



About the Book

Text Type: Fiction/Mystery Page Count: 20 Word Count: 1,003

Book Summary

Mystery at Camp White Cloud tells how Frankie and Gil follow clues to solve a campground mystery. Campers are scared when warnings appear carved into the cabin walls, and the director threatens to close camp early. Frankie and Gil save the day when their detective work pays off, and the children are allowed to stay at camp after all.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Analyze the problem and solution
- Identify and create proper nouns
- Recognize and use possessives

Materials

Green text indicates resources available on the website

- Book—*Mystery at Camp White Cloud* (copy for each student)
- Chalkboard or dry erase board
- Prediction, problem/solution, proper nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **Content words:** calamity, celebrating, chimed, concerned, drifted, interrupted, kayaking, lurking, mandatory, miner, mysteriously, planks, prowler, urgently, woodworking

Before Reading

Build Background

- Ask students to tell what they know about summer camps. Ask if anyone has ever been to summer camp and, if so, if they stayed overnight. Talk about common camp activities and games.

Preview the Book

Introduce the Book

- Tell students that a fun way to read that will help them understand a story is to guess what they think will happen in a book.
- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the front cover. I see a group of children playing soccer and a bunch of log cabins with a forest behind them. On the back cover, I see a girl looking out a dark window from her top bunk. Since the title of the book is Mystery at Camp White Cloud, I think this might be a story about a girl who solves a mystery while she's at summer camp. I'll have to read the book to find out what the mystery is all about.
- Encourage students to make predictions about what they think the mystery will be about.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name). Point out the table of contents and read the chapter titles. Remind students that the chapter titles also give good clues as to what the book will be about.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Model how to apply word-attack strategies. Have students find the word *interrupted* on page 5. Tell students that they can look at the letter the word begins with and then use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Remind students to look for clues to the word's meaning in the sentence that contains the unfamiliar word, as well as sentences before and after. Point out that they may also look at the illustrations for clues to find meaning.
- Remind students of the other strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes and suffixes, and other word endings. They can use the context to work out meanings of unfamiliar words.
- Remind students that they should check whether unfamiliar words make sense by rereading the sentence.

Set the Purpose

- Tell students as they read the book to make predictions about what will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events in the story.
- Give students the [prediction worksheet](#) to fill out as they make, revise, and confirm their own predictions for the story. Have them fill out the first column, "What I predict will happen," before they begin reading.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 9. Tell them to look for any problems that may be arising. Have them underline the words or phrases in the book that tell about a problem or mystery. If they finish before everyone else, they should go back and reread.

- When they have finished reading, ask students to tell what problems have been introduced and what they think the mystery is (Old Man Looper, noises in the night, etc.).
- Model making, revising, and confirming predictions.

Think-aloud: So far my prediction is right. I thought the story might be about a girl who solves a mystery at summer camp, and it looks like that's what it's about. But I know there's more to it. From what I've read about Frankie, she seems like a problem solver. On page 9, it says that she was wondering why someone would be outside their cabin at such a late hour. I think that she will keep asking questions to solve the mystery herself.

- Direct students to page 7 in the book. Read the sentence: *One day, he mysteriously disappeared; Angela said he'd haunted the camp ever since.* Ask students if they think Old Man Looper is haunting the camp. Ask if anyone has any other ideas or predictions.

Lesson Plan *(continued)*

Mystery at Camp White Cloud

- Encourage students to continue to make revise, and confirm their predictions as they read the remainder of the story. Tell them to fill out the middle section of their worksheet, “Changes in my prediction.”



Tell students to make a small question mark in their books beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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.

Reflect on the Reading Strategy

- Discuss how making predictions about what will happen in the story keeps them actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted that Old Man Looper was haunting the camp, and I was interested in continuing to read the story to find out if my prediction was right. My prediction actually turned out to be wrong. Did anyone else predict something different?* Tell students to fill out the last column of their worksheet, “What actually happened.”

