

DIFFERENTIATED LEARNING

# End-of-Year Theme Day

## CAMPING THEME

for grades 1-3



70+  
pages



SECOND STORY WINDOW

# Differentiated Review Pages

## Math, ELA, & Fun!

3 levels of practice for each topic

Name \_\_\_\_\_

**S'MORE OR S'LESS?**

Compare the numbers using the *greater than*, *equal to*, or *less than* symbols.

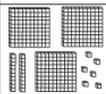
			
GREATER THAN		EQUAL TO	
34	<input type="radio"/>	16	42
52	<input type="radio"/>	10	79
30	<input type="radio"/>	98	60
61	<input type="radio"/>	61	83
59	<input type="radio"/>	95	11
27	<input type="radio"/>	27	63

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Name \_\_\_\_\_

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GREATER THAN		EQUAL TO	
475	<input type="radio"/>	43	
	<input type="radio"/>	326	92
605	<input type="radio"/>	291	14
537	<input type="radio"/>	753	9 hundred, 1 ten, 4 ones
3 hundreds, 1 ten, 1 one	<input type="radio"/>	311	64
230	<input type="radio"/>	320	160

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Name \_\_\_\_\_

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Compare the numbers using the *greater than*, *equal to*, or *less than* symbols.

					
GREATER THAN		EQUAL TO		LESS THAN	
8,660	<input type="radio"/>	312	217	<input type="radio"/>	721
545	<input type="radio"/>	837	9,634	<input type="radio"/>	9,634
769	<input type="radio"/>	2,684	7,302	<input type="radio"/>	2,073
957	<input type="radio"/>	957	1,164	<input type="radio"/>	4,116
1,686	<input type="radio"/>	3,015	5,410	<input type="radio"/>	5,310
5,645	<input type="radio"/>	5,645	2,037	<input type="radio"/>	988
8,780	<input type="radio"/>	8,870	3,961	<input type="radio"/>	6,139

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stars for identifying level of difficulty

### ELA topics:

contractions  
 inflectional endings  
 plural nouns  
 shades of meaning

### Math topics:

addition  
 bar graphs  
 comparisons  
 time

**+4 fun pages!**

# Differentiated Reading Comprehension Passage

## 3 levels of practice

### SOME MORE S'MORES

The fire is bright. You open the boxes and bags. You are ready. It is time for s'mores!



People have enjoyed s'mores for about 100 years. At first, they were called "some mores," because you always wanted more. Over time the name changed to *some mores* to *s'mores*.

S'mores are easy to make. You take a marshmallow, you roast it in the fire, you dip it in the chocolate on a stick, and you put the marshmallow on the graham cracker. Now you have a s'more. A hungry camper

☆

Name \_\_\_\_\_

Read about and then answer the questions.



1. What is this text teaching about?

2. What were s'mores first called?

+ alt. version of level 1 with dashed lines

### SOME MORE S'MORES

The campfire crackles. Puffs of smoke drift into the night sky. The sticks are sharp and waiting. Then someone opens the bag of marshmallows and the fun begins. It's time for s'mores!



We don't know who made the first s'more. But it was first written about in 1927. A book for Girl Scouts listed a recipe for "some more." To get 8 sticks, 8 bar crackers and 16 marshmallows were put on the end of the sticks. Once the marshmallows were toasted, it was just a s'more. The gooey marshmallow

Name \_\_\_\_\_

Read about and then answer the questions.



1. What is this text teaching about?

2. What were s'mores first called?

### SOME MORE S'MORES

When the only sounds to be heard are the chirping crickets and crackling campfire, then it's time. Time to open the boxes and bags and wrappers. Time to sharpen the sticks. Time to make s'mores!



Marshmallow roasting became a favorite summer activity. Groups of friends gathered at the beach or in the woods. Toasting marshmallows became part of the tradition. We don't know who first had the idea to smash a sticky, toasted marshmallow between graham crackers and chocolate. But by the 1960s, it had become a favorite fireside treat.

