

# 11:20-11:40 EXTENDED LEARNING

## GOALS: WHAT CAMPERS WILL LEARN

- To learn to read/decode (sound out) -un FAMILY WORDS taught in the SUPER WHY episode.

## WHAT YOU NEED

- -un Family word cards and chart
- Wonder Red's word basket
- Dry erase board
- Markers
- Wonder Red -un Song Clip
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

## SET-UP FOR ACTIVITY

- Campers should be sitting in semi-circle with a clear view of the screen
- RED RHYMING SONG
- -un word cards should be ready
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

## ACTIVITY INSTRUCTIONS

- 1) Show WONDER RED Clip including the Red Rhyming song.

Talk about the Wonder Red and her special power. Discuss rhyming and have children come up with -un words.

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

Script:

- 1) Play the Red Rhyming song.

- 2) Script:

Instructor: What -un words did you hear in Red's song?

Campers: sun, run, fun, bun

Instructor: Wonderrific you are Terrific!

- 3) Have campers sing the Red Rhyming Song.

Instructor: It's time to rhyme! Let's sing WONDER RED'S rhyming song together.

Campers: Un, Sun, Fun

Wonderrific, you're terrific

Bun, sun, run

Wonderrific, you're terrific

"UN!"

- a. Play the song and sing along with the music.
  - b. Ask campers to sing without the music. Instructor can help by pointing to the words on the board as the campers sing. Or the instructor can ask campers to come up and point to the words as they sing. *As many campers as can, should get a turn.*
  - c. Another option is to have the boys come up and sing the Wonder Red song to everyone and then ask the girls to come up and sing. Or each group can each sing one verse alternatively.
- 4) Explain that we know the letter names, and that each letter makes a different sound. Learn 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 s - un, r - un, and f-un on the dry erase board. Keep the first letter separate from the -un until the whole word is read.

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

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

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

Campers: -un.

Instructor: Wonderrific! 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...sssssss, -un, sun. Now you try. What word is this?

Campers: rrrrr, -un, run.

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 in the song! (fun, bun).*

- 5) Extend learning of the -un family by reading other words that belong to the same family. Pull word cards from the basket and write them on the board. Words covered will be: bun, sun, run, fun.

bun sun

fun run