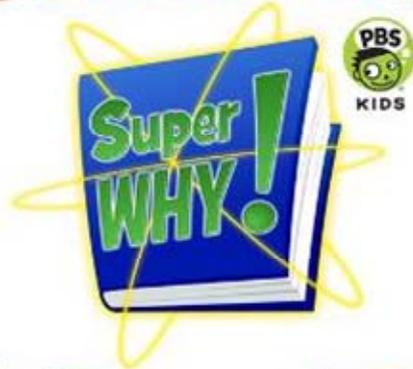


# READING



# CAMPS

**Week 2 Curriculum**

**Hansel and Gretel:  
A Healthy Adventure**

# 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 and your campers' previous experience with SUPER WHY Reading Camps.

Also note that the online Lickety Letter Bingo 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 day's and week's activities and to the camp rules to make the campers feel comfortable.

### **8:40-9:05 SUPER WHY & HANSEL AND GRETEL: A HEALTHY ADVENTURE 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**

Campers participate in playing the online Lickety Letter Bingo game as a whole class. (WHOLE CLASS PARTICIPATES IN GAME).

### **9:15-9:45 HEALTHY LETTER GARDEN CRAFT ACTIVITY**

Campers practice letter identification skills by identifying the first letters of different healthy foods. Campers then create healthy letter gardens in their egg crates to take home.

### **9:45-10:00 SNACK**

### **10:00-10:30 ALPHA PIG ALPHA BAND**

Campers will have a musical letter adventure where they practice their letter identification skills. Each child will get an instrument with a letter on it. The class will then form an Alpha-Band, playing along with the Alphabet Song when their letter is sung.

**10:30-11:00 ALPHA PIG ROAD AND FINDING SUPER LETTERS**

Campers will travel down the Alpha Pig Road to the witch's house. In order to move ahead, they will have to identify one of the letters from the episode on each stop they make on their journey.

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 and sing the signature Alpha Pig ABC song and view and play the Alpha Pig game to reinforce identification of and discrimination between the letters learned, **b, f, h** (c, a, r, o, t if time permits)

**11:45-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT (IF USING ASSESSMENTS)**

Review the lessons of the day with the campers. If using assessments, campers are assessed on identification of the letters b, f, h, (and if time and skill permits, c, a, r, o, t). The campers will be given a coloring activity to work on while the other classmates are being assessed 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
- 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

- Instructor asks each child to introduce him or herself to the class.
- 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 (Make sure you know the number PBS KIDS IS ON IN YOUR MARKET)

Instructor: Yes, it's on PBS Kids Channel \_\_\_\_\_. 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 & Hansel and Gretel: A Healthy Adventure." 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 b, f and h and more!

- 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.

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

## **8:40-9:05 SUPER WHY & "Hansel and Gretel: A Healthy Adventure" 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 with internet connection
- Hansel and Gretel: A Healthy Adventure episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET UP FOR ACTIVITY**

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- 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 – Hansel and Gretel: A Healthy Adventure. 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 Red? Why wasn't she feeling well?
- d. What book did we jump into?
- e. When we got into the book, who did Alpha Pig and his friends see?
- f. Who were Hansel and Gretel looking for?
- g. What did they want to give the witch?
- h. What letters did we have to help Alpha Pig find to get to the witch?

# 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

- 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!

- 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 LICKETY LETTER BINGO COMPUTER GAME

### GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce letter identification

### WHAT YOU NEED

- Computer set to Lickety Letter Bingo game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
  - This game should be played on the **medium** skill level to reinforce lower case letters.
- 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 Lickety Letter Bingo, medium level
- 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 Lickety Letter Bingo.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

### ACTIVITY INSTRUCTIONS

- 1) 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 Lickety Letter Bingo game. Let's listen and Alpha Pig will tell us what to do (Listen to the Game Intro.). Ok, we need to find the letter that Alpha Pig is asking us for so we can see what picture is behind the bingo board! 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 to see what is behind that space on the bingo card. 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 that Alpha Pig is asking us for. 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.

- 2) 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 Lickety Letter Bingo game at the medium level. (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 that Alpha Pig had to find in

this episode B, F or H, 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 starting with, C, A, R, O, T. As much as possible, try to find a way to emphasize the letters of the day, B, F, H (C,A,R,O,T) and so on until all the children are seated.

## 9:15-9:45 HEALTHY LETTER GARDEN CRAFT ACTIVITY

### GOALS: WHAT CAMPERS WILL LEARN

- To reinforce lower case letter identification and discrimination skills. Specifically for the letters b, f, h, c, a, r, o, t.
- To have campers learn what fruits and vegetables begin with each letter.
- To learn to identify common and uncommon fruits and vegetables.

### WHAT YOU NEED

- A black board or wipe off board
- An egg crate for each camper
- PDF printable of healthy food pictures cut up for each camper
- Sandwich Bags (picture letters should be put in baggies one set for each student)
- Crayons
- Glue
- Popsicle sticks for glue application
- Dried Beans (ex. Kidney or lima)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### SET-UP FOR ACTIVITY

- Campers should be sitting at a table
- Each camper should be provided with an egg crate and a sandwich bag filled with the cut out pictures of fruits and vegetables.
- Each table should have a community bowl of glue with popsicle sticks
- Each table should have a community bowl of crayons (don't use markers they will run with the glue)
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

### ACTIVITY INSTRUCTIONS

- 1) Introduction:  
Script

Instructor: Alpha Pig had to follow his Alphabet Map to get to the witch! Which letters did he have to follow? Do you remember?

Campers: b.....f.....h

Instructor: Lickety Letters you got it! And Alpha Pig's Alphabet Map had lower case letters on it! A lower case b, f and h. [Write b, f, and h on the board]

And what was it that Princess Presto made for the witch to eat?

Campers: a carrot!

Instructor: We also had to make a carrot for the witch! Carrot has the letters c, a, r, o, t in it.

[Write the letters c, a, r, o and t on the board.]

Wow, look at all of these letters! There are lots of fruits and vegetables that start with these letters too! Now we are going to make an Alphabet Garden!

- 2) Students are instructed to take a baggie and dump out their bunch of letter pictures.
- 3) Teacher should hold up each fruit and vegetable, and ask the class what fruit or vegetable it is and what letter does it start with. Each student should find the fruit or vegetable being shown in their own pile. **B – BANANAS, F – FIG H- HONEY DEW, C – CARROT, A – APPLE , R – RADISH, O – ORANGE, T – TOMATO**
- 4) Plant the Alpha Crate

#### **DEMONSTRATE**

Script:

Instructor: Now I'm going to call out a letter, and I want you to hold up the fruit or vegetable that starts with that letter. So when I call out the letter C, I am going to hold up my carrot! Show the class the carrot. Then we are going to color in the fruit or vegetable like this. Color in the carrot. And glue it in one of the sections of the Alpha Crate! Glue the carrot into the crate. Then when everyone is done, I will call out another letter.

Call out each letter and make sure that each child has picked the appropriate fruit or vegetable. When every child has glued in the fruit or vegetable, move on to the next letter.

## 5) ALPHA SEEDS (if time permits)

Instructor: Everyone did a great job. Let's clean up our materials but not our garden crate because now it is time to play ALPHA SEEDS.

Put the bowls of beans (seeds) in the center of each table.

Level 1: Call out the name of the letter. Each child should put a bean (seed) in that space of their crate.

Level 2: Do not call out a letter. Instead, write the upper case version of the letter on the blackboard and ask the children to put a bean (seed) in the space with the same lower case letter in it to practice matching upper and lower case letters.

## 6) MAKE SURE TO WRITE EACH CHILD'S NAME ON HIS OR HER GARDEN AND TO SEND IT HOME AT THE END OF THE DAY

### COMPUTER GAME

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 the Lickety Letter Bingo game on medium skill level (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

### TRANSITION INSTRUCTIONS

To transition into the next activity, write healthy foods that begin with each letter, b, f, h, c, a, r, o, and t on the board and ask the students to identify the first letter. Then tell all the campers that like that food to come sit in the circle. For example, write the word "broccoli" on the board. "Broccoli starts with what letter? What letter is this? [CAMPERS: B!] Everyone that loves broccoli come and sit in the circle!" and so on until all the children are seated in the front of the class and ready to begin the Alpha Band game.

## 10:00 – 10:30 ALPHA PIG ALPHA BAND

### GOAL: What campers will learn

- To reinforce letter sequencing skills
- To reinforce letter identification skills, specifically for the letters b, f, h, c, a, r, o, t
- To practice listening skills

### WHAT YOU NEED:

- The entire alphabet written out on the blackboard or whiteboard so that all the children can see it. If no board is available, an alphabet chart can be made on poster board.
  - Level 1: Write all of the letters on the board in lower case (as in the episode)
  - Level 2: Write all of the letters in upper case. (So campers will have to be able to match upper and lower case)
- Musical instruments that can be found around the classroom and labeled with each lower case letter from above. Make sure that you use lower case for both levels.
  - There must be enough instruments for each camper. If there are not enough instruments, homemade maracas can be used by filling up paper bags with dried beans, rice or beads and securing the top with a rubber band. Then write the letter on the front of the bag.
- Alpha Pig Alphabet song (slowed down version)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### SET-UP FOR ACTIVITY

- Label each musical instrument with one letter, either b, f, h, c, a, r, o, t (all lower case). If you have more than eight campers, repeat the letters on the additional instruments.
- Seat children in a semi-circle around the instructor.
- Cue up the Alpha Pig Alphabet song.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

## ACTIVITY INSTRUCTIONS:

### DEMONSTRATE

- 1) Instructor: Today we are going to make an Alpha Band! Everyone is going to get an instrument to play. Each instrument will have a letter on it. Who can sing Alpha Pig's Alphabet song with me? Let's all sing it together.

Play the Alphabet song (A,B,C..., the slowed down version) and point to each letter as it is sung.

- 2) Demonstrate how the campers will work together to make an Alphabet Band. Use one instrument with one letter on it to demonstrate

Instructor: OK I am going to give each of you an instrument with one letter on it. When you hear Alpha Pig sing the letter on your instrument, play your instrument for everyone to hear! Show campers the instrument you are demonstrating with. My instrument has the letter [INSERT LETTER] on it. So when I hear Alpha Pig sing [INSERT LETTER] I am going to play my instrument nice and loud! Let's all listen for the [INSERT LETTER HERE]. Play the Alphabet Song and play the instrument when the appropriate letter is sung.

- 3) Pass out one instrument to every student. [As you hand out the instruments, ask each camper what letter is on his or her instrument]
- 4) Instructor: OK Alpha Band! Let's practice! Let's all sing Alpha Pig's Alphabet Song together, nice and slow. Remember, when you hear the letter on your instrument, play it loud!

Play the slowed down version of the Alphabet song and encourage campers to play along when the letter on his or her instrument is sung.

Make sure to encourage every camper to participate and play his or her instrument when the appropriate letter is sung.

