

READING



CAMPS

Week 3 Curriculum

AROUND THE

WORLD

ADVENTURE

Alpha Pig...



with Alphabet Power!

READING CAMP DAY 1

Alpha Pig—Alphabet Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Alpha Pig's Amazing Alphabet Matchup game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION

Campers are introduced to each other, to the instructor, to the days' and week's activities and to the camp rules to make the campers feel comfortable.

8:40-9:05 SUPER WHY & AROUND THE WORLD ADVENTURE VIEWING

Campers watch a full episode to familiarize themselves with the series and the literacy skills it teaches. They transform into Alpha Pigs to activate their imaginations and get ready to play alphabet activities.

9:05-9:15 CLASS COMPUTER TIME

Campers participate in playing the online Alpha Pig's Amazing Alphabet Matchup game as a whole class. With the whole class helping and calling out, each camper gets a turn picking two cards. In this Memory-style game, the kids need to make matches with a letter card and a card that has a word that starts with the same letter. Kids help each other remember where the cards are on the board!

9:15-9:45 NAME NECKLACES

Campers will learn to identify the letters in their names as they create and personalize their very own bead necklaces. Campers will have this necklace to wear home as a keepsake and a way to remember the letters in their names.

9:45-10:00 SNACK

10:00-10:30 QUICKITY – LICKITY LETTERS

Campers learn to identify and discriminate between letters using sensory exploration. Campers will make homemade quicksand (oobleck) and experience tactile sensations as they search for and identify the letters r, o, p, e, s, u, n, and m which will all be hidden in the quicksand.

10:30-11:00 ALPHA – POKEY AND FINDING SUPER LETTERS

Campers turn a classic song into a letter learning, movement activity. Campers will create alphabet sticks for letters r, o, p, e, m, a, s, u, and n to use in the Alpha – Pokey song. During this song campers will practice letter identification and discrimination skills. Following the activity, children will search the room for Super Letters and discuss the Super Story Answer.

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers view & sing the signature Alpha Pig ABC song and view and play the Alpha Pig game to reinforce identification of and discrimination between the letters r, o, p, e, m, a, s, u, n.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT (IF USING ASSESSMENTS)

Review the lessons of the day with the campers. If using assessments, campers are assessed on identification of the letters r, o, p, e, m, a, s, u, n and learn to sing the HIP HIP HOORAY song to celebrate what they have learned that day. Children also begin creating their final project. Today they will color and cut out continent Australia.

8:30-8:40 INTRODUCTION

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable.
- To familiarize campers with expectations and to excite campers for the activities of the day and week.
- To clearly understand RULES of the camp.

WHAT YOU NEED

- Storybrook Village Name Tags filled out for each child
- A list of rules
- Images of each Super Reader
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in a semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and the week to be ready to tell campers
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Instructor asks each child to introduce him or herself to the class.
- 2) Instructor asks campers about the SUPER WHY series, and explains the SUPER WHY Reading Camp and what campers can expect throughout the rest of the week.

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

Script:

Instructor: Is everybody ready? What show is this? (Show image of SUPER WHY LOGO)

Campers: SUPER WHY

Super Job! Yes, this is the show SUPER WHY!

Instructor: Is there anyone that does not know SUPER WHY?

(PAUSE) Let's have the campers who know the show help teach the campers who do not know the show about SUPER WHY! What channel is SUPER WHY on?

Campers: PBS Kids

Instructor: Yes, it's on PBS Kids. Let's talk about the characters.

Let's see, who is on the show SUPER WHY? (PAUSE)

Who is this? (SHOW ALPHA PIG.)

Campers: Alpha Pig

Instructor: Yes, this is Alpha Pig. And what Power does Alpha Pig have?

Campers: Alphabet Power, build letters...

Instructor: Yes! Alpha Pig has Alphabet Power! He builds letters and can follow the alphabet.

Instructor: And who is this? (SHOW WONDER RED)

Campers: Wonder Red

Instructor: And what power does Wonder Red have?

Campers: Word Power! Rhyming! Word Families...

Instructor: Wonderrific! You are Terrific! Wonder Red has Word Power, she can read words, and she can change word family words to save the day.

Instructor: And who is this? (SHOW PRINCESS PRESTO)

Campers: Princess Presto

Instructor: Yes, Princess Presto, and what power does Princess Presto have?

Campers: Spelling Power!

Instructor: You got it! Spelling Power, Princess Presto can spell and write words to help save the day!

Instructor: And finally, who is this? (SHOW SUPER WHY)

Campers: Super Why!

Yes! Super Why, and what power does Super Why have?

Campers: The Power to Read.

Instructor: Super Job, Super Readers! Super Why has the Power to Read, he changes words in sentences to save the day! Those are the main characters in SUPER WHY - together and with your help they are the Super Readers! We are all going to get a chance to be Super Readers this week.

Today is all about the show 'SUPER WHY & Around the World Adventure' We are going to watch this episode of SUPER WHY everyday in the morning. After we watch, we are going to play games from the show. Watching SUPER WHY and playing the SUPER WHY games will help you become better readers.

One more thing before we start, today you will get to transform into one of the Super Reader characters and play games as that character.

Today we are going to become Alpha Pig and learn the names of the letters r, o, p, e and more!

- 3) Instructor does a quick brainstorm discussion with campers to generate a list of camp rules. *Make sure the basic rules are all identified.*

Optional: Write the rules on a piece of poster board and hang it in the front of the class for the campers to see. Model the behaviors that you are expecting from the campers. When you see campers following the rules, use positive reinforcement to encourage them to continue following the rules. This will also encourage other campers to follow the rules.

- a. Raise your hand to speak. (No calling out)
- b. Listen while others are sharing.
- c. Wait for directions before touching supplies
- d. Have fun!

8:40-9:05 SUPER WHY & "AROUND THE WORLD ADVENTURE" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series.
- To talk about the show and be sure that comprehension is attained.

WHAT YOU NEED

- Computer with internet connection
- Around the World Adventure episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

1) Instructor should provide a verbal introduction to the show.

Instructor:

"The first thing that we are going to do is watch SUPER WHY – Around the World Adventure. After we watch, we are going to pretend to be Alpha Pig all day, so watch that part carefully!"

2) Watch episode

3) After Viewing: Ask Questions about the episode to start conversation.

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

- a. Did you like that show?
- b. What was your favorite part?
- c. What happened to Alpha Pig?
- d. What book did we jump into?
- e. When we got into the book, who did we meet and who was he looking for?

- f. What happened to the Super Readers when they went to South America? Remember South America? We were in a jungle with vines and bugs...
- g. What did they get stuck in? What is quicksand?
- h. What letters did Alpha Pig find to save the Super Readers from the quicksand?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make each camper part of the learning adventure.

WHAT YOU NEED

- Alpha Pig Mask
- Scissors
- Hole puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

1) Follow the script below to help campers transform into "ALPHA PIG" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **ALPHA PIG DAY!!!** In the show Alpha Pig is one of the Super Readers. What was ALPHA PIG'S Super Power? (PAUSE for campers to answer question) ALPHA PIG with ALPHABET POWER! He knows the names of all the letters in the alphabet and can sing the alphabet song! We are all going to be Alpha Pig today...with Alphabet Power! Okay, Super Readers, let's TRANSFORM and change into ALPHA PIG. Ready? Ready!

2) Instructor and assistant help campers put on Alpha Pig masks.

Instructor:

Everyone stand up and put your arm in.....Put *your* arm in!
(Everyone should be standing in a circle with their arm in.)
Alpha Pig...to the Rescue! (everyone raises their arm in unison, as in the episode).

9:05-9:15 ALPHA PIG'S AMAZING ALPHABET MATCHUP COMPUTER GAME

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce letter identification

WHAT YOU NEED

- Computer set to Alpha Pig's Amazing Alphabet Matchup game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Alpha Pig's Amazing Alphabet Matchup game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Alpha Pig's Amazing Alphabet Matchup.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. Note: If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing an Alpha Pig computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Alpha Pig's Amazing Alphabet Matchup. Let's listen and Alpha Pig will tell us what

to do (Listen to the Game Intro). It's kind of like the game Memory that you might have played before. We have to pick two cards. To get a match, we need two cards, the first will have a letter on it, and the second will have a word on it, we need to see if the word starts with the same letter that is on the card to see if we have a match! (PICK TWO CARDS TO SEE IF THEY ARE A MATCH)

Class participation Everyone will get a turn to come up and use the mouse to click on two cards. But everyone should play along every time. I will call on one of you. You come up and together with the class choose two cards. Everyone will look at the cards and say if they are a match, if the word on the word card starts with the same letter that is on the other card.

