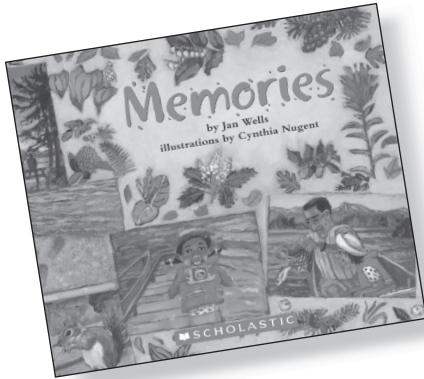


# Memories

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*Illustrated by Cynthia Nugent*



**Text Type:** Fiction: Description — Personal Account

**Guided Reading Level:** H

**Summary:** Dad takes Tonya and her sister on a camping trip. The unnamed sister telling the story packs her camera in her backpack. While they are camping, she takes several pictures in order to remember the trip.

**Word Count:** 215

## Text Features

### Visual Literacy

- ▶ environmental print

## Text Supports

- ▶ variety of simple sentences
- ▶ illustrations support the text

## Possible Text Challenges

- ▶ quotation marks
- ▶ exclamation mark
- ▶ question mark

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ inferring

### Working with Words

- ▶ demonstrating awareness of word structures: “ing” endings

## Assessment Opportunities

Note each student’s ability to:

- ▶ synthesize: summarize events
- ▶ make inferences
- ▶ identify “ing” word endings

**Teaching Tip:** When assessing students’ learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Inferring

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

In the centre of a piece of chart paper write the word, “MEMORIES.” Ask students what that word means to them, writing their responses in a web. Share with students a special memory that you have and tell how you recorded your memory. Ask students how they or others keep track of special memories. Add students’ responses to the web in a different colour.

Show students the front cover of the book, pointing to the title of the story. Ask students what memories they think this story will be about and how the memories might have been recorded.

#### **ESL Note:**

This is a wonderful book to use to discuss the Canadian wilderness and what it means to go camping. Bring in some items people take camping to help students envision the events in the book.

### Print concepts

#### **Overcoming Text Challenges**

Have students turn to pages 6–7. Ask if they can tell you what the little marks around the first words on page 6 are and why they are there. *Yes, they are quotation marks. They tell you the actual words that a character in a story says.*

Point out the exclamation mark on page 6 and invite students to read the sentence with the appropriate expression. Then point out the question mark on page 7. Have a student read those words with the appropriate inflection or demonstrate for them.

### Word solving and building

Encourage students to identify the activities pictured on the front and back covers. On a piece of chart paper record their responses, which might include camping, fishing, sleeping, eating, walking, boating, sitting on a bench, and singing around a campfire. Point out that these are action words, or verbs, ending in “ing.” Demonstrate adding “ing” to “camp” to form “camping.” Mime the action for each verb. Emphasize that verbs help the reader create mental images when reading. Encourage students to add more verbs to the chart.

### Synthesizing

#### **Setting a Purpose**

Inform students that as they read this story they are to look for the very best things that happen, the things that are to be recorded as memories. Say, *As you read, stop every couple of pages to think about memories that could be recorded.*



## DURING READING

Observe and listen to students as they read independently, noting their ability to self-monitor and create mental images. Use prompts such as: *Can you picture that in your head? What memories have the girls captured? What word(s) did the author use to help you see that? You slowed down there. What was a problem for you?*

Note students’ successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then share with a partner the activities that the girls chose to record as their special memories.



## AFTER READING

### Synthesizing

When all students have completed their reading, have them share what they thought were the very best memories of the camping trip. Add these memories to the web created at the beginning of the lesson in a new colour.

### Inferring

Turn to page 7 and read aloud the last three lines. Ask students what might have made the sounds in the night. Encourage students to provide reasons for their choices.

Turn to page 11 and ask students what they think this statement means: “The only thing we want to leave behind is our footprints.” Ask, *What do human beings often leave behind when they go into the country? Do you think the father’s comment is a good one to live by? Does this comment have anything to do with the fact that Tonya let her fish go?* (Even though this is something they are leaving behind, it already lived in the lake before the visitors arrived, so they are leaving the lake undisturbed.)

### Visual literacy

Ask students how Tonya and her sister knew where to find wood for the campfire. If they need a hint, direct them to page 5. Ask, *How far did they have to go to get the wood?*

### Word solving and building

Ask students about any words they found difficult in their reading and have them explain how they figured out the word.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

### *Camping Memories*

### Inferring

Have students cut out the “photographs” from the camping trip on the BLM, glue them onto lined paper, and write about each experience from the girl’s point of view. Students can use the blank photo frame to draw and write about another camping memory the girl might have recorded.

### *Act It Out*

### Word solving and building

Have students record “ing” verbs from the chart created before reading on index cards. In pairs, students take turns choosing a card and acting out the verb for their partner to guess.

# Camping Memories

Name: \_\_\_\_\_