- 5) Have the campers play by sight only, with no singing, but by letter identification only!

Level 1: With no music playing, point to each letter on the board (which should be lower case). Make sure NOT to point in alphabetical order, this should be random so kids do not expect when their turn will be. As you point to each lower case letter, **b, f, h, c, a, r, o, t**, the campers with the matching instrument should say the name of the letter and play their instrument. Jump from letter to letter with increasing speed to make the game more challenging.

Level 2: Have campers practice matching upper and lower case letters by having the Alpha Band play by sight only. With no music playing, point to each letter on the board (which should be upper case). Make sure NOT to point in alphabetical order, this should be random so kids do not expect when their turn will be. As you point to each upper case letter, **b, f, h, c, a, r, o, t**, the campers with the matching lower case letters on their instruments should say the name of the letter and play their instruments. Jump from letter to letter with increasing speed to make the game more challenging.

- 6) Have the campers switch instruments with their neighbors so kids have the opportunity to play with different letters. Do this three or four times.

## TRANSITION INSTRUCTIONS

Transition into the next activity; where the class will have to be split into three groups. Split the class into three groups by asking all of the campers with the letter b in their names to sit to your right, all of the campers with the letter f in their names to sit in the middle and all of the campers with the letter h in their name to sit on your left. Continue splitting up the class by placing the campers with the letters c, a, r, o, and t in their names into one of the three groups. Continue until all campers have been called and there are three even groups.

## **10:30 to 11:00 ALPHA PIG ROAD AND FINDING SUPER LETTERS**

### **GOALS: WHAT CAMPERS WILL LEARN**

- To identify the letters b, f, h, c, a, r, o, t (in lower case form)
- To practice gross motor coordination

### **WHAT YOU NEED**

- PDFs of large lower case letter, **b, f, h, c, a, r, o, t**. You will need three sets of letters. (24 total)
- A thick dark marker
- Tape
- Three print outs of the witch's candy house (provided as a PDF)
- PDF of the eight letters
  - Level 1: Lower Case
  - Level 2: Upper Case
  - Level 3: Upper Case
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### **SET-UP FOR ACTIVITY**

- Glue each letter and the witch's house onto sturdy poster board.
- During the introduction to the game, have an assistant create three Alphabet Roads by laying out each set of letters as an Alphabet road (as in hopscotch), tape each road to the ground. Each road should have the same order of letters.
- Place the print out of the witch's house at the end of each road.
- Have letter cards ready
- Split the class into 3 small "teams" each at the start of a one of the three roads.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS and SCRIPT that applies to this activity.

### **ACTIVITY INSTRUCTIONS**

#### **1) Script:**

Instructor:

Who can tell me what Alpha Pig did to help get his friends to the witch's house?

Camper: He used his alphabet map to follow the road to get to the

witch's house.

Instructor: Today, we are going to follow our OWN alphabet roads!  
Are you ready?

**2) DEMONSTRATE**

I am going to show you a letter and you have to jump or hop all the way to that letter and then stop. So, let's say I show you this letter, [show the letter b], what is it? [CAMPERS: b!] the letter b, I'm going to hop all the way over to this letter b. Jump to the letter b. Then I will call another letter and you will do the same thing. When I say HOUSE, jump on the house, like this, [Jump on the house], and your turn is over.

**3) PLAY GAME**

Have one camper standing at each of the three roads jump on their road at the same time. There should only be one camper jumping on each of the three roads at any given time.

Level 1: Call out the name of a letter (with no visual reinforcements) and ask the campers to jump to that letter.

Level 2: Write or show the upper case letter and the campers jump to the matching lower case letter. (Do not call out the letter's name, so students first have to identify the upper case letter and then find the corresponding lower case letter)

Level 3: If campers have mastered all of the letters given, create more letters to jump to from the Super Story Answer, HEALTHY and create three longer roads. Call out letters with no visual reinforcements, as in Level 1.

# 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 HANSEL AND GRETEL; A HEALTHY ADVENTURE* episode.

## WHAT YOU NEED

- Dry erase or black 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 or chalk
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND 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

- 1) The assistant teacher should quietly and discreetly put the **H, E, A, L, T, H, Y** SUPER LETTERS up somewhere that the campers will find once they begin their search.
- 2) 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 witch in this episode. What else were they looking for in Hansel and Gretel? (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 Red get her energy back so she can play again?

Instructor: How can Red get her energy back so she can play again? 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: Seven!

Instructor: Seven! Let's count. *Count to 7 and draw the hash marks on the board as you all count together.* Seven, we are looking for Seven 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 Red can get back her energy! 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 Red can get her energy back so she can play!

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: H-E-A-L-T-H-Y

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

Instructor: The SUPER STORY ANSWER is .....HEALTHY. Why?

Campers: Because, the Witch was eating lots of sugary unhealthy foods and running out of energy so she kept being tired. But when she switched to HEALTHY food, she got her energy back! So how can Red get her energy back?

Campers: Eat HEALTHY!

Instructor: Yes, if Red stops eating so many sugary foods and switch to HEALTHY food she'll have more energy and not be so tired, she'll be ready to play!

Suggested discussion questions for the instructor:

What are some HEALTHY foods?

What is your favorite HEALTHY food?

What is your favorite HEALTHY drink?

Why is it important to eat HEALTHY?

## **TRANSITION INSTRUCTIONS**

To transition into free play, call out the letters with the colors that start with that letter. Anyone wearing that color shirt can line up at the door!

**B – Blue!**

**B – Black!**

**R – Red!**

**O – Orange**

Continue with these other letters and colors until everyone has lined up for Free Play.

## 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 Lickety Letter Bingo 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: **b,f,h**
- If time allowed and campers skill level permitted review the additional letters: **(c, a, r, o, t)**
- To discriminate between the letters **b,f,h** **(If time allowed and campers skill level permitted c, a, r, o, t)**

### WHAT YOU NEED

- The Alpha Pig Game clip
- Poster or Chart of Lower Case Alphabet letters
- Individual letter cards for **b, f, h, c, a, r, o, t** for each child
- Alpha Pig song
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### SET-UP FOR ACTIVITY

- Have Alphabet game clip ready
- 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 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 Hansel and Gretel Book?

Campers: The Witch!

Instructor: The Witch! What were they bringing to the witch?

Campers: Some yummy fruits and vegetables!

Instructor: Who helped them find the witch?

Campers: Alpha Pig!

Instructor: Oh right! Alpha Pig! What did he do?

Campers: He followed the letters on his alphabet map, b, f, and h to get to the witch's house.

Instructor: Lickety Letters! He followed letters on his Alphabet map and they found the witch!

- 3) Show chart of Alphabet and have campers discriminate/identify the letters **b, f, h** (If time and skill level permits add a review of **c, a, r, o, t**) 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 "b" and then "f" and the "h".

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: **c, a, r, o, t**).

- 4) Next, hand each camper a pile of letters including **b, f, h** (If time and skill level permits add: **c, a, r, o, t**). 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 **b, f, h, c, a, r, o, t)** 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, COLORING ACTIVITY AND ASSESSMENT**

### **GOALS: WHAT CAMPERS WILL LEARN**

- To review b, f, h, c, a, r, o, tin lower case and upper case form (if they are capable)
- To learn to sing the concluding song **HIP HIP HOORAY**

### **WHAT YOU NEED**

- Coloring Pages
- Crayons and/or Markers
- Letter cards
- Hip Hip Hooray song
- Assessment tool (PDF) (If using assessments)
- Computer Set to Lickety Letter Bingo, skill level medium
- 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 Lickety Letter Bingo
- 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**

While students are being assessed, send 2-3 children at a time to use the Alpha Pig Lickety Letter Bingo 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 Lickety Letter Bingo 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 coloring pages to keep them

busy as each camper is assessed. Make sure to have each camper write his or her name and collect the pages at the end of the day to include in the Healthy Foods book the kids will put together on Day 5.

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) ALPHA PIG'S ALPHABET MAZE**

**B) ALPHA PIG'S ALPHABET MATCH**

8) Campers are sent home with their Health Letter Garden Craft.

# Wonder Red...



# with Word Power!

## READING CAMP DAY 2

### Wonder Red—Word 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 and your campers' previous experience with SUPER WHY Reading Camps.

Also note that the online Wonder Red Rhyme N' Roll 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 & HANSEL AND GRETEL: A HEALTHY ADVENTURE 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**  
Campers participate in playing the online Wonder Red Rhyme N' Roll game as a whole class. With the whole class helping and calling out, each camper gets a turn playing Wonder Red Rhyme N' Roll
- 9:15-9:45 BAKE A FAKE CAKE CRAFT**  
Campers create and -ake cake using paper candles with -ake word family words on them. Campers reinforce the -ake word family by drawing in pictures of the -ake words on each candle.
- 9:45-10:00 SNACK**

**10:00-10:30 PASS THE PEPPER**

Campers will pass around a pepper to the Wonder Red "Word Power" Song. When the music stops they must read an -ake family word.

**10:30-11:00 ALL ACROSS THE -AKE LAKE AND FINDING SUPER LETTERS**

Using a jump rope to represent an -ake lake, campers have to throw in -ake word family words to stop the waves so they can walk over or under the lake and through the woods to the witch's house. Following the activity, children will search the room for Super Letters and discuss the Super Story Answers.

**11:00 -11:20 FREE PLAY OUTSIDE**

**11:20-11:40 EXTENDED LEARNING**

Campers will sing the signature Wonder Red Rhyming Song and play the Wonder Read game to learn to read/decode (sound out) -AKE 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 -AKE words (if using assessments) 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: the -AKE Family (bake, cake, snake, rake, lake).
- To clearly understand RULES of the camp.
- To review what was learned through out the Camp Day 1: Letter Identification of letters **b, f, h, c, a, r, o, t**

### **WHAT YOU NEED**

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- ALPHABET SONG
- Letter Cards to be used for review - **b, f, h, c, a, r, o, t**
- 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
- 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. What power does Wonder Red have? (PAUSE) WORD POWER. Today we are going to learn to read the words bake, cake, lake, make, rake and take and even

learn to read some other –AKE words. We are also going to make and play with an –AKE cake, play Pass the Pepper and play Make it over or “swim” under the Lake! 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?

- o Raise your hand to speak (No calling out)
- o Listen while others are sharing.
- o Don't touch any of your “supplies” (activity manipulatives) until directed to by instructor.
- o 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 **b, f, h, c, a, r, o, t**

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

Campers: **b!**

Instructor: Lickety Letters! 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 & “Hansel and Gretel: A Healthy Adventure” 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 with internet connection
- Hansel and Gretel: A Healthy Adventure episode
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET UP FOR ACTIVITY**

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen
- 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: Hansel and Gretel, A Healthy Adventure!

Instructor: Wonderrific! Let’s watch it again. Today we are going to be Wonder Red! .

