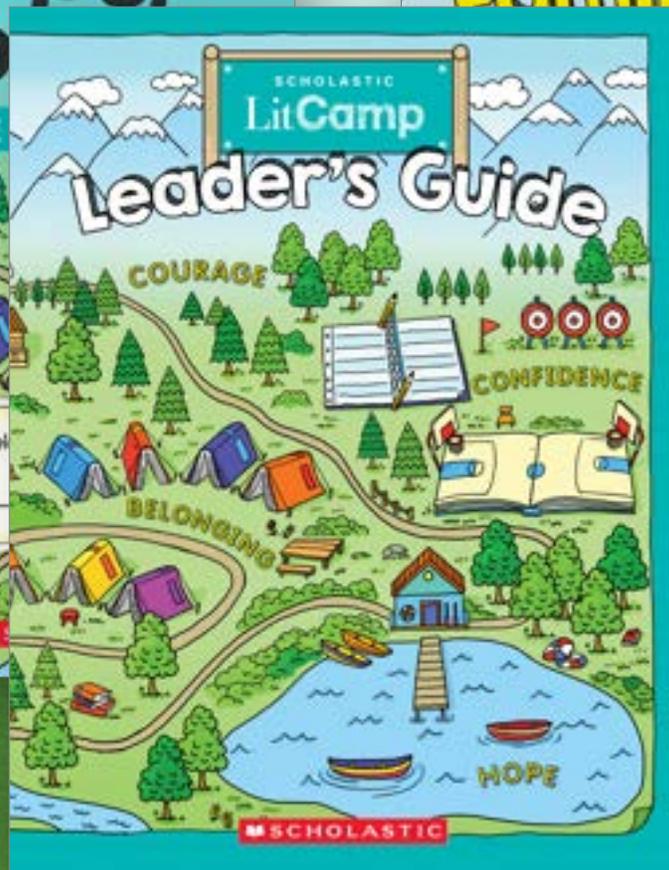
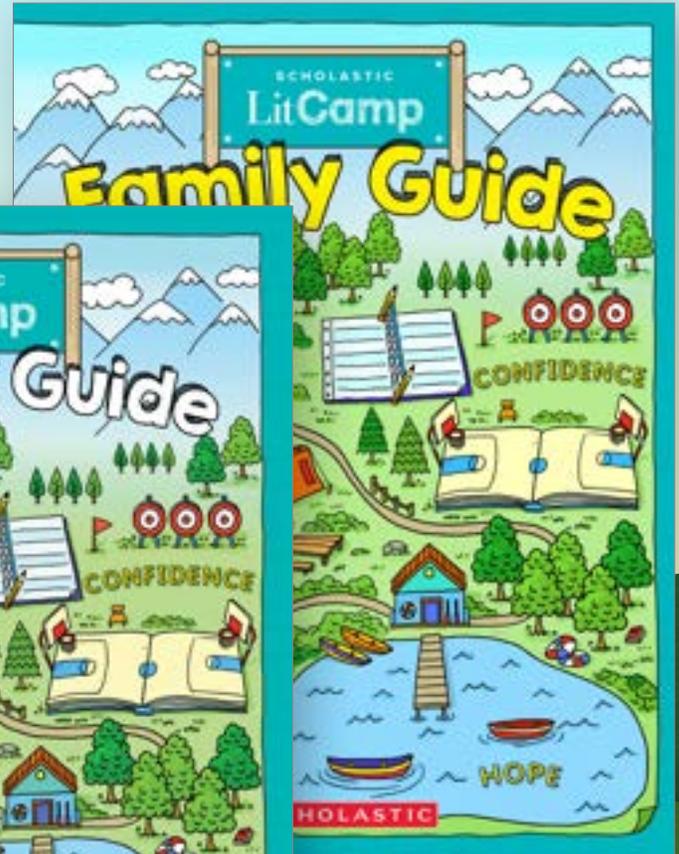
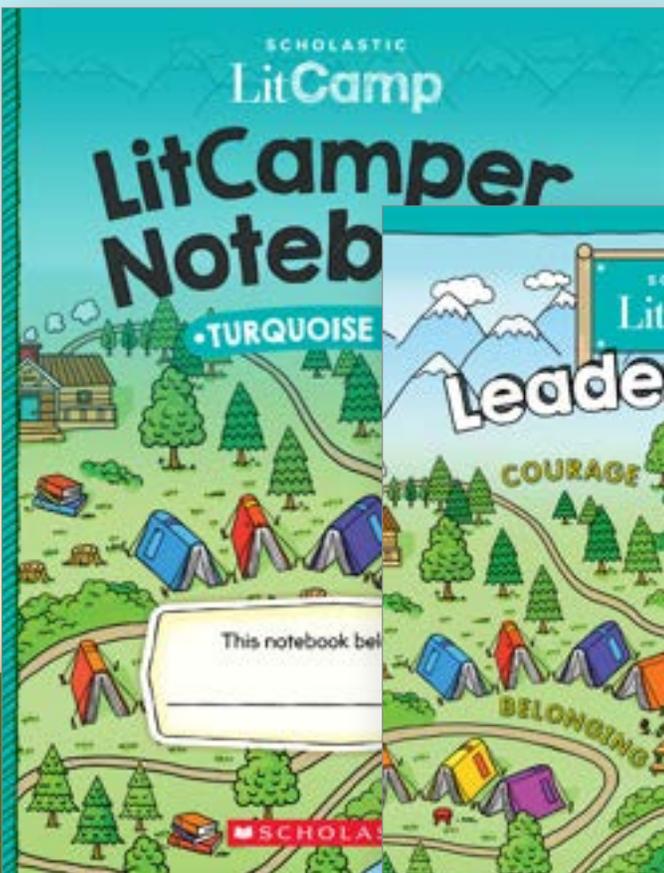


Reimagined to Meet
**Science of
Reading**
Best Practices

SCHOLASTIC
LitCamp

Grades K–5

Lesson Sampler



Reimagined to Meet **Science of Reading Best Practices**

The LitCamp you know and love has been updated to meet today's classroom needs! With an emphasis on the **Science of Reading best practices**, the program combines knowledge-building literacy instruction, foundational skills development, and fluency practice in an engaging summer camp-themed curriculum.

