

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,009

Book Summary

In this installment of The Hollow Kids series, Qynn and Sarah go camping on a dark, rainy night. When strange sounds awaken the girls, they call out in fright—but the terror is only beginning. Students will enjoy reading this spooky tale and learning about more clues to help them solve the mystery of what is happening to Qynn and Sarah.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Analyze setting
- Identify and use inflectional ending *-ing*
- Recognize and use homophones

Materials

Green text indicates resources are available on the website.

- Book—*Scaredy Camp*
- Chalkboard or dry-erase board
- Sheets of paper
- Dictionaries
- Thesauri
- Make, revise, and confirm predictions; inflectional ending *-ing*; homophones 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](https://www.readinga-z.com/vocabulary).

- Content words:
 Story critical: ***hunker*** (v.), ***lurking*** (v.), ***petrified*** (v.), ***screeching*** (v.), ***slumber*** (n.), ***terror*** (n.)
 Enrichment: ***gasp*** (n.), ***inspects*** (v.), ***lull*** (v.), ***sloshes*** (v.), ***violently*** (adv.), ***voracious*** (adj.)

Before Reading

Build Background

- Ask students if they have ever been camping. Discuss with students the supplies needed for a camping trip and record this information on the board. Point out to students that when camping, it is necessary to bring clothing and equipment for all types of weather. Discuss why this would be necessary.

- Discuss with students how camping out and sleeping in their own room are similar and different. Have student discuss whether they like to camp out and why or why not. Point out to students that when camping, there are often unfamiliar noises from the natural environment that may startle or scare us because we are not used to them. Have students share experiences of hearing unfamiliar noises while camping. Invite students to make a list of things that they might hear while camping and record this information on the board.

Preview the Book

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, illustrator's name).

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

- Explain to students that effective readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction on the basis of clues from the text and illustrations is more important than getting the prediction right, or confirming it. Remind students that they can always change, or revise, a prediction as they read the story.
- Model making predictions using information from the cover.
Think-aloud: Looking at the title of a story is a great way to begin to make predictions. The title of this story is Scaredy Camp. From our previous discussion, I know that when I camp, I sometimes hear unusual sounds and noises from the woods around me. Sometimes these sounds can be a little scary if I don't know what they are. When I look at the illustration on the cover of the book, I see two girls standing outside of a tent using a flashlight to look around. They both seem a little scared. Maybe these girls heard a strange sound and started looking around for the cause of the noise. Perhaps they walked too far from their campsite and got lost, and now they have found another campsite where they can ask for help.
- Introduce and explain the **make-revise-and-confirm-predictions worksheet**. Create a similar chart on the board. Model writing a prediction in the Make column of the chart. Say: *On the basis of the information I gathered from the title and the cover illustration, I will make a prediction. I will write my prediction in the Make column of the chart. I will write: Two girls went to find the source of a strange noise and got lost. They found a campsite and will ask for help.*
- Invite students to make a prediction on the basis of the cover and title. Have them record it in the *Make* section of the worksheet. Share and discuss students' predictions as a group. Remind students that making a prediction on the basis of clues in the text and illustrations is more important than making an accurate prediction.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze setting**

- Review the five elements of a story with students and write them on the board: *character, setting, plot, conflict, theme*. Invite students to define and discuss each element. Circle the word *setting* and remind students that the setting of a story refers to the time and place in which it takes place.
- Explain that in some stories the setting can change. For example, the time of day, the season, or even the year may change. Point out that these changes in the setting often have an impact on the plot and the characters in the story.
- Invite students to provide examples of other stories the class has read together and to identify the setting of each story. Have students discuss whether the setting changed throughout the story and, if so, how it impacted the characters and the plot.

- Discuss with students what kinds of clues the author may provide to help the reader identify the setting (specific words and descriptions in the text, illustrations, and so on). Point out that effective readers look for these clues as they read to keep track of the setting in order to better understand the story.
- Model using the cover illustration to analyze the setting.
Think-aloud: As I look at the cover of the story, I see two girls with a flashlight. I know right away, on the basis of their clothing and the fact that they have a flashlight, that this story takes place in modern times. I also notice that it is dark and the moon is up, which shows me that at least part of this story will take place at night. As I read, I will be sure to note whether the time of day changes. Additionally, I see that there are tents, tall trees, and a lake. This information leads me to believe that this story will take place at a campsite in the woods.
- Ask students to share any other clues about the setting they can find in the cover illustration. Ask students how the title of the story also provides a clue about the setting.
- Remind students to pause often as they read to identify and analyze any changes in the setting.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *petrified*, *hunker*, *lurking*, and *screeching*.
- Point out that these four words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into four sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and create a definition using their prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *petrified* in the dictionary. Remind students that when locating a word in the dictionary, they must first identify the root word. Ask a volunteer to provide the root word of *petrified* (*petrify*). Invite a different volunteer to read the definition from the dictionary aloud to the class.
- Show students the glossary on page 16. Have students locate the word *petrified* in the glossary. Point out that the dictionary may have several definitions for a word and that this glossary only has one definition. Have students compare the dictionary definition and the glossary definition for the word *petrified*. Ask students to compare these definitions with their prior knowledge of the word.
- Ask students to locate the word *petrified* on page 9 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words. Have students compare and contrast the three sources: the dictionary, the glossary, and the text.