- 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 happened to Red while she was playing with her friends?

- c. Why did she feel so tired?
- d. Did someone else have the same problem as Red? Who?
- e. Why did the witch feel so tired?
- f. What did Red need to do to feel better?

## 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 (PDF)
- Scissors
- Hole Puncher
- String
- Wonder Red's -AKE Word Family Song
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Put together the masks
- 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. Does anyone know what Wonder Red's Super Power is? (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!

[Discuss rhymes/word families] Who can tell me, what is a rhyme? What word rhymes with tall? [Elicit many answers] What word rhymes with bat? [Elicit many answers]

Red ate a lot of unhealthy food and that made her feel very tired. Who can tell me, what do you think Red could have ate that had so much sugar in it that it made her so tired? (Probe for cake). She might have had cake too.

Cake is an -ake word (show the word family card -ake) and who can tell me, what letter is this? (Show the letter c) c! That's right! What sound the letter c make? (Probe for /c/) Right, /c/ /c/ /c/. So what word does it make if I put together c - /c/ /c/ and -ake? C....ake c....ake - cake! Cake is an ake word!

Who can tell me other words that rhyme with cake? (probe for bake, lake, rake, snake), write them down on the board as children say them). Right these are all ake words! (IF BAKE, LATE, SNAKE or LAKE were not called out, please break down the words into initial letter sound and word family and review with children as in cake above).

Let's listen to Wonder Red sing about some -ake words! **[PLAY SONG]**

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 RHYME N' ROLL COMPUTER GAME

### 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 Rhyme N' Roll 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 Rhyme N' Roll game – medium level for lower case letters.
- 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 Rhyme N' Roll
- 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 Rhyme N' Roll. Let's listen and Wonder Red will tell us what to do (Listen to the Game Intro). Oh, we need to help Wonder Red skate through the woods

and get to Grandma's house! OK, does everyone know how to play? What do we have to do? Wonder Red is going to say a word family. Listen to the word and then skate to all of the words that rhyme with it! OK, Wonder Red is asking us to find words that rhyme with (FILL IN WORD FAMILY). Does (FILL IN WORD) rhyme with (FILL IN WORD FAMILY)? Great!

**Class participation** Everyone will get a turn to come up and use the mouse to move Wonder Red to a rhyming word. But everyone should play along every time. I will call on one of you. You come up and together with the class choose the word that rhymes with the word family Wonder Red has to follow. When Wonder Red is telling us which word family we need everyone has to listen or else we won't know which rhyming 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 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 Wonder Red Rhyme N' Roll 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 and ask them to say an -ake word. Probe them by asking them to think of something that rhymes with cake. Then they can sit at their table. Continue until all of the children are seated.

## 9:15-9:45 BAKE A FAKE "AKE" CAKE CRAFT

### GOALS: WHAT CAMPERS WILL LEARN

- To learn to read -ake family words
- To learn that words from the same family rhyme
- To create an -ake craft to take home

### WHAT YOU NEED:

- Printable -ake candles (pdf)
- Printable blackline cake (pdf)
- Crayons and or markers
- -ake word cards
- Foam letters b, c, s, n, l, r, make sure there are enough for every camper to get a full set (for level one only)
- Glitter
- Glue
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### SET UP FOR ACTIVITY

- Print out and cut out enough letter candles for each child and place them at each child's seat
  - Level 1: With empty flames
  - Level 2: With letters already in flames
- Print out enough cakes for each child (make sure there are extras)
- Put community coloring supplies, glitter and glue on each table
- Have kids seated at the table
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT THAT APPLIES TO THIS ACTIVITY

### ACTIVITY INSTRUCTIONS:

#### 1) Script

Instructor: (Hold up ake word family card) **Who can tell me what this says?**

Campers: **-ake**

Instructor: **Wonderiffic! You are Terriffic! This says ake!**  
**Now what letter is this?** (Hold up the letter c)

Campers: **"c"**

Instructor: **Great! And, what sound does a c make?**

**Get as many kids as possible to answer even if you have to ask the same question several times.**

Campers: **/c/ /c/**

Instructor: **"C" makes the sound /c/ like in carrot. Now let's put them all together. C ....ake says what?**

Campers: CAKE.

Instructor: Let's see, what letter is this? (Show the letter b) What sound does the b make? (Probe for /b/ if kids don't know) So what happens if I put the b next to, what does this say? (Show the -ake card) Oh right, ake. B...ake, what does this say? (Probe for bake)

Instructor: Well, today we are going to (show the cards for bake and probe for kids to read aloud with you) MAKE a (show the cards for cake and probe for kids to read aloud with you) CAKE!, Hey! These words rhyme! Make, and Cake are both ake words!

But this CAKE isn't going to be real, it's going to be FAKE, hey! That's an -ake word too!

We are going to make a FAKE (show the cards for cake and probe the kids to read aloud) CAKE by decorating it with -ake word candles and drawing pictures of words that rhyme with cake!

## 2) DEMONSTRATE

Clearly demonstrate how the campers are to make their ake cakes.

Level 1: Have the campers find a letter and then put it together with an -ake candle to make an ake word. (Use candles with letters missing from flames). Once the camper glues the candle on the cake, they are rewarded by drawing a picture of the new word.

Script:

Instructor: OK, everybody ready to make a fake cake? This is how we are going to do it. I am going to say a letter, like b. Now I have to find the letter b. What sound does the b make? [CAMPERS: /b/] The b makes the sound /b/! Now I am going to glue the b on the flame of the ake candle and what word do we have? B...ake b...ake bake! So I am going to glue on my bake candle onto my cake! Now I get to draw a picture of something baking in the circle under the bake candle!

Continue with the letters c, r, sn, and l. Remember to first ask for the campers to find the initial letter, identify the letter's sound and then combine the first letter with -ake to form a new word. It will be important to do this for each letter in order to reinforce the word family skill.

Level 2: Have the campers find candles by reading the whole word on

the candle (use candles with the flames filled in, so they are full words). Once the camper glues the candle on the cake, they are rewarded by drawing a picture of the new word. Continue with the words cake, rake, snake, and lake.

Script:

Instructor: OK, everybody ready to make a fake cake? I am going to say a word, like bake, and you find the candle with the word bake on it. Let's see, this candle has a b in the flame which makes the sound /b/ /b/ B...ake b...ake bake! Now I am going to glue on my bake candle onto my cake! Now I get to draw a picture of something baking in the circle under the bake candle!

Continue with the words cake, snake, rake, and lake. Ask the campers to find the whole words without breaking them down at first to practice whole word reading. If they need additional help, break down the word into first letter and word family for them.

- 3) Finally the kids get to decorate the cake by coloring in and glittering their FAKE CAKES.
- 4) Make sure each cake has the child's name on it and is ready to send home at the end of the day.

## 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 Wonder Red Rhyme N' Roll 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

### **TRANSITION INSTRUCTIONS:**

To transition into the next activity, call each camper and ask the kids to name a healthy snack. Then they can sit in the circle on the floor. Continue until all of the children are seated.

## 10:00-10:30 PASS THE PEPPER GAME

### GOALS: WHAT THE CAMPERS WILL LEARN

- To be able to read the -ake words (bake, cake, lake, rake, snake)
- To understand what is a rhyme
- To understand that words from the same word family rhyme

### WHAT YOU NEED

- Wonder Red Word Power Song
- A red or green pepper
- -ake family word cards (PDF)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### SET UP ACTIVITY

- Cue up Wonder Red -Word Power Song
- Have cards ready to go
- Have students sit in a full circle, ready to play this "hot potato" like game
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS AND SCRIPT

### ACTIVITY INSTRUCTIONS

#### 1) Script

Instructor:

Hey Reds, who can remember, what is a word family?

Camper: It's a group of words where all the words rhyme.

Instructor: Great! And, what word family are we working on today?

Camper: The AKE FAMILY

Instructor: Wonderific! You are terrific! Let's see how many ake words you Wonder Reds can remember.

(Solicit as many as you can and provide the rest showing them visually on board or with the cards.)

Wonderific! You are Terrific! Let's play another rhyming game with the -AKE family.

This game is called PASS THE PEPPER

## 2) DEMONSTRATE

Instructor: I am going to play a Wonder Red song and you are going to pass the pepper around the circle like this, it's a HOT pepper, so move it fast (like hot potato, demonstrate with the assistant.) When the music stops whoever is holding the pepper has to read the -ake word I show you and then tell me a rhyming word (with the word card)

Level 1: Have the students read the -ake word and say another rhyming word

Script:

Instructor: Let's see. This is the letter L and the L makes the sound /l/ and I know that this says -ake, so this word is lake! Another word that rhymes with lake is rake!

Level 2: Have the students read the -ake word (without breaking it down) and say a sentence with that word and another rhyming -ake word.

Script:

Instructor: This is the word lake! After you read the word, tell me a sentence with lake and another rhyming word, just a short story with that word. So if the music stops and I read the word lake. I brought my rake to the lake! Everyone should have a different story to tell.

- 3) Play the Wonder Red song and pause after a few moments. Show the camper holding the pepper a word card and ask them to read the word. If they need assistance, ask them for the initial letter name, sound and then help them put the whole word together. . If the camper gets the answer wrong, give them the initial letter sound and remind them to put it together with the -ake family. Work with them until they have read the right word. Then ask the camper to say a rhyming word. Proficient readers should then say a sentence using the word and another rhyming -ake word, as in Level 2. Continue until all campers have had at least one turn.

# **10:30-11:00 ALL ACROSS THE -AKE LAKE AND FINDING SUPER LETTERS**

## **GOAL: WHAT THE CAMPERS WILL LEARN**

- To be able to use auditory and/or visual discrimination to decipher between -ake family words and NON -ake family words
- To practice gross motor skills

## **WHAT YOU NEED**

- Blue and/or Green streamers or ribbon
- Picture of The Witch
- -ake and non -ake family word cards
  - Additional words from the Hansel and Gretel episode: House, Healthy, Carrot, Witch, Hansel, Gretel, Milk, Adventure, Woods, Energy (PDF)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## **SET UP FOR ACTIVITY**

- Lay out the streamers or ribbon on the floor so that they form a shape somewhat looking like a lake (lay them next to each other so that it is big enough that kids will have to jump over it).
- Hang up the picture of the witch next to one side of the pretend lake
- Have the children sit in a cluster while you explain the activity to them
- Have -ake and non -ake family word cards available
- Find the part in the ACTIVITY INSTRUCTIONS AND SCRIPT that applies to this activity

## **ACTIVITY INSTRUCTIONS**

### **1) Script**

Instructor: *When the Super Readers met Hansel and Gretel, where were they walking? (CAMPERS: In the woods!) That's right! They were in the woods, let's take a little walk through our pretend woods here and bring the witch some healthy foods.* (March campers around the room and come to the "lake" setup, talk to them about what pretend healthy foods they are bringing) *Oh Wonder Reds! Look what we have here! It's a lake! Lake, hey! Lake is an ake word!! We need to cross this lake to get to the Witch's house.*

But this is a very different lake. See how wavy this lake is! (Have assistant wave the streamers very strongly). We can't cross the lake with all those big waves! But the lake's waves will only calm down if we throw in an ake word!