Foundational Skills Instruction

Daily lessons include foundational skills instruction followed by the application of the skills in whole-group activities and games.

Fluency Practice

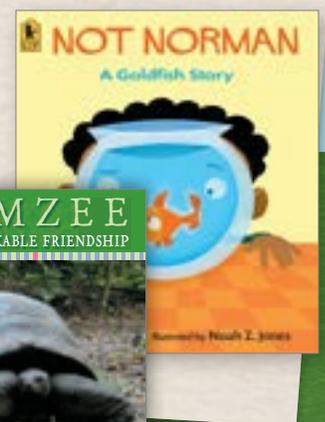
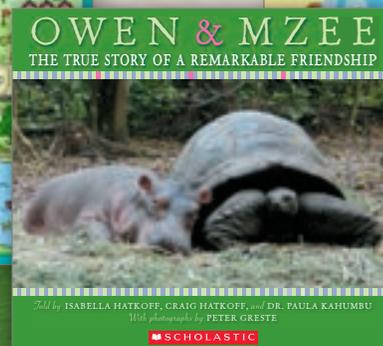
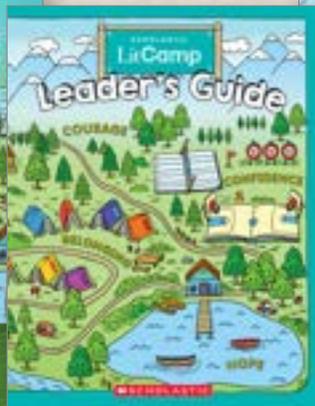
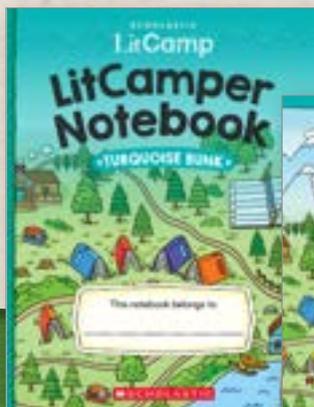
Campers build fluency through daily practice, including modeled and shared routines and Readers' Theater.

Knowledge Building

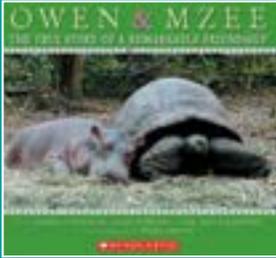
Read-aloud books are explicitly aligned to core knowledge areas with topic-related text sets including decodables and short reads.

Designed to accelerate achievement, the program builds lifelong readers and writers through robust lessons and activities. Each LitCamp lesson centers on a Read-Aloud of an engaging and authentic text. After reading, students participate in a "Go Deep" discussion and write in response to the text, building knowledge and extending comprehension.

Each lesson offers clearly explained, scripted routines. Leaders guide campers through reading and exploration of a shared text, foundational-skill and fluency practice, writing about the reading, independent and/or paired reading of text sets, and opportunities to reflect on their learning.



LESSON 5



Owen & Mzee

Told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu
Photographs by Peter Greste

This is the true story of a remarkable friendship between a baby hippopotamus and a 130-year-old giant tortoise. It is also a story about people working together to help animals in need.

Lessons open with an introduction to the book and explicitly stated **Knowledge, Reading, and Writing Goals** as well as the focus strength.

A list of everything needed for the day's lesson, including what to gather and what to prep.

KNOWLEDGE GOALS

Campers will understand

- the differences between reptiles and mammals
- that there are things scientists know about animals and things they don't know
- that some people work hard to help animals in need

READING GOALS

Campers will

- understand the gist, or main idea, of the story
- build vocabulary and practice reading fluency
- identify and read words with variant vowel digraphs

WRITING GOALS

Campers will

- identify and collect text evidence
- prepare to write an explanation

FOCUS STRENGTH

Friendship

LESSON MATERIALS & PREP

Materials

- Camper copies of *Owen & Mzee*
- *Owen & Mzee* Text Set
- "Fishing for Words 1" activity resources

Prep

- Print "Fishing for Words 1" activity resources; cut out Word Cards and display word chart
- Print *Owen & Mzee* Text Set as needed



OPENING CAMPFIRE **15** MIN

Welcome campers and greet them by name. Introduce the focus strength and invite discussion.

Campers, today we're going to read a book about an unusual friendship. Turn and share with a partner what having and being a friend means to you. Give campers a moment to discuss, and then ask volunteers to share their ideas as you capture them on your Strengths Board.

Friends trust and support one another. Let's practice being a good friend to others at LitCamp or at home today. Keep your eyes and ears open for examples of friendship in our reading, and jot them down in your notebook when you notice them.

