



About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 62

Book Summary

In *Backyard Camping*, two sisters prepare for a fun evening of sleeping in their backyard. Students will want to have their own backyard campout after reading this fun book suited to emergent readers. Additionally, the text lends itself to lessons on classifying information and using pronouns.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Classify information
- Discriminate short vowel /a/ sound
- Identify short vowel a
- Identify and use pronouns *we* and *our*
- Recognize and use the high-frequency word *we*

Materials

Green text indicates resources are available on the website.

- Book—*Backyard Camping* (copy for each student)
- Chalkboard or dry-erase board
- Index cards (large)
- Pages cut out of an extra copy of the book
- Highlighters
- [Picture cards, classify information, short vowel a, pronouns worksheets](#)
- [Discussion cards](#)



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

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *our*, *to*, *we*
- Content words:

Story critical: *backyard* (n.), *camp* (n.), *flashlights* (n.), *pajamas* (n.), *sleeping bags* (n.), *tent* (n.)

Before Reading

Build Background

- Write the word *camping* on the board and read it aloud with students. Ask students to think about the images, related words, or objects that they connect with camping, and have them draw their ideas on a separate sheet of paper.
- Invite volunteers to share and explain what they drew. Record a list of words on the board that describes the prior knowledge shared by students.

- Ask students to raise their hand if they have ever camped before. Have students share with a partner a real camping experience, whether it is about them or someone else.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers connect what they are reading to something they already know or have read. Remind students that thinking about what they already know about a topic will help them understand what they read.
- Point out that since this book is about camping, the list of items associated with camping that the class discussed earlier represents prior knowledge students have about camping.

- Model connecting to prior knowledge using the cover.

Think-aloud: In this picture, two girls are setting up a tent. I have spent nights in a tent before. A tent sits right on the ground with no floor. I have to use a sleeping bag in a tent, and sometimes I am nervous because I hear night sounds. Tents are fun, though, because you feel close to the outside world and you can see the stars and smell fresh air. It's an adventure! My prior knowledge with tents helps me to understand what kind of experience the girls in this book will have when they camp out.

- Have students preview the rest of the book, looking at the pictures and cover. Refer students to the list on the board, and ask them to share with a partner any connections they can make to their own prior knowledge of camping.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that readers often think about the objects in a book and what they have in common. Thinking about what objects have in common and sorting them into groups helps readers understand and remember what they read.

- Cut out the pictures from the [picture cards worksheet](#). Choose three cards and place them on the board.

- Model classifying information. Write the headings *Alive* and *Not Alive* on the board during the Think-aloud.

*Think-aloud: As I thought about how to group these pictures, I started by asking myself if any of the objects shown had anything in common. I noticed that two of the cards represented living things—the baby and the hippo. I decided to make a group with the heading *Alive*, and placed these two cards in that group. The other card, a hat, was not alive. For that card, I made a group with the heading *Not Alive*. When I sorted the pictures into different groups, I was classifying information.*

- Sort through the remaining picture cards by holding each one up in front of the class, and have students point to the heading that best describes the card. Place all of the picture cards under the proper heading on the board.
- Discuss other possible categories for these cards, for instance, people, animals, plants, and things, or real and fantasy. Choose a new classification system as a class, and write the new headings on the board. Introduce, explain, and have students complete the picture cards worksheet.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *The girls are eating snacks. What kind of snacks would you want to take on a camping trip?*
- Remind students to use the beginning letters of a word and the picture to help decode difficult words. For example, point to the word *flashlights* on page 8 and say: *The girls need an item that starts with the /fll/ sound to camp. When I look at the picture, I see that they are in a tent, with a light shining through the walls. The word lights starts with the /ll/ sound, but this word starts with the /fll/ sound. What objects can make a light that a person would take camping? I know! A flashlight makes light, and people use them outdoors. The word flashlights starts with the /fll/ sound, and the sentence and the picture make sense with this word. The word must be flashlights.*
- Write the vocabulary words on large index cards and place them on the board. Read each word aloud and have students repeat the words. Place the cut-out pages from an extra copy of the book on the board. Read one vocabulary word and have students point to the picture that depicts that word. Invite a volunteer to come to the board and circle the object corresponding to the vocabulary word, then move the picture so it is under the proper word. Continue until all vocabulary words have been matched with pictures.

