

**Success Comes from Reading**

**Handbook**

**From Summer Camp Reading  
Greater Cincinnati, OH**

## A SUCCESSFUL READING PROGRAM FOR UNDERACHIEVING READERS

[www.summertimecampreading.org](http://www.summertimecampreading.org)

**Summer Camp Reading (SCR) is a dynamic four-six week summer reading program** that works with upcoming 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade underachieving students to improve their reading and ready them for successful learning. Staff include an executive director who hires a site director, an activities leader and two tutors for each site. Volunteers assist.

**Each day students receive thirty minutes of one-on-one professional tutoring**, read books, and enjoy games and crafts associated with the book of the day. At the end of the week campers take home a book they select. When low-income children are able to select books that interest them, the effect is equivalent to attending three years of summer school (*Reading Psychology*, September 2010, University of Tennessee, Knoxville, financed by the Department of Education). Campers earn valuable prizes through an incentive program for attendance and work.

**SCR's Character and Values program teach children how to succeed** by teaching them how to interact positively with others, delay gratification, exercise self-control, focus attention, and deal with the stress inherent in poverty that adversely affects the development of their brains. For an overview, read *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, by Paul Tough.

**Why does reading matter?** Research sponsored by the Annie E. Casey Foundation found that over 80% of low-income students are below proficient on the NAEP reading test, and 49% are below basic level. These 6.6 million children are at risk of failing to graduate from high school on time because they will not be proficient readers. Illiteracy leads to joblessness and a greater likelihood of incarceration.

**The Foundation recommends programs that prepare children** to succeed in reading before 4th grade, specifically ones that combine literacy enrichment and summer activities, like Summer Camp Reading. SCR test scores show dramatic improvement.

**Summer learning loss is cumulative**, beginning with two months of reading skill for low-income children and one month for average-income students. Higher income children often make slight gains. Without intervention, children from lower income families will continue to drop further behind, trailing in education and work force preparedness. (RAND Corporation, June 2011).

**Campers have fun, bond with the staff, and become more self-confident.**

**Summer Camp Reading is an opportunity for ministries and organizations to**

**expand existing mission into deeper connection with the community.**

### **Sample Summer Camp Reading Daily Schedule (for details go to Resources)**

#### **9:00 Breakfast and Welcome**

#### **9:20 Morning Meeting**

Greeting - Pulled greetings- Teacher Selects  
 Sharing - Ideas will be listed for teacher selection  
 Activities- Obtain from listed activities  
     --Games (**Vocabulary Bingo games must be made before camp**)  
 Message - Daily  
 Read Aloud (Thirty (30) books will be selected for use.)

#### **9:50 Tutoring and Centers**

Tutoring: 30-40 minutes with each student  
 Centers:  
     Games  
     Silent Reading  
     Writing  
     Crafts

Exercise

#### **1:00 Lunch**

**End of Day Activity:** Story time (Chapter Book or Big Book)

#### **2:00 Dismissal (Every Friday campers choose books to take home and own.)**

**End of Camp:** Parents, family members, community leaders and friends attend a ceremony where campers are presented with certificates and awards in recognition of their hard work and effort throughout the summer. This is an opportunity for students to read poetry they have written, read testimonials, perform plays or other examples of lessons learned.

## **Staff**

**Founders** The Rev. Noel Julnes-Dehner and Joseph Julnes Dehner provide strategic direction and support, arrange for funding, supervise effectiveness of the program, visit the camps, interact with staff and children.

**Advisory Group** A group of regional experts in education and child welfare and community representatives advise the Founders and Executive Director. The Advisory Council's role is to provide strategic vision and advice for the long-term success of Summer Camp Reading, to evaluate and strengthen the program, and to consider its relationship with other community efforts to eliminate illiteracy by the time area youth enter fourth grade.

**Executive Director's** responsibilities include:

- recruit and supervise staff
- make site visits
- back up staff
- direct pre- and post-testing of reading skills
- meet with educators
- recruit students
- arrange Safe Church training and background checks
- plan and provide curriculum
- plan activities
- purchase books and material
- archive program information
- report to founders

### **Site Director**

- lead group learning
- lead staff
- consult with Executive Director

### **Activity or Assistant Director**

- lead activities
- work with site director

### **Tutors**

- are certified teachers with experience teaching elementary reading skills
- work with students using camp curriculum and summarize progress
- administer pre- and post tests (Acadience or other) each week and summarize progress
- work on sight word vocabulary list and summarize progress

### **Volunteers**

- work with children under the direction of the site director or the assistant director
- help with activities, meals, special events

## **Staff Notebooks**

**Staff notebooks contain** the list of Book of the Day, craft, value and movement activities, vocabulary lists, information about pre-and post tests, permission slips, medical forms, and sample letters to parents and teachers.

**The creative movement activities** complementing each Book for the Day were designed by Connie Bergstein Dow, dance teacher, performer and author of books about movement for children (*One, Two, What can I Do?* and *Dance, Turn, Hop, Learn*). Campers enjoy the physical activity as well as self-expression. Staff may alter movements to fit the location and age of campers. For more information about Ms. Dow go to her web site [www.movingislearning.com](http://www.movingislearning.com) and to <http://prekandksharing.blogspot.com>, and search for "Connie Dow."

**For more information about movement and brain development**, the January 2012 *Archives of Pediatrics and Adolescent Medicine*, volume 166, Number 1 cites research that physical exercise improves children's academic performance.

Dr. John Ratey, an Associate Clinical Professor of Psychiatry at Harvard Medical School has published his research about the connection between brain development and exercise. Go to [www.johnratey.com](http://www.johnratey.com).

## **Curriculum**

**Tutors have used** Lakeshore, Passages from Teacher Created Resources—curriculum that includes fiction, non-fiction and worksheets--to help campers strengthen their reading fluency and comprehension skills. Houghton Mifflin Leveled Readers have been used. (Reading curriculum can be obtained as a donation from or when no longer used by a local school.)

The session begins with vocabulary review, oral reading, discussion and independent worksheets. Campers develop confidence and positive attitude through reinforcements such as praise and stickers or camper bucks that may be used to purchase treats. Camper bucks are also earned when campers do their best, are good listeners, respect others and follow camp rules.

Every Friday each camper selects a special book to take home, where there may be no other books. Owning a book changes a child's self-image to that of a reader.

**Six Character Values** are taught during the six weeks of camp: Citizenship, Compassion, Fairness, Honesty, Integrity, and Responsibility. *Daily Character Education* by Carson-Dellosa provides activities for each day, ranging from discussion questions to role plays and games.

## **A DAY AT SUMMER CAMP READING**

### **Arrival**

**When campers arrive, they are greeted** each day by every staff member and

volunteers. They sit together for breakfast and talk casually with staff and each other. In case this is the only meal a camper has had since the previous day, it is important that time is taken to complete breakfast. The discussions during breakfast can be very informative as campers discuss home life, family activities, and concerns. Staff models social and listening skills.

The first day of camp may be a little hectic because of students and parents coming in at various times, completion of applications, and socializing.

If campers do not always arrive on time or at all, it is the responsibility of a staff member immediately to contact the home to inquire about the camper. Over-sleeping is usually the reason for a student's absence. With encouragement and reminder that the camp will help a child's reading skills and the fun involved, the parent usually gets the child off to camp. Staff does not pick up campers.

## **Morning Meeting**

**Morning Meetings set the tone of the camp.** *The Morning Meeting Book* by Roxann Kriete has been described as a comprehensive guidebook for "building community, increasing student investment, and improving academic and social skills." The first component is Greeting. Examples include a Basic Greeting, when campers sit in a circle and the first camper says good morning to the second, who passes the message on to the next camper; or campers can chant and use hand motions. [www.bainbridgeclass.com](http://www.bainbridgeclass.com) is a resource for activities and greetings.

**At the end of the meeting campers review vocabulary** words, learn about writing skills, and listen to the book of the day, which is the basis for the day's fun activities.

In addition to going over the day's activities, the campers and staff get to know each other better. Campers reflect on what happened yesterday, and discuss something meaningful, such as an important part of a book or the question.