Set the Purpose

- Have students read to find out what could be making the strange noises outside of the tent. Encourage students to make, revise, and confirm their predictions while reading.


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. Ask students to stop and think about the events that have happened so far in the story.
- Model making, revising, and confirming a prediction.
Think-aloud: Before reading, I predicted that the girls hear a strange noise and leave their tent to find the cause of the noise. I also predicted that they would get lost while they were out and that they would find a campsite and ask for help. After reading pages 3 through 5, I discovered that my prediction is partially correct. Sarah and Qynn did hear a strange noise that scared them. So far, however, they have not left their tent because of the rain. After the girls call for Sarah's dad, he is the one who looks around for the cause of the noise, not the girls. I will write the following

in the Revise section of the chart: the girls still do not know the cause of the noise and hear it again. In the Actual column, I will write: Sarah's dad ventures out into the rain to see if he can find the cause for the noise. If my prediction had been completely accurate, I would have placed a check mark in the Confirm box of the chart to show that my prediction was correct. Remember, it is more important that my prediction is made on the basis of the clues of the illustrations and text than that it is accurate.

- Have students review the predictions they made before reading. Have them write a revised prediction next to the first prediction on their worksheet or place a check mark in the *Confirm* box.
- Discuss with students what new predictions they can make on the basis of the information they read on pages 3 through 5. For example, say: *I predict that Sarah's dad will not find the cause of the noise and that the noise will continue after Sarah's dad goes to bed.* Record this information in the *Predict* section of the chart. Have students record their own predictions on the worksheet.
- Invite students to discuss what clues from the text or illustrations they found that helped to determine the setting. Ask them if the setting discussed from the cover illustration is different from the setting presented on pages 3 through 5.
- Model identifying analyzing setting:
Think-aloud: *After reading pages 3 through 5, I will go back and find clues that help to identify the setting. First, I will consider the illustrations. On pages 3 and 4, Sarah and Qynn appear to be inside a tent with their sleeping bags. Because they are using a flashlight, I can tell that it is nighttime. On page 5, the illustration shows Sarah's dad unzipping the flap of the tent. He is holding a lantern and wearing a rain poncho. These clues show me that it is dark and rainy outside. Next, I will look at the text for clues about the setting. On page 3, the text states: Sarah and I are drifting off to sleep when we hear something scraping against our tent. From this sentence, I know that the girls are inside a tent, and I also know that it is not too late because it is around the girls' bedtime. The text also states: Rain patters against the nylon, and I can hear it striking the surface of the nearby lake. The downpour started as soon as we arrived at the campsite just outside of town. This information tells me that it is raining outside and the girls are camping next to a lake that is close to where they live.*
- Have students work in pairs to discuss the clues they found on pages 4 and 5, both in the text and in the illustrations, that helped them identify and analyze the setting. Have students share their responses with the class.
- Have students read pages 6 through 9. Have them review their predictions and either put a checkmark in the *Confirm* box or write a revised prediction. Then have students create a new prediction on the basis of what they have read on pages 6 through 9.
- Discuss with students the clues found on pages 6 through 9 that help to identify the setting and how the setting has changed. Have students turn to page 9 and look closely at the illustration. Ask students what clue or clues in this illustration point to a change in the setting (*Sarah's dad is standing outside of the tent with the hood of his jacket down, and it does not appear to be raining anymore*). Ask students how the rain ending may impact the character or the plot (*the girls may leave the tent to look around for the cause of the noise*).

 **Check for understanding:** Have students reread pages 6 through 9 and underline any clues in the text that indicate the setting or a change in the setting. Invite students to share their responses with the class.

- Have students read the remainder of the book. Remind them to pause to confirm or revise their predictions. Also, have students create new predictions on the basis of what they have read. Remind them to look for clues in the text and the illustrations that point to a change in setting or a way that the setting affects the plot or characters.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Model revising or confirming a prediction.
Think-aloud: *I predicted that Sarah's dad would look around but not find anything and that the noise would continue. This prediction was correct. Sarah's dad did not find anything, and he went to bed. Meanwhile, the noises became louder and louder, and the girls became more and more scared. Because my prediction was correct, I will put a check mark in the Confirm box in the chart. If my prediction had been incorrect or partially correct, I would have revised my prediction and recorded what actually happened in the story.*
- **Independent practice:** Have students review their prediction for the last section of the book and complete the *Revise*, *Confirm*, and *Actual* sections of the worksheet. Then have students explain to a partner why it is more important to learn to make predictions on the basis of the clues in the story than to make an accurate prediction.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share the clues in the text or the illustrations that indicate the setting or a change in the setting. Discuss with students why it is important to look for these clues about setting while reading a fictional story.