Call on campers one by one to take a turn using the mouse to two cards until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by saying if they remember where the matching word or letter card is on the board.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Alpha Pig's Amazing Alphabet Matchup (Do not click on any other games), Play together, Take turns, Play until I call you and it is time for the next activity. There will be a computer game every day and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

To transition into the next activity, hold up a letter from the episode (r, o, p, e, s, u, n, m, a). Ask each child to name a letter and go sit at their table.

9:15-9:45 NAME NECKLACES

GOALS: WHAT CAMPERS WILL LEARN

- Letter Identification and discrimination
- Identification of the letters in their names

WHAT YOU NEED

- Lower Case Alphabet beads
- Name Cards (index cards)
- Twine or string
- Tape
- Dry erase or black board
- Non-alphabet beads of various shapes and colors/colored noodles
- Pretend play tool box
- Trays (2 per table)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Campers should be sitting at tables
- Instructor cuts pieces of string long enough to be tied and still fit over each camper's head. Include a few extra inches for tying the string once the necklace is completed
- Tie a knot at one end of each string so the beads stay on and wrap small piece of tape around the other end to make it easier for campers to string the beads
- Give each table two trays of beads (one tray per two campers), using a tray will make searching for letters easier
- Put pre-cut string/twine in a tool box
- Write each camper's name on an index card and scatter them on the tables
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Campers are instructed to find their name cards and place it in front of them.
- 2) Campers take time to search through all the beads for the letters in their names. When a child spells his/her name 1-2 times and fills the rest of the string with other decorative beads, instructor can tie the two ends together to secure the necklace.

SKILL LEVEL OPTIONS

Level 1: Instructor gives campers only beads that have the letters their names. Campers match letter beads to letters on their name cards and then put them on their necklaces.

Level 2: Instructor gives campers a random mix of letter beads and campers must search for correct letters. Campers use their name cards to help them put letter beads in the correct order.

Level 3: Instructor gives campers a random mix of letter beads and campers must try to spell their names without looking at a name card. Campers can also try spelling their last names or initials.

DEMONSTRATE

Script:

Instructor: Hold up tool box. Alpha Pig let me borrow his tool box for our next activity. He said we can make an amazing alphabet craft with what is inside (stick hand inside but don't pull string out yet). Let's see if you can guess what alphabet tool we are going to use today. I'll give you a hint. These are the letters we need to make this alphabet tool. Write the word rope on the board one letter at a time and have campers label each letter. Here's another clue, it's what Alpha Pig used to pull the Super Readers out of the quicksand!

Campers: Rope!

Instructor: Pull out twine/strings. Lots of rope! I have a rope for each camper in the class. Alpha Pig saved the day with his rope by pulling the Super Readers out of the quicksand with it. We are going to use our rope to make Super Duper name necklaces!

Pass out one string to each camper.

Erase the word rope from the board.

Pass out trays of beads. Now that you all have beads, you are going to have to search for the letters in your name and then string them onto your necklace. I'll do the word rope first. Instructor models searching for letters and then stringing them onto his/her string. First we need the letter r, can everyone find an "r" in their letter pile? Hold up that r! OK, I'm going to put the r bead on my necklace.

Instructor demonstrates how to hold each bead with one hand while sliding the bead onto the string through the hole in the middle.

Continue asking for each letter o, p and e and stringing them onto your necklace

Campers will have to put the knot in their left hands so beads slide on from right to left in order for the beads to end up in the correct order

Now I want all of you to find the letters in your NAMES! Once everyone has made their names on their necklaces, I will pass out other beads/noodles for decorating your necklace. Once campers complete their necklaces instructor will tie the two ends together to secure the beads in place.

Campers can walk around and show each other their necklaces.

Sit in a circle and have each child spell out his/her name.

Play a letter game with names to reinforce the letters r, o, p and e.
Instructor: If you have an r in your name stand up, if you have a p in your name jump up and down, if you have an o in your name clap your hands, etc...

COMPUTER GAME

If campers finish their necklace early, and you are not ready to start the group game, 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 Alpha Pig Amazing Alphabet Matchup game (Do not click on any other games), Playtogether, 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.

TRANSITION INSTRUCTIONS:

Instructor: I am going to hold up a name card. If your name is on the card, raise your hand and tell me the first letter of your name. Then you may go wash your hands for snack.

9:45-10:00 SNACK BREAK

10:00-10:30 QUICKETY - LICKETY LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To identify lowercase letters **r, o, p, e**, (and if time and skill level permit **s, u, n, m, a**)
- To visually discriminate between letters
- To identify letters through sensory exploration

WHAT YOU NEED

- 4 pitchers
- Measuring Cup
- 8 cups of water (2 cups in each pitcher)
- 4 cups of Corn Starch (1 cup per group)
- 4 large spoons
- 4 trays/bowls (for letters)
- Tin baking pans or plastic containers
- Food Coloring (optional)
- Plastic lowercase letters **r, o, p, e, s, u, n, m, a** (enough for every child to get each letter)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Campers should be sitting at tables in 4 small groups of about 5 children (depending on class size).
- Each table gets a pitcher containing 2 cups of water, one cup of cornstarch, a large spoon, a container or pan, and plastic letters (enough so each child can find each letter.)
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

Campers are asked to watch as the instructor goes to the first table and creates the quicksand/oobleck with the first group. Instructor includes children in pouring ingredients into container and stirring. The instructor hides all of the letters in the quicksand/oobleck. Instructor then moves onto the next group.

SKILL LEVEL OPTIONS

Level 1: Only lowercase letters **r, o, p, e** are hidden. Laminated letter cards are available for letter matching.

Level 2: Lowercase letters r, o, p, e, s, u, n, m, a are all hidden in the quicksand/oobleck.

Level 3: The letters r, o, p, e, s, u, n, m, a are used in both lowercase and uppercase form. Once letters are found, campers can try to spell the words sun, rope, and map with them.

DEMONSTRATE

Script:

Instructor: Does anyone remember what the Super Readers got stuck in as they were walking through the jungle?

Campers: Quicksand!

Instructor: Yes! They got stuck in quicksand. Today we are going to make our own quicksand. Luckily, we won't be getting stuck in the quicksand...but our letters will be!

First, we need to make the quicksand. I will start with group one. Everyone watch as I make our first batch of quicksand. Children watch as instructor directs first group. Each member in the group will get to pour or stir until the oobleck is complete.

Pour cornstarch and water into the container and mix them together with hands or spoon. If food coloring is used, instructor should walk around and put about 3-4 drops in each container of quicksand.

Now that our quicksand is ready, I am going to hide all of our letters in it.

Instructor holds up each letter and the whole class says the letter, then the instructor hides it in quicksand/oobleck. Instructor continues until all groups have quicksand with hidden letters (enough so each child can find every letter). The teaching assistant should walk around and assist with making the quicksand/oobleck and hiding letters to ensure that this step gets done in a timely fashion. Having these ingredients out without touching them will be difficult for young children.

Now that all of the letters are hidden in the quicksand, we are going to work in teams to "save" our sinking letters. I am going to call out a letter and you and your team must search for the letter in your quicksand. You have to be "lickity - quick" to save the letters! Instructor calls out a letter and then the campers search the quicksand/oobleck for that letter holding it up for everyone to see.

The instructor should not move onto the next letter until all of the letters are found. If a child finds two of the same letter, he or she should put the duplicate back for another child to find. After all the letters are found, campers can hide them again. Instructor walks around from group to group monitoring letter knowledge.

TRANSITION INSTRUCTIONS: Call out the letters in the word rope and ask those children who's names have that letter in them to come sit in the circle for the next game. *If your name has an r in it, come sit in the circle.* Continue with the letters in rope and then sun and map until all of the children have sat down.

