

Focus Question:

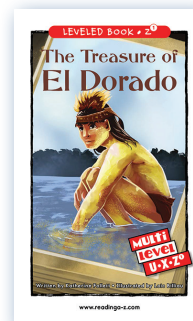
Andre finds two kinds of treasure in the story. What are they?

Book Summary

Text Type: Fiction/Realistic

As a boy, Andre was intrigued with a map his grandfather shared with him that pointed to great treasures located in Lake Guatavita in Colombia. Years later, Andre's fascination remains as he embarks on an expedition to search the bottom of the lake. What treasures will he find during his journey? *The Treasure of El Dorado* is the action-filled story of Andre's discoveries and his deepened connection to the past. The book can be used to teach students how to make inferences and draw conclusions as well as to summarize to better understand the text.

The book and lesson are also available for levels U and X.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use hyphenated compound adjectives
- ☐ Identify and use suffix -ly

Materials

- ☐ Book: *The Treasure of El Dorado* (copy for each student)
- ☐ Make inferences / draw conclusions, hyphenated compound adjectives, suffix -ly worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *archaeological* (adj.), *artifacts* (n.), *blog* (n.), *expedition* (n.), *Muisca* (n.), *submersible* (adj.)

Enrichment: *aesthetically* (adv.), *coincided* (v.), *coordinates* (n.), *corroborate* (v.), *currency* (n.), *drudgery* (n.), *egalitarian* (adj.), *footage* (n.), *monumental* (adj.), *obsession* (n.), *sacred* (adj.), *solstice* (n.), *sonar* (n.), *tribute* (n.), *zipa* (n.)

- **Academic vocabulary:** *believe* (v.), *draft* (n.), *perhaps* (adv.), *reason* (n.), *suppose* (v.), *symbol* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the phrase *El Dorado* on the board and read it aloud to students. Explain to students that the legend of El Dorado suggests that there was once a city of gold that existed in South America. Point out that, as the legend changed over time, people's ideas of the location of El Dorado changed as well.
- Show students a map of the world and ask a volunteer to locate South America and Colombia. Explain to students that some people believe that this city of gold exists at the bottom of a lake in Colombia called Lake Guatavita. Have students work in small groups to discuss whether or not they believe in the legend and why or why not. Invite each group to share their discussions with the class.

Introduce the Book

- Give students their copy of *The Treasure of El Dorado*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that, when readers summarize what they read, it helps them sequence the events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. Discuss how they provide readers with clues and readers use those clues and what they already know to *make inferences or draw conclusions* about what is happening in the story.
- Read page 3 aloud to students as they follow along. Point out that, on the basis of this information, we can conclude that Andre is adventurous and curious and has always wanted to know more about the Muisca civilization. Explain that we can also tell that he is excited and enthusiastic about his expedition and wants to share it with other people because he has set up a personal blog. Point out that the author does not tell us all this information directly, but we can draw this conclusion on the basis of the clues given in the text.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 20. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Andre’s expedition. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where is Colombia located, and why is Andre traveling there?* (level 1) page 3
- *What did the Muisca zipa do in Lake Guatavita?* (level 1) page 5
- *What equipment does the team use to search the bottom of the lake?* (level 1) page 6

- *How did the Muisca people live a different life from other ancient people?* (level 2) pages 8–9
- *Why is Andre so interested in using Jacques at night?* (level 3) pages 9–10
- *What does Andre find in the lake when he ventures out alone? How is it similar to what the team found?* (level 3) pages 11, 15–16
- *How does Andre’s abuelo respond to the figurine? Why does he feel this way?* (level 2) pages 17–18
- *Why do you think the author wrote this story using blog entries?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or drawn pictures, provide readers with detailed images of the characters and setting of the story. Point out that they also help explain the plot to readers. Have students work with a partner to review the illustration on page 4. Ask students: *What other information is shown in this illustration that is not written in the story? How does this illustration make the text come to life?* Have students review other illustrations in the book and discuss in groups how they help to create strong images and aid the reader in understanding the story.

Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters, setting, and most important events of this story. Direct them back to the chart on the board and review that a summary often includes *who, what, when, where, and why*. Invite students to share details with the rest of the class that answer these questions and record this information on the board.
- Have students work in groups to create a summary of the story, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read the story, I notice that the author has provided information about the Muisca civilization through the ongoing dialogue of the characters. For example, as Andre and the others are searching the bottom of the lake with the sonar unit, they discover several parallel ditches that Kat presumes were used for irrigation. She also explains that all of the Muisca temples were made of wood with thatched roofs despite the fact that this civilization had a wealth of gold. On the basis of these details in the story, I can draw several conclusions about the Muisca culture. For example, I can conclude that spiritual practices and a connection to the goddess of Lake Guatavita were more important to the Muisca people than having ornate homes or places of worship. I can also conclude that the Muisca civilization was advanced*

Guiding the Reading (cont.)

in some ways based upon the fact that they had the knowledge and technology to grow their own food.

- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the story and their prior knowledge to make inferences on the basis of that information. Have students discuss the inferences with a partner.

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.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers may include the following: *Andre finds a jaguar carving as well as a jaguar figurine made of bone that has been passed down through generations of his family members. The first treasure is an ancient artifact, but the second is a priceless treasure he can return to his grandfather and feel connected to his roots in Colombia.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics:

Hyphenated compound adjectives

- Review or explain that *adjectives* are words that describe nouns and pronouns. Point out that an adjective tells which one, how many, or what kind.
- Write the following sentence on the board and read it aloud: *There's a rolled-up piece of paper inside with some writing.* Circle the word *rolled-up* and point out that it is a kind of adjective called a *hyphenated compound adjective*. Explain that hyphenated compound adjectives contain multiple

words connected with a hyphen. Invite a volunteer to the board to circle the noun that the word *rolled-up* describes.

- Have students read page 6 with a partner to identify and underline all the hyphenated compound adjectives. Invite them to circle the noun that each adjective describes. Review students' findings as a class.
- **Check for understanding:** Write the following nouns on the board: *civilization, research assistant, professor, expedition*. Have students work independently to create a hyphenated compound adjective to describe each word. Then have students work with a partner to use the hyphenated compound adjectives and the nouns they describe in complete sentences.
- **Independent practice:** Introduce, explain, and have students complete the [hyphenated-compound-adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Suffix -ly

- Write the following sentence on the board: *We're virtually sitting on the equator, and my feet were still freezing.* Underline the word *virtually* and ask students to define the word. Erase the suffix *-ly* from the word *virtually* to create the root word *virtual*. Have students explain or locate in the dictionary the meaning of the root word. Discuss how the meanings of the words differ. Point out that the suffix *-ly* means having the characteristics of.
- Write the following words on the board: *literally, symbolically, financially, simultaneously, suddenly, slightly*. Have students work with a partner to identify each root word. Then have them use both the root word and the word containing the suffix *-ly* in complete sentences. Invite volunteers to share their complete sentences.
- **Check for understanding:** Have students work in pairs to reread pages 7 through 9 to locate and circle all the words containing the suffix *-ly*. In the margins, have students write the root word. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ly worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.