- Morning messages are written on chart paper with markers so that all campers are able to see and read what is written.
- Morning messages should be written before students arrive so that the morning meeting will flow quickly and easily after breakfast.
- The director opens the meeting by reading the written message, which may contain a question for campers and staff to answer when each one has an opportunity to speak.
- Campers reflect on what happened yesterday, and discuss something meaningful, such as an important part of a book or the question.
- After reading it over, a camper is asked to read the message. If the camper has difficulty, the group can assist without being unkind. Campers may be very hesitant when it comes to reading aloud, but support from staff and other campers can slowly bring this camper out. Students are not allowed to ridicule or make fun of any camper, only offer support.
- The morning message is a time for summer camp reading campers to think about what is going to happen during the day, to reflect on what happened from the day before, or to discuss something meaningful, such as an important part of a book.
- Morning messages can be written in a friendly letter format as shown in this example.

*Good Morning, Friends,*

*We hope that you had a wonderful Fourth of July holiday with family and friends. Although it rained for most of the day yesterday, were you able to enjoy any fireworks? During today's story, Rain Feet, you will hear about a boy who enjoys playing in the rain. After you complete the book activity that we have planned for today, you may also like playing in the rain. Let's have a great day by being good listeners, learners, and lovers of books.*

*Sincerely, Camp Staff*

## **Character Values**

During Morning Meeting campers talk about the Character Value of the week. The six values suggested are: Citizenship, Compassion, Fairness, Honesty, Integrity and Responsibility.

## **Service Learning Project**

Student service learning combines classroom instruction with community service. Students discuss and choose a project, using critical thinking skills, working together, and building character as they learn—and are empowered—to give back to the community.

## **Positive Psychology**

Influenced by Dr. Martin Seligman's work in the field of resilience, SCR uses Daily Positive Thoughts and Actions. Each day campers talk or write about: One door closes, another opens; Three good things that went well and why; Three funny things that happened and why they happened; Counting kind acts; Give the gift of time; Gratitude letter or visit.

## **Lessons and Activities**

After the morning meeting, a staff member reads the Book of the Day and campers begin working on a craft project or take part in a movement exercise based on the book of the day.

## **Tutoring**

Tutors begin take campers out for their one-on-one tutoring session. Sessions may run from 30–40 minutes, depending upon the number of campers.

Tutoring resources include

Upwords Stackable Letter game

Explode the Code teacher's guide

Touch & Read Phonics Word Match set

Close Reading Comprehension Teaching Center

1,000+ Phonics Sentence Strips with 94 Phonetic Family Lists

Fry Word Activity Sheets

Can Do! Reading Games

Hooked on Phonics

Phonics Daily Activity Journal  
 Reading Comprehension Games Library  
 Reading Comprehension Daily Practice Journal  
 Paragraph of the Week Journal  
 Califone Kid First Non-Powered Listening Center  
 Portable CD Player Boombox  
 Multicultural Read-Alongs  
 Favorite Picture Book Read-Alongs  
 Bib Book Favorites set  
 Science Big Book Favorites  
 Celebrate Diversity Big Book Favorites  
 Growth Mindset Daily Practice Journal

## **Book of the Day**

Activities for the Book of the Day fit the requirements for the Ohio Common Core, the state standards. Extensions are listed for children who need a different way of learning.

Leading questions are "Have you been in a situation where...?" "As I am reading I want you to be thinking about...?"

## **Books of the Day (Can be used in any order) Will be updated in 2023**

*My Mom Made Me Go to Camp*, Judy Delton (for the beginning of camp)  
*Precious and the Boo Hag*, Patricia C. McKissack and Onawumi Jean Moss  
*Thunder Cake*, Patricia Polacco  
*Imogene's Antlers*, David Small  
*Mrs. Nelson is Missing*, Harry Allard & James Marshal  
*The Paper Bag Princess*, Robert Munsch  
*The True Story of the Three Little Pigs*, Jon Scieszka  
*Shortcut*, Donald Crews  
*Of Thee I Sing*, Barack Obama  
*Sylvester and the Magic Pebble*, William Steig  
*The Keeping Quilt*, Patricia Polacco  
*Amazing Grace*, Mary Hoffman  
*Now Hiring White House Dog*, Gina Bazer, Renanah Lehner  
*Alexander and the Terrible Horrible no Good very bad day*, Judith Viorst  
*Blueberries for Sal*, Robert McCloskey  
*Stone Soup*, Ann McGovern  
*Dogzilla*, Dav Pilkey  
*Lyle, Lyle Crocodile*, Bernard Waber  
*Where the Wild Things Are*, Maurice Sendak  
*Mufaro's Beautiful Daughters: An African Tale*, John Steptoe  
*Owl Moon*, Jane Yolen  
*Boundless Grace*, Mary Hoffman  
*Ira Sleeps Over*, Bernard Waber  
*Invisible in the Third Grade*, Marjorie Cuyler  
*Dog Heaven*, Cynthia Rylant



*The Magic School Bus: Inside a Bee*, Joann Cole and Bruce Degen  
*Cyrus The Unsinkable Serpent*, Bill Peet  
*Edward the Emu*, Sheena Knowles  
*The Seven Silly Eaters*, Mary Ann Hoberman  
*Grace for President*, Kelly DiPucchio

For younger children:

*Case of the Bad Stripes*, David Shannon  
*Peter's Chair*, Ezra Jack Keats  
*Abuela*, Arthur Dorros

*Chicka Chika Boom Boom*, Bill Martin, John Archambault

*Alexander, who's not (do you hear me? I mean it) Going to Move*, Judith Viorst

## **Lunch**

By lunch, all campers have worked with a tutor. During lunch, campers may talk about the morning session or other topics of interest. Good manners are emphasized. After lunch, campers have a brief physical activity that may include the movement activity for the day or other games.

**Chapter Book** SCR has used chapter books, with each camper having a copy. Younger

campers enjoy big books and oversized books for the younger campers. *If You Give a*

*Mouse a Cookie* by Laura Numeroff has a separate puppet set that encourages the

re-telling the story. Staff can also make or bring in other puppets for big books.

## **Example List of Chapter Books (staff also bring in their own)**

*Sassy Book Series*, Sharon Draper  
*One Crazy Summer*, Rita Williams-Garcia  
*How to Handle a Bully*, Nancy Wilcox Richards  
*The Killing Sea*, Richard Lewis  
*Ghost Buddy #1: Zero to Hero*, Henry Winkler & Lin Oliver  
*Leprechaun in Late Winter*, Mary Pope Osborne  
*Romeo! Raps to Riches*, Holly Kowitt  
 Unicorn Academy Books  
 Magic Tree House Books  
 The Ramona Collection

## Summer Camp Reading: Activity

My Mom Made Me Go To Camp by Judy Delton

### Equipment/Resources:

-notebook paper

-pencils

**Learning Objectives:** Students will make a personal connection to the story and will write three things they are looking forward to at reading camp.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Introduction/Starter:

- Before reading the story have students generate some thoughts about SCR and what they are looking forward to.
- Read the story to the students.

### Main:

- Have the students write down three things they are most looking forward to at this camp, and
  - What they were nervous about
  - What surprised them
  - What they like best.
- Provide some examples: making friends, having fun
- Encourage the students to decorate their writing with visuals

### Extension:

- Movement Activity** *What is the one thing that Archie was excited about when he learned he was going to camp?*

*Building a campfire and roasting marshmallows! And when he came home from camp, he told his mom that he liked it but they didn't roast any marshmallows.*

- Let's have a pretend campfire! Let's spread out in the room and collect firewood.*
  - *First, everyone pretend to collect small twigs to get the fire started.*
  - *Put them in the center. Stand back --- I am going to pretend to light it!*

- OK, now everyone go and collect some larger sticks. Bring them to me, and I will put them on the fire. We have so many – let's put the extras into a pile here.*
- In order to make the fire last a long time, we need to find some big logs. Imagine you find a big log, it is very heavy, and you drag it all the way to the center of the room where the fire is. Give them to me and I will place them on the fire, and the extras will go in the pile next to the fire.*
  
- It is starting to get cool. Pretend to warm your hands and feet by putting them near the campfire, but not too close! Now let's pretend to crawl into our sleeping bags. Lie back and look at the sky – have you ever seen so many stars? Close your eyes and listen to the sounds in the woods at night. What do you hear?*

### **Summer Camp Reading: Activity**

Precious and the Boo Hag by Patricia C. McKissack and Onawumi Jean Moss

**Learning Objectives:** Students will write, draw and reflect their response to a text in a response journal

**CCSS: W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### **Equipment/Resources:**

- A response journal for each student, (can be spiral notebooks the students decorated previously, or a stapled stack of writing paper with room for drawing and writing)
- crayons, markers, colored pencils
- pencils

#### **Introduction/Starter:**

- Read the story aloud, stopping at key pages to talk about important characters, details, and key elements: setting, main idea, problem, and solution.

