

## About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 640

### Book Summary

Now that Maddie is 8 years old, she gets to go snow camping with her dad and older sister. Through Maddie's journal entries, readers follow Maddie through her exciting adventure and all the emotions she feels from beginning to end as she learns firsthand about camping in the snow.

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Use the reading strategy of visualizing to understand text
- Analyze characters
- Understand the use of quotation marks in text
- Understand the use of antonyms

### Materials

Green text indicates resources available on the website

- Book—*Snow Camping* (copy for each student)
- Chalkboard or dry erase board
- Analyze characters, quotation marks, antonyms 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:** *camouflage, digesting, hypothermia, quinzhee, snow dome, snowshoes, snowshoe hare, whine*

## Before Reading

### Build Background

- Create a word web on the chalkboard with the word *camping* in the center. Ask students to share any experiences they have had while camping. Ask questions such as: *Where did you go? What did you sleep in? How did you get there?* Write student responses in the web on the board.
- Add the words *snow* and *quinzhee* to the word web. Ask students to predict what these words might have to do with camping. Ask: *Have you ever camped in the snow? What might people need in order to camp in the snow? What do you think a quinzhee is?*

### 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 and what it might be about.

## Lesson Plan *(continued)*

## Snow Camping

- Show students the title page. Discuss the information on the page (title, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

### Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Read pages 4 and 5 aloud to students. Model how to visualize.  
*Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. This helps me become part of the story and enjoy what I read. For example, on page 5, the main character has a lot of questions about snow camping, such as: What is it like to sleep in a snow dome? Is it like sleeping in a freezer? This made me create some pictures in my mind of what a snow dome might look like on the inside as well as on the outside. I pictured a cave in the snow with a round top. I pictured how packed the snow must be to create icy walls on the inside of the cave. Since I have never seen one myself, I relied on the words in the story to create my mental image.*
- Read page 6 aloud to students. Ask them to use the words in the story to visualize the events. Invite students to share what they visualized.
- 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 Characters**

- Explain to students that authors try to make their characters believable and interesting so readers feel as though they know and understand them. Readers learn about characters in a story through their thoughts, actions, and words.
- Tell students that authors often make their main characters dynamic; he or she changes over time in some way as a result of experiences or a lesson learned in the story.
- Ask students to turn to page 5 in their book. Read pages 5 and 6 of the story aloud to students while they follow along. Model how to analyze a character based on thoughts and words.  
*Think-aloud: As I read page 5, I read about all the worries that Maddie has because she has never been snow camping before. She is worried about how she will stay warm and how she will be able to sleep in a snow dome. Maddie is also worried that her sister, Kate, thinks she is a baby. On the basis of Maddie's thoughts and words, I think she is anxious about the trip.*
- Ask students to identify other clues from the story that show Maddie was anxious.
- Introduce and explain the **analyze characters worksheet**. On the board, create a two-column chart with the headings *Maddie's Traits* and *Story Clues*. Write *anxious* under the first column and *worries about staying warm, worries about sleeping in a dome, worries about getting hypothermia, worries that sister thinks she's a baby* under the *Story Clues* column. Have students write the information from the discussion on their worksheet.

### Introduce the Vocabulary

- Write the content vocabulary words on the board or chart paper. Point out to students that all but one of the words are multisyllabic words.
- Remind students to look for clues to a word's meaning in the sentence that contains the unfamiliar word, as well as in sentences before and after. For example, point out the word *quinzhee* on page 8. Read aloud the first paragraph. Ask students what the sentences are mostly about (pile of snow, shoveling, a carved-out dome). Ask them to use the information to identify a word that means the same thing as *quinzhee* based on the context of those sentences (*shelter, snow dome*).


- Remind students that they should check whether an unfamiliar word makes sense by rereading the sentence in which it appears. Reread the sentence on page 8, replacing *quinzhee* with *shelter*. Ask students if the word makes sense in that sentence.
- Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *quinzhee* in the glossary.
- Have students locate other content vocabulary words in the glossary and text. Read and discuss their definitions as a class.

### Set the Purpose

- Have students read the book to find out more about Maddie's snow-camping trip, stopping after every few pages to visualize in their mind the events or setting of the story.