**2) DEMONSTRATE:**

**Have the assistant waving the rope very strongly so it is impossible to get through.**

INSTRUCTOR: I have three words here, (pick three words, only one ake word) I better figure out which one is an ake word so I can get across this lake! OK, I need a word that ends in ake, this word doesn't have ake in it (show card) lets look at this word (show cake) c and ake, /c/ake, cake! Hey! That's an -ake word! I'm going to throw it into the lake (throw the word card onto the floor under the rope, the wiggling/waving should stop) and look! The waves calmed down, I can go across the lake now. I think Ill go over this lake (jump over) so I can bring the witch my healthy snack, an..... apple! [Pretend to bring an apple to the picture of the witch].

- 3) Have each child take a turn picking an ake word out of from the word set. Make sure that there is only one ake word per set of cards given to the student.

Level 1: Give each student one ake word and one non ake word. Help the student read the word by asking what the initial letter is and what letter sound that makes and then combining it with the -ake word family before the go through the lake

Level 2: Give each student one ake word and TWO non ake words. Ask the student to read the ake word, providing help where needed)

Level 3: Give each student one ake word and THREE non ake words. Ask the student to read the ake word AND the non ake words that they have in their hands.

The campers should then jump over the lake towards the witch and tell the class what healthy foods they are bringing her.

- 4) Play as many times as holds their interest or they show mastery of the -ake words being shown.

# 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 HANSEL AND GRETEL, A HEALTHY ADVENTURE episode.*

## WHAT YOU NEED

- Dry erase or Black 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 or Chalk
- 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

- 1) The assistant teacher should quietly and discreetly put the **HEALTHY SUPER LETTERS** up somewhere that the campers will find once they begin their search.
- 2) 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:

- 3) Script:

Instructor: In the show we were looking for the Witch's house. What else were they trying to find 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 **GREEN** correct?

Campers: No. They were **RED!!!**

Instructor: Did you say **BLUE**?

Campers: No they were **RED!**

Instructor: Oh, right, red. Once the SUPER READERS found the **RED SUPER LETTERS** they put them into the garbage?

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 Red get her energy back so she can play again?

Instructor: How can Red get her energy back so she can play again? 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 **7** SUPER LETTERS.

Instructor: Today we are also looking for 7 Super Letters. Let's count. *Draw 4 hash marks WITHOUT COUNTING the hash marks on the board.*

There, I made 7 hash marks.

*Campers:* No there are only 4.

Instructor: I know I drew 7 but let's count and check. Count and check. You are so smart I need to add three more to make seven. *Add the hash mark.* Let's all count one more time to make sure we have 7.

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 Red can get her energy back so she can play again!

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 demo board

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

Instructor: Read the letters with me: H-E-A-L-T-H-Y

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

Instructor: What is the Super Story Answer?

Campers: HEALTHY

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

Campers: How can Red get her energy back so she can play again?

Instructor: So, why is HEALTHY the answer?

Campers: Because, both the Red and the Witch were eating too much sugar and losing energy fast. They need to eat healthy foods instead to get their energy back so they could play.

Instructor: Yes, both Red and the Witch need to eat a lot more HEALTHY foods.

Instructor:

Can you tell me something healthy that you ate today?

Who can tell me why it is important to eat healthy foods?

What are activities that you need energy for?

What is your favorite sport to play?

### **TRANSITION INSTRUCTIONS:**

To transition into free play, call out a letter, A, K, E, C, R, S, L, N and ask the kids whose names start with that letter to line up by the door.

## 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 Rhyme N' Roll 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) –AKE FAMILY WORDS taught in the SUPER WHY episode Wonder Red Day.
- If time allows and campers are ready, to identify the additional –AKE family words.

### WHAT YOU NEED

- --AKE Family word cards
- WONDER WORDS Basket
- Dry Erase or Black board
- Dry Erase Marker or Chalk
- Markers
- Wonder Red – Rhyming Song(–AKE)
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

### SET-UP FOR ACTIVITY

- Campers should be sitting in semi-circle
- The RED RHYMING SONG should be ready to be played
- -AKE word cards should be ready
- Find part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

### ACTIVITY INSTRUCTIONS

- 1) Play the Red Rhyming song.
- 2) Script:  
Instructor: What –AKE words did you hear in Red’s song?

Campers: Bake, Cake, Lake, Rake, Snake

Instructor: Wonderrific you are Terrific!

3) Have campers sing the Red Rhyming Song.

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

Campers: Ake, Snake, Cake

Wonderrific, you're terrific

Rake, Lake, Bake

Wonderrific, you're terrific

"AKE!"

- a. Play the song 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 -AKE words in the song, see if they can sing the -AKE rhyming song with different -AKE family words; FLAKE, RAKE, BRAKE...
- 4) 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 -AKE family. Look, I am going to put the -AKE family words up here. Write the word r-ake, b-ake, and c-ake on the dry erase board. Keep the first letter separate from the -ake until the whole word is read.

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

Campers: r! rrrrrr If the campers can't produce the sound model it for them: rrrrrrrrrr.

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

Campers: aaaaakkkkkkeeeee.

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.....rrrrrrr aaaaakkkkkkeeee, RAAKKKEEE.

Now you try. What word is this?

Campers: rrrrrrr, aaakkkkkeeee, RAKE.

**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! (BAKE, LAKE, CAKE, SNAKE).*

- 5) Extend learning of the -AKE 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: FAKE, TAKE, MAKE, FLAKE

**NOTE:** The procedure for FLAKE is a bit longer...ID the Letters F and L...make their sounds, blend them together to make the initial consonant blend sound FL- and then blend the FL- with the -AKE

## **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, sounding out words in the -AKE Family
- To learn to sing the concluding song **HIP HIP HOORAY**

### **WHAT YOU NEED**

- -AKE Word Cards
- Coloring Pages
- HIP HIP HOORAY song
- Assessment tool (If using assessments)
- Computer set to Wonder Red Rhyme N' Roll
- Take-home work

### **SET-UP FOR ACTIVITY**

- Have -AKE Word Cards or Demo Board 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 Rhyme N' Roll Game
- Have take-home work ready to go

### **ACTIVITY INSTRUCTIONS**

1) Instructors will review campers abilities to sound out -AKE Family Words. Each camper is assessed by instructor on their ability to read the -AKE 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 Wonder Red Rhyme N' Roll 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. Make sure to have each camper write his or her name and collect the pages at the end of the day to include in the Healthy Foods book the kids will put together on Day 5.

- 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. **WONDER RED'S MAKE AN AKE!**
  - B. **WONER RED'S CIRCLE THE AKE FAMILY WORD!**
- 8) Campers are sent home with their -ake cake craft

# 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 and your campers' previous experience with SUPER WHY Reading Camps.

Also note that the online Princess Presto Create-Your-Own Superhero 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 day's activities, and provided with a review of the camp rules and the content learned on Day 1 & 2.
- 8:40-9:05 SUPER WHY & HANSEL AND GRETEL: A HEALTHY ADVENTURE 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**  
Campers participate in playing the online Princess Presto Create-Your-Own Superhero game as a whole class
- 9:15 – 9:45 THE PUZZLING CARROT BOOKMARK CRAFT**  
Campers will create a carrot bookmark by identifying letter sounds and putting together the letters to form the word carrot. They will decorate the carrot with other words that start with each letter.
- 9:45 -10:00 SNACK**
- 10:00 -10:30 PIN THE PRINCESS ON THE LETTER**  
Each camper will close their eyes and hear a letter sound. When they open their eyes, they must find the letter that matches the given sound on the letter poster and pin the princess on that letter!

**10:30–11:00 PRINCESS PING PONG PITCH AND FINDING SUPER LETTERS**

Campers will pick a ping pong ball with a letter written on it. In order to reinforce the letter sounds, the child will say what sound the letter makes and then will throw it into the container that is labeled with the picture beginning with the same sound/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 **carrot** by watching a Princess Presto clip then identifying the card printed with the sound the instructor makes and by learning the letter sounds in "carrot".

**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. (If using assessments) 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 **c a r o t**)
- To clearly understand rules of the camp
- To review what was learned during the Camp Day 1:
- Letter Identification of letters **b, f, h, c, a, r, o, t**
- To review what was learned during Camp Day 2: -AKE Family words.

### **WHAT YOU NEED**

- Storybrook Village Name Tags for each camper (same as from previous days)
- The Syllabi
- The list of rules
- ALPHABET SONG
- Letter Cards to be used for review - **b, f, h, c, a, r, o, t**
- -AKE 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
- ALPHABET SONG cued to the correct spot
- Have -AKE 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 reintroduce 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 **C A R O T**  
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 /c/, /a/, /r/, /o/ /t/ and spell the word **carrot**. We are also going to make a carrot bookmark, have a snack, play Pin the Princess on the Letter, and Princess Ping Pong Pitch.

3) Instructor reviews camp rules by soliciting them from campers

1. Raise your hand to speak (No calling out)
2. Listen while others are sharing.
3. Don't touch any of your "supplies" (activity manipulatives) until directed to by instructor.
4. Have fun!

4) Campers sing the alphabet song, and use letter cards to review letter identification of **b, f, h, c, a, r, o, t**

5) Campers sing Red's -AKE word family song (lyrics below) and review Red's -AKE word family and review -AKE Family words using word cards.

Ake, Snake, Cake

Wonderrific, you're terrific

Rake, Lake, Bake

Wonderrific, you're terrific

"AKE!"

## **8:40-9:05 SUPER WHY & “Hansel and Gretel: A Healthy Adventure” 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 with internet connection
- **HANSEL AND GRETEL: A HEALTHY ADVENTURE** episode
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET UP FOR ACTIVITY**

- Load the episode page from the website in advance.
- Arrange campers into a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

### **ACTIVITY INSTRUCTIONS**

- 2) 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 **HANSEL AND GRETEL: A HEALTHY ADVENTURE**. Who had a Super Big problem?

Campers: Red!

Instructor: Anyone else?

Campers: Witch!

Instructor: The witch! After the Super Readers find Witch, Princess Presto has to come to the witch’s rescue! Today is PRINCESS PRESTO DAY, so pay close attention when she plays her game!

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

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

- 1) What was Witch eating when the Super Readers and Hansel and Gretel finally found her?
- 2) How did eating all those sugary foods make Witch feel?
- 3) Who helped Witch when all she wanted was to go to sleep because she had no more energy?
- 4) What did Princess Presto make to help give Witch back her energy?
- 5) 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 arms 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 CREATE-YOUR-OWN SUPERHERO COMPUTER GAME**

### **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 Create-Your-Own Superhero 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 Create-Your-Own Superhero 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 Create-Your-Own Superhero 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 Create-Your-Own Superhero 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 Create-Your-Own Superhero 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 campers to the tables for craft activities, tell each child who has a C in their name to go to the tables, then A, R, O, T until everyone is seated. If more letters are necessary, use B F and H.

