

Sample Lesson



Below is an example of a LitCamp lesson for Grades 1–2 (Orange Bunk), Lesson 3.

An introduction to the featured book, the featured Strength, and the literacy objectives.

Read Aloud An interactive read-aloud experience designed to elicit campers' own voices.

Reading Power A time for campers to become stronger, more strategic readers.

Community Lit Interactive literacy skill building, especially speaking and listening skills.

Library Lion LESSON 3 UNIT: BELONGING

Library Lion
by Michelle Knudsen • Illustrated by Kevin Hawkes

Lions do not belong in libraries! Or do they? Campers will come to better appreciate the theme of belonging as they explore the characters, setting, and key details in this story about a lion who proves to the people in the library community that he does indeed belong.

UNIT GOAL
Through books and shared experiences, campers will appreciate the importance of belonging and develop their sense of belonging to their camp community.

OBJECTIVES
Reading: Campers will use illustrations and details from the story to describe story elements (characters, setting, and key events).
Listening and Speaking: Campers will act out a story utilizing details from the text and illustrations.
Writing: Campers will create their own illustrations and sentences about a favorite story event.

OPENING CAMPFIRE 15

WELCOME
Greet your campers by name as they enter. Invite them to put their personal items away and gather on the floor or other common area.

OPENING SONG
"The Hello Song"

COMMUNITY BUILDING ACTIVITY
Bunk Identity
Explain to campers that their community is the LitCamp Red Bunk. As a group, create and display a banner that identifies the bunk. Teach or have campers customize a Bunk Cheer, which you might decide to use some days as an alternative to the transition song.

TRANSITION SONG
"Now We're Ready"

WORDS OF THE DAY

- describe:** to tell what something or someone is like
- library:** a place in the community where people can use books, computers, and magazines
- rules:** statements about what you are and/or are not allowed to do
- story elements:** the characters, story events (plot), and setting

EL SUPPORT For children whose first language is Spanish, point out the similarity between *describe* and the English term *describe*. Discuss the connection between the Spanish word for book, *libro*, and the English word *library*.

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Opening Campfire A community-building activity, and an introduction to the words of the day.

EL Support Make camp more inclusive and instructive for all.

Bring the Text to Life An activity that creatively celebrates the read-aloud text.

READ ALOUD: Library Lion 25

INTRODUCE THE BOOK
Today is the first day of our new unit, Belonging. Belonging means feeling needed, loved, and respected in a place or community. As we read today's book, think about what it means to belong.

EL SUPPORT Some children may not be familiar with how a library works. Explain that a library is a place where people can borrow books to look at. If possible, give children a tour of the school library, or encourage children's families to take them to a public library to apply for a library card.

DURING READING
As you read, pause for discussion as noted below. The first page of the text is page 3.

- After Page 4:** Why does Miss Merriweather say that the lion can stay? What do you think she would have said if the lion had broken a rule? How do you know?
- After Page 9:** How would you describe the lion? What do we know about him so far?
- After Page 16:** How does the library community feel about the lion? What clues do you see in the illustration that support your thinking?
- After Page 22:** Why is the lion leaving the library? What does this illustration tell us about the lion and Mr. McBee?
- After Page 30:** How are the people feeling right now? What do you see in the illustration that tells you the people are hoping that the lion will come back?

AFTER READING
The author's words told us a lot about the characters, setting, and events. When we really studied the illustrations, we found even more information, especially about the characters!

- Why did Mr. McBee decide to go find the lion even after the lion broke the rules?
- In the end everyone, even Mr. McBee, agreed that the lion belonged in the library. What did the lion do that made them feel this way? Would you have felt the same as the community members? Why or why not?

BRING THE TEXT TO LIFE: Act It Out! 20

INSTRUCTIONS: Invite campers to act out the story of *Library Lion*. Explain that each camper will have a chance to play one of the main characters.

Give campers the freedom to make signs or use other simple props to support the storytelling.

Ask for volunteers or assign the following roles: Lion, Miss Merriweather, Mr. McBee, the story lady, and a few children who use the library.

When the first actors are ready, say, *If you get stuck and forget what comes next, ask for help! Before we start,*

TRANSITION SONG
"The Cleanup Song"

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READING POWER: Story Elements 25

TEACH: An element of the story is like an ingredient in a recipe. The characters, setting, and story events are the elements that work together to make the whole story. Details are the small pieces of information that tell us even more about a story element.

Share the Story Elements chart. This chart shows the characters, the setting, and two key events from the story. Today we're going to practice describing these elements with details. Model how to complete a description by pointing out that you used examples from the book to support your thinking.

STORY ELEMENT	DESCRIPTION
Character: Lion	The lion likes being in the library. He likes to hear stories, and to help the children and Miss Merriweather. He's caring because he breaks the rules to help Miss Merriweather when she is hurt, even when he knows it might get him in trouble.
Character: Miss Merriweather	
Character: Mr. McBee	
Setting: The Library	
Event: The lion becomes part of the library community.	
Event: Miss Merriweather gets hurt and the lion must help her.	