10:30-11:00 THE ALPHA POKEY and FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- Letter identification and discrimination skills through a music and movement activity.
- To identify lowercase letters **r, o, p, e, (and if time and skill level permit m, a, s, u, n)**
- To discriminate between the letters **r, o, p, e, (and if time and skill level permit m, a, s, u, n)**

WHAT YOU NEED

- Markers
- Lowercase letter cards r, o, p, e, m, a, s, u, n - one set for each child in the class (see leveling instructions for which letters to use)
- Tape (staplers also work on popsicle sticks too)
- Large Popsicle sticks (4, 6 or 9 per child depending on skill level)
- Instructor's Activity Instructions & Script

SET-UP FOR ACTIVITY

- Campers should be sitting at tables/desks
- Each camper should be given popsicle sticks and alphabet cards, tape, and markers. (tape and markers can be placed in the center of table for sharing).
- Be sure that lowercase letters, r, o, p, e, (and m, a, s, u, n if time and skill level permit) are displayed in the classroom for children to use as a reference.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Campers are instructed to create alphabet sticks by taping letters onto popsicle sticks. Once each camper has a complete set of alphabet sticks, the campers are instructed to stand in a circle.

Instructor sings:

Put your r in (hold r stick in your hand and put your arm in toward the center of the circle), Take your r out (pull your arm back out of the circle) Put your r in (put your r stick back in toward the center of the circle again) and shake it all about (keeping your r stick in toward the center, shake it up and down and side to side)!

*Do the Alpha Pokey and turn yourself around (hold up your r stick and turn around but stay in your spot).
That's what it's all about - Alpha Pokey! (jump with r stick in hand)*

Continue until all the letters are sung.

All the campers sing and follow along with the instructor. They must find the correct letter, put it in, take it out, and shake it all about.

DEMONSTRATE

Script:

Instructor: Alpha Pig saved the Super Readers from the quicksand using a rope. He built the word *rope* by finding the letters r, o, p, e. There was another important word in today's episode. Remember the word *map*? Map has the letters m, a, p in it. A map is what the Super Readers used to figure out where their computer friend lived. Today we are going to find all of these letters and create alphabet sticks with all of these letters. When we're done, we'll get to use them in a super fun song called the Alpha Pokey.

Let me show what we are going to do. What's the first letter in the word *rope*?

Campers: r!

Instructor: Yes, the letter r! Let's find the letter r card. Do you see an r? Be sure all campers are holding up the r card. Fantastic, now let's tape this onto a popsicle stick. This will be our r stick. Next, let's find the o card. Make your o stick the same way you made your r stick. The instructor models this for each letter and this continues until all alphabet sticks are created.

Now, let's practice using our alphabet sticks. I am going to call out a letter, and you hold it up. Practice identifying each letter and then have children create a large circle in an open area.

Instructor directs class in Alpha Pokey song. Children need to be shown how to hold all alphabet sticks in one hand and then find one letter as the instructor sings it out. This letter should be held in the opposite hand of the other letters. Children may not be able to manage all of the alphabet sticks at once and can put their letters on the floor in front of them.

SKILL LEVEL OPTIONS

Level 1: Campers create 4 letter sticks (r, o, p, e).

Level 2: Campers create 6 letter sticks (r, o, p, e, m, a). Mix up the order of the letters so they are not always in the same order as in rope and map.

Level 3: Campers create 9 letters sticks (r, o, p, e, m, a, s, u, n). Mix up the order of the letters and play with the speed of the song, getting faster and faster as the game progresses.

Instructor: Okay readers, now that we all have alphabet sticks and know what letters are on them, let's stand up and move slowly to the story-time area (*Transition activity can be used here*).

TRANSITION INSTRUCTIONS

INSTRUCTOR: I am going to hold up letter sticks that we made today r, o, p, e, m, a, p (s, u, n if time and level permits). Each camper will get a turn telling me the name of a letter. Remember to raise your hand if you know the letter and please do not call out.

As each child has a turn, they will get up and move to the area where the Alpha-Pokey will be sung.

Instructor: Make a big circle and leave space between you and your neighbor. Does anyone know a song called the Hokey Pokey? Well, the Alpha Pokey is just like that song but instead of sticking our body parts in and out, we get to stick our letters in and out. Let me show you what I mean.

Instructor sings the song and models the movements... "Put your r in, take your r out, put your r in and shake it all about, Do the Alpha Pokey and turn yourself around, That's what it's all about, Alpha Pokey" Instructor models how to take one letter out while keeping the rest in the opposite hand. Start off really slow until campers get the hang of it. Continue using the one letter at a time until campers have shown mastery identifying all of the letters.

Once kids get the hang of the game, assign different campers to be the leader and pick which letter to put in the circle.

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 Around the World Adventure 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 instructor should quietly and discreetly put the **m, a, and p** 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 Sophie the seal throughout the episode. What else were they looking for in The Magical Around the World Adventure 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, Red, Whyatt, and Princess Pea figure out where a place is that is surrounded by water and has kangaroos so that they can figure out where their computer friend lives?

Instructor: How can Pig, Red, Whyatt, and Princess Pea figure out where a place is that is surrounded by water and has kangaroos so that they can figure out where their computer friend lives? 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: THREE!

Instructor: THREE. Let's count. *Count to 3 and draw the hash marks on the board as you all count together.* Three, we are looking for Three 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 to figure out where the Super Reader's computer friend lives.

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.

Instructor: "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 to find a place surrounded by water and where kangaroos live so that the Super Readers can figure out where their computer friend lives.

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: m-a-p

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

Instructor: The SUPER STORY ANSWER ism-a-p. Why?

Campers: Because, Mr. Wigglesbottom used a picture of the world or a map to figure out where Sophie the seal was.

Instructor: It's true. Mr. Wigglesbottom couldn't use a picture of Sophie to figure out where she was, he needed a picture of the world so he could find a place with ice and penguins. So how did the Super Reader's figure out where their computer friend lived?

Campers: They looked at a map!

Instructor: Yes, if the Super Readers need to figure out where someone lives, they should look at a map. If you can't find someone or if you need to figure out how to get someplace what could you look at?

Campers: A map!

Other discussion questions:

Has anyone ever been lost before? How could a map help you find your way?

Does anyone have a map at home? Have you or your parents ever used it?

What types of things can a map show you? What kind of pictures are on a map?

TRANSITION INSTRUCTIONS

Instructor: Our Super Story Answer has 3 letters in it m-a-p (count and point). Some words have lots of letters in them, and some words only have one or two letters in them. I want to know how many letters are in your names. When I call your name, come up and count the letters in your name as we say them. Use the camper's nametags as visuals.

After you count the letters in your name, you may line up to play outside.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if campers are interested, 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 Alpha Pig Amazing Alphabet Matchup 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.

11:20-11:40 EXTENDED LEARNING

GOALS: WHAT CAMPERS WILL LEARN

- To learn the Alpha Pig ABC song
- To identify by name the letters: **r, o, p, e**
- If time allowed and campers skill level permitted review the additional letters: **s, u, n, m, a**
- To discriminate between the letters **r, o, p, e, (and if time skill level permit s, u, n, m, a)**

WHAT YOU NEED

- The Alpha Pig Game Clip
- Poster or Chart of Lower Case Alphabet letters
- Individual letter cards for **r, o, p, e (s, u, n, m, a)** for each child
- Alpha Pig song
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have Alphabet game clip ready
- Have Alphabet poster ready to show
- Have individual letter cards ready to show
- Have music cued to the correct song
- Have campers seated in a semi-circle around instructor with clear view of the screen
- Hand out a set of letters to each child
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Teach campers Alpha Pig's ABC Song slowly. Play the song on the CD player and then practice by singing it at various speeds. Vary the singing with the following suggestions:
 - a. Play the Alphabet song and sing along with the music.
 - b. Ask campers to sing without the music to help them. Instructor can help by pointing to the letters on the board as the campers sing. Or the instructor can ask campers to come up and point to the letters as they sing. [Amazing Alphabet Singing!](#)

As many campers as possible, should get a turn.

