

# 11:20-11:40 EXTENDED LEARNING

## GOALS: WHAT CAMPERS WILL LEARN

- To learn to read/decode (sound out) –ALL FAMILY WORDS taught in the SUPER WHY episode.
- If time allows and campers are ready, to identify the additional –ALL family words.

## WHAT YOU NEED

- -ALL Family word cards
- WONDER WORDS Basket
- Dry erase board
- Markers
- Computer
- Computer to view WONDER RED Clip
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers should be sitting in semi-circle with a clear view of the computer
- Music should be cued to the WONDER RED Clip that includes the RED RHYMING SONG and Wonder Red game
- -ALL word cards should be ready
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

## ACTIVITY INSTRUCTIONS

- 1) Show WONDER RED Clip including the Red Rhyming song.

Talk about the Wonder Red game and ask campers to retell what Wonder Red did during the game and why she did it.

Try to get as many campers to tell you the answers as possible.

Script:

Instructor: What did Wonder Red do in this game? Why did she have to make a ball? Did she read and try another –ALL word? Which one? What other –ALL word could she have used? (Small, Fall) **Wonderrific! You are Terrific!**

2) Have campers sing the Red Rhyming Song.

Instructor: It's time to rhyme! Let's sing WONDER RED'S rhyming song together.

Campers: All, Ball, Call,

Wonderrific, you're terrific

Tall, Small, Wall,

Wonderrific, you're terrific

"ALL!"

- a. Play the CD and sing along with the music.
- b. Ask campers to sing without the music. Instructor can help by pointing to the words on the board as the campers sing. Or the instructor can ask campers to come up and point to the words as they sing. **As many campers as can, should get a turn.**
- c. Another option is to have the boys come up and sing the Wonder Red song to everyone and then ask the girls to come up and sing. Or each group can each sing one verse alternatively.
- d. If campers seem to have mastered the -ALL words in the song, see if they can sing the -ALL rhyming song with different -ALL family words; Fall, Hall, Mall, Small...

3) Explain that we know the letter names, and that each letter makes a different sound. Learn how to make letter sounds, and blend those sounds together to read a word.

Script:

Instructor: My WONDER WORDS BASKET is filled with words that belong to the -ALL family. Look, I am going to put the -ALL family words up here. Write the word W -ALL, T-ALL, and B-ALL on the dry erase board. Keep the first letter separate from the -ALL until the whole word is read.

Instructor: Let's read the words together. Point to the W...what letter is this? What sound does a W make.

Campers: W! Wwwwwww If the campers can't produce the sound model it for them: wwwwww.

Instructor: Now, let's read this part of the word (model)  
aaaaallllllll. Read it with me!

Campers: aaaaalllllll.

Instructor: Wonderrific! Now we are going to push the two  
parts of the word together and then read them together.

*Write the w next to the all so that the word is a seamless wall.*

Instructor: Let's read.....wwwwww, allllllll, WALL. Now you  
try. What word is this?

Campers: wwwwwww, alllllll, WALL.

**NOTE:** Assess that each camper can do this individually  
before moving on to the next word.

Instructor: Wonderrific, you are Terrific!!!!

*Repeat this procedure for the other words shown in the clip!  
(TALL, BALL).*

- 4) Extend learning of the -ALL family by reading other words that belong to the same family. Pull word cards from the basket and write them on the board. Words covered will be: CALL, FALL, HALL, MALL, SMALL.

**NOTE:** The procedure for SMALL is a bit longer...ID the Letters  
S and M...make their sounds, blend them together to make  
the initial consonant blend sound SM- and then blend the SM-  
with the -ALL.

**WALL**

**BALL**

**TALL**

**CALL**

FALL

HALL

MALL

SMALL

