



About the Book

Text Type: Fiction/Adventure Page Count: 24 Word Count: 3,125

Book Summary

Adventure on the Amazon River is about a girl named Cammy who is traveling on a large boat up the Amazon River with her parents. Cammy is not enjoying the trip until a girl her age boards the boat with her family. While Cammy is trying to do a good deed, something happens to her. This event is both frightening and exciting. The subsequent adventure changes Cammy's whole attitude about the trip, the Amazon, and her parents. Readers will enjoy the way in which the story builds to a climax and the resolution that follows.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Identify the parts of a plot
- Use comparative adjectives
- Identify similes

Materials

Green text indicates resources available on the website

- Book—*Adventure on the Amazon River* (copy for each student)
- Chalkboard or dry erase board
- [Analyze plot, comparative adjectives, similes worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story critical: *distrustfully* (adv.), *foreign* (adj.), *frantically* (adv.), *journal* (n.), *proximity* (n.), *tributary* (n.)

Enrichment: *exotic* (adj.), *fuchsia* (n.), *hammock* (n.), *machete* (n.), *malaria* (n.), *manioc* (n.)

Before Reading

Build Background

- Write the words *Amazon River* on the board. Have students tell what they know about the Amazon. Write their responses on the board. Show students a world map and point out the locations of the river and the rainforest.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what the author may want us to know.

- Show students the title page. Discuss the information that is written on the page (title of book, author's name, illustrator's name).
- Tell students to turn to the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that will help them understand a story is to use the information they read to guess, or predict, what will happen next in the book. This strategy helps readers understand and remember what they read.
- While still reviewing the table of contents, model making predictions.
Think-aloud: On the front cover I see a girl leaning on a boat rail and looking at the horizon. On the back cover, I see the same girl. It looks as if she might be sick and someone is taking care of her. Since the title of the book is Adventure on the Amazon River, I think the book will be about an adventure in this girl's life. The chapter titles in the table of contents don't give me very many clues. Still, I can predict that the girl's adventure begins in Chapter 3, "While the Boat Slept." I'll have to read the book to find out if my prediction is correct.
- Have students look at the other chapter titles. Encourage students to make predictions about what they think will happen in the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students about the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, have students find the bold word *malaria* on page 5. Tell students that they can look at the letters the word begins with to sound out the first part of the word. Tell students to use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Write the word parts on the board, sounding them out (*mal-lar-lee-a*). Model how they can use context clues to figure out the word's meaning. Show students that by reading the sentences before the word, we learn that malaria has something to do with mosquito bites. Point out the sentences, *And did the mosquitoes pay, too?* and *Cammy held out her tan and bumpy arm*. Explain that these sentences hint that somehow mosquitoes cause an illness called malaria. To learn more, look in the glossary or a dictionary.
- Have students turn to the glossary on page 24. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each sentence in which the glossary word appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words, as necessary.

Set the Purpose

- Tell students as they read the book to make predictions about what will happen based on the clues in the story. Remind them to revise or confirm their predictions as they learn more information about the story characters and plot.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 7. Tell them to underline any words, phrases, or clues that help them predict what will happen next. Tell them they can go back and reread the pages if they finish before everyone else.

- When students have finished reading, have them tell the words and phrases they underlined and the predictions they have made so far. Ask students what they learned about Cammy. (She was bored, missed her friends, liked the sunsets and sweet air.)

- **Think-aloud:** *My first prediction was that Cammy's adventure would begin in Chapter 3. I learned that the author wants me to think the boat ride up the Amazon River is the adventure. I am not going to revise, or change, my earlier prediction. I'll wait until I've read Chapter 3 to discover if I need to revise it or if I can confirm the prediction. After reading Chapter 1, I predict that someone interesting will board the boat at Santarem, so Cammy will no longer be bored.*
- Ask students to make predictions as they read the remainder of the book. Tell students to revise and/or confirm as they learn more information



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I predicted that someone interesting would board the boat at Santarem. I did not need to revise this because Gabriela confirmed that prediction. I predicted that Cammy's adventure would begin in Chapter 3. I was able to confirm my prediction when Cammy fell overboard.*
- Ask students to share predictions they thought of while reading. Reinforce how making predictions, revising and confirming them as they read, keeps them involved in the reading process. This strategy also helps them understand and remember what they read.