## 9:15-9:45 THE PUZZLING CARROT BOOKMARK CRAFT

### GOALS: WHAT CAMPERS WILL LEARN

- To practice the association between the letter sound and the letter that makes that sound, focusing on c, a, r, o, t.
- To practice spelling the word **carrot**
- To create a letter sounds keepsake to send home

### WHAT YOU NEED

- A picture of a carrot with the word **carrot** spelled in lower case letters (PDF)
- Markers and/or crayons
- Glue
- Popsicle sticks
- Baggies
- Letter Cards
- Bookmarks – one for every child
- Hole punch
- Green Yarn or Ribbon
- Instructors activity instructions and script

### SET-UP FOR ACTIVITY

- Print up enough CARROT pictures on card stock paper for each camper (be sure to have 3 to 5 extra in case of mistakes)
- Cut up each carrot into 5 pieces cutting in between the letters
- Place each puzzle in bag
- Have letter cards ready to go
- Place community coloring and gluing supplies on each table
- Seat children at their tables
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS and SCRIPT that applies to this activity.

### Activity Instructions

#### 1) Script:

Instructor:

Who can tell me what word Princess was spelling in this Hansel and Gretel Episode?

Campers: CARROT

Instructor: Oh my peas, that's right! She was spelling carrot.

Let's learn all of the sounds that the letters make in the word carrot. Then we will make a carrot bookmark! This way, when you are reading a book with someone, and you need to take a break, you can put in your

bookmark and know where to start when you get back!

**2) DEMONSTRATE:**

The first sound in the word carrot is /c/ what letter makes the sound /c/?

Campers: "c"

Instructor: C makes the sound /c/! And Princess Presto wrote a lower case "c" with her magic spelling wand like this! (Air write the letter c and then show the letter card c)

Level 1: (Class identifies the letter sound together and creates a list of foods that start with the same first letter together)

SCRIPT:

Instructor: Everyone, empty out the letters in your plastic bags, and find the letter that makes the /c/ sound, which letter makes the /c/ sound? (Have a camper call out C) A C! So lets all find the letter that makes the sound /c/ (make sure everyone takes out a c). What other words start with the letter C? (Elicit responses; car, cake, candle, cat, cap, can, cup, corn... write them on the board) Oh I like the word CAR that starts with the letter c, because it starts with the sound /c/. So I am going to draw a car next to this lower case c... (show campers) Now you draw something that you like that starts with the letter c, /c/ in the space next to the letter c! Once you are done, you can glue the c on the top of the carrot bookmark! Just like this!

Continue with each letter, a, r, r, o, and t until each camper has identified each letter sound and completed the carrot puzzle bookmark with six pictures on it. You do not need to give a demonstration for each letter, only the first.

All facilitators should walk throughout the room to make sure campers are picking the correct letter and drawing a picture of something that starts with the same letter. If they need help, ask the camper what letter makes the sound you are looking for individually. And help them glue the pieces onto the bookmarks.

Level 2: (Campers find the letter that makes each sound on their own and then together creates a list of words that start with the same first letter)

Everyone, empty out the letters in your plastic bags and find the letter that makes the /c/ sound (no visual).

(Make sure everyone has found the correct letter c) What other words start with the letter C? (Elicit responses; car, cake, candle, cat, cap, can, cup, corn... write them on the board) Oh I like the word CAR that starts with the letter c. So I am going to draw a car next to this lower case c... (Show campers) Now you draw something that you like that starts with the letter c in the space next to the letter c! Once you are done, you can glue the c on the top of the carrot bookmark! Just like this!

Continue with each letter, a, r, r, o, and t until each camper has identified each letter sound and completed the carrot puzzle bookmark with six pictures on it. You do not need to give a demonstration for each letter, only the first.

All facilitators should walk throughout the room to make sure campers are picking the correct letter and drawing a picture of something that starts with the same letter. And help them glue the pieces onto the bookmarks.

Level 3: (Campers find the letter that makes each sound on their own and each camper must come up with his or her own word that has the same first letter sound)

Everyone, empty out the letters in your plastic bags and find the letter that makes the /c/ sound (no visual).

(Make sure everyone has found the correct letter c) Think of another word that starts with the letter c, /c/ /c/ So here is my c, another word that starts with c is car! So I am going to draw a car next to this lower case c... and now I am ready to glue it onto the carrot, just like this. Now you draw something that you like that starts with the letter c in the space next to the letter c! Once you are done, you can glue the c on the top of the carrot bookmark! Just like this!

Continue with each letter, a, r, r, o, and t until each camper has completed the carrot puzzle bookmark with six pictures on it. You do not need to give a demonstration for each letter, only the first.

All facilitators should walk throughout the room to make sure campers are picking the correct letter and drawing a picture of

something that starts with the same letter. And help them glue the pieces onto the bookmarks.

- 3) When each camper is finished, have them color in their bookmark. Then punch a hole on the top of the bookmark and tie in some green ribbon or yarn at the top of the carrot!
- 4) Write each child's name on his or her bookmark and send them home at the end of the day.

9:45-10:00 SNACK BREAK

## 10:00 – 10:30: PIN THE PRINCESS ON THE LETTER

### GOALS: WHAT CAMPERS WILL LEARN

- To learn the sounds of the letters in the word carrot
- To be able to come up with additional words that start with those letter sounds
- To match upper and lower case letter in the word carrot

### WHAT YOU NEED

- A piece of poster board
- Sparkles
- Enough cut out princesses for each camper (PDF)
- Masking Tape
- Marker
- Letter cards (PDF)
- Instructor's ACTIVITY INSTRUCTIONS AND SCRIPT

### SET-UP FOR ACTIVITY

- Campers sit in a semi-circle around the teacher.
- Write multiples of each lower case letter in the word carrot on the poster board in random order so that there is enough for one letter per camper.
- Board can be decorated with sparkles to give it a princess effect (optional).
- Cut out enough princesses so each camper can get one.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT THAT APPLIES TO THIS ACTIVITY.

### ACTIVITY INSTRUCTIONS:

#### 1) Script:

Instructor: We are going to play Pin the Princess on the Letter to practice our letter sounds! Everybody is going to get a princess and when it is your turn you close your eyes. We will turn you around a few times and point you in the direction of the board. While I am turning you we are all going to say a letter sound. When I take the blindfold off, find the letter that makes that sound!

#### 2) DEMONSTRATE:

Instructor: So you are going to close your eyes like this and when I am

spinning you around, keep your eyes closed, I will call out a letter sound, like /c/c/c/. So I open my eyes, and I need to find the letter c! There's the c! Now I put my princess on the letter c! (If using Level 3: and another word that starts with the letter c is cat!)

3) Line up the kids to take turns playing:

Level 1: While the camper is closing his or her eyes, say the letter sound to the blindfolded camper (without the help of the rest of the campers). Have the camper open his or her eyes. The camper should find the letter that makes that sound, say the letter, and then place the princess on the letter

Level 2: While the playing camper is closing his or her eyes, hold up a letter card and make sure the rest of the campers chant the correct letter sound, but not the name of the letter! (If this becomes a problem, say the letter sound without the campers) The camper should open his or her eyes, find the letter that makes that sound and say the letter's name. Then he or she can place the princess on that letter.

Level 3: While the camper is closing his or her eyes, hold up a letter card and make sure the rest of the campers chant the correct letter sound, not the name of the letter. (If this becomes a problem, say the letter sound without the campers) The camper should open his or her eyes and find the letter that makes that sound, say the letter's name, followed by a word that starts with that same letter. For example, "c" says /c/ like cat. Then he or she can place the princess on that letter.

## **10:30 – 11:00 PRINCESS PING PONG PITCH AND SUPER LETTERS**

### **GOAL: WHAT STUDENTS WILL LEARN**

- To reinforce the sounds letters c, a, r, o, t make
- To reinforce letter sounds by matching them with words that begin with letters c, a, r, o, t

### **WHAT YOU WILL NEED**

- 24 ping pong balls printed with both the upper and lower case of C A R O T in a bucket
- 5 Large containers (buckets, bins, trash cans, baskets etc.) anything that can be found around the room
- 5 large pictures of healthy foods, each starting with a letter from carrot (for example, corn, apple, rice, orange, tomato).
- Two Princess Presto songs to play in background if teacher would like
- Tape
- INSTRUCTOR'S ACTIVITY INSTRUCTION AND SCRIPT

### **SET UP FOR ACTIVITY**

- Arrange containers in a straight line. Tape one picture on each bucket.
- Mark a tape line parallel from the containers, place the bucket of ping pong balls on the tape.
- Seat the campers behind the line
- Find the part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS and SCRIPT that applies to this activity.

### **ACTIVITY INSTRUCTIONS:**

- 1) Campers should be seated behind the tape line (which is where they will be throwing the ping pong ball from into the buckets).
- 2) Call up one camper at a time to play. Hand the player a set of ping pong balls. (See leveling).

### **SKILL LEVEL OPTIONS**

Level 1: Give each camper two ping pong balls for the campers to choose from. (Choose between c, a, r, o and t.) Say the letter sound and a word that starts with that letter sound and ask them to find the ball that makes that sound. If they need help, say two more words that start with that sound. When they find it, they have to show it to the

class and say the letter name and sound. After identifying the letter, have the child throw the ball in the bin that has a picture that starts with the same letter. Say the names of the foods on each bin if the child needs help. Make sure the campers stay behind the masking tape line.

Level 2: Give each camper three ping pong balls for the campers to choose from. (Choose between c, a, r, o and t.) Say the letter sound and ask them to find the ball that makes that sound. If they need help, say two words that start with that sound. When they find it, they have to show it to the class and say the letter name and sound. After identifying the letter, have the child throw the ball in the bin that has a picture that starts with the same letter. Say the names of the foods on each bin if the child needs help. Make sure the campers stay behind the masking tape line.

Level 3: Give each camper four ping pong balls for the campers to choose from. Say the letter sound and ask them to find the ball that makes that sound. If they need help, say one word that starts with that sound. When they find it, they have to show it to the class and say the letter name and sound. After identifying the letter, have the child throw the ball in the bin that has a picture that starts with the same letter. Say the names of the foods on each bin if the child needs help. Make sure the campers stay behind the masking tape line.

