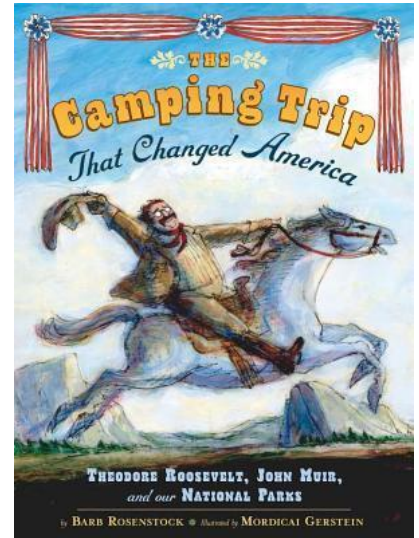


The Camping Trip That Changed America

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This is a story about a camping trip President Theodore Roosevelt and John Muir took in 1903. While camping, Teddy and John discuss the importance of preserving our national wildlife.



Possible strategies for instruction:

Comprehension:

- **Make and adjust predictions; Use text to confirm:**
 - Show students the cover and read the title. Ask students to discuss what they think is happening in the picture.
 - Read the first page. Ask students to predict how they think Teddie and Johnnie will change America.
 - Read to the end of page 5, ask students to predict how Johnnie will react to President Roosevelt's request.
 - Read to page 9, ask students to predict how well the President will do camping in the wilderness.
 - Read to page 27, ask students to predict what the President will do to help save America's national wildlife.
- **Compare and contrast within and between text:**
 - Use a Venn diagram to compare characteristics between President Roosevelt and John Muir.
 - How are the two men similar?
 - How are the two men different?
 - How did the two men help save our national wildlife?

Accuracy:

- **Use the pictures...Do the words and pictures match? :**
 - Model the importance of reading the pictures as well as the words.
 - Page 3 discuss the word naturalist using the picture for support.
 - Page 6 study the picture and discuss the word platform.
 - Page 8 study the second picture and discuss the word impatient.
 - Page 22 study the picture and discuss the word towered.

- **Skip the word, then come back:**
 - Model by saying “I am having trouble with this word. I think I will continue on to the end of the sentence (or sentences) and then come back.” Use context clues and beginning and ending sounds, to lead the students in the discussion of the meaning of the unknown word. Possible words to use:
 - p.4 – vanishing, p. 5 – wilderness, p.7- baggage, p. 11 galloped

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - Discuss with the students how to change their voice when reading a question or exclamation. Pick a few sentences from the text. Read the first time using a monotone voice, then read the second time using expression. Demonstrate with the following sentences:
 - P. 5 “Was John Muir right? Could the forests disappear?”
 - P. 7 “By George I’m going camping! Pack me one small sack!”
 - P. 8 “Didn’t the president want to see the wilderness?”
 - P. 11 “I feel like a runaway schoolboy!”

Expand Vocabulary:

- **Tune in to interesting words and use new words in speaking and writing:**
 - As you read, allow students to pick out 2-3 new interesting words. Discuss the meaning and add the words to the word collector chart. Possible words:
 - brawny, naturalist, vanishing, impatient, galloped, massive, glorious
- **Use dictionaries, thesaurus, and glossaries as tools:**
 - Some words may be unfamiliar to the students. Choose a few unfamiliar words and use an online dictionary or a printed dictionary to define the words. Discuss the best definition of each word, for this story. Possible unfamiliar words:
 - sequoias, glaciers, granite, prospectors

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.