

The ADVENTURE IS NOW

Teacher's Guide

FOR USE
WITH COMMON
CORE STATE
STANDARDS



Ages 8 and Up + ISBN: 978-0374314712
e-book also available

About the Book

A fun-filled, action-packed middle grade novel about a boy who learns about protecting the environment, finding real friends, and living in the now while spending the summer on a remote island.

Sometimes it's hard to be Milton P. Greene. He says all the wrong things, his family is falling apart, and everyone at school avoids him because of the very embarrassing Bird Brain Incident. But when Milton plays his video game Isle of Wild, he becomes someone else—Sea Hawk, the brave and brilliant naturalist explorer who conquers danger at every turn.

Then Milton's parents ship him off to the remote Lone Island for the summer, where his uncle Evan is an environmentalist researcher. The island is chock-full of spectacular species, and Milton realizes this is his chance to become the brave and brilliant naturalist he's always wanted to be—and even meet some fellow explorers!

But as it turns out, the future of the Lone Island is in some pretty serious peril, and the only thing that can save it is a field guide full of cryptic clues. If Milton and his unexpected new friends are going to protect the island, they'll have to trust each other, discover new truths, and embark on a wild and wondrous adventure all their own.

About the Author

Jess Redman is a former therapist, environmental educator, and award-winning author of children's books. Her books include THE MIRACULOUS, QUINTESSENCE, THE ADVENTURE IS NOW, and the picture book SEASON OF LIGHT. Her books have received several awards, including the NCTE Charlotte Huck Honor, and have been included on multiple state readings lists.

Visit her website, jessredman.com, for teaching guides, book trailers, character quizzes, and more!



How To Use This Guide:

THE ADVENTURE IS NOW is a story about friendship, the environment, living in the now, and finding the spectacular. With short chapters, STEM-topics, an illustrated field guide, and clues to solve that will keep readers turning pages, THE ADVENTURE IS NOW is a perfect choice for a classroom read-aloud, whole-class/school text, literature club, book club, or summer reading list.

This guide is aligned with Common Core Standards for 5th grade, but it can be applied for grades 3-8. You will find pre-reading questions, questions for each part of the book, big picture questions, and extension activities that include creative writing, research projects, and visual arts.

Before You Read:

1. A **tagline** is a phrase that captures the tone of the story and hints at the plot. The tagline for THE ADVENTURE IS NOW reads, *The Lone Island Awaits!* Using the cover illustration and this tagline, make predictions about what might happen in this book.
2. A short quotation at the beginning of a story is called an **epigraph**. Epigraphs are often chosen to introduce the themes of the story that follows. THE ADVENTURE IS NOW begins with an epigraph from the journal of Henry David Thoreau, a 19th century naturalist. Read the epigraph and discuss why the author may have chosen this quote to begin the story.
3. Turn to the back pages of the book and take a quick look at the illustrated field guide there. This guide is a book-within-a-book; that is, it is a book that Milton and his friends find and read. Can you think of other books that have a book-within-a-book? Can you think of other books where the book-within-a-book is a field guide? Why might an author include one of these?

NOTE: As you come across a plant or animal in the story, flip to their entry in the field guide! See if you can figure out what Milton, Fig, Rafi, and Gabe should do next.

As You Read

CHAPTERS 1—17

1. In the first chapter, we meet our main character, Milton P. Greene. As you read, make a list of things you learn about Milton. What does he look like? What does he enjoy doing? What is important to him?
2. Milton P. Greene has been having the Most Totally, Terribly, Horribly, Heinously Rotten Year of All time. What do you know so far about why the year has been hard? Do you think his video game, *Isle of Wild*, is making the year better or worse?
3. Why doesn't Milton want to go to the Lone Island? Why *does* he want to go? Would you want to spend the summer on a remote island?
4. How does Milton feel when he wakes up on his first morning on the Lone Island? How does he start to feel as he walks around outside? What does he see? What does he do?
5. Why do you think Milton decided to tell Rafi, Gabe, and Fig that his name is Sea Hawk and that he works for the Flora & Fauna Federation? Do you think this was a good or bad decision?
6. If you were Milton, how would you feel about the discovery of the field guide? Make a prediction about why the island is in danger and what the treasure might be.

CHAPTERS 18—33

1. In the field guide, Milton sees all sorts of strange plants and animals. Which one is your favorite and why?
2. Why does Milton show Fig the field guide? Why doesn't he want to show Uncle Evan and the other scientists? What would you do if you were Milton?
3. What do you think about Milton and Fig's efforts to find the flora and fauna in the field guide? What suggestion would you give them for what to do next?
4. Why is the Lone Island in danger? Who is trying to buy the island? Why would that be bad for the island's plants and animals? How has Uncle Evan been trying to keep the island protected?
5. So far, Milton and Rafi have not had the greatest relationship. Do you think Milton helping save Gabe from the EarthWorm Pachyderm will change their relationship? Why or why not?
6. Milton and Fig have solved the first clue! Make a prediction about what will happen next. What does *Behind Banyan Truths Open* mean and what will they find next?

As You Read (continued)

CHAPTERS 34—52

1. To get through the Truth-Will-Out Vine, Milton and Fig have to tell truths about themselves. What are the truths they each tell?
2. How does Milton feel as he hikes through the Lone Island jungle? Tell about a time that you were out in nature. Do you like being outside? Does it feel different from being inside?
3. Milton finally gets up the courage to share the Bird Brain Incident with Fig. How would you feel if you were Milton? What did Dev do when Milton was surrounded and picked on? What do you think he should have done? Have you ever stood up for someone who was being bullied?
4. Do you think Fig and Milton should have let Rafi and Gabe go on the adventure with them? Why or why not?
5. Some of the flora and fauna on the Lone Island is beautiful and unique—and some have developed some pretty intense ways of defending themselves! Of the creatures Milton, Fig, Rafi, and Gabe have met so far, which one would you like to encounter? Which one do you never, ever want to run across?
6. That night in the tent, Milton, Fig, Rafi, and Gabe each talk about how their year has been. What has been hard about the year for each person? What do they find makes it better?

