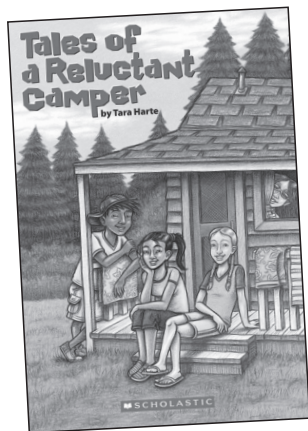


TALES OF A RELUCTANT CAMPER

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TEXT TYPE: Fiction: Narrative—Humorous Story
GUIDED READING LEVEL: T

SUMMARY: This humorous fictional story is told through the e-mails of thirteen-year-old Pada Pogoy to her best friend, Melanie. Pada finds out on her last day of school that she is being sent to Camp Paaknagemag, in the Lake Temagami area of northern Ontario. She is upset about going to camp because she would rather spend the summer with Melanie. Through Pada's e-mails, we learn about all the challenges she faces as a camper and we slowly start to see a change in her.

TEXT FEATURES

- text written in e-mail form
- quotation marks
- italics
- bolded words
- lists/headings
- timelines

VISUAL LITERACY

- emoticons/illustrations using keyboard characters

TEXT SUPPORTS

- some unfamiliar words and terms are explained within the text
- letter format for e-mails

POSSIBLE TEXT CHALLENGES

- dialogue embedded in e-mails
- e-mails are one-sided
- e-mail short forms and symbols, e.g., 'TTYL,' '☺'

FOCUS COMPREHENSION STRATEGY

- predicting

FURTHER COMPREHENSION STRATEGIES

- making connections: text self, text to text
- inferring

ORAL LANGUAGE OPPORTUNITIES

- Formulate-Share-Listen-Create strategy
- discussing with a partner
- sharing ideas
- 'I' Message strategy (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: using context to work out word meanings
- language predictability: developing awareness of variety in adjective, verb, and adverb use
- language predictability: using textual definitions to work out word meanings

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- make predictions about characters and events, and cite supporting evidence
- pause to confirm or adjust predictions
- use prior knowledge to assist in making predictions
- make text to self connections

ASSESSMENT TOOLS

Select from the following:

- Predicting Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–17)

Making Connections: Text to Self

BEFORE READING

Activate and build prior knowledge

- Ask students if they have ever been to an overnight camp. Have students share their experiences and impressions of camp and ask them to share how they felt before they went to camp and when they arrived. If students haven't been to an overnight camp, build some background knowledge about these camps by discussing their features and activities for the benefit of those who have not experienced them.

TEACHING TIP:

Preview the book's back cover and explain that 'Paaknagemag' is pronounced 'Pok-nuh-ghe-mug,' and is the Ojibway word for 'Red Pines' (as noted on page 15). Show students where Temagami is located in northern Ontario and discuss what kind of a setting the camp would be located in.

Predicting

- After reading the title of the story and the blurb on the back cover, ask, *What kind of an experience is Pada going to have at camp? What makes you think that?* Have students Formulate-Share-Listen-Create (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*) before sharing ideas with the group. You may choose to record students' predictions on a large chart so they are visible to the group.
- Have students record their personal predictions on a chart (as seen below) in their reader's notebook or on a graphic organizer provided to them.

Prediction	Evidence (Why I Think This)	Confirmed (C) or Not Confirmed (NC) / What Happened
Pada will not like camp at first and won't make friends at the beginning.	I didn't like camp and the title of the story is Tales of a Reluctant Camper, so she doesn't want to go.	C—She was miserable because she had to leave her best friend behind suddenly. She didn't want to talk to anyone or join in any activities at the beginning. She only wanted to e-mail Melanie.

- Explain to students that when they make a prediction, they need to support it with a reason or evidence, which means they will have to use their background knowledge and information from the text. However, even if their predictions are not confirmed, as long as they provide evidence and it is based on information in the text and/or their own relevant background knowledge, the prediction is not wrong. The author just decided to take the story in a different direction.

