

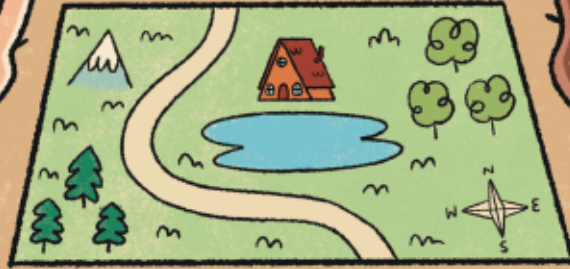
THE BIG CAMP TRIP



written by
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illustrated by
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Don and Brad plan a trip.



Brad, we should camp by my pond.

A camp trip? I would like that!



Don and Brad get bags for camp.



Don and Brad buy stuff for camp.

What should we get?

We could buy a big box of mints.

Yes! I like that plan.



They go to the pond.

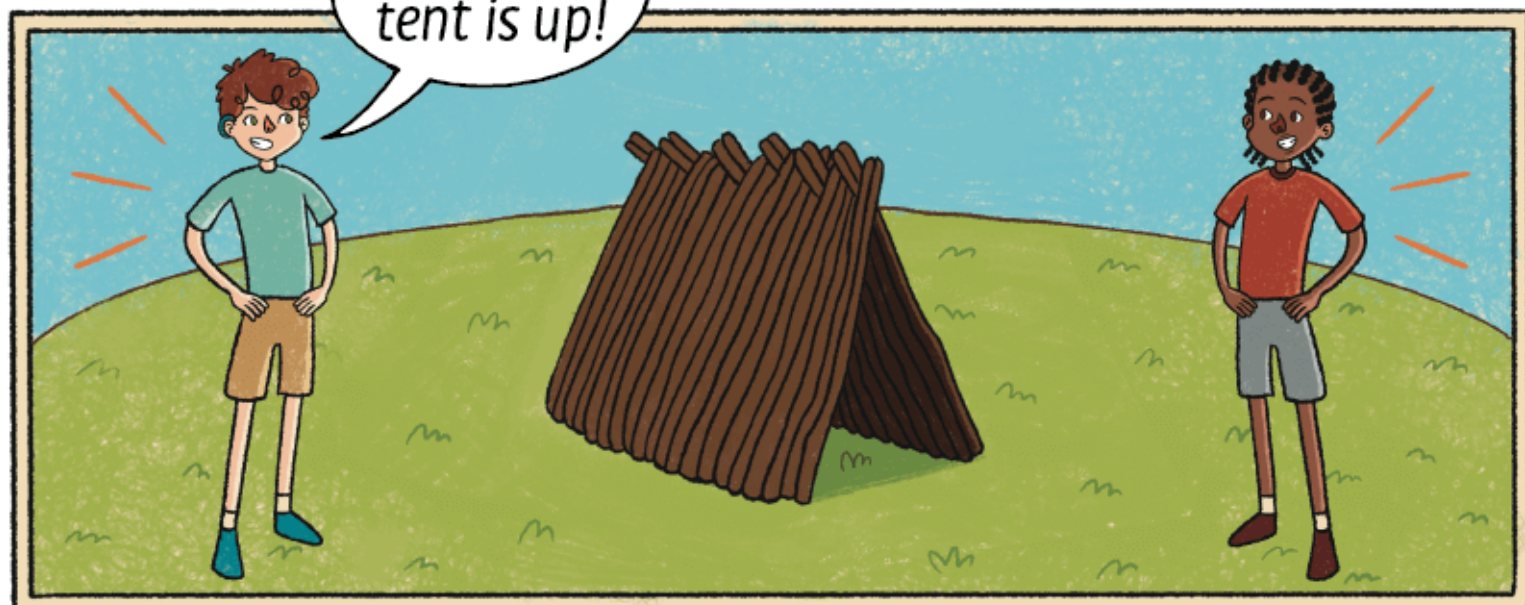
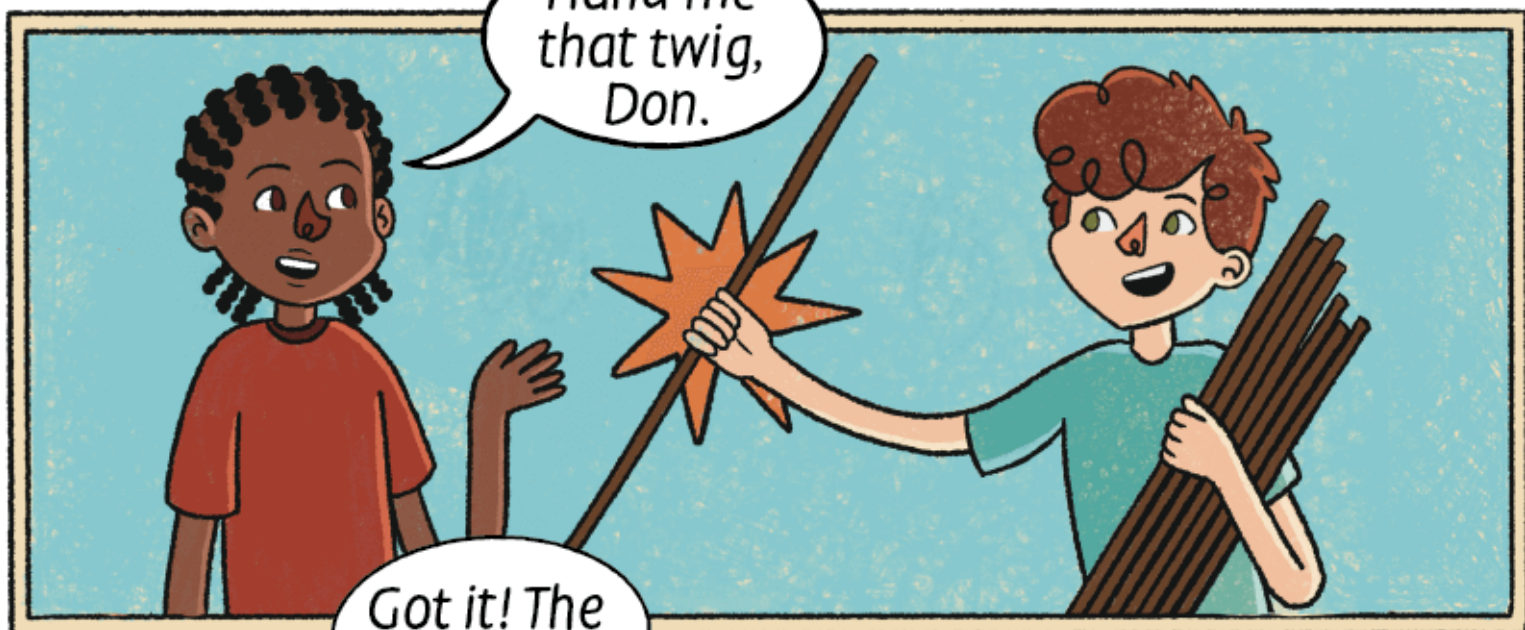


