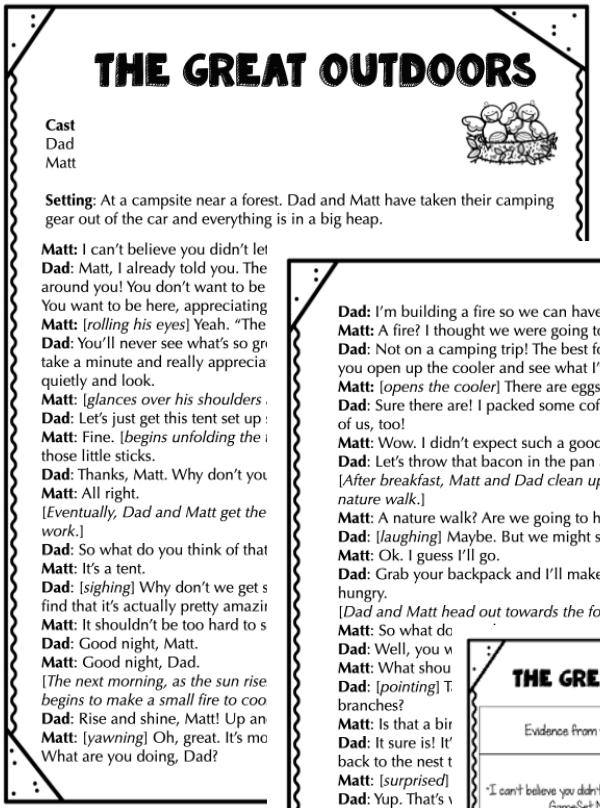
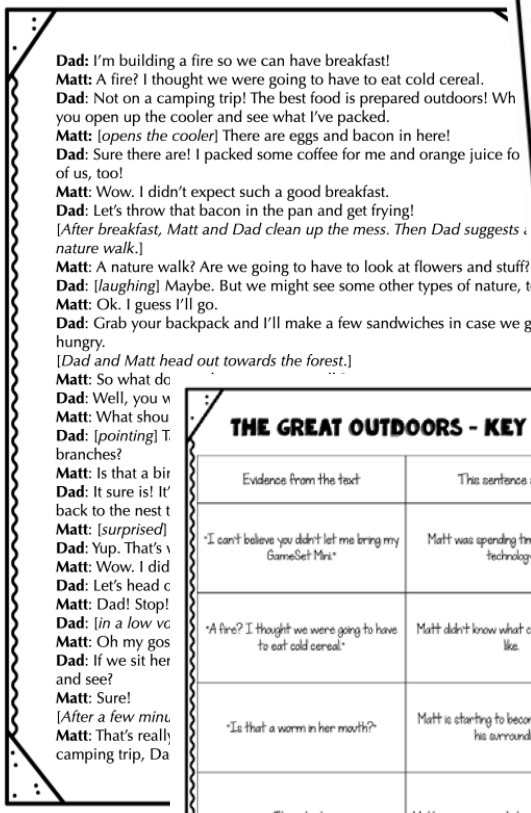
RLA TEXAS TEST PREP CAMP

Review for the reading & writing RLA test!

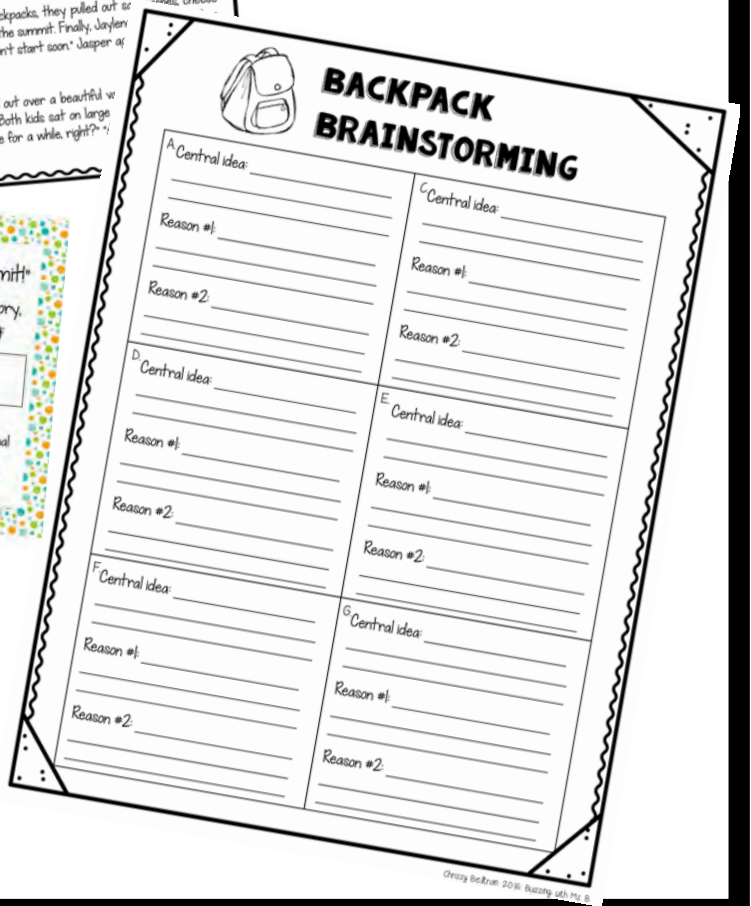
24 engaging, hands-on stations activities to help students review and prepare for their RLA Reading & Writing test!

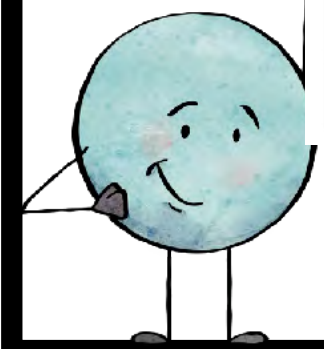










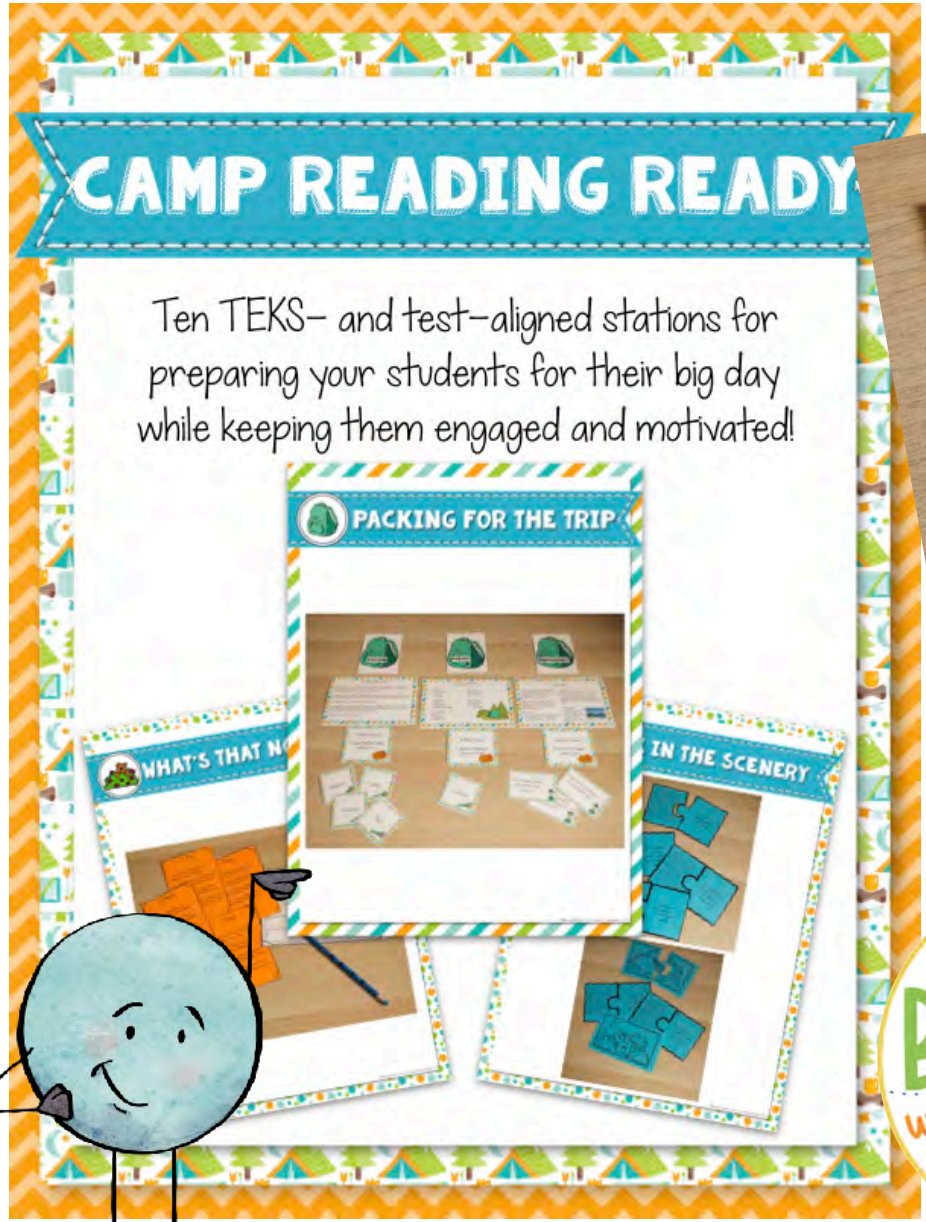


BUZZING with Ms. B

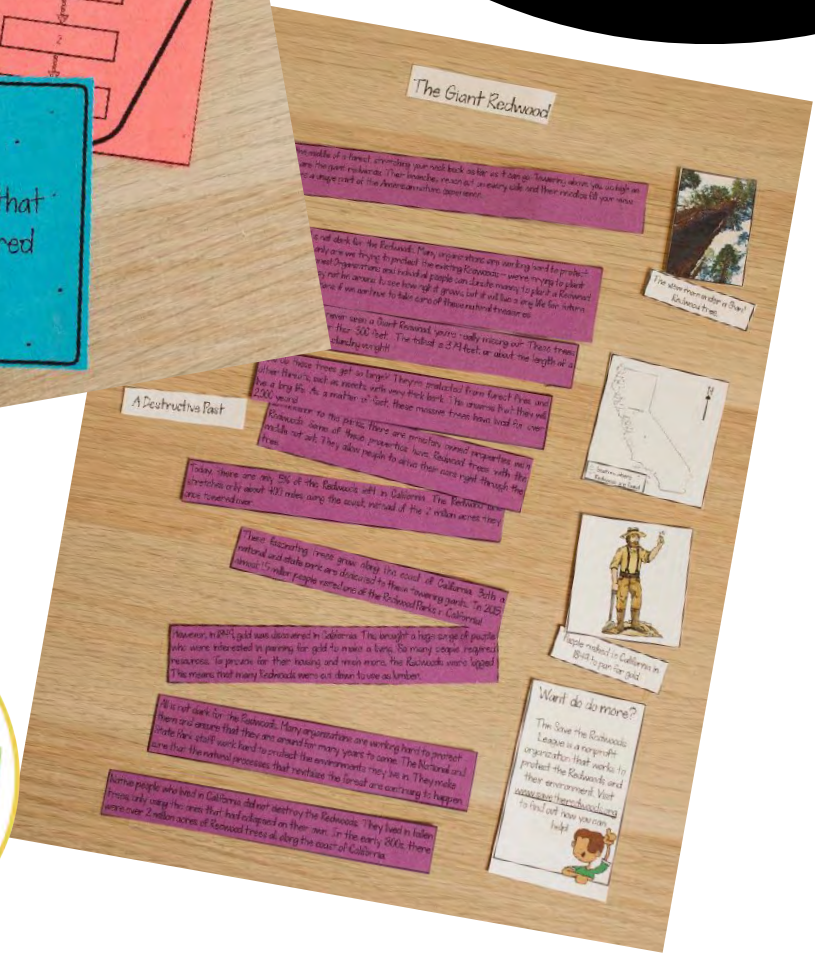
CAMP READING READY

RLA reading test prep camp

Engaging, hands-on stations activities to help students review and prepare for their RLA Reading test!







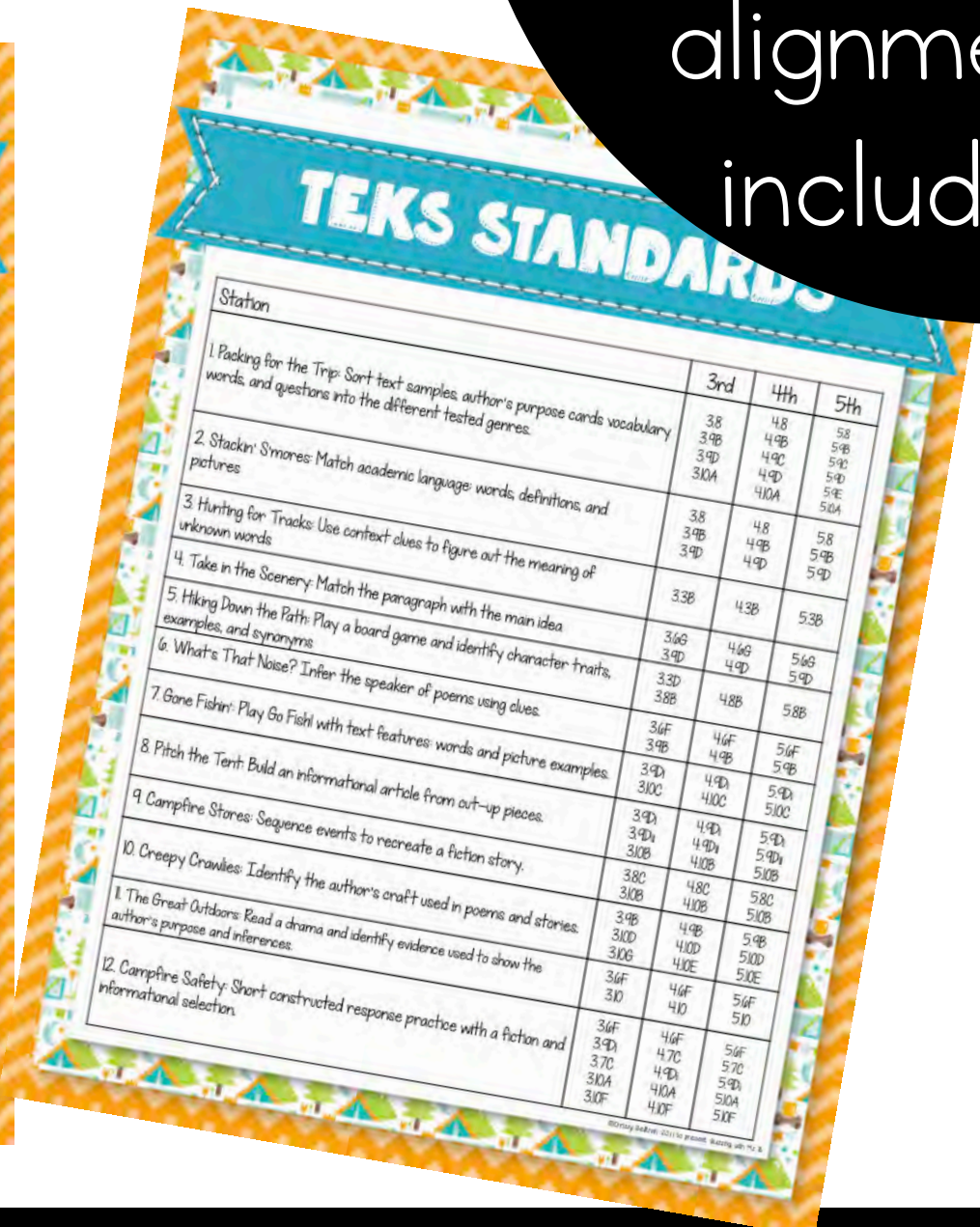
BUZZING with Ms. B

12 STATIONS TO TARGET READING SKILLS

REVIEW THE SKILLS YOUR KIDS NEED

3rd, 4th & 5th TEKS alignment included!





ENGAGEMENT STRATEGIES

THE TOOLS YOU NEED TO KEEP KIDS MOTIVATED

Camp badges, punch cards, and bracelets keep kids working towards a goal!

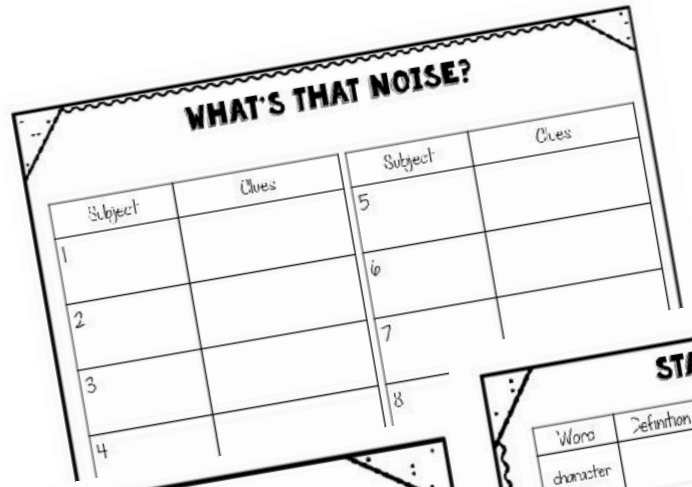




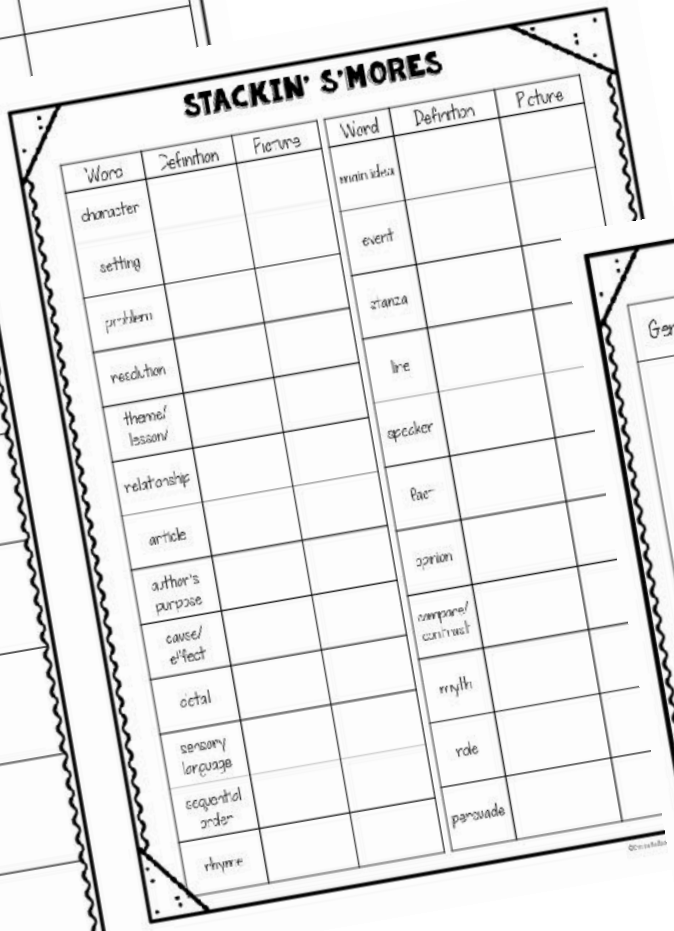


ANSWER KEYS & RECORDING SHEETS

Most activities include a recording sheet to help you get grades easily if you need them!









