

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

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

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

## **WHAT YOU NEED**

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

## **SET-UP FOR ACTIVITY**

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

## **ACTIVITY INSTRUCTIONS**

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

## **SKILL LEVEL OPTIONS**

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

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

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

## 2) DEMONSTRATE

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

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

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

### **COMPUTER GAME (optional)**

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

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

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

# SUPER LETTERS

## GOALS: WHAT CAMPERS WILL LEARN

- To identify the purpose of the SUPER DUPER COMPUTER  
*The letters are put together to make a word that represents the answer to the problem identified in THE THREE LITTLE PIGS episode.*

## WHAT YOU NEED

- Dry erase board with NO hash marks written on it (Hash marks will be written on the board as the Super Letters and Super Duper Computer are explained.)
- Dry Erase Marker
- Super Letters
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers sit in semi-circle around instructor
- SUPER DUPER Dry erase board should be clearly visible to campers.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

## ACTIVITY INSTRUCTIONS

The assistant teacher should quietly and discreetly put the **F, R, I, E, N and D** SUPER LETTERS up somewhere that the campers will find once they begin their search.

Instructor will lead campers in a discussion that identifies:

- a. the purpose of the SUPER LETTERS
- b. the problem of the day
- c. what the campers should do if they find SUPER LETTERS
- d. the number of letters the campers will need to find

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

Script:

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

Campers: The SUPER LETTERS!

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

Campers: They put them in the SUPER DUPER COMPUTER!

Instructor : What does the SUPER DUPER COMPUTER do?

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

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

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

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

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

Campers: Six!

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

Campers should look for Super Letters. Hopefully, they will notice them. If not, prompt discovery, say "Do you see any Super Letters?" Once they have acknowledged that they have found some ask, "What letters did you find?"

Try to get every camper to identify the letters that were found.

Once the letters are found and identified, have the campers who possess the letters come to the front of the class. Ask the class "what letters did they find?" and place them on the correct hash marks.

### **SUPER STORY ANSWER DISCUSSION**

Super Story Answer is complete on the SUPER DUPER COMPUTER dry erase board.

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

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

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

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

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

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

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

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

Campers: Be her friend!

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

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

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

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

Instructor:

Have you ever been sad and lonely?

What did you do to get attention?

What does a friend do for you?

Who is your friend?

Why is he or she your friend?

What do you like about them?

## **TRANSITION INSTRUCTIONS**

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

CAMPERS: A. Apple.

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

# LETTER HUNT LIST

W

O

L

F

B

P

I

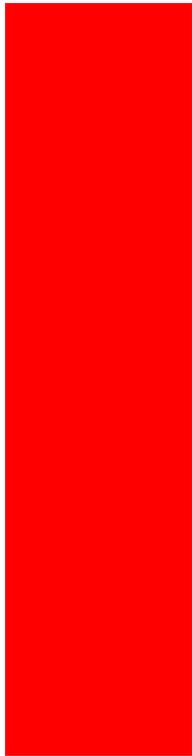
G

T

A

**F**

**R**



**E**

**N**

**D**