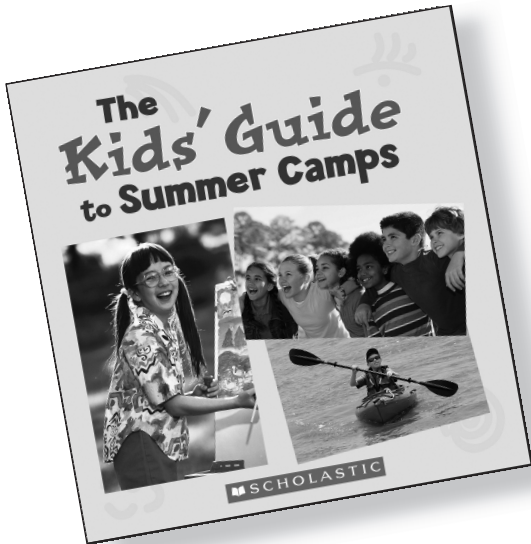


# The Kids' Guide to Summer Camps



**Text Type:** Fiction: Description — Guide

**Guided Reading Level:** P

**Summary:** This guide describes a variety of activities offered at five different summer camps for children, and includes details such as length of stay, age range, and cost.

## Text Features

- ▶ Table of Contents
- ▶ headings

## Visual Literacy

- ▶ logos
- ▶ environmental print
- ▶ inset photographs

## Text Supports

- ▶ photographs support the text

## Possible Text Challenges

- ▶ guide layout
- ▶ two-column format
- ▶ bulleted list
- ▶ some difficult vocabulary: *awesome, equipment props, instructors, magician, experienced, performance, applause, encourages, licensed, variety, scientists, valuables*

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

### Working with Words

- ▶ using letter clusters, and context and photographic cues to solve unfamiliar words
- ▶ chunking words into syllables

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and photographs
- ▶ make text-to-self connections
- ▶ solve unfamiliar words using various strategies
- ▶ chunk words into syllables

## Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner

**Teaching Tip:** Prior to beginning this lesson, collect several types of guides and provide students the opportunity of becoming familiar with them. Show two or three examples and point out the different features. Explain that students may encounter guides in the mail at home, at a kiosk in the mall, or at school.



## BEFORE READING

### Making connections: text to self/analyzing

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

Invite students to share experiences they may have had at summer camp. For those who haven't been to camp, ask what kinds of camp they might like to attend and explain their reasoning.

**ESL Note:** Some students may have little or no experience with summer camps. Discuss what a summer camp is and its purpose. Have available pictures of different kinds of activities at summer camp for students to view. ESL students will also benefit from listening to other classmates share their experiences at summer camp.

### Analyzing/text features

#### **Overcoming Text Challenges**

Hand out copies of *The Kids' Guide to Summer Camps* and explain that it is a guide. Introduce the table of contents page. Ask, *What information does this page give us? Where would I find out information about Bug Camp?*

### Print concepts

Point out the two-column format on page 2, explaining to students that the words in each column are to be read from the far left first, and that they should read all the words in the first column before beginning to read the second column.

Turn to page 3 and ask, *Why is there a column of black dots on this page?* Elicit from students that the bullets make the list easier to read.

### Visual literacy/infering

Direct students' attention to the logos beside each camp name. Ask, *What is the purpose of a logo? Do the logos give any clues about the type of camp? Which logo do you think is best? Why?*

### Word solving and building/ language predictability

Have students turn to page 3, then point out the word *awesome*. Ask, *How would you go about reading this word? What strategies would you use?* Use students' suggestions to read the word and determine its meaning, using such strategies as recognizing known words, letter clusters, context, and photographic cues.

### Analyzing

#### **Setting a Purpose**

Say, *As you read the guide, I want you to find out what activities campers can experience at each camp.*



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What is the length of stay at the Circus Camp? What camp can you attend, if you are five?*

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

If students finish before others have completed the reading, have them discuss with a partner the different activities offered at each of the five camps.



## AFTER READING

### Analyzing

Divide the class into groups of five. Each student is responsible for describing the activities offered at one of the camps. After each camp has been described, invite other students to add any additional information they recall.

### Making connections: text to self

Invite students to name the camp they would like to attend, if given the choice, and to give reasons for their choices. Make a tally chart of their choices. Ask questions about the results, such as, *Which camp is the most popular? Why do you think this is so?*

### Word solving and building

Ask students to demonstrate how they solved reading unfamiliar words in this guide. Point out positive reading strategies you observed during the lesson. For example, say, *I noticed Omar had difficulty with the word instructors, so he broke it into smaller parts. He read "in" and then read ahead to see what word made sense, looked at the photographs for cues, and then reread the sentence to confirm the word made sense.*

## 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 the needs of your students.

### ***My Summer Camp***

### Synthesizing

Direct students to use the "My Summer Camp" BLM to create a guide for their own camps. Direct students to complete the information under each heading in their guide. Remind them to write a short paragraph describing the camp activities, design a logo, and draw pictures that reflect their camp's activities.

### Word solving and building

Have students make a list of compound words from the Getting Ready section on page 8. Challenge students to think of camp food items that are compound words and add these to the list, as well (e.g., *hamburger, blackberry/strawberry jam, cornflakes*).

# My Summer Camp

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

**My camp logo**

**Drawing of a camp activity**

**Name:**

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**Type of Camp:**

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**Length of Stay:**

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**Age of Campers:**

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**Instructors:**

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**Location:**

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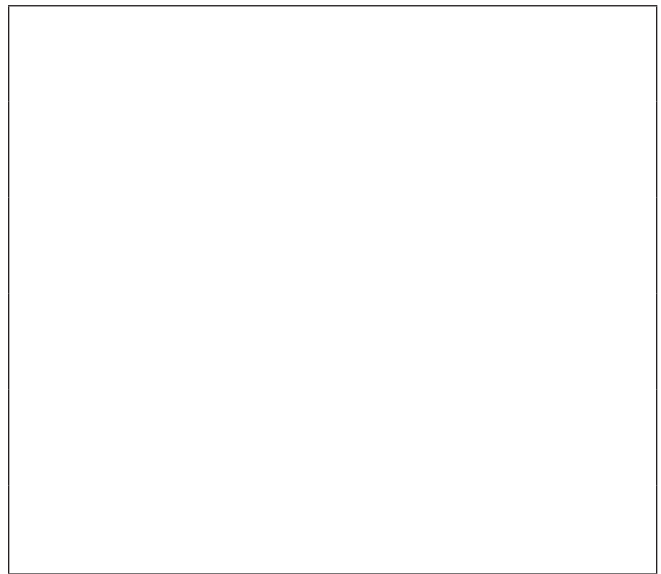
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**Cost:**

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**Drawing of a camp activity**



**The Kids' Camping Association promises that:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_