Wrap up with the "LitCamp Cheer" or a song.



During **Opening Campfire** leaders set the purpose for the day's lesson, introducing and inviting discussion about the focus strength. These include belonging, curiosity, friendship, kindness, confidence, courage, and hope.

Leader's Guide

Leader introduces **essential vocabulary**, key to comprehension of the text.

The **Shared Read-Aloud** is the core of LitCamp with two lessons devoted to each text. The first lesson features an introduction to the book and offers key background knowledge about a topic to ensure comprehension, followed by an uninterrupted read-aloud of the text. After reading, campers provide the gist of what they read.



READ ALOUD: Owen & Mzee 35 MIN

Introduce Vocabulary

To support comprehension, teach new vocabulary words before reading the book. Encourage campers to use the words in their discussions during the lesson.

WORDS TO KNOW

mammal: an animal that has warm blood, a backbone, and skin covered with hair; females give birth and feed their babies milk

reptile: an animal that has cold blood, a backbone, usually lays eggs, and has skin covered with scales or bony plates

stranded: to be stuck with no way to escape

Before Reading

Show the cover of the book and read the title. Point to and pronounce the names Owen (*oh-WEN*) and Mzee (*mm-ZAY*). Point out that Mzee is spelled with the vowel team *ee* at the end, which in English makes the long-*e* sound. But in the Swahili language, spoken where this story takes place, it makes a long-*a* sound.

Next, ask campers what details they notice about the animals in the photo. Invite volunteers to share their observations. Read the subtitle aloud.

Say: *Owen & Mzee is a true story about two very different kinds of animals. Owen, a hippo, is a mammal. Mzee, a giant tortoise, is a reptile. Turn and share with a partner something you know about mammals or reptiles.* Give campers a moment to discuss, then confirm understanding.

Mammals—like dogs, cats, and hippos—have warm blood and skin that's covered with hair. Baby mammals drink milk from their mothers.

Reptiles—like snakes, lizards, and turtles—have cold blood and skin covered with scales or bony plates. Baby reptiles hatch from eggs. Now, based on what you understand about mammals and reptiles, do you think LitCampers are mammals or reptiles?

Have partners discuss, then invite volunteers to share with the group. Encourage campers to support their thinking with reasons.

Finally, have campers turn to page 30 of the text, headed, "MORE ABOUT...". Explain that the story takes place in Kenya, a country on the continent of Africa. Point to Africa on the inset map and to Kenya's location in Africa. Next, point to the large map of Kenya and note its location on the coast. Point to Malindi and explain that it is a coastal city on the Indian Ocean, which is important to the story.

MULTILINGUAL LEARNERS

To support vocabulary comprehension, find or draw pictures of other mammals and reptiles. Have campers list them under headings for each group. Show the photo in the book of Owen stranded on the reef. Say *stranded* and offer synonyms like *alone* and *stuck*.

Support for **multilingual learners** is provided at key points in each lesson.

Read the Book

Read the entire book, pausing only for Drop-In Vocabulary. Make sure campers follow along in their books as you read.

Note *Owen & Mzee* does not include page numbers. Page 1 is the full-title page, which includes the author and publisher names.

Read-Aloud Tips Use engaging read-aloud strategies, such as those below, to captivate your audience.

- In your best “reporter-at-the-scene” voice, read page 9, starting with, “On the morning of December 26, 2004...” and the page that follows.
- On page 19, starting with, “Finally, Dr. Paula and Stephen arrived...,” read with heightened emotion to show concern about what will happen when Owen is released into the enclosure with Mzee.

After Reading

Notice & Wonder Invite campers to jot down in their notebooks anything they noticed or wondered during today’s Read-Aloud. If they seem stuck for ideas, you may suggest a few examples of your own.

Get the Gist Ask campers to discuss with partners the gist—the main point or idea—of today’s read-aloud. Invite volunteers to share their gists with the group.

Campers should mention these details: Owen is a baby hippo who became stranded on a reef in the ocean and was unable to get to shore. People tried to rescue him, but he was slippery, heavy, and scared. A man named Owen held the baby hippo so a net could be put on him. The hippo was taken to an animal sanctuary in Kenya. At the sanctuary, he was put in an enclosure with an old tortoise named Mzee. The animals were very different, but they became friends.

Wrap up by reminding campers that in the next lesson, you will “Go Deep” in a discussion about the book. Campers should be ready to talk about the book and think about what questions they may have.

DROP-IN VOCABULARY

Page 6

pod: a group

wallowed: rolled in mud

Page 9

surging: moving very fast

stranded: stuck

Page 10

commotion: noisy

anxious: nervous

Page 12

fend: get along without help

Page 19

crouched: bent low

companion: friend

Page 20

bond: form a friendship

recover: get better

Page 22

inseparable: always together

Page 25

experts: specialists

fierce: aggressive

affection: love

Page 26

endured: lasted

Page 29

extraordinary: special

resilience: strength

As they’re encountered in the text, selected words, terms, and idioms are quickly and simply explained to ensure student comprehension and engagement.

Read-Aloud Tips offer leaders point-of-use suggestions to ensure a lively and engaging reading.

After Reading, campers provide the gist. Then, Day 2 of the Read-Aloud features a “Go Deep” teacher-guided whole-group discussion about the text, guiding campers toward an “essential understanding.” (View Day 2 lesson on page 7 of this sampler.)

Leader's Guide

Following Science of Reading research-based best practices, lessons include **foundational skills review** and practice, aligned with an explicit scope and sequence.