STACKIN' S'MORES
ACADEMIC LANGUAGE MATCH

Vocabulary is an important part of test-taking!



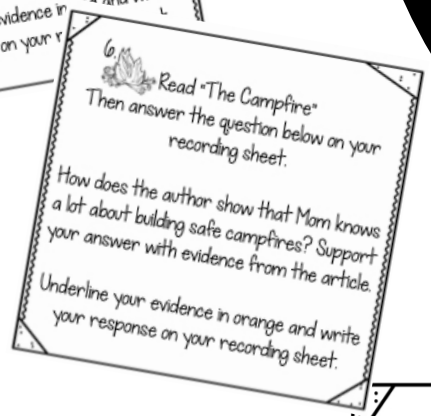


Match academic language: words, definitions, and pictures

CAMPFIRE SAFETY

Read fiction & informational texts and practice writing six short constructed responses! Questions about central idea, author's purpose, character change and more!





A FOREST FIRE!

(1) You're enjoying a beautiful day in the sunshine. You slither along a branch, your long tongue reaching for a tasty bug. Suddenly, you catch a whiff of something dangerous. It's a forest fire!

(2) Forest fires are also called wildfires. On a windy day, a small fire can spread quickly. Wind can carry the flames across the tops of trees for miles, creating an enormous "crown fire". In many cases, a forest fire will burn in a pattern where some areas are completely burned and some are not burned at all. This is called a "mosaic" pattern.

(3) Some natural causes of wildfires include lightning strikes or long periods of drought where no rain has fallen. Plant life can be very dry and the plants are ready to burn if a tiny ember lights them on fire. However, these causes only create around 10% of forest fires. According to the National Park Service, over 85% of forest fires are caused by humans! How are humans starting these devastating fires? They're often building campfires in dangerous locations or leaving their campfire unattended.

(4) It's not impossible to take care of our forests. Pay close attention to the spots you're choosing for your campfires, and never leave the campfire lit when you're not able to see it. At night, cover the campfire with water and mix dirt or soil into the embers to make sure the fire is completely put out.

(5) Forest fires affect plant and animal life, and humans too! Animals especially are harmed. They may be killed in the fire or have to relocate to another spot, coming into contact with humans.

(6) We can protect our scaly, furry, and feathered friends by being careful with our campfires!

B THE CAMPFIRE

(1) "Grab some of those smaller branches over there," said Hannah's mom, pointing to the heap of twigs near the base of a tall tree. "Do you think it's a good idea to build a fire, mom?" Asked Hannah. "What if we start a wildfire?" Hannah slowly walked over to the tree, gathering up an armful of branches and bringing them back to the place her mom had designated to build the campfire.

(2) "There are lots of precautions we can take, Hannah. This is the fire ring," said her mom, pointing to a circle of rocks on the ground. "See how it's clear of trees and grass in this area? It's safe to build a fire here because there's nothing for it to spread to. Now let's set out a bed of tinder. Can you hand me the box where I collected pine needles? I also brought some cardboard from home."

(3) Together, Hannah and her mom laid the pine needles and cardboard inside the circle, making a bed that would catch fire easily. Hannah was still nervous about the fire but she was relieved the fire ring was a safe place to light one.

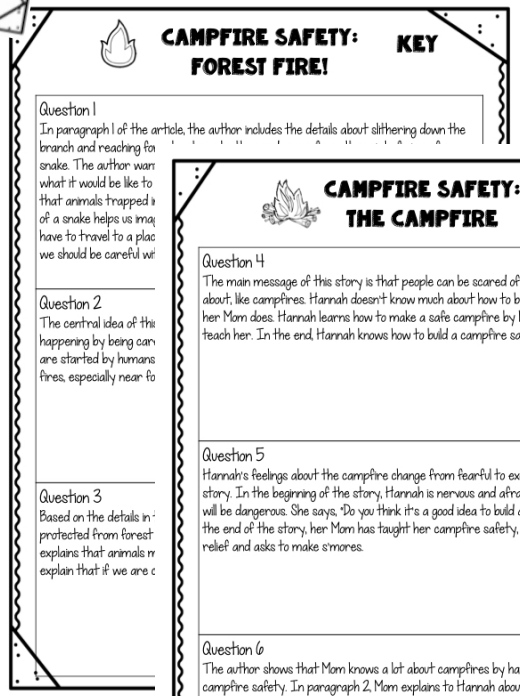
(4) "Ok, now let's stack up the smaller branches," said Mom. "In my guide book, they call it kindling!" said Hannah. "Yes! Kindling catches fire and stays lit long enough to light the bigger logs. The logs are what will keep us warm." Mom began placing larger logs on top of the kindling.

(5) "What if it's windy?" asked Hannah. "What if the wind blows the fire onto our tent or the trees?"

(6) "I checked the weather, Hannah, and it's going to be calm and still. It's the perfect day for a campfire," said Mom.

(7) Hannah sighed with relief. It seemed like Mom had thought of everything! She watched as the fire as it spread to the logs and the smoke rose into the evening sky. "Ok. Can we make s'mores then?"

(8) "Of course! I've got marshmallows and sticks right here." Hannah laughed. Mom HAD thought of everything!



STACKIN' S'MORES

STACKIN' S'MORES

If you're going camping, you'll probably want to make some tasty s'mores around the campfire. To make a s'more, you'll need graham crackers, chocolate, and marshmallows. That's exactly what you'll need for the next activity! Match the vocabulary word with the picture and definition to build a s'more!

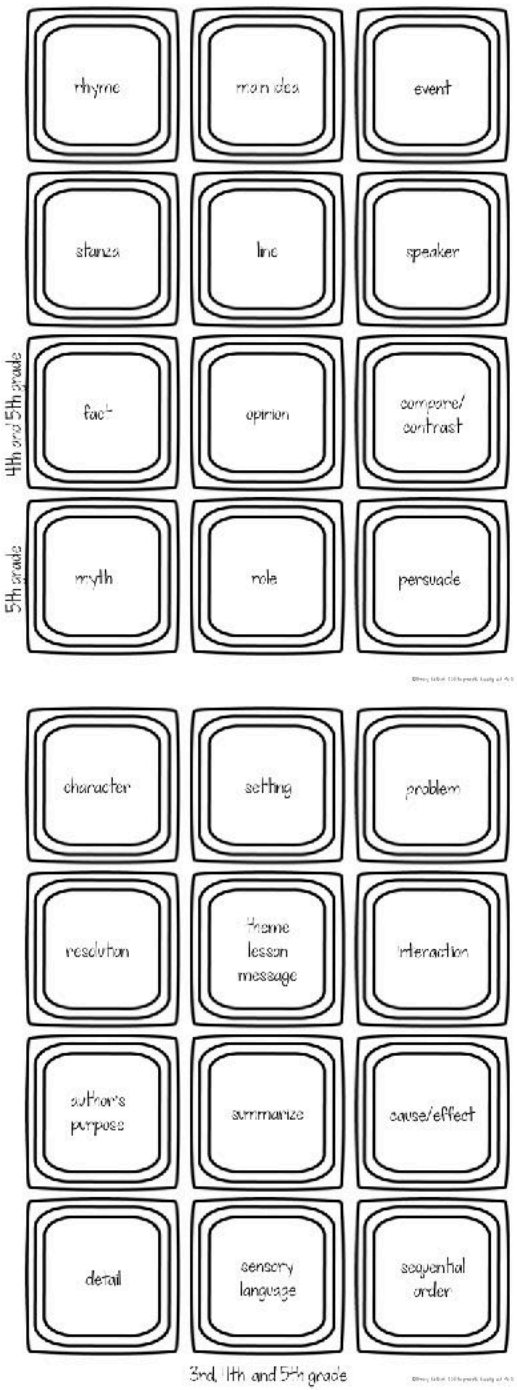
1. Sort the cards into three stacks: chocolate (vocabulary words), marshmallows (pictures) and graham crackers (definitions).
2. Decide how you'll play. Free-for-all or Memory?

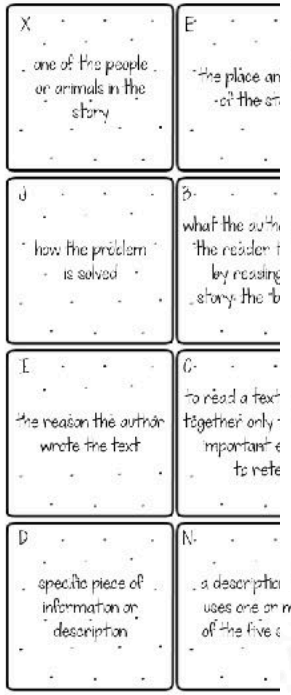
Free-for-All directions:

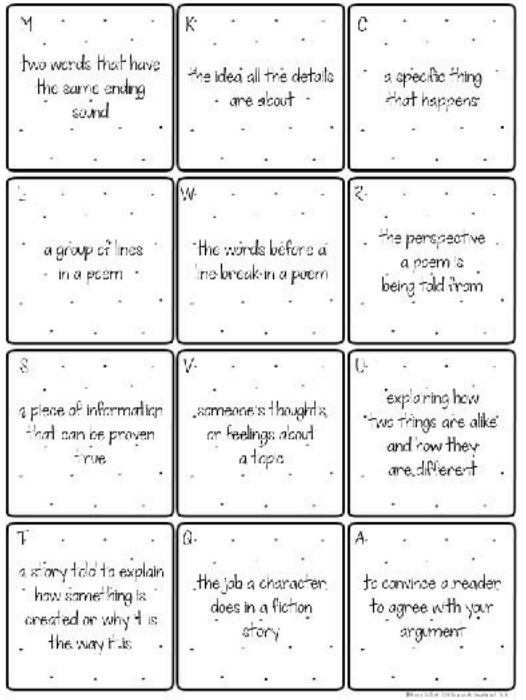
Pull out one vocabulary word card. Dig through the picture cards and the definitions until you find a match. Make a s'more by stacking them up! Then continue until you've matched all the words.

Memory directions:

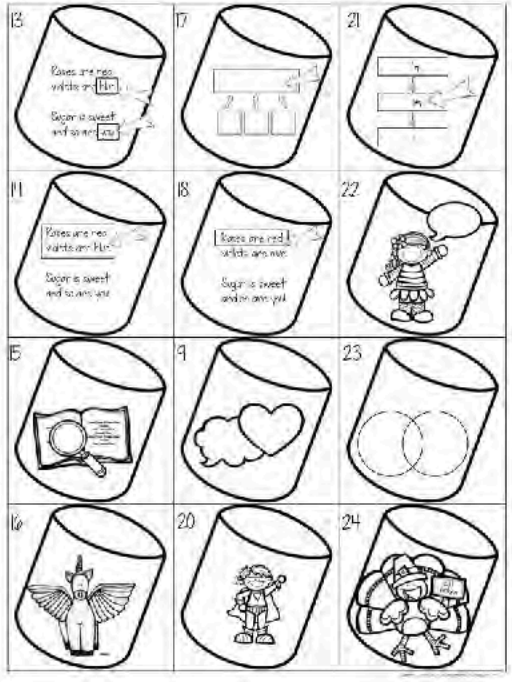
Take turns. Flip all the cards over, with the backs facing up. Player one gets to flip over three cards. If they make a match, they keep the s'more stack and get to try again. If they don't, it's player two's turn to try to make a s'more stack!







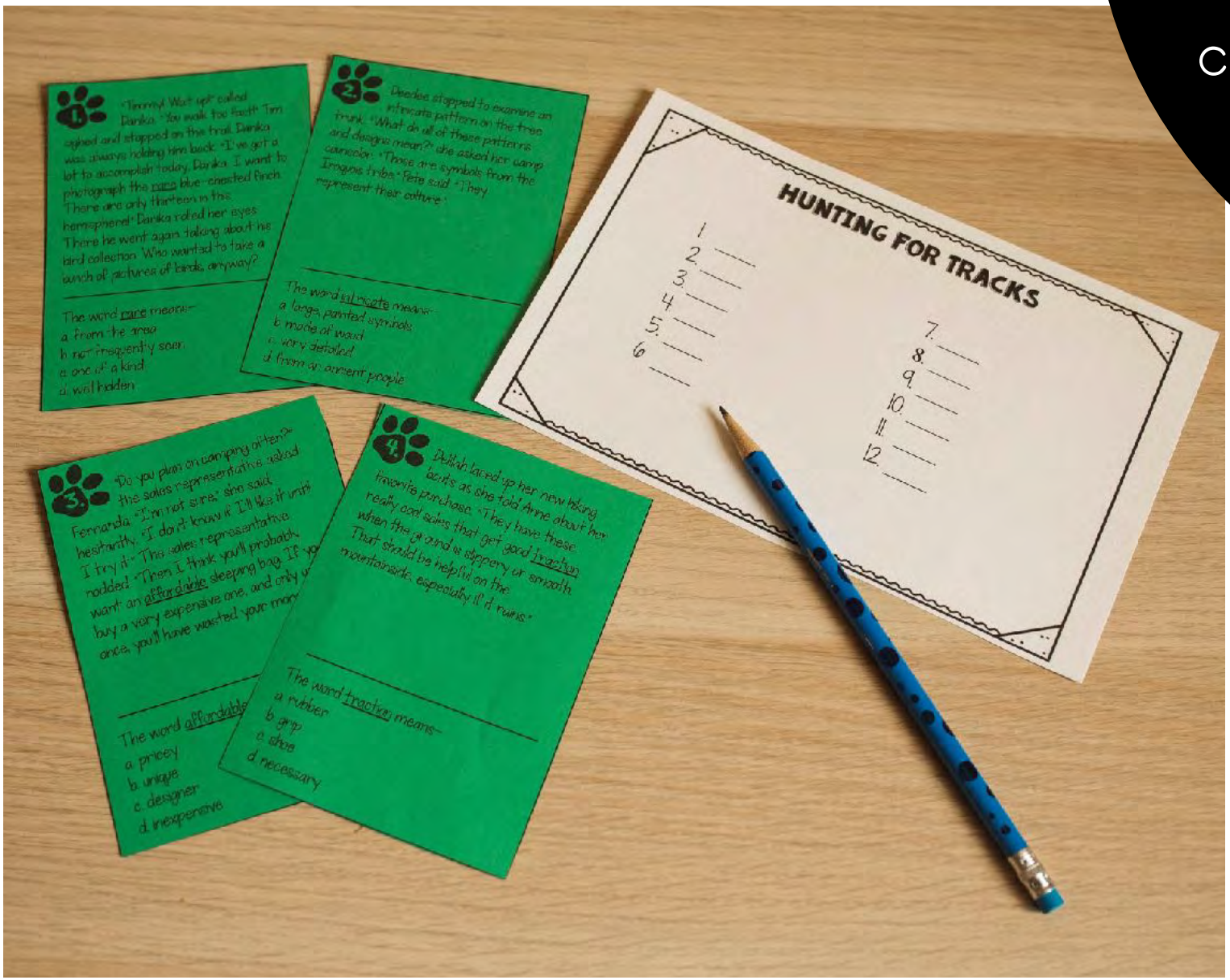




HUNTING FOR TRACKS

CONTEXT CLUES TASK CARDS

Help students apply context clues with 12 fun task cards!