There is my pond, Brad.



I can see it!
Let's go!







Should we swim?

No, let's sit on this log.

Can I have the box of mints?



Yes! Yum, this is the best!



The Sun sets. Brad and Don are glad.

Camp was fun
by the pond!

Next, we
should camp
on the sand!

THE END

Graphic Novel: The Big Camp Trip (F-II)

Letter-Sound/Skill Focus: CCVC, CVCC words with short a, i and o

Previously Learned Letter-Sounds/Skills: consonants, short vowel sounds, CVC words

Target Words: camp, glad, hand, plan, pond, trip, quilt, spot, swim, sand, twig, mint

High-Frequency Words: for, could, would, should, buy

Special Notes on Vocabulary:

- Teachers may want to gauge students' knowledge of the words 'camp' and 'twig' as used in this story and discuss their meanings.

Special Notes on Phonics:

- Teachers may want to explicitly teach reading longer words with the short /e/ sound as in the word 'tent' or 'best'.
- Teachers may want to explicitly point out that the word stuff has two 'f's in its spelling but we do not make two separate /f/ sounds.

Special Notes on Reading Comprehension:

- Teachers may want to explicitly teach that names have a capital letter.
- Teachers may want to explore the format of graphic novels.
- Students may need direct instruction in how graphic novels are set up, such as how different text has different functions (e.g., dialogue, narration and sound effects).

Extension Questions

1. Who is in this story?
2. Where do Don and Brad want to camp?
3. What food do they buy?
4. Where do they want to camp next time?
5. Why do you think Don and Brad brought a lamp to the camp?