READING POWER 20 MIN

Foundational Skill Review

In this lesson you will review the foundational skill with campers. In the following lesson, campers will play a game to practice the skill, strengthen comprehension, and demonstrate understanding.

Variant Vowel Digraphs Display the “Variant Vowel Digraph Words” chart. Review that a vowel sound can be made by one, two, or even three letters. Display and read the word *paw*. Say: *In the word paw, the letters a and w work together to make the /ô/ sound. Notice that this is not a short-a or long-a sound. It is a different kind of vowel sound. Say the word with me: /p/ /ô/, paw.*

This same sound can be spelled by the letters a and u, as in the word haunt, as well as al, as in the words talk and mall.



BRING THE TEXT TO LIFE 20 MIN

Reading Fluency

For the fluency practice, you may use the decodable passage and routines provided here or choose a passage from the book and the fluency routine that works best for your group.

MULTILINGUAL LEARNERS

Before having them read with the group, model reading the passage to campers, then have them read it aloud to you. Check pronunciations, explain unfamiliar words, and confirm comprehension.

Daily modeled and shared reading practice builds confident, fluent readers. On alternate days campers practice fluency routines then demonstrate fluency through Readers' Theater. Decodable fluency passages, aligned with the foundational-skill sequence, ensure success for all readers.

A baby hippo was stranded on a reef near the sea grass. He seemed frightened.

Witnesses ran on the beach.

“He will get sick if he stays here. We need to find a way to save him by night,” exclaimed a man.

Men used ropes, nets, and boats. But it was not easy to get the hippo.

Then, a brave, kind man got on top of him while others tied a net.

When the hippo reached land, the men and kids smiled and cheered.

Choral Reading Read aloud the passage as campers follow along with their eyes on their own texts. Then have all campers read aloud as a group. If anyone is having difficulty with a word or phrase, correct or guide the whole group rather than singling out an individual camper.

Partner Reading Pair more-fluent readers with less-fluent readers. Have partners take turns reading aloud as the other follows along in their copy of the book.



Reading for Knowledge

Invite campers to stretch or move before settling down to read on their own or with a partner. Distribute texts, or have campers choose a text from the Read-Aloud Text Set to encourage extending knowledge related to today's read-aloud. Make sure all campers have a book or text that they can read comfortably on their own. When about five minutes remain in the session, ask campers to jot down in their notebooks something new they learned—or a connection they made—during their reading.

If time allows, encourage campers to explore and choose a book from your classroom library to read during a break or to take home to share with their family.

Bunk Check

Circulate as campers read, using the following prompts to check on comprehension and engagement.

Knowledge Building What is something you learned or discovered in your Bunk Time reading today?

Read-Aloud Connection How did your Bunk Time reading connect to our read-aloud book?

Comprehension Check What is the gist of your reading today?

Fluency Check Please read aloud to me some of the text you read on your own today.

Strength Connection What examples of the 7 Strengths did you notice during your reading?

MULTILINGUAL LEARNERS

Encourage campers to jot down notes or questions from their reading in their home language. Then help them transfer their ideas into English.

Typically related text sets for each read-aloud book include a trade book, a selection of decodable texts, and short reads to build and extend knowledge and ensure that all campers have access to texts that they can read on their own.

Campers write every day. The first lesson on the Read-Aloud, teachers model the writing planning and preparation as partners collaborate. Leaders guide campers to find details and add evidence to a chart to refer back to.



WRITING POWER 25 MIN

Respond to Reading

Make sure campers have their copies of *Owen & Mzee* and their notebooks handy but unopened.

Model: *Campers, together we'll revisit the book to find evidence of the ways Owen and Mzee show friendship. We'll add the evidence to our charts, then you and a partner will find and add another example.*

Turn to the "Owen and Mzee's Friendship" graphic organizer on the page immediately following this lesson. Draw the chart on the board, and write the title and the column headings. As you guide campers to find evidence in the book, write the answers that are provided in your chart.

Read aloud pages 19 to 22, beginning: "Finally, Dr. Paula and Stephen ...". Explain that from here to the end of the book, there is evidence of Owen and Mzee's friendship and how it helped the animals, but you will focus on these pages. Say: *Let's look for two examples of Owen and Mzee showing friendship and fill in the two rows in the left-hand column.* Guide campers to notice that on page 19, the text says: "Mzee began to accept his new companion." Model adding that to your chart. On the same page, guide them to notice Owen snuggled up against Mzee, and add that to the chart. Then say, *Now let's find evidence of how the friendship helped Owen and Mzee.* (On p. 20, read: "Bit by bit, Mzee grew friendlier"; Mzee seemed to be showing Owen how to eat and add to the chart.)

Practice: *With your partner, reread pages 20 to 22. Find one more example of how Owen and Mzee show friendship and how the friendship helps them, and add your evidence to your chart.* (Possible responses: p. 20: Owen followed Mzee, Mzee followed Owen; the bond was helping the baby hippo recover; p. 22: "they were inseparable," "They rub noses," "Owen nuzzles Mzee's ticklish neck," "They are gentle with one another," "A sense of trust has grown between them.")

Clarify: Explain that strong writers support their ideas with evidence. Remind campers that in the next lesson, they will use the evidence on their charts to write a sentence explaining how Owen and Mzee's friendship helped each of them.



