

READING



CAMPS

Week 1 Curriculum **“The Three Little Pigs”**

Alpha Pig...



with Alphabet Power!

READING CAMP DAY 1

Alpha Pig—Alphabet Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Alpha Pig Alpha Bricks game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION

Campers are introduced to each other, to the teacher, to the days' and week's activities and to the camp rules to make the campers feel comfortable.

8:40-9:05 SUPER WHY & THE THREE LITTLE PIGS VIEWING

Campers watch a full episode to familiarize themselves with the series and the literacy skills it teaches. They transform into Alpha Pigs to activate their imaginations and get ready to play alphabet activities.

9:05-9:15 CLASS COMPUTER TIME (optional)

Campers participate in playing the online Alpha Pig Alpha Bricks game as a whole class. With the whole class helping and calling out, each camper gets a turn picking the letter brick Alpha Pig is asking for until the wall has been rebuilt.

9:15-9:45 LICKETY LETTERS CRAFT ACTIVITY

Campers practice letter identification skills by finding the letters in their names in a pile of alphabet letters, then make and decorate a sign with their names on it.

9:45-10:00 SNACK

10:00-10:30 LETTER ID BINGO GAME

Campers play a letter version of BINGO to reinforce letter identification and to visually discriminate between letters with

a particular emphasis on mastery of the letters W, O, L, F (and if time and skill level permits, B, P, I, G, T, A).

10:30-11:00 LETTER SCAVENGER HUNT GAME AND FINDING SUPER LETTERS

Campers work individually or cooperatively to find the letters hidden throughout the room to reinforce letter identification by name with a particular emphasis on mastery of the letters W, O, L, F (and if time and skill level permits, B, P, I, G, T, A). Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers view & sing the signature Alpha Pig ABC song and view and play the Alpha Pig game to reinforce identification of and discrimination between the letters W, O, L, F, (and B, P, I, G, T, A if time and skill level permits.)

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT (IF USING ASSESSMENTS)

Campers review and are assessed on identification of the letters W, O, L, F (and B, P, I, G, T, A if time and skill level permitted throughout the day) and learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day.

8:30-8:40 INTRODUCTION

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable.
- To familiarize campers with expectations and to excite campers for the activities of the day and week.
- To clearly understand RULES of the camp.

WHAT YOU NEED

- Storybrook Village Name Tags filled out for each child
- Computer
- A list of rules
- Images of each Super Reader
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in a semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and the week to be ready to tell campers
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Instructor asks each child to introduce him or herself to the class.
- 2) Instructor asks campers about the SUPER WHY series, and explains the SUPER WHY Reading Camp and what campers can expect throughout the rest of the week.

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

Script:

Instructor: Is everybody ready? What show is this? (Show image of SUPER WHY LOGO)

Campers: SUPER WHY

Super Job! Yes, this is the show SUPER WHY!

Instructor: Is there anyone that does not know SUPER WHY?
(PAUSE) Let's have the campers who know the show help

teach the campers who do not know the show about SUPER WHY! What channel is SUPER WHY on?

Campers: PBS Kids

Instructor: Yes, it's on PBS Kids. Let's talk about the characters.

Let's see, who is on the show SUPER WHY? (PAUSE)

Who is this? (SHOW ALPHA PIG.)

Campers: Alpha Pig

Instructor: Yes, this is Alpha Pig. And what Power does Alpha Pig have?

Campers: Alphabet Power, build letters...

Instructor: Yes! Alpha Pig has Alphabet Power! He builds letters and can follow the alphabet.

Instructor: And who is this? (SHOW WONDER RED)

Campers: Wonder Red

Instructor: And what power does Wonder Red have?

Campers: Word Power! Rhyming! Word Families...

Instructor: Wonderrific! You are Terrific! Wonder Red has Word Power, she can read words, and she can change word family words to save the day.

Instructor: And who is this? (SHOW PRINCESS PRESTO)

Campers: Princess Presto

Instructor: Yes, Princess Presto, and what power does Princess Presto have?

Campers: Spelling Power!

Instructor: You got it! Spelling Power, Princess Presto can spell and write words to help save the day!

Instructor: And finally, who is this? (SHOW SUPER WHY)

Campers: Super Why!

Yes! Super Why, and what power does Super Why have?

Campers: The Power to Read.

Instructor: Super Job, Super Readers! Super Why has the Power to Read, he changes words in sentences to save the day! Those are the main characters in SUPER WHY - together and with your help they are the Super Readers! We are all going to get a chance to be Super Readers this week.

Today is all about the show 'SUPER WHY & The Three Little Pigs.' We are going to watch this episode of SUPER WHY everyday in the morning. After we watch, we are going to play games from the show. Watching SUPER WHY and playing the SUPER WHY games will help you become better readers.

One more thing before we start, today you will get to transform into one of the Super Reader characters and play games as that character.

Today we are going to become Alpha Pig and learn the names of the letters W, O, L, F and more!

- 3) Instructor does a quick brainstorm discussion with campers to generate a list of camp rules. *Make sure the basic rules are all identified.*

Optional: Write the rules on a piece of poster board and hang it in the front of the class for the campers to see.

- a. Raise your hand to speak (No calling out).
- b. Listen while others are sharing.
- c. Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
- d. Have fun!

8:40-9:05 SUPER WHY & "The Three Little Pigs" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series.
- To talk about the show and be sure that comprehension is attained.

WHAT YOU NEED

- Computer to view THE THREE LITTLE PIGS episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange campers in a semi-circle so that each can view the screen easily.
- Have the episode cued to starting position
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide a verbal introduction to the show.

Instructor: "The first thing that we are going to do is watch SUPER WHY – The Three Little Pigs. After we watch, we are going to pretend to be Alpha Pig all day, so watch that part carefully!"

- 2) Watch episode

- 3) After Viewing: Ask Questions about the episode to start conversation.

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

- a. Did you like that show?
- b. What was your favorite part?
- c. What happened to Alpha Pig?
- d. What book did we jump into?
- e. When we got into the book, who were we looking for?
- f. Why? What did the Wolf do?
- g. What letters did we have to help Alpha Pig find to get to the wolf?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make each camper part of the learning adventure.

WHAT YOU NEED

- Alpha Pig Mask
- Scissors
- Hole puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "ALPHA PIG" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **ALPHA PIG DAY!!!** In the show Alpha Pig is one of the Super Readers. What was ALPHA PIG'S Super Power? (PAUSE for campers to answer question) ALPHA PIG with ALPHABET POWER! He knows the names of all the letters in the alphabet and can sing the alphabet song! We are all going to be Alpha Pig today...with Alphabet Power!

Okay, Super Readers, let's TRANSFORM and change into ALPHA PIG. Ready? Ready!

- 2) Teacher and assistant help campers put on Alpha Pig masks.

Instructor:

Everyone stand up and put your arm in.....Put *your* arm in! (Everyone should be standing in a circle with their arm in.) Alpha Pig...to the Rescue! (everyone raises their arm in unison, as in the episode).

9:05-9:15 ALPHA PIG ALPHA BRICKS COMPUTER GAME (OPTIONAL)

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce letter identification

WHAT YOU NEED

- Computer set to Alpha Pig Alpha Bricks game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Alpha Pig Alpha Bricks game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Alpha Pig's Alpha Bricks.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. Note: If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing an Alpha Pig computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Alpha Pig Brick Game. Let's listen and Alpha Pig will tell us what to do (Listen to the Game Intro.). Yikes, the Wolf is coming! Ok, does everyone know

how to play? What do we have to do? Alpha Pig is going to say the name of a letter and we have to click on it and build the wall to make us safe from the Wolf. OK, Alpha pig is asking us to find the letter (FILL IN LETTER) Which is the letter (FILL IN THE LETTER)? GREAT!

Class participation Everyone will get a turn to come up and use the mouse to click on the letter. But everyone should play along every time. I will call on one of you. You come up and together with the class choose the letter that Alpha Pig told us he needed. When Alpha Pig is telling us which letter we need everyone has to listen or else we won't know which letter he needs.

Call on campers one by one to take a turn using the mouse to pick the correct letter until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out where the letter is.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Alpha Pigs Brick Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS

To transition into the next activity, call out a letter in WOLF, and tell all of the kids that have that letter in their name to go find their seats at the table. Continue with different letters. As much as can be done, try to find a way to emphasize the letters of the day W, O, L and F, (B, P, I, G, T, A) and so on until all the children are seated.

9:15-9:45 LICKETY LETTERS CRAFT ACTIVITY

GOALS: WHAT CAMPERS WILL LEARN

- To reinforce letter identification and discrimination skills by having campers pick the letters in their names from the alphabet
- To have campers learn to spell their own names.
- To have campers relate the letters **W, O, L, F** (If time and skill level permits add: **B, P, I, G, T, A**) to their own names.
- To experience letters through a different perspective and different sense.

WHAT YOU NEED

- Felt "paper"
- Felt letters
- Felt shapes
- Glue
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Campers should be sitting at tables
- Each camper should be provided with a piece of felt "paper", felt shapes, glue and a pile of letters, make sure that they include the letters in the child's name along with 6 additional distracter letters.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Campers are instructed to pick the letters in their names from the felt letters on the table.

SKILL LEVEL OPTIONS

Level 1: Give each camper a pile of letters that only has the letters of their name in the pile and place a card with the camper's name written in upper case in front of the camper so they can copy it.

Level 2: Provide a pile of letters that has the letters of their name in the pile with one or two distracter letters. Instructors can also help the child sound out the letters in his or her name so they can place the letters in the correct order.

Level 3: Have the child pick the letters of their name on their own with 6 or more distracter letters in their pile of letters.

2) DEMONSTRATE

Script:

Instructor: Alpha Pig built the word wolf by finding the letters W-O-L-F. Now we are all going to build our names by finding the letters in our names.

Let me show what we are going to do. Who is this? (Show picture of Alpha Pig) This is PIG. P-I-G, PIG that's his name. And I am going to build his name with my letters. The first letter is... "P" let me find the P. There it is. The next letter is... "I", where is that "I"? There it is. And the last letter is "G". Where is the... "G". Found it. Now I am going to take all the letters in Pig's name and glue them on. (Glue on letters as you say them) P, I, G. (Show the finished product.) And then I can decorate too...like this.

Alpha Pig's...are you ready to build the letters in your name?

- 3) Campers should glue the letters in their names to the felt "paper" and decorate with additional felt shapes.
- 4) Once campers have the felt letters that make up their names, ask questions that will connect the letters **W, O, L, and F**, to the letters in each individual camper's name. (If there is time and/or campers skill level permits, ask questions that will connect with the additional letters; **B, P, I, G, T, A**)

For Example, Whose name has a W in it? You really know your alphabet! Whose name starts with an L? Whose name ends with an O?

COMPUTER GAME (optional)

If students finish the activity early, send 2-3 children at a time to use the Alpha Pig computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Alpha Pigs Brick Game (Do not click on any other games), Play

together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:45-10:00 SNACK BREAK

10:00-10:30 LETTER ID BINGO GAME

GOALS: WHAT CAMPERS WILL LEARN

- To reinforce letter identification
- To be able to visually discriminate between letters

WHAT YOU NEED

- Computer generated BINGO cards
- SUPER WHY chip place markers
- Letter cards (can be pre-printed or written by instructor on index cards) that act as "bingo balls"
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Distribute BINGO cards to campers
- Give each child a pile of 'chips'
- Sit campers in a semi-circle around instructor
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Call out bingo letters. Put particular emphasis on the letter identification of W, O, L and F when they are picked.

Try to get as many campers to identify letters as possible and check each of their work.

SKILL LEVEL OPTIONS

Level 1: Teacher pulls the letter and calls out the name.

Level 2: Teacher pulls the letter and asks the students to label the letter.

Level 3: Each student takes turns pulling letters and labeling the letters.

2) DEMONSTRATE

Display the activity with the assistant teacher at the front of the room. Call out letters and show the campers how to mark the board.

Instructor: Here is how to play. I am going to call out a letter. After I call it out look at your bingo card. If the letter that I called is on your bingo card, put a "SUPER WHY chip" on that letter, cover it up. Like this... (PICK A LETTER AND SAY THE NAME OF THAT LETTER. THEN HOLD UP A BINGO CARD. SEARCH THE BINGO CARD FOR THE LETTER THAT YOU CALLED OUT. IF IT IS THERE COVER IT WITH A 'CHIP'. IF IT IS NOT THERE KEEP PICKING A LETTER UNTIL YOU FIND ONE THAT IS ON YOUR BINGO CARD. AND COVER IT WITH A 'CHIP'.) Then explain, that when a camper gets a line of three SUPER WHY chips, yell bingo! (Alternate with the options below; full board, diagonals, four corners depending on skill level and time)

- 3) The assistant teacher can be walking around and checking that each camper is covering letters that they have on their bingo cards and/or not covering letters that have not been called.
- 4) Campers look at their Bingo cards and mark the letter that was called. If the student gets a straight or diagonal line they shout out BINGO. This game can be varied to maintain campers' interest in the following ways:
 - a. Campers can switch cards with each other
 - b. Different configurations could be used to win BINGO: an X, cover the full card, all around the outside, four corners
- 5) During the thirty minutes, play as many times as holds their interest or they show mastery of labeling and finding the letters being called. In between games, if they need a break, have them sing the ABCs.

TRANSITION INSTRUCTIONS (If campers are in a different location from where you will be playing the Letter Scavenger Hunt game):

INSTRUCTOR: WOLF starts with the letter W. What color also starts with the letter W?

CAMPERS: WHITE

INSTRUCTOR: Lickety Letters! That's right, white starts with the letter W! Everyone who is wearing something white come to the circle.

Continue with O for Orange, B for Blue, B for Black, P for Pink and so on until all the campers have been selected.

