

Dad and Dan Go Camping



Vocabulary:

camping, gear, grabbed, middle, packed, pizza, raced, remember, scratched, unpacked

sentence. Leaving out one of the high frequency words. Ask the students to repeat the sentence, inserting the correct word in the gap. Extend the activity by leaving out more than one word.

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about Dad and Dan's camping trip.

During Reading

Vocabulary in Context Date.../.../...

Discuss *the* meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- packed (p.5), unpacked (p.6): Discuss the use of the prefix 'un-' to make a word opposite in meaning. Have the students suggest other examples, such as unhappy, unkind, unusual, untidy.
- grabbed (p.5): Point out the way the final consonant is doubled before adding '-ed' or '-ing' when it is preceded by a short vowel; as in swimming, hopped.
- remember (p.8): Break the word into syllables - re/mem/ber.

Checking for Meaning Date.../.../...

Literal: Date.../.../...

Name three things they unpack from the car. (p.6)
What important thing has Dan left behind? (p.6)

Inferential: Date.../.../...

Dad says he'll 'think of something' for dinner. What else could he have done besides buy pizza?
Do Dad and Dan enjoy their day together? How do you know?

Why don't Dad and Dan go back to sleep during the night?

Make sure students understand the difference between literal information and inferential information.

Before Readg

Text Type Date.../.../...

Point out and discuss the:

- title
- illustrations.

What type of book is this? (Fiction, narrative)

Visual Literacy Date.../.../...

Look at the *cover* and discuss the characters and setting of the story.

Where do you think Dad and Dan usually live?

Use the illustration on page 9 to predict what will happen.

Background Knowledge Date.../.../...

Have you *ever* been camping? What do you know about camping? What things do you need to take when you go camping?

Where do people usually go for camping trips? Why?

Phonological Awareness Date.../.../...

Make sure students know these phonological patterns:

- mp (p.9): bump, camp, jumped, lamp, limp, lump, ramp, romp, shrimp, stomp, thump
- alk (p.10): chalk, talk, walk

Say three words in one pattern to the students (e.g. bump, camp, jumped). Ask them to identify the part of the words that sound the same. Repeat for the other patterns.

Make a set of cards that contains several families of rhyming words, for example -ump and -alk. Lay out the cards and have the students sort them into rhyming families. You could repeat the activity with phonemic patterns such as st-, ch- or -ll.

Play Word Change. Say the word 'camp'. Ask the students to take away the 'c' and put in a 'l' (lamp). Then ask them to and say the new word (lump). Repeat with different words and word changes. Work towards this becoming an oral activity, rather than having students write the words.

High Frequency Words Date.../.../...

always, into, out, said, soon, that, were, when, would
Use the high frequency words to make a set of word cards. Lay out the cards face up on the table. Say a

Response: Date.../.../...

Do you think Dad and Dan will go camping again soon? Why or why not?

Where should they have put up the tent?

What could Dad and Dan do to make sure they don't leave things behind next time?

Grammatical Patterns Date.../.../...

Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and tells where and when the story takes place. (pp.4-5)
- Complication - the sequence of events develops a problem for one or more of the characters: *Dad and Dan go camping. But forget the food and set up their tent on an ant nest.* (pp.6-14)
- Resolution - the problem is solved and things return to normal: *they pack up, and decide to go camping another time.* (p.16)
- Use of particular nouns to refer to particular people, animals and things: *Saturday* (p.4), *room* (p.4), *shoes* (p.5), *sleeping bags* (p.6), *fishing* (p.8), *nest* (p.14)
- Use of adjectives to describe nouns or build noun groups: *camping gear* (p.5), *little* (p.9)
- Use of time connectives and conjunctions to sequence events through time: *As soon as I woke up* (p.4), *then* (p.9), *In the middle of the night* (p.13)
- Use of adverbs and adverbial phrases to locate particular events: *It was Saturday* (p.4), *all day* (p.8), *around the fire* (p.11), *soon* (p.16)
- Use of past tense action verbs: *woke* (p.4), *jumped* (p.4), *found* (p.5), *took* (p.6), *talked* (p.10)
- Use of saying and thinking verbs: *asked* (p.6), *think* (p.8), *told* (p.9)

Fluency / Punctuation Patterns Date.../.../...

- Some sentences are simple. i.e. they contain only one idea: *It was Saturday.* (p.4) *He was asleep.* (p.4)
- Some sentences are compound, i.e. they contain two ideas, joined by a conjunction: *Dad grabbed a torch and looked around the tent* (p.14)
- Some sentences are complex. i.e. they contain an independent and a dependent clause: *As soon as I woke up, I jumped out of bed.* (p.4)
- Demonstrate how to read these sentences, using / to indicate phrasing: *Dad grabbed a torch / and looked around the tent. As soon as I woke up, I jumped out of bed.*
- These punctuation patterns occur in the text:
 - Use of the apostrophe in a contraction: *Where's* (p.6), *didn't* (p.8), *Let's* (p.8), *There's* (p.9).
 - Use of an apostrophe to indicate ownership: *Dad's shorts* (p.5), *ant's nest* (p.14)

- Use of a question mark at the end of sentences requiring an answer: *"Where the food?" asked Dad.* (p.6)
- Use of speech marks to indicate the actual words being spoken: *"Oh well" said Dad.* (p.8)
- Use of exclamation marks to express strong feelings: *whoops!* (p.6), *Ohno!* (p.6)
- Use of an ellipsis to indicate a break in the sentence: *We took out the ... whoops!* (p.6)
- Use of a comma to separate dependent and independent clauses in a sentence: *As soon as I woke up, I jumped out of bed.* (p.4)

Critical Literacy Date.../.../...

Who would be most likely to read this text? What does this story suggest about the relationship between Dad and Dan? Who do you think would feel left out when reading this text? Why?

Linking Visual and Written Date.../.../...

Establish the link between the text and the picture in the thought bubble on page 8.

Match the feelings of the characters with the facial expressions on pages 4, 10 and 14-15, and note the change in the mood of the story at the places.

Date.../.../...

After Reading

Have the students retell their camping experiences. Has anything ever gone wrong?

Make a list of items needed for camping, and discuss suitable local areas for camping.

Activities

Students will:

- distinguish between what is stated and what is implied in the text
- find and express word meanings
- write words that contain the same phonological pattern as a given word
- complete and order sentences from the text.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