CLOSING CAMPFIRE 15 MIN

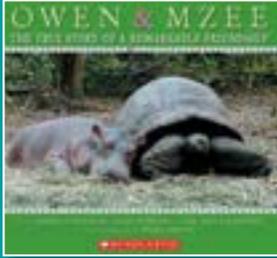
Reflection Question Turn knee to knee and discuss this question with your partner. *How did today's story help you understand something about the importance of friendship, as demonstrated by Owen and Mzee or by the people who helped them?*

Praise and Affirmation Offer concrete praise and affirmation for campers' efforts and accomplishments today.

Shooting Stars Dance With the group, throw shooting stars (pretend to throw a basketball into a hoop). Campers can do a dance with the praise or put it in their pockets.

At the end of each session, the group gathers to review the day's lesson and reflect on the focus strength. Each session closes with an affirmation and acknowledgment of campers' accomplishments.

LESSON 6



Owen & Mzee (continued)

Told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu
Photographs by Peter Greste

This is the true story of a remarkable friendship between a baby hippopotamus and a 130-year-old giant tortoise. It is also a story about people working together to help animals in need.

In the next lesson, leaders and campers revisit the read-aloud, going deeper into the text to build comprehension.

KNOWLEDGE GOALS Campers will understand

- the differences between reptiles and mammals
- that there are things scientists know about animals and things they don't know
- that some people work hard to help animals in need

READING GOALS Campers will

- reread and discuss the reading, supporting answers with text evidence
- build and review vocabulary
- identify and read words with variant vowel digraphs; practice fluency with Readers' Theater

WRITING GOALS Use collected evidence to write a sentence explaining Owen and Mzee's friendship

FOCUS STRENGTH Friendship

LESSON MATERIALS & PREP

Materials

- Camper copies of *Owen & Mzee*
- *Owen & Mzee* Text Sets
- Camper Notebooks
- "Fishing for Words 1" activity resources

Prep

- Display "Variant Vowel Digraph Words" chart and prepare Word Cards
- Print *Owen & Mzee* Text Sets as needed

Familiar and consistent lesson structure and routines build confidence and ensure success for leaders and campers.



OPENING CAMPFIRE 15 MIN

Welcome campers and greet them by name. Remind them about the focus strength and prepare the group for the day's lesson.

In Owen & Mzee, we read about an unlikely friendship between two animals. Share with a partner one thing that makes Owen and Mzee's friendship unlikely, or unusual. Listen for partners to mention that Owen was a baby and Mzee was 130 years old and that Owen was a mammal/hippo and Mzee was a reptile/tortoise.

Campers, today as we discuss Owen and Mzee, practice friendship by listening attentively when others speak, and being supportive of others' ideas.

Wrap up with the "LitCamp Cheer" or a song.



Leader's Guide

Day 2 of the of the Read-Aloud introduces new and review vocabulary words, invites campers to recap the previous day's reading, and—through meaningful discussion prompts informed by the knowledge goals—guides the group on a "Go Deep" exploration of the text, leading to an essential understanding of the text.



READ ALOUD: Owen & Mzee **35**
MIN

Introduce Vocabulary

To support comprehension, introduce new vocabulary words before reading. Encourage campers to use the words in their discussions during the lesson.

WORDS TO KNOW		
protective: guarding from danger	rescue: to save, or free from danger	sanctuary: a safe place
REVIEW WORDS mammal, reptile, stranded		

Before Reading

Have campers turn to partners and recap the previous lesson's read-aloud, then have volunteers share with the group. Listen for these key points: A baby hippo was stranded in the ocean. People rescued him and took him to an animal sanctuary in Kenya. He was put into an enclosure with a 130-year-old tortoise named Mzee. The two animals became friends. Even experts did not know why.

Note *Owen & Mzee* does not have numbers printed on the pages. Page 1 starts on the full-title page of the book, which includes the authors' and publisher's names.

Go Deep

Let campers know that you're going to explore the book together. Reread short sections as indicated to provide context for your questions. Make sure campers cite evidence from the text in their discussions. You may wish to have campers share their ideas with partners first, and then ask volunteers to share with the group. Open some questions to whole-group discussion. Encourage all campers to participate. Note that each prompt is followed by possible responses.

Page 9 Reread the paragraph beginning, "On the morning of December 26, 2004, ...". *What did you wonder after we read this paragraph for the first time and now as we read it again?* After campers respond, answer their questions, referring to the text for evidence.

Possible responses: Why couldn't the hippo reach the shore on his own? How did he get separated from his mother? Why did people want to help him?

Page 10 Reread the page beginning, "It was soon clear...".

Why was it so difficult to take Owen out of the water?

Possible responses: He was heavy, slippery, and strong. He was scared. He tried to escape from the nets and ropes.

MULTILINGUAL LEARNERS

Support comprehension by reading each word aloud then having campers repeat the word. Use actions and gestures to demonstrate being protective, performing a rescue, and to show the safety of a sanctuary.

Page 12 Reread the first paragraph, beginning: “People weren’t sure where Owen should be taken next.”

Why did Owen need to be taken to a sanctuary?

Possible responses: Guide campers to understand and integrate two important ideas: Owen needed to be taken someplace safe. He hadn’t learned how to protect himself in the wild. He couldn’t join another pod because the hippos would think he was an outsider and attack him—most animals don’t want new animals to join their groups. Also, Owen doesn’t have a mother to take care of him.

Page 16 Reread the page about Sabine preparing the enclosure for Owen.

What do we learn about Mzee on this page?

