

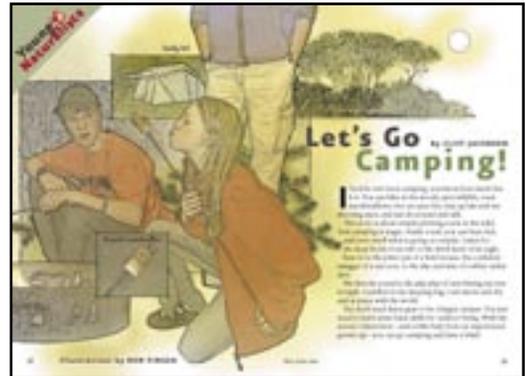
Teachers Guide

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“Let’s Go Camping!” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Let’s Go Camping!” by Cliff Jacobson with illustrations by Ron Finger. Published in the May–June 2005 *Minnesota Conservation Volunteer*, or visit www.dnr.state.mn.us/young_naturalists/camping.

Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension



activities, Web resources (including related Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet. There is also a practice quiz in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified to suit user needs. Users are encouraged to provide feedback through an online survey at www.dnr.state.mn.us/education/teachers/activities/ynstudyguides/survey.html.

Summary

“Let’s Go Camping!” introduces the reader to the basics of camping, including selecting equipment, pitching a tent and staying dry, building a fire, cooking, camping opportunities in Minnesota, and following environmentally responsible camping ethics. The author emphasizes that camping does not require expensive equipment.

Suggested reading levels: third through middle grades

Total words: 1,343

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Materials: Paper, poster board, pencils, pens, markers, and print resources from your media center

Preparation time: One to two hours, not including time for extension activities

Estimated instructional time: Two 50-minute class periods (not including extensions)

Minnesota Academic Standards applications: “Let’s Go Camping!” may be applied to the following Minnesota Department of Education Academic Standards:

I. Reading and Literature

- A. Word Recognition, Analysis and Fluency
- B. Vocabulary Expansion
- C. Comprehension

II. Writing

- A. Types of Writing
- B. Elements of Composition
- C. Spelling
- D. Research
- E. Handwriting and Word Processing

III. Speaking, Listening and Viewing

- A. Speaking and Listening
- B. Media Literacy

Social Studies

Grades K–3

V. Geography

- A. Concepts of location
- B. Maps and globes
- C. Physical features and processes

Grades 4–8

V. Geography

- B. Maps and globes
- C. Physical features and processes
- D. Interconnections

Arts: Artistic Expression: Visual Arts

*Teachers who find other connections to standards are encouraged to contact the *Conservation Volunteer*.

Complete Academic Standards are available at www.education.state.mn.us.

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Preview It is safe to assume that many or most of your students have enjoyed camping experiences with their families and/or groups such Scouts or the YMCA. Begin your preview with a camping **KWL**. Use the **KWL** strategy to find out what your students already know (**K**) about camping, what (**W**) they would like to learn, and eventually, what they learned (**L**) while reading the article and related materials. Display your **K** and **W** ideas on large pieces of tag board or paper (see Vocabulary preview). Add to your **L** list as you read and discuss the article. See www.teach-nology.com/web_tools/graphic_org/kwl. You may wish to invite an experienced camper to your class. DNR state park naturalists are often available to visit schools to share camping opportunities. Contact the park in your area for more information. Allow your students time to skim the article before reading. Call attention to how the article is organized (by topic).

Vocabulary preview Vocabulary demands of “Let’s Go Camping!” are minimal; however, you may wish to review the attached list and add other words based on your students’ needs. Many connections to vocabulary in the article may be made during the KWL activity. For example, you may write vocabulary from the article in green ink, while other ideas are written in black.

Study questions overview Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). This is an important organizational tool for students and should be emphasized before you begin working on the study questions. Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class or in small groups. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: items 1, 2, 4, 9, 10, and 12 require analytical thinking.

Adaptations Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. For example, items 2, 3, 10, and 11 will give students some basic knowledge of camping. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

Assessment You may use all or part of the study questions, combined with vocabulary, as a quiz. Other assessment ideas: (1) Students may write a story describing a camping experience in which they must include where they camped, their equipment, what they ate, their activities, and their most memorable moment. (2) They may then share their stories with the class. (3) Students may draw, color, and display posters of a camping experience. (4) Connect an extension activity to your evaluation.