#### **Main :**

- Ask the students to write and draw a connection they made to the story from their own life.

#### **Differentiation:**

- For students who don't like to draw, ask them to add onto their response by providing details from the story.
- For struggling readers, assist in helping the students identify main points and elements of the story using prompting questions and context clues.

## Summer Camp Reading: Activity

Thundercake by Patricia Polacco

**Learning Objectives:** Students will describe the characters, and main event in the story Thundercake by creating a story wheel (see attached templates).

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Equipment/Resources:

- large white construction paper
- story wheel  
([http://reading.ecb.org/teacher/pdfs/lessons/vis\\_lp\\_StoryWheel.pdf](http://reading.ecb.org/teacher/pdfs/lessons/vis_lp_StoryWheel.pdf)) - thumb tacks
- crayons, markers, colored pencils
- pencils

### Introduction/Starter:

- Read the story aloud, stopping at key pages to talk about important characters, details, and key elements: setting, main idea, problem, and solution.

### Main:

- Discuss as a whole group how to create a story wheel. Assist the students in identifying the characters, setting, and major event through prompting questions.
- Have each student create their own story wheel identifying the main characters, setting and major event. Encourage the students to decorate their wheel, drawing the characters, setting and major event.

### Differentiation:

- For students who don't like to draw, ask them to add to their response by providing details from the story or quotations from the text.  For struggling readers students may choose to visually represent the characters, setting and major events on their story wheel.

## Summer Camp Reading: Activity

Imogene's Antlers by David Small

**Learning Objectives:** Students will demonstrate their understanding of the story Imogene's Antlers through a visual retelling of story by acting out parts of the story.

**CCSS: RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

**Equipment/Resources:**

- paper towel tubes (2 per each child)
- brown construction paper
- brown felt cloth
- cotton balls
- feathers
- markers
- elastic string
- brown yarn
- popsicle sticks

**Introduction/Starter:**

- Before reading, place pre-made antlers on your head.
- Ask the students what they would do if one day they had antlers on top of their head
- Read the story aloud, stopping at key pages to talk about important characters, details.

**Main:**

- Demonstrate to the whole group how to make the antlers step by step. (see attached antlers template)
- Once the antlers are dry guide the students through a movement activity.
- 

**Movement Activity** *Imagine waking up with something unusual coming out of your head. Stretch, yawn, and notice your antlers. Feel all around your head. Let me see your surprised face, happy face, your scared face, your silly face. Now jump out of bed and run to the mirror. Let me see your surprised face again!*

*Try to get dressed. Can you pull your shirt over your head? Get your shirt stuck in your antlers like Imogene did. How about trying to comb your hair? Not try going through the door.*

*Imagine you are bumping your antlers. Let's try it three times. Now you figure out that you have to turn sideways and scoot very carefully through the door.*

*Now let's slide down the banister, here we go! Uh-oh, your antlers are stuck in the chandelier! Twirl around as you hang from the chandelier!*

*Imagine you are Imogene's mother. Gently fall to the floor as if you were fainting. Now imagine you are the person carrying her all the way upstairs. It is hard to carry someone all the way up the stairs, isn't it? Hang some towels to dry on your antlers! What else can you hang on them? Put some donuts on the antlers. Go outside and imagine all the birds coming to eat food off of your antlers. Now imagine you are a bird -- fly through the sky!!*

*Now stretch, yawn and get ready for bed. Lie down and imagine you are sleeping. Wake up and reach up to touch your antlers. Surprise -- they are gone! But now, another surprise -- peacock feathers! Imagine you are a strutting peacock, showing off your tail. Now take a bow with your enormous tail to end our story.*

**Differentiation:**

- Students use movement to recall important events in the story.

**Summer Camp Reading: Activity**

Mrs. Nelson is Missing by Harry Allard

**Learning Objectives:** Students will identify the main characters Ms. Neslon and Ms. Swamp and create a scene from the story.

**CCSS: RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Equipment/Resources:**

- black construction paper
- white construction paper
- witch's hat stencil
- brown/black felt and brown construction paper
- markers
- googly eyes
- cotton balls and other decorating material

**Introduction/Starter:**

- Ask the students to be thinking of what character traits they notice as you are reading the story.
  - Is the character mean, nice, funny, scary, etc.?
- Read the story aloud, stopping at key pages to talk about important characters, details.

**Main:**

- As a whole group, discuss what the students noticed about the character/characters in the book. Ask the students prompting questions.

- Who was Ms. Nelson?
  - Who was Ms. Swamp?
  - What did notice about these two characters?
  - Why did Ms. Swamp come to class?
- Explain to the students they will be making the character Ms. Swamp behind the classroom door.
  - Demonstrate to the students how to create this piece in each step · Use the stencil to trace the witch’s hat, then cut it out.
    - Use the felt to make the robe and the feet. Use the stencils and trace, and cut out the robe and feet.
      - Cut out a face with construction paper and use the markers and whatever other decorations to make the face, however they want. They may use the Ms. Swamp stencil to trace and cut out a face.
    - Glue their witch hat onto the white construction paper leaving room for the door.
    - Use the brown construction paper to cut out a door that is bigger than Ms. Swamp.
  - Encourage the students to use any other decorations available to decorate around the door, and for Ms. Swamp.
  - Have the students share their Ms. Swamp creations with the class and ask the students to explain who they think Ms. Swamp is.

### **Extension:**

- To extend the lesson, during Journal time ask the students to write about how they would handle unruly students if they were teachers.
- This activity can be switched and can also be used for Ms. Nelson Is Back.
- Movement Activity** *Let’s misbehave like the kids in Room 207. Stand up and stomp your feet very loudly. Make a pretend paper airplane and throw it. Catch it and throw it again. Do that several times. Now be a paper airplane whizzing through the air.*

*Now let’s whisper, giggle, and squirm. Make as many different faces as you can. Imagine Miss Swamp coming into the room -- what would you do? Now imagine you are Mrs. Swamp. What would you look like? How would you walk? How would you get the kids to do their work? What do you feel like when Miss. Nelson comes back? How do you behave? What do you think happened to Miss Swamp? Now let’s dance about Miss Nelson, Miss Swamp, and the unruly children! (Use an upbeat musical selection with which they are familiar.)*

### **Differentiation:**

- For struggling readers, assist students in identifying who the main characters are.
- Students have the option to write a response to the story.

## Summer Camp Reading: Activity

The Paper Bag Princess by Robert Munsch

**Learning Objectives:** Students will retell the story The Paper Bag Princess through visual representation of the order of events in the story.

**CCSS: RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Equipment/Resources:

- brown grocery bag
- sequence boxes (see attached template)
- markers, crayons, colored pencils etc.
- decorating supplies

### Introduction/Starter:

- Read the story aloud, stopping at key pages to talk about important characters, details, and events that took place.

### Main:

- Ask the group to help you retell the story. Provide leading questions to assist them in identifying the sequence of the story.
- Tell the students they are going to make their own paper bag dress/top and draw the main scenes of story and glue them in order on the bag.  Assist the students in identifying the different scenes and recalling the order of events in the story.
- Have students share their paper bag dress/top with the class and retell the story to the group.

