

# REVIEW OF LITERACY SKILLS LEARNED IN FIRST FIVE DAYS

## WHAT YOU NEED

- Poster or chart of Lower Case Alphabet letters
- Individual letter cards for **b, f, h, c, a, r, o, t** for each child
- -ake Family word cards
- Dry Erase or Black board on which to write the sentence that is being changed
- Card of words that can be used as the substitute in the sentence: fruits and vegetables

## ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **b, f, h, c, a, r, o, t** 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.

- 2) Instructor: Ask campers to point to the letters one at a time.  
Lickety Letters!
- 3) Next, hand each camper a pile of letters including **b, f, h, c, a, r, o, t**. Ask the campers to lay the cards out in front of them.
- 4) **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 all of the campers are holding up the letter that was called.

- 5) 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.

- 6) 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: We learned all about the -AKE family this week.  
[Bring out the cake, bake, lake, rake, snake cards. Keep the first letter separate from the -ake until the whole word is read.]

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

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

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

Campers: ake.

Instructor: Now we are going to push the two parts of the word together and then read them together. *Write the m next to the ake so that the word is a seamless lake.*

Instructor: Let's read.....|||, aaakkkkee aaaakkkkee.  
Now you try. What word is this?

Campers: LLLLLLLLLL aaaaakkkkkkeeeee

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 and add more as necessary.*

- 7) 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 CARROT to give the witch something HEALTHY to eat so she would have more energy

and not be so tired.

- 8) Hand the children the letter cards **c a r r o t**. Have each student lay them out on the ground.
- 9) 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 /c/ sound? Elicit responses from as many campers as possible. Car, cat, cop, can, ...C makes the.../k/ sound.

Repeat this several times with all of the letters.

- 10) 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 /c/ and then says, "POOF" the campers will raise their hands and say the letter name C.)

What letter makes the sound /t/? (If they need it: Like in Princess, Presto, say words that start with that letter, Tomato.) 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 a, r, o

Campers will learn to use letter sounds to learn to spell the word **carrot**.

Instructor: Now let's spell the word that Princess Presto spells in the show. We are going to spell the word **carrot**. 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!

- 11) 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?

- 12) On the board, write out the sentence **The witch lived in a house made of cookies and candy.** 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.) **The witch lived in a house made of cookies and candy.**

Instructor: That is a very unhealthy house. What should we do?

Campers: Change the words cookies and candy into something else!

Instructor: Right on Readers! Let's change the words "cookies and candy"

Post word substitute cards (fruits and vegetables, monkeys and lions, soda and gumdrops) on the side of the board.

Ask for a volunteer to point out the words "cookies and candy." Then cover it or erase it.

Instructor: What word should we use to make the house healthy for the Witch? (Hint: the first word starts with f)

Ask for a volunteer to point to the words fruit and vegetables.

Campers: Change the words cookies and candy to **FRUITS AND VEGETABLES.**

Instructor: Super Job Super Readers! Let's change the words

cookies and candy to FRUITS AND VEGETABLES.

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

Instructor: Super Reading! We changed the words and gave the witch a house that is healthy and will give her energy.

b

f

h

c

a

r

o

t

bake

cake

rake

snake

lake

fruits and vegetables

soda and gumdrops

monkeys and lions