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Extension activities

1. See “Eight Ways to Discover Nature,” by Marie Keefe at www.dnr.state.mn.us/volunteer/novdec02/discovernature.html for several excellent extension activities.
2. Students may plan a camping vacation to a state or national park or to another country. See Web resources for Web sites to complement print resources from your media center. The project may include an itinerary, equipment and supply list, and description of the biome(s) encountered. Perhaps a travel poster for the destination could be included, as well as a presentation to the class to encourage other campers to make the trip.
3. Pitch a small tent in the classroom. In groups, students can learn how to set up and take down a tent.
4. Invite guest speakers with slide shows and stories of camping adventures.
5. Read Gary Paulsen’s classic survival tale, *Hatchet*, as a class.
6. See the list of residential environmental learning centers at www.seek.state.mn.us/eelinks.cfm for class field trip opportunities.
7. The DNR Web site (www.dnr.state.mn.us/outdoor_activities) also provides many ideas for opportunities to take your class on a camping field trip.
8. Teach your students how to tie a trucker’s hitch and other useful camping knots, such as the bowline, clove hitch, square knot, and two half hitches. See www.realknots.com/knots.

Web resources

Explore Minnesota

www.exploreminnesota.com

Camp Cooking

dnr.wi.gov/org/caer/ce/eeek/nature/camp/recipe.htm

Related *Conservation Volunteer* articles available online include:

July–August 2004

Buggy Sounds of Summer (YN article with study guide)

www.dnr.state.mn.us/young_naturalists/buggysounds

About Those Bears www.dnr.state.mn.us/volunteer/julaug04/bears.html

Western Poison Ivy www.dnr.state.mn.us/volunteer/julaug04/mppoissonivy.html

May–June 2004

Let’s Go Canoeing” (YN article with study guide),

www.dnr.state.mn.us/young_naturalists/canoeing

Golden Opportunities www.dnr.state.mn.us/volunteer/mayjun04/goldenopportunities.html

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January–February 2004

Lost in the Woods www.dnr.state.mn.us/volunteer/janfeb04/lost.html

July–August 2003

Hey, How’s the Weather? (YN article with study guide) www.dnr.state.mn.us/young_naturalists/weather

March–April 2003

Let’s Go Birding! (YN article with study guide)
www.dnr.state.mn.us/young_naturalists/birding

March–April 2002

Backpacker Haven www.dnr.state.mn.us/volunteer/marapr02/backpack.htm
Geological Wonders www.dnr.state.mn.us/volunteer/marapr02/geological.html
Best Picks www.dnr.state.mn.us/volunteer/sepoct00/bestpicks.html

January–February 2002

“Stars in Our Eyes” www.dnr.state.mn.us/volunteer/janfeb02/astronomy.html

July–August 2001

“What’s Eating You?” (YN article with study guide)
www.dnr.state.mn.us/young_naturalists/biting_bugs

References

Ogle, D.S. K-W-L Group Instructional Strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking* (Teleconference Resource Guide, pp.11–17). Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

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Study Questions

"Let's Go Camping!" by Cliff Jacobson with illustrations by Ron Finger

Minnesota Conversation Volunteer, May–June 2005

www.dnr.state.mn.us/young_naturalists/camping

Name _____ Period _____ Date _____

1. On a separate piece of paper describe how you might experience camping through all five senses.

2. See the equipment and supplies list on page 40. If you could only bring five items, which would you pick? Why? _____

3. Why does your tent need a fly? _____

4. Explain how to pitch a tent. _____

5. What might happen if you did not use a plastic ground cloth inside your tent? _____

6. On a separate sheet sketch how to rig a tarp.

7. What is a trucker's hitch? _____

8. What's wrong with the following advice? To start a fire, begin by wadding up some newspaper. _____

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9. When do you add big chunks of wood to your campfire? Why? _____

