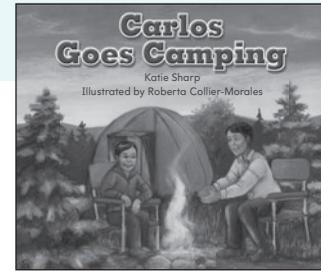


Carlos Goes Camping



GENRE Realistic Fiction

WHY THIS TEXT?

This realistic fiction story shows what it is like when a father and son go on a camping trip. The story uses simple sentences and dialogue to tell the story. Colorful and descriptive illustrations provide support for the text.

VOCABULARY NETWORK

Words About Outdoor Fun adventure (n.), nature (n.), hiking (v.)

TEXT COMPLEXITY

READING LEVEL D **OVERALL RATING** Slightly Complex

TEXT X-RAY

KEY IDEAS	LANGUAGE	BACKGROUND & CULTURE
<ul style="list-style-type: none"> Carlos and Dad are camping. They set up their tent and lay out their sleeping bags. Carlos looks for sticks so Dad can build a fire. Carlos and Dad like camping. 	<p>Key Vocabulary</p> <p>camping (p. 3) woods (p. 12)</p> <p>tent (p. 4) fire (p. 14)</p> <p>sleeping bag (p. 6) cooks (p. 15)</p> <p>sticks (p. 8) camp (p. 16)</p>	<p>Before reading, do a picture walk, naming the different things Carlos and his dad have at the campground. Briefly discuss reasons people have for going camping. Point out that people can camp in local, state, and national parks throughout the United States.</p>

INSTRUCTIONAL SUPPORT

Options for Teacher-Led Sessions

- Key Ideas & Details 2
 - Story Elements
 - Retell a Story
- Respond & Extend..... 4

Online Printables

- Vocabulary Network Organizer
- Oral Reading Record

Tabletop Minilessons: Reading

- Story Elements
- Retell a Story
- Fiction

Key Ideas & Details

GENERATE INTEREST

Prompt children to make predictions and share connections.

- *What do you already know about camping?*
- *What would you like about camping? What would you not like?*

BUILD VOCABULARY

Use the Vocabulary Network Organizer to develop vocabulary and explore language connections.

- adventure (n.), nature (n.), hiking (v.)

GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

2-3

Where are Carlos and Dad? (*in a car*) **Where are they going?** (*camping*)

Guide Prompt children to look at the illustration. Point out the blue sign with the icon of a tent. Explain that this tells campers the location of campgrounds. Ask children whether Carlos and Dad are the only people going camping. Use picture clues to point out that another car is on the road to the campground.

TEXT EVIDENCE

- *Carlos and Dad are in a car.*
- *Carlos and Dad are going camping.*
- PICTURE CLUES

English Learner Support

Spanish cognates: *campamento* (camp); *carro* (car)

4-7

Where does the story take place? (*in the woods at a campground*) **What do Carlos and his Dad do first?** (*They put up the tent.*)

Create a Visual Make a chart with three boxes. Label the boxes, “characters,” “setting,” and “plot.” Under “plot,” write “beginning,” “middle,” and “end.” As children read the story, have them provide information for each part of the chart. Write children’s responses on the chart.

TEXT EVIDENCE

- *Carlos helps with the tent.*
- PICTURE CLUES

English Learner Support

Remind children that Carlos said it was fun to put up the tent. Have children share words that show that something is fun to do, such as *enjoyable*, *happy*, *lively*, and *good*.

8-9

What is Carlos going to do now? (*look for sticks*)

Discuss Prompt children to describe details in the illustration that help them know what Dad wants the sticks for. Point to the rocks with the grill covering.

TEXT EVIDENCE

- *“I can look for sticks!” said Carlos.*
- PICTURE CLUES

10–11

What happens when Carlos looks for sticks by the tent and the car? (*He does not see any.*)

Discuss Prompt children to discuss the problem in the story. Ask children what might happen if Carlos cannot find sticks anywhere. Then ask children to identify ways Carlos can help solve the problem.

TEXT EVIDENCE

- *Carlos looks by the tent. He does not see sticks.*
- *Carlos looks by the car. He does not see sticks.*

English Learner Support

Point out that the word *by* in these sentences means “beside.” Have children repeat *by* in English and then say it in their home language. For example, in Spanish, *por* means “by.”

12–13

How does Carlos solve the problem? (*He looks in the woods and finds sticks.*)

Reread Have children reread pages 10–13. Ask them to name the problem and the solution.

TEXT EVIDENCE

- *Carlos looks in the woods. He sees sticks!*
- PICTURE CLUES

14–15

Why does Dad need the sticks? (*to make a fire*) **What do Carlos and Dad do next?** (*cook*)

Discuss Prompt children to look at the illustration on page 15. Ask them to describe what Carlos and Dad are doing. Ask them whether they think Carlos and Dad are having a good time and why they think this.

TEXT EVIDENCE

- *Dad makes a fire with the sticks.*
- *Carlos cooks a hot dog.*
- PICTURE CLUES

English Learner Support

- Have children point to where Dad is making the fire. Then, have them point to what Carlos is cooking.
- Dad uses _____ to make _____.
- Dad makes _____ so Carlos and he can _____.

16

How does the story end? (*Dad and Carlos sit by the fire and enjoy the evening.*) **What do both Carlos and Dad think about camping?** (*They like to do it.*)

Create a Visual Revisit the chart you made earlier. Have children use it to retell the story, including the setting, characters, and what happens in the beginning, the middle, and the end.

TEXT EVIDENCE

- *“I like to camp,” said Carlos.*
- *“I like to camp, too,” said Dad.*
- PICTURE CLUES

Respond & Extend

REREAD

Reread the text with children, focusing on fluency and meaning.

- *Why do many people find camping fun?*
- *What would you do if you went camping?*

GUIDE INSTRUCTION

Explain that children will be using what they have read and their own opinions to respond to the text. Then assign and support one or more of the activities below.

Hands-On Activity

Spooky Storytelling

- Pretend you are at a campfire and tell a spooky story with the group.
- The first group member says, "Once upon a time," and then finishes the sentence.
- The second group member adds a sentence, but it must make sense in the story.
- Continue until everyone has a chance to add at least two sentences.

Vocabulary & Language

Read Sentences with Exclamation Points

- Review the story to find sentences that end with an exclamation point, such as on pages 4, 8, and 12.
- Practice reading the sentences with expression.

Research Connection

Read about Fire Safety

- Search online or read nonfiction books about fire safety rules.
- Draw a picture showing one fire safety rule. Write or dictate a sentence about your picture.
- Talk about your research with the group.

Response Writing

Write a Camping Journal

- Imagine that you went on a camping trip like Carlos did.
- Write a journal entry that tells about your camping experience.
- Complete these sentences:
I helped _____. *We made _____.* *We cooked _____.*
- Share your journal entry with the group. Talk about whether you think it would be fun to go camping.

Project

Make a Tree

- Work with a partner. On a sheet of green or brown construction paper, trace your partner's arm and one of his or her hands. Have your partner trace your arm and hand on a different sheet of paper.
- Use art materials, scraps of fabric, or draw things that live in the forest on your tree. If your teacher allows, collect leaves and small twigs from outside to glue to your tree forest.
- Share your tree with the group. Talk about what you might find in a forest.

