

REVIEW OF LITERACY SKILLS LEARNED IN FIRST FIVE DAYS

WHAT YOU NEED

- Poster or Chart of LOWER Case Alphabet letters
- Individual letter cards for **r, o, p, e (s, u, n, m, a)** for each child
- -un Family word cards
- WONDER WORDS Basket (can use basket, pail, trashcan...)
- 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: the world, the sun, quicksand

ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **r, o, p, e (If time and skill level permitted add: s, u, n, m, a)** from the rest of the letters on the Alphabet chart.

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

Instructor: Ask campers to point to the letter "r" and then "o" and then "p" and then "e". [Lickety Letters!](#)

After they have all successfully pointed to each letter ask them to do it again but this time ask them to find the letters in a different order. **(Also if time and skill level permits add: s, u, n, m, a).**

- 2) Next, hand each camper a pile of letters including **r, o, p, e (If time and skill level permitted add: s, u, n, m, a)**. Ask the campers to lay the cards out in front of them.

DEMONSTRATE:

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

Look at the letter that each camper has held up before moving on to the next letter. If any camper has not held up the correct letter, identify the letter they held up and ask

them to look again for the letter that was called out. Be sure after each letter is called that UN of the campers are holding up the letter that was called.

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

- 3) Explain that we know the letter names, and that each letter makes a different sound. Show how we learned how to make letter sounds, and blend those sounds together to read a word.

Script:

Instructor: My WONDER WORDS BASKET is filled with words that belong to the -un family. Look, I am going to put the -un family words up here. Write the words -un, f-un, and r-un on the dry erase board. Keep the first letter separate from the -un until the whole word is read.

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

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

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

Campers: ssss-un.

Instructor: Now we are going to push the two parts of the word together and then read them together. Write the s next to the UN so that the word is a seamless "sun."

Instructor: Let's read.....fffff, ffff-un, fun. Now you try. What word is this?

Campers: fffff, ffff-unl, fun.

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! (run, bun).

- 4) Talk about the Princess Presto game and ask campers to retell what Princess Presto did during the game and why she did it.

Script:

Instructor: What did Princess Presto do in this game?

Campers: She spelled the word sun to make the fog go away.

Instructor: Yes, she spelled the word sun and the fog cleared so that the Super Readers could see again.

- 5) Hand the children the letter cards **s, u, n** (If time and skill level permits: **r, o, p, m, a**). Have each camper lay them out on the ground.
- 6) Instructor makes a letter sound and then asks the campers to say words that start with that sound.

Instructor: First, who can tell me what word starts with the /r/ sound? Elicit responses from as many campers as possible. rope, rock, roll, ring...r makes the.../r/ sound.

Repeat this several times with all of the letters.

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

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

What letter makes the sound /s/? (If they need it: Like in sand, sound, say words that start with that letter, sing.) 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 s, u, n (m, a, p if time and skill level allow).

- 8) Campers will learn to use letter sounds to learn to spell the word **sun**.

Instructor: Now let's spell the word that Princess Presto spells in the show. First, we are going to spell the word **sun**. 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!

- 9) Talk about the Super Why game and ask campers to retell what Super Why did during the game and why he did it.

Instructor: What did Super Why do in this game? Why?

- 10) On the dry erase board, write out the sentence **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." We can't find Sophie the seal because a picture of her does not show us where she is or how to get there. What should we do?

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

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

- 11) Post word substitute cards (**quicksand, the sun, the world**) on the side of the dry erase board.

- 12) Ask for a volunteer to point out the word Sophie. Then cover it or erase it.

Instructor: Let's try the changing the picture of Sophie into a picture of the sun. What letter does sun start with?

Campers: S!

Instructor: Which is the word sun? (Hint: It has an -un in it.)

Ask for a volunteer to point to the word sun!

Instructor: SUPER JOB SUPER READERS!

- 13) 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: Poof. Hold up a picture of the sun. Will this picture of **the sun** help us find Sophie?
Campers: No!
Instructor: Why?
Campers: Because the sun is a big, yellow star that gives off heat and light. 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: Right on readers! Which words should we try?
Campers: **the world!**

14) Erase the words " **the sun**."

15) Put up the subset of words again (**quicksand, the sun, the world**)
Instructors: Let's try "**the world**." Which words say **the world**?
Campers: That one!
Ask for a volunteer to point to **the world**.
Instructor: SUPER JOB SUPER READERS!

16) Put **the world** 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 and model looking for and finding ice and penguins on it. Did changing the picture of Sophie into a picture of **the world** help Wigglesbottom figure out where Sophie the Seal is?
Campers: Yes!
Instructor: Super Job! We changed the sentence and we can...
Campers: Find Sophie!

bun sun

fun run

the quicksand

the sun

the world