

The  
Waterfall

BUILD BACKGROUND  
Theme 1, Grade 3

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**California State Standards**

Reading

- Vocabulary and Concept Development 1.6
  - Use sentence and word context to find the meaning of unknown words.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.2
  - Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

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**California State Standards**

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.3
  - Demonstrate comprehension by identifying answers in the text.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.4
  - Recall major points in the text and make and modify predictions about forthcoming information.

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**California State Standards**

**Reading**

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.5
  - Distinguish the main idea and supporting details in expository text.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.6
  - Extract appropriate and significant information from the text, including problems and solutions.

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**California State Standards**

**Reading**

- Narrative Analysis of Grade-Level-Appropriate Text 3.3
  - Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- Narrative Analysis of Grade-Level-Appropriate Text 3.6
  - Identify the speaker or narrator in a selection.

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**Connecting to the Theme**  
**“The Waterfall”**

- This theme is about the excitement and rewards of adventure.
- The next story is called “The Waterfall.”
- Describe a waterfall you may have seen yourself or in pictures.



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**Connecting to the Theme**  
**“The Waterfall”**

- Use Get Set to Read on pages 92-93 to explain what causes a waterfall.
- Read aloud “What is a Waterfall?”



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**Connecting to the Theme**  
**“The Waterfall”**

- What are the features of a waterfall and how is one formed?
- Explain the meanings of the boldfaced Key Vocabulary words and use them to explain how a waterfall might be a good setting for an adventure story.



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**Key Vocabulary**

- boulders
- canyon
- cauldron
- ledges
- rapids
- scouted
- sheer

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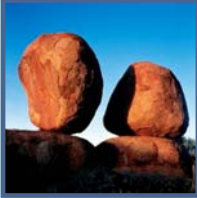
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**boulders**

- These **boulders** are balancing on a cliff edge.
- **Boulders** are large, rounded rocks.



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**canyon**

- The Grand Canyon is the most famous **canyon** in the United States.
- A **canyon** is a deep valley with steep walls on both sides, formed by running water.
- The Spanish cognate of **canyon** is cañón.



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**cauldron**

- The **cauldron** was filled with lucky gold coins!
- A **cauldron** is a large pot used for boiling.
- The Spanish cognate of **cauldron** is caldero.



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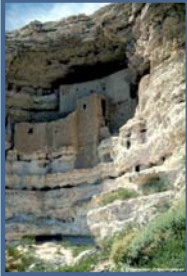
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**ledges**

- These dwellings were carved into the **ledges** of a great cliff.
- **Ledges** are flat spaces like shelves on the sides of cliffs or rock walls.



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**rapids**

- The rushing **rapids** were frightening for the rafters.
- **Rapids** are a group of small waterfalls in a river where the water flows very fast.
- The Spanish cognate of **rapids** is rápidos.



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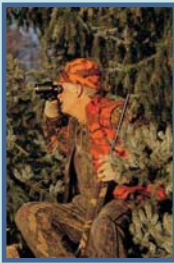
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**scouted**

- The hunter **scouted** out the area looking for deer.
- **Scouted** is to have observed or explored carefully for information.



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**sheer**

- Darren was brave enough to climb the **sheer** cliff.
- **Sheer** is very steep.



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**Strategy Focus: Predict/Infer**  
**“The Waterfall”**

- Turn to page 94 and read the title and author of the selection.
- Volunteer to read the Strategy Focus.
- What are your predictions for the selection?



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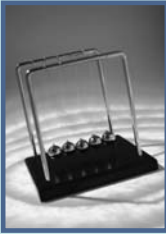
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**Cause and Effect**  
**“The Waterfall”**

- You will focus on what happens in the “The Waterfall” and why it happens.
- These related events are known as cause and effect relationships.
- To develop this skill, you will record causes and effects on a chart in your Practice Book.



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**Focus Questions**  
**“The Waterfall”**

- Turn to Responding on page 116.
- Read the questions.
- Keep these questions in mind as you read “The Waterfall.”



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**Purpose Setting**  
**“The Waterfall”**

- Recall the predictions you made for the Strategy Focus on Anthology page 94.
- Read to confirm or change your predictions as the story unfolds.



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**Supporting Comprehension**  
**“The Waterfall”**

- Why must the family balance the backpacks on their heads?
- Why is the sandy flat a good place to set up camp?



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**Supporting Comprehension**  
**“The Waterfall”**

What clues does the author give that the boys are enjoying themselves?



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**Strategy Focus: Predict/Infer**  
**“The Waterfall”**

- What clues on page 99 can help you predict what lies ahead on the hike?
- Read aloud the final sentence on page 99.
- What predictions can you make now?



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**Strategy Focus: Predict/Infer**  
**“The Waterfall”**

- Bears roar, too.
- Explain why that prediction is unlikely.



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**Supporting Comprehension**  
**“The Waterfall”**

- Why are the hikers “picking (their) way among slippery boulders?”
- Why can’t the hikers see the cause of the noise?



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**Noting Details**  
**“The Waterfall”**

Story details are important because they help readers:

- understand important information about characters and events
- see, hear, and feel what the characters do
- picture the story setting and sense the mood an author creates



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**Noting Details**  
**“The Waterfall”**

- Notice the details about the setting on page 99.
- Descriptions such as “little rapids”, “slippery boulders”, and a sudden, “roaring sound” help readers experience what the family does as they hike along.