- c. Sing at various speeds. Sing at the speed of Alpha Pig to start and then start to sing faster as the campers get better at it. The alphabet board can be used as the song is being sung to help reinforce Letter Identification.
 - d. Another option is to have the boys come up and sing the Alpha Pig song to everyone and then ask the girls to come up and sing. Each of these groups can also vary the speed of their singing.
- 2) Show the Alpha Pig game clip. Talk about the Alpha Pig game and ask campers to retell what Alpha Pig did during the game and why he did it.

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

Script:

Instructor: Who were the Super Readers looking for in The Magical Around the World Adventure book?

Campers: Sophie the seal

Instructor: Sophie the seal! But the Super Readers got stuck in quicksand. Alpha Pig had to save the day. What did he do?

Campers: He used his amazing alphabet tools to make the word rope. He used the rope to pull the Super Readers out of the quicksand.

Instructor: Lickety-Letters! He pulled the Super Readers out by finding the letters r, o, p, e and then he used the rope to pull them out of the quicksand!

- 3) Show chart of Alphabet and have campers discriminate/identify the letters **r, o, p, e** (If time and skill level permit add: **s, u, n, m, 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 "r" and then "o" and then "p" and then "e".

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: **s, u, n, m, a**).

4) Next, hand each camper a pile of letters including **r, o, p, e** (If time and skill level permits add: **s, u, n, m, a**). Ask the campers to lay the cards out in front of them.

5) **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.

Go through r, o, p, e 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.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned throughout the camp day: Letter Identification of letters **r, o, p, e** (If time and skill level permits add: **m, a, p, s, u, n**) To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- HIP HIP HOORAY song
- Assessment tool (PDF) (If using assessments)
- Computer set to Alpha Pig Amazing Alphabet Matchup game
- Take-home work sheets
- Continent coloring page – Australia
- Crayons

SET-UP FOR ACTIVITY

- Have LETTER CARDS ready to go
- Have tables set up with Australia continent coloring page and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Alpha Pig Amazing Alphabet Matchup game
- Have take-home sheets ready to go
- Have map of the world on display

ACTIVITY INSTRUCTIONS

1) Instructors will review the camper's ability to identify letter sounds (If using assessments)

2) COMPUTER GAME

While students are being assessed, send 2-3 children at a time to use the Alpha Pig Alpha Bricks computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children next to the computer 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 Pig Amazing Alphabet Matchup game \(Do not click on any other games\), Play together, Take turns, Play until I call you.](#)

3) The remainder of the campers will color the Australia continent coloring pages while the other campers are being assessed or while they are waiting for pickup. These coloring pages will be part of a final project that campers will complete and take home on the last day of camp. Remind the campers what we found on Australia, Kangaroos and that there is water all around the country. Make sure they leave the blanks empty to fill in on the last day!

4) Campers will learn to sing the concluding HIP HIP HOORAY song.

5) Clean up: Collect props and save for Day 5, collect nametags

6) Campers are told that the next day will be **WONDER RED DAY**.

7) Campers are given "Take Home" activities.

A) ALPHA PIG'S LICKETY LASSO LETTERS

B) ALPHA PIG'S RESCUE LETTERS

8) Campers are sent home with their Name Necklaces.

Wonder Red...



with Word Power!

READING CAMP DAY 2

Wonder Red—Words Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Wonder Red Rhyme Time Bingo game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAY'S MATERIAL

Campers are re-introduced to each other and to the instructor, introduced to the days' activities, and provided with a review of the camp rules and the content learned on Day 1.

8:40-9:05 SUPER WHY & AROUND THE WORLD ADVENTURE VIEWING

Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Wonder Reds to activate their imaginations and get ready to play rhyming/decoding activities.

9:05-9:15 CLASS COMPUTER TIME

Campers participate in playing the online Wonder Red Rhyme Time Bingo game as a whole class. With the whole class helping and calling out, each camper gets a turn choosing a word that rhymes with the word Wonder Red says. When they rhyme all of the words on the board, a special picture will be revealed!

9:15-9:45 FUN WITH MR. SUN

Each camper will create a sun-man and learn to recognize -un words as they play with their suns. Campers will learn to read -un words as they express themselves creatively. Campers will practice rhyming using -un words.

9:45-10:00 SNACK

10:00-10:30 WORD FRIENDS THEATER

Campers learn about word families. They learn how to use onsets and rimes to create words. They work together to become –un” friends” and then put on an –un word performance for their peers.

10:30-11:00 WONDER RED’S WONDERIFIC -UN RUN AND FINDING SUPER LETTERS

Red transforms the game “Duck-Duck Goose” into a rhyming fun run where campers get to practice reading – un words. Following the activity, campers will search the room for Super Letters and discuss the Super Story Answer.

11:00 -11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers view & sing the signature Wonder Red Rhyming Song and view & play the Wonder Red game to learn to read/decode (sound out) –un family words.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT

Campers review and are assessed on ability to sound out –un words and learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day. Today campers will also color one more continent for their final projects, Antarctica.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAY'S MATERIAL

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable.
- To familiarize campers with expectations and to excite campers for the activities of the day including what they are going to learn today (to read the words bun, fun, run, sun).
- To clearly understand RULES of the camp.
- To review what was learned throughout the Camp Day 1: Letter Identification of letters **r, o, p, e** (If time and skill level permits: **s, u, n, m a**).

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- ALPHABET SONG
- Letter Cards to be used for review – **r, o, p, e** (If time and skill level permits: **s, u, n, m, a**)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day to be ready to tell campers
- Have LETTER CARDS ready to go
- ALPHABET SONG
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has each camper re-introduce themselves.
- 2) Instructor takes out the Syllabi and tells campers about Day 2 - WONDER RED DAY (WORD FAMILIES).

Script:

Instructor: Today is Wonder Red Day. Wonder Red has...what power? (PAUSE) WORD POWER. Today we are going to learn to read the words run, bun, sun and fun. We are also going to HAVE FUN WITH MR. SUN, play WORD FRIENDS THEATRE, and play WONDER RED'S FUN RUN! Ready to roll?

- 3) Instructor will review CAMP rules by soliciting them from campers

Instructor: Yesterday we talked about our camp rules. Does anyone remember any of them? What are they?

- a. Raise your hand to speak (No calling out)
- b. Listen while others are sharing.
- c. Wait for directions.
- d. Have fun!

- 4) Instructor and Campers will sing along with ALPHABET SONG from the day prior.

Instructor: Yesterday we heard and sang Alpha Pig's ABC Song. Does anyone remember it? Let's sing it together. If the Alphabet board is available point to the letters on the board as you all sing the song. Amazing Alphabet Singing!!

- 5) Review letter identification of **r, o, p, e** (If time and skill level permits: **s, u, n, m, a**) using word cards.

Instructor: Hold up a letter. What letter is this?

Campers: R!

Instructor: Lickety Letter r! You really know your alphabet!

Try to be sure that every camper is able to identify the letter before moving on to the next letter.

8:40-9:05 SUPER WHY & "AROUND THE WORLD ADVENTURE" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series
- To talk about the show and be sure that comprehension is attained.

WHAT YOU NEED

- Computer with internet connection
- Around the World Adventure episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: Remember the show we watched yesterday?
What was it called?

Campers: SUPER WHY

Instructors: Who were the main characters of the show?

Campers: The SUPER READERS.

Instructors: Does anyone remember what book they jumped into?

Campers: THE MAGICAL AROUND THE WORLD ADVENTURE!

Instructor: Wonderrific! Let's watch it again. Today we are going to be Wonder Red, so watch that part carefully.

- 2) Watch episode
- 3) After Viewing: Ask questions about the episode to start conversation.

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

- a. Who is your favorite Super Reader?
- b. Who was Mr. Wigglesbottom trying to find?
- c. Do you remember what Princess Presto had to make to get rid of the fog? That cloudy weather that was in the jungle?
- d. Right, she had to make sun! Sun is an un word!
- e. Who can tell me what Wonder Reds power is?
- f. What other words rhyme with sun?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make them part of the learning adventure.

