

TEACHER READING GUIDE

The Greatest Adventure

written and illustrated by Tony Piedra



Essential Question: How do descriptive words and illustrations help the reader understand the meaning of the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Adventure, Determination, Family

Lexile: AD510L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

- Word Work** **ELA.K.F.1.2 (c)**
Blend and segment onset and rimes.
- Vocabulary** **ELA.K.V.1.1**
Use grade-level academic vocabulary. (Tier 2)
- Comprehension** **ELA.K.R.1.3**
Explain the roles of the author and illustrator of a story.
- ELA.K.R.3.1**
Identify and explain descriptive words.

BUILDING BACKGROUND

Use the following prompts to build excitement for reading *The Greatest Adventure*:

- If someone goes on an adventure, they go somewhere exciting and possibly dangerous.
 - For example: They might go to a beach, a park, or on a mountain hike.
- Have you ever been on an adventure? Where did you go?
- Where would you want to go on an adventure?

In the story, a boy wants to go on "the greatest adventure." Preview the front cover of the book. Discuss students' predictions for what the boy's adventure will entail.

Did You Know?

When **AD**, or "**Adult Directed**," appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text

STUDENT LEARNING TARGETS

Today I am: identifying descriptive words and illustrations in a text.

So that I can: understand how the author's words and the illustrator's pictures help me better understand the story.

WORD WORK – BLENDING ONSET AND RIMES

Students will practice blending the **onset** and **rimes** of single-syllable words to develop phonological awareness.

The term **onset** refers to the initial phonological unit (the first sound) of any single-syllable word pattern. Examples of single-syllable word patterns are CVC, CVCe, and CVVC words.

- Example: The /s/ in *sip* is the **onset**.

The term **rime** refers to the vowel and consonants that follow the onset.

- Example: The /ip/ in *sip* is the **rime**.

The Greatest Adventure contains single-syllable words to practice blending **onset** and **rimes**. Say to students:

- "I'm going to say two sounds. Tell me what word they make. Ready?"
- "/l/ ... /əd/. What word do they make?"
- "Led."

Continue to practice blending onset and rimes with the following words from the book:

just (p. 4)	let (p. 19)
next (p. 12)	not (p. 32)

ELA.K.F.1.2: Demonstrate phonological awareness.

- c. Blend and segment onset and rimes of single-syllable words.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



adventure (title): When something or someone has an **adventure**, they go on an exciting and possibly dangerous trip. Eliot wants to go on a real **adventure** like his grandfather.



interrupt (p. 5): If you **interrupt** something or someone, you say or do something that causes them to stop. Eliot's mom **interrupts** his adventure with the wild beast when she calls him inside for dinner.



discovered (p. 15): If you **discover** something, you learn about it for the first time. Eliot **discovers** concrete giants while looking for a real adventure with his grandfather.



blurted (p. 19): **Blurting** describes saying something quickly and suddenly. Eliot **blurts** to his grandfather, "We can take out your boat!"

Vocabulary Extension Activity

- Encourage students to make personal connections with each word to reinforce their understanding of the vocabulary. Model how to make a personal connection using the target vocabulary word.
 - For example, say, "I always try to think before I talk so I don't **blurt** out anything I shouldn't have said. Once, I **blurted** out that I did not like what my dad cooked and hurt his feelings. Have you ever **blurted** out something that you wish you hadn't?"

READ FOR MEANING – IDENTIFY AND EXPLAIN DESCRIPTIVE WORDS TO DESCRIBE THE STORY

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

- Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' *Hop on Pop* where Dr. Seuss performs both roles.
- Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.

ELA.K.R.3.1: Identify and explain descriptive words in text(s).

- Clarification 1: Students will explain examples of descriptive words in a text and how they add meaning.



Before:

The purpose of today's read aloud is to explain how the author and illustrator contribute to the meaning of the text. The author writes the words, and the illustrator creates the pictures. Tony Piedra is both the author and illustrator of *The Greatest Adventure*. The illustrations help to support the reader's understanding of the **descriptive words** in the text.

- In the story *The Greatest Adventure*, the main character wants to go on a "real adventure." Explore what the word *real* means in the context of a "real adventure."



Try This!

Students create their own illustrations for the graphic organizer on a separate piece of paper to support the standard **ELA.K.C.5.1**: Use a multimedia element to enhance oral or written tasks.



During:

As you read *The Greatest Adventure*, display and use the descriptive words and illustration graphic organizer to support students in explaining how both authors and illustrators contribute to the meaning of the text.

Descriptive words from the book	What do the author's words describe?	What do the illustrator's pictures show us?
"After it rained, he sailed the high seas." (p. 2)	 Eliot is sailing in the ocean.	 Eliot is playing with a paper sailboat.
"And in the shadows, he tracked the trails of wild beasts." (p. 3)		
"They discovered concrete giants." (p. 15)		
"They were swept up by a plastic sea." (p. 17)		

READ FOR MEANING – IDENTIFY AND EXPLAIN DESCRIPTIVE WORDS TO DESCRIBE THE STORY



Example 1:

- **I Do:** Think aloud about how the illustration supports the meaning of the descriptive words in the text.
 - For example, on p. 2, read, “After it rained, he sailed the high seas.”
- Use the following prompts to support the think aloud:
 - Eliot is saying he sailed the high seas. If someone is sailing the high seas, they are sailing on a boat in the ocean.
 - However, in the illustration, Eliot is sailing a paper sailboat in the puddle.
 - Eliot has a great imagination. He is imagining himself sailing the ocean, but actually, he is sailing a paper sailboat.
 - The author uses descriptive words to describe Eliot’s imagination. However, he draws two different illustrations to show what Eliot is imagining and what is actually happening. (Refer to p. 2.) For example, in this illustration, Eliot imagines sailing the high seas. (Refer to p. 1.) However, in this illustration, Eliot is actually sailing a paper sailboat in a puddle.

Examples 2 – 4:

- **We Do:** Continue guiding students in understanding how the illustrations support the meaning of the descriptive words. Record students’ responses in the graphic organizer.
 - For example, on p. 3, read, “And in the shadows, he tracked the trails of wild beasts.”
- Use the following prompts to support the think aloud:
 - What do you picture in your mind when you hear the words wild beasts? (Provide wait time, and ask students to talk to a partner about what they imagined.)
 - (Read p. 4 – 5.)
 - Eliot imagines a wild beast, but what is he actually looking at?
 - Do you think the dog is really that big? Or is Eliot using his imagination?
 - Confirm or guide students’ thinking, and write the correct response on the graphic organizer.
 - Continue to guide students with the third and fourth examples.
 - Tie responses back to the essential question on p. 1 of this guide.



After:

- On chart paper, brainstorm a list of adventures students can have at the beach.
 - Examples could include:
 - Swim in the deepest ocean.
 - Build a giant sandcastle.
 - Look for shark teeth.
 - Swim with the dolphins.
 - Find a sunken ship.
- Model forming a complete thought with the sentence stem, “On my beach adventure, I will _____.”
- Students will select an adventure from the list and complete the sentence stem, “On my beach adventure, I will _____.”
- Ask students to draw a picture for the sentence they created.
- For example,

On my beach adventure, I will swim in the deepest ocean.