10:30-11:00 LETTER SCAVENGER HUNT GAME and FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To reinforce identification by letter name of **W, O, L, F** (use the letters with **B, P, I, G, T, A** if there is extra time or if you feel your campers have mastered **W, O, L, F**).

WHAT YOU NEED

- A **LETTER HUNT LIST**, provided as a PDF on the CD. The letters **W, O, L, F**, (If time and skill level permits add: **B, P, I, G, T, A**)
- Letters **W, O, L, F**, (**B, P, I, G, T, A**) should each be written on an index card or piece of paper either as a list or one letter per card. Make sure to have a set of letters for each camper or if they do the activity in groups enough sets of letters for each group of campers.
- Large manila envelopes
- One crayon or marker per group
- **INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT**

SET-UP FOR ACTIVITY

- Write a letter on each index card. Be sure there are enough full sets of letters and written lists for each camper if doing level two or three (or team if they are going to hunt in teams).
- Hide letters around instructional space or outdoors. Ideally in locations that begin with the letter that is being hidden (ex. **B** could be hidden among books, **W** on a wall). If there is not time to set up while campers are somewhere else or doing another activity, ask the campers to cover their eyes as the letters are being "hidden."
- Find part in **INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT** that applies to this activity.
- Have children sit in a circle
- **OPTIONAL**: This activity can be played outside, if weather and space permits.

ACTIVITY INSTRUCTIONS

- 1) Campers are instructed to hunt for the letters
Instructor: **We are going to have a Letter Scavenger Hunt!
Who will help me find some letters?**

SKILL LEVEL OPTIONS

Level 1: The teacher shows a letter, beginning with W, O, L or F, and asks each child to go find that letter. One letter at a time, each camper goes to find that letter and brings it back to the circle. If there is time, continue with the rest of the letters (B, P, I, G, T, A).

Level 2: Each child should be given a manila envelope, a LETTER HUNT LIST, and a crayon or marker (to cross off letters once they are found). They are then sent off to find all of the letters on the list. After they have found a letter they should cross it off of their list and find the next letter on their list. They should only collect one of each letter.

Level 3: If the campers seem to be able to work well in pairs, campers could be split into groups of two or three depending on the number of campers in the program. Ideal would be in pairs. Each cooperative group should be given a manila envelope, a LETTER HUNT LIST, and a crayon or marker (to cross off letters once they are found). The teams have to go to find letters together. Once a letter is found one of the team members places the letter in the envelope while another team member crosses that letter off of their list. Then together they go and look for a different letter on the list.

2) DEMONSTRATE

Demonstrate the activity that you have chosen (see leveled suggestions), either:

- a. Call out a letter and have the assistant teacher go search for that letter and bring it back to the group, OR
 - b. Show the campers how to go find all of the letters on their list, by first finding a letter on the list of letters crossing that letter off, then placing that letter into the envelope and then go off to find another letter. Show them that when you find a letter they should check the list to see if they have already found that letter (it will be crossed off on their list). If they find a letter that they have already found they should leave that letter where they found it and move on to a different letter that they can then cross off of their list.
- 3) For Level 2 and Level 3: Give campers a time limit OR tell them that once all the letters on their list are found they should come back, sit down quietly and wait for all the campers to be finished. Have each student lay out their paper and pull out the letters from their

manila envelope. Read down the list of letters asking each camper (or team) to hold up the letter that you read and check the paper to see if they crossed the letter off of their list. If they are able, have students count how many letters they found and go around the room announcing their scores.

COMPUTER GAME (optional)

If students play individually and finish the activity early, send 2-3 children at a time to use the Alpha Pig computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; **Only play this Alpha Pigs Brick Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.**

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

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 were looking for the wolf throughout the episode. What else were they looking for in The Three Little Pigs book? (May need to give a hint – what kind of letters?)

Campers: The SUPER LETTERS!

Instructor: Super Job! Once the SUPER READERS find the SUPER LETTERS what do they do with them?

Campers: They put them in the SUPER DUPER COMPUTER!

Instructor : What does the SUPER DUPER COMPUTER do?

Campers: It collects all the SUPER LETTERS. And it makes a word. It gives us our Super Story Answer.

Instructor: The Super Duper Computer collects the letters. And those letters make a word. That word is our Super Story Answer.

What was the question that we had to find the answer to?

Campers: How can Pig get Jill to stop knocking down his building?

Instructor: How can Pig get Jill to stop knocking down his building? We need to write the answer in our...Super Duper Computer. Here is our SUPER DUPER COMPUTER board! *Pull out the board.*

Instructor: How many Super Letters are we looking for today?

Campers: Six!

Instructor: Six. Let's count. *Count to 6 and draw the hash marks on the board as you all count together.* Six, we are looking for SIX Super Letters now. Keep your eyes out for SUPER LETTERS! When you see them, make sure to let me know. As we find the SUPER LETTERS we will put them in the right place in the SUPER DUPER COMPUTER. And when we have our answer we will know how Pig can get Jill to stop knocking down his building! OK everybody go look for the Super Letters!

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 dry erase board.

"We found all of our Super Letters. Now we can get our Super Story Answer." Now that all the SUPER LETTERS are found, the SUPER STORY ANSWER can be discussed.

And we'll know how Pig can get Jill to stop knocking down his building."

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: F-R-I-E-N-D

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

Instructor: The SUPER STORY ANSWER isFRIEND. Why?

Campers: Because, the wolf was huffing and puffing and blowing down houses because he needed a friend.

Instructor: It's true. The wolf was not really mean at all, he was just sad and lonely and needed a friend. And once he had a friend they played and he wasn't mean any more.

So how can Pig get Jill to stop knocking down his building?

Campers: Be her friend!

Instructor: Yes, if Pig asks Jill whether she wants to be his friend maybe Jill will feel better and stop being mean.

Maybe she just needed a friend and she was knocking down Pig's buildings to get his attention.

NOTE: This conclusion might be difficult for the campers to verbalize. Some questions might be needed to foster the discussion such as:

Instructor: Once Jill and Wolf had a FRIEND what were they able to do? How does having someone to play with help the problem?

Instructor:

Have you ever been sad and lonely?

What did you do to get attention?

What does a friend do for you?

Who is your friend?

Why is he or she your friend?

What do you like about them?

TRANSITION INSTRUCTIONS

INSTRUCTOR: Everybody think about your favorite letter of the alphabet. Raise your hand. Tell me your favorite letter. And then say a word that starts with that letter.

CAMPERS: A. Apple.

Continue with each camper until all the campers have named their favorite letter and said a word that starts with that letter.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if students are interested, send 2-3 children at a time to use the Alpha Pig computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Alpha Pigs Brick Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

11:20-11:40 EXTENDED LEARNING

GOALS: WHAT CAMPERS WILL LEARN

- To learn the Alpha Pig ABC song
- To identify by name the letters: **W, O, L, F**
- If time allowed and campers skill level permitted review the additional letters: **B, P, I, G, T, A**
- To discriminate between the letters **W, O, L, F** (If time allowed and campers skill level permitted **B, P, I, G, T, A**)

WHAT YOU NEED

- Computer
- Clip of Alpha Pig Singing the Alphabet Song
- Poster or Chart of Upper Case Alphabet letters
- Individual letter cards for **W, O, L, F (B, P, I, G, T, A)** for each child
- Music version of Alpha Pig song
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have appropriate clip cued to Alphabet Song
- Have Alphabet poster ready to show
- Have individual letter cards ready to show
- Have music cued to the correct song
- Have campers seated in a semi-circle around instructor with clear view of the television
- Hand out a set of letters to each child
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Teach campers Alpha Pig's ABC Song slowly. Play the song and then practice by singing it at various speeds. Vary the singing with the following suggestions:
 - a. Play the song and sing along with the music.
 - b. Ask campers to sing without the music to help them.
Instructor can help by pointing to the letters on the board as the campers sing. Or the instructor can ask campers to come up and point to the letters as they sing. [Amazing Alphabet Singing!](#)

As many campers as can, should get a turn.

- c. Sing at various speeds. Sing at the speed of Alpha Pig to start and then start to sing faster as the campers get better at it. The alphabet board can be used as the song is being sung to help reinforce Letter Identification.
 - d. Another option is to have the boys come up and sing the Alpha Pig song to everyone and then ask the girls to come up and sing. Each of these groups can also vary the speed of their singing.
- 2) Show the clip of Alpha Pig singing the Alphabet song and the Alpha Pig game. Talk about the Alpha Pig game and ask campers to retell what Alpha Pig did during the game and why he did it.

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

Script:

Instructor: What were the Super Readers looking for in The Three Little Pigs Book?

Campers: The wolf!

Instructor: The wolf! But the Wolf blew down the house and ran away. Alpha Pig had to come to the rescue! Why? What did he do?

Campers: He used his alphabet letters to make the word WOLF. With the word WOLF he fixed the sign and then it pointed them in the direction of the wolf.

Instructor: Lickety Letters! He fixed the sign by finding the letters W-O-L-F, Wolf. And then the sign pointed them in the direction of the wolf.

- 3) Show chart of Alphabet and have campers discriminate/identify the letters **W, O, L, F**, (If time and skill level permits add a review of: **B, P, I, G, T, A**) from the rest of the letters on the Alphabet chart.

Each camper needs to get a turn at pointing to the letters on the board.

Instructor: Ask campers to point to the letter "W" and then "O" and then "L" and then "F".

After they have all successfully pointed to each letter ask them to do it again but this time ask them to find the letters in a different order. (Also if time and skill level permits add: **B, P, I, G, T, A**).

4) Next, hand each camper a pile of letters including **W, O, L, F** (If time and skill level permits add: **B, P, I, G, T, A**). Ask the campers to lay the cards out in front of them.

5) **DEMONSTRATE:**

Instructor: I am going to say the name of a letter. After I say the letter name look in your pile and find that letter. Then when I say "POOF" everyone hold up the letter that I called out.

Look at the letter that each camper has held up before moving on to the next letter. If any camper has not held up the correct letter, identify the letter they held up and ask them to look again for the letter that was called out. Be sure after each letter is called that all of the campers are holding up the letter that was called.

Go through W, O, L, F once in order. Then ask for the letters in a random order. Repeat as many times as campers are still engaged and/or until every time a letter is called out all of the campers are finding the right letter.

11:40-12:00 WRAP UP, COMPUTER GAME(OPTIONAL),COLORING ACTIVITY AND ASSESSMENT

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned through out the camp day: Letter Identification of letters **W, O, L, F, (If time and skill level permits - B, P, I, G, T, A)**
- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- Coloring Pages
- HIP HIP HOORAY song
- Assessment tool(PDF) (If using assessments)
- Computer set to Alpha Pig Bricks Game
- Take-home work

SET-UP FOR ACTIVITY

- Have LETTER CARDS ready to go
- Have tables set up with coloring pages and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Alpha Pig Alpha Bricks Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

1 Instructors will review the camper's ability to identify letter sounds (If using assessments)

2) COMPUTER GAME (optional)

While students are being assessed, send 2-3 children at a time to use the Alpha Pig Alpha Bricks computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Alpha Pig Alpha Bricks game \(Do not click on any other games\), Play together, Take turns, Play until I call you.](#)

3) The remainder of the campers are given a coloring activity to keep them busy as each camper is assessed.

4) Campers will learn to sing the concluding HIP HIP HOORAY song.

5) Clean up: Collect props and save for Day 5, collect nametags

6) Campers are told that the next day will be **WONDER RED DAY**.

7) Campers are given "Take Home" activities.

a. FIND THE HIDDEN LETTERS

b. FIND YOUR NAME

Wonder Red...



with Word Power!

READING CAMP DAY 2

Wonder Red—Words Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Wonder Red Freeze Dance game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

- 8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAY'S MATERIAL**
Campers are re-introduced to each other and to the teacher, introduced to the days' activities, and provided with a review of the camp rules and the content learned on Day 1.
- 8:40-9:05 SUPER WHY & THE THREE LITTLE PIGS VIEWING**
Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Wonder Reds to activate their imaginations and get ready to play rhyming/decoding activities.
- 9:05-9:15 CLASS COMPUTER TIME (optional)**
Campers participate in playing the online Wonder Red Freeze Dance Rhyming game as a whole class. With the whole class helping and calling out, each camper gets a turn choosing a word that belongs to a certain word family to make Wonder Red dance.
- 9:15-9:45 TISKET A TASKET LET'S MAKE A BASKET CRAFT ACTIVITY**
Campers use letters and markers to decorate wood baskets to reinforce the -ALL family and to express themselves creatively.
- 9:45-10:00 SNACK**
- 10:00-10:30 WORD CHARADES GAME**
Using demonstration flash cards that have both -ALL words and pictures, campers read and act out -ALL family words

while the other campers guess the –ALL word they are performing.

10:30-11:00 FREEZE DANCE RHYMING GAME AND FINDING SUPER LETTERS

Campers use auditory discrimination to decipher between –ALL and non-ALL family words and learn to express themselves through creative movement by dancing to signature SUPER WHY music and freezing when an –ALL family word is called out. Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:00 -11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers view & sing the signature Wonder Red Rhyming Song and view & play the Wonder Red game to learn to read/decode (sound out) –ALL Family Words.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT (IF USING ASSESSMENTS)

Campers review and are assessed on ability to sound out –ALL words and learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAY'S MATERIAL

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable.
- To familiarize campers with expectations and to excite campers for the activities of the day including what they are going to learn today (to read the words WALL, BALL, TALL).
- To clearly understand RULES of the camp.
- To review what was learned through out the Camp Day 1: Letter Identification of letters **W, O, L, F** (If time and skill level permits: **B, P, I, G, T, A**).

