

Teacher Edition

Camping



alphakids

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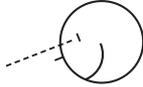
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text follows a predictable pattern focusing on a day's camping activities.
- Direct speech is used throughout the book.

Vocabulary

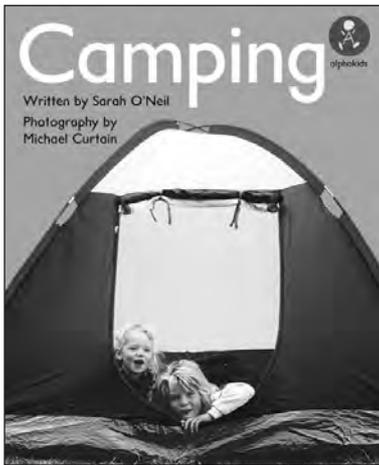
breakfast, camping, fish, lunch, potatoes, sister, sleep, stars, toast, walking

Setting the context

Have a class discussion about camping. *Have you ever been camping? How long did you go for? Where did you sleep? How did you cook your food? What else did you do?*

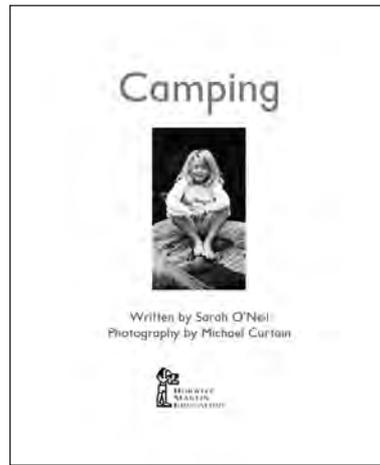
Introducing the book

This book is about a camping trip two girls went on with their father and how they got along without modern appliances. What things might you miss if you went camping?



Front cover

This book is called Camping. What things might the girls and their father do on their camping trip?



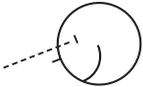
Title page

Read the title together. Point out the author's and photographer's names.



Talkthrough

The girls and their father are cooking toast on the fire. Have you ever cooked toast this way? Why would they need to cook their toast like this?



Observe and support

Can the children understand the inferences in the text? How did the family cook their toast? Why didn't they use a toaster? What else could they cook on the fire?

We went camping with Dad.

'What's for breakfast?' I asked.

'Toast,' said Dad.

'Where's the toaster?' asked my sister.

Dad got a stick and we made toast.



2

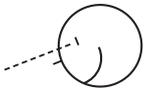


3



Talkthrough

*The family is walking along a track. What does the sign say?
What sorts of things would they have seen on their walk?*



Observe and support

Do the children use a range of information to solve problems when they read?

If a child has difficulty with a word, ask the following questions:

What can you see that might help you work that word out? Do the pictures help? What does the word start with? What sound does that letter make? What sort of word would make sense here?

'What can we do now?'
I asked.

'Let's go walking,' said Dad.

We walked and walked and walked.
It was great.



4

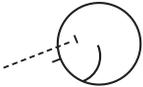


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Talkthrough

The girls' father has caught a fish. How are they cooking the fish? Would you enjoy eating this fish? Why or why not?



Observe and support

*Can the children read the text with expression?
Can you make it sound like you are the person in the book?
What does a question mark tell you about how to read a sentence?*

'What's for lunch?' asked my sister.

'Fish,' said Dad.

'Where's the fish?' I asked.

'In the river,' said Dad.



We caught a fish.

We cooked the fish
and then we ate it.

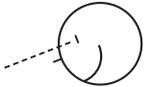




Talkthrough

The girls are going swimming now. Have you been swimming in a river like this?

What would the water be like? Why?



Observe and support

Can the children identify the apostrophe and explain why it is used?

Can you show me an apostrophe on this page? This is a contraction. Two words, let and us, are contracted to make let's.

Can you think of other words that have an apostrophe?

'What can we do now?'
asked my sister.

'Let's go swimming,' said Dad.

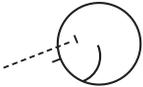
We swam and swam and swam.
It was great.





Talkthrough

Now they are cooking dinner. What are they cooking? How are they cooking the potatoes? How are potatoes usually cooked at home?