Possible responses: Have campers jot down these and other details in their notebooks: Mzee is a giant tortoise. His name means “wise old man” in Swahili. He’s about 130 years old. He’s not friendly, except to Stephen. His life is about to change.

Page 20 Reread the paragraph, beginning, “At first, Owen wouldn’t eat...”.

This paragraph tells us about something the scientists did not know and something the scientists did know. What are those two things?

Possible responses: The scientists didn’t know what made Owen start eating. They did know that the friendship between Owen and Mzee was helping the baby hippo recover.

Page 22 Reread the page beginning, “As the weeks went on...”.

How do Owen and Mzee show that they are friends?

Possible responses: Owen and Mzee swim, eat, drink, and sleep next to each other. They rub noses. Write campers’ answers on the board to help them with their writing later. Encourage them to search the text for details that describe the animals showing friendship, and jot down what they find in their notebooks.

Page 25 Reread the page beginning, “Wildlife experts...”.

What are the wildlife experts puzzled about?

Possible responses: Experts had never known of a reptile and a mammal forming a bond. A tortoise could never protect a baby hippo, but something about Mzee made Owen feel safe. Mzee had preferred being alone, but he showed affection to Owen. (Grasping the idea that the experts were puzzled supports an essential understanding that the bond between Owen and Mzee was unusual.)

Explore More

If time allows, continue the discussion with these additional prompts.

On page 12, “some people said” that Stephen Twei could talk to animals. Do you think that means he really could talk to animals, and that they understood him?

What questions do you have about Owen & Mzee?

SPOTLIGHT ON LANGUAGE

On page 19, read the sentence that begins, “Finally, Dr. Paula and Stephen arrived...”. Explain that the word *Finally* at the beginning of a sentence helps readers remember what was involved in getting Owen to the sanctuary. It connects what is happening now in the story to what happened before.

Helpful teaching tips give leaders instructional recommendations about language in the Read-Aloud to support student comprehension.

Leader's Guide



READING POWER 20 MIN

Foundational Skills in Action

Today, campers will play a game that reinforces the foundational skill.

Campers will play a game or complete an activity to reinforce the skill learned in the previous lesson.

Fishing for Words 1

Objective Identify and read words with variant vowel digraphs.

Get Ready to Play Display the “Variant Vowel Digraph Words” chart where all campers can see it.

Divide players into groups of three or more.

Print and cut out one deck of Word Cards for each group of players. Give each group a deck of Word Cards. Review the Word Chart.

Goal Collect pairs (2 cards) or sets (3 cards) with words that have the same sounds but are spelled differently.

How to Play the Game

1. Have a player in each group shuffle the Word Cards and deal 4 cards to each player in the group. The remainder of the deck is placed face down in a pile.
2. Have players follow the basic rules of “Go Fish,” taking turns asking the player to their left for a card with a specific digraph, making matches if the player has the card, or drawing from the pile if the player doesn't have it (in which case that player says “Go Fish”).
3. Once players have two or three cards with words that have the same variant vowel digraph, they place the cards down and read the words.
4. The game is over when all of the cards have been matched into pairs or sets. The player in each group with the most matches wins the game.

BRING THE TEXT TO LIFE 20 MIN

Readers' Theater

Divide campers into pairs or small groups. Make sure they have their notebooks open to the decodable passage from the previous lesson or to the selected book passage. Read the passage aloud, then have campers read it together several times until they understand what is happening in the text and can interpret and perform the scene. Give campers about five minutes to choose their roles and practice the scene, and then a few minutes to act it out. (You may choose to use a scene from the book instead.)

MULTILINGUAL LEARNERS

Review the passage with campers before asking them to read. Check comprehension, and correct any mispronunciations. Use movements and facial expressions to demonstrate what is happening in the scene, and encourage campers to do the same during Readers' Theater.

Campers practice fluency through engaging and exciting **Readers' Theater**, providing campers opportunities to work together in pairs or small groups.

BUNK TIME 20 MIN

Reading for Knowledge

Invite campers to stretch or move before settling down to read on their own or with a partner. Distribute texts from the read-aloud book text set to encourage extending knowledge related to today's read-aloud. Make sure all campers have a book or text that they can read comfortably on their own.

When about five minutes remain in the session, ask campers to jot down in their notebooks something new they learned—or a connection they made—during their reading. Invite volunteers to share with the group.

If time allows, encourage campers to explore and choose a book from your classroom library to read during a break or to take home to share with their family.

Bunk Check

As campers read, circulate to check in on their comprehension and engagement.

Knowledge Focus What is something you learned or discovered in your Bunk Time reading today?

Read-Aloud Connection How did your reading connect to our read-aloud book?

Comprehension Check What is the gist of your reading today?

Fluency Check Please read aloud to me some of the text you read on your own today.

Strength Connection What examples of the 7 Strengths did you notice during your reading?

On the second day of the Read-Aloud lesson, campers use evidence collected in the previous lesson to complete their writing task—in this case, writing an explanation. Writing lessons may be scaffolded for a range of learners by providing sentence frames and/or opportunities to draw and write.



WRITING POWER 25 MIN

Respond to Reading

Have campers open their notebooks to the “Owen and Mzee’s Friendship” chart. Explain that they will use this evidence to write a sentence explaining how the friendship helped the animals. Divide the class into groups of two or three. Have campers open their books to page 25, beginning “Wildlife experts are still puzzled...”. Assign each group to either the second paragraph (about Owen) or the third paragraph (about Mzee). Say: *In the previous lesson you found evidence of Owen and Mzee becoming friends. Now you will use that evidence to answer this question: How did the friendship between Owen and Mzee help Owen (if you’re in the Owen group) or help Mzee (if you’re in the Mzee group)?*

MULTILINGUAL LEARNERS

Review the chart with campers. Encourage them to use language and details from the text to effectively explain how the friendship between Owen and Mzee helped each animal.

