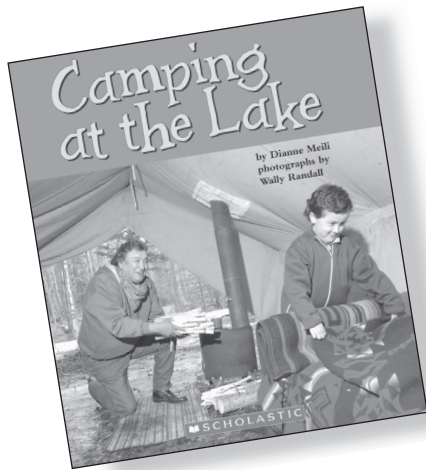


# Camping at the Lake



Written by Dianne Meili

Photographed by Wally Randall

**Text Type:** Non-fiction: Retell — Personal Account

**Summary:** This story recounts Dean Junior's camping trip with his moosom (grandfather). They visit a famous gathering place called Kootenay Plains. Dean Junior learns about Cree traditions and about respecting the land and its animals.

Please note that at the time *Camping at the Lake* was written, Native was an accepted term. The commonly preferred term now is Indigenous, as seen in this teaching plan.

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

## Text Features

### Visual Literacy

- ▶ inset photographs

### Print Concepts

- ▶ quotation marks

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ predicting
- ▶ evaluating

#### Working with Words

- ▶ tracking print
- ▶ associating meaning with words

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with confidence
- ▶ analyze
- ▶ make predictions
- ▶ evaluate: give opinions
- ▶ track print



## BEFORE READING

### Predicting/analyzing

#### **Activating and Building Prior Knowledge**

Display the front and back covers. Read the title and the author's name. *This book is called Camping at the Lake and the author is Dianne Meili.* Ask students to predict what the story will be about. Ask, *What do we already know about Dean Junior and his moosom's camping trip?* Make a word web from the information students provide by analyzing details in the photographs. Record the information on chart paper.

#### **ESL Note:**

After recording the words on the word web, show the front and back covers of the book a second time. Ask an ESL student, *Who can show me a man with pieces of wood in his hands? (a boy carrying a sleeping bag and fishing rod?, etc.)* The student can point to the picture that matches your statement and, if able, tell you something about it, e.g., *The man has wood.*

### Analyzing

#### **Setting a Purpose**

Say, *Let's read the book and find out all about Dean Junior and his moosom's camping trip at the lake.*



## DURING READING

### Letter knowledge

Say, *I am turning to the first page. Let's check the photograph. Who can we see in the picture? That's right. We can see Dean Junior and his moosom. What letter would you expect to see at the beginning of moosom? Good for you! It is an "m."*

### Tracking print

Say, *I am going to put my finger on the first word on the page and begin to read.* Read the text while gliding your hand to track print. Point out that print is always below photographs. Also point out when the print ends and you are going to turn the page.

### Building confidence

Invite students to join in and repeat words, especially unusual words like *moosom*, *Kootenay*, and *Cree*, as you glide your finger under the words.

### Word solving and building

Pause at challenging vocabulary (e.g., *campsite* and *blankets*) and ask questions to explore meaning.



## AFTER READING

### Predicting/analyzing

Say, *What did we learn about Dean Junior's camping trip?* Consider the original predictions and confirm or revise with students. Add students' new information to the word web, using a different colour. Students can share in the writing of the information, recording letters/sounds heard or complete words.

#### **Teaching Tip:**

Have students write in a different colour so that it's easy for you to praise their writing.

## Evaluating

Say, *We learned a lot about Dean Junior's camping by reading this book. Ask, What photograph was your favourite? What was your favourite part of the book?* Involve students in a brief discussion. Have them share why they liked that particular photograph and part with a partner and then report back to the whole group. During the whole group share, return to selected photographs and sections of the book.

# Second Reading

## Reading Strategies

### Comprehension

- ▶ inferring

### Working with Words

- ▶ tracking print
- ▶ recognizing high-frequency words (*we, my*)
- ▶ predicting what word would make sense (cloze)

## Assessment Opportunities

Note each student's ability to:

- ▶ join in with confidence
- ▶ make inferences
- ▶ track print word by word, from left to right, and line by line over several lines
- ▶ predict a high-frequency word (e.g., *we, my*) that would make sense and sound right



## BEFORE READING

**Note:** Cover up the high-frequency words *we* and *my* on pages 5, 6, 8, and 10 with sticky notes.

**Teaching Tip:** When asking students to predict, always go farther into the text to provide them every opportunity to respond.

## Analyzing

### Activating and Building Prior Knowledge

Using the chart written before and after the first reading, review what you know about this camping trip.