### 3) DEMONSTRATE

Script:

Instructor: Oh my peas! We are going to play Princess Ping Pong Pitch! Everybody ready? Everyone is going to have a turn so sit tight while your friends play. I am going to give you some ping pong balls with letters on them. I am going to say a letter sound, like /a/ and after I say that sounds you have to pick the ping pong ball that has the letter that makes that sound. (Ask the assistant to demonstrate). Ready? /a/ (The assistant picks the ping pong ball with the letter a on it and shows the whole class and says "a, /a/")

Spectacular! Now find the bin that has a picture of a healthy snack that also starts with the letter a! We have corn, apples, rice, oranges and tomatoes, which starts with the letter a? (Have the assistant say "apples!") OK now stand on the tape and throw the a ping pong ball into the apple bin! If you miss, you can come back and try again.

- 4) Repeat activity until campers have shown that they have mastered all of the letter sounds and are still interested in playing the game.

# 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 HANSEL AND GRETEL: A HEALTHY ADVENTURE episode.*

## WHAT YOU NEED

- Dry Erase or Black 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 Markers or chalk
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers sit in semi-circle around instructor
- SUPER DUPER Dry erase/black 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 **H, E, A, L, T, H, Y** SUPER LETTERS up somewhere that the campers will find once they begin their search.
- Instructor will lead campers in a discussion that identifies:
  - a. the **purpose** of the SUPER LETTERS
  - b. the **problem** of the day
  - c. what the campers should **do** if they find SUPER LETTERS
  - d. the **number** of letters the campers will need to find

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

Script:

Instructor: The SUPER READERS are searching for the Witch 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: 7!

Instructor: Seven. Let's count. *Count to 7 and draw the hash marks on the board as you all count together. Oh my peas!*

Seven, we are looking for 7 Super Letters.

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

Campers: H,E,A,L,T,H,Y *(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: HEALTHY!

Instructor: Let's find the Super Letters again and see what they spell. And then we will know how Red can get her energy back so she can play again!

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. We got our answer to how Red can get her energy back so she can play again! What word is our Super Story Answer?

Campers: HEALTHY

Instructor: It's the word HEALTHY. Read the letters with me: H-E-A-L-T-H-Y

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

Instructor: It is really important to eat healthy, right, why is that?

Campers: So you can have energy and feel good!

Instructor: What are some other things that you do to be healthy?

Campers: *Provide their own examples. Probe for exercise, brushing*

*teeth, taking bath, going to sleep, going to the doctor...*

Instructor: Why is exercising important? What does it do to your body? (After campers answer) Exercise makes you healthy, you can run faster, feel stronger, and have more energy!

**TRANSITION INSTRUCTIONS:** INSTRUCTOR: Let's all go outside and exercise so we can be healthy! What was our first super letter? (H!) OK, everybody with an H in their name go line up at the door. (Continue with E, A, L, T, Y, add other letters if necessary)

## **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 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 /C/?)

### WHAT YOU NEED

- Computer
- Play PRINCES PRESTO clip
- Letter Cards, one set for each child, with the letters:  
**c a r o t**
- DEMO BOARD
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### SET-UP FOR ACTIVITY

- Have students seated in a semi-circle with a clear view of the television.
- Have DVD cued to PRINCESS PRESTO CLIP
- Give each camper LETTER CARDS printed with:  
**c a r o t**
- 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 carrot and made a healthy snack for the witch. When the witch ate the carrot she wasn't so tired anymore.

Instructor: Spectacular! She spelled carrot and gave the witch something nutritious to eat and that gave the witch ENERGY!

- 3) Hand the children the letter cards **c a r o t**. 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 /c/ sound? Elicit responses from as many campers as possible. Cat, Can, Cap, Cantaloupe, Carpet, Car, Candy, Cookies

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 /A/? (If they need it: Like in Apple, say words that start with that letter, Ant.) 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 /C/ and then says, "POOF" the campers will raise their hands and say the letter name c.)

7) Campers will learn to use letter sounds to learn to spell the words **carrot**

Instructor: Now let's spell the word that Princess Presto spells in the show. We are going to spell the word CARROT. 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!

## **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 **c, a, r, o, t**, **spell the word carrot**.
- To learn to sing the concluding song **HIP HIP HOORAY**

### **WHAT YOU NEED**

- Letter Cards for letters **c, a, r, o, t**
- Coloring Sheets
- 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 or demo board with letters **c, a, r, o, t** ready
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Create-Your-Own Superhero 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 **c, a, r, o, t** (If using assessments)

#### **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 Create-Your-Own Superhero \(Do not click on any other games\)](#), 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. Make sure to have each camper write his or her name and collect the pages at the end of the day to include in the Healthy Foods book the kids will put together on Day 5.
- 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. PRINCESS PRESTO'S LETTER SOUND SNACKS**
  - B. PRINCESS PRESTO'S COLOR BY SOUND**
- 8) Campers are sent home with their Carrot Bookmark craft

# **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 and your campers' previous experience with SUPER WHY Reading Camps.

Also note that the online Super Why's Reading Power Bingo 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 & HANSEL AND GRETEL: A HEALTHY ADVENTURE 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's Reading Power Bingo game as a whole class.
- 9:15-9:45 HEALTHY HOUSE**  
Campers will create a house for the witch by changing the sentence, "The Witch lived in a house made of cookies and candy" Then they will illustrate this change to reinforce the power of words in a sentence.
- 9:45-10:00 SNACK**
- 10:00-10:30 "BE" HEALTHY**  
Campers come up to the front of the class one by one and are given a secret word from the Super Why Game to pretend to be. The student gives hints about what word they are pretending to be and the other campers have to figure out the secret word. The class

then has to figure out which word makes sense to fill in a sentence.

**10:30-11:00 MUSICAL CHAIRS AND FINDING SUPER LETTERS**

Campers play the traditional game of musical chairs to Super Why music. The chairs have sentence words from the show on them and when each camper finds a seat, they will have to read the word on the chair on which they sit. When they sit on a seat without a word on it, the child fills in the word to make a new sentence!

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 THE WITCH LIVED IN A HOUSE MADE OF COOKIES AND CANDIES 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 (If using assessments) 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 **b, f, h, c, a, r, o, t**
- To review what was learned throughout Camp Day 2:
- Reading –AKE Family words.
- To review what was learned throughout Camp Day 3:
- Identify letters by their sounds using letters **c a r o and t and spell carrot**

### **WHAT YOU NEED**

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- The list of rules
- ALPHABET SONG
- Letter Cards to be used for review – **b f h c a r o t**
- –ake 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
- ALPHABET SONG cued to the correct spot
- Have –ake 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 change the Witches house into a HEALTHY HOUSE, play a game called "BE" Healthy and play Musical Chairs!

- 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 **b, p, h, c, a, r, o, t** using letter cards.
- 5) Campers will review the -ake family words with the instructor using word cards or demo boards

Ake, Snake, Cake

Wonderrific, you're terrific

Rake, Lake, Bake

Wonderrific, you're terrific

"AKE!"

- 6) Campers will identify a letter by hearing its sound (**c, a, r, o, t**) and practice spelling the word **carrot** by utilizing letter sounds.

## **8:40-9:05 SUPER WHY & “Hansel and Gretel: A Healthy Adventure” 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 with internet connection
- **HANSEL AND GRETEL: A HEALTHY ADVENTURE Episode**
- **INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT**

### **SET UP FOR ACTIVITY**

- Load the episode page from the website in advance.
- Arrange campers into a semi-circle so that each has a clear view of the computer screen.
- 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 **HANSEL AND GRETEL: A HEALTHY ADVENTURE** 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. What was it that Princess Presto made for Witch to eat?
- b. And how did that make her feel?
- c. What did Witch want?
- d. What was her house made of though?
- e. So what words did Super Why have to change to make a healthy house? What did he change them to?
- f. How did that make Witch feel?

## 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'S READING POWER BINGO COMPUTER GAME**

### **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's Reading Power Bingo 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 Super Why's Reading Power Bingo 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's Reading Power Bingo.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

### **ACTIVITY INSTRUCTIONS**

- 1) 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's Reading Power Bingo Let's listen and Super Why will tell us what to do (Listen to the Game Intro.). Does everyone know what opposite means? Opposite words are two words that mean two very different ways of

describing the same thing. So, the opposite of tall is short, because tall and short are very different heights. Or when someone is cold, he is definitely not hot! Cold and hot are OPPOSITE temperatures. Ok, does everyone know how to play? What do we have to do? Super Why is going to say a word, and we have to pick which word is its opposite to uncover that space on the Bingo Card and see what picture is underneath. Super Why is asking us for the opposite of (INSERT WORD) What is the opposite of (INSERT WORD)? It is (INSERT OPPOSITE WORD) lets click on it to see what's underneath!

**Class participation** Everyone will get a turn to come up and use the mouse to click on the opposite word that Super Why is asking us for. But everyone should play along every time. I will call on one of you. You come up and together with the class choose the word that Super Why told us he needed. When Super Why is telling us which opposite we need to find everyone has to listen or else we won't know which word he 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 where the opposite word 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 Super Why's Reading Power Bingo 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:** The witch's house was made of cookies and candy! What should we make her house with instead? (Each camper should give you the name of a healthy food in order to move to his or her table)

## 9:15-9:45      HEALTHY HOUSE CRAFT ACTIVITY

### **GOAL: WHAT CAMPERS WILL LEARN**

- To understand that changing words in a sentence can change the meaning of a sentence
- To practice how to read with fluency and comprehension
- To understand the difference between healthy foods and unhealthy foods

### **WHAT YOU NEED**

- Crayons or Markers
- Bowls of glue
- Popsicle sticks for glue application
- Pictures of healthy foods, fruits and vegetables, grains, chicken, fish, turkey, milk... cut out from supermarket flyers
- Black line picture (provided as PDF) of the witch's cookie and candy house. Under the house is the sentence, The witch lived in a house made of cookies and candy.
- Crayons and or markers
- File folder labels that say fruits and vegetables. (Level 1)
- Blank file folder labels. (Levels 2 and 3)
- Why Writers (PDF)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET-UP FOR ACTIVITY**

- Seat the campers at the table and instruct them not to touch the supplies yet
- Put out community glue and crayons and or markers on each table
- Put out "fruits and vegetables" labels on each table in Level 1, blank in 2 and 3
- Put out an ample amount of cut out fruits and vegetables on each table
- Give each student the worksheet with the candy house and sentence
- Cut out and distribute a Why Writer for each student
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

## ACTIVITY INSTRUCTIONS

### 1) SKILL LEVEL OPTIONS:

Level 1: After reading the sentence "The witch lived in a house made of cookies and candy," tell the campers that the witch isn't feeling well, what foods can make her feel better? Then ask the campers to tell you which words on the table are healthy foods. Have the campers zap the words "fruits and vegetables" on top of "cookies and candy." Have the class read the new sentence together. Have each camper then cover up the cookie and candy house with healthy fruits and vegetables. They might also want to draw some fruits and vegetables as well as color in the page. Talk to each camper about what fruits and vegetables are on the witch's house now and what makes them healthy!

