

Supplemental Material S2. Camp CHRONICLE sample daily lesson plan: Day 4.

9:00-9:15 Arrival.

Parents drop campers off and sign them in.

9:15-9:45 Pre-Intervention Data Collection

Written Narrative (20 minutes). Remind campers that it takes practice to write interesting stories that others will like to read, which is why we practice writing stories every day of camp. Remind campers that writing an interesting story is an important part of creating a comic. Remind campers that they can use a graphic organizer to plan their story before they begin writing. Give each camper lined paper and a picture prompt.

Spelling (10 minutes). Give each camper a paper with 20 spaces on which to write their spelling words. Inform campers to listen to each spelling word in isolation, then as it is used in a sentence, and again in isolation before writing each spelling word on their papers.

9:45-10:35 Lesson Targeting Morphological Awareness/Latin and Greek Roots

Introduction to Latin and Greek roots: target roots in isolation. Begin with a student-friendly explanation of morphemes: *Words are made up of “word parts.” Each of these word parts have meaning. We can combine these parts to form words, and we can break words down into their individual parts to help us understand the meaning of those words. I’ve given each of you an index card with a word part written on it. You’ve probably heard of word roots at school. These are word roots that come from Latin or Greek. Many English words come from these Latin and Greek roots, so learning about these can help you figure out the meanings of several unfamiliar words.*

Distribute the list of affixes and Latin and Greek roots + student-friendly definitions to campers:

Here are some common Latin and Greek roots and their meanings

geo- <i>earth</i>	tract- <i>pull</i>
dent- <i>tooth</i>	flex- <i>bend</i>
vis- <i>see</i>	struct- <i>build</i>
ology- <i>study of</i>	bio- <i>life</i>

Here are some common affixes and their meanings

Prefixes:	Suffixes:
in-/im-/ir-/il- - <i>not</i>	-able/-ible - <i>able to</i>
de- - <i>do the opposite of</i>	-al - <i>having to do with</i>
re- - <i>back or again</i>	-ist – <i>someone who</i>

Break down the following words into their “parts” (roots, prefixes, suffixes):
retractable invisible inflexible dental visual geology biology dentist geologist biologist

Assist campers in recording their findings in their word journals like so:

re	tract	able	Something is retractable
back	pull	able to	if you are able to pull it back

Latin and Greek roots contextualized in a writing activity. Present each camper with an index card on which one of the following Latin or Greek word roots is written, along with student-friendly definition of that root:

Therm- Heat, Warmth	Cycl- Circle, Wheel	Graph Write	Scop- See	Hydr- Water
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Introduce an active learning strategy in which each camper creates a brief narrative and accompanying comic strip including words derived from the given word root. Step-by-step instructions:

Step 1: We are going to practice writing a story for a comic strip. You will create a superhero for this comic strip. He or she must have the Latin or Greek root written on your index card in his or her name. For example, if you had the Latin root, *cent-*, your superhero could be called *The Amazing Cento*. Write down your superhero's name.

Step 2: Next, your superhero must have one superpower based on the meaning of the word root on your index card. For example, because *cent-* means 100, *The Amazing Cento* could possess the strength of 100 men. Write down *your* superhero's superpower.

Step 3: Draw a quick sketch of your superhero.

Step 4: Think of at least three words that contain the word root written on your index card. Ask a clinician for help if you get stuck. (Clinicians will check for accuracy and address any errors that students may have written down. Clinicians will guide campers in decomposing words and identifying the meaning of each morpheme. For example, *centi- + meter* means 100th of a meter)

Step 5: Quickly write a short story about your superhero using at least three of the words containing your word root. For example, *The Amazing Cento* was on his way to the gym when he saw a **centipede** crawling on the ground. Even though Cento was very strong, he was terrified of insects. He didn't move a **centimeter** until it was gone. He felt like he was waiting for a **century**! Once the centipede was gone, Cento was so relieved; he went home and took a nap instead of working out.

Ask a clinician for help if you get stuck.

Step 6: Quickly sketch a comic strip based on the story you just wrote.

Step 7: Let's take turns and share our stories and comic strips with the rest of the group. Prompt campers to explain the meanings of each of the words derived from their word root.

10:35-10:45: Break with snack

10:45-11:05: Target morphology in isolation through word building, word sorts, and word decomposition

Introduce campers to the Word Scavenger Hunt activity. Explain that they will be presented with clues regarding the location of a treasure. They will need to use their knowledge of words and their parts to decipher each clue.