## Inferring

Say, *When we read the book the first time, I was left wondering about a lot of things. As we read, I wondered what signs of spring Dean and his moosom saw. I also wondered what was so special about Kootenay Plains. Say, Were there things you wondered about?* Jot down students' questions on the chalkboard or on chart paper so they can be addressed after this reading.

## Inferring

### Setting a Purpose

Say, *Let's read the book again and see if we can answer some of our questions. Think about our questions as we read together.*



## DURING READING

### Building confidence/ letter knowledge

Say, *Let's read the title together.* Match the words as you read the title. Read the author and photographer's name for students. Say, *This time when we read the text, I want you to join in.* Pause on page 2 and say, *There are words on this page you know.* Have students say words they know (e.g., *is, and*). Frame the first word and say, *What letter does this word begin with? That's right, an "m."*

### Tracking print

Read the text, encouraging students to join in. Match the words as you track print left to right. Pause occasionally and let students say a word first if most know it. Let your voice be strong when needed but fade when they know the words.

### Inferring

After reading page 3, say, *On this page, it says that Moosom saw spring coming. What can we see in this photograph that helps us to know spring is coming?*

### Inferring

*Do you think Moosom is an experienced camper? Refer to the photographs on pages 8, 9, and 10. Provide time for a discussion. Ask, How do you think he learned how to do all these things? (maybe his father or grandfather showed him)*

### ESL Note:

Refer to pages 8, 9, and 10, and ask, *What can Moosom do? (make a fire, etc.) Say, He is good at building fires, hunting, cooking over a campfire, etc. He is experienced because he has made fires, hunted, and cooked over a campfire for many years.*

### Language predictability/ letter knowledge

On page 5, say, *See if you can predict what the word under the sticky note says. Together, read the sentence without the first word. What would make sense and sound right? If students are able, have them predict the first letter of the word and then reveal the first letter only and say, Is it an "m"? Yes. Could the word be my? Yes it could. Let's look at the other letters. Good for you. The word is my!*



## AFTER READING

### Inferring

Ask students if you managed to answer some of your questions. Say, *Did we find any other signs that spring was coming? (e.g., rabbit has changed colour to brown). Turn to page 12 and say, Why do you think Kootenay Plains is so special? It may be necessary to reread this page to prompt students' thinking. Remember to answer any other questions students had.*

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ evaluating
- ▶ synthesizing

#### Working with Words:

- ▶ recognizing compound words
- ▶ forming plurals

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with confidence
- ▶ track print by line over several lines and from one page to another
- ▶ evaluate the author's craft
- ▶ synthesize
- ▶ locate a compound word
- ▶ recognize a plural word



## BEFORE READING

**Note:** Before the lesson, highlight the words *mountains*, *animals*, and *years* with highlighter tape or erasable highlighter marker.

### Analyzing

#### **Activating and Building Prior Knowledge**

Display the book, the word web from the first reading, and a map of Canada that clearly shows Alberta. Say, *We have learned a lot about camping and the Kootenay Plains in Alberta where Dean Junior's people come together.* Point out the approximate area on the map.

**ESL Note:** Show students the map of Canada. Say, *This is a map of Canada. Who can tell me where in Canada we live?* Point to the map. Say, *Yes, we live in \_\_\_\_\_.* It is in the province of \_\_\_\_\_. *This story takes place in the province of Alberta. Here are the Kootenay Plains.* Point to the general area. *Does anyone know how many provinces there are?* *Yes, there are 10. Does anyone know the names of the other provinces?*

### Evaluating

#### **Setting a Purpose**

Say, *As we read today, I want you to think about whether you think the author and photographer have done a good job of telling us about Dean Junior's camping trip at the lake with his mosoom.*



## DURING READING

**Teaching Tip:** In this reading, there may be chunks of text that students can read with little support from you. If so, be sure to praise their good reading work and let your voice fade in those sections.

### Tracking print/print concepts

*Let's read the title together.* Match the words as you read the title. Read the author and photographer's name for the students. Say, *I am turning to the first page. I want you to read with me.* Read the first two lines and then pause. Say, *I saw the period after the word mosoom (point to it) and I remembered that I need to take a breath before I go on.* Read page 4, pausing after the word *clothes* and say, *This is a comma and it reminds me to take a half breath before I go on to help the reader think about the list of things I need to pack.* Continue reading, making sure you are reading the punctuation and tracking the print.

### Inferring

After reading page 5, pause and draw students' attention to the inset photo. Ask, *How do you think Dean Junior and his mosoom are feeling here?* Read page 6 and pause to draw attention to the inset photo, once again drawing out how both may be feeling. Take time to ask students about the larger photo too. Continue reading together paying close attention to the punctuation.