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- Computer- ALPHABET SONG
- Letter Cards to be used for review - **W, O, L, F, B** (If time and skill level permits: **B, P, I, G, T, A**)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day to be ready to tell campers
- Have LETTER CARDS ready to go
- CD of ALPHABET SONG cued to the correct spot
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has each camper re-introduce themselves.
- 2) Instructor takes out the Syllabi and tells campers about Day 2 - WONDER RED DAY (WORD FAMILIES).

Script:

Instructor: Today is Wonder Red Day. Wonder Red has...what power? (PAUSE) WORD POWER. Today we are going to learn to read the words WALL, TALL and BALL and even learn to read some other -ALL words. We are also going to make a Wonder Words basket, play word charades and play Freeze Dance! Ready to roll?

- 3) Instructor will review CAMP rules by soliciting them from campers

Instructor: Yesterday we talked about our camp rules. Does anyone remember any of them? What are they?

- a. Raise your hand to speak (No calling out)
- b. Listen while others are sharing.
- c. Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
- d. Have fun!

- 4) Instructor and Campers will sing along with ALPHABET SONG from the day prior.

Instructor: Yesterday we heard and sang Alpha Pig's ABC Song. Does anyone remember it? Let's sing it together. If the Alphabet board is available point to the letters on the board as you all sing the song. Amazing Alphabet Singing!!

- 5) Review letter identification of **W, O, L, F** (If time and skill level permits: **B, P, I, G, T, A**) using word cards.

Instructor: Hold up a letter. What letter is this?

Campers: W!

Instructor: Lickety Letter s! You really know your alphabet!

Try to be sure that every student is able to identify the letter before moving on to the next letter.

8:40-9:05 SUPER WHY & "The Three Little Pigs" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series
- To talk about the show and be sure that comprehension is attained.

WHAT YOU NEED

- Computer to view THE THREE LITTLE PIGS episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange campers in a semi-circle so that each has a clear view of the television.
- Have episode cued to starting position
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: Remember the show we watched yesterday?
What was it called?

Campers: SUPER WHY

Instructors: Who were the main characters of the show?

Campers: The SUPER READERS.

Instructors: Does anyone remember what book they jumped into?

Campers: THE THREE LITTLE PIGS!

Instructor: Wonderrific! Let's watch it again. Today we are going to be Wonder Red, so watch that part carefully.

- 2) Watch episode
- 3) After Viewing: Ask questions about the episode to start conversation.

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

- a. Who is your favorite Super Reader?
- b. What did Jill do to make Pig upset?
- c. What was blocking us from getting to the Wolf?
- d. The Super Readers wanted to get to the wolf, but there was a wall in the way! What did Wonder Red have to change the wall into? (If they go right to BALL, ask "Did she try something else?").
- e. What word family did she use? (What did each of those words end with?)

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make them part of the learning adventure.

WHAT YOU NEED

- Wonder Red Mask
- Scissors
- Hole Puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "WONDER RED" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **WONDER RED DAY!!!** In the show Wonder Red was one of the Super Readers. What was Wonder Red's Super Power? (PAUSE for campers to answer question) WONDER RED with WORD POWER! Wonder Red can read words and rhyme! We are all going to be Wonder Red today...with Word Power. It's time to rhyme!

Okay, Super Readers let's TRANSFORM and change into WONDER RED. Ready? Ready!

- 2) Teacher and assistant help campers put on masks.

Script continues:

Instructor: "Everyone stand up and put your arm in...Put *your arm in!* (Everyone should be standing in a circle with their arm in.) *Wonder Red...to the Rescue!*" (everyone raises their arm in unison, as in the episode)

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 WONDER RED FREEZE DANCE RHYMING COMPUTER GAME (OPTIONAL)

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce word family and decoding skills

WHAT YOU NEED

- Computer set to Wonder Red Freeze Dance Rhyming game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Wonder Red Freeze Dance game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Wonder Red's Freeze Dance Rhyming.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Wonder Red computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Wonder Red Freeze Dance Rhyming Game. Let's listen and Wonder Red will tell us what to do (Listen to the Game Intro.). Lets see what wondrous

dance moves Wonder Red can do! Ok, does everyone know how to play? What do we have to do? Wonder Red is going to say a word family and we have to find all the words that rhyme with the word to make her dance. OK, Wonder Red is asking us to find words that rhyme with (FILL IN WORD FAMILY) Does (FILL IN THE WORD) rhyme with (FILL IN WORD FAMILY)? GREAT!

Class participation Everyone will get a turn to come up and use the mouse to click on the correct word family word. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me if the new word is a rhyming word. When Wonder Red is telling us which word we need to rhyme with, everyone has to listen or else we won't know which words she needs.

Call on campers one by one to take a turn using the mouse to pick the correct word until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out whether the word and word family rhyme.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Wonder Red Freeze Dance Rhyming Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

To transition into the next activity, call each camper by saying the syllables in his or her name. Ask all the campers to blend the syllables together to figure out who should move to their table next. Continue until all the children are seated.

9:15-9:45 TISKET-A-TASKET LET'S MAKE A BASKET CRAFT ACTIVITY

GOALS: WHAT CAMPERS WILL LEARN

- To enjoy creating a prop from the show.
- To learn to express themselves in a creative medium.

WHAT YOU NEED

- A plain wood basket
- Glue Sticks
- Foam Alphabet letters
- Pieces of Felt
- Markers
- Newspaper to protect table
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Line the tables with newspaper
- Campers should be sitting at the table
- Adequate amount of materials for campers should be provided
- Instructor sample of basket
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Allow campers to express themselves creatively by decorating baskets with materials provided. Teachers should walk around with the markers and assist the campers with writing on the baskets as the markers will not wash off.

SKILL LEVEL OPTIONS

Level 1: The teacher and assistant should write –ALL family words on the basket in marker for the campers; **WALL, TALL, BALL, SMALL**

Level 2: Write –ALL a couple of times around the basket and ask campers to put a letter in front of the –ALL's to make –ALL words.

Level 3: Ask campers to write –ALL words on their baskets as part of the decoration; **WALL, TALL, BALL, SMALL**

- 2) In addition the teacher and assistant teacher should go around the room , working with campers individually to make –ALL words on the pieces of felt (used as picnic blankets)and then rolling the blankets back up for the campers to put inside their fully decorated baskets.

SKILL LEVEL OPTIONS

Level 1: Put the letters ALL on the felt for the child. Then ask them to put the letter W, T or B in front of the –ALL. Together, identify the first letter and its sound. Then blend the word together with –ALL and read the word. Take the first letter off and ask the camper to put another letter in front of –ALL. Go through the same reading process. When they have made and read all three of the –ALL words with your help he/she should roll up the letters in his felt as if it was a picnic blanket. After their basket is fully decorated they should place the rolled blanket in the basket.

Level 2: Ask the camper to find the letters –ALL and tell them where to put those letters on the felt. Then ask the camper to find W, T or B and put it in front of the –ALL,. Ask the camper to identify the first letter and its sound. Then ask them to read the word in front of them. Ask them to take the first letter off and to find another letter to put in front of –ALL. Repeat the reading process. When they have made and read all three of the –ALL words he/she should roll up the letters in his felt as if it was a picnic blanket. After their basket is fully decorated they should place the rolled blanket in the basket.

Level 3: Ask the camper to make –ALL words. They should place the letters on the felt and then read the word they have made. Then they should continue by changing the first letter in front of –ALL and continue to read the words he/she is making. When they have made and read all three of the –ALL words he/she should roll up the letters in his felt as if it was a picnic blanket. After their basket is fully decorated they should place the rolled blanket in the basket.

3) DEMONSTRATE

Explain to campers what the materials are and how they should be handled. 1) Decorate the basket; 2) Make ALL words (picnic blanket activity).

Script:

Instructor: In The Three Little Pigs story Wonder Red had to get past the (PAUSE) What did she have to get past to get to the Wolf?

Campers: WALL.

Instructor: WALL. And what did she need - to get past the WALL?

Campers: Another word.

Instructor: She needed to read other words. Where did Wonder Red get the words to read?

Campers: Her Wonder Words Basket!

Instructor: Her Wonder Word Basket! Today we are all going to make our own Wonder Words Basket!

We will first use these markers, glue and foam letters to decorate our baskets!

We watched her change the W-ALL to T-ALL and then change the TALL WALL to a B-ALL that we could get past. So first we are going to decorate our baskets, like this. Then we are also going to make -ALL words on these felt picnic blankets. Then we can roll them up and keep our ALL words in our baskets. See this piece of felt? If we roll it up like this we can put it in our baskets as our picnic blankets. If we unroll it like this, we can use our felt letters to write -ALL words like this (PLACE ALL ON THE RIGHT SIDE OF THE PIECE OF FELT. THEN PUT A LETTER IN FRONT OF THE LETTERS ALL. IDENTIFY THE LETTER. SAY THE SOUND OF THAT LETTER. THEN SAY ALL. THEN BLEND THE FIRST LETTER(S) AND READ THE WHOLE WORD). Then once we are done we can roll up our picnic blankets with the letters inside and keep them in our baskets. Are you ready to roll?

Everyone start decorating your baskets. We are going to walk around while you are decorating and make -ALL words with you on your picnic blankets.

While explaining each material, the instructor should demonstrate how to use it on a sample basket. Show the campers a completed basket before they begin their projects.

COMPUTER GAME

If students finish the activity early, send 2-3 children at a time to use the Wonder Red computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Wonder Red Freeze Dance Rhyming game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:45-10:00 SNACK BREAK

10:00-10:30 WORD CHARADES GAME

GOALS: WHAT CAMPERS WILL LEARN

- To read –ALL Family words and understand their meaning. Specifically WALL, TALL, BALL, SMALL, FALL and CALL

WHAT YOU NEED

- Large Basket
- -ALL Family Word Cards: WALL, TALL, BALL, SMALL, FALL, CALL
 - Level 1: Use cards that have visuals of the words alongside the ALL word. The visuals demonstrate how to act out the word. (CHARADES CARDS WITH IMAGES)
 - Level 2: For readers, use cards that only have ALL words with no visuals (CHARADES CARDS_NO IMAGES)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Put –ALL Family Word Cards in a basket
- Have campers seated in a semi-circle with the instructor at the center
- 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.

ACTIVITY INSTRUCTIONS

We have provided two sets of word cards for your campers depending on the skill level option you choose:

SKILL LEVEL OPTIONS

Level 1: Use cards that have visuals of the words alongside the ALL word. The visuals demonstrate how to act out the word.

Level 2: For readers, use cards that only have ALL words with no visuals

DEMONSTRATE

Working with the assistant teacher, clearly demonstrate how to play Word Charades to the class.

Script:

Instructor: Let's play Word Charades. Here is how you play. I am going to pull out a word. (Pull out the word ball). Then I am going to ask one of you to come up, read the word and act out the word on the card. Everyone else has to watch you act out the word and guess what you are pretending to be. Watch this (*Show the assistant teacher the word ball*) See if you can guess what her word is! (*Assistant should read the word, think about how she is going to be that word and then pretend to be a ball*) Everyone guess what she is being. After the class calls out that she is being a BALL show them all the word (and the picture) Read the word with them by identifying the letter B and then sounding it out /b/, then pointing to the -ALL and reading that. The first student to get the answer right should have the first turn to act out the next ALL word). **Wonderrific! You are Terrific!**

Everyone should get practice reading the word from the card.

- 1) One at a time, campers pick -ALL Family words from the Wonder Word basket and, read the word. Help non readers by asking them to sound out the initial sound and pair it with the -ALL family.

Script:

Instructor: Who's ready to act out an -ALL word? I will show you a word. You read it and then act it out. The other Super Readers will guess one at a time.

- 2) Campers take turns picking a word from the basket and reading the card (If the camper has trouble reading the word the instructor should turn away from the group with that camper and work with them to read the word.)
- 3) Children should act the word out in silence (ex. Word card says BALL: Child puts his/her body into the shape of a ball) and other campers guess the -ALL word.
- 4) After each word is "performed" the word should be shown to all of the campers. Show the card and read it together first identifying the first letter, then identifying the sound of the first letter and then reviewing -ALL.

Try to get as many campers as possible to read the word.

- 5) Place the used cards back in the basket. Go through the words as many times as the campers still seem engaged and seem to be mastering reading the words. Be sure that each word has been read and acted out at least once. If campers keep getting the same words as previous campers ask them to act out the same word but try to act it out in a different way.

10:30-11:00 FREEZE DANCE RHYMING GAME and FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To be able to use auditory and/or visual discrimination to decipher between –ALL family words and NON-ALL family words.
- To have fun expressing themselves through creative movement

WHAT YOU NEED

- 32 Index Cards: -ALL Family Word Cards and NON-ALL Word Cards. Two cards for each of the -ALL family words (**WALL, TALL, BALL, SMALL, HALL, CALL, MALL, FALL**) and 16 additional words from the SUPER WHY episode: PIG, BIG, BAD, THREE, LITTLE, RED, DOWN, UP, HILL, STORY, HELP, HOUSE, GOOD, THE, STRAW, BRICK.
- Basket
- Computer to listen to SUPER WHY Music
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Mix Word Cards together and put in WONDER WORDS BASKET
- Music cued to Freeze Dance music
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Play SUPER WHY music. While the music is playing, campers begin to dance.

SKILL LEVEL OPTIONS

Level 1: The instructor uses one –ALL word and one non –ALL word as the distracter. She says, "Every time I say and show you BALL you freeze because it's our –ALL word. And every time I say and show you PIG you keep dancing because it is not an –ALL word. Ask the campers to dance and use only those two words to get them to freeze or keep dancing. The music should NOT be stopped when a word is read. After playing this a few times then do it again choosing one other –ALL word and another non –ALL word.