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**Noting Details**  
**“The Waterfall”**

- What mood do you sense from the details on page 99?
- Identify other story details that help you picture the setting and experience what the family does.



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**Supporting Comprehension**  
**“The Waterfall”**

- What are some words that might describe the waterfall?
- Why do you think the boy wants to climb the falls?
- What does the boy mean by the words “snuggled in my bag?”



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**Story Structure**  
**“The Waterfall”**

- Important parts of a story are:
  - Characters: the main people or animals
  - Setting: where and when the story takes place
  - Plot: the sequence of story events, including a beginning, middle, and end, and often a problem
- Use the graphic organizer on the next slide and the details from pages 97-101 to identify the setting.

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Story Structure  
**“The Waterfall”**



Download this graphic organizer at [www.curriculumcompanion.org](http://www.curriculumcompanion.org)

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Supporting Comprehension  
**“The Waterfall”**

- Why do you think the author includes the detail about the mountain lion?
- How does the boy feel about climbing the waterfall?



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Supporting Comprehension  
**“The Waterfall”**

Why might the father feel that the waterfall can't be climbed?



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**Comprehension/Critical Thinking**  
**“The Waterfall”**

- What can hikers do to prepare for a safe hike?
- Why might camping outdoors be fun?



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**The Waterfall**

SEGMENT 2

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**Purpose Setting**  
**“The Waterfall”**

- Summarize the story so far and predict what will happen to the boy and his family.
- Read pages 104-115 to check your predictions.



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**Supporting Comprehension**  
**“The Waterfall”**

- How do the parents feel while the boys are climbing?
- How do you think the boys feel as they climb?



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**Supporting Comprehension**  
**“The Waterfall”**

Why does the boy think that not looking down will keep his brother from being scared?



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**Strategy Focus: Predict/Infer**  
**“The Waterfall”**

- Model your inferences about how the boys feel.
- The boys have reached the top of the cliff.
  - How do you think they feel?
  - What clues does the author give you?



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Supporting Comprehension  
**“The Waterfall”**

- What effect does their successful climb have on the boys? How do you know?
- Why does the author use capital letters when the boys are speaking to their parents?



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Supporting Comprehension  
**“The Waterfall”**

What do the boys mean by saying, “It’s like a whole other world up here?”



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Supporting Comprehension  
**“The Waterfall”**

- Why does the boy feel both anxious for and proud of his parents?
- How are the roles of parent and child reversed here?



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**Supporting Comprehension**  
**“The Waterfall”**

What does the author mean by saying that the father is “grinning like a grizzly bear?”



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**Character’s Perspective**  
**“The Waterfall”**

- Note how the words / and we are used throughout the story.
- Jonathan London, the author, writes the story from the boy’s point of view.
- The boy’s thoughts and feelings are given and his understanding of story events is supplied.



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**Character’s Perspective**  
**“The Waterfall”**

- Look at the words “I couldn’t believe my eyes!” on page 110.
- Here the author reveals the boy’s feelings of surprise when his parents start to climb up too.



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**Character's Perspective**  
**"The Waterfall"**

Identify other words that reveal the boy's thoughts and feelings about his parents' climb.



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**Character's Perspective**  
**"The Waterfall"**

- What reasons might an author choose to use / and tell the story as if he were the boy?
- How might the story differ if it were told by another family member?



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**Supporting Comprehension**  
**"The Waterfall"**

- Why does the boy want to keep the driftwood?
- Why does the father let his son make the decision about the driftwood?
- Why does the boy say that lugging the driftwood is "about the hardest thing" he's ever done?



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**Cause and Effect**  
**“The Waterfall”**

- Some story events are related.
- To figure out these cause and effect relationships, you should ask these questions.
  - What happens? (effect)
  - Why does it happen? (cause)
- “The boy shouts, “Look!”
  - This sentence tells what happens on page 112.
  - It is the effect.

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**Cause and Effect**  
**“The Waterfall”**

Why does the boy shout?

- Seeing the driftwood causes him to shout.
- The two events are related.



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**Cause and Effect**  
**“The Waterfall”**

Finish the following sentences by supplying a cause or effect.

- Because he wants a souvenir, the boy \_\_\_\_\_.
- The boy decides to keep the driftwood, so he \_\_\_\_\_.
- “The Dancer” makes the boy’s heart feel big and wild because \_\_\_\_\_.

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**Cause and Effect**  
**“The Waterfall”**

In pairs, identify other cause and effect relationships in the story.



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**Supporting Comprehension**  
**“The Waterfall”**

Do you think everyone sees the driftwood as a dancing boy? Explain.



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**Supporting Comprehension**  
**“The Waterfall”**

What conclusions can you draw about the family's hiking trip, based on the fact that they set up the driftwood in their yard?



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**Supporting Comprehension**  
**“The Waterfall”**

Why does the boy keep repeating the words “my heart feels big and wild?”



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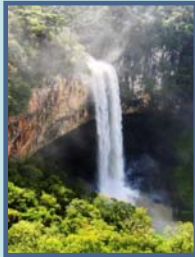
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**Comprehension/Critical Thinking**  
**“The Waterfall”**

- Why is his waterfall climb so meaningful to the boy?
- How would the story be different if the boys' parents had climbed the waterfall first?



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