



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 150

Book Summary

Even students who have never been camping will enjoy this story of a family's overnight camping trip. Told in first-person point of view and cleverly illustrated by "photographs" taken by the young boy, *Our Camping Trip* uses simple dialogue and repetitive text to ensure readers' success.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand and remember a fiction story
- Sequence events
- Identify and produce rhyme
- Identify VCe pattern
- Recognize and understand verbs
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Our Camping Trip* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, VCe pattern, verbs 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *and*, *to*, *we*
- Content words:
 - Story critical: *camping* (v.), *cooking gear* (n.), *fishing* (v.), *picture* (n.), *sleeping bags* (n.), *tent* (n.)
 - Enrichment: *camera* (n.), *camp* (n.), *lake* (n.), *remember* (v.)

Before Reading

Build Background

- Ask students if they have ever been camping or seen a movie or TV show about someone who is camping. Have them tell the kinds of camping equipment used on a camping trip.
- Extend the discussion by having students tell why they think people like to go camping.

Book Walk

Introduce the Reading Strategy: **Retell**

- Direct students' attention to the front cover again. Ask students who they think the people are and where they think the people are having the picnic. Ask what they think they might read about in a book called *Our Camping Trip*.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Have students look at the table of contents on page 3. Read the chapter titles. Ask students in which chapter they think they will read about going to sleep under the stars. Have students tell which chapter will probably tell about someone going fishing.
- Explain to students that one way to understand what they are reading is to stop occasionally and retell in their heads what is happening in the book.
- Show students the front and back covers of the book and read the title with them. Ask students what they think the book will be about. Ask where they think the people are and how they can tell.
- **Model retelling:** *As I read this book, I am going to stop every now and then to remind myself about who the characters are in the story and what has happened so far. This helps me remember what I'm reading and makes me think about what might happen next. When I finish reading the book, I should be able to tell someone what happened and in what order.*
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the illustrations and use the vocabulary they will encounter in the text. Model how to use what they know about camping and camping gear as they preview the illustrations.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 4 you might ask: *What is the little boy carrying?*
- Model for students the strategies they can use to work out words they don't know. Have students find the word *picture* on page 7. Ask students how they could read this word if they didn't know it. Suggest that they might look at how it starts and read /pic/. Explain that the word *picture* is an example of a word with a /ch/ sound for the letter *t*. Give students examples of other words with this word pattern, such as *statue* and *future*. They might recognize the sound the letters *ur* in the middle of the word stand for. They might know the sound the letter *e* at the end of the word is usually silent. Read the sentence to them and ask if the word *picture* makes sense in the sentence.

Set the Purpose

- Have students read the book to find out what happens on the camping trip. Remind them to stop after every couple of pages to review in their heads what has happened so far. This will help them retell the story when they have finished reading.

During Reading

Student Reading

- **Guide the Reading:** Give students their books and have them put a finger on the bottom of page 7. Tell them to read to the end of this page. Tell students to reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words in the text match the pictures. Have students point out camping gear they have seen that is like the camping gear in the book. Have them tell how this helped them understand what they read. Have students tell who the characters are in the story. Have them tell what has happened so far.

- **Model retelling:** *As I have been reading, I have been pausing to retell in my head what has happened to help me remember and understand the story. I read that a family is going camping. They packed their tent, sleeping bags, cooking gear, and camera. Then they drove to a lake and set up their camp. When it was nighttime, the dad built a fire and cooked hamburgers and hot dogs. After dinner, the mom said it was time to go to sleep. They looked at the stars. The little boy in the story has been taking pictures of all of the things they are doing. I wonder what else they will do. I'll have to keep reading to find out. Then I'll be able to tell the whole story.*
- Tell students to read the remainder of the story.