Set the Purpose

- Have students read to learn how they can camp close to home. Remind them to think about what they already know about camping and how they would organize the objects described in the book.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
 - Model making connections to prior knowledge.
Think-aloud: *I wonder what snacks the girls are taking on their camping adventure. In the picture, they are eating something from a red container, but I can't tell what it is. When I camp, I like to eat chips and trail mix. If we have a fire, I love to eat s'mores. My prior knowledge helps me to imagine some snacks the girls could be eating and to understand the happiness they are feeling.*
 - Draw a picture on the board that illustrates the prior knowledge you connected with the book, for example, an image of chips and s'mores. Have students use a separate sheet of paper to draw a picture that shows the prior knowledge they connected to while reading the first three pages.
 - Have students share their picture with a partner. Ask pairs to discuss how they connected prior knowledge with the book.
 - Remind students that readers often classify objects they see in books. Have students discuss with a partner the objects they have seen in the book so far. Invite volunteers to share and record a list on the board. Accept answers that come from the text or the pictures in the book, such as tent, snacks, girls, grass, and so on.
 - Have students work in groups and discuss possible categories for classifying the objects in the list on the board.
 - **Check for understanding:** Have students read to the end of page 8. Have students draw one more picture that represents a connection to prior knowledge.
-  Ask students to find and highlight all the camping gear mentioned in these eight pages. Call on random students to share one item, and record a list on the board.

Lesson Plan *(continued)*

Backyard Camping

- Model classifying information.
Think-aloud: *There are many different ways I could group, or classify, this camping gear. To begin, I think about what some of the objects have in common. For instance, sleeping bags are soft and so are pajamas. I can make a group that is filled with soft objects. I also think about how some objects are different. A flashlight is not soft; it is hard. I can make another group to categorize hard objects.*
- Write the headings *Soft* and *Hard* on the board. Have students work with a partner to sort the objects listed on the board, using those two categories. Invite partners to share with the class their choices for each group.
- Have students read the remainder of the book. Remind them to connect their prior knowledge about camping with new information they read.
-  Have students make a small question mark in their book 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

- *Think-aloud:* *At the end of the story, the girls are forgetting one thing—to go to sleep! I know from my own experiences with camping that it's difficult to sleep when I am so excited. In a tent, I can hear rustles around me, animals moving, and the stars shine through thin tent walls. I think about all the activities I did during the day. I'm curled up in a warm sleeping bag. Being in a tent and sleeping outside is so much fun that the last thing I want to do is fall sleep. My prior knowledge helps me to understand how the girls feel and to enjoy the story because it reminds me of the fun I have while camping.*
- Have students review the pictures they drew representing how they connected to prior knowledge. Ask students to discuss with a partner how connecting to prior knowledge helped them to better understand the book.
- Invite volunteers to share their pictures with the class and to explain how they made connections between their prior knowledge and the text.

Reflect on the Comprehension Skill

- **Discussion:** Complete the list of camping objects started earlier. Review the categories of *Soft* and *Hard* discussed earlier. Have students work in groups to determine a new way to classify the objects from the book and sort the objects into the groups on a separate sheet of paper. Have the student groups share these categories with the rest of the class, and discuss whether every object is placed in the proper category.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about the supplies you would need to camp in your own backyard. Why do you need these special objects? How is camping in a backyard different from camping out in the wild?

Build Skills

Phonological Awareness: **Short vowel /a/ sound**

- Say the word *camp* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the short /a/ sound.
- Have students practice making the short /a/ sound with a partner. Ask them to think of any words they know that use that sound.

Lesson Plan *(continued)*

Backyard Camping

- Say the word *cat* aloud, emphasizing the short vowel /a/ sound. Have students work in groups to think of as many words that rhyme with *cat* as they can.
- Invite volunteers to share their words with the class, and have other students give a thumbs-up signal if the word contains the short /a/ sound. Point out that for a word to rhyme with *cat*, it has to have the same short vowel /a/ sound in the middle.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the short vowel /a/ sound: *back, late, can, flash, stay, snacks, make, and sad*.