Have campers follow along in their copies as you reread the page. Say: *On this page we learn some of the possible reasons that Owen and Mzee became friends and how the friendship seemed to help each animal. This part of the story also helps us understand that there are things scientists know about animals and things they think might be true but do not know for certain.*

Reread paragraph 2 with the Owen group and paragraph 3 with the Mzee group. Have the groups discuss their assigned paragraphs. Then have them write their own explanations using the sentence frames in their notebooks. When they’ve finished writing, ask volunteers to share their answers. Write these sentence frames on the board:

I think the friendship helped Owen because _____

I think the friendship helped Mzee because _____



CLOSING CAMPFIRE 15 MIN

Reflection Question Turn knee to knee and discuss this question with your partner. *Owen and Mzee’s friendship was unlikely because they were very different from one another—a tortoise and a hippo, a 130-year old and a baby. What might be some of the benefits to having friends who are different from us in some way?*

Praise and Affirmation Offer concrete praise and affirmation for campers’ efforts and accomplishments today.

Shooting Stars Dance With the group, throw shooting stars (pretend to throw a basketball into a hoop). Campers can do a dance with the praise or put it in their pockets.

LitCamper Notebooks

LitCamper Notebooks provide supports and resources, such as graphic organizers, decodable passages for fluency practice, and writing pages.

BRING THE TEXT TO LIFE

Stranded in the Sea

A baby hippo was stranded in the sea! People ran to the beach.
"Find a rope!" cried a man.
"Use my net!" screamed a child.
They tried to help. It was not easy. The wild hippo tore the nets.
He got free from the rope. People feared he could not be saved.
Then a man came in a boat.
"Do not be afraid," said the man to the hippo. "I am here. You are safe."
The brave man held the hippo. Someone put a net on him.
On the beach, people cheered. Happy cries were heard a mile away!

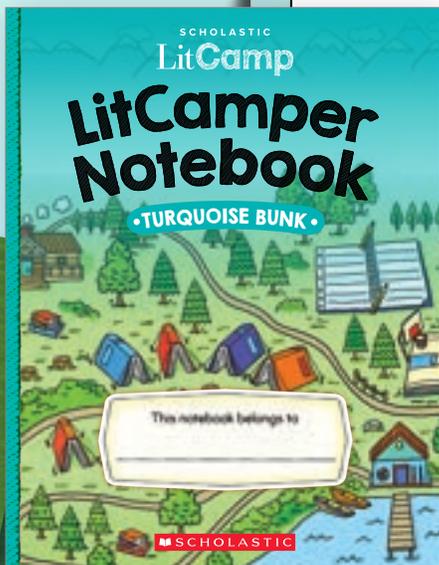
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WRITING POWER

Organize and Compare Data

How Owen and Mzee show friendship	How the friendship helped Owen and Mzee
"Mzee began to accept his new companion."	"Owen felt safe with Mzee."
"Sometimes Owen would walk away from Mzee, and Mzee would follow."	"Mzee grew friendlier."

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LitCamp Family Guides

LitCamp Family Guides are available in English and Spanish. The guides support the home-to-school connection with information and resources to encourage family participation in their children's learning.

Let's Walk! LitCamp Lesson Steps

During LitCamp lessons, campers read great books—and a lot of them. They also write, talk, listen, share, and play! LitCamp's structured routine ensures that campers can set and meet expectations. From Opening Campfire to Closing Campfire, each lesson features whole- and small-group activities, time for independent reading and writing, and plenty of opportunities for lively collaboration and play.

Here's a look at the LitCamp lesson routine, with a description of what happens at each step. Invite your LitCamper to tell you about his or her favorite activities!



Opening Campfire Campers gather to greet one another, get settled, sing an opening song, and join in a community-building activity.

Words of the Day New vocabulary words are introduced at the beginning of each lesson. Campers are encouraged to use them in their speaking and writing.

Bring the Campers work creatively demonstrating understanding aloud book.

Read-Aloud The core of each lesson is the Read-Aloud. As the leader reads aloud, campers follow along with their own copy of the book.

Reading Power Campers practice and strengthen their literacy skills.



Let's Talk! Family Conversation Starters

Use these conversation prompts anytime, anywhere to get your LitCamper (and other family members) talking. Want to get the whole family involved? Take turns choosing one prompt to start a conversation at mealtimes.

What gives you a sense of belonging?

What title would you give the story of YOUR life?

Which character from a book would you like to be friends with, and why?

What character or person in real life inspires you?

Without using words, confidently act out your favorite scene from a book.

Which of the 7 Strengths is your superpower?

Describe an act of kindness someone has done for you.

What is something you are hopeful about?

Which book that you've read would you recommend to a friend or family member?

Tell about one hope and dream you have for yourself as a reader.

What gives you confidence?

How is a book you have read a mirror (you see yourself) or a window (you see the world) for you?

What is something you are wondering about today?

Compare an act of courage you read about in a book with a real-life act of courage you know or have heard about.

What is something you discovered at LitCamp that you want to share with friends or at home?

How can sharing a story with someone be an act of kindness?

Demonstrate how a confident person acts and talks.