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

- Reinforce that stopping to retell in their heads what they are reading helps them better understand the story. (It encourages students to pay close attention to the story elements and promotes active participation, which aids in retention.)
- **Think-aloud:** *Stopping to think about what was happening helped me remember the events in the story better. It helped me be more involved with what I was reading. Now that I have finished reading the story, I can give a good retelling of it. Can you?*

Teach the Comprehension Skill: **Sequence events**

- **Introduce and model:** Ask students who have heard the story of *Cinderella* to raise their hands. Ask students to tell the events that happen. Ask students if the story would be the same if the prince had come to Cinderella's house looking for the person who lost the slipper before Cinderella went to the ball. Tell students that unless a story is told in the order in which it happened, it usually does not make sense. Explain that that is why it is good to think about the things that happen at the beginning, the middle, and the end of the story.
- **Check for understanding:** Discuss the sequence of the story. Ask students to tell what happened first. Have students tell what the family did once they arrived at the lake. Have students complete the events that occurred on the camping trip. Have them tell what happened at the end of the book.
- **Discussion:** Ask students why they think the little boy took pictures of the camping trip.
- **Independent practice:** Introduce and explain how to complete the [sequence events worksheet](#). Have them try setting the cut-out pictures in the boxes without pasting them in. Then have them check the book for the order before they paste in the pictures.



Extend the Discussion: Instruct students to use the last page of their book to draw a picture of something they would do on a camping trip. Have students share their pictures with the group.

Build Skills

Phonological Awareness: **Rhyme**

- Say the words *trip* and *sip* and have students say what is the same about the words. (They rhyme because they have the same ending.) Tell students you can think of other words that rhyme with *trip* and *sip* and say: *dip, nip, flip, hip*.
- Tell students that you are going to say some words one at a time. You want them to say some words that rhyme with each word. Allow students to list as many words as they can for each word you say. Use the following words: *lake, cook, bag, star, bear, fish*.

Phonics: VCe pattern

- Write the word *drive* on the board. Have students find the word on page 5 and read the sentence in which it is found.
- Ask students what vowel sound they hear in the middle of the word. Circle the *ive* in the word and point out that the vowel is followed by a consonant and a final e. Write the letters VCe over the corresponding letters in the word. Explain that words with this pattern often have a long vowel sound.
- Have students look on page 6 to find 2 other words with this VCe long /i/ pattern (*time, fire*).
- Write the word *time* on the board and circle the *ime*. Sound out the word with students and then erase the letter *t*. Write the letter *d* in its place, and have students read the new word. Repeat with the letter *L*.
- Write the word *pine* on the board and have a volunteer come up and circle the VCe pattern in the word. Have students sound out the word. Then erase the letter *p* and replace it with the letter *d*. Have students read the new word. Repeat with the letters *f, L, m, v*.
- Write the word *bike* on the board and have students read it. Replace the letter *b* with the letter *h* and have students read the new word. Repeat with the letters *L, p, d*.
- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. When they have finished, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that *verbs* are special words that tell action. Explain that *verbs* tell things people or animals do, like *pack, drive, or build*.
- Have students turn to page 4. Ask students to find a verb on this page (*pack, say*). Discuss the meaning of the verb *pack*. Ask students what kinds of things someone can pack other than camping equipment. Ask students to use the word in a sentence.
- Have students look at page 5. Ask students to find the verb that tells the first thing the family did (*drive*). Explain that the second thing they did was *set up* camp. Tell students that this is a special action word made of two words.



Have students circle the action words in the book. Remind them to ask themselves if the word tells something a person or thing does. Check their responses.

- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows discuss their answers.

Word Work: Alphabetical order

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Remind students that words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter come first in the alphabet.
- Write the words *picture* and *fishing* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *p* or *f*. Explain that the word *fishing* would come first in an alphabetical list because the letter *f* comes before the letter *p* in the alphabet.
- Write the words *tent* and *lake* on the board. Have students identify the initial letter in each word (*t* and *L*). Ask students to identify which letter comes first in the alphabet (*L*). Explain that the word *lake* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *camera, stars, berries, turtle, fire, bag, and trip*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

Build Fluency

Independent Reading

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

Home Connection

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

Extend the Reading

Writing and Art Connection

Have students think about what they would take on a camping trip. Provide the following sentence: *I would pack _____ because_____.* Have students write and illustrate the sentence. Have students share their sentences and pictures with the group.

Science Connection

Have students reread page 6. Discuss building campfires and fire safety. If possible, have a forest ranger or firefighter talk to the group. Have students draw a picture of one thing they learned about fire safety when camping.

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:

- pause as they read to mentally retell the events of the story
- place pictures of story events in correct order on the graphic organizer
- identify words that rhyme and explain why they rhyme; also suggest words that rhyme when they are presented with words orally
- recognize the VCe pattern in words and identify those words in a group of words that have a long /i/ sound
- identify verbs in the book and on a worksheet
- place words in alphabetical order

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**