

10:30-11:00 PRINCESS-CISE ENCODING ACTIVITY AND FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To use all three letter skills: Sound production, letter identification, and finding a word that starts with that letter sound for
- **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)**
- To have campers exercise their bodies

WHAT YOU NEED

- Letter Cards of **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)**
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers spread out in the instructional space arms width apart
- Have letter cards **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)** accessible
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.
- **OPTIONAL:** This activity can be played outside, if weather and space permits.

DEMONSTRATE

Script:

Instructor: [Let's play Princess-cise. Here's how it is done.](#)

- a. First show the campers to put their hands up in the air, then on their hips, then touch the floor and stand back up. Practice this several times: [Up in the Air, Hips, Floor;](#)
[Up in the Air, Hips, Floor.](#)
- b. Next, add in the letter sounds and words. Put hands up in the air and say the name of a letter 'B'. Next put your hands on your waist and say the letter sound /B/. Put your hands on floor say a word that starts with /B/-ball.

ACTIVITY INSTRUCTIONS

- 1) Have all the students stand up arms width apart.

Instructor: Oh my peas...we need to move around now. I need help...who can help me practice my letter sounds and get some exercise at the same time?

- 2) Have the children join along:

Try to get every camper to say all three items: the letter, the sound, and the word that starts with that letter.

Instructor: Cue the Sparkles, cue the music! Put your hands up in the air and let's start with the letter B. Everyone say B.

Campers: (Arms in the air.) B!

Instructor: Now put your hands on your hips and tell me what sound does the /B/ make?

Campers: /B/

Instructor: Now reach down to the ground and say a word that starts with /B/

Campers: Ball/Bus/Baby...

- 3) Repeat this for all the letters (**P, I, G, B, W, O, L, F, T, A**) or for as long as they are engaged and keep mastering the association between the letters and their letter sounds. To add variation to the game move slower or faster as you play.

SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To identify the purpose of the SUPER DUPER COMPUTER
The letters are put together to make a word that represents the answer to the problem identified in THE THREE LITTLE PIGS episode.

WHAT YOU NEED

- Dry erase board with NO hash marks written on it (Hash marks will be written on the board as the Super Letters and Super Duper Computer are explained.)
- Dry Erase Marker
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Campers sit in semi-circle around instructor
- SUPER DUPER Dry erase board should be clearly visible to campers.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

The assistant teacher should quietly and discreetly put the **F, R, I, E, N and D** SUPER LETTERS up somewhere that the campers will find once they begin their search.

Instructor will lead campers in a discussion that identifies:

- a. the purpose of the SUPER LETTERS
- b. the problem of the day
- c. what the campers should do if they find SUPER LETTERS
- d. the number of letters the campers will need to find

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

Script:

Instructor: The SUPER READERS are always searching for the wolf and something else inside the book. On the count of three let's shout out what they are looking for. All together.....1, 2, 3!

Campers: The SUPER LETTERS!

Instructor: Super Letters! And we put them in our...Super Duper Computer. Here is the SUPER DUPER COMPUTER board!

(Point out the board)

Instructor: We are looking for how many super letters?

Campers: 6!

Instructor: Six. Let's count. *Count to 6 and draw the hash marks on the board as you all count together.* Oh my peas! Six, we are looking for SIX Super Letters.

Instructor: Who can remember what the SUPER LETTERS are that give us the Super Story Answer?

Campers: F, R, I, E, N, D (*don't worry if they are not in the correct order.*)

Instructor: Who can remember the SUPER STORY ANSWER that the SUPER LETTERS spell?

Campers: FRIEND!

Instructor: Let's find the Super Letters again and see what they spell. And then we will know how Pig can get Jill to stop knocking down his building.

Campers should look for Super Letters. Hopefully, they will notice them. If not, prompt discovery, say "Do you see any Super Letters?" Once they have acknowledged that they have found some ask, "What letters did you find?"

Try to get every camper to identify the letters that were found.

Once the letters are found and identified, have the campers who possess the letters come to the front of the class. Ask the class "what letters did they find?" and place them on the correct hash marks.

SUPER STORY ANSWER DISCUSSION

Super Story Answer is complete on the SUPER DUPER COMPUTER board.

Instructor: Look we found all of our Super Letters and put them all in our...SUPER DUPER COMPUTER. And look we got our answer to how Pig can stop Jill from knocking down his buildings. What Word is our Super Story Answer?

Campers: FRIEND

Instructor: It's the word FRIEND. Read the letters with me: F-R-I-E-N-D

NOTE: Instructor should point to each letter as it is said.

Instructor: What are some things that you like to do with a FRIEND?

Campers: *Provide their own examples.*

Instructor: How does that make you feel? (After their feeling answer) Yes, that is probably how the wolf and Jill felt when someone was finally their friend!

TRANSITION INSTRUCTIONS:

INSTRUCTOR: what letter makes the /p/ sound?

CAMPERS: P!

INSTRUCTOR: Every child with a /P/ in their name go line up at the door.

Continue with /i/ , /g/ , and /b/. Finish transitioning everyone to the line to go outside by asking for the sounds of the first letters of their names.

P

I

G

B

W

O

L

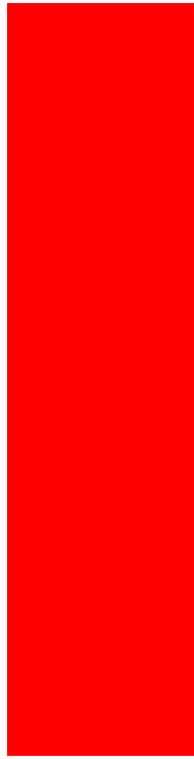
F

T

A

F

R



E

N

D