

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

- SUPER WHY game clip
- Dry erase board on which to write the two sentences that are being changed
- Cards of words that can be used as substitutes in a sentence: quicksand, the sun, the world
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

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

ACTIVITY INSTRUCTIONS

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

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

- 3) On the dry erase board, write out the sentence **Wigglesbottom has a picture of Sophie.** 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.) "Wigglesbottom has a picture of Sophie." Super Job! We can't find Sophie by looking at her picture. What should we do?

Campers: Change the words and turn the picture of Sophie into something else.

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

- 4) Post word substitute cards (quicksand, the sun, the world) on the side of the board.
- 5) Ask for a volunteer to point out the word Sophie. Then cover it or erase it.

Instructor: What picture will help Wigglesbottom find Sophie? A picture of the sun, a picture of quicksand, or a picture of the world? Let's think... what did Princess Presto spell to help the Super Readers find Panda when a big cloud of fog was in their way?

Campers: The sun!

Instructor: Awesome job! Which words say "the sun"? (Hint: It's an -UN word.)

Ask for a volunteer to point to the words "the world"!

Instructor: SUPER JOB SUPER READERS!

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

Campers: Wigglesbottom has a picture of the sun.

Instructor: Zap. Now Wigglesbottom has a picture of the sun. Hold up a picture of the sun. Does this help us find Sophie? Why?

Campers: NO! Because it's just a big, bright yellow star that gives us light and heat. It doesn't show us where people or places are (*help campers produce this response if necessary*).

Instructor: What should we do now?

Campers: Try another word.

Instructor: Which word should we try?

Campers: The world!

- 7) Erase the word the sun.

8) Put the sun in the blank space.

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

Campers: Wigglesbottom has a picture of the world. (Point to each word as the campers read the sentence.)

Instructor: Hold up a map of the world. Look, does anyone see Africa? Asia? South America? Where is Sophie?

Campers: There, the place with ice and penguins!
Antarctica!

Instructor: Did a picture of the world help us find Sophie?

Campers: Yes!

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

Campers: Find Sophie!

the quicksand

the sun

the world