Text Features and Inferring

Visual Literacy Features and Inferring

Language Predictability

Predicting

Introduce supports and challenges

- Ask students to turn to page 2 and read to the end of the page. Ask, *What format has the author chosen to tell the story?* Ensure that students understand that the format is e-mail. Point out the e-mail addresses, subject, date info, and so on. Explain to students that the author has chosen to tell the story through a series of e-mails that Pada sends to her best friend Melanie. We don't get to see Melanie's e-mails. Students are expected to infer the content of Melanie's messages as they read Pada's messages. Point out to students that the subject headings of all e-mails are just like chapter headings—they give a brief overview, or clue, as to what the e-mail is going to be about. Remind them to pay close attention to the subject headings to help them understand the e-mail and to make predictions.
- List some of the short forms/emoticons (an emoticon is an icon or symbol, sometimes comprised of text characters, used to convey an emotion or message) students will find throughout the e-mails and what they stand for, e.g., 'TTYL' (Talk To You Later) on page 25, '☹' (unhappy, displeased) on page 5, '☺' (happy, smiling) on page 17. You may choose to record them on a chart for easy reference for students and ask them to add to it as they read the story, as there are others used.
- Point out the word 'hoodwinking' on page 4. Ask, *Does anyone know what it means?* Have students read the sentence and then the surrounding sentences and see if they can figure out what it means. If students are struggling with the word, ask them to focus on the nearby sentence, 'They know I like to be prepared.' Ask if Pada was prepared to go to camp; did she know in advance that she was going? Then explain that she was 'hoodwinked' and see if students can come up with a definition or a synonym (e.g., duped, blindsided, deceived, and so on). Remind students to use context (the rest of the sentence, other sentences, the topic) to figure out other unknown words while reading.

Set a purpose for reading

- Review the three-column predicting chart and (ideally) hand students their own individual charts. Let students know that their purpose for reading is to find out if their predictions were confirmed or not, and to document their follow-ups in the chart's last column.

Provide for early finishers

- Have students review their charts to make sure they have completed all the columns for this session's reading.

DURING READING

Monitor reading

- Ask individual students to read a portion of the text aloud to you. Assist with word solving, comprehension, and vocabulary. Always provide a comprehension prompt that highlights the focus comprehension strategy (predicting), e.g., *What do you think is going to happen next? What will Pada do next? What evidence do you have to support your prediction?*

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Ask students to share whether or not the predictions they made at the beginning of the text were confirmed. Remind students that their predictions are not wrong as long as they used evidence from the text and prior knowledge when making them.

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult symbol/ shorthand or a comprehension issue. Have students inferred the meaning of the '>:-O' emoticon (page 2)?

Note successful strategy use

- Highlight the successful use of a reading strategy you observed, e.g., *I like how Joshua cited evidence of a prediction he made. He said that Pada would have a bad time at camp because she was not prepared but was taken by surprise by her parents.*

Predicting

Optional Approach

Predicting

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Encourage students to record predictions on their charts/in their reader's notebooks as they read the rest of the text. Remind them that reinforcing their predictions with prior knowledge and clues/evidence from the text is more important than being correct.

Second Session (pages 18–43)

Making Connections: Text to Self and Evaluating

BEFORE READING

Activate and build prior knowledge

- Ask students if they have ever been forced to go somewhere they didn't want to go. Ask them how they behaved. Ask students if Pada should try to see her parents' point of view; why or why not?

ESL NOTE: You may wish to explain what is meant by 'point of view' for your ESL students in order to ensure comprehension.

Language Predictability

Introduce supports and challenges

- Have students read the fifth sentence on page 20: 'Even if I did have a tiny, minuscule moment of joy, it was the s'mores.' Ask students if the sentence is the same without the adjectives 'tiny' and 'miniscule.' Do they get a different impression or feeling without these words? Have them share their impressions and reasons. Reinforce to students that adjectives are important because the sentence will convey a different feeling or will leave a different impression on the reader without their inclusion. Authors choose the adjectives, adverbs, and verbs they use very carefully because of the impression or tone that they wish to create.

Predicting

Set a purpose for reading

- Ask, *Will Pada try to have fun at camp? Do you think she will make an effort to enjoy herself?* Have students record their predictions on their charts, filling in the first two columns for this session's predictions.

Provide for early finishers

- Early finishers can create a 'Top-5' list of things they would like to have with them at overnight camp, along with a sentence or two explaining the significance for each item they would bring.

DURING READING

Monitor reading

- Ask students to read the text silently and to record any interesting or difficult words in their reader's notebook. Encourage students to track their predictions in their reader's notebook/chart. Also, tell students to pause when one of their predictions is confirmed (or not confirmed) and record briefly what happened.

Observe

- Make observations on your assessment tools. (See the Predicting Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.)