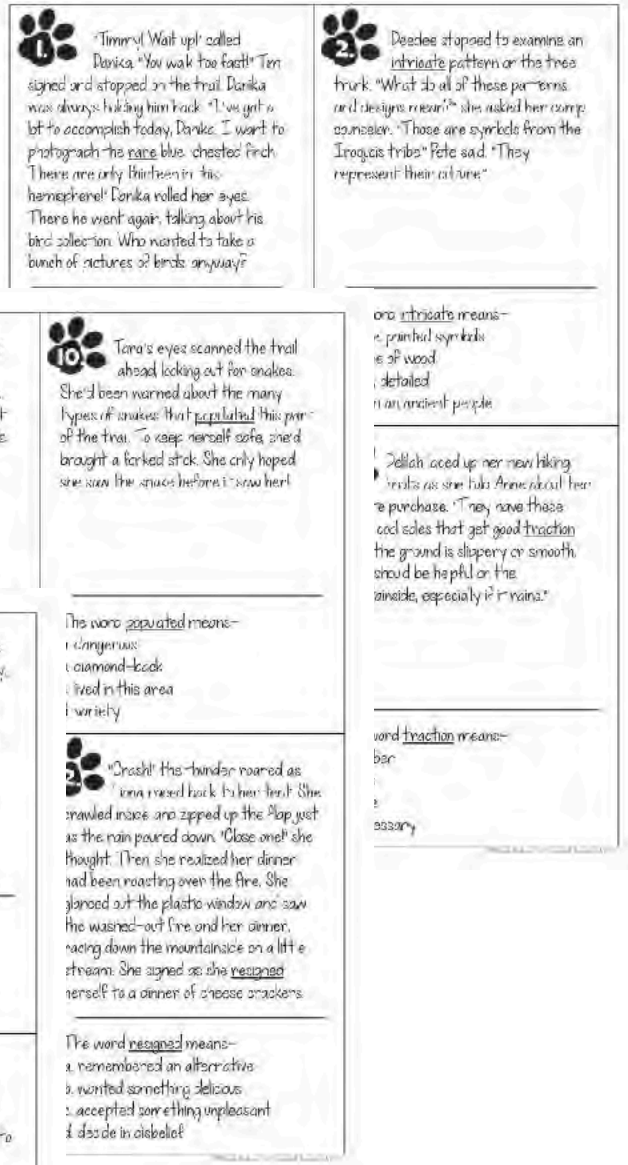
Use context clues to figure out the meaning of unknown words

HUNTING FOR TRACKS

HUNTING FOR TRACKS

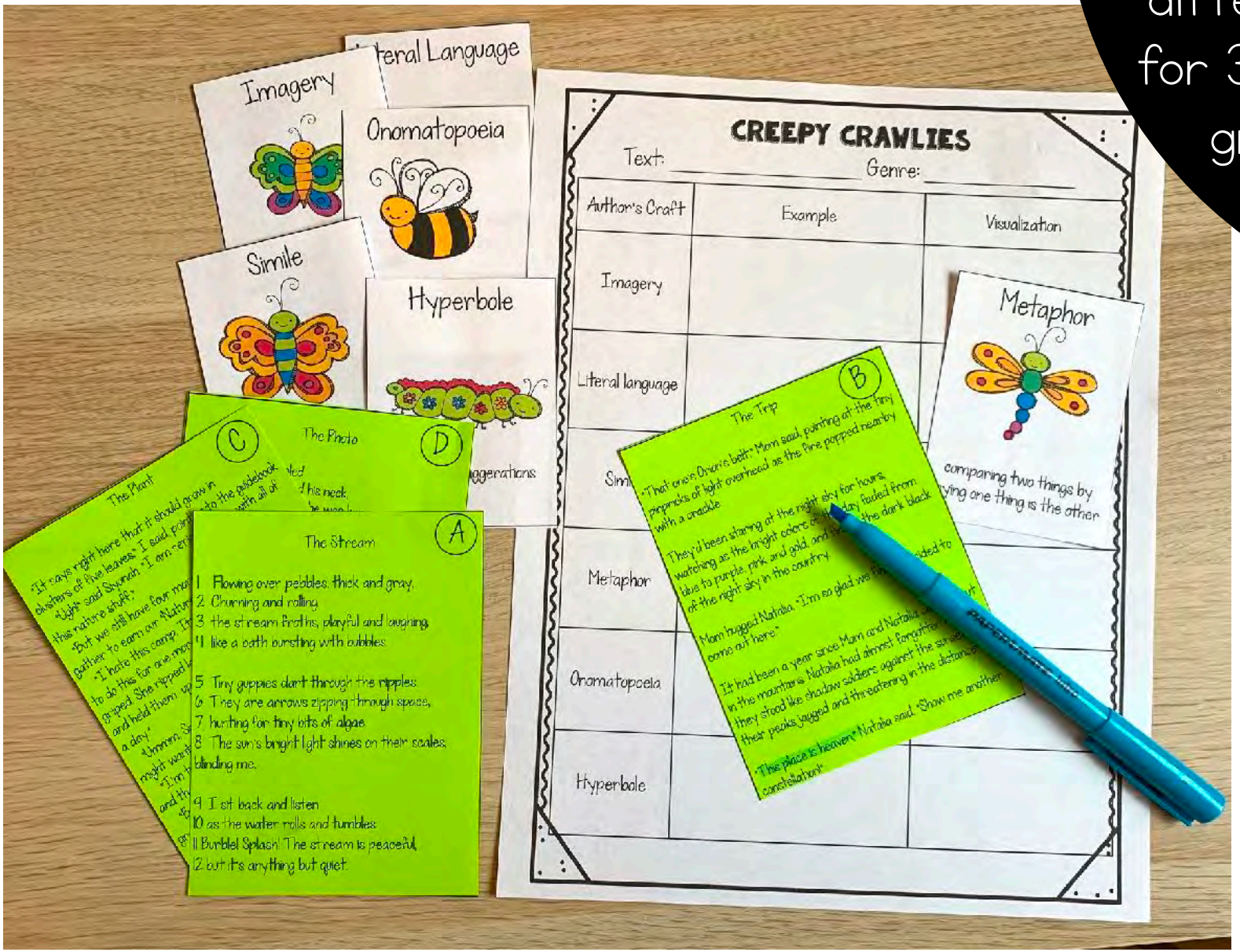
Have you ever hunted for animal tracks in the woods? You have to be very observant, and find all the clues. That's what you have to do to figure out the meaning of unknown words, too! In this activity, you'll hunt for clues and use them to figure out what the nonsense words mean!

1. Pull out an animal track card.
2. Read the paragraph and notice the underlined nonsense word.
3. Find context clues that will help you figure out the meaning of the nonsense word.
4. Choose the correct meaning from the answer choices and record it on your recording sheet.



CREEPY CRAWLIES
AUTHOR'S CRAFT HUNT

Four different text choices and differentiated cards for 3rd, 4th, and 5th grade that match the TEKS!



Identify the author's craft used in poems and stories.

CREEPY CRAWLIES

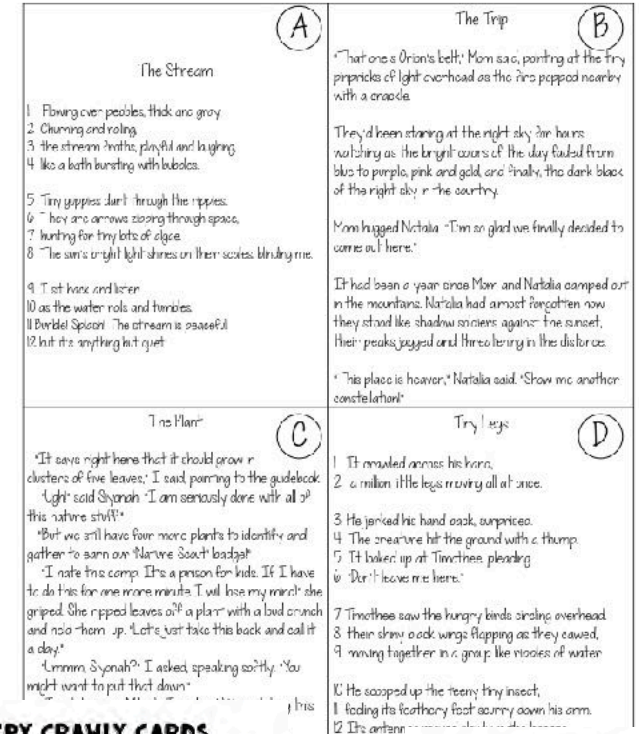
CREEPY CRAWLIES

If you're going camping, you'll want to keep an eye out for insects! Some insects camouflage and it can make it really hard to find them, so you'll have to search closely to find them. You might even need a flashlight to make sure no creepy crawlies are in your tent!

In this activity, you'll hunt for creepy crawlies in the text. Each creepy crawly bug represents a different kind of figurative language or author's craft. Hunt in the poems and mark them when you find them!

1. Choose a text.
2. Get your flashlight ready! You can use a highlighter or a colored pencil.
3. Choose a creepy crawly. Read the description so you know what to look for.
4. Hunt in the text and find an example of the author's craft. Mark it with your flashlight!
5. Add it to your recording sheet.

TEXT CHOICES



A

The Stream

1 Flowing over pebbles, thick and gray
2 Churning and rolling,
3 the stream froths, playful and laughing
4 like a bath bursting with bubbles.

5 Tiny guppies dart through the ripples.
6 They are arrows zooming through space,
7 hunting for tiny bits of algae.
8 The sun's bright light shines on their scales, blinding me.

9 I sit here and listen
10 as the water rolls and tumbles.
11 Peaceful Spoon! The stream is peaceful.
12 but it's anything but quiet.

B

The Trip

"That one is Orion's belt," Mom said, pointing at the tiny pinpricks of light overhead as the fire popped nearby with a crackle.

They'd been staring at the night sky for hours, watching as the bright colors of the day faded from blue to purple, pink and gold, and finally, the dark black of the night sky in the country.

Mom hugged Natalia. "I'm so glad we finally decided to come out here."

It had been a year since Mom and Natalia camped out in the mountains. Natalia had almost forgotten how they stood like shadow soldiers against the sunset, their peaks jagged and threatening in the distance.

"This place is heaven," Natalia said. "Show me another constellation!"

C

The Plant

"It says right here that it should grow in clusters of five leaves," I said, pointing to the guidebook.
"Ugh!" said Siyonah. "I am seriously done with all of this nature stuff!"
"But we still have four more plants to identify and gather to earn our 'Nature Scout' badge!"
"I hate this camp. It's a prison for kids. If I have to do this for one more minute, I will lose my mind!" she gripped. She ripped leaves off a plant with a loud crunch and ate them up. "Let's just take this back and call it a day."
"Ummm, Siyonah?" I asked, speaking softly. "You might want to put that down."

D

Tiny Legs

1 It crawled across his hand,
2 a million little legs moving all at once.

3 He jerked his hand back, surprised.
4 The creature hit the ground with a thump.
5 It looked up at Timothee, pleading.
6 "Don't leave me here."

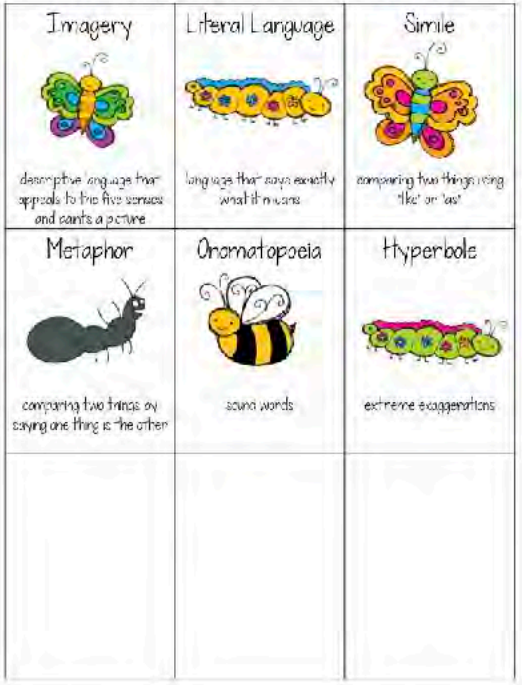
7 Timothee saw the hungry birds circling overhead.
8 their shiny black wings flapping as they cawed,
9 moving together in a group like ripples of water.

10 He scooped up the teeny tiny insect,
11 feeling its feathery feet scurry down his arm.
12 Its antenn

13 Timothee
14 the tall tre

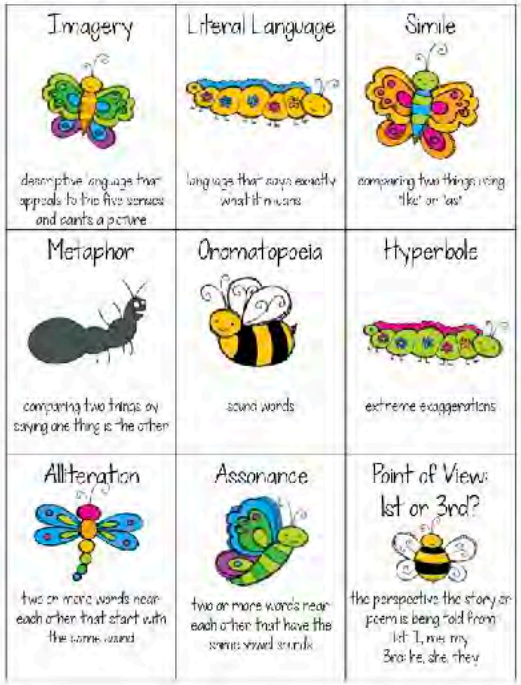
this
leafy
prong

3RD GRADE CREEPY CRAWLY CARDS



Imagery	Literal Language	Simile
descriptive language that appeals to the five senses and paints a picture	language that says exactly what it means	comparing two things using "like" or "as"
Metaphor	Onomatopoeia	Hyperbole
comparing two things by saying one thing is the other	sound words	extreme exaggerations

4TH & 5TH GRADE CREEPY CRAWLY CARDS



Imagery	Literal Language	Simile
descriptive language that appeals to the five senses and paints a picture	language that says exactly what it means	comparing two things using "like" or "as"
Metaphor	Onomatopoeia	Hyperbole
comparing two things by saying one thing is the other	sound words	extreme exaggerations
Alliteration	Assonance	Point of View: 1st or 3rd?
two or more words near each other that start with the same sound	two or more words near each other that have the same vowel sounds	the perspective the story or poem is being told from: 1st: I, me, my 3rd: he, she, they

TAKE IN THE SCENERY

MAIN IDEA & PARAGRAPH MATCHING



Students can check their answers with the fun puzzle scene on the back!

10 paragraphs with correct and incorrect main idea choices to choose from!

Match the paragraph with the main idea

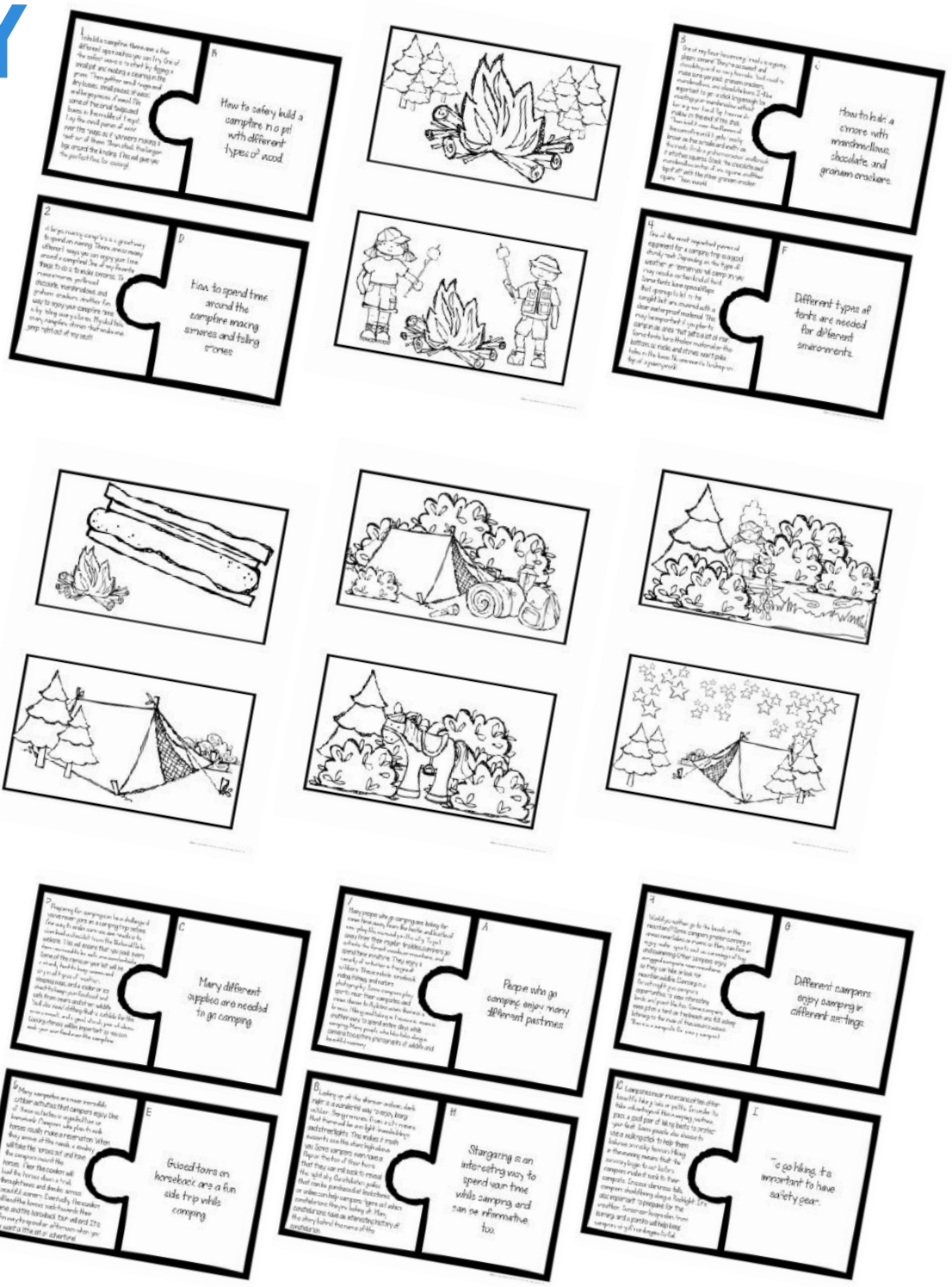
TAKE IN THE SCENERY

TAKE IN THE SCENERY

If you're camping, you're going to see some beautiful scenery! Lots of trees, flowers, and streams. You may even see some wildlife up close! All of these different pieces of the view will combine in your memory to give you a beautiful picture of the best parts of your trip.

In this activity, you'll pull together lots of details to figure out the main idea of paragraphs. Just like when you see something interesting and want to take a photo of it, you'll need to look at the details and then take a step back to capture the whole idea.

1. Separate your puzzle pieces into paragraphs and main ideas, with the words face-up.
2. Choose a paragraph puzzle piece and read it. Think about what ideas you see repeating in the paragraph and what the main idea could be.
3. Look at the main idea pieces. Choose the one that matches the main idea of the paragraph and put the puzzle together.
4. Flip it over to check and make sure you've got a match!
5. Record your answer on your recording sheet.



HIKING DOWN THE PATH

REVIEW CHARACTER TRAITS

This game gets kids making inferences about character traits!



Play a board game and identify character traits, examples, and synonyms

HIKING DOWN THE PATH

HIKING DOWN THE PATH

Going hiking is a fun way to spend a day when you're out camping! A good camper will have a map that shows a safe hiking trail to make sure you'll find your way back to camp. To play this "Hiking Down the Path" game, you'll need the included map, too! You'll use the map and some character traits cards to help you get from the mountains back to your campsite. Here are the rules of the game:

1. Play in partners: two players can play on one board.

2. Each player chooses a game piece. All pieces must start at the "start" circle. The goal of the game is to make it to the "finish" circle with the fewest character cards left in your stack.

3. Divide up the character cards evenly between the two players. Some character cards are synonyms and some are paragraphs that describe a character with a certain trait.

4. Player One goes first. They move their piece one square and read the character trait on the square. Then they search through their character cards to see if they have a character who demonstrates that character trait. If they do, they can place their character card in a face-down stack and move two more squares. (Do not look for another character card at this point; just leave your piece th the next turn). If they do not they have to stay on their original sq land on a "FREE" space, you can move forward one space automatically.