- **Independent practice:** Have students work with a partner to circle clues about the setting in the illustrations. Then have students underline clues in the text. If time allows, have students share their responses with the class.
- **Enduring understanding:** At the end of the story Qynn sees the strange figure of a child standing in the water. Why do you think the author ends the story in the way without explaining who this child is? Who do you think the child might be?

Build Skills

Grammar and Mechanics: Inflectional ending *-ing*

- Review with students the following parts of speech: verb, adjective, noun. Have students provide examples of each.
- Write the words *dance* and *dancing* on the board. Circle the *-ing* ending in the word *dancing*. Explain that by adding the inflectional ending *-ing* to a word, the word's part of speech can change.
- Write the following sentences on the board: 1) *Dancing is my favorite thing to do.* 2) *I am dancing in the school musical.* 3) *I watched the dancing ballerina twirl across the stage.* Underline the word *dancing* in each sentence. Ask students what part of speech the word *dancing* is in the first sentence (*noun*). Have a volunteer suggest what part of speech the word *dancing* is in the second sentence (*verb*). Finally, ask students what part of speech it is in the third sentence (*adjective*).
- Point out to students that when adding the inflectional ending *-ing* to a word, the spelling of the root word may need to be changed. For example, when adding the inflectional ending *-ing* to the word *dance*, the *e* is dropped, and the *-ing* is added. Write the following words on the board: *prance*, *expose*, *shake*, *scrape*. Have volunteers come to the board and add the inflectional end *-ing* to each word.
- Explain to students that when a word ends in a CVC pattern and the inflectional *-ing* ending is added, the final consonant must be doubled. Write the word *swim* on the board. Point out and underline the CVC pattern to students. Explain that the final consonant *m* in the word *swim* must be doubled before adding the inflectional ending *-ing*. Write the word *swimming* on the board.
- Write the following words on the board: *hit*, *trip*, *sit*, *jab*. Have volunteer come to the board and rewrite each word with the inflectional *-ing* ending. Have each student explain why the final consonant of each word must be doubled.

- **Check for understanding:** Have students work with a partner to identify and circle all of the words in the text with the inflectional ending *-ing*. In the margins of each page, have students identify the part of speech for each word.
- **Independent practice:** Introduce, explain, and have students complete the [inflectional ending -ing worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Homophones

- Ask a volunteer to read the first sentence on page 3 aloud. Write the word *hear* on the board. Ask students to explain the meaning of the word *hear* as it is used in the sentence.
- Write the word *here* on the board. Ask students how this word is different from the word identified in the text (*it is spelled differently; it does not mean the same thing*). Explain or review how two words that sound the same but are spelled differently and mean different things are called *homophones*.
- Have students read the third sentence on page 3 and locate the word *wait*. Write the word *wait* on the board and have a volunteer explain the meaning of the word. Ask students if they know of a homophone for the word *wait* (*weight*). Write the word *weight* on the board and have students explain how it is a homophone.



- **Check for understanding:** Have student pairs identify and circle homophones throughout the book. In the margins, have students write a homophone for each word. If time allows, have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss answers aloud after they are finished.

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 students demonstrate how a reader makes, revises, and confirms predictions while reading.

Extend the Reading

Social Studies Connection

Discuss with students the different types of climates and environments where people can camp. Explain to students that often there are designated camping sites in order to protect wild areas. Discuss with students the concept of state and national parks. Provide print and Internet resources about state and national parks. Have students choose one park and conduct further research. Invite students to imagine that they will be planning a camping trip to the state or national park of their choosing. Have students consider the climate and environment of each park and what they would need to pack. Have students create a poster that shows the following: transportation to and from the park, climate and weather conditions, supplies required for camping, notable features of the park, maps of the park, activities to do at the park, and so on. Have students present their state or national park trip to the class.

Writing and Art Connection

Have students consider the trip they planned in the Social Studies Connection. Invite students to write a letter home about their experiences at the national or state park. Be sure students include specific information about the park such as the names of trails, rivers, lakes, mountains, and so on. Review with students the standard format of a formal letter including the date, salutation, paragraph formation, and so on. Have students peer edit their writing and then complete a final copy. Encourage students to include illustrations of the park on the basis of their research. Have students share their letters with the class.

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

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet;
- accurately analyze setting using illustrations and text during discussion;
- correctly identify and use inflectional ending *-ing* in the text, during discussion, and on a worksheet;
- accurately identify and understand homophones in the text, during discussion, and on a worksheet.

Comprehension Checks

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