Observe and support

Do the children use their knowledge of letter-sound relationships to help them read? You could make the following suggestions:

Look at the first letter. What sound does this letter make? Look at the ending of the word. What word would make sense here?

'What's for dinner?' I asked.

'Potatoes,' said Dad.

'How will we cook them?'
asked my sister.

'In the fire,' said Dad.



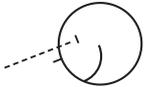
10





Talkthrough

The girls and their father are inside their tent. What are they looking at? Why are the stars so bright here? Do stars always look like this? Why not?



Observe and support

Can the children recall the events in the book?

What did the family have for breakfast?

What did they do after breakfast?

What did they have for lunch? Where did they get this?

How did they cook their potatoes?

What did they do before they went to sleep?



Then it got dark.

12 'What can we do now?' I asked.



'We can look at the stars,' said Dad.

We looked and looked and looked.

13

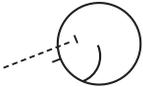


Talkthrough

Do you think the girls will sleep well? Why or why not?

Do they look comfortable?

Would you enjoy going camping?



Observe and support

Do the children notice if they have made a mistake when reading?

I like the way you re-read that. What did you notice? What word would make sense here?



'What can we do now?'
asked my sister.

'You can go to sleep,' said Dad.

14



We slept and slept and slept.
It was great.

15



Talkthrough

What can this girl do now? How does she know how to make toast?



'What's for breakfast?' asked Dad.

'Toast!' said my sister.

'I know how to make it!' I said.

16



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

What things did the girls and their father do to fill their day?

Why did they sleep and sleep and sleep?

How is this camping trip like living at home? How is it different?

Being a code breaker

Explore the following text features:

- High-frequency words: a, can, for, go, I, in, it, my, said, was, we, went, you.
- Grammar: explore what contractions are and how they are formed; for example, what's, where's.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this, fact or fiction?

What does this book teach us about camping?

Did you like this book? Why or why not?

Being a text critic

Do all children get to go camping?

Is this the only way to go camping?

Responding to text



Ask the children to write a list of all the things the family did on their camping trip. Encourage them to check the accuracy of their lists by referring back to the book. Ask them to place the events on their lists along a timeline in the correct order.



Ask the children to write a list of the equipment the family would have needed to take on their camping trip.



The children could list words from the book under the categories of present and past tense.

Present tense	Past tense
walk	walked
swim	swam

Writing

Ask the children to innovate on the text by writing about the second day of the family's camping trip.

Assessment

Can the children:

- draw inferences about the text to say why the family in the story did not have a toaster?
- explain what the apostrophe in words such as 'let's' indicates?



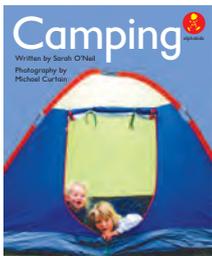
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Leisure and camping

Curriculum link: Health and Physical Education/SOSE

Text type: Recount

Reading level: 9

Word count: 189

High-frequency words: a, can, for, go, I, in, it, my, said, was, we, went, you

Vocabulary: breakfast, camping, fish, lunch, potatoes, sister, sleep, stars, toast, walking

Possible literacy focus

Inferring meaning from a text.

Exploring how contractions are formed.

Summary

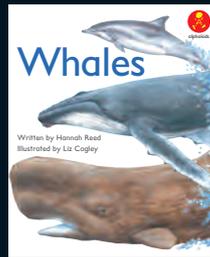
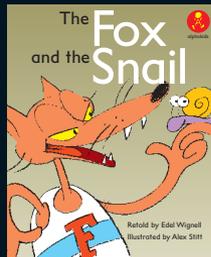
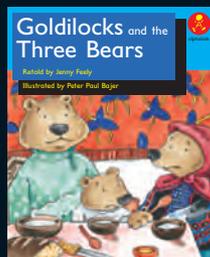
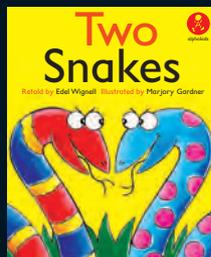
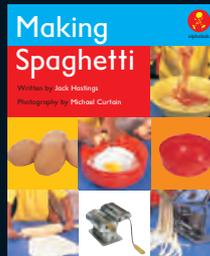
This book is about a camping trip two girls take with their father and how they got along without modern appliances.

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Other books at this level



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