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 to show SUPER WHY 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: small, good, red
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have students seated in a semi-circle with a clear view of the television.
- Have computer cued to SUPER WHY Clip
- 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 **There once was a big bad wolf**. 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.) “There once was a big bad wolf.” Super Job! We can’t talk to the wolf if he is big and bad. What should we do?
Campers: Change the words and turn the big bad wolf into something else.
Instructor: Right on readers! Let’s change the word BIG.

4) Post word substitute cards (small, good, red) on the side of the dry erase board.

5) Ask for a volunteer to point out the word BIG. Then cover it or erase it.

Instructor: What is the OPPOSITE of BIG? (Prompt: If it’s not big, it’s what?) Is it small, good, or red?
Campers: SMALL!
Instructor: Awesome job! Which is the word small? (Hint: It has an -all in it.)
Ask for a volunteer to point to the word SMALL!
Instructor: SUPER JOB SUPER READERS!

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

Campers: There once was a small bad wolf.
Instructor: Poof. (in a little voice) I am a small bad wolf. I will huff and puff and blow everything down. Small, bad wolf. (Normal voice). Does this help us to talk to the wolf? Why?
Campers: NO! Because the wolf is small but he still is bad and we can’t talk to the wolf if he is bad. (help campers produce this response if necessary)
Instructor: What should we do now?
Campers: Change another word.
Instructor: Which word should we change?
Campers: BAD!

7) Erase the word bad.

8) Put up the subset of words again (small, good, red)
Instructors: What is the opposite of BAD? (Prompt: If it’s not bad it’s what?) Is it small, good, or red?
Campers: GOOD!
Instructor: Right on Readers! Which word is good? (Prompt as a hint: It has two o’s in it.)
Campers: That one!
Ask for a volunteer to point to the word GOOD.
Instructor: SUPER JOB SUPER READERS!

9) Put the word GOOD in the blank space.
Instructor: Let’s read it one more time and see what happens.
Campers: There once was a small good wolf. (Point to each word as the campers read the sentence.)
Instructor: (In a Wolf voice) Why hello there. I am the small good wolf. What can I do for you? (Normal voice) Did that work? Did changing the wolf from a big bad wolf to a small good wolf work so that we can talk to him?
Campers: Yes!
Instructor: Super Job! We changed the sentence and we can...
Campers: Talk to the wolf!
small
red
good