Teach the Comprehension Skill: **Analyze the problem and solution**

- **Discussion:** Review with students what the story’s problem was. (Someone was scaring the campers and trying to make them leave.) Ask students how the story ended. (The mystery was solved: Angela was the culprit.)
- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Tell students that in the beginning of this story, the writer poses a problem for the campers. The rest of the story shows the different events that lead to solving the problem. Review or explain that a problem is something that is difficult to deal with or hard to understand and must be worked out or solved (like hearing noises in the night). A solution is an act or a process of solving the problem (like exposing Angela so she stops scaring people).
- Explain to students that after the problem is revealed in the story, the remaining events generally lead up to the solution, which is usually found at the very end.



Check for understanding: Ask students to underline sentences in the book that identify the problem. (*Angela said he’d haunted the camp ever since, Carved roughly into the wooden planks were the words, etc.*) Ask students to circle the words that describe the final solution to the problem. (*She must have stuffed her sleeping bag with pillows, etc.*)

- **Independent practice:** Have students complete the **problem/solution worksheet**. Discuss their responses aloud once students have finished.
- **Extend the discussion:** Ask students if they think they would have been the person to go out and solve the mystery, as Frankie and Gil did. What steps would they have taken to resolve the problem?

Build Skills

Grammar and Mechanics: **Proper nouns**

- Review or explain that a noun is a person, place, or thing. Ask students to turn to page 4 and give examples of nouns from the text.
- Review or explain that a proper noun is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Model examples from page 4 on the board by: writing nouns and then changing them to proper nouns. (Common noun: *girl*; proper noun: *Frankie*. Common noun: *state*; proper noun: *Colorado*.)

Lesson Plan *(continued)*

Mystery at Camp White Cloud

- Have students turn to page 5 and find an example of a proper noun. Remind them not to confuse a proper noun with the capital letter used at the beginning of a sentence. Ask them to circle all of the proper nouns found on page 5 (*Frankie, Gil, Camp White Cloud, Angela Hansen*).
- **Check for understanding:** Repeat the exercise above with page 6 (*Gil, Angela, Camp Director, Frankie*).
- **Independent practice:** Have students complete the [proper nouns worksheet](#). When students finish, discuss their answers aloud.

Word Work: Possessives

- Review or explain that a possessive is formed by adding an 's to the end of a word to show ownership, or possession.
- Direct students to page 9. Read the sentence: *Frankie could faintly see Angela's bunk*. Ask them to find the possessive word (*Angela's*). Explain the rule of possession indicated by an 's (the bunk belongs to Angela). Write a volunteer's name on the board and ask that volunteer to name something that they own. Then add an 's to the end of the name before writing the item. For example, write *Jenny*. Then add 's *pencil*. Repeat the example for other volunteers who would like to contribute.
- Choose a name that ends in s to explain that the 's would follow the s. For example, *Thomas* would be changed to *Thomas's*.
- Remind students not to confuse a possessive noun with a contraction using 's. Tell them that they can check to make sure it is a possessive by making sure the noun shows ownership of something. Remind them that in a contraction, the 's takes the place of the word *is* (for example, *he's* is short for *he is*).



Check for understanding: Have students find the other sentence on page 9 containing a possessive (*boys'*), along with the item that the characters owns (*cabin*).

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Encourage repeated timed readings of a specific section or the entire book (in the case of short books). Additionally, partners can take turns reading parts of the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students add onto the story by writing another chapter. Have them make up the specific actions that Frankie and Gil used to solve the mystery, such as where they were and what they discussed. Talk about the book being written in the past tense and have writers continue in the same verb tense.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide a safe environment for a group discussion about the importance of quality family time. Remind students that Angela acted out because she wanted to be able to spend more time with her dad. Ask student volunteers to share stories they may have about wanting more time with family members. Ask for ideas for solutions to the problems shared.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

Lesson Plan *(continued)***Mystery at Camp White Cloud**

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- make logical predictions based on available pictures and text; revise and/or confirm predictions as they preview and read the book
- analyze the problem and solution in the story
- identify proper nouns in the text
- recognize and use possessives

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)