WHAT YOU NEED

- Wonder Red Mask
- Scissors
- Hole Puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "WONDER RED" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **WONDER RED DAY!!!** In the show Wonder Red was one of the Super Readers. What was Wonder Red's Super Power? (PAUSE for campers to answer question) **WONDER RED with WORD POWER!** Wonder Red can read words and rhyme! We are all going to be Wonder Red today...with Word Power. It's time to rhyme!

Okay, Super Readers let's TRANSFORM and change into **WONDER RED**. Ready? Ready!

- 2) Instructor and assistant help campers put on masks.

Script continues:

Instructor: "Everyone stand up and put your arm in...Put *your arm in!* (Everyone should be standing in a circle with their arm in.) **Wonder Red...to the Rescue!**" (everyone raises their arm in unison, as in the episode)

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 WONDER RED RHYME TIME BINGO COMPUTER GAME

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce word family and decoding skills

WHAT YOU NEED

- Computer set to Wonder Red Rhyme Time Bingo game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Wonder Red Rhyme Time Bingo game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Wonder Red Rhyme Time Bingo.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Wonder Red computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Wonder Red Rhyme Time Bingo Game. Let's listen and Wonder Red will tell us what to do (Listen to the Game Intro.). Ok, does everyone know how

to play? What do we have to do? Wonder Red is going to say a word and we have to find the word that rhymes with the word to see what is under that space on the board. Once we have rhymed all of the words we will see the special picture that is underneath! OK, Wonder Red is asking us to find a word that rhymes with (FILL IN WORD) Does (FILL IN THE WORD) rhyme with (FILL IN WORD)? GREAT!

Class participation Everyone will get a turn to come up and use the mouse to click on the correct rhyming word. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me which word rhymes with the word Wonder Red said. When Wonder Red is telling us which word we need to rhyme with, everyone has to listen or else we won't know which words she needs.

Call on campers one by one to take a turn using the mouse to pick the correct word until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out the rhyming word.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Wonder Red Wonder Red Rhyme Time Bingo 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. There will be a computer game every day and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:15-9:45 FUN WITH MR. SUN

GOALS: WHAT CAMPERS WILL LEARN

- To recognize, repeat, and create rhyming words
- To sound out -un words

WHAT YOU NEED

- Scissors (one for each camper)
- Glue Sticks (one per each pair of campers)
- Alphabet stickers (letters b, s, f, r) or stampers
- Markers
- Orange construction paper with one large circle traced on each paper
- Yellow construction paper cut into triangles (write __un on each triangle so that campers can fill in the first letter)
- Strips of short and long orange/yellow construction paper for legs and arms
- Google eyes
- Sandwich buns and running shoes printed for each child
- Chalk or dry erase board with sentences written out
- Poster board for -un word chart
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Campers should be sitting at the table
- Cut out triangles, long and short strips of paper for arms and legs, running shoes, and sandwiches, and trace circles ahead of time
- Materials can be passed out. Each child will need scissors, glue stick, two long strips, two short strips, two googly eyes, markers, alphabet stickers/stampers, 6-8 triangles, running shoes, a sandwich, orange circles to cut out. These materials can be separated and handed out individually to each camper, or materials can be placed at the center of the table for sharing and using as needed.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Create an -un word chart. Write the word sun at the top and have the campers come up with other -un words. Write all their words down. If a camper comes up with a non-sense word that ends in -un write it on another section of the chart or board. Chant these rhyming words as

you point out each one. This chart can be used as a reference for children as they complete their sun projects.

- 2) Have children cut out circles and fill out their -un triangles. Instructor will walk around the room helping campers put the first letter of -un words in front of the _un on each triangle. Campers will use alphabet stickers or stampers to fill in the missing letter.
- 3) Instructor will model creating the sun one step at a time.
 - a. Glue triangles all around the circle
 - b. Fold arm and leg strips to make accordion style folding forward and back and then glue them to the sun.
 - c. Glue googly eyes on the sun
 - d. Make a nose with marker
 - e. Make a happy face with marker
 - f. Give sun a sandwich on a bun
 - g. Give sun running shoes
- 4) Instructor will narrate a story about Mr. Sun as children fill in the blanks using -un words (see demonstration).

There once was a man named Mr. Sun who sat on a mountain enjoying a bun. He spotted a fog and began to run. Float away he yelled you're ruining my fun!

SKILL LEVEL OPTIONS

Level 1: The instructor and assistant should write -un on the triangles in marker for the campers. Then, ask the campers to find a letter by its name and ask what sound it makes. After the campers put on the sticker, sound out the word together.

Level 2: Ask campers to write the -un words; **sun, run, fun, bun** on each triangle without breaking the words down for them.

3) DEMONSTRATE

There are many different steps and materials involved in this project. Explain to campers what the materials are and how they should be handled. It may be necessary to pass out each piece as you demonstrate so that campers do not have too much in front of them at once.

Script:

Instructor: In The Magical Around the World Adventure story Red and the rest of the Super Readers got caught in a fog and couldn't see. What did Princess Presto spell to make the fog go away?

Campers: Sun.

Instructor: Wonderrific remembering campers! You must have been watching closely! Today we are going to make our own suns and learn about words that rhyme with sun. We are going to have fun with Mr. SUN!

First, let's write the word sun. Sun is an -un word so it ends with -un. Write _un on the chart paper/poster. What letter is this? (hold up the letter s)

Campers: S!

Instructor: S! And what sound does the S make?

Campers: /s/

Instructor: /s/ You are out of this WORLD! If we put an s in front of the _un (do this on the chart paper) /s/-un, /s/-un, what word is this?

Campers: Sun!

Instructor: Sun! Now let's try to make more -un words for our chart.

Instructor assists campers as they come up with -un words.

Now we are going to make a sun. What shape is the sun?

Hold up circle paper.

Campers: Circle!

Instructor: Super, a circle! We need to cut out our circles.

Pass around circles and scissors. Next, we need to make the rays of our sun. The rays go around the sun and light up the sky. Hold up rays. What shape are the rays?

Campers: Triangles!

Instructor: Super Smart Super Readers! Triangles! [Pass out triangles.] These rays are special rays because they are RHYMING RAYS! We are going to make -un words on each ray. Instructor models making writing the first letter of each -un word on the triangles. Instructor walks around and makes sure all the campers are able to make -un words on their triangles.

For example: What letter is this? R!
 What sound does it make? /r/
 If I put /r/ and un together what word did I
 make? Run!

Next, we need to glue the triangles all around the sun. Instructor models how this is done. Now we are ready for arms and legs. Pass out strips of paper. Model folding paper like an accordion (it's okay if campers don't do this perfectly, as long as there are some bends in the strips) Model gluing arms and legs on the sun.

What is Mr. Sun missing?

Campers: A face!

Instructor: Why of course! He needs a face! Mr. Sun is having fun, so what kind of face do you think we should give him.

Campers: Happy!

Instructor: Yes, make him smile. Model making a smile. Then pass out googly eyes and model making a nose wand gluing on eyes.

Now, Mr. Sun is hungry, so we need to give him something to eat. Who knows the -un word that is something Mr. Sun can eat?

Campers: A bun!

Instructor: Which word is bun?

(hold up three un words and have campers pick)

Instructor: Terrific! Bun! We are going to give him a sandwich on a bun. Pass out sandwiches on buns and model gluing them at the end of the arm or on the mouth.

Last, Mr. Sun is very fast. He loves to, What's the -un word that means to move fast?

You've got it! RUN! Which word is run? (hold up three un words and have campers pick)

Instructor: We need to give Mr. Sun some running shoes. Pass out running shoes and model gluing them on.

Begin to read the story on the board. Leave out the -un words and let campers fill in the blanks.

As you read have campers come up and find the word that fits in the blank. They can point to the word on the chart and instructor can write word in the blank.

There once was a man named Mr. Sun who sat on a mountain enjoying a bun. He spotted a fog and began to run. Float away he yelled you're ruining my fun!

COMPUTER GAME

If campers finish the activity early, send 2-3 children at a time to use the Wonder Red 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 Wonder Red Rhyming Bingo 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.