### Print concepts

Before reading page 9, draw students' attention to the quotation marks and say, *Moosom is talking here. We need to talk as if we were him.* Discuss briefly how he would sound. Read the page together.

## Word solving and building

On page 9, 11, and 12, slightly accentuate the “s” on the end of the highlighted words. Explain that these words have an “s” added to show that there is more than one. Finish reading the book.



## AFTER READING

### Evaluating

Say, *Do you think the author and photographer did a good job of telling about the camping trip Dean Junior took with his mosoom?* Discuss how the photos and text provide the reader with lots of information about the camping trip. Revisit a few key pages to draw out information provided in the text as well as the photographs (e.g., pages 4, 5, 6, 7, 10, and 11). Ask, *What do you think this book would have been like if there were illustrations instead of photographs? Were photos a good idea in this book? Why?*

### Synthesizing

Ask, *What’s the most important thing that Dean Junior learned?* Do a Think/Pair/Share so everyone has an opportunity to speak. Make sure that the idea of respect for the land and its animals is discussed.

## Word solving and building

Turn to pages 2 and 3. Frame the word *grandfather*. Isolate and frame the words *grand* and *father*. Explain to students that this is a compound word—a word made up of two words. Clap the word *grandfather* for students to show it has three syllables. Locate other compound words in the text. Have students clap the syllables.



## FURTHER READINGS

Many texts benefit from being reread with students. The readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

### Print Concepts, Book Handling, and Text Features

#### Text features

Review the title, author, and the back cover text.

#### Print concepts

- ▶ Review punctuation (periods, commas, quotation marks).
- ▶ Review which nouns start with capital letters (*Cree, Rocky Mountains, Kootenay Plains, Dean Junior*)

#### Tracking print

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary (e.g., by guiding the pointer with the student who needs assistance).

## Focusing on Comprehension

### Synthesizing

Ask students to summarize the events of the camping trip. Say, *What did Dean Junior and his moosom do on the camping trip? What did they see?*

### Making connections: text to self

Ask students if any of them have been on a camping trip. Encourage them to share their experiences.

### Analyzing

Revisit the word web made in the first reading and circle things specifically connected to a campsite. Reference the book by rereading pages 8, 9, and 10 with the students. Have students make a drawing or cut and paste a picture of a campsite. Fasten a strip of paper under their picture. Have students tell about setting up their campsite just as Dean Junior and his moosom did.

## Working with Words

### Letter knowledge

Locate words that end in “s” (e.g., *blankets, mountains, plains, beds, stories, clothes*).

### Word solving and building

- ▶ Locate words that end in “ing” (e.g., *camping, fishing, sleeping*).
- ▶ Make cards for each word found in the compound words (e.g., *camp, site*). Students can build the words and use the book to check.
- ▶ Provide students with magnetic, plastic or letter cards. Have them make the plural words featured in the book. A list of the plural words can be provided or students can look for them in the book. Encourage students to record the words they make on paper or in their word books.

### High-frequency words

- ▶ Frame a selection of high-frequency words and review see list of high-frequency words recommended for grade one in the Working with Words Guide.
- ▶ Provide a double set of word cards with high-frequency words. Explain to students how to play *Concentration*. They can then play with a friend.

**Teaching Tip:** It is a good idea to play the game with students first to check how quickly they recognize high-frequency words.



## RESOURCE LINKS

### Writing

As a class, write a retelling of a trip you have taken as a class. It could be a field trip, or a visit to the library. See the Retell text-type study in the Writing Guide. You may wish to use this opportunity to model the use of *and* to join two short sentences together and the use of different sentence beginnings.



### Home Links

To reinforce the importance of learning to respect the land and its animals, some students may wish to make a bird feeder at home. Have them watch and record the different birds that come by and share their observations with the class. You may wish to copy the procedure below and send it home with students.

**Note:** Be aware of any student allergies.

**You'll need:**

old bagels  
peanut butter  
bird seed  
plastic knives  
string

**Procedure:**

1. Have an adult cut the bagels in half.
2. Spread both sides of the bagel with peanut butter.
3. Cover both sides of the bagel with bird seed.
4. Use string to hang each bagel half from a branch.
5. Watch and record the birds that come to your feeder.

### Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Camping” and “Mountains”) in the Working with Words Guide.

### Independent Reading

Make the six small versions of *Camping at the Lake* and the audio available for students. Invite students to use these materials to read the book independently.

### Read Aloud

Read aloud other books about Indigenous peoples, camping, and/or western Canada.