Tell about a time you were kind to someone. What did you do?

In your own words, what does it mean to "walk in someone else's shoes"?

How has a book you've read inspired you to be courageous?

How can you be a good friend to someone?

What is one goal you have for your future? What can you do to achieve that goal?

What is something that surprised you today in your reading?

Describe the funniest scene you have ever read in a book.

Read-Aloud Book

Engaging Read-Alouds are the core of each LitCamp lesson. Now, learners will **build and extend knowledge** with “Go Deep” explorations of the shared read-aloud and topic-related text sets for each read-aloud book.

OWEN & MZEE THE TRUE STORY OF A REMARKABLE FRIENDSHIP



Told by ISABELLA HATKOFF, CRAIG HATKOFF, and DR. PAULA KAHUMBU
With photographs by PETER GRESTE

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Read-Aloud Book (cont.)

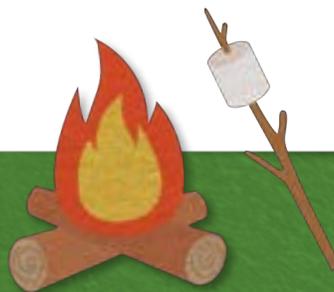


Owen & Mzee: The True Story of a Remarkable Friendship



THIS IS THE TRUE STORY of two great friends: a baby hippopotamus named Owen and a 130-year-old giant tortoise named Mzee.

The hippo was not always friends with the tortoise. He wasn't always known as "Owen." And Owen was not always famous the world over. Here is how it all happened.





Complete Your Camp Experience

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MathCamp

Learn how MathCamp and LitCamp can work together to support your K–5 students this summer.

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LitCamp is available in Spanish for your PreK–4 students!

To learn more about how to bring LitCamp to your site,
please contact your local Scholastic representative.

scholastic.com/litcamp

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Read-Aloud Book (cont.)



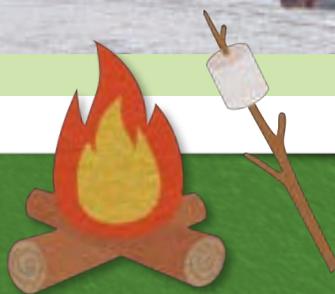
Before the baby hippopotamus became known as Owen, he lived with his mother in a group, or pod, with about twenty other hippos. They fed and wallowed in and around the Sabaki River in Kenya, a nation on the east coast of Africa. When he was about one year old, heavy December rains flooded the river. The racing water washed Owen and his family down the river, until the freshwater became salty and the river flowed into the Indian Ocean, near the small coastal town of Malindi.

For days, the people of Malindi tried to chase the hippos back up the river. But the hippos enjoyed grazing the grasses along the shore and in the villagers' yards. Since hippos are the most dangerous animals in Africa, and a full-grown adult can weigh as much as 8,000 pounds, there was little the people could do.

Owen lived in a pod of hippos, like this one.



Owen & Mzee: The True Story of a Remarkable Friendship



Connected Text Sets

Each lesson pairs connected text sets with the read-aloud to build knowledge. Lessons include two to three decodable texts, a short read, and additional trade books for independent reading.

Decodable Texts

Whales and Sharks

How are sharks and whales alike?
Both whales and sharks live in the sea.
They both swim fast and smoothly.
Whales and sharks hunt wild animals for food.

How are sharks and whales not alike?
A shark is a fish, like a goldfish.
A whale is a mammal, like you!

Are there more ways that whales and sharks are not alike?
Yes, look at these facts.

- A shark swims by itself.
- A shark finds food as soon as it is born.
- Whales live in pods.
A whale may stay with its pod for life.
- A shark's tail goes from side to side.
- A whale's tail goes up and down.
- A shark has parts called gills.
- A whale has lungs and a blowhole.

Short Read Card

Owen & Mzee text set
Lessons 5-6
Grade 2

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My Science Journal

Day 1 A Walk at Sunset

My mom and I go out at sunset.
The sky is still blue like the sea.
We see a deer run into the road.
The deer spots us and jumps away.
It tries to stay hidden from us.



We walk by swaying trees.
I hear the high buzz of night bugs.
I spy bugs with lights that glow.
We visit a pond lit by the moon.
We hear frogs singing.
They make happy music.



We feel raindrops,
so it's time to go inside.

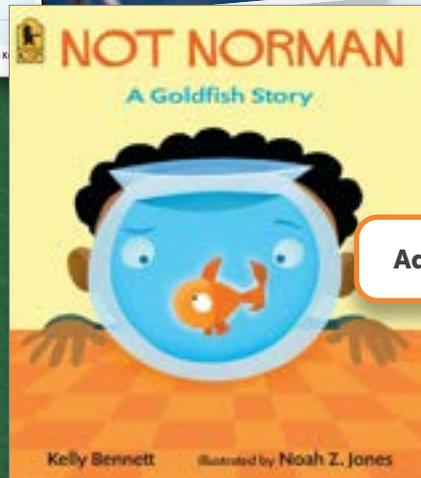
OWEN & MZEE

THE TRUE STORY OF A REMARKABLE FRIENDSHIP



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Additional Trade Books

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LitCamp
en español

LitCamp is available in Spanish for your PreK–4 students, with a focus on developing reading fluency while building knowledge for Spanish-speaking campers. Phonics lessons and activities are aligned with a scope and sequence authentic to Spanish. Lessons incorporate authentic, culturally relevant books and engaging decodables.