## During Reading

### Student Reading

- **Guide the reading:** Review the events so far in the story. Have students read to the end of page 10. Encourage those who finish early to go back and reread.
  - Model visualizing.  
*Think-aloud:* On page 10, I read how Maddie's father told the girls stories after dinner. I pictured Maddie, her sister, and her dad cuddled up together under a warm blanket around the campfire, telling stories. When Maddie's dad said that he liked that there were no bugs or crowds, I pictured their snow dome in the middle of a forest surrounded only by tall trees and glistening snow.
  - Invite students to share with the rest of the class what they visualized while reading.
  - Review the discussion about Maddie's character from the "Introduce the Comprehension Skill" section. Reread page 9. Discuss with students what Maddie's words and actions tell about her character (mad, stubborn). Have students write the information from the discussion on their [analyze characters worksheet](#).
  - **Check for understanding:** Have students read to the end of page 13. Have them visualize the information in the text as they read. Invite students to share what they visualized as they read.
  - Have students reread page 13. Ask them to work with a partner to write on their worksheet Maddie's words that tell about her character at this point in the story (happy, proud). When they have finished, discuss their responses.
  - Have students read the remainder of the book. Encourage them to continue to visualize and think about the traits of the main character as they read the rest of the story.
-  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 Strategies


- *Think-aloud:* On page 13, I read how Maddie had snowshoe races with her sister, who kept tripping. As I look at the picture, I saw the big, clumsy-looking snowshoes that the girls were wearing. I pictured Kate taking awkward leaps in the snow and how the ends of the snowshoes would land at the wrong angles, causing her to fall.
- Ask students to share any new visualizations and to explain how the strategy of visualizing helped them understand and enjoy the story.

### Reflect on the Comprehension Skill

- Review how Maddie changed over the course of the book. Share and discuss the clues from the text that support students' descriptions of Maddie.
- **Independent practice:** Have students write on their analyze characters worksheet what Maddie's words and actions tell about her at the end of the story (brave, confident).
- **Enduring understanding:** In this story, Maddie had mixed feelings about going snow camping because she had never been camping before. When the trip was over, she felt proud of herself because she completed the trip and tried something new. Now that you know this information, what will you do the next time you are faced with trying something new?

### Build Skills

#### Grammar and Mechanics: Quotation marks

- Draw a sketch of a girl on the board. Draw a speech bubble coming out of her mouth. In the speech bubble, write the following sentence from page 5 of the book: *Stop being a baby, Maddie! Say: When we read comic books or cartoons, we see the words the character is speaking in a speech bubble. But most books do not use speech bubbles. They use quotation marks to show the words a character is saying aloud.*
- Point out for students the words *She will say* in front of the quotation marks. Explain that words before or after the quotation marks give readers clues as to who is saying the words. Ask students to tell to whom the word *She* refers (Kate).
-  Have students turn to page 10 and locate the quotation marks on the page. Ask students to underline the words the character is saying (*No bugs and no crowds*). Point to the words *he said* after the quotation marks. Ask students to identify to whom the word *he* refers (Dad).
- Point out to students that there are always two sets of quotation marks—one where the character's dialogue begins and the other where it ends.
- **Check for understanding:** Write other short sentences in the speech bubble of the girl you drew on the board. Ask students to rewrite each sentence using quotation marks on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

#### Word Work: Antonyms

- Write the word *scared* on the board. Discuss the meaning of the word.
- Ask students to suggest a word that means the opposite (*brave*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 5 in the text and point to the word *scared*. Then ask them to point to an antonym for the word *scared* (*brave*).
- Write the following words on the board: *big, soft, happy*. Ask volunteers to share examples of antonyms for each word.
- **Check for understanding:** Ask students to turn to page 5 and locate an antonym for the word *cold* (*warm*).
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their responses.

### 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 book to take home to read with parents, caregivers, siblings, or friends. Have students share with someone at home their analysis of the main character in the story.

### **Extend the Reading**

#### Realistic Fiction Writing Connection

Ask students to write a story about a character who tries something new. Remind them that a realistic fiction story is a believable story that can be based on something that actually happened. Guide them to explain how the character felt at the beginning, the middle, and the end of the story.

#### Social Studies Connection

Have students use the Internet to research the Inuit people. Have them identify information such as: where they live, what they eat, and what their clothes and homes are like.

### 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 visualizing to comprehend the text during discussion and on a worksheet
- identify and effectively analyze the main character in the story during discussion and on a worksheet
- identify, form, and correctly use quotation marks during discussion and on a worksheet
- accurately identify and understand the use of antonyms during discussion and on a worksheet

#### Comprehension Checks

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