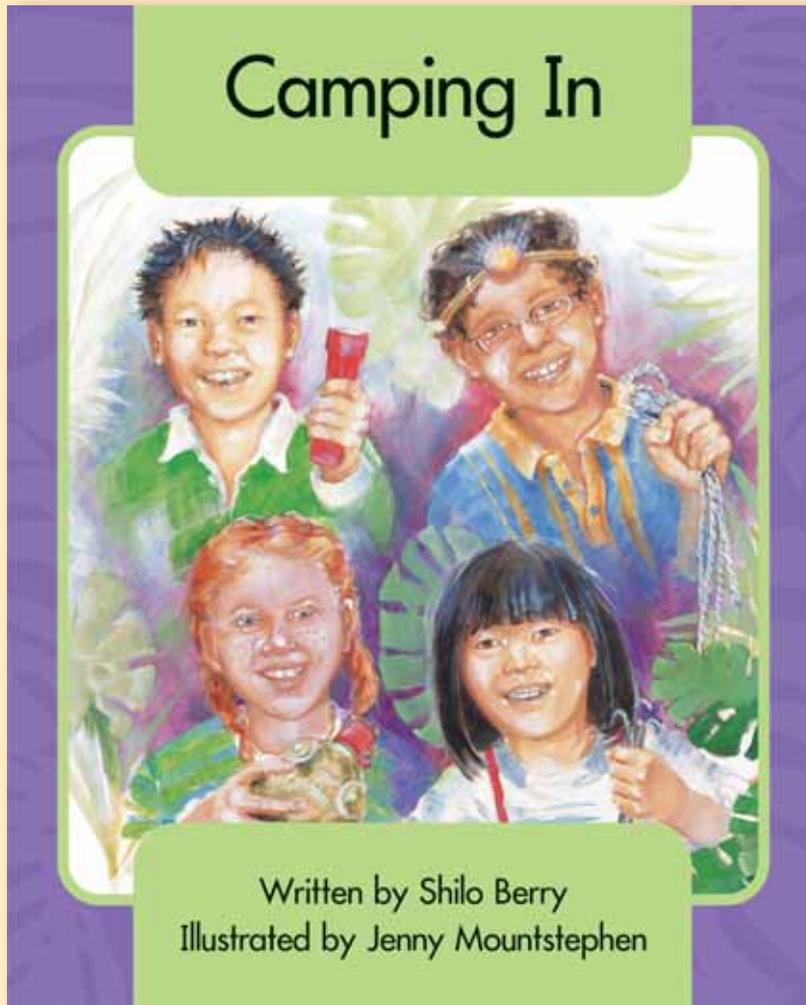




Level 23

Book e



Level	23
Word Count	589
Text Type	Narrative (realistic fiction)
High-Frequency Word/s Introduced	



MACMILLAN

T. Rex Trek

Chocolate...Yum!

Thomas Tries
Something New

What Lived in
That Shell?

Camping In

Australian
Sea Lions

Why the Turtle
Does Not Fly

Active Volcanoes

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Ask students to read the title and the names of the author and illustrator on the front cover. Have them discuss the characters in the illustration, and the links with the title. Ask students if they have been camping.

Explain that the story is realistic fiction. Ask students what characteristics they expect in the story that will make it seem real.

Read the title page and talk about the camping equipment in the picture.

DURING READING

Set students a purpose to read for, with a focus question for each page, or several pages. Explain to students that you will be asking a question before they read, and that they should read silently. They should be ready to answer when they have finished reading the sample.

Ask, before students read each page –

Pages 2–3 What was the big adventure?

Pages 4–7 What is the problem?

Pages 8–11 Why did their mother say they needn't worry?

Pages 12–15 What was Mum's idea?

Pages 16–19 What did they do to make a fire? Discuss the meaning of the word *pretending*.

Pages 20–24 What did the children decide about camping in?

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AFTER READING

Ask students to discuss the key role of the character, Mrs Park. How did she respond to the big problem and save the children from disappointment? Have students revisit the text to support their comments.

