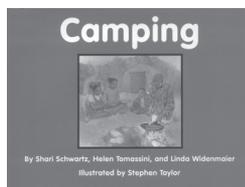


# CAMPING

By - Shari Schwartz, Helen Tomassini,  
and Linda Widenmaier  
Illustrated by – Stephen Taylor  
Set 8 – 177 words

## Building Anticipation – Setting the Context

Hold a discussion about camping. Invite the children to close their eyes and pretend that they are in a woods near a lake. Then ask them to pretend they are in a tent. Ask them what they see, hear, and feel. Let them share their camping experiences.



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'Camping'. Mom, Dad, Linda, and Jason go camping in a big park. They get to do lots of things at the campsite.*

Give each child a book. Take the children to a known word or two to build confidence, then to an unknown word after they predict initial or final consonants, or the rime. Show the children the illustration on page 14 and ensure that the children know there is a bag of marshmallows in the picture. Have the children locate the word *marshmallows*.

After giving time for an independent book walk, ask children to read the text independently to find out what the family does on their camping trip.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used. Ask: *What did the family do on their camping trip? Why didn't the children want to go to bed? What do you think was their favorite activity? Why? What would yours have been?*

## Responding Creatively – Independent Practice

Children can:

- use the reproducible master to illustrate and describe four different things that happened in the story.
- list the safety rules for sitting around a campfire.
- survey the class to find out who has been camping, who has slept in a tent, or slept under the stars.
- do a cut and paste picture of a campsite using the text and other books for reference.

## Read Aloud Connections

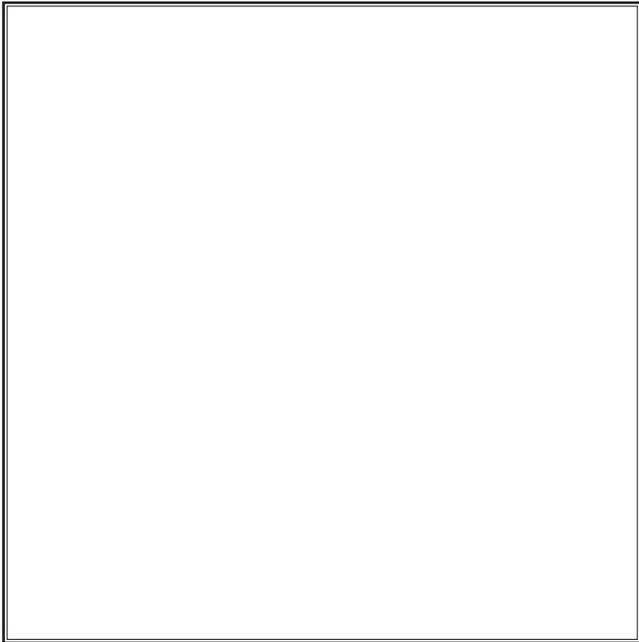
*The Berenstain Bears Go to Camp* by Jan and Stan Berenstain, Random House, 1982.

*Teddy Bear at the Seaside* by Susanna Gretch and Alison Sage, Four Winds Press, 1989.

Learning About Language - Focused Teaching		
High Frequency Words	let's, after, helped, put, children	Make word cards for these high frequency words. Place randomly in a pocket chart. Have children arrange them in alphabetical order. Say each word.
Letters and Letter Clusters	<i>Ff</i> – fish, fire, for, four <i>ch</i> – children <i>gr</i> – green <i>sw</i> – swim, swimming	Brainstorm a list of words that begin with the <i>ch</i> blend. Ask children to think of words which end with <i>ch</i> .
Onset and Rimes and Word Families	time, dime, chime, mime, lime sleep, peep, creep, weep, beep, deep	In a pocket chart place cards with <i>eep</i> and <i>ime</i> on one side and consonant cards for <i>t, d, m, l, p</i> . Have children read the rime and place a consonant card in front. Ask what the word says and record the words on a chart. Read the list together.
Word Endings	<i>sb</i> – fish <i>er</i> – after, summer	Use movable letters to make words you know that end in <i>er</i> . Record the words you make.
Compound Words	marshmallows	Use movable letters to make both words. Put them together.
Contractions	it's, let's, I'm	Write a sentence starting with one of the contractions. Read your sentence to a friend.
Text Features		Review familiar concepts.
Poetry Links	<i>some</i> – <i>The Tea Party</i>	Feature this poem in shared reading. Reread the poem frequently to enjoy the sound of the English language.

# Reproducible Master - Camping

Illustrate and describe 4 different things that happened in the story.



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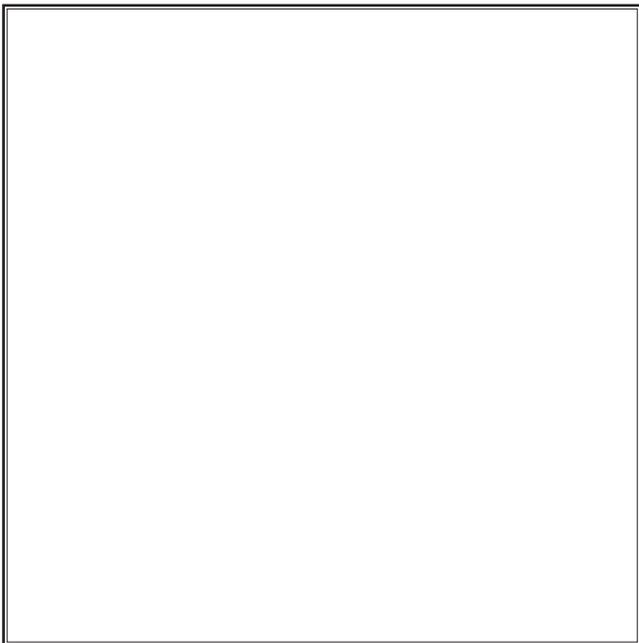
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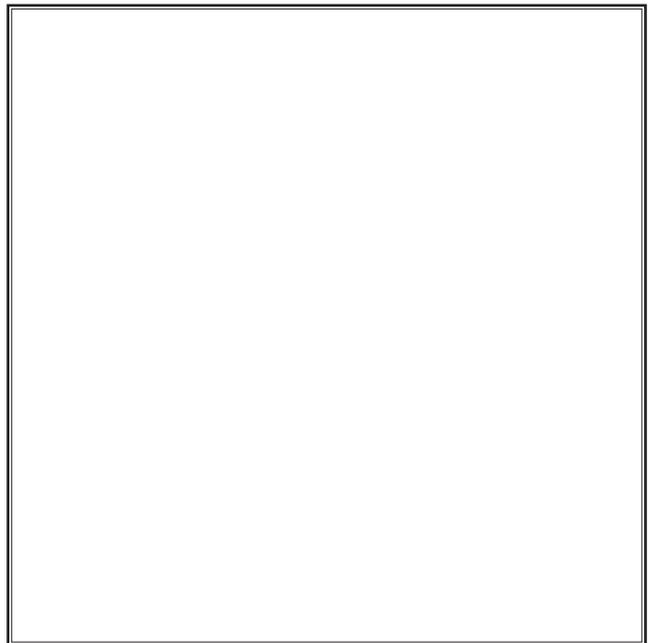
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