

Pat Can Camp

Basic Reading | 1st Grade

CLASS
ACTIVITIES



LITERACY



MINDSET

What is a CVC word?

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in red.

1. DECODE CVC WORDS (30 MINUTES)

Remind students that in a CVC word, the vowel in the middle of the word usually makes a short sound. Talk about the title of the book and point out that it has two CVC words (*Pat* and *can*). Use these words as an example of the short a sound: păt (not *p-ay-t*) and kăn (not *k-ay-n*).

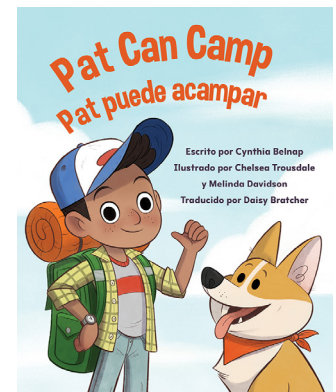
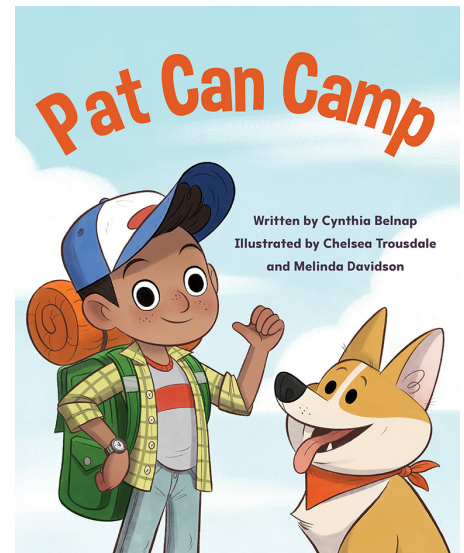
As you read (or re-read) the book together, stop at the end of each page and ask students to point out the CVC words. Then ask students to pronounce each CVC word, correcting for any errors. For example, page 2 has three CVC words: *tan*, *mat*, and *Pat*.

2. GO ON A CVC WORD HUNT (30 MINUTES)

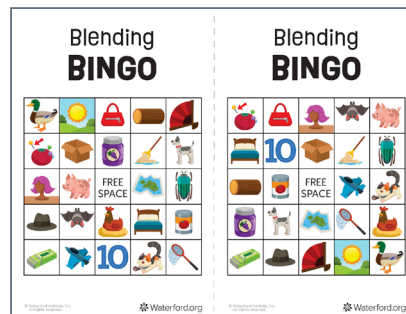
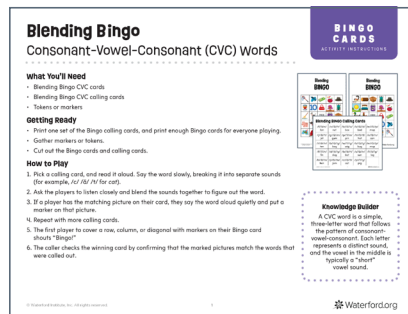
Print out pictures of items that are CVC words (like *ham*, *bed*, *mop*, and *gum*). Hang the pictures around the classroom and have students (in pairs or individually) walk around and look at the pictures. Instruct students to write down all of the CVC words that they find. Afterward, have students share the words they found, and ask them to sound out each word as they share. Acknowledge that some pictures may have various answers—for example, a picture of a *van* could also be called a *car*.

3. PLAY CVC WORDS BINGO (30 MINUTES)

Play Blending Bingo! Print out the [Blending Bingo calling cards and game cards](#) and enjoy a game of Blending Bingo. Students can play individually or in pairs. Instructions for this game are included in the resource.



Use the Spanish book [Pat puede acampar](#) to help support Spanish-speaking ELL students with these activities.



Blending Bingo

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What is the setting in a story?

4. IDENTIFY SETTING (30 MINUTES)

Help students understand that the **setting** of a story is the **time and place** in which the story happens. Explain that you can understand a story's setting by thinking about both the words and the pictures. Tell students that you will be looking at the words and pictures in *Pat Can Camp* to understand the setting. Also, it's important to mention that the setting can change throughout a story.

Go through each page of the book with the class and talk about the setting. Guide students to understand setting by asking questions about the images and text. For example, on page 1, ask "What does the color of the sky tell us about the time of day?" On page 2, ask, "Pat is kneeling on the grass. He says that he has a tent. What does this tell us about where he is?"

As you go further into the book, encourage students to point out details on their own that help them understand the setting.

5. PLAN A NARRATIVE (45 MINUTES)

After completing the previous activity, students should know that in *Pat Can Camp*, Pat's adventure began in the morning and ended at night. Tell students that they are now going to write their own story about a fun day they have experienced.

Have students brainstorm ideas for their narrative. Once they have decided on a fun day to write about, provide them with the [Story Board 1](#) graphic organizer to plan their narrative. On the story board, students will write the events of the day in order and sketch a picture to illustrate each event. Instruct students that the first box should show what happened in the morning, the second box should show what happened in the afternoon, and the third box should show what happened at night. Also, remind students that this is the pre-writing stage, so they don't need to write in complete sentences or color their pictures yet.

6. WRITE AND ILLUSTRATE A NARRATIVE (60 MINUTES)

Help students turn their prewriting into a short book. Provide blank sheets of paper and drawing supplies, and have students tell about their fun day in a narrative. Each page of the narrative should have at least one sentence and an illustration. Remind students that they should be telling events in order (morning → afternoon → night). Also, at this stage students should write in complete sentences.

Give students time to color their illustrations, and guide them in creating a cover page with a story title, their name, and an illustration. When finished, help students bind their books with string or another method. Students can also read their stories aloud to the class or in groups.



ELL SUPPORT

While reading the book, pause regularly to ask comprehension check questions via circling. Review the details of the story using questions that are not open-ended.

Name _____ Date _____	
Story Board 1	
Use pictures and words to tell the events of a story in order.	
1	
2	
3	

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Story Board 1