

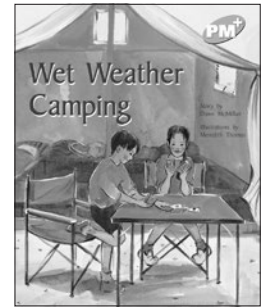
Wet Weather Camping

PM Level 18

Turquoise

Text Type Narrative

Running Words 393



Preparing for Guided Reading

Orientation to the text

- If possible, pitch a tent or bring a sleeping bag to school. Discuss photos the children may have of camping experiences. Introduce vocabulary specific to this topic.

Prior knowledge

- Tess and Nathan were excited about going camping until heavy rain forced their family to return home. However, these two resilient children did not stay disappointed for long. They found camping in the basement a lot of fun!

Building the Balanced Reader

Vocabulary

Key vocabulary

basement, fair, grew, halfway, mustn't, pack, suddenly, thunder, torch, weather

Content Words

flash, lightning, loud, ourselves, unpack, unrolled, tomorrow

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title. Discuss the cover and title page illustrations. Talk about popular leisure activities associated with camping holidays.
- Study the illustration on pp. 2–3. Identify essential camping equipment. Discuss the meaning of *pack* as a verb and as a noun.
- Discuss the fact that the wet weather is likely to get worse rather than better. Talk about how disappointed the family must be feeling.
- Observe Nathan's unhappy stance. Ask, *How could they go camping in the basement?* Challenge students to give as many ideas as they can.
- Notice the camp-like environment. Talk about how everyone is joining in the fun.

- Compare camping in the basement with the 'real thing'. Talk about how this family turned a disappointing occasion into a pleasant adventure for everyone.
- Discuss the visual language. Talk about how Tess and Nathan felt when the rain cut their camping trip short. Discuss Tess's creative idea of setting up a camp in their basement.
- Revise words that are opposite in meaning, e.g. *pack, unpack; rolled, unrolled; must, mustn't; forget, remember; found, lost*.
- Locate words ending with digraphs: *catch, torch; fish, flash*.
- Discuss the meaning of the phrase *headed for home*.

Comprehension

- What did the family pack for their camping trip? (*Literal*)
- Why was the camping trip cut short? (*Inferential*)
- What did Dad mean when he said they could still catch fish for dinner? (*Inferential*)

Follow-up activities

- Make a chart about occasions where the enjoyment of an event can be influenced by the weather.
- List the advantages and disadvantages of camping in the basement compared with the 'real thing', e.g. you can't go fishing but you can have fish and chips for dinner!
- Have students make a wall story or flip book about their own holidays. Encourage them to write about the enjoyment felt by doing things together – which is what usually happens during holidays.
- Talk about ways in which basements can be used, e.g. for a party, as an extra bedroom, a toy room, etc. Make a concertina booklet about students' ideas.
- Teach students some card games, e.g. 'Happy Families'.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up