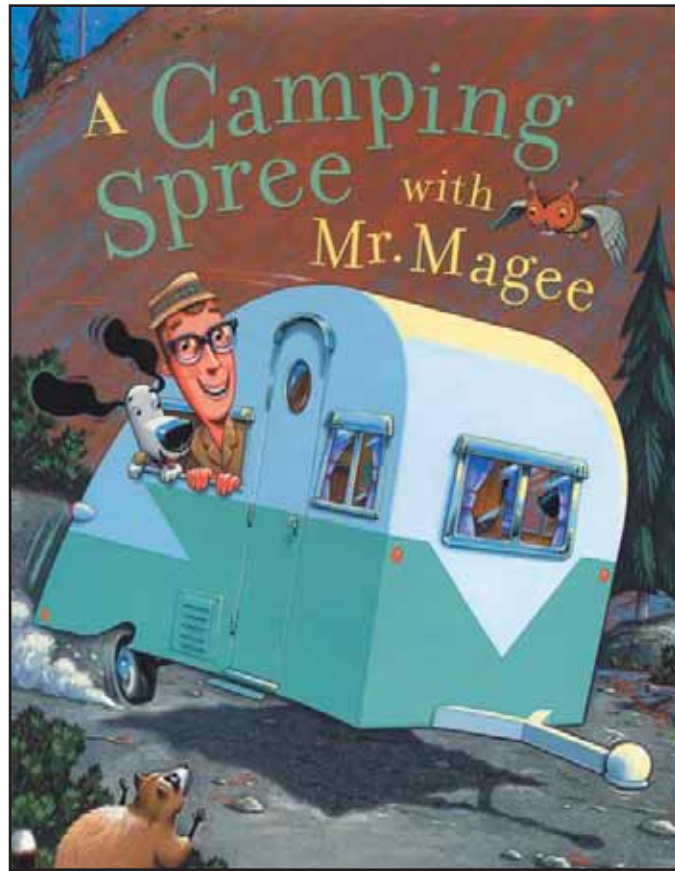




Read-Aloud Family Event

A Camping Spree with Mr. Magee

By Chris Van Dusen



Set Read-Aloud Stage

- ★ This book fits the *Camp Read a Book* theme. Book Fair decorations will help set the stage.
- ★ Extra things you can do to make the read-aloud special include:
 - Build a pretend campfire. Place a circle of stones in front of where you will be reading. Add crumpled red, yellow, and orange tissue paper to look like flames and on top of that place small logs and sticks.
 - Dim the lights and use a flashlight or lantern to create the feeling that you're telling a campfire tale.

Read-Aloud Warm-Up

- ★ Ask if anyone in the group has ever gone camping. Show the book's cover and point out the camper. Ask if anyone has ever used a camper or small trailer for camping. Someone might be able to describe that it's a very compact space with many necessities such as a sink, a bed, and a table.
- ★ Point to the words as you read the book's title. Point out Mr. Magee and ask children to identify other possible characters in the story. Open the book so children can see the front and back cover and say, "The little dog next to McGee is Dee, and who might be peeking around that tall tree?" Have children make predictions about what they think might happen in this story. Then say, "Let's read and find out if you are right."



During Read-Aloud

- ★ This book uses a very entertaining rhyme and rhythm which you can emphasize while reading. Periodically pause in places where the rhyme is predictable and allow children to insert the rhyming words or say them with you. Help children listen and join in with predictable words and phrases to actively engage them in the story.

★ As you read the story, incorporate these read-aloud strategies. Mark the pages where you plan to ask questions or have a discussion. Show the pictures, explain words, and ask the suggested questions in the appropriate spots.

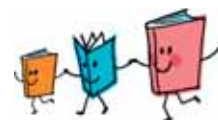
● Explain these words as you read:

- ❑ A **spree** is a fun activity.
- ❑ A **Rambler** is a type of car.
- ❑ A **brook** is a stream.
- ❑ A **steep waterfall** is a place where the stream splashes over an edge and falls down to a much lower level.
- ❑ **Knolls** are hills.
- ❑ **Embers** are the hot coals burning in the fire.
- ❑ A **snitch** is someone who steals something.
- ❑ The **hitch** is the hookup between the camper and car.
- ❑ To **shimmy** is to wiggle and shake.
- ❑ To **quiver** is to tremble or shake.
- ❑ A **ledge** is a shelf (or the edge of the waterfall).
- ❑ Something that is **rank** tastes terrible.

Read-Aloud Discussion

Conduct a brief discussion using some of these suggestions:

- ★ Ask children if they have ever had a camping experience that was similar in any way to Mr. McGee's and Dee's trip. Connecting story events to their own experiences helps children understand and relate personally to the people and events in the story.
- ★ After reading the story, have children briefly retell the sequence of events. Apply the PEER sequence for Dialogic Reading. After they mention an event in the story, evaluate that response to see if it's accurate and expand on it by repeating new vocabulary or details that may have been omitted. Repeat your initial question about that event and encourage children to repeat and include the new words and details. Then move on to the next main story event and repeat the sequence.
- ★ Encourage families to get this book and read it together at home. The fun story and rhyme will make this book a favorite and some of your camping ideas could be replicated at home. It would be fun to roast marshmallows or make s'mores.



PEER Sequence

Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension. The **PEER** sequence for Dialogic Reading says to **Prompt** the child with a question about the story, **Evaluate** the child's response, **Expand** on the child's response, and **Repeat** the initial question to check that the child understands the new learning.

Read-Aloud Warm-Up

Take no more than five minutes to ask parents and children if they noticed some of the strategies you used that helped bring this book to life.

- ★ Mention that when you use new words it helps if you tell what they mean within the context of the story so that children understand the word related to how it is used. This helps children learn and remember the meanings of new words. Does anyone remember any of the new words introduced with this book? Spree, Rambler, brook, a steep waterfall, knolls, embers, snitch, hitch, shimmy, quiver, ledge, and rank. Explaining new words in context helps build vocabulary.
- ★ You used different types of questions to help children think about the story and connect it to their own experiences.
- ★ You used the Dialogic Reading strategy to extend understanding about the story and the sequence of events. It was also a way to reuse newly introduced vocabulary words. Dialogic Reading is a powerful read-aloud strategy because it involves the listener and extends oral language and print comprehension.

Questions

Using open-ended and "wh" questions increases talk about the book and helps children focus on details. It supports comprehension and builds vocabulary. It also helps children relate story events to experiences in their own lives.

Distribute the bookmarks and *The Family Guide to the Book Fair* (found at www.scholastic.com/bookfairs/family) to all parents. Let them know that these great tools are filled with reading strategies, tips, and information about how young children learn.



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