous plants and animals, and ecosystem.

Determine students' previous knowledge about Costa Rica and its environment. **Ask: What do you know about different types of plants and animals that live in Costa Rica? Why is the ecosystem in Costa Rica important?**

Remind students that scientists study different animals in many parts of the world. **Ask: What kind of training would someone need in order to be a scientist who studies animals? What kind of information would a scientist want to collect? How do scientists help us understand the world? Why is studying the environment where animals live important to people?**

Some students may have difficulty with the concept of extinction. Explain that changes to animals' environments can keep animal species from reproducing.



Learning Objectives

- Recognize distinguishing features of adventure fiction texts.
- Recognize the author's purpose in writing adventure fiction texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use knowledge of Greek and Latin roots to determine the meanings of words.
- Write sentences to demonstrate comprehension of words with Greek and Latin roots.



QuickFact: Information Center

Cloud forests lie in tropical elevations between 500 meters and 3,500 meters. They are almost always covered with mist called "horizontal precipitation." Cloud forests, rich in plants and animals, are vital to the water cycle.



DESTINATION READING



LESSON 1 PLANNER (CONT.)



Vocabulary Strategy: Greek and Latin Roots

Remind students that many English words had their beginnings in other languages. For example, in the word *aquarium*, the root *aqua* means *water* in Latin. Knowing this helps us figure out that an aquarium is a tank in which living fish are kept. Other words with the root *aqua* are *aquatic* and *aqueduct*. Explain that students can find the root of many English words by looking in the dictionary. The word *geology*, for example, comes from the Latin *geologia*, from *geo-* + *-logia*. *Geo-* means *earth* and *-logy* means *science*. *Geology* is the science of studying Earth's history.



Differentiated Instruction

ELL: Remind English language learners that many Greek and Latin prefixes are used with root words to make new words. Have them look up the prefixes *tele-* and *photo-* in a dictionary. Then have them look up words beginning with these prefixes and investigate how the prefixes are used.

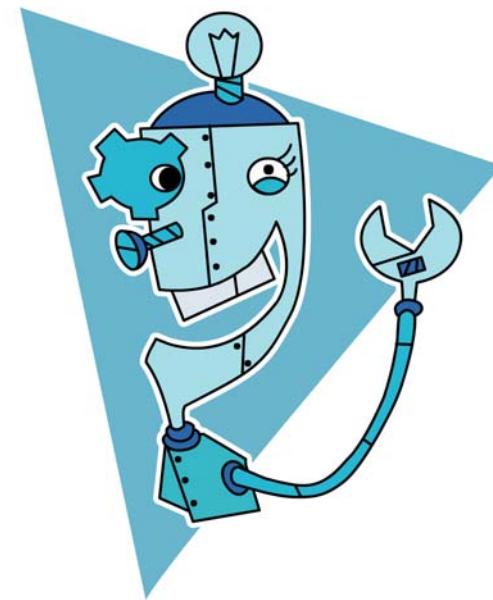
Special Needs: Invite students to act out the vocabulary words. Write each word and its definition on an index card. Have each student select a card and act out the meaning of the word. They may use actions and words, but they cannot use the word itself or its definition. Invite other class members to tell which word the student is conveying.

Above-level Students: Have these students go on a hunt for words based on Greek and Latin roots. Invite them to find words in their science books, and then look the words up in a dictionary to find out which ones have Greek and Latin roots. Ask them to make a chart of the word, the language it came from, the root word, and its meaning. Consider enhancing this activity by challenging the students to make up and define new words with the same root. For example, if they are working with *photosynthesis*, a new word could be *photodestruction*, meaning "using light to destroy something."



Quick Connect Activities

- Have students use information from the story as well as their imaginations to draw a picture of one of the characters in the story.
- Have students write about whether they think it would be interesting to author adventure fiction. Ask them to explain their answer, using what they have observed and learned about this genre.



Destination Journal

Ask students to imagine that they are going on a trip to a cloud forest. Have them make a list of the things that they would take and their reasons for listing each item.



Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to write a brief explanation of how Greek and Latin words are used in English today. Have English language learners share some words from their first language that may also have Greek or Latin roots.
- Have small groups discuss the qualities of a good adventure story.
- Have students write paragraphs that incorporate three vocabulary words from the lesson.

LESSON 2 PLANNER

Comprehension Skill: Analyze Literary Elements

Write **plot**, **setting**, and **characters** across the top of the board or in columns on chart paper. Ask students to define each of the terms.

In the courseware, students will be filling in the three-column table with the literary elements of the adventure story. Point out that identifying the elements of a story will help students understand it. Invite students to return to the text for clues and details about the characters, setting, and plot if they have difficulty with any of the elements.

Comprehension Strategy: Making Predictions

Explain to students that clues in the beginning of a story will help them make predictions about the story. **Ask:** **Can you expect your predictions always to be correct?** Point out that part of the fun of reading an adventure story is being surprised, so the best stories are not always easy to predict!

In the courseware, students will learn to use the cover, title, and opening lines of a story as a basis for predictions about its content. Assist students as they use the information given there to make predictions. Point out that they may need to revise their predictions as they continue to read.

Differentiated Instruction

ELL: Several English words used in the literary analysis segment of the lesson are similar to Spanish words. These include *carácter* (character), *escena* (setting, scene), and *analizar* (to analyze).