AFTER READING

Predicting

Revisit the purpose for reading

- Ask, *Did Pada try to have fun? Is she enjoying camp at all? Did your predictions work out or did the author do something different?*

Check on outstanding challenges

- Your observations will help you work out other challenges students experienced. Discuss and clarify at this point, e.g., a difficult word or a comprehension issue.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I really liked how Hassan went back and reread what s'mores are when he encountered the word again on page 20 and couldn't recall what they were.*

Third Session (pages 44–64)

Making Connections: Text to Self and Text to Text and Evaluating

Language Predictability

Predicting

BEFORE READING

Activate and build prior knowledge

- Ask students if they have ever been bullied before or been a bully. Have them share their experiences. If students are uncomfortable sharing, ask them to share a story they've read, or perhaps a TV show they've seen, in which a character was bullied or was a bully. Have students share what it must be like to be bullied or why they think some people bully others.

Introduce supports and challenges

- Explain to students that sometimes meanings for difficult words are provided in the text itself. To demonstrate, have students turn to the second-last paragraph on page 61. Have them note that the word *'reconcile'* is easier to figure out if students pay attention to the text preceding it, *'What I couldn't get over—.'* In this example the definition precedes the word itself, but students should always be alert for a definition provided in the text, wherever one may fall in relation to a difficult word.

Set a purpose for reading

- Ask students if they have any predictions for the last section of the story. Ask students to make predictions based on the following questions: *Will Kathleen continue to pick on Pada? Will Pada stand up to Kathleen? Why does Samantha get so upset sometimes?* Have students fill out the first two columns in their prediction charts in response to these questions.

Predicting

Provide for early finishers

- Have students share new predictions with a partner who also finishes early.

DURING READING

Monitor reading

- Give feedback to students on their successes and areas that may need attention.

Observe

- Note any successful reading strategies you observe, e.g., students word solving by utilizing textual definitions and revising the predictions recorded on their charts based on their reading.

AFTER READING

Revisit the purpose for reading

- Ask, *Did Kathleen continue to bully Pada? Did Pada stand up to Kathleen? Why was Samantha so upset sometimes?* Ask students if their predictions were confirmed and review what happens in the final 20 pages. Ensure that the third column of the prediction charts has been filled out.

Check on outstanding challenges

- Review the challenges students faced in this and the previous sessions. Review the chart of emoticons and shorthand examples (if one was created in the first session) and discuss any that students are still grappling with. Ask students if they became more comfortable with inferring the content of Melanie's response e-mails, as they were never shown to the reader. Address the other challenges students faced in this and other sessions.

Note successful strategy use

- Explain a successful strategy you observed, e.g., *I really liked how Lauren stopped when she came to a part that confirmed her prediction about how Kathleen would continue to bully Pada and wrote down what happened. Following up on your predictions is a key component of understanding what you've read.*

Optional After Reading

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word solving, and good reader strategies.

Predicting

Ask students how predicting, and following up on their predictions, helped them to understand the story better.

Making Connections: Text to Self

Form small groups of students. Say to the groups: *On page 40, Pada states she is proud to be Filipino. Write and deliver your position on the importance of having pride and tolerance for your own culture's traditions, even though they might seem different from those of your friends. Deliver your written argument in a clear and coherent presentation to your group. Include an opening statement, points of supporting evidence, and a conclusion.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

Written

- Have students choose one of Pada's letters that they would like to respond to as Melanie. Remind them that they should proofread their e-mail to ensure their response makes sense. Students might want to refer to the chart of shorthand/symbols, if one has been used in class.

Artistic

- Have students create a map of what Camp Paaknagemag looks like. They will need to go back through the text and list all the parts of the camp that Pada mentioned in her e-mails: Lake Temagami, the various bunkhouses, outhouses, the forest, and so on. Have students label each of the parts of the camp. Tell students the layout of the camp and map is completely up to them, but remind them to think of this map's readers and overall purpose (to provide an easy-to-read visualization of the campgrounds) when designing it.

Oraldramatic

- Have students choose one of the examples where Kathleen picks on Pada (e.g., when Kathleen calls her 'Pee-pee'). Ask students to come up with a different way of handling the situation. Have students work in pairs or groups of three. Explain how to use the 'I' Message strategy and have students work through the scenario (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). You may choose to model this with one or two students first.

Predicting

Analyzing and Inferring

Making Connections: Text to Self