Teach the Comprehension Skill: **Analyze plot**

- **Discussion:** Tell students that making predictions, based on the information in the book is one way to connect to the characters, setting, and plot during Cammy's adventure.
- **Introduce and model:** Review or explain that most books include four story elements: *setting*, *characters*, *plot*, and *theme*. Tell students that these are what the author uses to make the text interesting. Explain that some authors focus on one element more than another, but most books contain all four.
- Write the word *Plot* on the board. Review or explain that the plot is made up of the events that happen in the book. Tell students that there are five parts that make up the plot. Explain to students what happens in each of the following:
 1. **Introduction:** Usually describes the setting and characters
 2. **Rising Action:** Introduces the problem and explains how the character plans to solve it
 3. **Climax:** The most exciting part of the text, in which the problem is solved
 4. **Falling Action:** Tells what happens as a result of the character's solution to the problem
 5. **Resolution:** Loose ends are tied up and the book ends
- **Check for understanding:** Have students name the setting and the characters in the book. Write the information on the board. (setting: Amazon River; characters: Cammy, her parents, Gabriela, Ixtola, and her family) Have students name the problem in the story. (Cammy isn't enjoying her trip down the Amazon.)
- **Independent practice:** Give students the [analyze plot worksheet](#). Have students use the information on the board to fill in the *Introduction* and *Rising Action* information. Have students complete the rest of the worksheet on their own. Discuss their answers.



Extend the discussion: Instruct students to use the last page of the book to write whether or not they think this story is believable, and to explain why or why not.

Build Skills

Grammar and Mechanics: **Comparative adjectives**

- Review or explain that an *adjective* is a word that describes a noun or a pronoun. Tell students that most adjectives that compare two nouns end in *-er*. Adjectives that compare more than two nouns usually end in *-est*. Longer adjectives usually use *more* and *most* to compare, such as *more beautiful* or *most beautiful*. Write the following sentences on the board and ask students to underline the comparative adjectives.
Cammy was two years older than Ixtola.
Ixtola was the oldest child in her family.
Cammy was more bored than her mom.
Cammy had the most mosquito bites of the three of them.
- Have students turn to page 9 and find the adjective that compares in the last paragraph (*lower*). Then have them turn to page 10 and find the adjective that compares in the sixth paragraph (*older*). Have students turn to page 14 and find the comparative adjective in the second paragraph (*loudest*).
- Check for understanding:** Have students complete the [comparative adjectives worksheet](#). Discuss their responses.

Word Work: **Similes**

- Review or explain that a *simile* makes a comparison by using the words *like* or *as*. Write the words *like* and *as* on the board. Tell students that these words are often signals that they are reading a simile.
- Write the following on the board: *Cammy runs like the wind when she plays soccer. Gabriela is as sharp as a tack.* Have students tell what is being compared in each sentence. Have them identify the signal words.
- Check for understanding:** Have students find the third paragraph on page 11. Ask them to identify the simile and signal word. (*The air still smelled like fresh rain.*) Tell students to turn to page 16. Ask them to identify the simile and signal word on this page. (*Her face was soft and round, with kind eyes that looked like those of an older woman.*)
- Have students complete the [similes worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Tell students to turn to pages 7 and 19 and reread Cammy's journal entries. Have students write Cammy's journal entry for April 2. Remind students that Cammy used many adjectives to help the reader imagine what she was feeling and experiencing. Ask students to read their entries to the class.

Science and Social Studies Connection

Have students use print and Internet resources to research the Amazon River. Divide the class into six groups to make posters that provide related information about: 1) geographic locations (maps), 2) wildlife, 3) birds, 4) food, 5) people, and 6) protecting the rainforest. Have each group share their poster with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- remember the text by making, revising, and confirming predictions while reading
- understand and identify the five parts of a plot by completing the worksheet
- use comparative adjectives correctly on the worksheet
- identify similes in the book and tell what is being compared, and then show an understanding of similes on the completed worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**