10. Why is a camp stove handy to have on every trip? _____

11. True or false? You may drink the water at any campsite in Minnesota. Explain your answer.

12. Why is “environmentally friendly” camping important? _____

Study Questions Answer Key

“Let’s Go Camping!” by Cliff Jacobson with illustrations by Ron Finger

Minnesota Conversation Volunteer, May–June 2005

www.dnr.state.mn.us/young_naturalists/camping

1. On a separate piece of paper describe how you might experience camping through all five senses. **Answers will vary. Encourage students to describe what they might see, hear, smell, taste, and touch on a camping trip.**
2. See the equipment and supplies list on page 40. If you could only bring five items, which would you pick? Why? **Answers will vary. Students should have clear, specific reasons for picking their five items. For example, what specific use would an item have, or what might be the consequence if the item were missing?**
3. Why does your tent need a fly? **To help the inside stay dry when it rains.**
4. Explain how to pitch a tent. **First, find a level spot. Clear it of sticks and rocks. Set up the tent, stake it to the ground, and put the fly over the tent.**
5. What might happen if you did not use a plastic ground cloth inside your tent? **Water might run under the tent and get your sleeping bag wet.**
6. Draw a sketch of how to rig a tarp. **Sketch must show two trees or poles with a line strung between them, the tarp staked to the ground on one side, strung over the rope and open on the other side.**
7. What is a trucker’s hitch? **A handy knot for tent lines and tarps.**
8. What’s wrong with the following advice? To start a fire, begin by wadding up some newspaper. **Newspaper absorbs moisture and may not work well on damp days.**
9. When do you add big chunks of wood to your campfire? Why? **Answers will vary, but should include the idea that large chunks need a hot fire to burn and do not have as many airspaces as many smaller pieces.**
10. Why is a camp stove handy to have on every trip? **Camp stoves are fast, do not require dry wood, and may sometimes be used when campfires are not permitted.**
11. True or false? You may drink the water at any campsite in Minnesota. Explain your answer. **False. Never assume the water is safe to drink. Even in wild places the water may contain microorganisms that can cause illness.**
12. Why is “environmentally friendly” camping important? **Answers will vary. Important concepts include preservation of habitat for plants and animals and leaving a campsite in good shape for other campers.**

Minnesota Comprehensive Assessments Practice Items

“Let’s Go Camping!” by Cliff Jacobson with illustrations by Ron Finger

Minnesota Conversation Volunteer, May–June 2005

www.dnr.state.mn.us/young_naturalists/camping

Name _____ Period _____ Date _____

1. In addition to your tent, which item from the list below will help keep you dry?
 - A. Insect repellent
 - B. Plastic ground cloth
 - C. First aid kit
 - D. Backpack

2. When the author was 11 years old, how did his quick thinking help keep him comfortable?
 - A. He used his poncho as a ground cloth.
 - B. He sprayed himself with mosquito repellent.
 - C. He built a fire on a cold, rainy day.
 - D. He changed into dry socks when his feet got wet.

3. Campers may want to keep meals simple because
 - A. they often don’t have time to prepare fancy foods.
 - B. they don’t have a lot of room in their packs for food.
 - C. they can’t keep fresh foods from spoiling.
 - D. A, B, and C are correct.

4. To make sure your water is safe for drinking you should boil it for ____ minutes.
 - A. 5 to 10
 - B. 20 to 30
 - C. 1 to 3
 - D. 2 to 6

5. Environmentally friendly campers
 - A. camp only in state parks.
 - B. only leave footprints.
 - C. have expensive camping gear.
 - D. discourage other people from camping.

Minnesota Comprehensive Assessments Practice Items Answer Key

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1. In addition to your tent, which item from the list below will help keep you dry? **B. Plastic ground cloth**
2. When the author was 11 years old how did his quick thinking help keep him comfortable? **A. He used his poncho as a ground cloth.**
3. Campers should keep meals simple because **D. A, B, and C are correct.**
4. To make sure your water is safe for drinking you should boil it for at least ____ minutes. **C. 1 to 3**
5. Environmentally friendly campers **B. only leave footprints.**

Vocabulary

“Let’s Go Camping!” by Cliff Jacobson with illustrations by Ron Finger

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www.dnr.state.mn.us/young_naturalists/camping

multipurpose useful for many purposes

pita pocket bread

pitch to set up a tent

poncho hooded, tarplike rainwear

repellent chemical that keeps insects away

tarp waterproof material used to cover gear, firewood, and anything else you want to keep dry

tinder very dry material used to start a fire

trail mix dried fruit, nuts, and candy