Level 2: After reading the sentence "The witch lived in a house made of cookies and candy," tell the campers that the witch isn't feeling well, what foods can make her feel better? Then have the campers zap the blank file sticker on top of "cookies and candy." Discuss with the class that we want Witch to have a healthy house now and brainstorm ideas for different types of healthy food to replace the cake and cookies with. Check in with campers one at a time. Have each camper decide what his or her witch's house will be made of and write those words on the blank file sticker for them. Help the child read the new sentence aloud to you and then cover up the cookie and candy house with the healthy foods they chose to write in the sentence. If there are no cutouts of the food available, have the camper draw it over the cookies and candy. Talk to each camper about what foods are now on the witch's house now and what makes them healthy!

Level 3: After reading the sentence "The witch lived in a house made of cookies and candy," tell the campers that the witch isn't feeling well, what foods can make her feel better? Then the campers zap the blank file sticker on top of "cookies and candy." Discuss with the class that we want Witch to have a healthy house now and brainstorm ideas for different types of healthy food to replace the candy and cookies with. Check in with campers one at a time. Have each camper decide what his or her witch's house will be made of and write those words on the blank file sticker themselves. Have the child read the new sentence aloud to you and then cover up the cookie and cake house with the healthy foods they chose to write in the sentence. If there are no cutouts of the food available, have the camper draw it over the cookies and candy. Talk to each camper about what foods are now on the witch's house now and what makes them healthy!

## 2) DEMONSTRATE:

Script

Instructor: OK Super Whys! What does Super Why have the power to do?

Campers: He has the Power to Read!

Instructor: How does he save the day?

Campers: He can change the words in a sentence/story!

Instructor: Right on Super Readers! Lets all use our Power to Read to change this story and save the day!

[Find the picture with the Witch's cookie/candy UNHEALTHY house.

Begin with your finger on the first word in the sentence (The).] Now let's all read this sentence one word at a time. Read with me!

THE WITCH LIVED IN A HOUSE MADE OF COOKIES AND CANDY.

**Point to each word as you are reading the sentence and encourage everyone to read along.**

Level 1: Script:

Instructor: But that's what is making the witch feel sick! What words do we need to change to make her feel better?

Campers: Cookies and Candy!

Instructor: Now what does Super Why use to zap the words into a sentence?

Campers: A Why Writer.

Instructor: Right on! Everyone is going to pick up the Why Writer that is in front of you and the label that says FRUITS AND VEGETABLES. Peel off the back of the sticker and Zzzzap it over the words Cookies and Candy like this. (place the sticker over the words cookies and candy.)

Okay now it's your turn.

(When all students are done reread the sentence in the same method you read it the first time.)

Instructor: Will fruits and vegetables make the witch feel better? Yes! We need to change the picture to a house made of fruits and vegetables, just like the sentence says!

Does everyone see all the pictures of fruit and vegetables in front of you? Like these? (Show the class a picture of a fruit or vegetable.) This is a yummy [INSERT NAME OF FOOD] it is a very healthy fruit/vegetable. I am going to cover this cookie with this [INSERT NAME OF FOOD] so that the witch has a healthy house! Now everyone, cover all the cookies and candy on the Witches house with these and make her a HEALTHY house.

Raise your hand when you are done so you can tell me all about the witch's new Healthy House!

**Level 2: Script:**

Instructor: But that's what is making the witch feel sick! What words do we need to change to make her feel better?

Campers: Cookies and Candy!

Instructor: Now what does Super Why use to zap the words into a sentence?

Campers: A Why Writer.

Instructor: Right on! Everyone is going to pick up the Why Writer that is in front of you and the label that is blank. Peel off the back of the sticker and Zzzzap it over the words Cookies and Candy like this. (place the sticker over the words cookies and candy.) Now I want the sentence to say that witch's house is made of something that will make the witch feel good! What new words will make sense in the sentence? (Brainstorm healthy food ideas with the class, write the words on the board)

Oh, I know, I want my witch's house to be made of brown rice and carrots! So I am going to write "brown rice and carrots" onto my blank sticker. Now let's read my new sentence.

(When all students are done reread the sentence in the same method you read it the first time.)

Instructor: OK, now I am going to cover this cookie with this picture of a carrot and draw over this piece of candy with some brown rice so that the witch has a healthy house!

Instructor: OK now it's your turn, everyone zap the blank sticker onto the words cookies and cake. "Why writer zap!" Now everyone think of what healthy foods your witch's house is going to be made of. When I come to your table, tell me and I will write it in your sentence for you. In the meantime, cover up the cookies and candy with the healthy foods you are going to put into the sentence! They might be in the cut up pictures of fruit and vegetables in front of you or you can draw them yourselves.

**Level 3: Script:**

Instructor: But that's what is making the witch feel sick! What words do we need to change to make her feel better?

Campers: Cookies and Candy!

Instructor: Now what does Super Why use to zap the words into a sentence?

Campers: A Why Writer.

Instructor: Right on! Everyone is going to pick up the Why Writer that is in front of you and the label that is blank. Peel off the back of the sticker and Zzzzap it over the words Cookies and Candy like this. (place the sticker over the words cookies and candy.) Now what words can I use in the sentence so the witch will feel good? I want my witch's house to be made of something healthy, not cookies and cake! What are some healthy foods that she can have a house made of? (Brainstorm ideas with the class, write the words on the board)

Oh, I know, I want my witch's house to be made of brown rice and carrots! So I am going to write "brown rice and carrots" onto my blank sticker. Now let's read my new sentence.

(When all students are done reread the sentence in the same method you read it the first time.)

Instructor: OK, now I am going to cover this cookie with this picture of a carrot and draw over this piece of candy with some brown rice so that the witch has a healthy house!

Instructor: OK now it's your turn, everyone zap the blank sticker onto the words cookies and cake. "Why writer zap!" Now everyone think of what healthy foods your witch's house is going to be made of and write it in the blank in your sentence. Then, cover up the cookies and candy with the healthy foods you are going to put into the sentence! They might be in the cut-up pictures of fruit and vegetables in front of you or you can draw them yourselves.

If you need help, raise your hand. And raise your hand when you are done so you can tell me all about the witch's new Healthy House!

## 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 Super Why's Reading Power Bingo 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 "BE" HEALTHY

### 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.

## **10:30 – 11:00 MUSICAL CHAIRS AND FINDING SUPER LETTERS**

### **GOAL: WHAT CAMPERS WILL LEARN**

- To learn to read the target sentence “The witch lived in a house made of fruits and vegetables” from the episode.
- To understand the power one word has to change the meaning of a sentence.

### **WHAT IS NEEDED**

- Demo Board
- Enough chairs for all the campers
- 11 pieces of paper with one word from the following list on each:
  - **The**
  - **witch/teacher/bus driver/daddy/mommy**
  - **lived**
  - **in**
  - **a**
  - **house/bus/ship**
  - **made**
  - **of**
  - **fruits/soda/lion**
  - **and**
  - **vegetables/gumdrop/monkey**

If there are fewer than 11 kids, simple words can be grouped like “the witch” and “a house” If there are more than 11 Kids, some chairs can be left blank before and after the “sentence” chairs.

- Index cards
- Tape
- Music: Eating Healthy Song.
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET UP ACTIVITY**

- Set up chairs in traditional musical chairs formation, alternating the way the chairs face.
- Tape the sentence words onto eleven sequential chairs in the same order as the sentence, “The witch lived in a house made of fruits and vegetables.”
- Cue up the Eating Healthy song.
- Find part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to

this activity

### **ACTIVITY INSTRUCTIONS:**

#### **1) Script:**

Instructor:

Super Whys, come around to these chairs, what do they say?

(Help the students read)

Campers: The witch lived in a house made of fruits and vegetables.

Instructors: Right on Super Whys! Has anyone ever played musical chairs

before? Well today we are going to play musical chairs. When the

music stops, everyone has to quickly find a chair to sit on. Then

everyone has to read the word on their chair, starting with whoever is

sitting in the first chair!

Before we start the music again, I am going to take away one of the words on the chairs. Whoever is sitting on that chair needs to pick a new word to use in the sentence! We will have to see what the new sentence is and see if it makes sense!

#### **2) DEMONSTRATE:**

Put on the music and walk around the chairs with your assistant. When the music stops read the word on your chair.

#### **3) SKILL LEVEL OPTIONS:**

Level 1: As the kids circle around the chairs, remove one word from the sentence. When the music stops and the children sit down, have each child read the word on his or her seat with your help. When you get to the child that is sitting in the chair with no word, show the child three words to choose from. (See word choices in materials or words of your choice that you would like to use.) Ask the child to pick a word from the choices to put into the sentence (like in the game Mad Libs). After everyone says their word, have them read the sentence with the new word in it. Briefly discuss if the new sentence makes sense, if it could be real, if it is funny... Continue playing by taking away different words each time the music stops until every child had at least one turn to replace a word.

Level 2: As the kids circle around the chairs, remove one word from the sentence. When the music stops and the children sit down, have each child read the word on his or her seat with your help. When you get to the child that is sitting in the chair with no word, ask the child to pick any new word to put into the sentence (like in the game Mad Libs). Write down the

new word on an index card and hand it to the child to use in the new sentence. After everyone says their word, have them read the sentence with the new word in it. Briefly discuss if the new sentence makes sense, if it could be real, if it is funny... Continue playing by taking away different words each time the music stops until every child had at least one turn to replace a word. Leave in the campers' word choices for some super silly sentences!

# 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 HANSEL AND GRETEL: A HEALTHY ADVENTURE*

## WHAT YOU NEED

- Black or Wipe off 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.)
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers sit in semi-circle around instructor
- SUPER DUPER Demo 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 **HEALTHY 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: 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 35 super letters....

Campers: No.....no we are not! We are looking for 7 super letters.

Instructor: Let's count 1, 2, 3, 4, 5, 6, 7. (write out hash marks). We are looking for 7 Super Letters! Thanks for the help. And, the Super Story Answer is **ENERGY**

Campers: It's not ENERGY, it's HEALTHY.....

Instructor: Oh yeah, ENERGY is something you get from eating HEALTHY. I got confused. What are the letters we are looking for?

Campers: H-E-A-L-T-H-Y

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

Campers: Because if the Witch and Red ate HEALTHY they wouldn't be so tired and would be ready to play.

Instructor: Yes, because HEALTHY food gives you more energy so you don't get tired like you do when you eat unhealthy food. 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 H E A L T H Y

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

Instructor: And the SUPER STORY ANSWER is...

Campers: **HEALTHY**

Instructor:

Who can tell me what they think would have happened if Red and the witch did not learn to eat healthy?

How would they feel if they kept eating sugary foods?

Do you think Red and the witch will eat healthy food the next time they are hungry?

What foods would you pack for lunch for Red and the Witch if they were going on a picnic?