A camping book from 1927 contains a recipe for a snack called "some more." The instructions say to "toast two marshmallows on sticks and then put them inside a graham cracker and chocolate sandwich." The girls were promised that the treat was "something that would all want 'some more.'" The popularity of some more grew. By the 1960s, their name had been shortened to s'mores. S'mores are an important part of any camping trip.

It seems like the popularity of s'mores will lessen any time you can find s'mores ice cream and cookies. There are s'mores cereals, granola bars, and yogurts. You can buy plush s'mores and cute s'more T-shirts. In the United States, there's a holiday called National S'mores Day.

Here's some advice for Girl Scouts almost 100 years ago: "S'mores are what we can't live without. But some people think they can still improve a good thing. New recipes are created all the time. What would you add to a s'more to make it taste even yummier?"

☆☆☆

Name \_\_\_\_\_

Read about and then answer the questions.



1. What is this text teaching about?

2. How did s'mores change from the 1920s to the 1960s?

3. What details in the text show the reader how popular s'mores are today?

4. What could you add to a s'more besides chocolate and marshmallow? Write a new recipe.

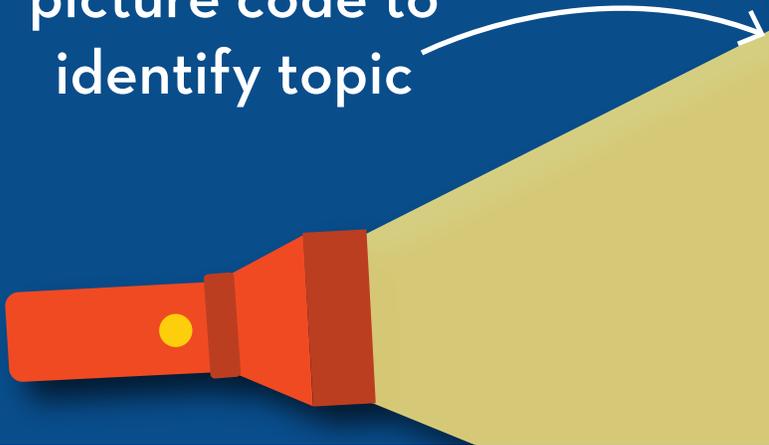
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stars for identifying level of difficulty

# Bear Hunt Flashlight Review Activity

3 levels of review questions

picture code to  
identify topic



Compare.

$>$  greater than     $=$  equal to     $<$  less than

208  280

comparisons | ☆

Students use flashlights or glow sticks (suggestion) to search the room for review questions.

students record  
answers on  
clipboards  
(suggestion)

Name \_\_\_\_\_

### Going on a Bear Hunt Review

 shades of meaning	 plurals	 contractions	 inflectional endings
 addition	 bar graph	 comparisons	 telling time

and Story Window

Same ELA & Math  
topics that are  
covered on the  
review pages.

32 questions per level



# Quiz & Brain Breaks

3 levels of review quizzes + 12 brain breaks

Quick  
quiz  
3 levels

The image displays three sample quiz pages from the 'Second Story Window' series. Each page is titled 'QUIZ' and includes a 'Name' field. The first page features exercises like 'Circle the two words that make up the contraction they'll', 'Add -ing to the end of the word sleep', and 'Circle the noun that matches the picture' (stars). The second page includes 'Write the two words as a contraction they are', 'Add -ed to the end of the word skate', and 'Write the plural noun' (1 woman, 2 people). The third page has 'Write the two words as a contraction you would', 'Add -ing to the end of the word include', 'Write the plural noun' (1 wolf, 3 wolves), and 'Circle the 2 words that have a similar meaning to wonder' (wonder, consider, repair, think). It also includes a math problem (419 + 220 =) and a 'Color of Sleeping Bag' bar graph with a clock for a bedtime question.