### Extension:

- Movement Activity:** Tell the children that they will dance about the story while wearing their paper bag shirts. Put on some lively music. Use the following prompts, allowing time for the children to explore

each new idea: 1. Dance about the dragon. What would you look like? What color would you be? Could you breathe fire? Could you fly? What would your wings look like? Would you be like the dragon in the story? 2. Now dance about the prince, and imagine you are kidnapped by the dragon. 3. Imagine you are the



princess, wearing your paper bag clothes. 4. Sneak into the cave to rescue the prince. It is big and dark. You have to walk carefully and quietly. 5. Now dance about all these ideas, and anything else in the story! 6. Take a big bow like a prince or princess, then like a big dragon, to end the dance.

**Differentiation:**

- Students may choose to add written details to each of the scenes.

**Summer Camp Reading: Activity**

The True Story of the Three Little Pigs by Jon Scieszka

**Learning Objectives:** Students will describe the main characters of the story and decide who they think really told the true story of the three pigs, the pigs or the wolf. The students will draw, and write their answer.

**CCSS: RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Equipment/Resources:**

- large construction paper
- writing paper
- pencils
- markers, crayons, colored pencils

**Introduction/Starter:**

- Read the story aloud, stopping at key passages to talk about important characters, details, and events that took place.
- 

**Main:**

- As whole group discuss a different story about the three little pigs but with a different plot.
- Compare the two stories with the students, describing the characters and how they are different in each story.
  - In the story of the The Three Little Pigs you might have read before, do you think the wolf was the same character? How was he different?
  - What happened at the end of the The Three Little Pigs? · In the story we just read, how would you describe the wolf?
  - What is different about this story?

- Who do you think was telling the true story?
- Have the students draw either the wolf or the pigs and state who was telling the real story and why.
- Have the students draw their characters on the large construction paper. Give the students writing paper to give their reason why and have the students glue the writing paper onto the construction paper.  Encourage the students to share answers and reasons with the group.

**Extension:**

- Movement Activity** After each student shares a favorite part of the story, put on music and ask them to do a free dance about their own favorite part. Once they have done this, stop the music. Ask them now to dance about someone else's favorite part. Repeat this step; stop the music and ask them to dance about another part of the story as long as the children are engaged. The last time you stop the music, ask the children to freeze in the shape of the wolf as he is doing a great big sneeze.

**Differentiation:**

- For struggling writers, give students the option to represent their reason visually.
- For struggling readers, guide the students in recalling the different characters in each of the stories with prompting questions and context clues.

**Summer Camp Reading: Activity**

Shortcut by Donald Crews

**Learning Objectives:** Students will recall a favorite shortcut they used by writing and drawing their experience in their response journals.

**CCSS: W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Equipment/Resources:**

- notebook paper
- construction paper
- markers, crayons, etc.
- pencils
- decorating material

-scissors

### **Introduction/Starter:**

- Before reading the story encourage the students to think about a few things while you are reading the story.
  - Did you ever have a favorite shortcut?
  - Did you ever have a favorite way to get to school?
- Read the story aloud, stopping to talk about important characters, details, and events that took place.
- Tell the students they are going to be recreating a shortcut they used to take.

### **Main:**

- Tell the students that the shortcut can lead to one of their favorite places, or a shortcut they have taken or would like to take.  Tell the students they can decorate their shortcut however they like, using whatever material is provided.
- Once the students have finished their projects, tell them they may

share them with the class.

### **Extension:**

- Campers create a shortcut on paper, identifying directions to and from landmarks. An example on the board will be helpful as will staff assistance.
- Movement Activity:** First explore the idea of floor patterns. Show different floor patterns (square, figure eight, zigzag -- draw each floor pattern on a piece of computer paper) and have the children try them. Try them walking, marching, hopping, jumping, backwards walking, etc. Then ask the children to stand in a circle. What is the fastest shortcut to get to the other side? Can you think of any other ways to take a shortcut in this circular path (hop, jump, leap, giant step, crawl, etc.)? Ask the children to take a "shortcut" one by one across the circle.
- Free dance:** *Using ideas from the book and also some of the movement ideas we just did, do a free dance to music (an upbeat musical selection).*

### **Differentiation:**

- Students will have the option to write or visually represent their shortcut

### **Summer Reading Camp: Activity**

Of Thee I Sing by Barack Obama

**Learning Objectives:** Students will make a connection with the story Of Thee I Sing and describe what encouraging things their parents or family would say to them.

**CCSS: W.3.8** Recall information from experiences or gather information from print

and digital sources; take brief notes on sources and sort evidence into provided categories.

### Equipment/Resources:

-writing paper

-coloring paper

-markers and crayons

### Introduction/Starter:

- Read the story aloud, stopping to discuss important characters, details, and events that took place.
- 

### Main:

- Ask the students to recall some of the positive things Barack Obama said to his daughters.
- Have the students think of what they think their parents or someone in their family might say to them. Ask some of students to share.
- Ask the students to draw a picture of what their parents or someone in their family would say to them and add a written description of what they say.
- Encourage the students to share with the group

### Extension:

- Ask the students to pick their favorite picture/scene from the story and color or draw a picture depicting their chosen scene. Once the students are done with their activities, give them the opportunity to share their work with the class.
- Movement Activity:** Part 1: Invite the children to do a short warm up. Re-read the first page of the book. Now say: *What kinds of dancing rhythms can we make with our feet?* Demonstrate several different rhythms and have the children echo them. Then try the rhythms using different parts of the body. Try them with the feet and different body parts, using many different combinations: Can you do this rhythm in your feet and one arm? Can you do it with both shoulders? Can you do a rhythm with one foot? How would you do this rhythm upside down?
  - Part 2. Now we will stand in a circle and pass a rhythm (using all body parts). I will do one, and then you try to do it one by one around the circle. Everyone has a turn to do a rhythm. Then we will try to do them all together in succession. Do this several times so that everyone has a

chance to lead her rhythm, and we create a long rhythm sentence. After this, we will do a free dance (use a lively musical selection). Using any and all of the rhythms and put them into your dance as you move throughout the space.

· Part 3: Share your drawings one by one about your favorite picture/scene from the story. Then put on another musical selection (something like a Sousa march or a patriotic song) and dance about your favorite scene.

### **Differentiation:**

- Students who struggle with writing may choose to represent their ideas visually.

### **Summer Camp Reading: Activity**

Sylvester and the Magic Pebble by William Steig

**Learning Objectives:** The students will make a connection with the story and create the three wishes they would use if they found a magic pebble.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **Equipment/Resources:**

- cereal box (one for each student)
- writing paper
- construction paper (all colors)
- scissors -markers -crayons
- decorating material

### **Introduction/Starter:**

- Before reading the story ask the students what their three wishes would be.
- Read the story aloud, stopping to talk about key characters, events and details.

### **Main:**

- As a whole group discuss the events and main idea of the story. · Do you think it is safe to make three wishes?
- Why do you think Sylvester was so sad?

- Give each student an empty cereal box.
- Tell the students that they are going to be decorating the box with their 3 favorite wishes.
- Tell the students to use the construction paper (any color they like) to cover up the cereal box.
- Give students writing paper if they choose to write what their three wishes would be.
- Tell the students to draw or use any other materials they like to create their three wishes.
- Give the students some of examples: I wish for all the candy in the world; I wish for a dog.
- Give the students plenty of time to create their boxes.
- Help the students with any questions they may have.
- Near the end of the lesson ask the students what they think the moral of the story was: Be happy with what you have.
- Encourage students to share their cereal boxes with the group.

**Extension:**

- Use water bottles decorated with construction paper and pebbles if cereal boxes are not available. Have campers write three wishes down on paper, rolled up and placed in bottle. Students will need assistance while cutting and pasting decorations for bottles or boxes.
- Movement Activity** *Now that you have thought of three wishes, and decorated the box with them, let's dance about them!*
- Give the children time to dance three different dances. Use different musical selections for each "wish dance."
  - To finish the dance, ask them to imagine they are a rock · *What shape is your rock?*
    - *What color?*
    - *What does it feel like?*
- You have to be very still and quiet. Now imagine that you have come back to life as Sylvester the donkey. Hug your mother and father donkey, and do a dance with them.*  
Be sure you have a variety of musical selections, as student will get bored with the same songs over and over.

**Differentiation:**

- Students will have the option to write or visually represent their wishes.

## Summer Camp Reading: Activity

The Keeping Quilt by Patricia Polacco

**Learning Objectives:** Students identify the meaning behind The Keeping Quilt by recounting stories they have heard or parts of their lives and family they cherish.

**CCSS: RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

### Equipment/Resources:

- note card (one for each student)
- different colored construction paper
- single hole puncher
- yarn
- glue

### Introduction/Starter:

- Before reading the story ask the students think about the meaning behind the keeping quilt while you are reading the story.
- Read the story aloud, stopping to talk about key characters, events and details.

### Main:

- Once you are finished reading the story, tell the students that they will be making their own keeping quilt.
- Give each child a piece of construction paper with a note card or a 5" x7" piece of fabric.
  - Paper or fabric may be already cut and hole-punched for ease. If possible, bring in a patchwork quilt.
- Tell the students that they are making pieces for their own quilt for the classroom and this will be our way of getting to know everyone.  Students can decorate their quilt piece however they like. Ask them to put their names in BIG letters on the quilt piece.
- Once finished, put their construction paper out to dry.
- Have the students write three things about themselves that they would like other people to know on their note card.
- Give some examples (I am really good at singing; I love to play football, etc.)

- Once the quilt pieces are finished drying (this may go into the next day), glue the note cards onto the paper.
- Teachers make four whole punches to each piece of construction paper, one in each corner, and connect each quilt square with yarn. Hang it on the wall!

**Extension:**

- **Movement Activity**

**Materials:**

- Bring scarves or fabric scraps about 12" square, enough for about half of the class. Divide the class in half. One group will be the first to dance. The other group will be the first group to be the audience.
- Ask all of the students to imagine the fabric square can be many different things.
- Prompt the students with ideas, starting with ideas from the story: a babushka to dance with, like Anna; a quilt; a tablecloth; a bedspread, a baby blanket.
- Have the student's think of other things, such as a tail, wings, a superhero cape, a magic carpet, a bridal veil, etc.
- Once they have thought of several ideas, pass out the fabric squares to the dancing group, one fabric square per child.
- Put on some lively music, and ask them to dance about all of the many different ideas that were mentioned.
- At the end of the music, ask the children to take a bow, holding their square of fabric high in one hand and then bringing it across their body as they bend over for the bow.
- Switch groups, and let the second group dance about all of the ideas. Finish with a bow as above.

Note: Give the audience group a task, such as, "Do you see anyone imagining their fabric is a magic carpet?"

**Differentiation:**

- Students will have the option to represent their ideas visually on their keeping quilt square.

**Summer Camp Reading: Activity**

Amazing Grace by Mary Hoffman

**Learning Objectives:** Students will make a connection with the story Amazing Grace and identify what they would like to be when they grow up.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



**Equipment/Resources:**

-large butcher paper

pencils

-markers, crayons, colored pencils etc.

**Introduction/Starter:**

- Before you read the story, ask the students to think about what they would like to be when they grow up while the story is being read.
- Read the story aloud, stopping to discuss important characters, events and details.

**Main:**

- Have volunteers help trace each student's body on the butcher paper and cut it out.
- Have the students create their idea/s of what they would like to be when they grow up
- Encourage students to share their cut outs with the group.

**Extension:**

- Movement Activity** Ask the children to imagine the characters from all of Grace's stories: Joan of Arc, Anansi the Spiderman, Hannibal on the elephant, the pirate, Hiawatha, Mowgli in the jungle, Aladdin and the lamp, a ballet dancer, and finally Peter Pan.
- Play lively music and call out the characters one by one, giving the children some time to develop each idea.
- Ask the students to recall which character was their favorite.  Put the music on again and let them do a dance about this idea. Ask them to take a bow like their favorite character to finish the dance.

**Differentiation:**

- Encourage students who enjoy writing to add a written description of their cutout.

**Summer Camp Reading: Activity**

Now Hiring White House Dog by Gina Bazer and Renanah Lehner

**Learning Objectives:** Students will create a newspaper ad that persuades the president to hire a dog of their choice.

**CCSS: W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

### Equipment/Resources:

- On a large piece of construction paper makes 4 boxes to look like newspaper columns. Campers write headlines for each.

-cut outs from a magazine of different types of dogs

-markers, crayons-glue sticks

### Introduction/Starter:

- Before you read the story, ask the students to make a prediction about what the story is about by looking at the cover.
- Read the story aloud, stopping to discuss important characters, events and details.

### Main:

- Ask the students to think about what kind of dog they would like to be hired for the White House.
  - Explain they are going to create their own newspaper ad for hiring a White House dog.
  - As a whole group, generate a list of characteristics that make a dog a good dog.
  - Have the students title the columns and decorate their newspaper with any dog of their choice from the magazines provided, or they may draw a dog.
  - In the other spaces, ask the students to provide a dog name and write a sentence or two giving a reason why the White House should hire their dog.
  - Encourage the students to decorate the newspaper ad however they like with the markers, crayons.
- Invite students to share their ads with the group.

### Extension:

- Movement Activity** Say to the children: *Let's review the many skills of all the different dogs that came to apply for the job of White House Dog: one likes to sit on laps; another likes to round up children and lead them home; another likes to find things by sniffing the ground; another likes to jog; another likes to fetch; another is big and strong; they all like to wag their tails.*
- Let's use all of these ideas and do a White House Dog dance!* (Put on some music like a patriotic march or song.
- Call out the different ideas above and allow each one to develop.  Then ask the children what else dogs do -- such as jump, chase their tails, etc., and ask the children to dance about these new ideas, or anything else about dogs they can think of to dance about).  *Finish the dance by lying down and rolling over like a dog!*

### Differentiation:

- For students who struggle with writing give them the choice to represent

visually their reasons.

### Summer Camp Reading: Activity

Alexander and the Terrible Horrible No Good Very Bad Day by Judith Viorst

**Learning Objectives:** Students will retell the events of the story Alexander and the Terrible Horrible No Good Very Bad Day by acting out each scene.

**CCSS: SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Introduction/Starter:

- Read the story aloud, stopping to talk about important characters, events and details.

#### Main:

- Have the students think about a day they had that was horrible.  Provide the students with some examples
  - Bad hair day
  - Mismatched clothes
- Ask the students to turn to a partner and tell them what day they had that just didn't go right.
- Have the students get into two groups and tell them they are going to act out the story of Alexander and his horrible day. The students pick parts and create a play depicting their favorite scene of the story. Teachers should help out where needed, writing lines, make decorations, etc.
- Encourage students to share the play!

#### Extension:

- Movement Activity:** Ask the class: *What are some things that make you mad and can make you have a horrible day?*
- Let each child say at least one thing that makes her angry.  Then say: *Now let's do a "mad" dance about all of those ideas.*  Put on some music that evokes the idea of mad, angry, or sad, and let the children dance about these ideas.
- Next, say to the class: Now let's think about some things that make us happy?
- Each child should contribute one idea about what makes him happy.

Say, *let's do a completely different dance: a happy dance!*  Play some music that is cheerful and upbeat, and allow the children to dance about that emotion.

**Differentiation:**

- Students can have the option to create visuals to go along with their play.

**Summer Camp Reading: Activity**

Blueberries for Sal by Robert McCloskey

**Learning Objectives:** Students will identify their favorite part of the story and paint the scene.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Equipment/Resources:**

- White construction paper
- Water color paints
- Small pom poms
- Glue

**Introduction/Starter:**

- Read the story aloud, stopping to talk about important characters, events and details.

**Main:**

- As a group, determine the main idea of the story and the characters.
- Have the students choose their favorite part of the story and paint the scene.
- Give each student a piece of white construction paper, water color paints and cup of water to share.
- Ask the students to paint their favorite part of the story and tell them they can share them with the class.
- Glue on pom-poms as blueberries
- Option: Start the day with blueberry waffles; for lunch serve blueberry pie.

**Extension:**

- Movement Activity** This is an activity that picks up on the differences between bears and little children.
- It expands into a movement study on different animals.  Say to the children: *When you read the story, did you think about some of the differences between the mother and daughter, and the mother bear and baby bear? What are some differences? Now let's think about the differences in the way they move. We will go back and forth across the floor, all together in a line. First walk as you always do. Now let's go back and walk like a bear!*
- Let's think now about other animals. Can you go across this time like a kangaroo?*
- Continue this activity as long as the children are engaged. You can ask them to think of animal ideas, or use examples, such as: Monkey, Snake, Lion, Bird, Lizard, Butterfly, Dinosaur, Horse.
- Finish the activity by asking them what their favorite animal is, and the last time they go across the floor, ask them to move as their favorite animal.
- A suggestion to expand this activity is to put on some music about animals and ask the children to dance freely about all of the different animal movement they explored today.

**Differentiation:**

- Encourage students who enjoy writing to label their painting.

**Summer Camp Reading: Activity**

Students create their own soup. Using bowls, add water and a few stones and leave outside to cook. Or bring in your own ingredients, heat them and make real soup.

Stone Soup by Anne McGovern

**Learning Objectives:** Students will demonstrate their understanding of the main idea in Stone Soup by drawing their favorite scene.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Equipment/Resources:**

- paper bowls (one for each child)

**Introduction/Starter:**

- Read the story aloud, stopping to talk about important characters, events and details.

**Main:**

- As a whole class discuss the central lesson of the story and why it was important.
- Give each a student a paper bowl. The class goes outside to find a couple of things to put in stone soup.
- Give the students examples like little rocks, grass, etc.
- Once the students have chosen their ingredients for the soup, add the liquid (water) to the soup. The teachers may need to help the students fill their bowls with water.
- Once all the students' bowls are filled, tell the students to take the bowls back outside and let the sun cook soup.

**Extension:**

- Bring a crockpot, broth, ingredients. Let each student choose an item and place it in the crockpot. Turn on high.
- Students can draw soup or glue beans, pasta, string onto a bowl.

 **Movement activity:**

- Say to the students: *Here are four action words that start with the same "S" sound as the title of the book: stretch, stamp, slide, spin*  *Now we will do a dance called the Stone Soup Stomp! (Play some music that has a steady beat). Continue the directions:*
  - We will start with "Stretch": How many ways can you stretch your body? Can you stretch your arms? Your fingers? Your legs? Your feet? Your toes? Can you stretch your torso from side to side? Forward and back? Can you go all the way up to tiptoe and stretch your arms to the ceiling? How else can you stretch?*
  - Now, we will stamp our feet. Stamp them loudly, then quietly. Lift your knees high while you stamp your feet. Can you stamp in slow motion? Now in fast motion? Can you stamp your feet while you are walking in a circle? How would you stamp upside down?*
  - Let's do the slide. Imagine we are on a slippery sidewalk (two more words that start with the "s" sound!). Can you slip and slide? Can you slide backwards? Sideways? How else can you slide?*
  - Now let's spin. Stand in one spot, and spin in one direction. Rest for a moment, and then spin in the other direction. Now try it on one foot. Try it hopping, jumping, and then go down to the floor and see how many ways you can spin while you are on the floor.*
  - We will finish the Stone Soup Stomp by dancing freely to the music one more time. You may try the movements we just did, or think of some new ones!*

**Differentiation:**

- Encourage students who like to write label the steps to create the soup, or write the lesson.

### **Summer Camp Reading: Activity**

Dogzilla by Dav Pilkey

**Learning objectives:** Students will demonstrate their understanding of the sequence of events in Dogzilla by creating a comic strip.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### **Equipment/Resources:**

-comic strip prompt: a piece of paper with squares drawn on to make a blank comic strip  
-markers, crayons, etc.

#### **Introduction/Starter:**

- Read the story aloud, stopping to talk about important characters, events and details.

#### **Main:**

- As a class, discuss the central lesson of the story and why it was important.
- Give each child their own comic strip prompt paper and explain that each scene of their comic book should be drawn in a different square.  Students may share their comics with the other students.  Provide students with the opportunity to label their comics strips.

#### **Extension:**

- Movement Activity**
- After the students have shared their comic strips, ask them to dance about their own or another one that they liked.
- Divide them into groups of three or four. Play some music that can be used for a “scary” background (available at the library), such as “Night on Bald Mountain” (Mussorgsky) “Ride of the Valkyries” (Wagner) or “Sabre Dance” (Khachaturian), or any other music you think the children would enjoy.
- Ask the children to dance the story of their own or someone else’s comic strip in the groups of three or four.
- Repeat the activity if the children are still engaged. Try different musical selections, and suggest that the children dance about another of the comic strip stories.

#### **Movement Activity**

- Say to the students:

*Let's imagine we are stepping inside your art pieces! Where did you imagine that dogs most love to play? Use your imagination, pretend you are a dog, and step into that place!*

*What are some things dogs like to do in this special place? They love to run, jump, fetch, and play. Let's dance about all of those things! (Put on some music and allow the children to explore all of these ideas).*

*Can you think of other things that dogs like to do? Continue dancing as you think of new ideas.*

*Let's finish our dog dance by sitting up like a dog, lying down, and rolling over! Roll out of your art piece and back into our camp classroom!*

### **Differentiation:**

- Encourage the students to write a story about their dog scene.

### **Summer Camp Reading Activity:**

Lyle, Lyle Crocodile by Bernard Waber

**Learning Objectives:** Students will create their own Lyle Crocodile and write two reasons explaining why they liked the story.

**CCSS: W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

### **Equipment/Resources:**

- construction paper
- markers
- pencils
- art materials

### **Introduction/Starter:**

- Read the story aloud, stopping to discuss important characters, events and details.

### **Main:**

- Have the students decorate a Crocodile (we can provide a stencil) tell them they can decorate it any way they like.
- Tell them to share their creations with the class. What kind of day they would like to have with Lyle.

### **Extension:**



## Movement Activity

- A playful poem designed around the exploration of the words “up” and “down” sets the stage for this activity. The poem addresses additional movement opposites, such as high/low and open/close.
- *Say to the children: Do you know the difference between an alligator and a crocodile? They look very similar but there are some small differences, such as color and where they are found.*
- *This is a poem about an alligator who loves to ride in the elevator. In the book, Lyle could do all kinds of things, just like this alligator. He likes to go up and down.*
- *We will listen to the poem, (or give a copy of the poem to each child so they can practice reading it) and then we will go up and down with him!*
- Recite the poem to the children. Then recite it again slowly. After each stanza, prompt the children with the script (in italics). Begin by saying: *Let’s go on the elevator with Big Green Alligator. Imagine that your home spot is an elevator. Where are the buttons to push? Where is the door?*

**Alligator in the Elevator** *A big green alligator Jump into your elevator! Push the buttons*

**Jumps in the elevator**

**Pushing all the buttons 1, 2, 3!**

**Up first, then down Up again, and down Wait, Mr. Alligator! Wait for me!**

**Up, down, up, down High, low, high, low Open, close, open, close Go, stop, go!**

**All the way up, To the very very top, And all the way down now, Time to stop!**

**Out we go, Out the elevator door**

**See you later, alligator No time for more!**

*1,2,3. Repeat the jump and pushing the buttons movement several times*

*Go up onto your toes, then all the way down to the floor. Repeat, and then freeze!*

*Go up, down (as in the previous stanza), up, down, continuing this on the words*

*“High, low, high low.” Finish seated, open arms wide, and clap them together for*

*“Open, close, open, close,” Continue this movement for the words, “Go, stop, go!”*

*From this sitting position, go all the way up to standing on tiptoe with arms reaching*

*up, but do this in slow motion. Go back down to a sitting position in slow motion.*

*Stand up, walk out of the “door,” and walk around your spot. Now walk around your spot the other way. Sit down and wave good-bye.*

After you have done the above activity a couple of times, play some music and ask the children to dance about the poem, and also about all of the action in the book, “Lyle, Lyle, Crocodile.” Call out prompts as they are dancing, such as, *What does Lyle like to do? Jump rope? Play in the bathtub? Perform his circus act with Mr. Valenti?*

### **Differentiation:**

- Encourage students advanced writers to provide more than two reasons.
- For struggling writers, give students the choice to provide one reason, or represent their reason visually.

### **Summer Camp Reading Activity:**

Where the Wild Things Are by Maurice Sendak

**Learning Objectives:** Students will make masks out of paper plates to resemble characters from the book, and will write an opinion piece explaining why they liked the story.

**CCSS: W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

### **Equipment/Resources:**

- construction paper
- markers
- pencils
- art materials

### **Introduction:**

- Read the story aloud, stopping to talk about important characters, events and details.

### **Main:**

- As a whole group discuss the story and the main idea
- Provide students with masks, and ask the students to create their own mask for the story.
- Have students write an opinion piece explaining why they liked the story

### **Extension:**

**Movement Activity** Say to the students:

- Let's dance about the monsters in the book! (Play some lively music). Think about the different monster as you dance: what they look like, how they move, and dance about first one, then another. Now dance about the monster you created with your mask. 2. Dance, Freeze, Dance Freeze* The next part of the activity is a way to incorporate the masks safely. Because it is difficult to move around safely wearing a mask, here is a fun way to move in place with a mask: *Let's all go get our masks. Go to a spot in the room where no one else is, and you*

*have space enough to move in place. Make a monster shape in your body as you hold your mask on your face. When I play the music, remove your mask and hold it in your hand, and dance in place to the music – you can jump, turn, hop, balance on one foot, go up and down from the floor, stand on your toes, march, etc. Each time I stop the music, freeze in a monster shape with your mask on your face. When I start the music again, you can dance in your spot holding your mask in your hand Finish the dance with the final freeze, and ask the children to slowly melt to the floor in their monster shapes.*

**Differentiation:**

- Struggling writers students can express orally what they liked about the book.

**Summer Camp Reading: Activity**

Mufaro's Beautiful Daughters: An African Tale by John Steptoe

**Learning Objectives:** Students will encourage others to read Mufaro's Beautiful Daughters: An African Tale using details from the text to back their argument. They can choose to focus on describing a key character or event in the story.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Equipment/Resources:**

- large white construction paper
- crayons, markers, colored pencils
- pencils

**Introduction/Starter:**

- Read aloud the story, stopping at key pages to talk about the central message, and the supporting details.

**Main:**

- Discuss the purpose and key parts of a book advertisement before asking the campers to design one.
  - A written piece with pictures focused on a single book
  - An invitation to read a great text
  - A readers opinion/thoughts about why the book is a great book read
- Assist the students in generating some ideas of why they thought the book was good and what parts made the book stand out.
  - What was the lesson you learned from this story?
- Have each student create a book advertisement on a large piece of paper. Encourage the students to add the title and author of the text. Have the students illustrate a key part they enjoyed, and a description.

**Summer Camp Reading Activity:**Owl Moon by Jane Yolen

**Learning Objectives:** Students will create their own snowy scene based on Owl Moon.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Equipment/Resources:**

- construction paper
- decorative eyes
- felt
- cotton balls
- glue

**Introduction:**

- Read aloud the story.
- As a group, discuss the main idea of the story

**Main:**

- Students use cotton balls to decorate a snowy place on a piece of construction paper. Give each student a piece of brown construction paper and an owl stencil to cut out the owl. Let the students decorate the owl and glue it to the snowy paper.

**Extension:**

- Now let's imagine we are the owl from the book, or the one you drew. At the end of the book, the owl flew away into the dark forest. You have big owl eyes that can see in the dark, you can turn your head very far in both directions, and you have huge, feathery owl wings. I will play some music (lyrical, quiet music) and we will take off from our branch high up in*

*the tree, and fly into the forest. What does it feel like to be an owl? What do you see far down below? What other animals might you see in the forest at night? Did you see the bird, the deer, the fox, the raccoon, the field mouse, in the pages of the story? Let's dance about each of those animals now. Now let's imagine we are the little girl, trudging back home in the snow. The snow is very deep! Take big steps and lift your legs high to get through the snow. Make shapes with your footprints: circles, squares, what other shapes would you like to make in the snow? Look, there is our house in the distance! We are almost home. Imagine you are finally warm. Lie down in your bed, pull the covers up, and think about the amazing owling adventure you had in the cold winter night.*

**Differentiation:**

- Encourage students to label their snowy scenes.

**Summer Camp Reading Activity:**

Boundless Grace by Mary Hoffman

**Learning Objectives:** Students will create a painting depicting where their family comes from.

**Equipment/Resources:**

- Newspaper strips (about two inches in width)
- Flour or paper mache mix
- Sturdy balloon (one for each student)
- Paint

**Introduction:**

- Read the story aloud and discuss the main idea of the story.

**Main:**

- Ask students to think about where their family came from.  Is everyone in their family from the same place?
- Remind the students that in the book Grace goes to Africa to visit her family.
- Tell the students all the places your family is from.
- Then show the students different countries on a globe.
- Tell the students that although we can't physically travel to the places where families are from we can paint it!

- The flour and water mix should be pre-mixed (as it is messy). The students break up into a few groups so that they can share the bowls of the paper mache mix.
- At each table give the students a handful of newspaper strips.
- Walk through the steps of how to make the globe with students by making your own as they make theirs.

1. Blow up the balloon and tie a knot at the end to secure the air from coming out. A teacher can help with tying the knot.
2. Take a piece of the newspaper and strip and dip all of it into the water and flour mix.
3. With two fingers slide the excess mixture off the of the newspaper strip back into the bowl, leaving a good amount of it on the paper strip.
4. Continue this process until you have covered up the entire balloon. EXCEPT FOR THE LITTLE KNOT YOU MADE AT THE END OF BALLON.
5. If the weather is nice you can set the balloons outside on paper to help them dry quicker.

- While the paper mache balloons are drying, which should take about an hour, at this point you could have snack, go outside or read another story.
- Once the balloons are dry, tell the students they are going to paint their globe.
- Show them the picture of the circular globe again and tell them they may use any colors to paint their globe.
- Once they are finished, let them dry (probably overnight) they can share them the next morning!

### **Extension:**

#### **Movement Activity**

- Music from the region of the book, The Gambia, can be borrowed from the public library, and is good to use with the dance. Also bring music from other countries. The students dance what they feel from the music.

## Summer Camp Reading Activity:

**This activity should be planned a day in advance.**

- Invite the students to bring in their favorite stuffed animal for an extension of the lesson.

Ira Sleeps Over by Bernard Waber

**Learning Objectives:** Students will create scenes from the story and retell the story.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Equipment/Resources:

- Construction paper
- Markers

### Introduction:

- Read aloud and discuss the main idea of the story.

### Main:

- Have the students create their favorite scene from the story and recall what is happening in the scene.

### Extension:

### Movement Activity

*Now we will dance with our stuffed animals!* (Have extras on hand, just in case someone didn't bring one. Play some upbeat music, such as a song about animals).

### Part I

First do a seated warm up with the animals, as the children manipulate them.

1. Boat: Sit with legs crossed or soles of the feet together and rock from side to side, placing the animal on the floor in the "boat," giving the animal a "ride."
2. Merry-Go-Round: Also while sitting, have children bring their knees to their chest and spin around on their bottoms several times, using their arms to propel them. Then have them spin their animal around the same way.
3. Body Part Isolation: Ask the children to put their animals next to them. Lead the children in a body part warm up, beginning with the face, then neck, shoulders, arms, hands, torso, legs, and feet. Then ask the children to help their animals do the same

thing, moving the parts of the animals as you say them again.

## Part II

For a large motor skills practice, ask the children to line up on one side of the room, carrying their animals while they move across the floor:

1. March *Can you march, stamping your feet like a great big dinosaur?* 2. Tiptoe walk: *Can you tiptoe quietly like a mouse?* 3. Prance: *Prance like a horse!* 4. Gallop: *Gallop like a zebra!*

5. Run: *Can you run quickly and quietly like a leopard, or a cheetah?* 6. Jump: *First, let's all jump up and down while we are holding our animals. Now, standing still,*

*let's throw the animals up in the air and catch them, so they can "jump" too!*

## Part III

Dance With the Animals: Now have the children hold their animals. Suggest to them that they are going to do a good-bye dance with their animals. Prompt them to find as many ways to dance with their animal as they can, using many different movements. Play some upbeat music, such as a song about animals for this dance.

Finish the dance by throwing the animals up in the air all together, and catching them. Repeat this a few times. Have your animal take a bow, and then take a bow with your animal.

Continue as above. Encourage the children to try to remember the sequence of the story (or show them the pictures in the book) and prompt them to come up with movement ideas for each part of the story. Think of a way to

end the story. The children will have suggestions and many ideas to recreate the story through dance.

Review the parts of the dance several times, and then play some music and perform the dance all together. Repeat several times if it is a dance the children enjoy.

## Summer Camp Reading Activity:

Invisible in the Third Grade by Marjorie Cuyler

**Learning Objectives:** Students will ask and answer questions about the story and create a scene from the story.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



**Equipment/Recourses:**

- Construction paper
- Tissue paper
- Markers
- Crayons
- Writing paper
- Pencils

**Introduction:**

- Tell the students to think about a couple things while you are reading the story: What would you do if you were invisible? What would you use to make yourself invisible?
- Read aloud and ask the students leading questions to determine the main idea of the story.

**Main:**

- Give each student a piece of construction paper (any color) and a piece of tissue paper. Tell the students that they are going to make their own ZXO's Double Trouble Bubble Gum!
- Write the name of the gum on the board and tell the students to write ZXO on their piece of construction paper. This will be a gum wrapper. Tell the students to decorate their wrapper around the letters.
- Once the students have decorated their gum, have the students crumple up their tissue paper. This will represent a piece of gum. Tell the students to wrap their tissue, which will be their gum, inside their ZXO construction paper.
- Once the students are done they can discuss the book.
- Tell the students that it is ok to have to fun, but to be safe and not get in trouble and lie like Alex did. Tell the students it is fun to be silly, however, it is important to be safe about it.**

**Extension:**

- Movement Activity**

**Say to the children:**

- Alex thought of all kinds of things to do when he was invisible, such as scaring Nina and sneaking in to his brother's tree house when he was with his gang of friends. What would you most like to do, that wouldn't hurt anyone, of course, if you were invisible? Allow each child to share an idea. Now I will put on some music (play something fun and lively) and we will all dance together about our ideas! You can dance about your own idea, and then about some of the other ideas we heard from the other students.*

## Summer Camp Reading: Activity

Dog Heaven by Cynthia Rylant

**Learning Objectives:** Students will demonstrate their understanding of story Dog Heaven by drawing a scene from the story.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Equipment/Resources:

- construction paper
- markers
- pencils
- art materials

### Introduction/Starter:

- Ask the students essential questions leading into the story
  - o Where do dogs like to play?
  - o What kinds of treats do dogs like?
- Read the story aloud, stopping to talk about important characters, events and details.

### Main:

- Give each of the students a large piece of construction paper.  Ask the students to create an art piece of where they think dogs most love to play, or what would be a great day for a dog.
  - o Examples: dogs love the yard; dogs love to play with other dogs; some dogs love water.
- Tell the students that they can use whatever kind of decorations they want

### Extension:

## Summer Camp Reading Activity:

The Magic School Bus: Inside a Bee by Joann Cole and Bruce Degen

**Learning Objectives:** Students will write a letter to Mrs. Frizzle asking three questions about bees.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Equipment/Resources:

- a book about bees
- construction paper, including yellow and black

**Introduction:**

Read aloud. Ask the students to think about what they would like to know more about bees.

**Main:**

- Have the students to write a letter to Ms. Frizzle and ask three questions about bees.
- Create bees or bee puppets.
- What questions would bees have about people?

**Extension:**

- Movement Activity** The Flight of the Bumblebee by Rimsky Korsakov or similar music.
- Tell the children that they will do a dance about the story of visiting the beehive.
- Allow the children to dance all together or divide them into smaller groups. Or use dancing bee puppets.
- Put on the music and call out the following prompts:
  - 1. Imagine you are riding in a school bus and Ms. Frizzle hits the lever. The bus begins shaking, and you shrink down to the size of a bee.
  - 2. Feel your wings sprouting, your antennae popping out, and your body turning into the shape of a bee. Try out your wings. You can fly!
  - 3. Go from flower to flower and pump out nectar. Collect pollen and store it.
  - 4. Do a movement that shows other bees where to find the pollen.  5. Chase the bear away from the hive.
  - 6. Turn back into a child--how does that feel?

**Summer Camp Reading Activity:**

Cyrus the Unsinkable Serpent by Bill Peet Materials:

**Learning Objectives:** Students will draw an extension of the story by creating another good deed that Cyrus could have done.

**CCSS: RL.3.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Equipment/Resources:**

- construction paper
- markers
- crayons

**Introduction:**

Read the story aloud and discuss the main ideas.

**Main:**

- Have the students draw a scene of another good deed that Cyrus would do if the story continued.
- Example: Draw how Cyrus could save the student's day.

**Extension:**

- If the student were Cyrus, how could he or she save someone's day?
- Movement** Divide the children into groups and take turns.  *Let's make ourselves into a sea serpent like Cyrus. Line up. Here's what we will do.*
- The leader stands tall, the next child crouches, the next stands taller in order to make the shape of the serpent's body.*
  - Now the leader moves and everyone follows and keeps the position. When I say "change" you change to the opposite position. Begin slowly, then increase the serpent's speed.*

**Summer Camp Reading Activity:**

Edward the Emu by Sheena Knowles

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Equipment/Resources:**

- paper
- crayons
- markers
- cotton balls
- popsicle sticks

**Introduction:**

- Before reading the story ask the students what they like about themselves, and which animal they would like to be. Read aloud Edward the Emu.

**Main:**

- Have the students either draw or make a puppet of what they would like to be and share that with the class.

**Extension:**

- Bring lively music.
- Let's dance the different movements that Edward tried to imitate: a seal; a lion; a snake; other animals; the animal you would like to be.

**Summer Camp Reading Activity:**

The Seven Silly Eaters by Mary Ann Hoberman

**Learning Objectives:** Students will determine the main idea of the story, and as an activity the students will pretend to decorate a cake.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Equipment Resources:**

- small cardboard boxes
- wrapping paper
- magazines
- craft decorations

**Introduction:**

Read aloud the Seven Silly Eaters. Discuss the main ideas. **Main:**

- Have the students cover a cardboard box and pretend to be decorating a cake.

**Extension:**

- Movement Activity**
- Let's make a dance just like the seven silly eaters made a cake! We will use seven ingredients:*
- 1. *Three steps to the right.*
- 2. *Three steps to the left.*
- 3. *Seven marches in a circle.*
- 4. *Both arms reach up in the air, come down, reach up, come down.*  5. *Four big jumps*
- 6. *Slow fall to the ground.*
- 7. *Stand up and take a bow.*
- Practice the movements separately, then combine the seven ingredients together to make a dance. Repeat so that the children remember the order. Then play music and watch them dance.

**Summer Camp Reading Activity:**

Grace For President by Kelly DiPucchio

**Learning Objectives:** Students will create their own “Vote for me” sign, and write 3 reasons explaining why they would make a good president.

**CCSS: RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Equipment Resources:**

- construction paper
- markers
- crayons
- pencils

**Introduction:**

- Read the story aloud. Ask the students to think about what they would do if they were president. Ask the students why they think they would make a good president.

**Main:**

- Have the students create a “Vote for me sign,” and ask them to write three reasons explaining why they would make a good president.

**Differentiation:**

- For struggling writers encourage the students to represent visually their reasons of why they think they would make a good president.