5. Player Two takes their turn in the same way, moving forward two s have a matching card, or staying on the same square if they don't.

6. The player with the fewest character cards left in their hand at th game wins!

busy
energetic

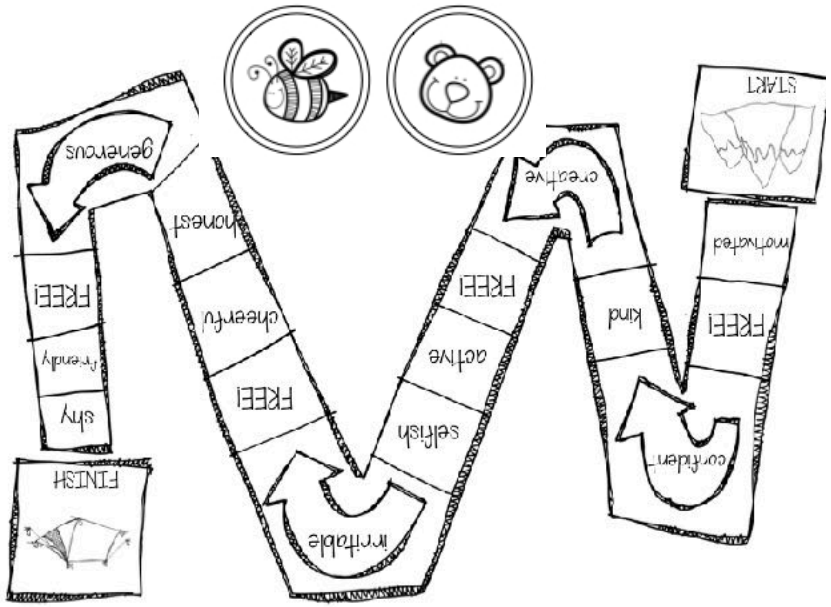
purposeful
determined

sweet
considerate

greedy
self-centered

happy
pleasant

giving
charitable



Tyrone looked down at the five dollar bill peeking out from under his shoe. He looked around him but couldn't see anyone who could have dropped it. Slowly, he bent down to pick it up. Turning back, he walked towards the cashier. "I found this five dollar bill," he said.

Tyrone is _____.

Selena waved to the little girl sitting on the bench. "I noticed you're sitting here by yourself," she said. "Would you like to take a walk with me?" "Sure," said the little girl. "My name is Maria." "Nice to meet you, Maria. I'm Selena. Are you new here at Pebble Beach School?"

Selena is _____.

I'm peeked out from behind his math book. There were so many kids he didn't know! Hopefully no one would talk to him. Then he saw the teacher stand in the front of the room. "We're going to play a getting-to-know-you game," she said excitedly. "Oh no!" I'm thought. "I'm going to have to talk in front of all these kids!"

I'm is _____.

approachable
amiable

Tanya was exhausted, but there were three more hours until the contest was over. "I have to sell the most boxes of cookies!" she thought. She hiked her backpack up over her shoulder and trudged down the street, heading to the next house. "I have to win!"

Tanya is _____.

Darla asked Jenee, "Did you study for the test?" Jenee responded, "I studied for hours over the weekend. I feel pretty good about it. I know every single fact in that science book!"

Darla is _____.

Martin spotted a little boy who had tripped over a rock and tumbled to the ground. He quickly jogged over to his side. "Can I help you up?" Martin asked the little boy. "Yes, please." Carefully, Martin pulled the boy up by his left arm.

Martin is _____.

Saveed looked at his plain orange pumpkin. His Paint-a-Pumpkin project was due tomorrow and he hadn't done a single thing. "Are you stuck for an idea?" asked his mother. "Nope," said Saveed. "The problem is that I have too many ideas!" He held up his notebook full of sketches of pumpkins: pumpkins wearing hats, pumpkins with interesting faces, and pumpkins that looked like characters from the stories he had written. "I can't choose. There are too many options!"

Saveed is _____.

Demetri glanced over his shoulder at the kids playing basketball. "If that ball comes over here one more time," he thought. Suddenly, a young girl appeared in front of him. "Would you like to play with us?" she asked, kindly. "No," said Demetri, annoyed. "I just want to finish my homework assignment. Leave me alone."

Demetri is _____.

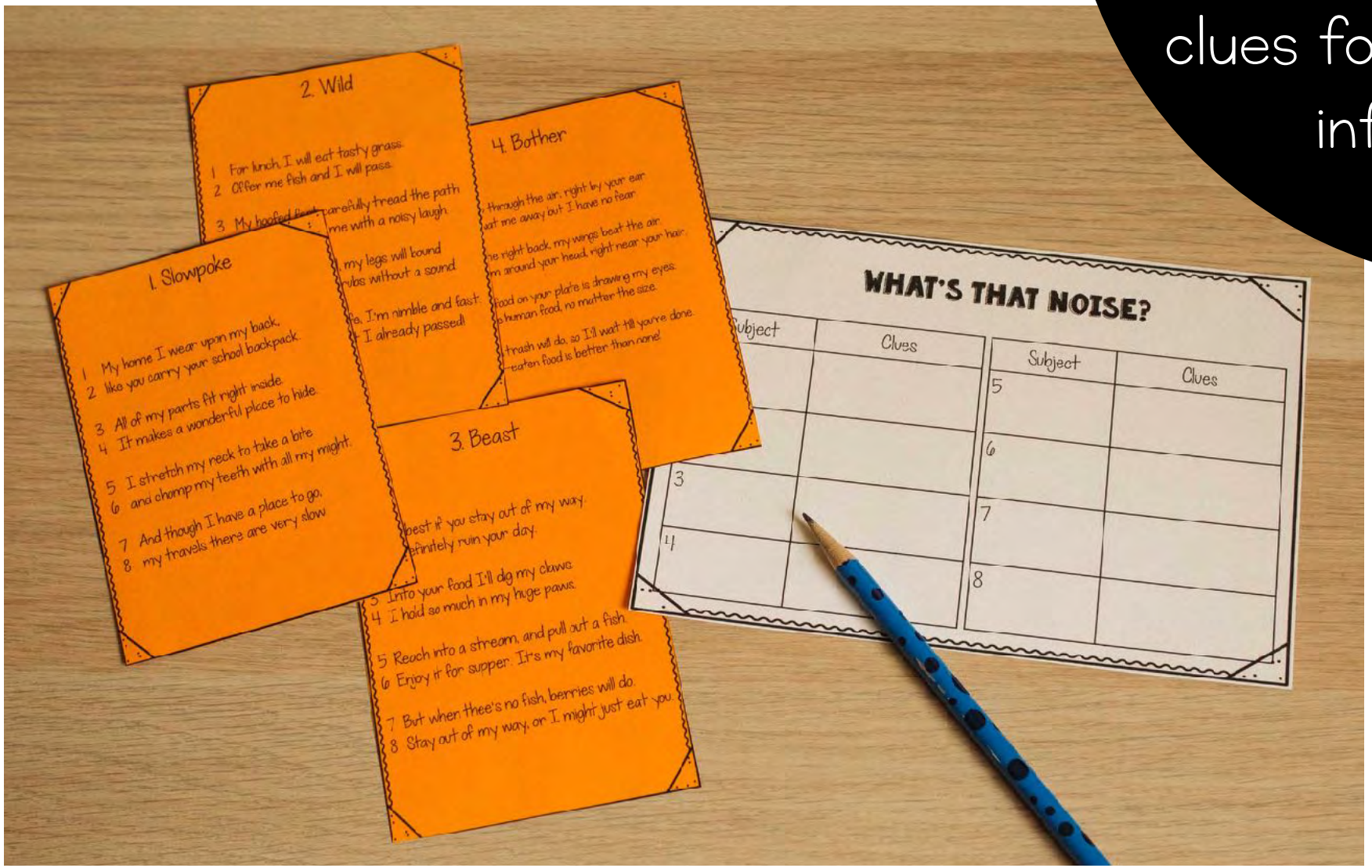
The sun was shining as Deanna skipped down the sidewalk. Her backpack was full of her homework, her lunch bounced around in her lunchbag, and a song was on her lips. "School day, school day!" she sang. As the cars passed by, she waved to the drivers and shouted, "I'm going to school today!"

Deanna is _____.

WHAT'S THAT NOISE?

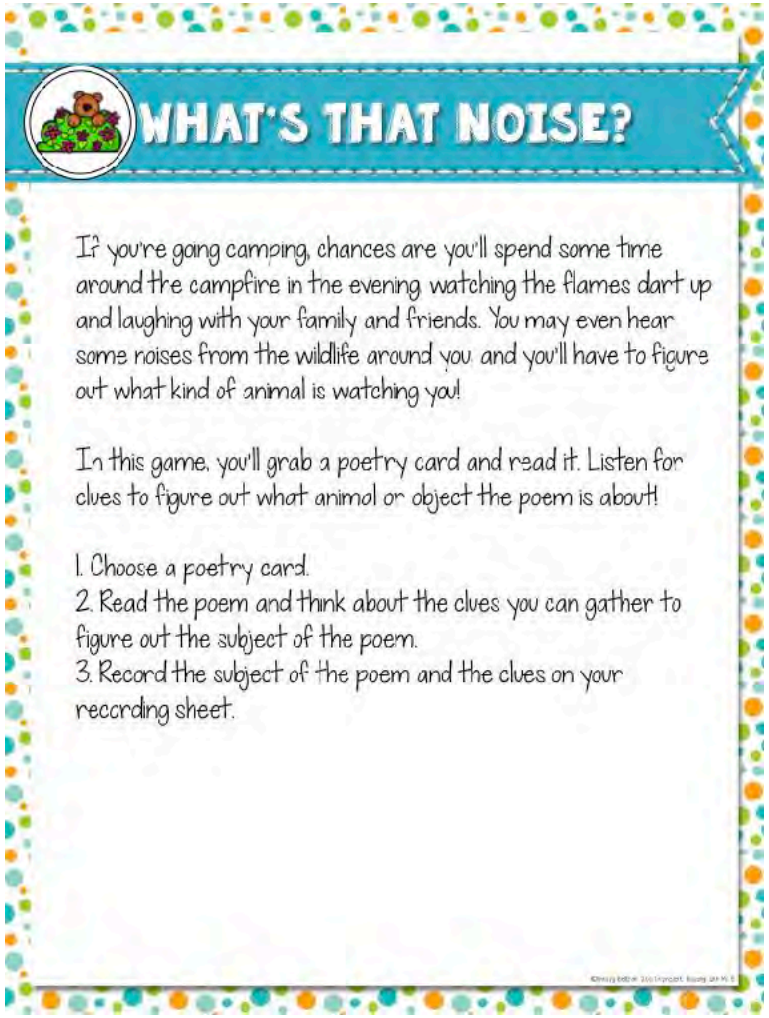
POETRY INFERENCES

8 different poems full of clues for making inferences!



Infer the speaker of poems using clues

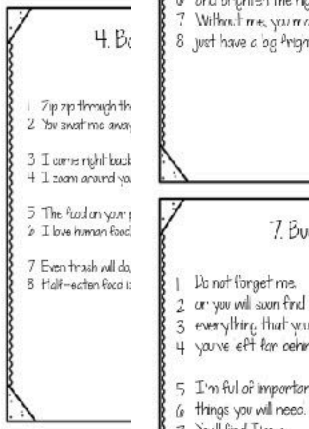
WHAT'S THAT NOISE?



















GONE FISHIN'

NONFICTION TEXT FEATURES

17 different TEKS-aligned nonfiction features and examples to play with!



Play Go Fish! with text features: words and picture examples

GONE FISHIN'

GONE FISHIN'

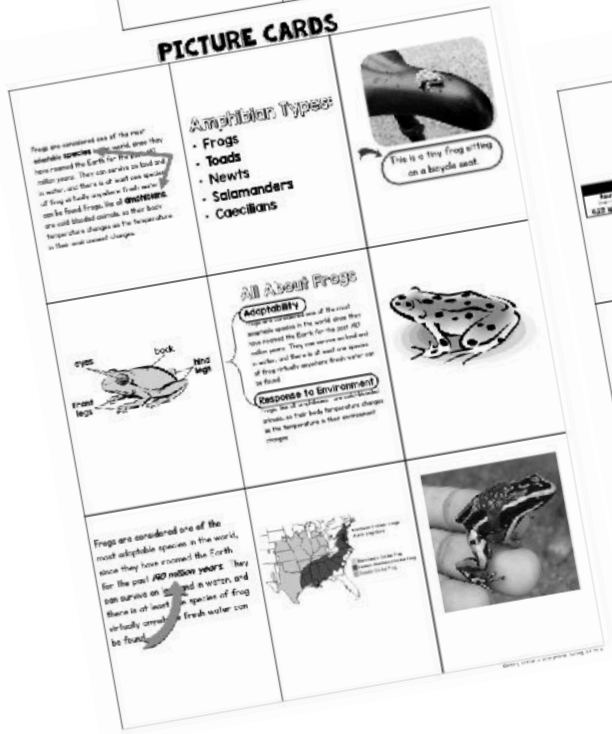
Fishing is a sport that many people enjoy when they're camping near a river or stream. They toss out their line, see what they catch, and reel it back in.

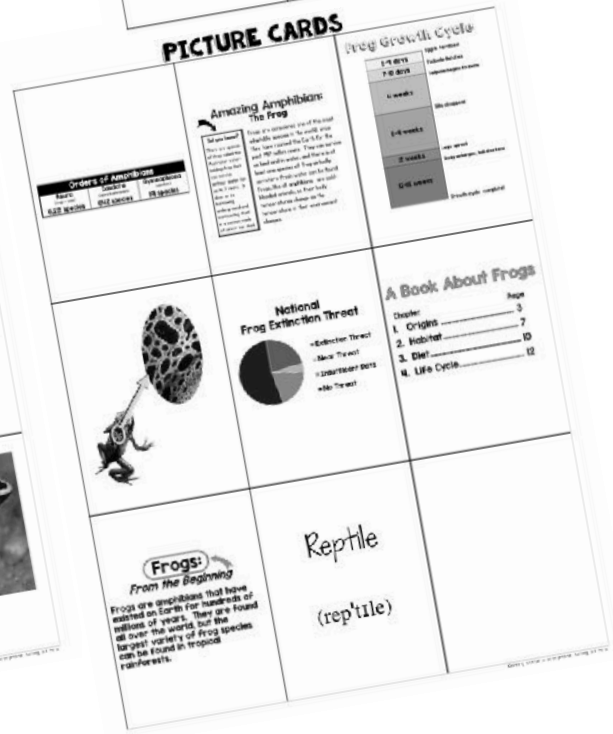
That's what you'll do when you play Go Fish to make sets of two! Your job is to match the word/definition and a picture of a nonfiction text feature by following these directions.

1. Mix up all of the cards.
2. Give each player seven cards. Place the rest face-down in the "pond".
3. Look at your cards. Do you have any matches? If you do, take them out and stack them up. You'll want to match a word/definition, and picture of the nonfiction feature.
4. Player One asks Player Two for a card he/she needs. "Do you have a picture of a caption?"
5. Player Two responds. If you have the card, give it to Player One. They take their match and stack it up. If you don't, say, "Go Fish!" Player One has to "fish" in the "pond". If Player One gets a match, they get to take another turn. If not, it's Player Two's turn!
6. The player with the most matches wins





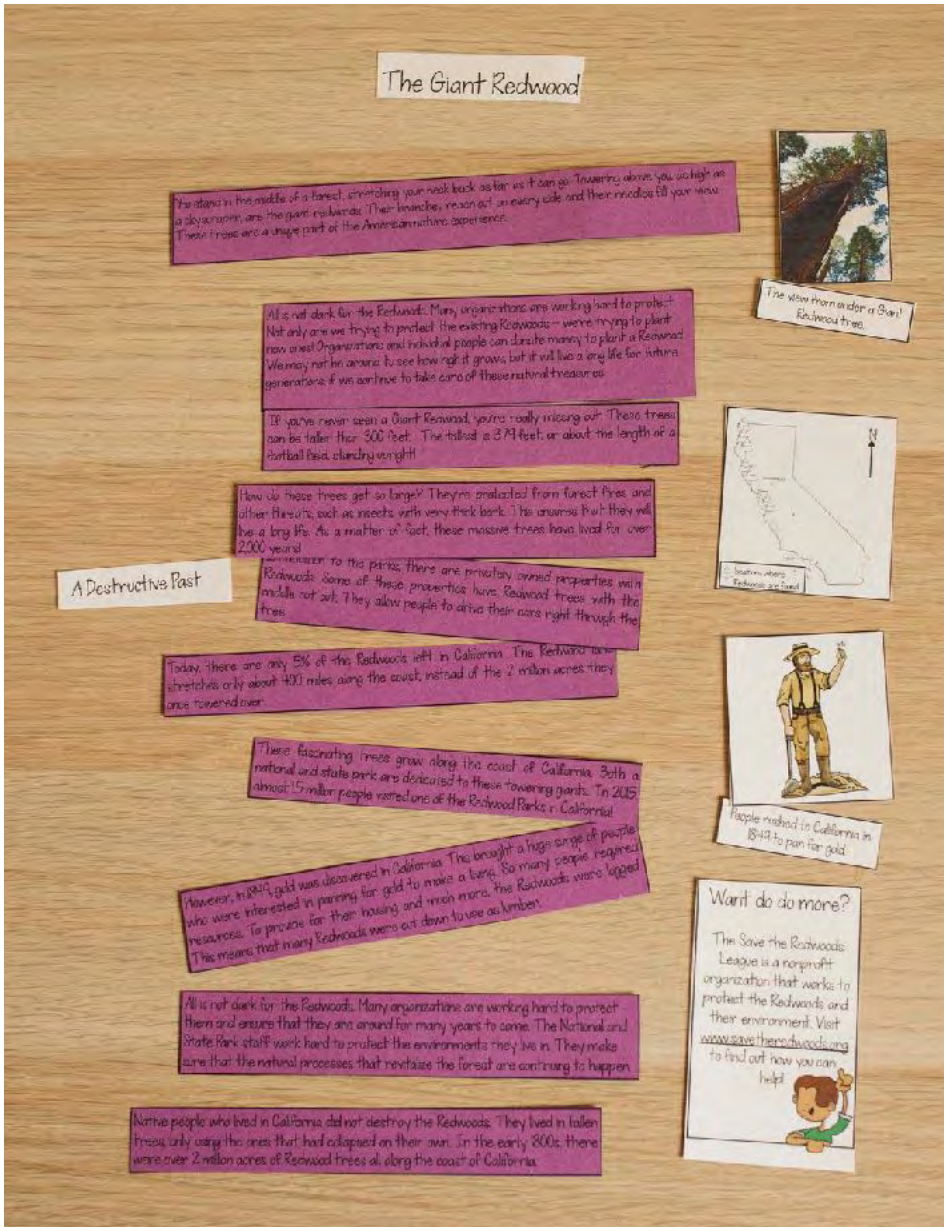




PITCH THE TENT

EXPOSITORY STRUCTURE & SYNTHESIS

Students apply their learning at a deeper level by reconstructing an article!