Brain Breaks

The image shows a collection of 12 brain break cards. The cards are organized into four groups:
 

- Recharge!** (orange background): 'The Walk' (How many different ways can you walk? Try to walk (in place) like: a moose, a frog, someone carrying a hiker, a hiker, an ant) and 'Move & ...' (Write moose, campfire, and ... on a board. Have the class decide each character. Choose a character and move around the room silently performing the action. Group with others doing the same action. You must keep the character's name. How fast can you group the characters and re-charge?).
- Refocus!** (green background): 'Build a Campfire' (Gather some sticks and stack them to make a campfire. Light your pretend match and set the sticks on fire. Then lean forward and start slowly blowing your little fire to life. Make sure your breaths are slow and smooth. Breathe in and breath out again slowly. The flame is getting bigger. Give it one more slow breath. In...and...out.) and 'Picnic Sandwich' (Sit on the floor. To make the first slice of bread, stretch your legs out in front of you. Flex your feet by pointing your toes up. Breathe in and reach your arms over your head. Now make the second slice of bread. Exhale and fold forward reaching for your toes. Breathe slowly and deeply as you relax. Sit up slowly.)
- Refresh!** (yellow background): 'Riddles' (Why did the robot go to summer camp? He needed to recharge his batteries! Why didn't the elephant bring a suitcase to summer camp? Because he already had a trunk! Where do cows go to summer camp? Moo York!) and 'Tongue Twisters' (Try out these tongue twisters. Can you say them five times fast? The skunk sat on the thick stump. Fat frogs flying past fast. Many moose noshing much mush.)
- Refresh!** (yellow background): 'Riddles' (Where does a canoe go when it's sick? To the dock! Where do sharks go to summer camp? Fin-land! When do you go at red and stop at green? When you're eating a watermelon!) and 'I Like To, Do You?' (Work with a partner. The first player says something he/she likes to do at camp, such as, "I like to make s'mores, do you?" The second player says, "I like to make s'mores and catch fireflies, do you?" Continue taking turns and adding on new activities until someone forgets the order.)

+ comprehensive teacher guide!



Let's have s'more fun!

## INTRODUCTION

End of year review can feel like a daunting task but it doesn't need to be that way! You can help your class review important concepts from the year while also having a ton of fun. And this resource includes everything you need to do just that!

Included in this resource are themed, differentiated review pages for a work packet, a whole class review activity, a writing activity, differentiated reading comprehension passages,

a door sign, and a quiz. Keep reading for an explanation of each page in this resource.

*We like to call these end of year review (& fun!) days D-LITE Days. D-LITE stands for: Differentiated Learning & Interactive Theme Experience. Your students are sure to find this review day a "d-lite!"*

## WORK PAGES

Choose the pages you want your students to complete. There are more than you'll need, so choose what is most useful. Most topics are leveled to allow you to differentiate your students' work. I usually give all the kids the same packet (unless I have a really low student), but I like the option to choose the correct level of difficulty for my class.

The pages are marked with a star in the bottom right corner. One star pages are easiest; three stars are hardest. The numbers don't necessarily correlate with a grade. The camp themed fun pages are not differentiated.