9:45-10:00 SNACK BREAK

10:00-10:30 WORD FRIENDS THEATER

GOALS: WHAT CAMPERS WILL LEARN

- To read -un family words and understand their meaning, specifically bun, sun, fun, run
- To make words using onsets b, s, r, f and the rime -un

WHAT YOU NEED

- Hole Punch
- -un word family words written on whole sheets of paper. These words should be cut into two pieces, one with the onset (b,r,s,f) and the other with the rime (un). Holes should be punched on the top of each half.
- Markers
- Yarn
- Props including play sandwiches, hamburger buns, sunglasses, running shoes
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Create letter "costumes" by punching two holes at the top of each piece of onset/rime paper and then attaching them with yarn so that campers can wear them with the letters hanging down in front and in back of them for all to see. Attach -un's together, b's together, s's together...etc.
- Have campers seated in a semi-circle
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

1. Model how this activity is done with your teaching assistant. You put the -un on and he/she can choose an onset (b, s, r, or f)
2. You stand in front of the class wearing the -un and help campers sound it out. Have teaching assistant come up and stand to your left and hold hands. Have campers figure out what word you have become.
3. Act out your word using props if necessary.

DEMONSTRATE

Script:

Instructor: Show the class the –un word chart made previously in the day. All these words have something in common or something that is the same. Who can tell me what is the same?

Campers: -UN!

Instructor: Stupendous! All the words have –un in them. That makes them all part of the same family. We call it a word family. You all have families too. Here in our class we have friends and you are going to work with your friends to make –un words today. We will call them –un friends and you will get to be actors on stage at your own –Un Friend Show! Let's get started!

Instructor helps campers put on their letter “costumes”. Each child should have either an –un or an onset letter. There will be multiple onsets. Campers can trade with peers throughout the activity until everyone gets a turn being an –un.

SKILL LEVEL OPTIONS

Level 1: One camper is the -un and he/she chooses an onset letter by choosing a peer. The onset comes up and holds – un's hand and then they read their word to the class. Last, they act out their word together.

Level 2: Two campers wearing –un words come up. They each choose a different onset. Each team reads their word. The two teams work together to act out a skit with two words. They then pick new onsets and play again.

Level 3: Same as Level 2, but use additional word families such as –all and –ake after mastering the –un word family.

Instructor: Everyone please take your seats. Welcome to the wonderful “WORD FRIEND THEATER” where our friends will amaze you with their rhyming and reading skills! Go over rules

and what is expected of the audience while other campers are performing.

Instructor chooses –un child to come up. She introduces him/her as –un by asking the campers to read the word family.

Instructor: Oh no, -un it seems you have lost your friend! You are not a word without your beginning sound. I think it got lost out in the audience.

Camper: Un picks out one of the letters. He/she comes up to the center “stage”.

Instructor: There you are! And what letter are you?

Camper: says letter name (f, s, r, b)

Instructor: And what sound do you make (letter name)?

Camper: says letter sound (f, s, r, b)

Instructor: WONDERIFIC! Now, join hands and show the class your word.

Campers: Onset says his/her sound, and –un says his/her sounds and then they read their word together.

Instructor: Prompts the entire class to read the word together. Wow! You are rolling now readers!

This continues until all campers have had a chance to be both an –un and one of the onsets (b, p, s, r). Props are available but not necessary.

10:30-11:00 WONDER RED'S WONDERIFIC -UN RUN and FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To be able to use auditory and/or visual discrimination to decipher between -un family words and non-un family words.
- To have fun expressing themselves through a movement and game activity.

WHAT YOU NEED

- -un word chart
- -un word cards, enough so every child has one letter. Distribute the letters evenly.
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Display -un word chart
- Have campers sit in a large circle – there needs to be enough room for running around the circle. This activity can be done outdoors or in a gym too.
- Place an -un word card face down in front of each camper.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Instructor practices -un words with campers using the -un chart made previously in the day.
- 2) Campers take turns being the "rhymers," running around the circle chanting "wonderific," as they tap each child on the head (As in "duck" in duck duck goose). Once they tap a child on the head and say -un, they read their friend's un word card.

SKILL LEVEL OPTIONS

Level 1: When the camper taps a child on the head and says -un, have the seated camper turn over his or her word card. Ask the "rhymers" (who was tapping) to name the initial letter, say its sound and to put it together with the -un word family to read their entire word. If they get it right, they are chased by the seated child until they take a seat in the empty spot. The seated child becomes the

new “rhymer.” If they get caught, they have to be the “rhymer” again.

Level 2: Same as level one, but the rhymer is asked to read the whole word without breaking it down.

2) DEMONSTRATE

Script:

Instructor: Let’s review all of our –un words. Have children come up with words as you point them out on the chart. Then read them and chant them as a class.

We have learned all about the –un family and rhyming with –un words. Now we are going to have some FUN as we RUN and RHYME all at the same time! Has anyone ever played Duck Duck Goose? Well Wonder Red loves that game so much that she came up with a game just like it and called it Red’s FUN RUN! Who’s ready to run?

Instructor and teaching assistant should go first to demonstrate. Have teaching assistant sit in the circle with the campers. The camper who is the “ducker” is called the “rhymer” in this game.

I’ll go first so everybody can see how the game is played. I am going to be the “Rhymer” Now I’m going to walk/run around this circle tapping you all on your heads as I say wonderific over and over. If I tap you and say “un”, you must show me your word card – I will read the card. Once I read the word you must chase me around the circle. If you catch me, I am the Rhymer again. If I sit down in your spot first, you get to be the Rhymer and you have to walk around saying Wonderrific. Remember to stay in your spot until you are chosen by the Rhymer!

Instructor and teaching assistant demonstrate 1-2 times until children seem to understand how the game is played.

Instructor: OK, it’s your turn! **READY TO RHYME?**
Wonderrific! You are Terrific!

Play as many times as holds their interest or they show mastery of the –un words being called.

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 AROUND THE WORLD ADVENTURE 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 instructor should quietly and discreetly put the **m, a, p** 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: In the AROUND THE WORLD ADVENTURE episode we were looking for the Sophie the seal. What else were we looking for in that book?

Campers: Super Letters!

Instructor: Yes ...In the show and yesterday we looked for SUPER LETTERS just like the SUPER READERS! We are going to do that again today. But, watch out because they are not

going to be in the same place as yesterday! The SUPER LETTERS that we found yesterday were **PURPLE**, correct?

Campers: No. They are **RED**!!!

Instructor: Did you say **ORANGE**?

Campers: No they are **RED**!

Instructor: Oh, right, red. Once the SUPER READERS find the **RED** SUPER LETTERS they put them into a **basket**?

Campers: No, 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, Red, Whyatt, and Princess Pea figure out where a place is that is surrounded by water and has kangaroos so that they can figure out where their computer friend lives.

Instructor: How can Pig, Red, Whyatt, and Princess Pea figure out where a place is that is surrounded by water and has kangaroos so that they can figure out where their computer friend lives? We need to write the answer in our...Super Duper Computer. Here is our SUPER DUPER COMPUTER board! *Pull out the board.*

Instructor: Today we are looking for the same number of SUPER LETTERS as yesterday. Yesterday there were **6** SUPER LETTERS.

Campers: No, there were 3.

Instructor: Oh, three is right, we are looking for **THREE** Super Letters. Let's count. Count to 3 and draw the hash marks on the board as you UN count together. We are looking for **3** SUPER LETTERS. Keep your eyes on the lookout 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

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.