Build an expository article from cut-up pieces. The challenge is real and purposeful! Synthesizing happens when kids think critically like this!

PITCH THE TENT

PITCH THE TENT

If you're going camping, you'll need to pitch a tent. Pitching a tent isn't too hard, if you do everything in the right sequence. Try to do something without going in the right order, though, and you'll end up with nowhere to sleep! You might need to refer to a guide with photos or diagrams to help you do it right.

In this activity, you'll need to figure out the sequence of paragraphs in an expository article. You'll also need to understand how the text features help the article inform you, the reader!

1. Separate the text features out from the paragraphs.
2. Read the text features. Pull out the title and put it on top. Match photos, maps, pictures, and captions and then sequence the headings in the order you think they go in.
3. Read the paragraphs and sort them into the different headings.
4. Put the paragraphs in order so the article makes sense.

If you've never seen a Giant Redwood, you're really missing out. These trees can be taller than 300 feet. The tallest is 379 feet, or about the length of a football field standing upright!

These fascinating trees grow along the coast of California. Both a national and state park are dedicated to these towering giants. In 2015, almost 15 million people visited one of the Redwood Parks in California!

Native people who lived in California do not destroy the Redwoods. They lived in fallen trees, only using the ones that had collapsed on their own. In the early 1800s, there were over 2 million acres of Redwood trees all along the coast of California.

In addition to the parks, there are privately owned properties with Redwoods. Some of these properties have Redwood trees with the middle cut out. They allow people to drive their cars right through the tree.

However, in 1849, gold was discovered in California. This brought a huge surge of people who were interested in panning for gold to make a living. So many people required resources. To provide for their housing and much more, the Redwoods were logged. This means that many Redwoods were cut down to use as lumber.

How do these trees get so large? They're protected from forest fires and other threats, such as insects, with very thick bark. This ensures that they will live a long life. As a matter of fact, these massive trees have lived for over 2,000 years!

Today, there are only 5% of the Redwoods left in California. The Redwood only stretches only about 400 miles along the coast, instead of the 2 million acres they once covered over.

All is not dark for the Redwoods. Many organizations are working hard to protect them and ensure that they are around for many years to come. The National and State Park staff work hard to protect the environments they live in. They make sure that the natural processes that revitalize the forest are continuing to happen.

Not only are we trying to protect the existing Redwoods – we're trying to plant new ones! Organizations and individual people can donate money to plant a Redwood. We may not be around to see how high it grows, but it will live a long life for future generations, if we continue to take care of these natural treasures.

You stand in the middle of a forest, stretching your neck back as far as it can go. Towering above you, as high as a skyscraper, are the giant redwoods. Their branches reach out on every side and their needles fill your view. These trees are a unique part of the American nature experience.

A Destructive Past

A Bright Future

A Tree Like No Other

The view from under a Giant Redwood tree.

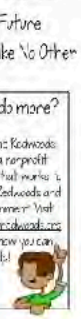
The Redwoods of California



people rushed to California in 1849 to pan for gold

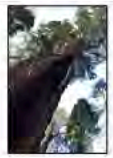
Want to do more?

The Save the Redwoods League is a nonprofit organization that works to protect the Redwoods and their environment. Visit www.savetheredwoods.org to find out how you can help!



The Giant Redwood





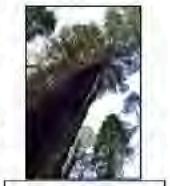
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CAMPFIRE STORIES

SEQUENCING EVENTS IN FICTION



Review more than sequencing with this cut-up story!

Sequence events to recreate a fiction story. It's engaging, hands on, and supports fiction synthesis, text structure, retelling, and summarizing!

CAMPFIRE STORIES



Jackie hoped Desiree's attitude would improve the next morning, when they planned to go canoeing. But it didn't. Desiree sat in the middle of the canoe. As Joseph and Jackie tried to navigate the canoe in one direction using their paddles, Desiree slumped in her seat, her paddle across her lap. What a grouch!

"Sure, I guess," said Desiree. "What are you going to paint on yours?" "I thought I'd paint some flowers I saw on the nature hike. They were yellow with brown and gold in the center. What are you going to paint?"

They lay on their backs, looking up at the night sky. Joseph pointed out the constellations he knew, and the girls made up names for some they didn't know. Jackie had never seen a sky so dark, and so filled with tiny pinpoints of light.

"Whatever," Desiree said, and rolled over to face the window. Jackie could tell Desiree was going to be a real bummer on this trip. Joseph called back to Jackie, "Don't mind Desi. She's just annoyed that we won't get Wi-Fi at our camping site."

After an afternoon hike, they were pretty tired from the events of the day, and Jackie's shoes were still wet from when the canoe capsized. They decided to take it easy and do a little stargazing.

"That's a really nice idea," she said. "Maybe I'll make one for Aunt Cathy, too. The two girls sat and painted in the peace and quiet.

Jackie opened the car door and tossed her backpack inside. It was full of things she thought she'd need on her three-day camping trip with her cousins, Joseph and Desiree.

"That's crazy," thought Jackie. "Who needs Wi-Fi when you've got the whole world to explore!"

Lunch did seem to have a positive affect on Desiree, though. She ate her hot dog and chips and actually laughed when Joseph teased her about refusing to help in the canoe.

"Yes, I've got everything packed up in my backpack," Jackie said excitedly. "I even brought stuff to paint rocks! I saw the idea on my favorite camping website, '101 Ideas for Camping.'" Desiree rolled her eyes. "Painting rocks?" she asked. "Why on Earth would you paint a rock?"

"It's to remember the fun stuff we did while we were camping, Desi!" said Jackie. "Like, if you go swimming and see a turtle, you paint a rock to look like a turtle. It's to keep memories."

Desiree hesitated. "Maybe I'll paint a black sky with tiny stars. I think I'll give it to my mom. She

© 2013 Jaymie B. Rooney, ed. M.S.

Desiree was pretty much the same for the rest of the drive. When they finally arrived at the campsite, she refused to do anything. Joseph and Jackie pitched the tent, organized their food in the ice chest, and lit a crackling fire, all while Desiree sat, slumped in her chair, playing a game on her phone.

The next morning, Desiree seemed to be in a better mood. Perhaps the stargazing had brightened her evening! Jackie decided to take advantage of her pleasant attitude and pulled out her rock-painting materials.

Joseph was already sitting in the driver's seat with music blasting on the radio. "All packed, Jackie?" he asked.

Suddenly, Jackie realized that Desiree's grumpy attitude wasn't because of no Wi-Fi. She smiled and handed her a perfectly rounded rock.

"The more you use your phone, Desi, the faster it'll run out of juice!" called Joseph. "I don't care," said Desiree. "There's nothing else to do here."

"What's that?" asked Desiree. "It's the stuff for painting rocks!" said Jackie. "I found a few good ones on the nature hike yesterday. Would you like one?"

CAMPFIRE STORIES KEY P.1

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CAMPFIRE STORIES KEY P.2

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Desiree hesitated. "Maybe I'll paint a black sky with tiny stars. I think I'll give it to my mom. She hasn't been doing so well lately, and she's been in the hospital a lot. She might like it, have it on her nightstand."

Suddenly, Jackie realized that Desiree's grumpy attitude wasn't because of no Wi-Fi. She smiled and handed her a perfectly rounded rock.

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PACKING FOR THE TRIP

GENRE SORTING ACTIVITY

Review the genre characteristics and question types kids need!



Sort text samples, author's purpose cards vocabulary words, and questions into the different tested genres

PACKING FOR THE TRIP





























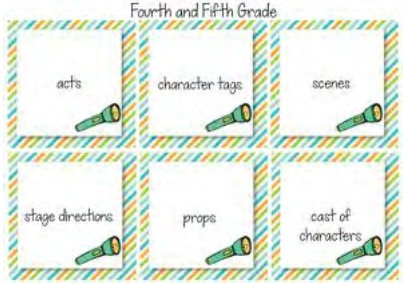








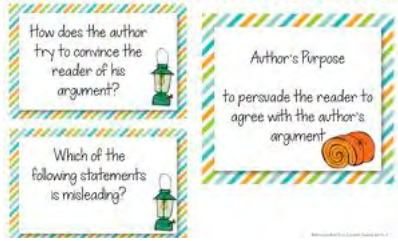












Fiction, Informational, Poetry, Literary Nonfiction, Drama, Correspondence, Persuasive, and Procedural text included!

THE GREAT OUTDOORS

Read a drama. Then match text evidence cards with an inference. Perfect for practicing, "This sentence shows..." questions!

THE GREAT OUTDOORS

If you're going camping, you're going to want to spend some time observing the great outdoors closely! It's so helpful to zoom in and look for details. That's what makes your trip memorable!

In this activity, you'll need to search for details in the text and figure out what the author was trying to show you with those details! You'll find the evidence to support the inferences!

1. Read the passage.
2. Cut out the evidence cards and the inference cards.
3. Read an inference card. Look through the evidence cards closely and decide which evidence supports that inference, or shows what the inference is stating.
4. Continue with the other cards!

Evidence:
"A fire? I thought we were going to have to eat cold

This sentence shows...
Matt didn't know what camping would be like.

THE GREAT OUTD

Cast
Dad
Matt

Setting: At a campsite near a forest. Dad and Matt have taken the
gear out of the car and everything is in a big heap.

Matt: I can't believe you didn't let me bring my GameSet Mini.
Dad: Matt, I already told you. There's nowhere to charge it! And anyway,
around you! You don't want to be zoning out, playing on your little game.
You want to be here, appreciating the great outdoors!
Matt: [*rolling his eyes*] Yeah. "The great outdoors." What's so great about it?
Dad: You'll
take a mi
quietly ar
Matt: [*gla*
Dad: Let's
Matt: Fin
those littl
Dad: Thai
Matt: All
[*Eventual*
work.]
Dad: So v
Matt: It's
Dad: [*sig*
find that i
Matt: It sl
Dad: Goo
Matt: Go
[*The next*
begins to
Dad: Rise
Matt: [*ya*
What are

Dad: I'm building a fire so we can have breakfast!
Matt: A fire? I thought we were going to have to eat cold cereal.
Dad: Not on a camping trip! The best food is prepared outdoors! Why don't you open up the cooler and see what I've packed.
Matt: [*opens the cooler*] There are eggs and bacon in here!
Dad: Sure there are! I packed some coffee for me and orange juice for both of us, too!
Matt: Wow. I didn't expect such a good breakfast.
Dad: Let's th
[*After breaki*
nature walk.
Matt: A natu
Dad: [*laughi*
Matt: Ok. I
Dad: Grab y
hungry.
[*Dad and M*
Matt: So wh
Dad: Well, y
Matt: What
Dad: [*pointi*
branches?
Matt: Is that
Dad: It sure
back to the
Matt: [*surpr*
Dad: Yup. Th
Matt: Wow.
Dad: Let's he
Matt: Dad! S
Dad: [*in a lo*
Matt: Oh my
Dad: If we s
and see?
Matt: Sure!
[*After a few*
Matt: That's
camping trip

THE GREAT OUTDOORS

Evidence from the text	This sentence shows...

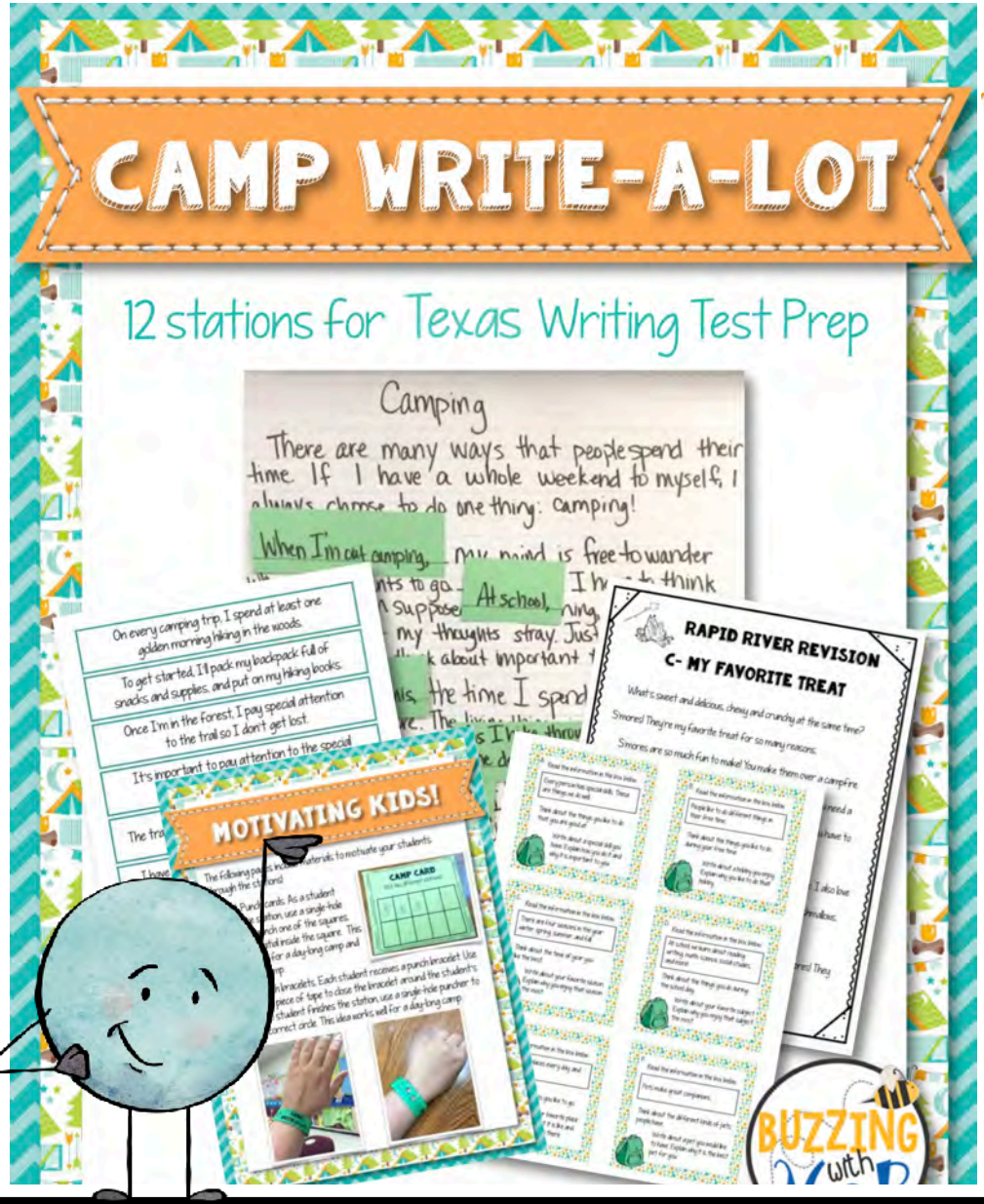
THE GREAT OUTDOORS - KEY

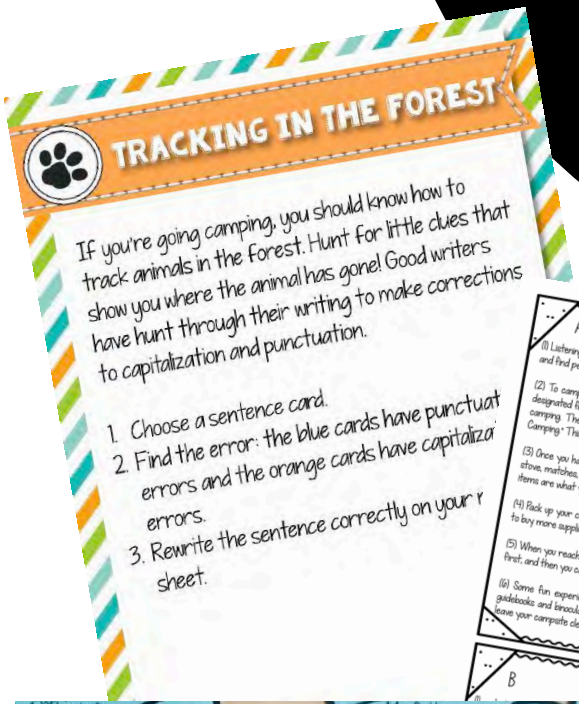
Evidence from the text	This sentence shows...
"I can't believe you didn't let me bring my GameSet Mini."	Matt was spending time away from technology.
"A fire? I thought we were going to have to eat cold cereal."	Matt didn't know what camping would be like.
"Is that a worm in her mouth?"	Matt is starting to become curious about his surroundings.
"It's a tent."	Matt is unimpressed about their campsite.
"Grab your backpack and I'll make a few sandwiches in case we get hungry."	The nature walk is going to take a long time.

CAMP WRITE-A-LOT

3RD, 4TH & 5TH RLA WRITING TEST PREP CAMP

Engaging, hands-on stations activities to help students review and prepare for their RLA test!