Level 2: The instructor uses three –ALL words and three non –ALL words as the distracters. She says, "Every time I say and show you

one of these three –ALL words (label them) you freeze because they are our –ALL words. And every time I say and show you these three words (label them) you keep dancing because these are not –ALL words. Ask the campers to dance or freeze depending on which word you say and show. The music should NOT be stopped when a word is read.

Level 3: The instructor has all of the words to choose from to hold up. She picks one of the word cards and shows it to the campers (without reading it aloud). If it is an –ALL Family word the campers should freeze. If a NON-ALL word is shown, the campers keep dancing.

2) **DEMONSTRATE**

Working with the assistant, clearly demonstrate how to play Freeze Dance Rhyming game in the front of the class.

Script:

Instructor: Talking about –ALL words makes me want to let loose and boogie! It's time to rhyme! As you dance I will read/show you words. If it's an –ALL word you freeze. If it's not an –ALL word, keep dancing. Here's how it works, watch us.

Demonstrate the game by playing the music and having the assistant dance and freeze when the –ALL family words are read/shown.

The music should NOT be stopped when a word is read. The music should just keep playing and the kids should stop or not stop based on the word that is read.

Instructor: OK, now you all try it with us. Ready to roll? Let's all try it together.

Wonderrific! You are Terrific!

Great –ALL freezing! You all ready to dance? Lets play Freeze Dance Rhyming Game!

- 3) This game could be varied by allowing one of the more proficient readers in the group to be the CARD CALLER.

Play as many times as holds their interest or they show mastery of the – ALL words being called.

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: In the Three Little Pigs show we were looking for the wolf. What else were we looking for in that book?

Campers: Super Letters!

Instructor: Yes ...In the show and yesterday we looked for SUPER LETTERS just like the SUPER READERS! We are going to do that again today. But, watch out because they are not going to be in the same place as yesterday! The SUPER LETTERS that we found yesterday were **PURPLE**, correct?

Campers: No. They are **RED!!!**
Instructor: Did you say **ORANGE?**
Campers: No they are **RED!**
Instructor: Oh, right, red. Once the SUPER READERS find the **RED SUPER LETTERS** they put them into a **basket?**
Campers: No, they put them in the SUPER DUPER COMPUTER!
Instructor : What does the SUPER DUPER COMPUTER do?
Campers: It collects all the SUPER LETTERS. And it makes a word. It gives us our Super Story Answer.
Instructor: The Super Duper Computer collects the letters. And those letters make a word. That word is our Super Story Answer. What was the question that we had to find the answer to?
Campers: How can Pig get Jill to stop knocking down his building?
Instructor: How can Pig get Jill to stop knocking down his building? We need to write the answer in our...Super Duper Computer. Here is our SUPER DUPER COMPUTER board! *Pull out the board.*
Instructor: Today we are looking for the same number of SUPER LETTERS as yesterday. Yesterday there were **4 SUPER LETTERS.**
Campers: No, there were 6.
Instructor: Oh, six is right, we are looking for SIX Super Letters. *Let's count. Count to 6 and draw the hash marks on the board as you all count together. Keep your eyes on the look out for SUPER LETTERS! When you see them, make sure to let me know. As we find the SUPER LETTERS we will put them in the right place in the SUPER DUPER COMPUTER. And when we have our answer 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 dry erase board.

Instructor: Just like yesterday the SUPER DUPER COMPUTER is giving us the SUPER STORY ANSWER.

Instructor: Read the letters with me: F-R-I-E-N-D

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

Instructor: What is the Super Story Answer?

Campers: FRIEND

Instructor: WONDERRIFIC you're TERRIFIC! The SUPER STORY ANSWER is...FRIEND. What is the question we are trying to answer?

Campers: How can Pig get Jill to stop knocking down his building?

Instructor: So, why is FRIEND the answer?

Campers: Because, both the Wolf and Jill needed a FRIEND And once they had a friend they stopped being so bad and mean. *(Prompt if campers have trouble with recall!)*

Instructor: Yes, both Wolf and Jill were acting badly because they wanted someone to play with, they wanted a friend.

What can you do if someone knocks down your blocks?

Campers: Try to be their FRIEND.

Instructor:

Who can tell me the names of some of your friends?

What kind of things do you do with a friend?

When you are sad do your friends ever make you feel happy?

What do they do to make you feel happy?

TRANSITION INSTRUCTIONS:

Hold up a flash card of each letter; A, L, W, T, B, O, F and ask the kids to name the letter. Tell the kids that have that letter in their name to line up to go outside.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if students are interested, send 2-3 children at a time to use the Wonder Red computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Wonder Red Freeze Dance Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

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: wwwww.

Instructor: Now, lets read this part of the word (model) aaaaalllllll. 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, alllllll, WALL. Now you try. What word is this?

Campers: wwwwww, alllll, 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.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT (IF USING ASSESSMENTS)

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned through out the camp day, sounding out words in the –ALL Family
- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- -ALL Word Cards
- Coloring Pages
- Computer
- Computer to listen to HIP HIP HOORAY song
- Assessment tool(If using assessments)
- Computer set to Wonder Red Freeze Dance Game
- Take-home work

SET-UP FOR ACTIVITY

- Have –ALL Word Cards ready to go
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go(If using assessments)
- Have computer set to Wonder Red Freeze Dance Game
- Have take-home work ready to go

ACTIVITY INSTRUCTIONS

1) Instructors will review campers abilities to sound out –ALL Family Words. Each camper is assessed by instructor on their ability to read the -ALL Family words (If using assessments)

2) COMPUTER GAME

While students are being assessed, send 2-3 children at a time to use the Wonder Red computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Wonder Red Freeze Dance Rhyming Game \(Do not click on any other games\), Play together, Take turns, Play until I call you.](#)

- 3) The remainder of the campers are given a coloring activity to keep them busy as each camper is assessed.
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **PRINCESS PRESTO DAY**
- 7) Campers are given "TAKE HOME" activities:
 - a. **CIRCLE THE -ALL FAMILY WORD!**
 - b. **-ALL MATCHING**

Princess Presto...



with Spelling Power!

READING CAMP DAY 3

Princess Presto—Spelling Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Princess Presto Golden Crown Spelling Bee game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

Campers are re-introduced to each other and to the teacher, introduced to the days' activities, and provided with a review of the camp rules and the content learned on Day 1 & 2.

8:40-9:05 SUPER WHY & THE THREE LITTLE PIGS VIEWING

Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Princess Prestos to activate their imaginations and get ready to play spelling/encoding activities

9:05-9:15 CLASS COMPUTER TIME (optional)

Campers participate in playing the online Princess Presto Golden Crown Spelling Bee game as a whole class. With the whole class helping and calling out, each camper gets a turn picking the letter that makes the sound Princess gives in order to spell a word. The word becomes a gem on the Golden Crown.

9:15-9:45 GROW A LETTER! CRAFT ACTIVITY

Campers practice the association between letters and the sounds they make and create a letter keepsake by making letter flowers and 'planting' them. When the instructor makes a letter sound, they plant the corresponding letter in their flower pots.

9:45-10:00 SNACK

10:00-10:30 PRINCESS LETTER SOUNDS BASKETBALL GAME

When the instructor makes a letter sound, campers find a piece of paper with the corresponding letter, crumble the paper into a ball, and shoot it into a bin to reinforce the association between sounds and letters.

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

Campers practice sound production, letter ID, and identifying words that start with P, I, G, B, (and W, O, L, F, T, and A if time and skill level permit) by raising their hands in the air and saying the letter sound, placing their hands on their waists and saying the letter name, and putting their hands on the floor and saying a word that starts with the letter. Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers learn to identify letters by hearing their sounds and how to spell PIG and BIG by watching a Princess Presto clip then identifying the card printed with the sound the instructor makes and by learning the letter sounds in PIG and BIG.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT (If using assessments)

Campers review and are assessed on their ability to hear a letter sound and identify the letter that makes that sound. They will learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day.

8:30-8:40 INTRODUCTION AND **REVIEW OF PREVIOUS DAYS' MATERIAL**

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To familiarize campers with expectations and to excite campers for the activities of the day including what they are going to learn today (the sounds of the letters **B, P, I, G** and if **time and skill level permits: T, A, W, O, L, F** and to spell the words BIG and PIG.
- To clearly understand rules of the camp
- To review what was learned during the Camp Day 1:
Letter Identification of letters **W, O, L, F (If time and skill level permitted on previous day: B, P, I, G, T, A)**
- To review what was learned during Camp Day 2: -ALL Family words.

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- Computer
- Computer to play ALPHABET SONG
- Letter Cards to be used for review - **W, O, L, F (If time and skill level permitted on the previous day: B, P, I, G, T, A)**
- -ALL Family Word Cards
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated into a semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and be ready to tell campers
- Have LETTER CARDS ready to go
- Music of ALPHABET SONG cued to the correct spot
- Have -ALL Family Word Cards available
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has campers re-introduce themselves.

- 2) Instructor takes out the Syllabi and tells campers about Day 3 - PRINCESS PRESTO DAY (Encoding/Spelling). Camper will learn the sounds of the letters **B, P, I, G** (If time and skill level permits add: **T, A, W, O, L, F**).

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

Script:

Instructor: Today is PRINCESS PRESTO DAY. What power does PRINCESS PRESTO have?

Campers: SPELLING POWER

Instructor: Oh my peas! PRINCESS PRESTO has SPELLING POWER. Today we are going to practice letter sounds /b/, /p/, /i/, /g/ (if time and skill level permits /t/, /a/, /w/, /o/, /l/, /f/) and spell the words PIG and BIG. We are also going to make letter flowers, have a snack, play letter sounds basketball and do Princess-cise!

- 3) Instructor reviews camp rules by soliciting them from campers
- Raise your hand to speak (No calling out)
 - Listen while others are sharing.
 - Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
 - Have fun!
- 4) Campers sing the alphabet song, and use word cards to review letter identification of **W, O, L, F** (If time and skill level permits: **B, P, I, G, T, A**).
- 5) Campers sing Red's -ALL word family song (lyrics below) and review -ALL Family words using word cards.

All, Ball, Call, Wonderrific you're terrific

Tall, Small, Wall, Wonderrific you're terrific

"ALL"

8:40-9:05 SUPER WHY & "The Three Little Pigs" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer
- Computer to view THE THREE LITTLE PIGS episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange campers into a semi-circle so that each has a clear view of the computer
- Have music cued to starting position
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: Now it is time to watch the same episode of SUPER WHY we watched on Monday and Tuesday. In this episode, the SUPER READERS jumped into the book THE THREE LITTLE PIGS. Who is acting big and bad in the Three Little Pigs story?

Campers: The wolf!

Instructor: The wolf! And in the end Princess Presto comes in to save the day! Today is PRINCESS PRESTO DAY, so pay close attention when she plays her game.

- 2) Watch episode
- 3) After Viewing: Ask Questions about the episode to start conversation.

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

- a. Why was the Wolf small and good?
- b. Did he want to stay good? Did he want to stay small?
- c. Who helped him change from being small? How?
- d. What word did princess spell first? What letters were in that word?
- e. What did princess spell second? What letters were in that word?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate camper's imagination and make each camper part of the learning adventure.

WHAT YOU NEED

- PRINCESS PRESTO Mask
- Scissors
- Hole Puncher
- String
- Stapler
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "PRINCESS PRESTO" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **PRINCESS PRESTO DAY!!!** In the show Princess Presto was one of the Super Readers. What was Princess Presto's Super Power? (PAUSE for campers to answer question.) **PRINCESS PRESTO with SPELLING POWER!** Princess Presto can spell words by saying the sound of a letter and then writing the letter that makes that sound! She writes all the letters until a word is spelled. We are all going to be Princess Presto Today...with Spelling Power!

Okay, Super Readers. Let's TRANSFORM and change into **PRINCESS PRESTO**. Ready? Ready!

- 2) Teacher and assistant help campers put on masks and/or crown

Instructor: "Everyone stand up and put your arms in...Put your arms in! (Everyone should be standing in a circle with their

arms in.) *Princess Presto...to the Rescue!*" (everyone raises their arm in unison)

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 PRINCESS PRESTO GOLDEN CROWN SPELLING BEE COMPUTER GAME (OPTIONAL)

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce letter sound, encoding and spelling skills

WHAT YOU NEED

- Computer set to Princess Presto Golden Crown Spelling Bee game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Princess Presto Golden Crown Spelling Bee game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Princess Presto Golden Crown Spelling Bee game.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Princess Presto computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Princess Presto Golden Crown Spelling Bee Game. Let's listen and Princess Presto will

tell us what to do (Listen to the Game Intro.). Let's see what word Princess Presto would like us to spell! Ok, does everyone know how to play? What do we have to do? Princess Presto is going to say a letter sound and we have to pick which letter makes that sound. Princess Presto is asking us to find the letter that makes the sound (FILL IN LETTER SOUND) Which letter makes the sound (LETTER SOUND)? GREAT!

Class participation Everyone will get a turn to come up and use the mouse to click on the correct letter. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me which letter makes the sound Princess Presto is making. When Princess Presto is making the sound, everyone has to listen or else we won't know which letter she needs.

Call on campers one by one to take a turn using the mouse to pick the correct letter until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out which letter makes the right sound.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Princess Presto Golden Crown Spelling Bee Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: Big starts with the /b/ sound. What color also starts with the /b/ sound?

CAMPERS: BLUE

INSTRUCTOR: That's right, blue starts with the sound /b/, the letter B! Everyone who is wearing something blue go to their table.

INSTRUCTOR: Is there another color that starts with the /b/ sound? That starts with the letter B?

CAMPERS: BLACK

INSTRUCTOR: That's right, Black starts with the letter B. Everyone who is wearing something black can go to their table now.

Continue with /g/ for green and /p/ for pink. Then if necessary, give the W for white O for Orange and so on until everyone has moved to the tables for the craft activity.