Phonics: Short vowel a

- Write the word *camp* on the board and say it aloud with students.
- Have students say the short vowel /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short vowel /a/ sound in the word *camp*.
- Have students practice writing the letter *a* on a separate piece of paper while saying the short vowel /a/ sound.
- **Check for understanding:** Say the following words, emphasizing the separate phonemes: *tag, pan, bat, sack, mad, and glad*. As you say the word, write it on the board, leaving out the short vowel *a*. Ask students to identify the missing letter. Have volunteers come to the board and add the short vowel *a* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel a worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Pronouns

- Invite a volunteer to stand with you at the front of the class. Say and write the following sentence on the board: *We are standing up front*. Ask students to identify who the word *we* refers to (the teacher and the student's name).
- Rewrite the sentence on the board, replacing the pronoun *we* with the name of the student and the pronoun *I*, for example, *Susanna and I are standing up front*. Ask students if the sentence means the same as the original sentence.
- Explain to students that the word *we* is a *pronoun*, and a pronoun is a word that *replaces a noun*. Just as the pronoun *I* replaces a person's name when they are talking about themselves, the pronoun *we* replaces a person's name when that person is in a group with other people.
- Demonstrate other examples using different groups of students. Call students up to the front of the class to stand with you, sometimes two students, sometimes five or ten, and so on. Write the names of each group on the board (using the pronoun *I* for yourself), and then write the word *we* beneath the list of names.
- Write the word *our* on the board. Explain to students that the word *our* is another pronoun. Explain that *we* is a pronoun that stands for a group of people, including yourself, while *our* is a pronoun that shows something belongs to you and other people.
- Read pages 5 through 7 to students, and write the sentences from those pages on the board. Have students point to the word *we* in each sentence. Point out that *we* stands for both of the girls who are telling the story. Have students point to the word *our* in the sentences. Remind students that the word *our* indicates that the object in the sentence belongs to both girls. For each page, ask students to identify what object belongs to the girls by looking at the noun after the word *our*.



Check for understanding: Have students find and circle all examples of the pronoun *we* in the book. Have them find and underline the pronoun *our*. Have students share with a partner the difference in meaning between these two words, and then discuss as a class.

- **Independent practice:** Introduce, explain, and have students complete the [pronouns worksheet](#). If time allows, discuss their answers.

Word Work: High-frequency word **we**

- Explain to students there are some words they should know how to read as soon as they see them. Point out that these words appear often in books they read. Write the word **we** on the board and read it aloud. Have students read the word with you.
- Remind students that the word **we** is a pronoun that stands for the person speaking and at least one other person. Point out that **we** always represents more than one person.
- Have students practice writing the word **we** on their desk with their finger.
- Ask students to count the number of times they can find the word **we** in the book. Remind them that this word appears often in books, which is why they should know it by sight.
- **Check for understanding:** Have students work with a partner to use the word **we** in oral sentences.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them classify objects from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students choose an activity they enjoy, such as playing soccer or hiking in the mountains. Ask them to draw a picture of the activity. Write the following sentence starter on the board: *We need _____ to _____*. Have students write three sentences, using the model to guide them, describing objects they need to be able to perform their chosen activity. Invite students to add these details to their picture, if not already included.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Math Connection

Write on the board names of the camping equipment from the book. Point to each word as you read it aloud and have students raise their hand if they or their family owns one. Record the total number of students for each object using tally marks. After collecting all the data, discuss bar graphs with the class. Explain that a bar graph presents information in a format that is easy to read and understand. A bar graph has two axes, each focused on different criteria. Label the y-axis *number of students*, and the x-axis *camping equipment*. Number off the y-axis, and label the x-axis with the names of the camping objects. Draw bars for each of the named camping items. Have students copy the bar graph from the board on a separate sheet of paper.

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:

- 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:**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- correctly classify information during discussion and on a worksheet
- consistently discriminate short vowel /a/ sound during discussion
- accurately write the letter symbol that represents the short vowel /a/ sound during discussion and on a worksheet
- correctly use pronouns during discussion and on a worksheet
- accurately use the high-frequency word we during discussion

Comprehension Checks

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