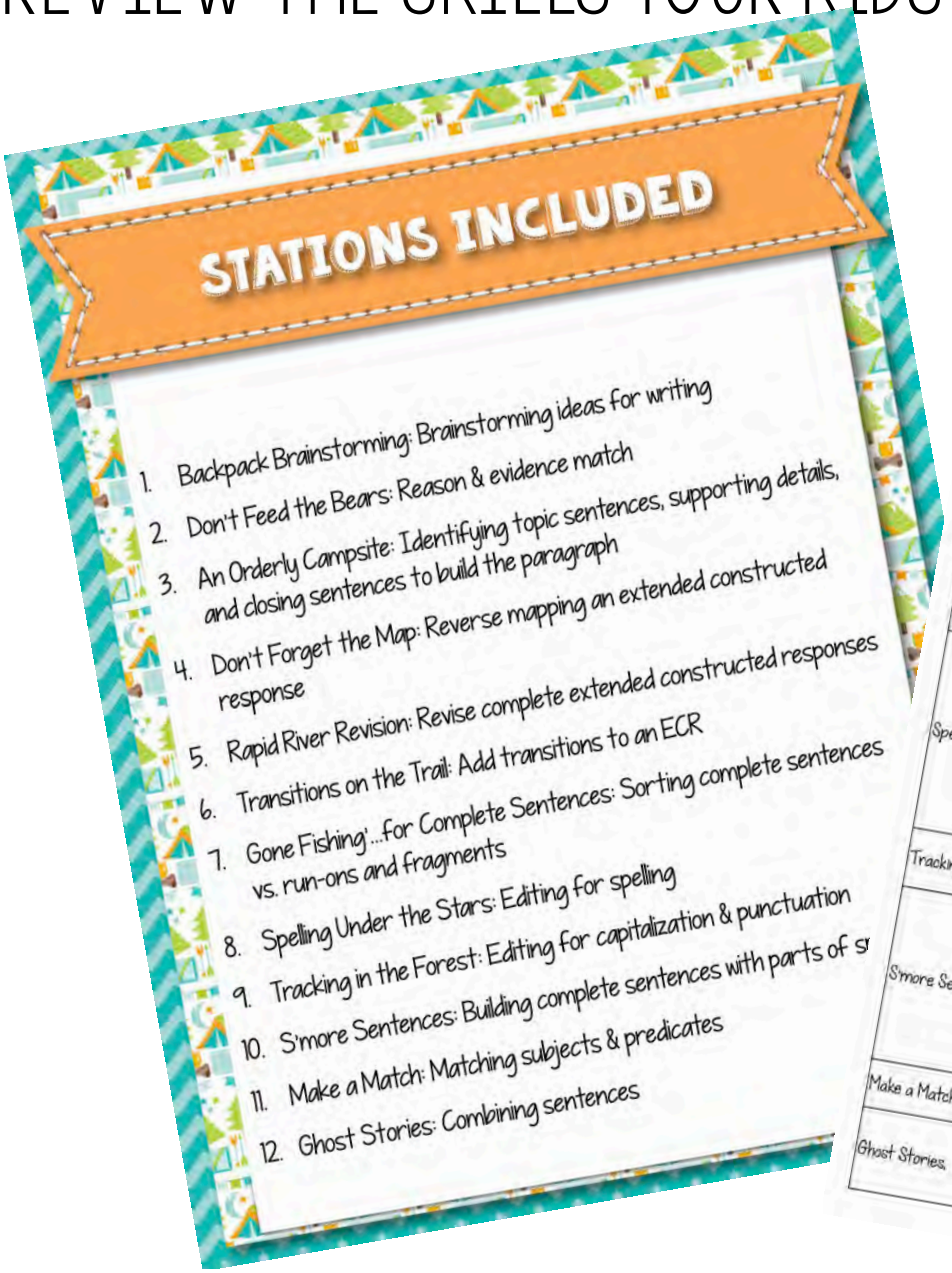


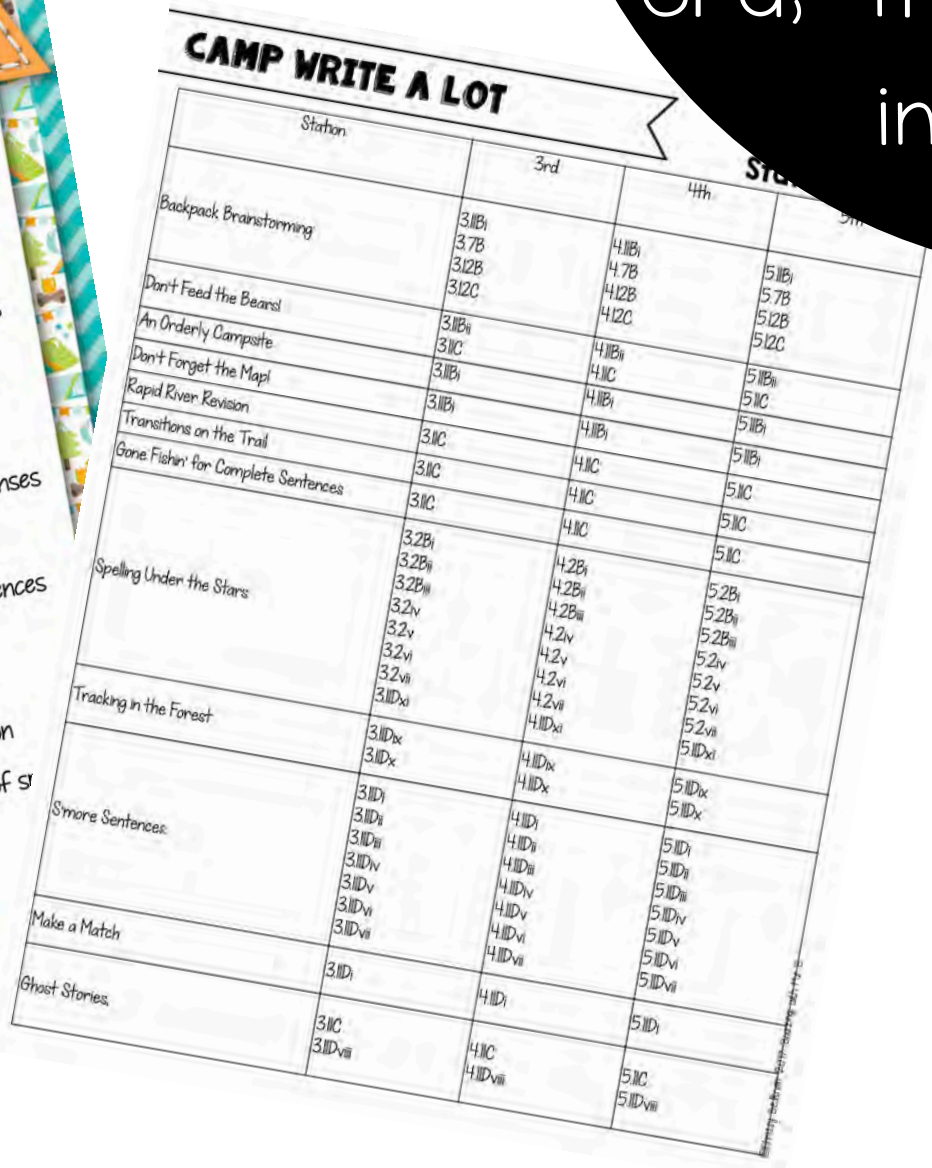


12 STATIONS TO TARGET WRITING SKILLS

REVIEW THE SKILLS YOUR KIDS NEED

TEKS alignment for 3rd, 4th & 5th included!





CAMP WRITE A LOT

Station	3rd	4th	5th
Backpack Brainstorming	3.11Bi 3.7B 3.12B 3.12C	4.11Bi 4.7B 4.12B 4.12C	5.11Bi 5.7B 5.12B 5.12C
Don't Feed the Bears!	3.11Bii	4.11Bii	5.11Bii
An Orderly Campsite	3.11C	4.11C	5.11C
Don't Forget the Map!	3.11Biii	4.11Biii	5.11Biii
Rapid River Revision	3.11Bi	4.11Bi	5.11Bi
Transitions on the Trail	3.11C	4.11C	5.11C
Gone Fishin' for Complete Sentences	3.11C	4.11C	5.11C
Spelling Under the Stars	3.2Bi 3.2Bii 3.2Biii 3.2iv 3.2v 3.2vi 3.2vii 3.11Dxi	4.2Bi 4.2Bii 4.2Biii 4.2iv 4.2v 4.2vi 4.2vii 4.11Dxi	5.2Bi 5.2Bii 5.2Biii 5.2iv 5.2v 5.2vi 5.2vii 5.11Dxi
Tracking in the Forest	3.11Dix 3.11Dx	4.11Dix 4.11Dx	5.11Dix 5.11Dx
S'more Sentences	3.11Di 3.11Dii 3.11Diii 3.11Div 3.11Dv 3.11Dvi 3.11Dvii	4.11Di 4.11Dii 4.11Diii 4.11Div 4.11Dv 4.11Dvi 4.11Dvii	5.11Di 5.11Dii 5.11Diii 5.11Div 5.11Dv 5.11Dvi 5.11Dvii
Make a Match	3.11Di	4.11Di	5.11Di
Ghost Stories	3.11C 3.11Dviii	4.11C 4.11Dviii	5.11C 5.11Dviii

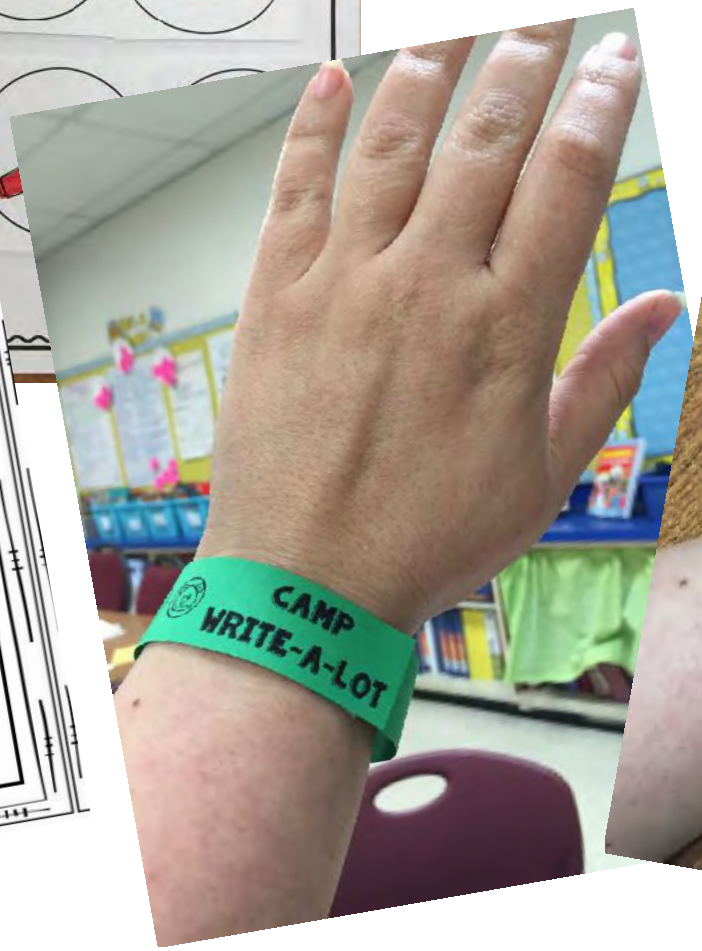
ENGAGEMENT STRATEGIES

THE TOOLS YOU NEED TO KEEP KIDS MOTIVATED

Camp badges, punch cards, and bracelets keep kids working towards a goal!





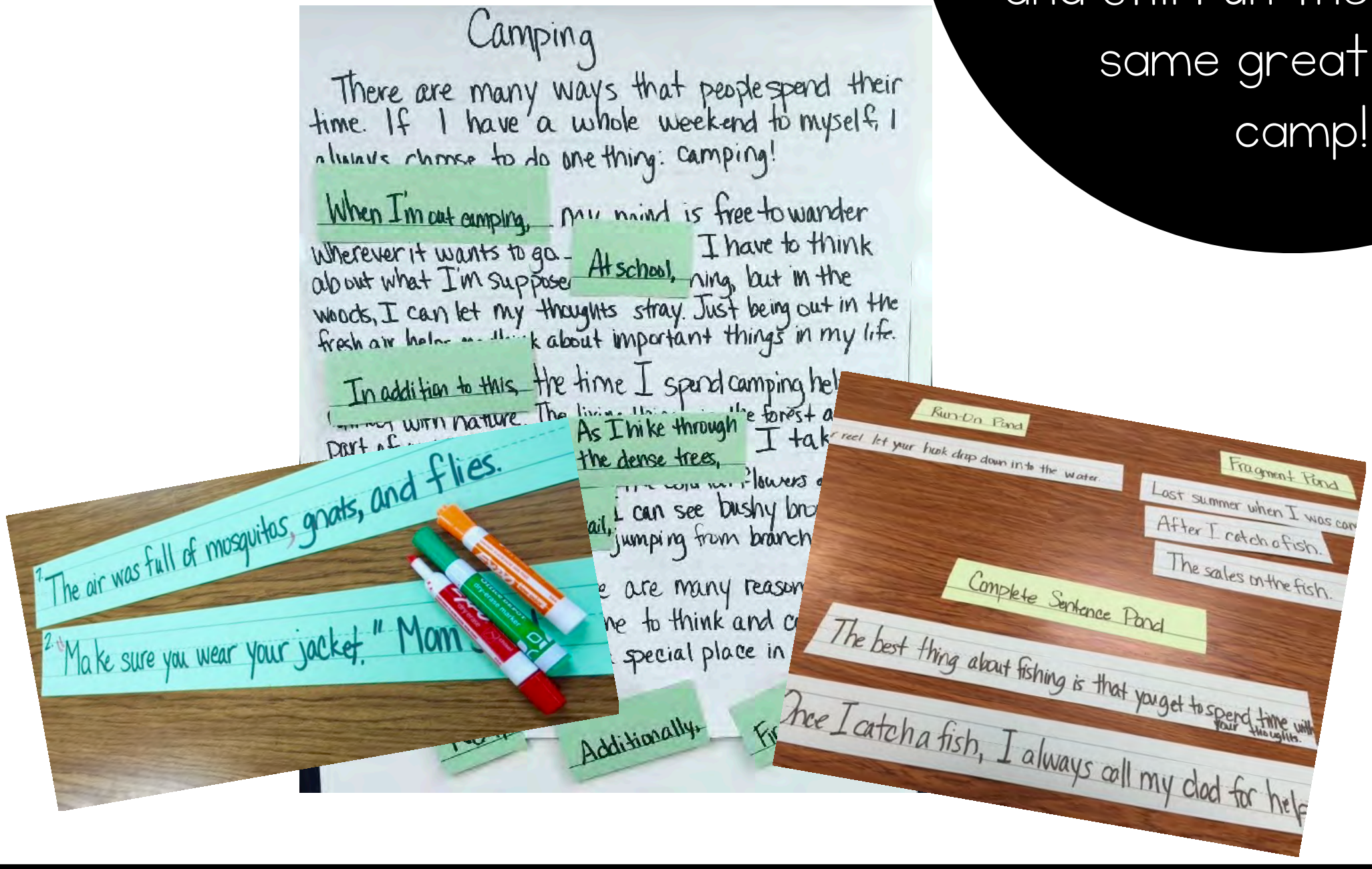




SUGGESTIONS FOR USING FEWER COPIES

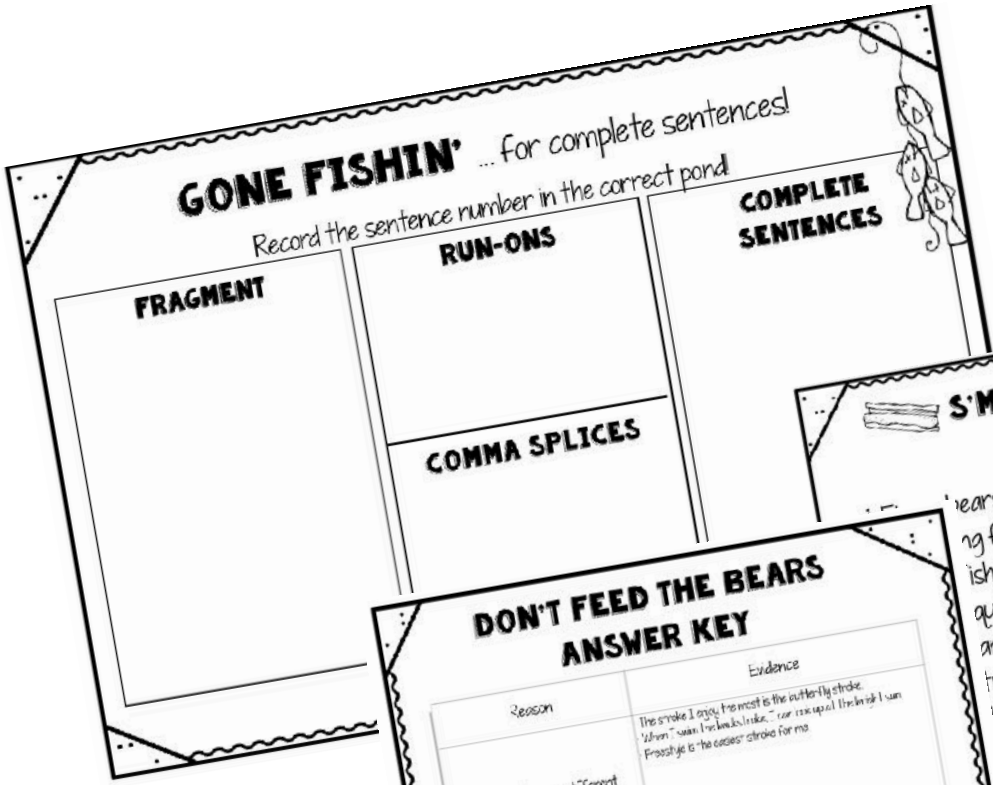
SAVE PAPER AND COPIES!

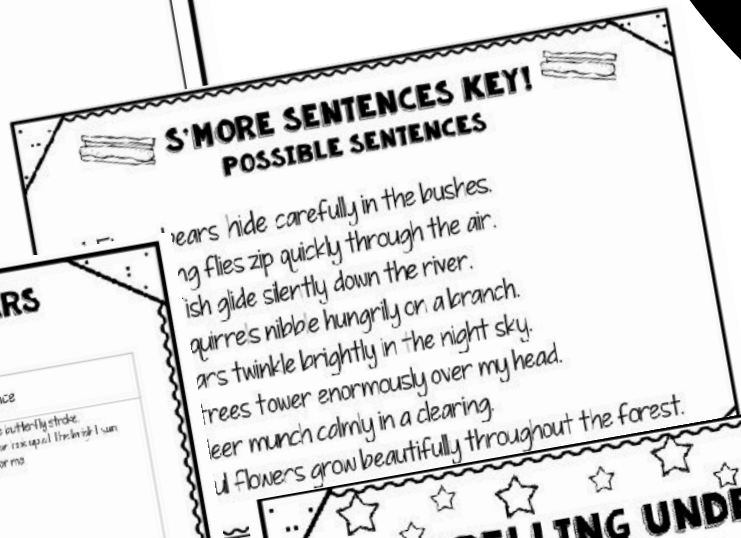
Use less paper and still run the same great camp!