Special Needs: Add a few words to the table headings to assist these students with learning the literary terms. Use these headings: plot = what happens, setting = where and when, and characters = who.

Above-level Students: Have students make a plot/setting/character table and use it to plan a story that they would like to write.



Learning Objectives

- Recognize the literary elements of plot, setting, and characters in adventure fiction texts.
- Identify plot, setting, and characters in adventure fiction texts.
- Recognize making predictions as a strategy to improve reading comprehension.
- Make predictions about literary elements including plot, setting, and character in adventure fiction.



Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have each student use a plot/setting/characters table to note the elements in a favorite story.
- Invite students to select a newspaper or magazine article and make predictions about its content based on the headline and any photographs or drawings associated with the article. Then have them confirm or revise the predictions as they read.

LESSON 3 PLANNER

Story Summary

In this **adventure fiction** story, the **characters** Carlos, Mai-Lin, and LaShonda win trips to modern-day Costa Rica because they tie for first place in a science competition. They meet Dr. Seymour Oust, who takes them to the cloud forest. Dr. Oust is a scientist who is studying the cloud forest.

Dr. Oust is excited about a possible scientific discovery: a golden toad that was once thought to be extinct might actually still exist deep in the forest! He invites the children go with him to the place in the forest where he heard the toad's call. The **plot** of the story centers on finding and capturing the toad.

The children agree to help the scientist find the toad. After they put on ponchos and boots, they set out on a hike through the cloud forest, the major **setting** for the story. The group passes many amazing plants, birds, and insects as they hike to the pond where the toad was heard.

As they find the toad near a pond, Dr. Oust cautions the children to move carefully so that the toad does not run away from them. Mai-Lin **predicts** that the toad will hop toward the rest of the group if she goes behind it and makes a noise.

Mai-Lin follows through on her plan, and her prediction is correct. Carlos captures the toad as it hops toward the group. Dr. Oust happily takes the toad back to his laboratory to study it.

Destination Journal

Ask students to write journal entries on this topic: **This story is a modern adventure story set in a Costa Rican cloud forest. The cloud forest is a beautiful place with amazing animals and plants. Write about a place that is special to you. It can be an amazing or ordinary place. Describe it as you would describe the setting for a story. Include sights, sounds, and colors to make the place come alive for your reader.**



Learning Objectives

- Read an adventure fiction text to build vocabulary, fluency, and comprehension.
- Make, modify, and confirm predictions while reading an adventure fiction text, using evidence found in the text.
- Identify plot elements while reading an adventure fiction text.
- Use knowledge of Greek and Latin roots while reading to improve comprehension of unfamiliar words.
- Demonstrate comprehension of an adventure fiction text.



Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- After students have read the story, have them briefly outline the story in the plot section of a three-column graphic organizer. Have students complete the organizer with the setting and characters.
- Have each student select an adventure fiction story. Tell students to make a prediction about the story on the basis of its title, illustrations, and blurbs. After students have read the selection, have each one write a paragraph about whether the prediction made was accurate.

LESSON 4 PLANNER

Comprehension Skill: Recognize Literary Elements

The courseware will show how to **analyze** literary elements in a story. Explain to students that analyzing is thinking about the characters, plot, and setting, and making judgments about them. **Ask:** Do you think that the characters in the story are believable? Why or why not?

Challenge students to similarly analyze the setting. **Ask:** How does the setting make a difference in the story?

Finally, have students consider the plot of the story. **Ask:** Is the plot believable? Do the children in the story have an adventure?

Comprehension Strategy: Make and Confirm Predictions

After students read the first paragraph of the story, have them comment on Carlos's remark about the snakes. Ask them to **predict** whether he will be courageous enough to walk in the forest. Then invite them to read through paragraph 13. **Ask:** Was your prediction about Carlos correct?

The courseware points out that predictions may need to be revised at times. Revising predictions is not a problem. Even a prediction that is incorrect helps a reader think about the story. In the courseware, students will have a chance to make and revise predictions about the plot, setting, and characters in the story.

Differentiated Instruction

ELL: Explain to students that the *zoo-* in zoology is a root word that refers to animals. In English, the word *zoo* is a shortened form of *zoological garden* and refers to a place where animals are kept for people to see.

Special Needs: To help students envision the toad's capture, invite them to act it out, using the text as a guide. Use a small stuffed animal tied to a string as the toad, and assign students to play the parts of Dr. Oust and the children.

Above-level Students: Have student make detailed analyses of each of the characters in the story. Have them write about why each character is necessary for the group's success.

Learning Objectives

- Analyze plot, setting, and characters in an adventure fiction text.
- Confirm or revise predictions, using evidence from an adventure fiction text.

Assessment: Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- In small groups, have students analyze the characters, plot, and setting of another story that your class has read together. Use the plot/setting/characters graphic organizer from Lesson 2.
- Challenge students to make predictions about how the children would describe their trip into the cloud forest.

UNIT 13: Finding Gold in the Clouds

Name: _____ Date: _____

 **Comprehension Strategy: Using a Web Diagram**

Directions: You have learned that using a **Web Diagram** as you read can help you keep track of text information. As you read, use the **Web Diagram** to record the important information about the plot, setting, and characters in a story.