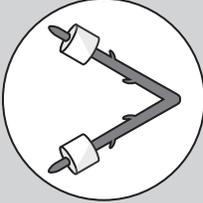
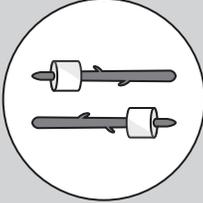
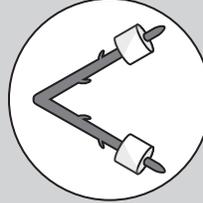
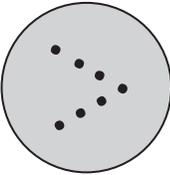
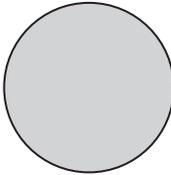
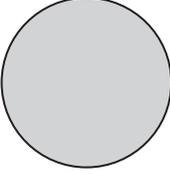
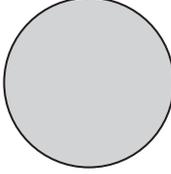
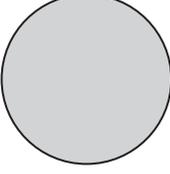
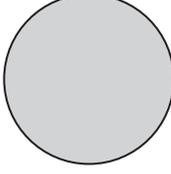
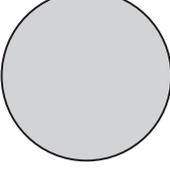
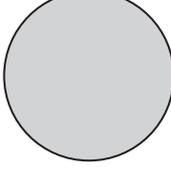
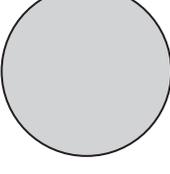
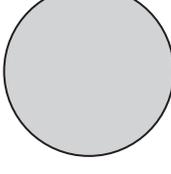
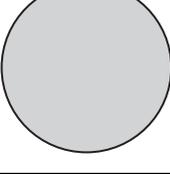
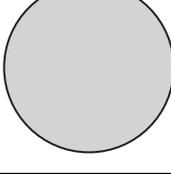
I prefer to copy and staple the pages into a packet. I reduce the masters to 1/2 sheet and copy 2 to a page, double-sided. That's 4 activities on 1 sheet of paper! It may work better for you to keep them separate and distribute them over the course of several days. Do what works best in your class.

Name \_\_\_\_\_



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30  98	60  29	
61  61	83  38	
59  95	11  74	
27  27	63  36	

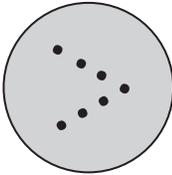
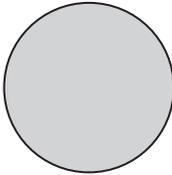
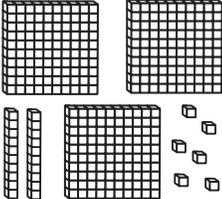
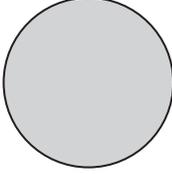
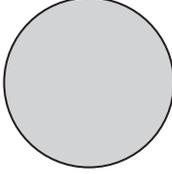
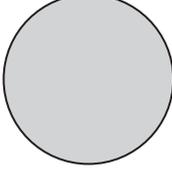
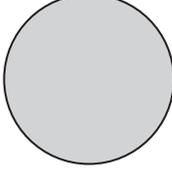
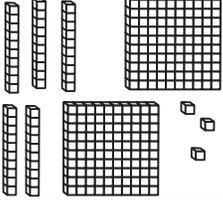
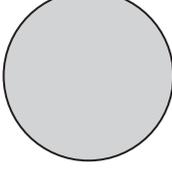
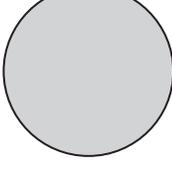
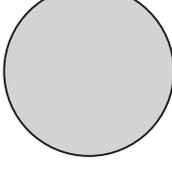
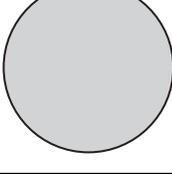
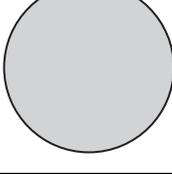


Name \_\_\_\_\_



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Name \_\_\_\_\_



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5,645		5,645	2,037		988
8,780		8,870	3,961		6,139

**CLICK HERE TO BUY THE  
FULL RESOURCE NOW!**

**DIFFERENTIATED LEARNING**

# **End-of-Year Theme Day**

## **CAMPING THEME**

review activities

reading passages

writing activity

**& more!**

**grades  
1-3**



**SECOND STORY WINDOW**