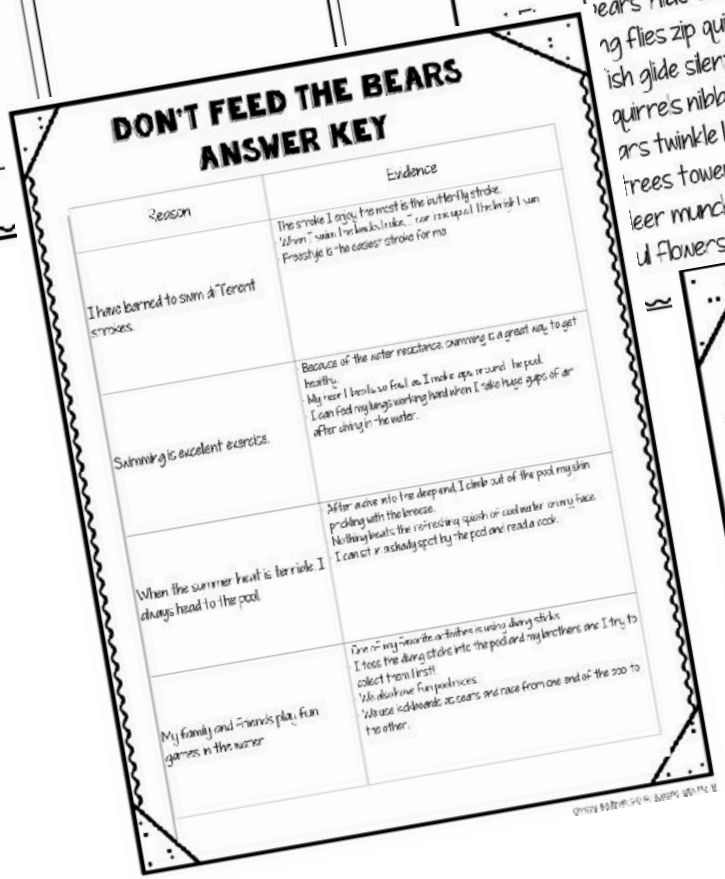


ANSWER KEYS & RECORDING SHEETS

Get grades easily if you need them!









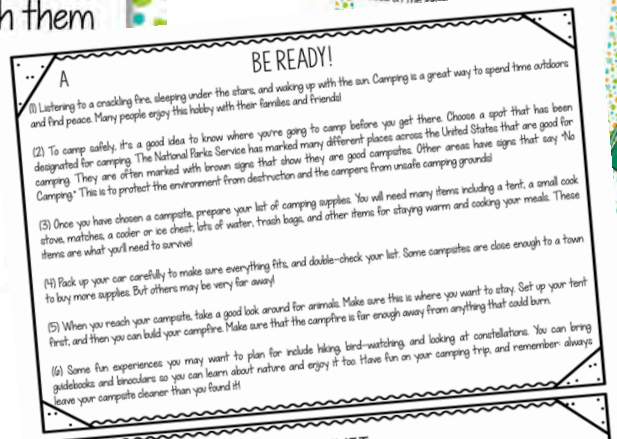
BACKPACK BRAINSTORMING

PRACTICE PLANNING FOR THE ECR

Extended Constructed Response Activity: Read a selection and plan the central idea or claim and main ideas of your response!







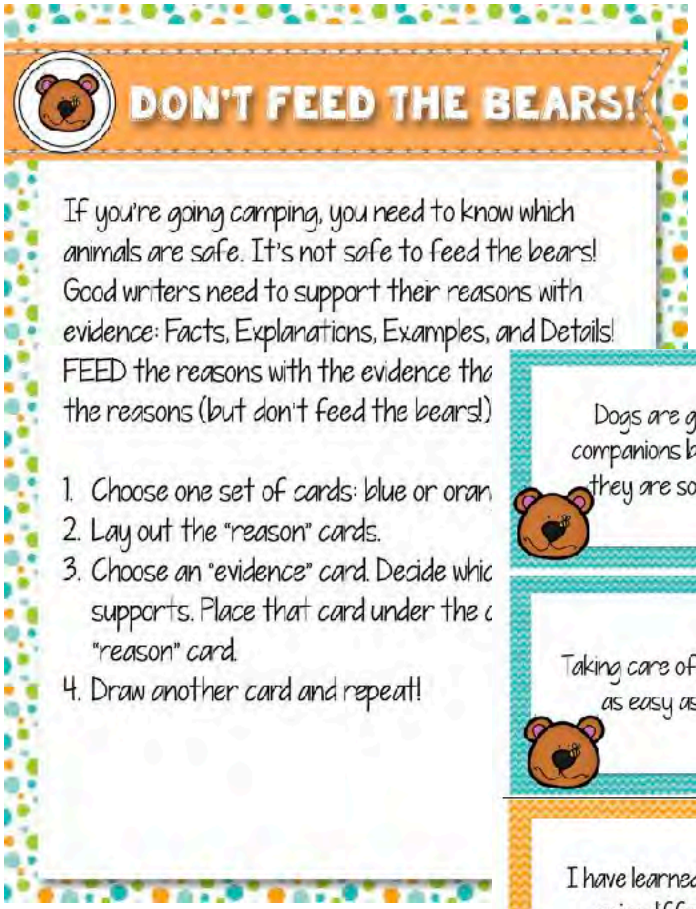




DON'T FEED THE BEARS

USE DETAILS TO SUPPORT TOPIC SENTENCES

Students sort detail cards into each central idea statement.









AN ORDERLY CAMPSITE

HANDS-ON INFORMATIONAL
& ARGUMENTATIVE STRUCTURE

This hands-on activity lets kids organize and rearrange three different paragraphs!





DON'T FORGET THE MAP

REVERSE MAPPING AN ARGUMENTATIVE PIECE

Use a graphic organizer to reverse map an argumentative piece!

DON'T FORGET THE MAP!

If you're going camping, you definitely need a map. Writers use maps too! Read the extended constructed response and use the map to organize the ideas!

1. Read the extended constructed response.
2. Look at the graphic organizer.
3. Cut the response apart, one sentence at a time.
4. Put each sentence in the correct place on the organizer.

PAPER MAPS VS. PHONES

Explain whether you think it is better to use a paper map or phone GPS while camping.

If you're camping in the woods, a paper map is a better tool than your phone.

Many hikers have relied on their phones only to find that this was a bad choice!

While phones are fantastic tools and have GPS so we can find our
best place to count on your phone!

Many places that make for great camping spots have bad recept

If you're counting on your phone to tell you where to go, you are li
find your way back.

A paper map works whether you're in the middle of the desert or

If you're worried about how to find your way in the dark with a p
for you to try.

You might not be able to see large landmarks in the dark, but you

Taking a constellation map can help you figure out which way is nor

If you keep walking in the same direction, eventually you'll come ac
help you find your way with your map.

Last but not least, nature is the place we go when we want to unp

We are all spending way too much time scrolling and tapping on tin

If we really want to get the most out of a camping trip, it's impo
simple tools.

A paper map can help you find your way without dragging you bac

Phones are amazing tools that we use for so many reasons.

But whether you're hiking up a mountain or through a forest, try
around!

A **PAPER MAPS VS. PHONES**

Introduction: underline or highlight the central idea/claim
Reason #1
Details to support this reason
Reason #2
Details to support this reason
Reason #3
Details to support this reason
Conclusion

RAPID RIVER REVISION

REVISE BY ADDING, TAKING OUT, REARRANGING, AND SUBSTITUTING!

Students choose a boring composition from four choices revise it! Practice for the Writing SCR by revising & combining sentences.

RAPID RIVER REVISION

If you're going camping, you might want to head down the river! Don't get swept away! Good writers need to change directions in their writing sometimes! They reread their writing to revise for organization, language, word choice, and to make sure their message reaches the reader.

1. Choose boring composition.
2. Read it aloud.
3. Ask yourself the following questions to help you revise it!
    1. Is the writing repetitive or redundant?
    2. Is there a place in the writing where the reader is confused?
    3. Does each reason have enough evidence to support it, or should we add more?
    4. Is the evidence specific or too general? Should I add more specific evidence?
    5. Would the ideas be more clear in a different order?
4. Make revisions on the composition by marking out what you want to take out and writing what you want to add in the spaces. Draw arrows if you need to connect your ideas!

RAPID RIVER REVISION
A- PARK RANGER

Have you ever thought about what you
I have! I want to be a Park Ranger.
One reason for this is that Park Range
park. This is because I really like to read. R
Another reason for this is that if I wer
a lot of time outside. I can't wait to spend
the fresh air! Every day will be like a nature

RAPID RIVER REVISION
C- MY FAVORITE TREAT

What's sweet and delicious, chewy and crunchy at the same time?
S'mores! They're my favorite treat for so many re
S'mores are so much fun to make! You make the
s over a co
graham c
s
dients. I lov
bout S'mo
enjoy more

RAPID RIVER REVISION
B- YELLOWSTONE PARK

If I think about my favorite place to go, I think of one place: Yellowstone Park! I love going to Yelowstone Park.

I love going to Yelowstone Park because there are amazing animals to see. I can see so many amazing animals at Yelowstone Park! I have seen animals like bears at Yelowstone. It is so cool to see animals up close.

I also love going to Yelowstone Park because hiking through the forest is beautiful. There are so many interesting things to see when I hike through the forest. I could see trees and bears.

Yellowstone is the place to be. I love to go there!

RAPID RIVER REVISION
D - STARGAZING

Picture this: the night sky is dark and full of tiny little pinpricks of white stars. I lay outside my tent and gaze up into the darkness. One of the best parts of camping is sleeping under the stars.

Sleeping under the stars is a great way to sleep. This is because there are so many interesting constelations to look at as you try to fall asleep. You can see the stars that make up the Big Dipper or Orion's Belt. These are interesting constelations. It's also nice to sleep under the stars because there is fresh air.

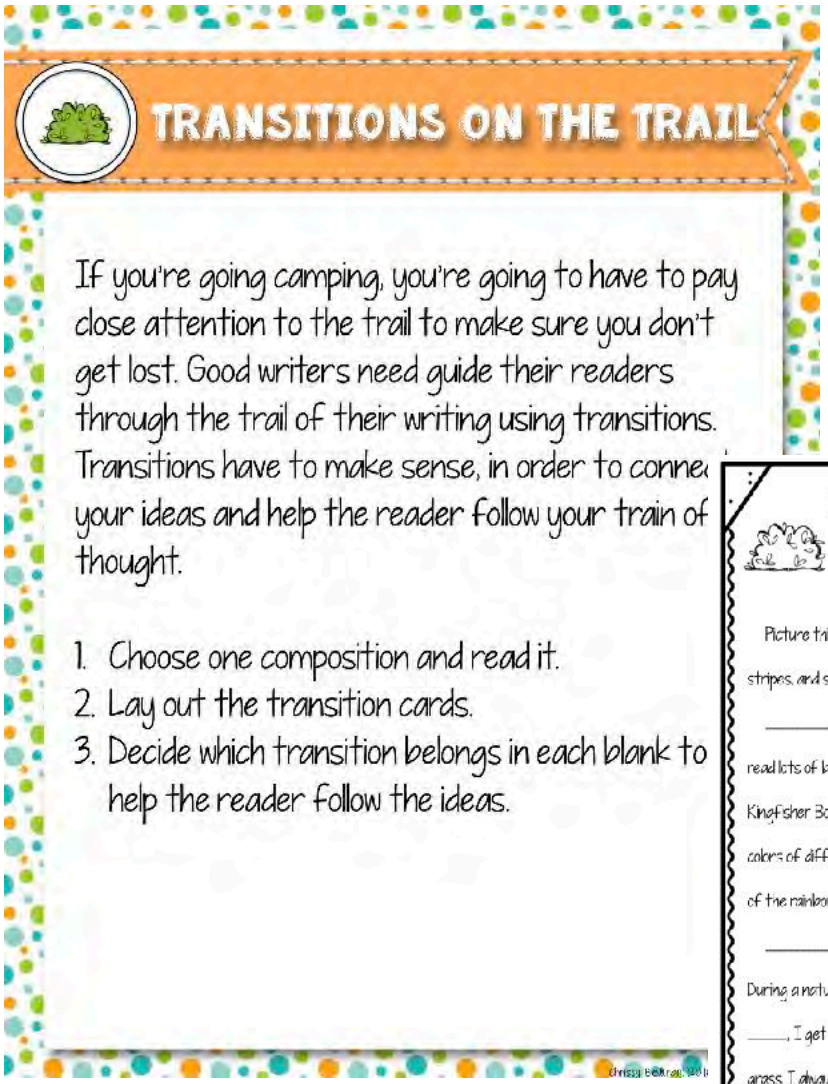
Constelations are interesting to look at. The fresh air is also good for you. You can breathe deeply and re-energize yourself. I love to sleep outside in a sleeping bag with nothing over my head.

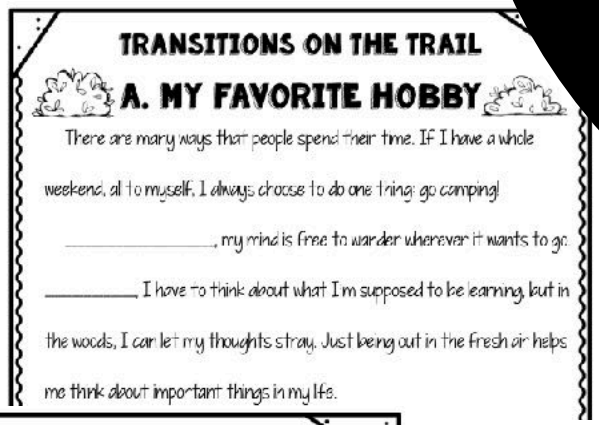
To sum it all up, I can't think of anything better than sleeping under the stars. The night sky makes a great blanket!

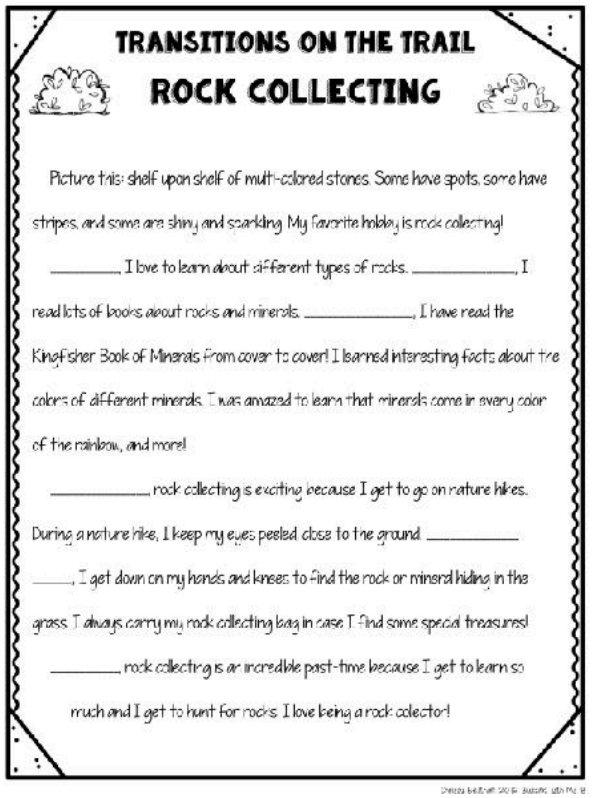
TRANSITIONS ON THE TRAIL

IMPROVE THE FLOW OF THE PIECE!

Students use transitions on cards to decide which is the best fit.







A. My Favorite Hobby

When I'm out camping,	First of all,	Walking down the trail,
All in all,	At school,	Next,
Additionally,	As I hike through the dense trees,	In addition to this,

B. Rock Collecting

To sum up,	Overall,	To do this,
Every single day,	For one thing,	When I spot a glint of light,
For example,	Secondly,	To illustrate,

GONE FISHIN'

COMPLETE SENTENCES, FRAGMENTS, SPLICES, AND RUN-ONS

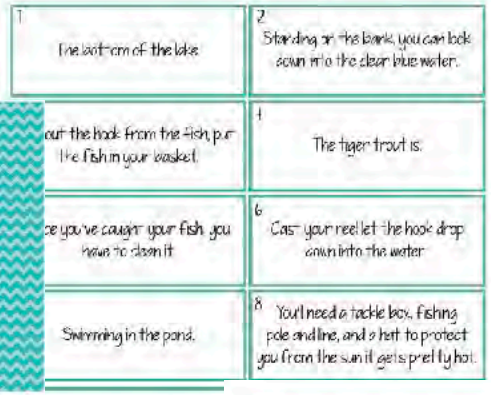
Fish for sentences and sort them into the right pond!