9:15-9:45 GROW A LETTER! CRAFT ACTIVITY

GOALS: WHAT CAMPERS WILL LEARN

- To create a letter keepsake
- To practice the association between the letter sound and the letter that makes that sound, focusing on **B, P, I, G** (and if time and skill level permits - **W, O, L, F, T, A**).

WHAT YOU NEED

- Foam letters **P, I, G, B, W, O, L, F, T, A** (enough for each camper to have at least one of each letters)
- 10 Popsicle sticks for each camper each with the letters listed above glued onto the popsicle sticks.
- Plastic flower pots
- Modeling compound to act as dirt
- Stickers to decorate the pot
- White labels to write "BIG" and "PIG" on
- Markers
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have white labels, markers, foam letters already attached to popsicle sticks, flower pots, and modeling compound set up on table
- Have a pre-made example ready
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Allow campers to express themselves creatively by decorating their pot with materials provided. Go around to each camper and help them write the words PIG and BIG on the white labels. Campers can then stick the labels onto their flower pots.

SKILL LEVEL OPTIONS

Level 1: Write the words PIG and BIG. Point to each letter and together with the child say the letter name and the letter sound. Ask the camper to write after you say its sound.

Level 2: Say each letter sound separately and ask the camper to write the letter on their labels as they identify which letter makes each sound.

Level 3: Say each word (PIG and BIG) and ask campers to write the word that you are saying on their own labels.

- 2) Once the flowerpots are decorated and everyone is ready, an activity will be played with the LETTER FLOWERS.

SKILL LEVEL OPTIONS

Level 1: Ask the campers to put two letters in front of them (P, I). Then say one of the two letter sounds, PRESTO! Ask the campers to hold up the letter flower that makes the letter sound you said. If the letter they have chosen is correct they can put their flower in the pot. As they place the letter in the pot each camper needs to say a word that starts with that letter. If they are not correct, then the child should be assisted to find the right letters to put into the pot. Campers should be placing the same two letters as each other in front of them each time this is played. Keep playing until all the letter sounds have been named. The object of the game is to get as many flowers in their pot as they can. Continue individually with campers that have flowers that were not planted.

Level 2: Ask the campers to put four letters in front of them (P, I, G, B). Then say one of the four letter sounds, PRESTO! Ask the campers to hold up the letter flower that makes the letter sound you said. If the letter they have chosen is correct they can put their flower in the pot. As they place the letter in the pot each camper needs to say a word that starts with that letter. If they are not correct the child should be assisted to find the right letters to put into the pot. Campers should be putting the same four letters as each other in front of them each time this is played. Keep playing until all the letter sounds have been named. The object of the game is to get as many flowers in their pot as they can. Continue individually with campers that have flowers that were not planted.

Level 3: Give the campers all of the flower letters (B, P, I, G, W, O, L, F, T, A) and have them place those letters in front of them on the table. Say a letter sound in a random order. Then say, PRESTO! They have to hold up the flower letter of the letter sound you just made. If the letter they have chosen is correct they can put their flower in the pot. As they place the letter in the pot each camper

needs to say a word that starts with that letter. If they are not correct then the child should be assisted to find the right letters to put into the pot. The object of the game is to get as many flowers in their pot as they can.

DEMONSTRATE

Explain to campers what the materials are and how they should be used.

Script:

Instructor: Just like in the Wonder Red Basket that we made yesterday, today we are going to make flower pots filled with letter flowers.

- a. Take flower pot and explain how to put the modeling compound on the bottom.
- b. Gather art supplies and explain to the campers that we are going to use these to decorate their flower pots.
- c. Show the popsicle sticks with the foam letters already glued onto the popsicle sticks. (one of each **B, P, I, G (and if time and skill level permits W, O, L, F, T, A)**). Explain that every camper should have one of each of these letters so that after each camper's flower pot is decorated we can play the letter sound game and plant our flowers.

Instructor: Ok, I am going to decorate my flower pot. First I am going to write the words BIG and PIG on my pot. Cue the sparkles, cue the music!

Who knows how to spell PIG? (Pause) /P/, what letter makes the sound /P/? P! /I/, what letter makes the sound /I/? I.

And the last letter. What letter makes the /G/ sound? G!

(Write the letter after each letter sound is identified.) PIG!

Spectacular Spelling!

Now let's write BIG. How do you spell BIG? (Pause) /B/, what letter makes the sound /B/? B! /I/, what letter makes the sound /I/? I.

And the last letter. What letter makes the /G/ sound? G! (Write the letter after each letter sound is identified.) BIG! Spectacular Spelling!

So first, you are going to decorate your flowerpot however you want to, using these materials and write the words BIG and PIG on them.

Then we are going to fill our pots with letter flowers. I am going to say a letter sound. Then when I say PRESTO everyone find the letter that makes the sound I am making and hold it up. Once everyone has the right letter then we will plant that flower in our flowerpot. Like this...what letter makes the sound /B/? PRESTO! The teacher's assistant holds up the letter P popsicle stick flower. The teacher then says, you are holding up the letter P. The letter P makes the /P/ sound. We are looking for the letter that makes the sound /B/. Then the assistant teacher picks up the B and after being told that is the /B/ sound she gets to plant it in her pot.
Assistant: The b flower! I'm going to plant my b flower! (Show kids how to place it into the pot)
Instructor: Is everyone ready to make their flower pots?

COMPUTER GAME

If students finish the activity early, send 2-3 children at a time to use the Princess Presto computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Princess Presto Golden Crown Spelling Bee Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: Princess Presto needed to make the Wolf big again, but by mistake, what did she make the wolf into instead of Big?

CAMPERS: A PIG!

INSTRUCTOR: Yes, she made the wolf into a pig! Pig starts with the sound /p/. Everyone whose name has the sound /p/ please get on line/ get a snack.

Continue with the /i/ /g/ and /b/ sounds. Then add in additional sounds until all of the campers are on line.

9:45-10:00 SNACK BREAK

10:00-10:30 PRINCESS LETTER SOUNDS BASKETBALL GAME

GOAL: WHAT CAMPERS WILL LEARN

- To reinforce hearing a sound and associating it with the letter that makes that sound

WHAT YOU NEED

- Small paper sheets, each printed with one of the letters:
P, I, G, B, (and if time and skill level permits - W, O, L, F, T, A).
(enough copies should be made so that each camper can find a few different letters)
- A trash can
- Masking tape
- Marker
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Seat campers in a semi-circle around the instructor
- Spread letter sheets face up randomly around the room
- Make a line with masking tape on the floor and place the trash can 4 feet away.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) All of the campers should sit around the basketball court in a square.
- 2) All of the pieces of paper with letters written on them should be in the middle of the court lying face up towards the ceiling.

Really try to be sure that each child sees the letter and hears the sound that goes with that letter with each player's turn. In fact, they are not allowed to shoot a basket unless this has happened.

SKILL LEVEL OPTIONS

Level 1: Put two pieces of paper on the floor at a time for the campers to choose from (choose two from B, P, I, G). Say the letter sound and ask them to find the piece of paper with the letter that makes that

sound. If they are really struggling to figure out which letter makes that sound ask them to say some words that start with the sound you said and then ask them to find the letter. When they find it they have to show it to the whole class and say the letter name and sound. (If they are incorrect, tell them which letter they picked up and what sound it makes. Ask them to put that letter back on the ground and repeat the letter sound you made.) After showing the class the correct letter associated with the sound they then can crumble up the paper into a ball, stand on the tape, and toss it into the trash can. If the campers miss they need to uncrumble the letter, run back to the pile, identify it, tell the sound, crumble it back up, run back to the shooting line and shoot again. Repeat putting down another letter on the ground so that there are always two letters there for them to choose from.

Level 2: Put four pieces of paper on the floor at a time for the campers to choose from (B, P, I, G). Say the letter sound and ask them to find the piece of paper with the letter that makes that sound. When they find it they have to show it to the whole class and say the letter name and sound. (If they are incorrect, tell them which letter they picked up and what sound it makes. Ask them to put that letter back on the ground and repeat the letter sound you made.) After showing the class the correct letter associated with the sound they then can crumble up the paper into a ball, stand on the tape, and toss it into the trash can. If the campers miss they need to run back to the pile, uncrumble the letter, identify it, tell the sound, crumble it back up, run back to the shooting line and shoot again. Repeat putting down another letter on the ground so that there are always four letters there for them to choose from.

Level 3: Put all of the pieces of paper on the floor at a time for the campers to choose from (B, P, I, G, W, O, L, F, T, A). Say the letter sound and ask them to find the piece of paper with the letter that makes that sound. When they find it they have to show it to the whole class and say the letter name and sound. (If they are incorrect, tell them which letter they picked up and what sound it makes. Ask them to put that letter back on the ground and repeat the letter sound you made.) After showing the class the correct letter associated with the sound they then can crumble up the paper into a ball, stand on the tape, and toss it into the trash can. If the campers miss they need to run back to the pile, uncrumble the letter, identify it, tell the sound, crumble it back up, run back to the shooting line and shoot again. Repeat putting down another letter on the ground so that there are always ten letters there for them to choose from.

3) DEMONSTRATE

Script:

Instructor: Oh my peas! We are going to play Letter Sound Basketball! Everyone knows how to play Basketball! This is Basketball except the ball is going to be those letters right there on those pieces of paper in the middle of the floor. I am going to say a letter sound (i.e., /B/) and after I say that sound you have to go over to the pile of letters in the middle of the court and find the letter that makes the sound I just said. (Ask the assistant teacher to demonstrate.) Ready /B/. The assistant teacher runs over to the pile of letters.

(If this is really too hard for campers say the letter sound and associate that letter with some words ie., /B/ as in boy, balloon, ball.)

The assistant picks up the letter B and then she has to show the letter B to the whole class and say the sound.

Spectacular! Once everyone has seen it, take the letter, crumple it up into a ball and walk over to the shooting line (marked by a line of tape on the ground). At the shooting line each player tries to toss the letter into the trash. If you miss you have to come back to the pile, show the letter, say the letter sound and then run back to the shooting line, crumple and shoot again.

- 4) Make three lines at different distances from the trash can marked by tape to indicate where the players can stand to throw the letter sound into the trash can.
- 5) Repeat activity until campers have shown that they have each mastered all of the letter sounds and are still interested in playing the game.

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:

- e. the purpose of the SUPER LETTERS
- f. the problem of the day
- g. what the campers should do if they find SUPER LETTERS
- h. 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.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if students are interested, send 2-3 children at a time to use the Princess Presto computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Alpha Princess Presto Golden Crown Spelling Bee game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

11:20-11:40 EXTENDED LEARNING

GOALS: WHAT CAMPERS WILL LEARN

- To identify a letter by hearing its sound (ex. What letter makes the sound /W/?)

WHAT YOU NEED

- Computer to watch PRINCES PRESTO clip
- Letter Cards, one set for each child, with the letters:
P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)
- Dry erase board
- Marker
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have students seated in a semi-circle with a clear view of the computer
- Cue to PRINCESS PRESTO CLIP
- Give each camper LETTER CARDS printed with:
P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)
- Set up dry erase board and marker
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Show PRINCESS PRESTO clip to campers
- 2) Talk about the Princess Presto game and ask campers to retell what Princess Presto did during the game and why she did it.

Script:

Instructor: What did Princess Presto do in this game?

Campers: She spelled the word BIG to make him Big again but he wanted to keep the good. And by mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG.

Instructor: Spectacular! She spelled the word BIG to make the wolf Big again but he wanted to keep the GOOD. By mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG again!

- 3) Hand the children the letter cards **P, I, G, B (If time and skill level permits - W, O, L, F, T, A)**. Have each student lay them out on the ground.
- 4) Instructor makes a letter sound and then asks the campers to say words that start with that sound.

Instructor: First, who can tell me what word starts with the /p/ sound? Elicit responses from as many campers as possible. Pig, Park, Pencil, Pop...P makes the.../p/ sound.

Repeat this several times with all of the letters.

- 5) Instructor makes a letter sound and then says, "POOF!" When the instructor says, "POOF!" the campers have to find the card that makes that sound. If campers need more support, Instructor should say a word that starts with the sound. If there is time and interest ask the camper(s) to air write the letter after they answer the instructor.

Instructor: Before we can spell, we need to learn the letter sounds. I am going to make a sound. Look through your letter cards and find the letter that makes that sound. When I say "Poof!" hold the letter up.

What letter makes the sound /p/? (If they need it: Like in Princess, Presto, say words that start with that letter, Pickle.) If a camper picks up a letter that does not make the sound said by the instructor, correct them. Tell them which letter they held up and what sound it makes and ask them to find the letter sound that you asked for.

Repeat this several times with all of the letter cards.

- 6) This same activity should be repeated, without the cards. Campers should say the letter by name. Repeat letters until all campers have had a turn. If there is time and interest ask the camper(s) to air write the letter after they answer the instructor.

Instructor: Now I am going to collect your cards and we are going to try it by just saying the letter name. Remember, to raise your hand and DON'T shout out the answer. Everyone will get a turn. (ex. Instructor makes the sound /P/ and then says, "POOF" the campers will raise their hands and say the letter name P.)

- 7) Campers will learn to use letter sounds to learn to spell the words **PIG** and **BIG**.

Instructor: Now let's spell the two words that Princess Presto spells in the show. First, we are going to spell the word PIG. I am going to say the letter sound and you should raise your hand. When I call on you, you should tell me what letter makes the sound that I say out loud. After you tell me the letter you should all air write the letter while I write it on the board.

Try to get as many campers to participate in labeling the letter sounds and air writing as possible.

Instructor: Spectacular Spelling!

(Repeat this whole procedure for the word BIG.)

11:40-12:00 WRAP UP, COMPUTER GAME COLORING ACTIVITY AND ASSESSMENT(IF USING ASSESSMENTS)

GOALS: WHAT CAMPERS WILL LEARN

To review what was learned throughout the camp day: Hear a letter sound and name the letter sounds for the letters **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)**

- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

Letter Cards for letters **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)**

- Coloring Sheets
- Computer
- Computer to listen to HIP HIP HOORAY song
- Assessment tool(If using assessments)
- Computer set to Princess Presto Golden Spelling Crown Game
- Take-home work

SET-UP FOR ACTIVITY

- Have letter cards with letters **P, I, G, B (and if time and skill level permits - W, O, L, F, T, A)** ready
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Princess Presto Golden Spelling Crown Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

- 1) Instructors will review campers ability to hear a letter sound and identify the letter that makes that sound. Each camper is assessed by instructor on their ability to identify the letters after the letter sounds are made for letters **P, I, G, B (and if time and skill level permitted - W, O, L, F, T, A)**

2) COMPUTER GAME

While students are being assessed, send 2-3 children at a time to use the Princess Presto computer game. Make sure campers restart

the game to start from the beginning each time. Check off their names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Princess Presto Golden Spelling Crown Rhyming Game \(Do not click on any other games\)](#), Play together, Take turns, Play until I call you.

- 3) The remainder of the campers are given a coloring activity to keep them busy as each camper is assessed.
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **SUPER WHY DAY**
- 7) Campers are given "TAKE HOME" activities:
 - a. **"LETTER" A PICTURE**
 - b. **AROUND THE HOUSE**

Super Why...



with the Power to Read!

READING CAMP DAY 4

Super Why—Reading Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Super Why Why Flyer Adventure game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

- 8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL**
Campers are re-introduced to each other and to the teacher, introduced to the days' activities, and provided with a review of the camp rules and the content learned on Day 1, 2 & 3.
- 8:40-9:05 SUPER WHY & THE THREE LITTLE PIGS EPISODE VIEWING**
Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Super Whys to activate their imaginations and get ready to play vocabulary and comprehension activities.
- 9:05-9:15 CLASS COMPUTER TIME**
Campers participate in playing the online Super Why Why Flyer Adventure game as a whole class. With the whole class helping and calling out, each camper gets a turn helping Super Why fly through Storybrook Village and pick up letters to form the Super Message that goes on his Why Flyer banner.
- 9:15-9:45 DRAW YOUR OWN ADVENTURE CRAFT ACTIVITY**
Campers take turns drawing pictures and telling 'the story' of their picture. If skill level permits, campers collaborate with each other to make a story that makes sense by placing pictures next to each other to practice comprehension and storytelling.
- 9:45-10:00 SNACK**

10:00-10:30 PIN THE TAIL ON THE WORD GAME

Campers choose from word choices read by the teacher to put into blank spaces in sentences. The campers then try to act out the sentence to show the effects different phrases have on the meaning of a sentence.

10:30-11:00 SUPER WHY OPPOSITE RELAY AND FINDING SUPER LETTERS

Campers are asked to give the opposite of a word. One at a time, they fly to the Why Board at the end of the room with a Why Writer. Once at the Why Board campers 'Zap' the opposite of their given word to practice reading and opposites.

Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers View & Play the clip of SUPER WHY changing the sentence THERE ONCE WAS A BIG BAD WOLF to THERE ONCE WAS A SMALL GOOD WOLF to learn that words in a sentence can be changed to change the meaning of that sentence and that there is one word written for each word said (one to one correspondence).

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT(If using assessments)

Campers review and are assessed on their abilities to read words in a sentence and change some of those words to change the meaning of the sentence and learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To familiarize campers with expectations and provide excitement for the activities of the day including what they are going to learn today (reading words and sentence comprehension).
- To clearly understand rules of the camp
- To review what was learned throughout Camp Day 1:
Letter Identification by letter name of letters **W, O, L, F (If time and skill level permits: B, P, I, G, T, A)**
- To review what was learned throughout Camp Day 2:
Reading -ALL Family words.
- To review what was learned throughout Camp Day 3:
Identify letters by their sounds using letters **B, P, I, G, (If time and skill level permitted: W, O, L, F, T, A)** and spell **PIG** and **BIG** by sounding them out.

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- Computer
- Computer for listening to ALPHABET SONG
Letter Cards to be used for review - **W, O, L, F (If time and skill level permits: B, P, I, G, T, A)**
- -ALL Family Word Cards
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated into semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and be ready to teach campers
- Have LETTER CARDS ready to go
- Music of ALPHABET SONG cued to the correct spot
- Have -ALL Family Word Cards available
- Find part in INSTRUCTORS INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has each camper re-introduce himself/herself.
- 2) Instructor takes out the Syllabi and tells campers about Day 4 - SUPER WHY DAY (Reading Words and Reading Comprehension). Explain how changing words in a sentence changes what that sentence means.

Script:

Instructor: Today is SUPER WHY DAY. SUPER WHY has the POWER to (PAUSE)...READ. Today we are going to change words in sentences to change the meaning of the sentence. We are also going to make pictures and put them all together to tell a story, play Pin the Tail on the Word, and have an Opposite Relay!

- 3) Instructor will review CAMP rules by soliciting them from campers
 - Raise your hand to speak (No calling out)
 - Listen while others are sharing.
 - Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
 - Have fun!
- 4) Campers will sing the alphabet song, and review letter identification of **W, O, L, F** (If time and skill level permitted: **B, P, I, G, T, A**) using word Cards.
- 5) Campers will sing Red's -ALL word family song (lyrics below) and review reading -ALL Family words using word cards.

All, Ball, Call, Wonderrific you're terrific

Tall, Small, Wall, Wonderrific you're terrific

"ALL"

- 6) Campers will identify a letter by hearing its sound (**B, P, I, G** and if time and skill level permits - **W, O, L, F, T, A**) and practice spelling the words **PIG** and **BIG** by utilizing letter sounds.

8:40-9:05 SUPER WHY & "The Three Little Pigs" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer to view THE THREE LITTLE PIGS episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange campers into a semi-circle so that each has a clear view of the television.
- Have episode cued to starting position
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide a verbal introduction to the show.

Script:

Instructor:

We are going to watch THE THREE LITTLE PIGS episode of SUPER WHY one more time before we show it to our guests tomorrow. We have been a different Super Reader each day this week. Who have we been?

Campers:

ALPHA PIG, WONDER RED, PRINCESS PRESTO.

Instructor:

And today is...SUPER WHY DAY! We get to be Super Why all day, so pay close attention when his part comes onto the TV, ok?!

- 2) Watch episode
- 3) After Viewing: Ask Questions about the episode to start conversation.

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

- a. Why did we have to talk to the wolf?
- b. Why weren't we able to talk to the wolf?
- c. So what did Super Why have to do so we could talk to the wolf?
- d. After the wolf was small and good, what did we ask him?
- e. Why wasn't the wolf being nice? What did he need?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make them part of the learning adventure.

WHAT YOU NEED

- SUPER WHY Mask
- Scissors
- Hole Puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "Super Why" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **SUPER WHY DAY!!!** In the show Super Why was one of the Super Readers. What is Super Why's Super Power? (PAUSE for campers to answer question) SUPER WHY with the POWER to READ! Super Why can read and change the words in a sentence to change the meaning of the sentence. We are all going to be Super Why today...with the Power to Read.

- 2) Teacher and assistant help campers put on Super Why masks.

Script continues:

Instructor:

Okay, Super Readers let's TRANSFORM and change into SUPER WHY. Ready? Ready!

“Everyone stand up and put your arm in.....Put *your* arm in!
(Everyone should be standing in a circle with their arm in.)
Super Why...to the Rescue (everyone raises their arm in
unison)!”

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 SUPER WHY WHYFLYER ADVENTURE COMPUTER GAME (OPTIONAL)

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce comprehension and letter identification skills

WHAT YOU NEED

- Computer set to Super Why Whyflyer Adventure game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Super Why Whyflyer Adventure game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Super Why Whyflyer Adventures.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Super Why computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Super Why Whyflyer Adventure Game. Let's listen and Super Why will tell us what to do (Listen to the Game Intro.). Let's see what the Super

Message is! Ok, does everyone know how to play? What do we have to do? Super Why needs to fly in his Whyflyer to collect all the letters in the secret message.

Class participation Everyone will get a turn to come up and use the mouse to make Super Why fly and pick up letters for the secret message. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me what letters you see. When Super Why collects all the letters, lets identify the letters and read the words of the secret message together!

Call on campers one by one to take a turn using the mouse to make Super Why fly and collect letters in each word of the secret message until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out when they see a letter.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Super Why Whyflyer Adventure Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: Before Super Why saved the day, what did the sentence say? There once was a...

CAMPERS: Big Bad Wolf.

INSTRUCTOR: And we had to change the words Big and Bad. Big is spelled BIG, everyone with a letter B in their name stand up and move to your table.

Continue with I, G, A and D, W, O, L, F, P, T. Add letters until everyone is seated.

9:15-9:45 **DRAW YOUR OWN ADVENTURE** **CRAFT ACTIVITY**

GOAL: WHAT CAMPERS WILL LEARN

- To create a single story using each camper's pictures and have the story make sense.

WHAT YOU NEED

- Construction Paper
- Crayons or Markers
- [OPTIONAL] Story example on Construction Paper
- Masking Tape
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Each camper should have a piece of construction paper in front of them on the table.
- Draw out with pictures an example sentence: **Jill stomped on Pig's block tower.** (Pictures: JILL, JILL STOMPING, PIG, BLOCK TOWER)
Another option is to use a non-SUPER WHY related story topic. Here is another example: **The sun shines over the house that is near the woods.** (Pictures: SUN, SUN SHINING OVER A HOUSE, NEARBY WOODS)
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

1) SKILL LEVEL OPTIONS

Level 1: Have all campers draw a picture of anything they want. Check in with campers one at a time and ask them what they plan to draw to help get them started. Everyone then gets a turn to tell the meaning of his/her picture. Help the campers write the sentence that describes the meaning on their picture or write it for them.

Level 2: After completing level one, have each camper pair up next to someone whose picture might make sense with their picture. In pairs, each child tells the story of his/her picture and

tries to make it make sense with the person standing next to him/her.

Level 3: Have a brainstorm session with all the campers. Ask campers together to decide what story they all want to tell with the pictures that they make. Be sure that together they all decide on what they want the story to be about, who is in the story, and where the story takes place. Once they have all decided what they want the story to be about each camper states what part of the story he/she will draw. Make sure that all parts of the story are covered. All campers go off to draw their pictures. Once they are finished drawing their picture each camper tells everyone what they drew and their 'story' is written on their piece of paper. Together everyone decides the sequence of all of the drawings. Place campers next to each other in a sequence that once put together, makes sense. Once every camper has been sequenced have the class "read" the picture story together (one after the other). [INSTRUCTOR MAY HAVE TO PROVIDE PROMPT IF STUDENTS ARE HAVING TROUBLE SEQUENCING THEIR STORY IDEAS THEMSELVES.]

Then take the story apart and put aside each camper's "story picture" to take home at the end of the day.

2) DEMONSTRATE:

SCRIPT

Instructor: We are going to draw pictures and write a class story. The pictures that we draw can be about anything that you want. Think about what you want to draw. Let me show you. I'm going to draw my story. What should I draw about? (TAKE A MOMENT TO THINK) Ok, I'm going to draw a picture about Princess Presto and me on a play date. So first I am going to draw Princess Presto. Who else should be in my picture? Me! I'm going to draw me into the picture. In my story, Princess Presto is going to play tea party with me. (Draw them playing tea party) Hmm, I wonder where this story takes place? Should it be a forest? Oh yeah, a forest! (Draw a forest) and it is raining! (Draw rain) We are going to need some umbrellas, I better draw them. Now I am going to write a sentence about my picture: (WRITE) Princess Presto and I enjoy our play date. Now think of your story Super Readers...

COMPUTER GAME

If students finish the activity early, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Super Why Whyflyer Adventure game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:45-10:00 SNACK BREAK

10:00-10:35 PIN THE TAIL ON THE WORD GAME

GOAL: WHAT CAMPERS WILL LEARN

- To show the effect different words have on the meaning of a sentence.

WHAT YOU NEED

- Have sentences with blanks written on chart paper
- Tape
- Phrase cards:
BIG BAD, TINY SILLY, LITTLE SCARED
HUFF AND PUFF, JUMP AND LAUGH, SPIN AND WHISPER
BRICK HOUSE, FRIEND, BALL, WALL
ALPHA PIG, PRINCESS PRESTO, SUPER WHY, WONDER RED,
THE POWER TO READ, SPELLING POWER, WORD POWER,
ALPHABET POWER
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Have each sentence with blanks written on a piece of chart paper
 - THERE ONCE WAS A _____ WOLF.
 - I AM GOING TO _____ AND BLOW THE HOUSE DOWN.
 - _____ TO THE RESCUE!
 - THE WOLF JUST WANTED A _____.
 - SUPER WHY HAS _____!
- Store phrase cards close by
- Put tape on the back of the phrase cards
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Show one of the sentences above with a blank. Read it. Put out a set of choices comprised of a few different phrase cards and ask the below contextualized question.

THERE ONCE WAS A _____ WOLF. (*What kind of Wolf was in the beginning of the story?* Use word cards - BIG BAD, TINY SILLY, LITTLE SCARED)

I AM GOING TO _____ AND BLOW THE HOUSE DOWN. (*What did the wolf say?* Use word cards - HUFF AND PUFF, JUMP AND LAUGH, SPIN AND WHISPER)

_____ TO THE RESCUE! (Who changed the story and saved the day? Use word cards – ALPHA PIG, WONDER RED, SUPER WHY, PRINCESS PRESTO)

THE WOLF JUST WANTED A _____. (Why was he huffing and puffing? What did the wolf want in the story? Use word cards - BRICK HOUSE, FRIEND, BALL, WALL)

SUPER WHY HAS _____. (What power does Super Why have? Use word cards - THE POWER TO READ!, SPELLING POWER!, WORD POWER!, ALPHABET POWER)

- 2) Have one camper “pick” a phrase card from the set of choices.
- 3) Put the word in the sentence blank and read it with the campers to see if it makes sense. (Point to each word as it is read.) Ask if that sentence makes sense with the SUPER WHY episode or not.

SKILL LEVEL OPTIONS

Level 1: Read the sentence out loud to the children. Above the sentence draw a representation of the sentence ask them if that sentence makes sense.

Level 2: Read the sentence out loud to the the children. Ask the campers to act out the sentence that was read and then ask them all if that sentence makes sense.

Level 3: Without any visual or dramatic representation of the sentence ask campers to read the sentence and decide if the sentence makes sense.

- 4) Encourage campers with, “Right on Reader!” “Super Job Super Reader!” “Super Duper!”
- 5) If the sentence doesn’t make sense, ask another camper to pick a different phrase card and put it in the blank. Then repeat the leveling above and ask campers if this sentence makes sense.
- 6) Repeat this procedure for the rest of the sentences.

- 7) When all the sentences are filled, put the sentences together and read them all together. Have the children act out the entire story together.

DEMONSTRATE

Instructor: Now we are going to play Pin the Tail on the Word. How many of you have played Pin the Tail on the Donkey? This is the same idea. Except instead of finding where the tail goes we are going to put words in the blanks. I am going to put up a sentence. (SHOW SENTENCE) The sentence has a blank in it (POINT TO THE BLANK). Let's read the sentence (READ THE SENTENCE SAYING BLANK AT THE BLANK). And here are three (say #) word choices. Let's read them. (READ THE CHOICES) You are going to take one of these and put it in the blank. Then we will read the sentence with the word(s) you put in and see if it makes sense. Like this. (TRY IT USING SUPPORT IN LEVELING INSTRUCTIONS) Does that make sense?

TRANSITION INSTRUCTIONS:

INSTRUCTOR: What word did we change Big to?

CAMPERS: SMALL!

INSTRUCTOR: That's right, small, so small is spelled S M A L L. Everyone with the letter S in your name line up next to me/against the wall.

Continue with A and L

INSTRUCTOR: What word did we change Bad to?

CAMPERS: GOOD!

INSTRUCTOR: That's right, good, so good is spelled G O O D. Everyone with the letter G in your name line up next to me/against the wall.

Continue with O and D then B A I W F P T if necessary. Add letters until everyone is lined up and ready to play Opposite Relay.

10:30-11:00 SUPER WHY OPPOSITE RELAY and FIND SUPER LETTERS

GOAL: WHAT CAMPERS WILL LEARN

- To identify a given word's opposite
- To read given words and their opposites

WHAT YOU NEED

- Why Board
- Scotch tape
- Why Writer – assemble using PDF files. You can place a popsicle stick in between the pieces of paper for stability.
- Word sets for Why Board
 - **OUT/IN/FAST/HARD**
 - **RIGHT/WRONG/SILLY/PRETTY**
 - **LOST/FOUND/PURPLE/SMALL**
 - **ASLEEP/AWAKE/HUNGRY/BLUE**
 - **OPEN/CLOSE/CRY/BITE**
 - **GO/STOP/SWIM/RUN**
 - **FAST/SLOW/FUNNY/UP**
 - **YES/NO/YELLOW/POP**
 - **FULL/EMPTY/ROUND/PINK**
 - **BIG/SMALL/BAD/RED**
 - **FRONT/BACK/NOSE/CUP**
 - **HOT/COLD/HUNGRY/TIRED**
 - **GOOD/BAD/BIG/RED**
 - **TOP/BOTTOM/GREEN/HILL**
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Line up campers at one side of the room next to the instructor
- At the other side of the room, have the assistant spread 3 word cards face up on the Why Board. See Super Why's game in episode for example of how to set up words on Why Board.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

DEMONSTRATION

Set up Red, Small and Bad on the Why Board as an example

ACTIVITY INSTRUCTIONS

- The first camper in line gets the Why Writer
- The teacher holds up the target words (words in bold) and asks what is the opposite of...?
- The camper flies to the Why Board at the other side of the room and zaps the word that is the opposite of the word.

SKILL LEVEL OPTIONS

Level 1: Read the words to the camper. If the child needs help with the concept of opposites, give them clues. For example, ask "what is a temperature that is different than hot? (cold) Or "If an answer is not right it is what?" (wrong).

Level 2: Help the campers read the word choices by **sounding out the letters**. If the child needs help with the concept of opposites, give them clues. For example, ask "what is a temperature that is different than hot? (cold) Or "If an answer is not right it is what?" (wrong).

Level 3: Ask the campers to read all of the word choices **before choosing a word**. If the child needs help with the concept of opposites, give them clues. For example, ask "what is a temperature that is different than hot? (cold) Or "If an answer is not right it is what?" (wrong).

- The camper then takes the word off the board and runs back to the teachers and hands it to her. And quickly passes the Why Writer to the next camper on line.
- The teacher holds up the two words. If skill level allows, the camper who brought back the word has to demonstrate and talk about how the words are opposites while the assistant then replaces the words on the Why Board.
- **DEMONSTRATE**
Script:
Instructor: Are you all ready to be Super Why and fly? We are going to have an Opposite Relay! The person who has the

Why Writer is Super Why. First, I will tell you a word. (Tell the assistant to go find the opposite of BIG) Then you will have to fly over to the Why Board (assistant should run to the Why Board) and Zap the opposite of the word I've said.

Assistant: Hmm, what word is the opposite of BIG? Is it RED? No, oh SMALL. Ready, set, zap! (Assistant should then take the word off the board.)

Instructor: Right on Reader! After you have zapped the word, fly back to me and hand me the word. We will talk about the two words and how they are opposites. Then hand the Why Writer to the next camper on line and it will be his or her turn! (Assistant should run back to the front of the room and hand the opposite to the teacher and hand the Why Writer to the next camper in line.) See, (Show both words next to each other.) What is the opposite of BIG? (Show yourself being Big.) SMALL, like this. (Be small) When I am not BIG I am SMALL!

If children have a hard time grasping the concept of opposites, show more examples such as yes/no in/out hot/cold.

- Campers that have had their turn should go to the end of the line and cheer on their friends. Encourage cheers of "Right on Reader!" "Super Job Super Reader!" "Super Duper!" When the entire line has had a turn, everyone gets a prize!

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:

- i. the purpose of the SUPER LETTERS
- j. the problem of the day
- k. what the campers should do if they find SUPER LETTERS
- l. 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: Are you ready? We are going to talk about Super Letters one more time before we show them to our guests tomorrow. Tomorrow we are going to see if THEY can find and figure out the Super Story Answer. First, we need to look for...

Campers: SUPER LETTERS!

Instructor: And, then we put them in our Super Duper
(Pull out the board)

Campers: COMPUTER!

Instructor: And, today we are looking for 16 super letters....

Campers: No.....no we are not! We are looking for 6 super letters.

Instructor: Let's count 1, 2, 3, 4, 5, 6, 7. (write out hash marks).

Oops, I made a mistake! **6**, we are looking for 6 Super Letters!

Thanks for the help. And, the Super Story Answer is **BUDDY**.

Campers: It's not BUDDY, it's FRIEND.....

Instructor: Oh yeah, Buddy is a kind of friend. I got confused.

What are the letters we are looking for?

Campers: F-R-I-E-N-D

Instructor: Super Job Super Readers! Why did we need the word FRIEND?

Campers: Because Jill and the Wolf needed a friend and then they wouldn't be so mean.

Instructor: Yes, because Jill and the Wolf needed a friend and then they weren't so mean. Don't forget to keep your eyes out for Super Letters.

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: We found all of our Super Letters. Super Job, Super Readers! Read the letters in the word along with me: F-R-I-E-N-D

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

Instructor: And the SUPER STORY ANSWER is...

Campers: **FRIEND**

Instructor: Who can tell me what they think would have happened if WOLF did not get a friend (skill: predicting outcomes)? And what would have happened if Pig had not

gotten the answer FRIEND? What would Jill do? What would Pig do? Is that good or bad? Why? Work with the answers that the campers come up with.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if students are interested, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; Only play this Super Why Whyflyer Adventure game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

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!

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT(If using assessments)

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned through out the camp day.
- To understand that the words in a sentence and where they are placed changes the meaning of a sentence.
- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- Extended Learning activity from earlier in the day.
- Coloring Sheets
- Computer
- Computer to listen to HIP HIP HOORAY song
- Assessment tool(If using assessments)
- Computer set to Super Why Whyflyer Game
- Take-home work

SET-UP FOR ACTIVITY

- Have sentences from the extended learning activity written on the dry erase board.
- Have substitution word cards available.
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go(If using assessments)
- Have computer set to Super Why Whyflyer Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

1) Instructors will review with the campers how changing words in a sentence changes the meaning of the sentence. Each camper is assessed by instructor on their ability to read words in a sentence and change some of those words to make the sentence make sense.

2) COMPUTER GAME

While students are being assessed, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names

from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Super Why Whyflyer Adventure Game \(Do not click on any other games\)](#), [Play together](#), [Take turns](#), [Play until I call you](#).

- 3) The remainder of the campers are given a coloring activity to keep them busy as each camper is assessed.
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **SUPER YOU DAY** during which everyone will show their guests what they have learned. Tell campers that they will play and lead their favorite activities from the week. Remind campers to bring a guest.
- 7) Campers are given "Take Home" activities.

- a. **SENTENCE CHANGING WORKSHEETS 1 and 2**
- b. **A COPY OF THE ZAP IT INTO THE SENTENCE STORY**

Super You...



with the Power to Help!

READING CAMP DAY 5

Super You Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Super Why Story Book Creator game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

- 8:30-8:45 INTRODUCTION AND WELCOME CAMPERS' SPECIAL GUESTS**
Campers welcome their guests and prepare to model the literacy activities that they have learned throughout the week. The teacher tells everyone the days' activities and guests are encouraged to participate in the activities with the campers.
- 8:45-9:25 SUPER WHY & THE THREE LITTLE PIGS VIEWING WITH DISCUSSION**
Campers and their guests watch the same full episode of SUPER WHY to familiarize the Guests with the series and for the campers to demonstrate mastery of the SUPER WHY series and the literacy skills it teaches. Campers and their guests transform into the Super Readers to activate their imaginations, talk about finding Super Letters and get ready to play alphabet, rhyming/decoding, spelling/encoding, and vocabulary and comprehension activities.
- 9:25-9:35 CLASS COMPUTER TIME (optional)**
Campers participate in playing the online Super Why Story Book Creator game as a whole class. With the whole class helping and calling out, campers take turns picking new words to create their own version of the Three Little Pigs story.
- 9:35-10:05 LITERACY GAME CHOICE #1**
Campers show their guests how they play one of their favorite games from the week. Teacher will choose which game to repeat based on favorites of the week.
- 10:05-10:25 SNACK – CELEBRATION**

10:25-10:55 LITERACY GAME CHOICE #2

Campers show their guests how they play one of their favorite games from the week. Teacher will choose which game to repeat based on favorites of the week.

10:55-11:25 PERSONALIZE A PICTURE FRAME CRAFT AND FINDING SUPER LETTERS

Campers and their guests decorate picture frames for the picture that each camper will get with the SUPER WHY costume character. Campers and their guests work together to demonstrate their creativity and literacy skills. Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:25-12:00 SUPER READERS SNAPSHOT AND COMPUTER TIME

Campers and their guests take a picture with a SUPER WHY costume character, sing the Alphabet Song, the Hip Hip Hooray Song and are given SUPER WHY certificates to celebrate what they have learned in Reading Camp!

8:30-8:45 INTRODUCTION AND WELCOME CAMPER'S GUESTS

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To make guests feel welcome and comfortable. To empower campers to show their guests what they have learned over the week.
- To familiarize campers and guests with expectations and to excite campers for the activities of the day.
- To encourage guests to engage in the learning. Guest participation throughout the day is optional.
- To clearly understand the rules of the camp
- To model the kinds of literacy activities that adults and kids can play and learn together in their everyday lives.

WHAT YOU NEED

- Storybrook Village Name Tags for Each Child (same as from previous days) and their guests
- The Syllabi
- Computer
- A list of rules
- INSTRUCTORS INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in semi-circle with instructor as focus and sit each **guest** behind their camper
- Know the activities of the day to be ready to tell campers and guests
- Find part in INSTRUCTORS INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Instructor will ask each camper to say their name and introduce their guest.
- 2) Instructor will take out the syllabi and tell campers and guests what they will be doing during Day 5

SCRIPT:

Instructor: Today is SUPER YOU DAY. SUPER YOU with alphabet power, word power, spelling power, the power to read and the power to help!

We will watch the show, each camper and their guest can choose which Super Hero they want to be. And we will play some of the games that we played this week. We'll make a picture frame with your name and your guest's name on it, **(EXPLAIN THE TWO LITERACY ACTIVITIES PICKED FOR THE DAY)**, and take a picture with one of the SUPER WHY costume characters to put in your new frames. The campers will be the leaders for the day. And guests, you will get a chance to participate too. Let's watch the show and get started.

- 3) Instructor will review CAMP rules by soliciting them from campers
 - a. Raise your hand to speak (No calling out)
 - b. Listen while others are sharing.
 - c. Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
 - d. Have fun!

8:45-9:25 SUPER WHY & "The Three Little Pigs" **VIEWING WITH DISCUSSION**

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers and guests with the SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer
- Computer to view THE THREE LITTLE PIGS episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange campers into a semi-circle so that each has a clear view of the computer
- Have episode cued to starting position
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: We are going to watch an episode of SUPER WHY, that we have been watching all week. SUPER WHY is a literacy show that is on PBS Kids. Your camper has been watching this same episode of SUPER WHY every day this week and they want to show you what they have learned! Who wants to tell our guests what they are about to watch?

Camper(s): It is called SUPER WHY! They jump into the book "The Three Little Pigs."

(GIVE CAMPERS TIME TO ANSWER.)

Instructor: Does anyone else want to add anything about the show? (Pause for responses) OK, let's watch. One more thing campers, if you want to interact with the show to show what you have learned...feel free to answer the characters' questions.

- 2) Watch episode

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate camper's and their guest's imagination and make them part of the learning adventure.

WHAT YOU NEED

- Campers and their **GUESTS** will pick which superhero they want to be for the activity.
- All character masks (enough for campers and their guests)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers and **GUESTS** stand in a semi-circle with the instructors in the front.
- Have masks available
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

Follow the script below to help campers/**GUESTS** transform into superheroes just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is SUPER YOU day!!! In the show that means that you are part of the SUPER READERS team. For us today it means that all of you can pick which Super Reader you want to be. Someone tell our guests who the different Super Readers are and what powers they have.

Camper(s):

ALPHA PIG with the ALPHABET POWER!
WONDER READ with WORD POWER!
PRINCESS PRESTO with SPELLING POWER!
SUPER WHY with the POWER TO READ!

Instructor: Everyone take a moment and pick which Super Reader you want to be today.

Teacher and assistant help campers put on their props.

Instructor: Now campers, what are we going to do?

Camper(s): TRANSFORM

Instructor: Transform! Okay, Super Readers let's TRANSFORM and change into a SUPER READER.

"Everyone stand up and put your arm in.....Put your arm in!"

(Everyone should be standing in a circle with their arm in.)

Super Readers...to the Rescue (everyone raises their arm in unison)!"

REVIEW OF LITERACY SKILLS LEARNED IN FIRST FIVE DAYS

WHAT YOU NEED

- Poster or Chart of Upper Case Alphabet letters
- Individual letter cards for **W, O, L, F (B, P, I, G, T, A)** for each child
- -ALL Family word cards
- WONDER WORDS Basket
- 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

ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **W, O, L, F, (If time and skill level permitted add: B, P, I, G, T, A)** from the rest of the letters on the Alphabet chart.

Each camper needs to get a turn at pointing to the letters on the board.

Instructor: Ask campers to point to the letter "W" and then "O" and then "L" and then "F". [Lickety Letters!](#)

After they have all successfully pointed to each letter ask them to do it again but this time ask them to find the letters in a different order. **(Also if time and skill level permits add: B, P, I, G, T, A).**

- 2) Next, hand each camper a pile of letters including **W, O, L, F (If time and skill level permitted add: B, P, I, G, T, A)**. Ask the campers to lay the cards out in front of them.

DEMONSTRATE:

Instructor: I am going to say the name of a letter. After I say the letter name look in your pile and find that letter. Then when I say "POOF" everyone hold up the letter that I called out.

Look at the letter that each camper has held up before moving on to the next letter. If any camper has not held up

the correct letter, identify the letter they help up and ask them to look again for the letter that was called out. Be sure after each letter is called that all of the campers are holding up the letter that was called.

Go through W, O, L, F once in order. Then ask for the letters in a random order. Repeat as many times as campers are still engaged and/or until every time a letter is called out all of the campers are finding the right letter.

- 3) Explain that we know the letter names, and that each letter makes a different sound. Show how we learned 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: Ready to roll? 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 wwwww.

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

Campers: aaaaalllllll.

Instructor: 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: wwwwww, allllll, 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) Talk about the Princess Presto game and ask campers to retell what Princess Presto did during the game and why she did it.

Script:

Instructor: What did Princess Presto do in this game?

Campers: She spelled the word BIG to make him Big again but he wanted to keep the good. And oh my peas! By mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG.

Instructor: Yes, she spelled the word BIG to make the wolf Big again but he wanted to keep the GOOD. By mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG again!

- 5) Hand the children the letter cards **P, I, G, B (If time and skill level permits - W, O, L, F, T, A)**. Have each student lay them out on the ground.
- 6) Instructor makes a letter sound and then asks the campers to say words that start with that sound.

Instructor: First, who can tell me what word starts with the /p/ sound? Elicit responses from as many campers as possible. Pig, Park, Pencil, Pop...P makes the.../p/ sound.

Repeat this several times with all of the letters.

- 7) Instructor makes a letter sound and then says, "POOF!" When the instructor says, "POOF!" the campers have to say the letter that makes that sound. If campers need more support, Instructor should say a word that starts with the sound. If there is time and interest ask the camper(s) to air write the letter after they answer the instructor.

Instructor: Before we can spell, we need to learn the letter sounds. I am going to make a sound. Tell me what letter makes that sound. Remember, to raise your hand and DON'T shout out the answer. Everyone will get a turn. (ex. Instructor makes the sound /P/ and then says, "POOF" the campers will raise their hands and say the letter name P.)

What letter makes the sound /p/? (If they need it: Like in Princess, Presto, say words that start with that letter, Pickle.) If a camper says a letter that does not make the sound said by the instructor correct them. Tell them which letter they said and what sound it makes and ask them to find the letter sound that you asked for.

Repeat this several times with all of the letters B, P, I, G.

- 8) Campers will learn to use letter sounds to learn to spell the words **PIG** and **BIG**.

Instructor: Now let's spell the two words that Princess Presto spells in the show. First, we are going to spell the word PIG. I am going to say the letter sound and you should raise your hand. When I call on you, you should tell me what letter makes the sound that I say out loud. After you tell me the letter you should all air write the letter while I write it on the board.

Try to get as many campers to participate in labeling the letter sounds and air writing as possible.

Instructor: **Spectacular Spelling!**
(Repeat this whole procedure for the word BIG.)
Instructor: **Spectacular Spelling!**

- 9) 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?**

- 10) 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." 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.**

- 11) Post word substitute cards (small, good, red) on the side of the dry erase board.
- 12) 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: 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!

- 13) 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: Right on readers! Which word should we change?
Campers: BAD!

- 14) Erase the word bad.

- 15) 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: 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!

- 16) 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!

9:25-9:35 SUPER WHY STORYBOOK CREATOR COMPUTER GAME (OPTIONAL)

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce comprehension and letter identification skills

WHAT YOU NEED

- Computer set to Super Why Storybook Creator game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Super Why Storybook Creator game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Super Why Storybook Creator.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Super Why computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Super Why Storybook Creator Game. Let's listen and Super Why will tell us what to

do (Listen to the Game Intro.). Let's play with the Three Little Pigs book! Ok, does everyone know how to play? What do we have to do? Super Why needs us to pick a word on each page. We'll read the sentence together and then we will all pick a word and change the story. Whoever has the mouse gets to make the final decision of what the word will be.

Class participation Everyone will get a turn to come up and use the mouse to pick a word on the page. But everyone should play along every time. I will call on one of you. You come up and together with the class pick which word you would like to use to tell your own Three Little Pigs story. Let's see what happens in our story of the Three Little Pigs!

Call on campers one by one to take a turn using the mouse to pick a word out of the three choices on each page. Have parents and campers read the new sentences together. Repeat the story using different words until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out which word they want to use.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Super Why Storybook Creator Game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. Do not allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:35-10:05 LITERACY GAME CHOICE #1

Please choose from the following activities based on campers' performance and preference during the week to showcase and practice what they have learned:

- Letter ID Bingo Game
- Letter Scavenger Hunt Game
- Word Charades Game
- Freeze Dance Rhyming Game
- Princess Letter Sounds Basketball Game
- Princess-cise Encoding Activity
- Pin the Tail on the Word Game
- Super Why Opposite Relay

Make sure to refer to the activity demonstration and instructions for the game from the previous days.

Additional print outs of materials may be necessary.

10:05-10:25 SNACK BREAK

10:25-10:55 LITERACY GAME CHOICE #2

Please choose from the following activities based on campers' performance and preference during the week. Please pick an activity that showcases and practices a different skill from the first game played on Super You day (for instance, if game one was Letter ID Bingo, do not pick Letter Scavenger Hunt Game):

- Letter ID Bingo Game
- Letter Scavenger Hunt Game
- Word Charades Game
- Freeze Dance Rhyming Game
- Princess Letter Sounds Basketball Game
- Princess-cise Encoding Activity
- Pin the Tail on the Word Game
- Super Why Opposite Relay

Make sure to refer to the activity demonstration and instructions for the game from the previous days.

Additional print outs of materials may be necessary.

10:55-11:25 PERSONALIZE A PICTURE FRAME CRAFT and FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To use letters in a creative project
- To make a special keepsake so campers and their guests remember reading camp and their literacy work together.

WHAT YOU NEED

- Image of Wonder Red
- Foam Letters
- Picture frames
- Glue
- Markers
- Newspaper
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Seat campers/**guests** around the tables
- Line tables with newspaper
- Make sure decorative materials are easily accessible to participants
- Give each camper a frame

DEMONSTRATION

- Demonstrate to the campers and the guests how to decorate their picture frames.

Instructor: *Let me show what we are going to do. Who is this? (Show picture of Wonder Red) This is RED. What letter makes the sound /r/? R! I'm going to glue an R onto my frame. OK, the next sound in Red is E, what letter makes the sound /e/? E! OK I'm gluing an E onto my frame. And the last letter in Red is what? What makes the /d/ sound? D! OK, so let me glue a D onto my frame. Now I think I will decorate it with some glitter and maybe make some stars. What will you make?*

ACTIVITY INSTRUCTIONS

- Using foam letters, glitter glue, markers, and imagination camper/**guest** will decorate their picture frame.

- Both the guest and camper should be encouraged to 'write' their names using the foam letters on the front of their frames.
- Model sounding out the letters in the children's names when going around the room.

COMPUTER GAME

If students finish the activity early, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; **Only play this Super Why Storybook Creator game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.**

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

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: Let's explain the Super Duper Computer and Super Letters and what we do with them.

Instructor and/or Camper(s): When we jump into a book on SUPER WHY, we find the Super Letters and put them into our Super Duper Computer.

Instructor : What does the SUPER DUPER COMPUTER do?

Campers: It collects all the SUPER LETTERS. And it makes a word. It gives us our Super Story Answer.

Instructor: Super Job! The Super Duper Computer collects the letters. And those letters make a word. That word is our Super Story Answer. What was the question that we had to find the answer to?

Campers: How can Pig get Jill to stop knocking down his building?

Instructor: How can Pig get Jill to stop knocking down his building? We need to write the answer in our...Super Duper Computer.

Instructor: Here is the SUPER DUPER COMPUTER board!
(*Point out the board*)

Instructor and/or Camper(s): How many Super Letters do we need? Let's count. *Count to 6 along with everyone*
Six, we are looking for SIX Super Letters. Right on Readers! When you see them, make sure to let me know. As we find the SUPER LETTERS we will put them in the right place in the SUPER DUPER COMPUTER. And when we have our answer 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 dry erase board.

"We found all of our Super Letters. Now we can get our Super Story Answer." Now that all the SUPER LETTERS are found, the SUPER STORY ANSWER can be discussed.

And we'll know how Pig can get Jill to stop knocking down his building."

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: F-R-I-E-N-D

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

Instructor: The SUPER STORY ANSWER is

Campers: FRIEND.

Instructor: That's right, FRIEND, but why?

Campers: Because, the wolf was huffing and puffing and blowing down houses because he needed a friend.

Instructor: It's true. The wolf was not really mean at all, he was just sad and lonely and needed a friend. And once he had a friend they played and he wasn't mean any more. So how can Pig get Jill to stop knocking down his building?

Campers: Be her friend!

Instructor: Yes, if Pig asks Jill whether she wants to be his friend maybe Jill will feel better and stop being mean. Maybe she just needed a friend and she was knocking down Pig's buildings to get his attention.

11:25-12:00 SUPER READERS SNAPSHOT AND COMPUTER TIME

GOAL: WHAT CAMPERS WILL LEARN

- To celebrate the end of a successful literacy experience

WHAT YOU NEED

- Polaroid camera and film
- The photo frames that were made earlier in the day
- Computer
- Computer to listen to ALPHABET SONG and HIP HIP HOORAY song
- SUPER WHY Costume Character or Standee or Picture of SUPER WHY Characters
- SUPER WHY Reading Camp Certificate
- Computer set to Storybook Creator game

SET-UP ACTIVITY

- SUPER WHY costume character dressed and ready to go
- Have camera ready
- Have SUPER WHY Reading Camp Certificates ready with each child's name and date printed
- Set computer to the Storybook Creator game

RULES FOR CHARACTER

- 1) Character should not be seen before 11:25
- 2) Introduce the character to each camper and parent
- 3) Character must never speak when in front of campers
- 4) Campers may never see the character partially dressed, for instance, under no circumstances should a camper see the character without the head on.

ACTIVITY INSTRUCTIONS

- 1) With big fanfare, bring in CHARACTER.
- 2) Camper/Guest and CHARACTER pose for a photo together and put the photo into the frame they made earlier.

3) **COMPUTER GAME**

While campers are waiting to have their snapshot taken, or after they are finished, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; **Only play this Super Why Storybook Creator game (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity.**

DO NOT allow campers to play on the computer instead of participating in the activities provided in the curriculum.

- 4) Hand each camper their SUPER WHY Reading Camp Certificate to recognize the completion of the camp.
- 5) Sing THE ALPHABET SONG and THE HIP HIP HOORAY SONG.
- 6) Make sure campers have all projects to take home. Say Final goodbyes. Give each GUEST an idea book about activities they can do at home to build literacy.