

10:00-10:30 "BE" HEALTHY GAME

GOAL: WHAT CAMPERS WILL LEARN

- To learn to read the curriculum words **witch, house, candy, cookies, fruits, vegetables**
- To learn to give context clues that show the camper understands the meaning of the word
- To pick the correct word from a subset of word using visual and comprehension clues

WHAT YOU NEED

- Bag to hold index cards
- PDF of Word Cards with curriculum words
- Marker
- Dry erase or black board
- Instructor's Activity and Script that applies to the lesson

SET UP FOR ACTIVITY

- Seat campers in semi-circle around instructor
- Set up demonstration board
- Have word cards ready: witch, house, candy, cookies, fruits, vegetables
- Find part in INSTRUCTORS'S ACTIVITY AND SCRIPT that applies to the lesson.

ACTIVITY INSTRUCTIONS

1) Script:

Instructor: *Who can remember what power you Super Why's have?*

Campers: *The power to read?*

Instructor: *Super! Yes, the power to read and when you read it is important to understand what a word means. We are going to play a guessing game where we have to read and understand what words mean.*

2) DEMONSTRATE:

Instructor: *OK, I am going to pick a word out of this bag and read it to myself.* (Exaggeratedly pick the word carrot from

the bag and show the back to the students) OK, got it. Now I am going to give you some clues and you guess what word I have on this card! I just better remember not to say the word I have here on my card! Ready?

Describe the word without using the actual word, similar to the game of Password or Taboo, the kids need to guess what you are describing.

Instructor: I am orange. I grow in the ground. I have green leaves.

Look at these words....point to Witch, Carrot and House....

What Am I?

Campers: You're a Carrot!!!!!!

Instructor: Great! I am a [write carrot on the board] c-a-r-r-o-t carrot! Now it's your turn....

- 3) Have the students proceed one at a time and pick a word to describe.

If there is not enough time, kids can go up in pairs and work on it together.

- 4) After the class gets the right word, write it in a list on the board. After every four students, write a sentence on the board and ask the campers to pick one of the four words that their friends described to put in the sentence and make it make sense.

Some examples:

Bill needed some energy so he ate some _____.

The _____ wore a pointy hat.

_____ grow on trees.

Jill planted _____ seeds in the ground.

Discuss with the class if the new sentence makes sense.

Level 1: The teacher should read the words and the sentence to the class

Level 2: Have campers read the words written on the board and the teacher reads the sentence to the class.

Level 3: Have campers read the words and the sentence written on the board.

candy

cookies

fruits

house

vegetables

witch