CHAPTERS 53—70

1. Little SmooshieFace does not like his name. Who does Little SmooshieFace remind Milton of? Why does Milton help the lemallaby choose a new name?
2. What is the treasure? Is it what you expected? How will it help save the island?
3. Why does Milton finally decide to tell the truth about his name and who he is? How do his friends respond?
4. How do you think Milton's summer would have been different if he had known that he could charge his HandHeld at the research station? Would you want to spend the summer on an island with no electricity?
5. Milton hasn't been with his parents all summer, but he's been thinking about them. What has he learned about them? How does he feel when they arrive on the island?
6. What do you think about the plans for the future of the island? Would you want to attend the Naturalist and Explorer Extraordinaire Camp? What would you do on the island?

After You Read:

1. Milton P. Greene goes through some pretty big changes over the course of the summer. Discuss how Milton changes throughout the story. What does he enjoy doing? What does he learn about himself? Who are his friends? How does he feel?
2. Why was this the Most Totally, Terribly, Horribly, Heinously Rotten Year of All Time? Have you ever had a day or week or month or year where it felt like things were going wrong? What helped you get through the rottenness and find the spectacular?
3. Throughout the story, Milton pretends to be Sea Hawk, a naturalist and explorer extraordinaire. Do you think being Sea Hawk helped Milton or hurt him?
4. Each of the four kids were an important part of the adventure's success. What did Milton, Fig, Rafi, and Gabe each contribute to the journey to find the treasure?
5. How did you feel about Rafi when you first met him? Why do you think he behaved the way he did? Did your feelings about him change as you heard more of his story? How did Rafi change by the end of the story?
6. Milton and Fig develop a strong friendship over the course of the summer. How is Milton's friendship with Fig different from his friendship with Dev? What do each of them learn about being a good friend?
7. Which plant or animal from the Lone Island jungle was your favorite and why? What would you do if you went on a walk in a local park and found that plant or animal there?
8. Discuss Milton's relationship with his parents at the beginning of the story and at the end. Has anything changed? How do you think Milton will handle going back home and starting a new year?
9. All through the Most Totally, Terribly, Horribly, Heinously Rotten Year of All Time, Milton played *Isle of Wild*. Why do you think he played the game so much? How do you think it was helpful for him? How was it not so helpful? Do you think he should play it again when he gets home?
10. At the end of the book, Milton, Fig, Rafi, and Gabe inherit the island. They hope to eventually turn it into an international wildlife refuge. Do you think this is a good choice? What would you do if you inherited the Lone Island? Who would you let visit? How would you keep the plants and animals there safe and protected?

Reading Activities:

1. FIELD GUIDE FUN

Things take a turn for the spectacular when Milton finds Dr. Paradis's field guide. The guide contains fantastical creatures, but it's set up like a regular field guide, with an illustration and facts about habitat, population, and food source.

Now it's time for you to create your own field guide entry! Invent your own plant or animal. Include facts and an illustration, just like Dr. Paradis's guide.

2. WHAT'S IN A NAME?

Taxonomy is the science of classifying organisms. There are 8 levels of classification: Domain, Kingdom, Phylum, Class, Order, Family, Genus, and Species. This system helps scientists understand how each organism fits into the natural world.

Choose an animal. Write down each level of classification. What does their Latin, species name mean? If you were going to change their name, what would you call them?

3. ENVIRONMENTAL ACTION

While the Lone Island isn't a real place, there are plenty of ecosystems around the world that are at risk from pollution, climate change, and over-development. Research some of the work being done by organizations like the [World Wildlife Fund](#), [SurfRider](#), and the [Sierra Club](#). Then make a list of 10 things you can do to help the environment. Choose 5 to begin doing today!

4. COVER WORK

The cover for *THE ADVENTURE IS NOW* was illustrated by Matt Rockefeller and designed by Cassie Gonzales. The cover is the reader's introduction to the story, setting the tone and giving hints about what is to come. How do you feel when you look at the cover of *THE ADVENTURE IS NOW*? What details do you notice? What parts of the story does the cover tell?

Now it's time to design your own cover! What elements of the story will you include?

5. PERSPECTIVE SHIFT

THE ADVENTURE IS NOW is written in third-person limited perspective. That means Milton does not narrate the story, but we only hear his thoughts and we only know what he knows. Which character's story do you wish you knew more of? Choose a scene from the story to write from another character's perspective. What do you learn when you view the story from someone else's eyes?

Further Common Core State Standards Information:

Before You Read:

CCSS.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

As You Read and After You Read:

CCSS.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Reading Activities:

CCSS.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.



PRAISE FOR

The ADVENTURE IS NOW



“Magic blooms as thick as Truth-Will-Out Vine on every page of this story. I adore Milton P. Greene, his wild adventure, his magical island, and his brave, daring heart.”

—Natalie Lloyd, New York Times–bestselling author of *A SNICKER OF MAGIC*

“Vividly imagined and full of heart, *The Adventure is Now* is a delight! This story is just right for our current times, when we’re all yearning for a ‘spectacular’ adventure.”

—Gillian McDunn, author of *CATERPILLAR SUMMER*

“A Roald Dahl–esque delight.”

—Bulletin of the Center for Children's Books

“Redman renders compassionate characters in Milton and crew, placing an emphasis on honesty and emotional directness that makes for an affirming adventure.”

—Publishers Weekly

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This guide was created
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