Instructor: [Just like yesterday the SUPER DUPER COMPUTER is giving us the SUPER STORY ANSWER.](#)

Instructor: [Read the letters with me: m-a-p](#)

NOTE: [Instructor should point to each letter as it is said.](#)

Instructor: [What is the Super Story Answer?](#)

Campers: [map](#)

Instructor: [WONDERRIFIC you're TERRIFIC! The SUPER STORY ANSWER is...FRIEND. What is the question we are trying to answer?](#)

Campers: [How can Pig, Red, Whyatt, and Princess Pea figure out where a place is that is surrounded by water and has kangaroos so that they can figure out where their computer friend lives.](#)

Instructor: [The SUPER STORY ANSWER ism-a-p. Why?](#)

Campers: [Because, Mr. Wigglesbottom used a picture of the world or a map to figure out where Sophie the seal was.](#)

Instructor: [Yes, Mr. Wigglesbottom couldn't use a picture of Sophie to figure out where she was, he needed a picture of the world so he could find a place with ice and penguins. Mr. Wigglesbottom found Sophie in Antarctica because he looked at the map and found. How did the Super Reader's figure out where their computer friend lived?](#)

Campers: [They looked at a map!](#)

Instructor: [Wonderrific, they used a map to find a place surrounded by water where kangaroos live. So where in the world did their computer friend live?](#)

Campers: [Australia!](#)

Instructor: [Wow readers! You are on a roll today!](#)

Instructor:

[Who can tell me where we live?](#)

[Do we have kangaroos living around us? What animals do live around here?](#)

[Are we surrounded by water?](#)

Who can find our continent/country/state on a map?
Does anyone have any friends that live far away?
Where do they live? Let's find them on the map (let campers look at a globe as well to further expose them to geography and geography related vocabulary).

TRANSITION INSTRUCTIONS:

Clap out each child's name by syllable. Example: Is-a-belle, Gi-anna, Ben-ja-min. Use a sing-songy voice to make this more fun. After a child hears their name, they can line up.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if campers are interested, send 2-3 children at a time to use the Wonder Red 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 Wonder Red Rhyming Bingo 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.

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.

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned throughout the camp day, sounding out words in the -un Family
- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- -un Word Cards
- Continent coloring page – Antarctica
- Crayons
- HIP HIP HOORAY song
- Assessment tool (PDF) (If using assessments)
- Computer set to Wonder Red Rhyming Bingo Game
- Take-home sheets

SET-UP FOR ACTIVITY

- Have -un Word Cards ready to go
- Have tables set up with Antarctica coloring sheets and crayons
- Have assessment tool ready to go (If using assessments)
- Have computer set to Wonder Red Rhyming Bingo Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

1) Instructors will review campers abilities to sound out -un Family Words. Each camper is assessed by instructor on their ability to read the -un Family Words (If using assessments)

2) COMPUTER GAME

While campers are being assessed, send 2-3 children at a time to use the Wonder Red computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Wonder Red Rhyming Bingo Game \(Do not click on any other games\), Play together, Take turns, Play until I call you.](#)

- 2) The remainder of the campers will work on the Antarctica sheet for their final project which they will be able to complete and take home on the last day. Ask the campers to recall what the weather was like in Antarctica; can they draw snow in their picture? Make sure to collect the pictures for the project on the last day.
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **PRINCESS PRESTO DAY**
- 7) Campers are given "TAKE HOME" activities:
 - A. **WONDER RED'S FUN -UN**
 - B. **WONDER RED'S FOLLOW THE -UN**
- 7) Campers are sent home with their Mr. Sun craft activity

Princess Presto...



with Spelling Power!

READING CAMP DAY 3

Princess Presto—Spelling Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Princess Presto Golden Crown Spelling Bee game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

Campers are re-introduced to each other and to the instructor, introduced to the days' activities, and provided with a review of the camp rules and the content learned on Day 1 & 2.

8:40-9:05 SUPER WHY & AROUND THE WORLD ADVENTURE VIEWING

Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Princess Prestos to activate their imaginations and get ready to play spelling/encoding activities

9:05-9:15 CLASS COMPUTER TIME

Campers participate in playing the online Princess Presto Spectacular Sounds Bingo game as a whole class. With the whole class helping and calling out, each camper gets a turn picking the letter that makes the sound Princess gives.

9:15-9:45 SUN AND SAND

Campers practice the association between letters and sounds while making letters in the sand and creating a beautiful sun catcher to take home and hang in their windows. This will be as stimulating as a "day at the beach" for our young readers as they explore letters through visual and tactile experiences.

9:45-10:00 SNACK

10:00-10:30 PRESTO!

Campers practice letter-sound correspondence as they play Princess Presto's version of BINGO. Campers will have to stay focused as they try to uncover the animal hiding under the letters on their PRESTO! boards.

10:30-11:00 ALL ABOARD THE LETTER-SOUND TRAIN AND FINDING SUPER LETTERS

This movement activity encourages campers to use imaginative play to practice sound production, letter ID, and identifying words that start with s, u, n, m, a, p (and f, o and g if time and skill level permit)

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers learn to identify letters by hearing their sounds and how to spell sun (and map, and fog if time and skill level permit) by watching a Princess Presto clip then identifying the card printed with the sound the instructor makes and by learning the letter sounds in sun (and map and fog if time and skill level permit).

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT

Campers review and are assessed on their ability to hear a letter sound and identify the letter that makes that sound. They will learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day. Campers will continue to work on their final project. Today they will color North and South America.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To familiarize campers with expectations and to excite campers for the activities of the day including what they are going to learn today (the sounds of the letters **s, u, n** and **if time and skill level permits: m, a, p, f, o, g** and to spell the word sun (and **if time and skill level permits: fog, and map**).
- To clearly understand rules of the camp
- To review what was learned during the Camp Day 1: Letter Identification of letters **r, o, p, e** (**If time and skill level permitted on previous day: s, u, n, m, a**)
- To review what was learned during Camp Day 2: -un Family words.

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- ALPHABET SONG
- Letter Cards to be used for review – **r, o, p, e** (**If time and skill level permitted on the previous day: s, u, n, m, a**)
- -un Family Word Cards
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated into a semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and be ready to tell campers
- Have LETTER CARDS ready to go
- ALPHABET SONG ready to go
- Have -un Family Word Cards available
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has campers re-introduce themselves.
- 2) Instructor takes out the Syllabi and tells campers about Day 3 -

PRINCESS PRESTO DAY (Encoding/Spelling). Camper will learn the sounds of the letters **s, u, n** (If time and skill level permits add: **m, a, p, f, o, g**)

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

Script:

Instructor: Today is PRINCESS PRESTO DAY. What power does PRINCESS PRESTO have?

Campers: SPELLING POWER

Instructor: Oh my peas! PRINCESS PRESTO has SPELLING POWER. Today we are going to practice letter sounds /s/, /u/, /n/ (if time and skill level permits: /m/, /a/, /p/, /f/, /o/, g/) and spell the word sun (and if time and skill level permits: map and fog). We are also going to make sun-catchers, write letters in the sand, have a snack, play PRESTO, and ride a Letter-Sound Train!

- 3) Instructor reviews camp rules by soliciting them from campers
 - a. Raise your hand to speak.
 - b. Listen while others are sharing.
 - c. Follow directions.
 - d. Have fun!
- 4) Campers sing the alphabet song, and use word cards to review letter identification of **r, o, p, e** (If time and skill level permits: **s, u, n, m, a**).
- 5) Campers sing Red's -un word family song (lyrics below) and review -un Family words using word cards.

UN, Sun, Run Wonderrific you're terrific

Bun, Sun, Fun Wonderrific you're terrific

"UN"

8:40-9:05 SUPER WHY & “AROUND THE WORLD ADVENTURE” VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer with internet connection
- Around the World Adventure episode
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: Now it is time to watch the same episode of SUPER WHY we watched on Monday and Tuesday. In this episode, the SUPER READERS jumped into the book THE MAGICAL AROUND THE WORLD ADVENTURE. In this book, the Super Readers are looking for Sophie the Seal. When they try to search the bamboo forest, what makes it hard for them to see?

Campers: Fog!

Instructor: My PEAS you’re AMAZING ! Yes, a huge cloud of fog! Thank goodness Princess Presto knows how to save the day! Today is PRINCESS PRESTO DAY, so pay close attention when she plays her game.

- 2) Watch episode
- 3) After Viewing: Ask Questions about the episode to start conversation.

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

- a. Why couldn't the Super Readers see? What did Princess spell to make the fog disappear? How did that help make the fog go away?
- b. What letters are in the word sun?
- c. Where were they and who were they looking for?
- d. Who did they find instead?
- e. How did Panda help them?
- f. Where does Panda say Sophie is?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate camper's imagination and make each camper part of the learning adventure.