TRY: Today you're going to work with a partner to describe the characters, setting, and key events from *Library Lion*. Each of you has a copy of the book, so you can turn back to important parts of the book for clues.

Give campers time to meet with a partner. Campers will use the elements listed on the chart and describe them with a partner, using the text for support. After campers have described the elements with their partners bring them back together and add their thinking to the chart.

CLARIFY: Strong readers use details from the words and pictures in a text as clues to help them describe characters, setting, and events. We can always look back at the book for more clues.

BUNK TIME: Independent Reading 20

Before settling down for independent reading, have campers stretch, shake, or move in time to music. Campers will read independently for 10 minutes.

After the first 10 minutes, stop them and say, *Campers, now you're going to have some time to read with a friend. I want you and your friend to sit next to each other with the book in between. Take turns reading each page back and forth. When you're done with the book, choose a character, setting, or event from the book. Remember to go back to the text if you think you forgot anything about your story element.*

Select a few campers for reading conferences during this time.

Possible Areas of Focus for Conferencing

- Who are the characters in the book?
- Can you describe one element of the book with details (character, setting, story events)?
- Can you show me a nonfiction text feature in your book? (if the camper is reading nonfiction)

EL SUPPORT Use pictures from *Library Lion* or children's independent reading books to review the meanings of feeling words, e.g., happy, sad, angry, excited, worried, before asking: *How are the characters feeling? How do you know?*

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Bunk Time: Independent Reading A time for campers to choose their own books and build stamina for reading alone.

Closing Campfire Opportunities for personal reflection and praise for what campers have achieved.

COMMUNITY LIT: Play Snapshot 15

RULES FOR THE GAME: Today we're going to play a game called Snapshot! You'll close your eyes and I'll choose three campers to pose in a snapshot, like a posed photograph, while the rest of you still have your eyes closed. Then I'm going to say, "Ready, Set, Snapshot!" and you can open your eyes. You'll have 15 seconds to look at the pose, and then I'm going to say, "Time's up!" and the campers who were posed will sit. Then we're going to see how many details you can remember about the pose.

Note: If you have on hand some simple props, such as hats, sunglasses, or toys that you can add to a "snapshot," you can add to the fun of the game. Encourage campers to be specific about what they observed in each "snapshot." If needed, ask questions such as: *Who was sitting in the chair? Who was smiling? What snapshot was your favorite? Why?*

WRITING POWER: A Favorite Story Event 15

TEACH: Today we've been talking about using details when describing the story elements: the characters, setting, or events in a story we read. For your writing, you're going to illustrate your favorite moment from *Library Lion* and tell or write a sentence to go with your picture. Include as many details as possible about the characters, setting, and event in your picture. The moment you pick can be one that's in the book, such as when *Library Lion* breaks the rules by roaring, or a moment that isn't in the book, such as when *Library Lion* does when he leaves the library after saving Miss Merriweather. Remember how much information we got from Kevin Hawkes's illustrations? Try to make your illustrations as detailed as his.

TRY: What moment from *Library Lion* do you want to illustrate? Why? Turn and talk, share the moment with a partner, then get ready to draw and write.

CLARIFY: You're going to create an illustration for *Library Lion*. Remember to include details that give information about the moment you're illustrating. Tell or write about your drawing, too.

SHARE OUT: Have volunteers share their pages.

EL SUPPORT Help ELs add labels to their pictures using English words and words from their first languages. For example, if a child's favorite scene is when Mr. McBee finds the lion in the rain, you might suggest labeling the umbrella.

CLOSING CAMPFIRE 15

WORD GAME: True or False?
Review the words of the day and then have campers stand in a circle. Explain that you are going to use the words in sentences. Campers should clap if a sentence is true. If it sounds false, they should stamp their feet. You may also want to give volunteers time to correct false sentences or make up new sentences of their own—and have other campers clap if they think the new sentence is correct.

A library is a good place to eat breakfast.
"No running" was one of Miss Merriweather's rules.
When you describe something, you never give any details about it.
The setting of a story or where and when the story takes place, is one kind of story element.

REFLECTION QUESTION: Turn knees to knee and discuss this question with your partner. *What did you learn about belonging from reading and discussing *Library Lion*? What makes you a valuable member of your community?*

PRaise AND AFFIRMATION: Offer concrete praise and affirmation for reading steps or new things the campers have tried today and/or ways they have demonstrated one of the 7 Strengths.

SHOOTING STARS DANCE: Together with the rest of the group, throw shooting stars (pretend to throw a basketball into a hoop). The campers get to do a dance with the praise, or they can put it in their pockets.

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Writing Power Writing activities that extend the learning about the read-aloud text and the 7 Strengths.