

11:20-11:40 EXTENDED LEARNING

GOALS: WHAT CAMPERS WILL LEARN

- Individual words in a sentence can be changed to change the meaning of a sentence.
- One to one correspondence (There is one word written for each word said.)
- The way words are arranged in a sentence has an effect on comprehension.

WHAT YOU NEED

- Computer to show SUPER WHY Clip
- Dry erase board on which to write the two sentences that are being changed
- Cards of words that can be used as substitutes in a sentence: small, good, red
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have students seated in a semi-circle with a clear view of the television.
- Have computer cued to SUPER WHY Clip
- Dry erase board should be positioned so that all campers can see it
- Marker available
- Tape
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Show clip of the SUPER WHY game.
- 2) Talk about the Super Why game and ask campers to retell what Super Why did during the game and why he did it.

Instructor: [What did Super Why do in this game? Why?](#)

- 3) On the dry erase board, write out the sentence **There once was a big bad wolf.** Practice reading the sentence aloud pointing to each word as it is said.

Instructor: Let's read this sentence. (Point to each word as you read it.) "There once was a big bad wolf." Super Job! We can't talk to the wolf if he is big and bad. What should we do?

Campers: Change the words and turn the big bad wolf into something else.

Instructor: Right on readers! Let's change the word BIG.

- 4) Post word substitute cards (small, good, red) on the side of the dry erase board.
- 5) Ask for a volunteer to point out the word BIG. Then cover it or erase it.

Instructor: What is the OPPOSITE of BIG? (Prompt: If it's not big, it's what?) Is it small, good, or red?

Campers: SMALL!

Instructor: Awesome job! Which is the word small? (Hint: It has an -all in it.)

Ask for a volunteer to point to the word SMALL!

Instructor: SUPER JOB SUPER READERS!

- 6) Have the campers reread the new sentence aloud while pointing to each word as it is read.

Campers: There once was a small bad wolf.

Instructor: Poof. (in a little voice) I am a small bad wolf. I will huff and puff and blow everything down. Small, bad wolf.

(Normal voice). Does this help us to talk to the wolf? Why?

Campers: NO! Because the wolf is small but he still is bad and we can't talk to the wolf if he is bad. (*help campers produce this response if necessary*)

Instructor: What should we do now?

Campers: Change another word.

Instructor: Which word should we change?

Campers: BAD!

- 7) Erase the word bad.
- 8) Put up the subset of words again (small, good, red)
Instructors: What is the opposite of BAD? (Prompt: If it's not bad it's what?) Is it small, good, or red?
Campers: GOOD!

Instructor: Right on Readers! Which word is good? (Prompt as a hint: It has two o's in it.)

Campers: That one!

Ask for a volunteer to point to the word GOOD.

Instructor: SUPER JOB SUPER READERS!

9) Put the word GOOD in the blank space.

Instructor: Let's read it one more time and see what happens.

Campers: There once was a small good wolf. (Point to each word as the campers read the sentence.)

Instructor: (In a Wolf voice) Why hello there. I am the small good wolf. What can I do for you? (Normal voice) Did that work? Did changing the wolf from a big bad wolf to a small good wolf work so that we can talk to him?

Campers: Yes!

Instructor: Super Job! We changed the sentence and we can...

Campers: Talk to the wolf!

small

red

good