WHAT YOU NEED

- PRINCESS PRESTO Mask
- Scissors
- Hole Puncher
- String
- Stapler
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "PRINCESS PRESTO" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **PRINCESS PRESTO DAY!!!** In the show Princess Presto was one of the Super Readers. What was Princess Presto's Super Power? (PAUSE for campers to answer question.) **PRINCESS PRESTO with SPELLING POWER!** Princess Presto can spell words by saying the sound of a letter and then writing the letter that makes that sound! She writes all the letters until a word is spelled. We are all going to be Princess Presto today...with Spelling Power!

Okay, Super Readers. Let's TRANSFORM and change into **PRINCESS PRESTO**. Ready? Ready!

- 2) Instructor and assistant help campers put on masks and/or crown

Instructor: "Everyone stand up and put your arms in...Put your arms in! (Everyone should be standing in a circle with their

arms in.) [Princess Presto...to the Rescue!](#)" (everyone raises their arm in unison)

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 PRINCESS PRESTO SPECTACULAR SOUNDS **BINGO COMPUTER GAME**

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce letter sound, encoding and spelling skills

WHAT YOU NEED

- Computer set to Princess Presto Golden Spectacular Sounds Bingo game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Princess Presto Spectacular Sounds Bingo game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Princess Presto Golden Spectacular Sounds Bingo game.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Princess Presto computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Princess Presto Spectacular Sounds Bingo Game. Let's listen and Princess Presto will tell us what to do (Listen to the Game Intro). Let's see what sound Princess Presto says! Ok, does everyone know how to play? What do we have to do? Princess Presto is going to say a letter sound and we have to pick which letter makes that sound. Princess Presto is asking us to find the letter that makes the sound (FILL IN LETTER SOUND) Which letter makes the sound (LETTER SOUND)? GREAT! Once all of the letters are picked, we will reveal a special picture underneath!

Class participation Everyone will get a turn to come up and use the mouse to click on the correct letter. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me which letter makes the sound Princess Presto is making. When Princess Presto is making the sound, everyone has to listen or else we won't know which letter she needs.

Call on campers one by one to take a turn using the mouse to pick the correct letter until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out which letter makes the right sound.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Princess Presto Spectacular Sounds Bingo 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. There will be a computer game every day and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: Sun starts with the /s/ sound. Some of you have names that start with the /s/ sound. Say the names of these children and have them repeat the /s/ sound. The rest of you have names that start with different sounds. I am going to get sssssilly today by making *all* of your names start with the /s/ sound. When you think you hear your silly "s" name you may get up.

Examples: Ben would be Sen, Olivia would be Slivia, Rebecca would be Sebecca, Rachel would be Sachel, Billy would be Silly, and Michael would be Sichael)

9:15-9:45 SUN AND SAND

GOALS: WHAT CAMPERS WILL LEARN

- Use a multisensory approach to learning letters and letter sounds
- Enhance creativity while linking art to literacy
- To practice the association between the letter sound and the letter that makes that sound, focusing on **s, u, n (and if time and skill level permits – m, a, p, f, o, g)**.

WHAT YOU NEED

- Contact Paper
- Orange or Yellow construction paper with circles traced and cut out of the centers AND triangles to fit around the sun unless using the sun template provided. Template should be traced onto orange and yellow construction paper
- Yellow and orange tissue paper cut into 1- inch squares
- Yellow and orange colored sand
- Glue sticks
- Letter stickers or felt letters
- Scotch tape for hanging in the windows
- Shallow pan or dish (one per 2 children)
- Princess wands (optional)
- Chalk or dry erase board
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Cut tissue paper into 1- inch squares
- Have a pre-made example ready
- Put a thin layer of sand in trays and have wands and letter cards available
- Prepare the Sun Catchers (Instructor completes steps a and b activity instructions)
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

- **Prepare Sun-Catchers (instructor Does this part)**
 - a. Trace and cut the sun from the center of two pieces of construction paper. Be sure they are identical.
 - b. Set one of the two suns aside and place the other sun on top of a piece of contact paper. The contact paper should be about an inch larger than the construction paper.

ACTIVITY INSTRUCTIONS

1. Decorate Sun Catchers (campers complete this part)

- a. Attach pieces of tissue paper to the sticky side of the "window" of the sun shape. Stick letters s, u, n to the contact paper to make the word sun.
- b. Glue the other piece of construction paper down to the first by lining up the suns very carefully, keeping the "window" from being covered.

When campers are finished decorating their Sun-Catchers, instructor needs to cut another piece of contact paper a little larger than the sun shape and press it down on top of the tissue paper side of the sun. This will seal it all together. Trim around the sun shape leaving about a half inch frame.

Skill Level Options:

Level 1: Instructor passes out letters s, u, n. Instructor says the first sound in the words sun, campers must identify which letter makes this sound and stick it to their sun catchers. Instructor makes the /u/ sound and then the /n/ sound.

Level 2: Instructor passes out a variety of letters including s, u, n. Instructor slowly sounds out the word sun and campers must find each letter and place them in the correct order.

2. Sand Writing

After completing Sun-Catchers, campers will work on creating letters and words in the sand using their fingers or magic wands. Instructor will call out a sound, and campers will write the letter in the sand. Letter cards will be available for campers to refer to as a visual reference.

SKILL LEVEL OPTIONS

Level 1: Instructor says a letter sound and students write the letter in the sand. Use the letters s, u and n to spell sun.

Level 2: Instructor says a word and campers sound out the entire word in the sand. Words sun, map, and fog can all be used.

DEMONSTRATE

Explain to campers what a Sun-Catcher is and show them the pre-made model.

Script:

Instructor: Princess Presto saved the day by making the sun appear. She used her spelling power to make the sun come out. Today we are going to use our spelling power to “catch” the sun. We are going to make Sun-Catchers!

Show campers the pre-cut suns and show them how to make the word sun by sticking letters s, u, n on the sticky side of the “window”. Tissue paper will be stuck on this side too.

Instructor: Everybody watch how I stick a letter to the sticky side of my sun. Instructor models sticking a letter onto the sun. Now, watch how I decorate my sun using tissue paper.

Instructor models sticking on a piece of tissue paper.

Remember, we want to make the foggy/sticky part disappear so cover all of it with the tissue paper. Instructor passes out materials for Sun-Catchers only.

Okay all of you stupendous spellers, get ready to listen. We need to spell the word sun just like Princess Presto did in the story. I will say each sound, and you hold up the letter that makes that sound. Ready, here we go. (Pause) /s/, what letter makes the sound /s/? S! /u/, what letter makes the sound /u/? And the last letter, what letter makes the /n/ sound? N! (Write the letter after each letter sound is identified.) Sun! Super Spelling! Now hold up your Sun-Catcher and look at your word! What word did you make? Campers: Sun!

Instructor: What super BRIGHT spellers you are!

Now we are going to complete our Sun-Catcher. Use your tissue paper to decorate your sun. Remember to cover up all the sticky space.

Walk around and assist as needed. As campers finish, help them glue the other piece of construction paper down to the first by lining up the suns very carefully, keeping the “window” from being covered.

Place a piece of contact paper a little larger than the sun shape and press it down on top of the tissue paper side of the sun. This will seal it all together. Last, trim around the sun shape leaving about a half-inch frame. After they all dry, either send them home or display them in the windows of the classroom.

Instructor: Now that we have sun, maybe we should go to the beach! Well, we can't really go to the beach, but we can play in the sand! Hold up a tray of sand. Go over rules about the sand. (Please keep it in the tray, keep trays on your table, you will need to share or take turns with your neighbor).

We are going to use this sand to practice letter sounds. We are also going to use our fingers (and magic wands if available) to make letters in the sand. After we make a letter, we can "erase" the letter with our hands by gently wiping the letter away. Let me show you what I mean. Model making the letter s and then wipe it away. Be sure all campers can see the tray. They may have to gather around you at the table to see the demonstration.

Pass out trays (and magic wands if available).

Instructor: Now that we are all set up, let's get ready to SPELL! First, we are going to make the letters in the word sun. I will say the sounds in this word and you will make the letter. The first sound in the word sun is /s/. What letter makes the /s/ sound?

Campers: S!

Instructor: Oh my peas! You are stupendous spellers! