

REVIEW OF LITERACY SKILLS LEARNED IN FIRST FIVE DAYS

WHAT YOU NEED

- Poster or Chart of Upper Case Alphabet letters
- Individual letter cards for **W, O, L, F (B, P, I, G, T, A)** for each child
- -ALL Family word cards
- WONDER WORDS Basket
- 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

ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **W, O, L, F, (If time and skill level permitted add: B, P, I, G, T, 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 "W" and then "O" and then "L" and then "F". [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: B, P, I, G, T, A).**

- 2) Next, hand each camper a pile of letters including **W, O, L, F (If time and skill level permitted add: B, P, I, G, T, 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 help 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 W, O, L, F 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 -ALL family. Look, I am going to put the -ALL family words up here. Write the word W -ALL, T-ALL, and B-ALL on the dry erase board. Keep the first letter separate from the -ALL until the whole word is read.

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

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

Instructor: Now, lets read this part of the word (model) aaaaalllllll. Read it with me!

Campers: aaaaalllllll.

Instructor: 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.....wwwwww, alllllll, WALL. Now you try. What word is this?

Campers: wwwwww, alllll, WALL.

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! (TALL, BALL).

- 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 BIG to make him Big again but he wanted to keep the good. And oh my peas! By mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG.

Instructor: Yes, she spelled the word BIG to make the wolf Big again but he wanted to keep the GOOD. By mistake she spelled PIG instead of BIG and turned him into a PIG. But she changed the P to a B and spelled BIG again!

- 5) Hand the children the letter cards **P, I, G, B (If time and skill level permits - W, O, L, F, T, A)**. Have each student 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 /p/ sound? Elicit responses from as many campers as possible. Pig, Park, Pencil, Pop...P makes the.../p/ 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 /P/ and then says, "POOF" the campers will raise their hands and say the letter name P.)

What letter makes the sound /p/? (If they need it: Like in Princess, Presto, say words that start with that letter, Pickle.) 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 B, P, I, G.

- 8) Campers will learn to use letter sounds to learn to spell the words **PIG** and **BIG**.

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

- 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 **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." 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.

- 11) Post word substitute cards (small, good, red) on the side of the dry erase board.
- 12) 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: 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!

- 13) 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: Right on readers! Which word should we change?
Campers: BAD!

- 14) Erase the word bad.

- 15) 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: 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!

- 16) 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!

W

O

L

F

T

B

I

G

P

A

WALL

BALL

TALL

CALL

FALL

HALL

MALL

SMALL

small

red

good