## 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's Reading Power Bingo (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
- Play SUPER WHY clip
- Dry erase or black board on which to write the sentence that is being changed
- Cards of words that can be used as substitutes in a sentence: fruits and vegetables, soda and gumdrops, monkeys and lions
- A carrot ready to eat
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

### SET-UP FOR ACTIVITY

- Have students seated in a semi-circle with a clear view of the television.
- Have DVD cued to SUPER WHY Clip
- Demo board should be positioned so that all campers can see it
- Tape
- Hide the carrot so it is accessible but, hidden from students
- 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 board, write out the sentence **The witch lived in a house made of cookies and candy**. 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.) **The witch lived in a house made of cookies and candy.**

Super Job! What can we do to help the witch get some energy?

Campers: Change the words and turn the house into something healthy.

Instructor: Right on readers! Let's change the words cookies and candy.

- 4) Post word substitute cards (fruits and vegetables, soda and gumdrops, monkeys and lions) on the side of the demo board.
- 5) Ask for a volunteer to point out the words cookies and candy. Then cover it or erase it.

Instructor: What words would help make the house a healthy house, something that will make her feel good and have energy?

Campers: Fruits and vegetables!!

Instructors: SUPER JOB SUPER READERS! (Write in the correct choice)

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

Campers: **The witch lived in a house made of fruit and vegetables.**

Instructor: (In the witch's voice.) Oh look at my house it is delicious and so healthy and so nutritious. I will never run out of energy again I will always eat healthy! (Pull out a hidden carrot and start to crunch loudly on it) Thank you SUPER WHYS!!!!!! You changed words in my story and changed my house.

## **11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT**

### **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**

- Coloring Sheets
- HIP HIP HOORAY song
- Assessment tool (If using assessments)
- Computer set to Super Why's Reading Power Bingo Game
- Take-home work

### **SET-UP FOR ACTIVITY**

- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Super Why's Reading Power Bingo
- 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. (If using assessments)

#### **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's Reading Power Bingo 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. Make sure to have each camper write his or her name and collect the pages at the end of the day to include in the Healthy Foods book the kids will put together on Day 5.

- 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. **SUPER WHY'S FILL IN THE SENTENCE**
- B. **SUPER WHY'S SUPER HEALTHY SNACKS**

- 8) Campers are sent home with their Healthy House craft

# 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 and your campers' previous experience with SUPER WHY Reading Camps.

Also note that the online Super Why Storybook 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 & HANSEL AND GRETEL: A HEALTHY ADVENTURE 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**  
Campers participate in playing the online Super Why Storybook 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 Hansel and Gretel: A Healthy Adventure 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 MY HEALTHY FOOD BOOK CRAFT AND FINDING SUPER LETTERS**

Campers and their guests decorate covers for the Healthy Food Book they have been working on all week, including a spot for the picture that each camper will get with the SUPER WHY character. Campers and their guests work together to put together the finished book while demonstrating 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 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
- 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 Healthy Foods Book with your name and your guest's name on the cover, **(EXPLAIN THE TWO LITERACY ACTIVITIES PICKED FOR THE DAY)**, and take a picture with one of the SUPER WHY costume characters to put on the cover of your new book. 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 & “Hansel and Gretel: A Healthy Adventure” 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 with internet connection
- Hansel and Gretel: A Healthy Adventure episode
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

### **SET UP FOR ACTIVITY**

- Load the episode page from the website in advance.
- Arrange campers into a semi-circle so that each has a clear view of the computer screen.
- 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 Hansel and Gretel: A Healthy Adventure  
(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

- 1) 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.

- 2) 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 Lower Case Alphabet letters
- Individual letter cards for **b, f, h, c, a, r, o, t** for each child
- -ake Family word cards
- Dry Erase or Black board on which to write the sentence that is being changed
- Card of words that can be used as the substitute in the sentence: fruits and vegetables

## ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **b, f, h, c, a, r, o, t** 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.

- 2) Instructor: Ask campers to point to the letters one at a time. **Lickety Letters!**
- 3) Next, hand each camper a pile of letters including **b, f, h, c, a, r, o, t**. Ask the campers to lay the cards out in front of them.
- 4) **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.

- 5) 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.
- 6) 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: We learned all about the -AKE family this week. [Bring out the cake, bake, lake, rake, snake cards. Keep the first letter separate from the -ake until the whole word is read.]

Instructor: Ready to roll? Let's read the words together. Point to the l...what letter is this? What sound does an l make?

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

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

Campers: ake.

Instructor: Now we are going to push the two parts of the word together and then read them together. *Write the m next to the ake so that the word is a seamless lake.*

Instructor: Let's read.....|||, aaakkkkee aaaakkkkeee. Now you try. What word is this?

Campers: LLLLLLLLLL aaaaakkkkkkeeeeee

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 and add more as necessary.*

- 7) 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 CARROT to give the witch something HEALTHY to eat so she would have more energy and not be so tired.

- 8) Hand the children the letter cards **c a r r o t**. Have each student lay them out on the ground.

- 9) 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 /c/ sound? Elicit responses from as many campers as possible. Car, cat, cop, can, ...C makes the.../k/ sound.

Repeat this several times with all of the letters.

- 10) 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 /c/ and then says, "POOF" the campers will raise their hands and say the letter name C.)

What letter makes the sound /t/? (If they need it: Like in Princess, Presto, say words that start with that letter, Tomato.) 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 a, r, o

Campers will learn to use letter sounds to learn to spell the word **carrot**.

Instructor: Now let's spell the word that Princess Presto spells in the show. We are going to spell the word **carrot**. 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!**

- 11) 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?**

- 12) On the board, write out the sentence **The witch lived in a house made of cookies and candy.** 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.) The witch lived in a house made of cookies and candy.**

Instructor: That is a very unhealthy house. What should we do?

Campers: Change the words cookies and candy into something else!

Instructor: Right on Readers! Let's change the words "cookies and candy"

Post word substitute cards (fruits and vegetables, monkeys and lions, soda and gumdrops) on the side of the board.

Ask for a volunteer to point out the words "cookies and candy." Then cover it or erase it.

Instructor: What word should we use to make the house healthy for the Witch? (Hint: the first word starts with f)

Ask for a volunteer to point to the words fruit and vegetables.

Campers: Change the words cookies and candy to **FRUITS AND VEGETABLES.**

Instructor: **Super Job Super Readers! Let's change the words cookies and candy to FRUITS AND VEGETABLES.**

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

Instructor: **Super Reading! We changed the words and gave the witch a house that is healthy and will give her energy.**

## **9:25-9:35 SUPER WHY STORYBOOK CREATOR CREATOR** **COMPUTER GAME**

### **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. Let's listen and Super Why will tell us what to do (Listen to the Game

Intro.) Which story should we play today? (PICK STORY) 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 story. Let's see what happens in our story of [INSERT STORY PICKED]!

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 Super Why Storybook Creator (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:

Alpha Pig Road  
Alpha Pig Band  
All Across the Ake Lake  
Pass the Pepper  
Pin the Princess on the Letter  
Princess Ping Pong Pitch  
"Be" Healthy  
Musical Chairs

- 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 Alpha Band, do not pick Alphabet Road):

Alpha Pig Road

Alpha Pig Band

All Across the Ake Lake

Pass the Pepper

Pin the Princess on the Letter

Princess Ping Pong Pitch

"Be" Healthy

Musical Chairs

- 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 HEALTHY SNACK BOOK CRAFT and FIND SUPER LETTERS

### GOALS: WHAT CAMPERS WILL LEARN

- To use letters in a creative project
- To learn about different healthy foods that they can make at home together
- 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
- Healthy Snack Book book-covers, enough for every camper (provided as PDF)
- 8 ½ x 11" poster board for every camper
- Foam letters
- Glue
- Markers
- Newspaper
- Coloring pages from days 1-4
- Additional recipe pages (provided as PDF) Enough for every camper to get a set.
- Stapler, or hold punch and ribbon for book binding
- 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 book cover. Give each guest a piece of poster board and his or her camper's coloring pages from the week and a set of recipe pages.

### DEMONSTRATION

- Demonstrate to the campers and the guests how to decorate their book covers.

Instructor: Today we are going to put all of the coloring pages that you have been working on into a book. And a book needs a cover, so let me show what we are going to do. Everyone is going to get a picture to put on their book cover, so make sure to leave the square on the cover blank, that's where you will glue on your

picture. There is also a space for you to write your name! Like this!  
Who is this? (Show picture of Wonder Red) This is WONDER RED. So if  
this is Wonder Red's book, she would write her name right here.  
(Write Wonder Red in the name space) Now I think I will decorate it  
with some glitter and maybe make some stars. What will you make?

## ACTIVITY INSTRUCTIONS

- 1) Using foam letters, glitter glue, markers, and imagination camper/**guest** will decorate their book covers.
  - ❖ Encourage parents and campers to decorate their Healthy Snack Books with pictures of healthy foods, such as fruits and vegetables
- 2) Both the guest and camper should be encouraged to 'write' their names using the foam letters on the front of their book covers.
- 3) Model sounding out the letters in the children's names when going around the room.
- 4) Guests should help each child glue the paper book cover onto the poster board
- 5) When the poster board is dry, bind each book using a stapler or by punching three holes in the side of each page and tying them together with some ribbon.

## 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 (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 HANSEL AND GRETEL episode.*

## WHAT YOU NEED

- Dry Erase or Black 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.)
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers sit in semi-circle around instructor
- SUPER DUPER demo 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 **H, E, A, L, T, H, Y** 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 Red get her energy back so she can play again?

Instructor: How can we help them get back their energy? 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 7 along with everyone*  
7, we are looking for 7 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 we can help Red get back her energy!

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.

"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 Red can get her energy back so she can play again!

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: H-E-A-L-T-H-Y

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

Instructor: The SUPER STORY ANSWER is .....

Campers: HEALTHY.

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

Campers: Because, when the Witch ate food with a lot of sugar in it, she felt very tired and had no energy. But when she started to eat nutritious HEALTHY food she had more energy and stopped being so tired.

Instructor: It's true, healthy foods make you feel full of energy and ready to play. So how can Red get her energy back so she can play again?

Campers: EAT HEALTHY!

## **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 Healthy Food Books that were made earlier in the day
- ALPHABET SONG and HIP HIP HOORAY song
- SUPER WHY Character
- SUPER WHY Reading Camp Certificate
- Computer set to Super Why Storybook Creator

### **SET-UP ACTIVITY**

- SUPER WHY character 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 TBD game

### **RULES FOR CHARACTER IF USING COSTUME CHARACTER**

- Character should not be seen before 11:25
- Introduce the character to each camper and parent
- Character must never speak when in front of campers
- 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**

- With big fanfare, bring in CHARACTER.
- Camper/Guest and CHARACTER pose for a photo together and glue the photo onto the cover they made earlier.

## 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 \(Do not click on any other games\)](#), [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.

- Hand each camper their SUPER WHY Reading Camp Certificate to recognize the completion of the camp.
- Sing THE ALPHABET SONG and THE HIP HIP HOORAY SONG.
- 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.