Clue 1: Find the building where people *STUDY* the *EARTH*. Search for an envelope hidden in this location and follow the instructions inside to unlock clue #2.

Task 1: Inside the envelope hidden at the *Geology* Building are 1) instructions for completing a word building activity, 2) index cards with Latin and Greek roots, prefixes, and suffixes, and 3) a sealed envelope. Campers must create at least 6 novel words by combining the morpheme cards and provide “plausible” definitions (e.g., micro + flex + ology = the study of small bendy things). Once campers complete the word building activity, they are permitted to open clue #2 in the sealed envelope.

Clue 2: Go to the Education Building. Search for an envelope in the large *ROOM/PLACE* where people go to *HEAR* someone speak and follow the instructions to unlock clue #3.

Task 2: Inside the envelope hidden in the *auditorium* are 1) instructions for completing a word sort activity, 2) index cards with polymorphemic words and student-friendly definitions written on them, and 3) a sealed envelope. Campers will sort cards into three categories: words containing a morpheme related to numbers (bi-, tri-, oct-, cent-), words containing a morpheme related to a part of the body (ped-, dent-, cap-, mani-), and words containing a morpheme related to seeing (vis-, spect-, opt-). Clinicians will guide campers to focus on the meanings of the words to help determine to which category they belong. Once campers complete the word sort activity, they are permitted to open clue #3 in the sealed envelope.

Clue 3: Go to the Native Plant Garden next to the University Center. Search for an envelope near the *ROOM* made mostly of windows to let the *SUN*light in and follow the instructions inside.

Task 3: : Inside the envelope hidden in the *solarium* are 1) instructions for completing a word dissection activity, 2) index cards with polymorphemic words and student-friendly definitions written on them (a subset of the cards used in Task 2), and 3) a sealed envelope. Given guidance and scaffolding, campers will dissect the polymorphemic words into individual morphemes, identifying the meaning of each morpheme. For example:

word		morpheme			morpheme		word meaning
centipede	=	centi	(100)	+	pede	(feet)	(An insect with) 100 feet
telescope	=	tele	(far)	+	scope	(see)	(An instrument for) seeing far away

Once campers have completed the word dissection activity, they are permitted to open the sealed envelope in which the location of the “treasure” (a jar of lollipops) is hidden.

11:05-11:30: Reading field trip

Each camper and his/her clinician will find a quiet spot to engage in oral reading of the selected book.

Daily data collection of oral reading fluency. Each camper will engage in uninterrupted oral reading for three minutes. Each clinician will audio-record the oral reading and mark reading miscues on a photocopy of the reading passage. The number of words read correctly per minute (WCPM) will be calculated.

Latin and Greek roots contextualized in oral reading. Each camper will read from the selected book. As words containing the Latin and Greek roots are encountered in the reading passage, the camper will be prompted periodically to pause and summarize portions of the text to check for comprehension. Campers will also be prompted to identify any words encountered in the text that contain the Latin or Greek roots presented earlier. Campers will quickly write those words in their word journals.

11:30-1:00: Writing (with a 30-minute break for lunch around 12:00)

Campers will continue writing and revising their narratives for their final comic to be featured in the Camp CHRONICLE comic book. Clinicians will guide and scaffold campers in including story grammar elements, complex syntax, and sophisticated vocabulary words. Clinicians will remind campers to refer to their resources (e.g., graphic organizers, word banks, tips on combining sentences).

1:00-2:30: Computer illustration of comic

Campers will receive instruction in digital illustration of their comics in the Media Arts Department. Clinicians will help campers maintain focus and adhere to the narratives they have written while illustrating.

2:30-3:00: Post-intervention data collection

Written Narrative (20 minutes). Remind campers that it takes practice to write interesting stories that others will like to read, which is why we practice writing stories every day of camp. Remind campers that writing an interesting story is an important part of creating a comic. Remind campers that they can use a graphic organizer to plan their story before they begin writing. Give each camper lined paper and a picture prompt.

Spelling (10 minutes). Give each camper a paper with 20 spaces on which to write their spelling words. Inform campers to listen to each spelling word in isolation, then as it is used in a sentence, and again in isolation before writing each spelling word on their papers.

3:00: Departure

Parents/guardians collect their campers and clinicians explain the skill and strategy instruction that occurred that day.

Latin and Greek roots contextualized writing activity

Superhero's name:

Superpower:

Draw a picture of your superhero

Words containing the same word root:

Write a brief story about your superhero using at least 3 words from your word list above.