Ask students to reread the book and think about why the children enjoyed the experience of camping in so much.

CODE BREAKER



Developing Specific Skills

Homophones – their, there (pages 2 and 14)

Prefix – *ad* – adventure (page 2)

Apostrophe – possessive, contraction

Drop *e* before adding *ing* – coming (page 8)

Word building – site, whole, place

TEXT USER



Problem/solution – what is the problem? Who has the problem? What has caused it? Who is trying to find a solution? What solutions are recommended? Is the problem solved?

MEANING MAKER



Ask students to write a list of camping equipment.

Have students write about a real or imaginary *camping out* trip.

TEXT CRITIC



How would the text have been different if Mrs Park hadn't thought of a solution?

Discuss with students how the story could help with a real-life problem.

23e Camping In

Name _____

1. Write the words in the spaces.

their there

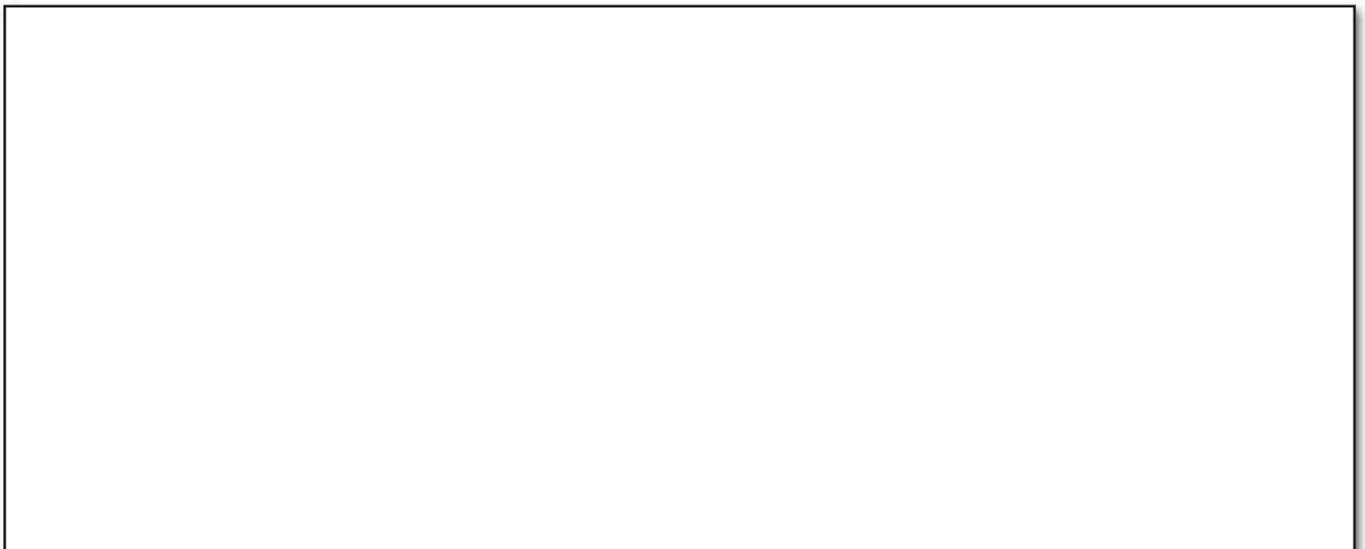
But _____ was only one problem, and it was a very big problem.

“You can camp in _____,” she said.

The children looked at each other but picked up all _____ camping things.

“_____ are some rocks by the back door,” said Mrs Park.

2. Draw the children sleeping around their camp fire.



23e Camping In

Name _____

1. Add *ing* to the words.

come _____

camp _____

cook _____

give _____

hope _____

rain _____

2. Rewrite with the apostrophes.

Im going to my grandmothers house.

Now dont forget your sleeping bags.

Whats the plan?

Youll see at 5 oclock.

It was fun singing Emilios song.

23e Camping In

Name _____

Join the letters and write the words.