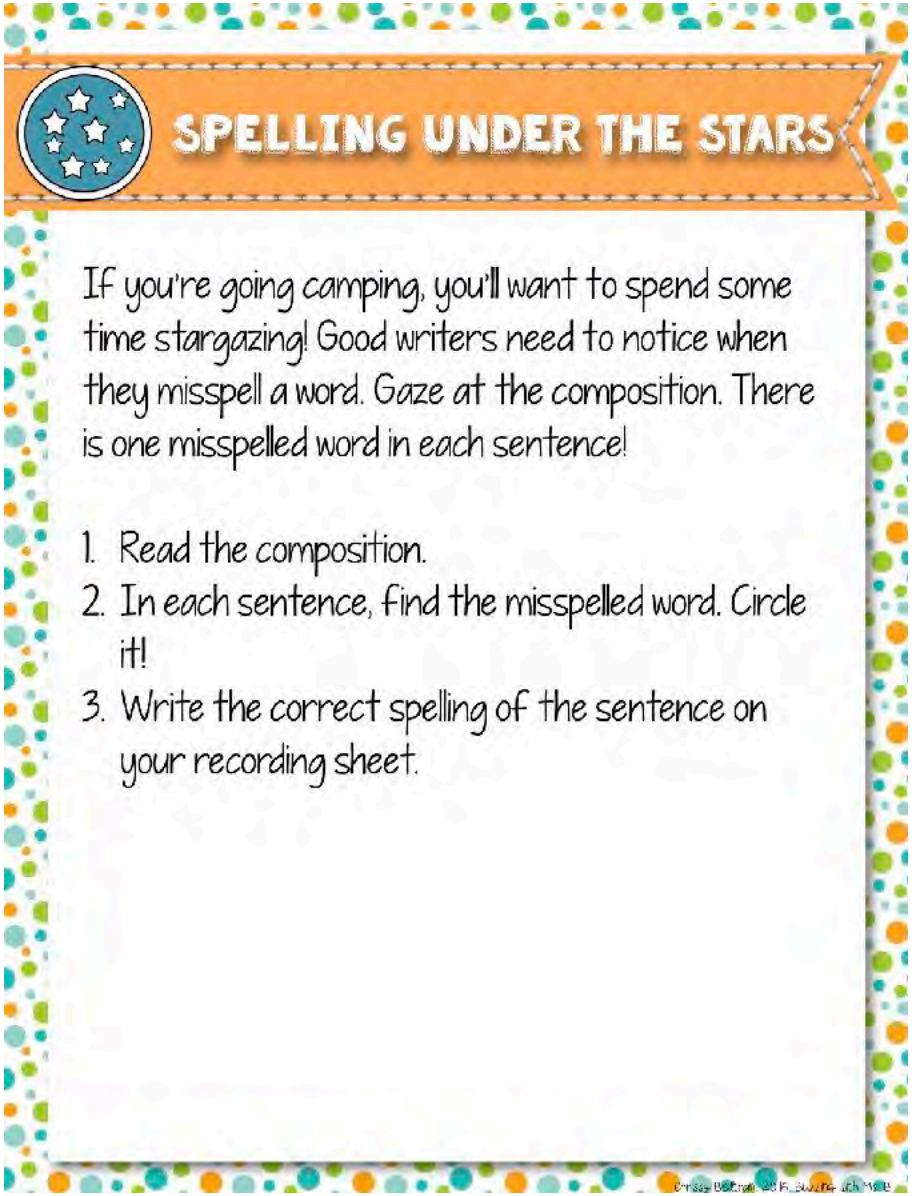


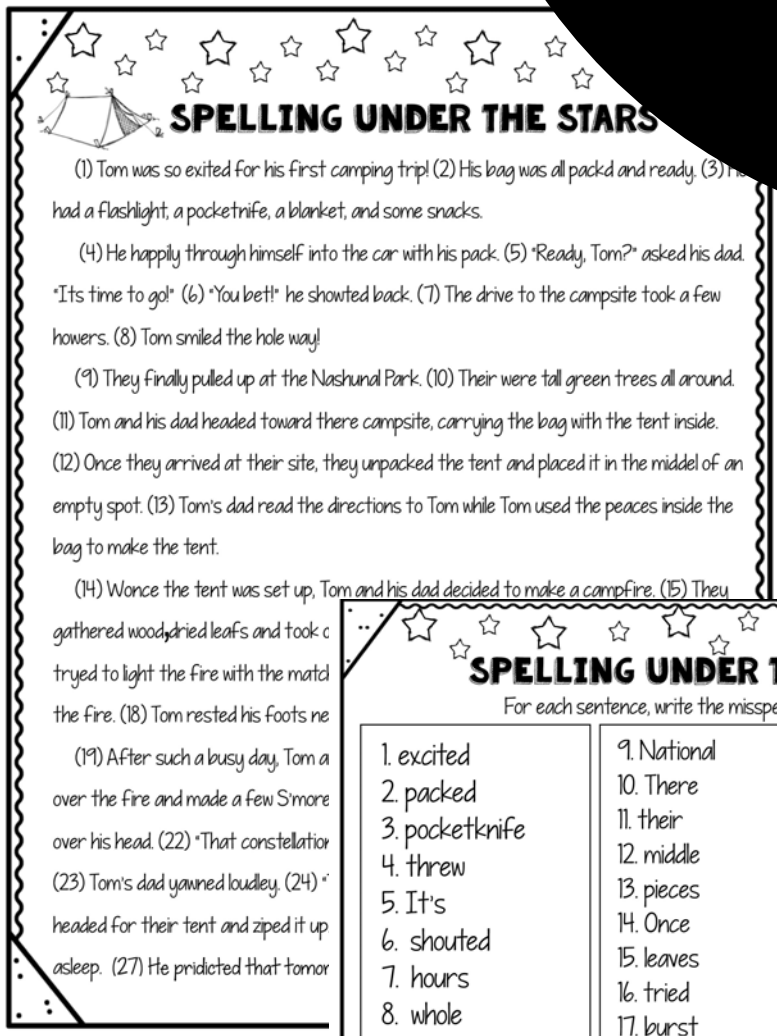


SPELLING UNDER THE STARS

HOMOPHONES, MULTISYLLABIC WORDS, AND MORE

Edit a passage for spelling: find all 27 errors!

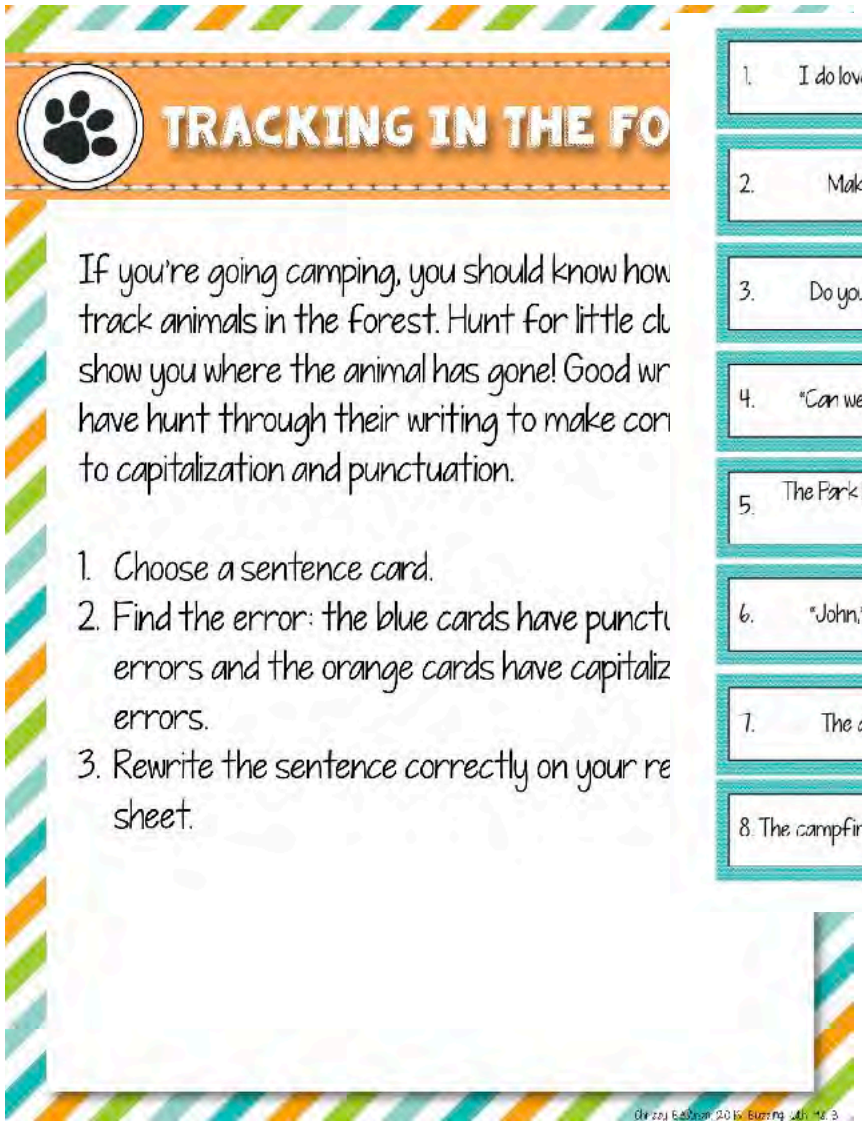




TRACKING IN THE FOREST

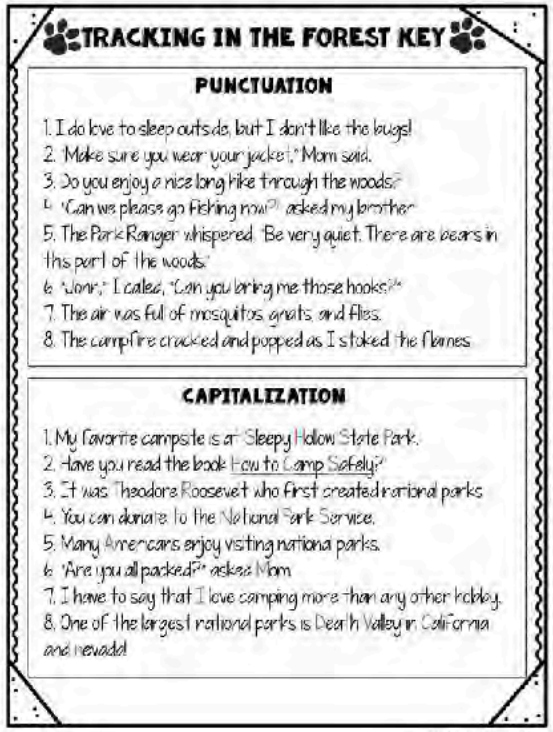
PUNCTUATION & CAPITALIZATION ERRORS

Students hunt for errors in sentences on strips.





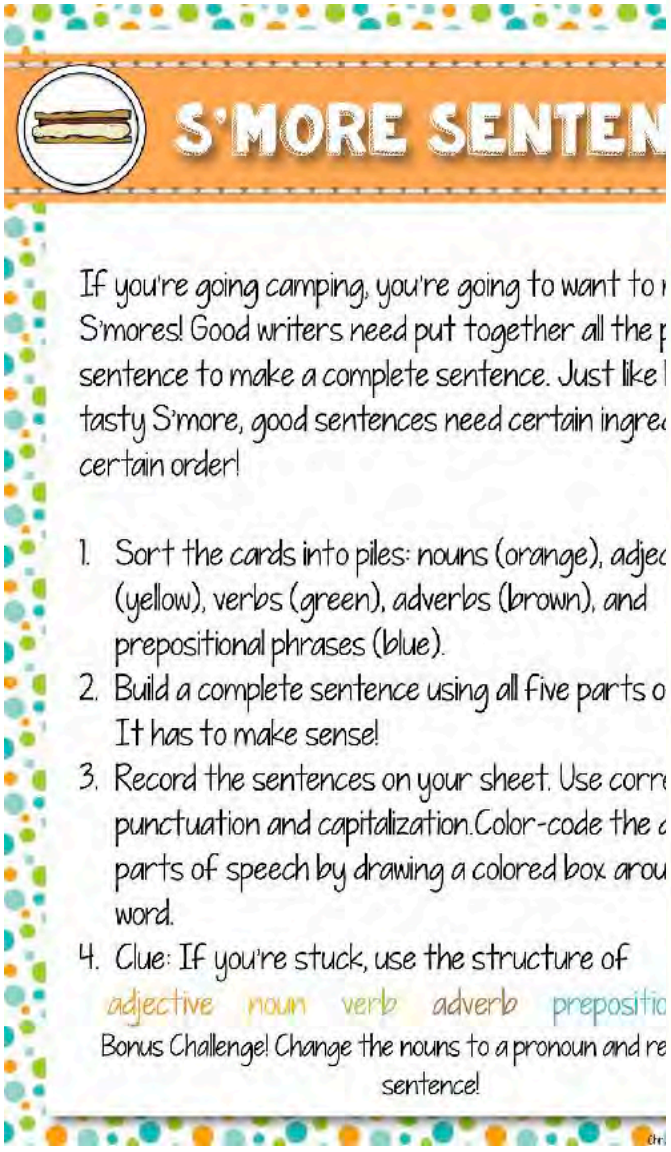




S'MORE SENTENCES

USE PARTS OF SPEECH TO BUILD SENTENCES!

Students use word cards to build sentences, and then replace the nouns with pronouns!





Verbs



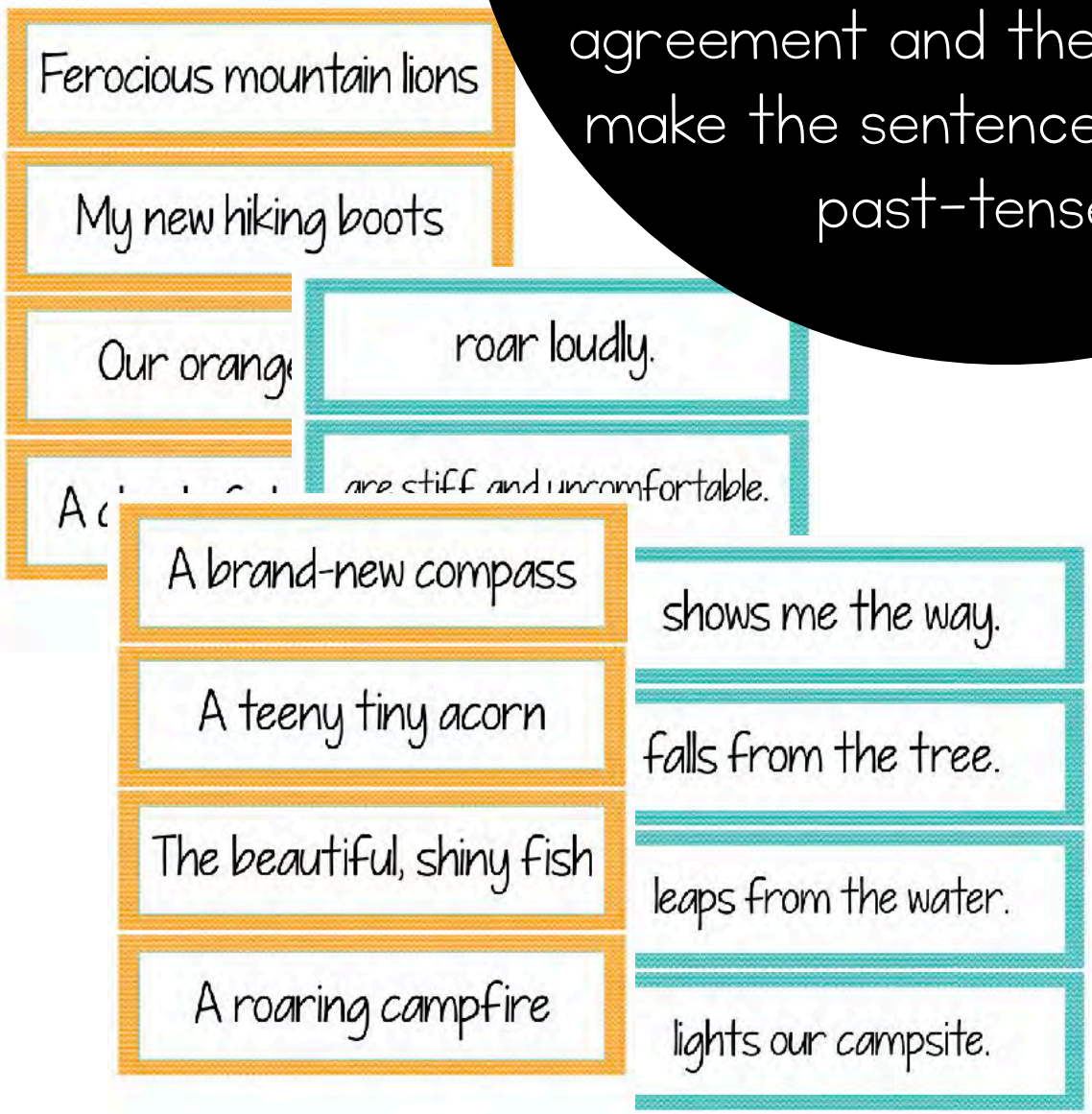
Prepositional Phrases

MAKE A MATCH

MATCHING SUBJECT AND PREDICATE

Students use strips to build sentences with subject-verb agreement and then make the sentences past-tense!





GHOST STORIES

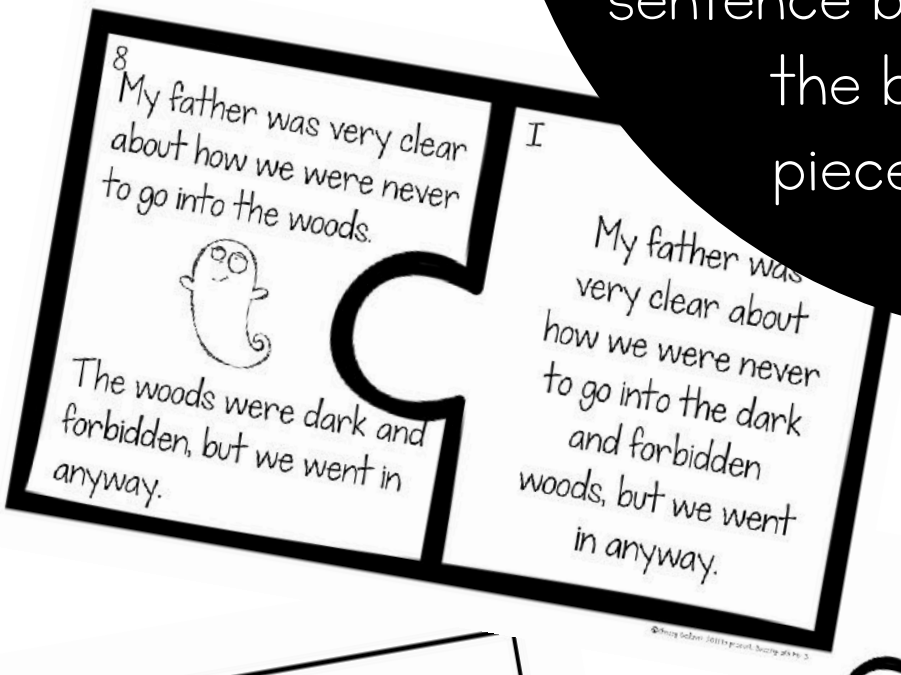
COMBINE SENTENCES ON PUZZLE PIECES

Students get two complete sentences and build a new sentence by choosing the best puzzle piece to match.

GHOST STORIES

If you're going camping, you're probably going to tell some spooooooky ghost stories! Read these super short ghost stories...but beware!

1. Separate your puzzle pieces into two stacks: sentences or phrases to combine in one stack, and combined sentences in the other.
2. Choose a puzzle piece with 2 sentences or phrases to combine and read it. Think about how you could combine those sentences.
3. Look at the combined sentences. Choose the one that best combines your two sentences and match the pieces together.
4. Flip it over to check and make sure you've got a match! If you do, you'll see one complete camping scene...with a ghost in it!
5. Record your answer on your recording sheet.





Check your answer with the puzzle on the back!



Incorrect choices included!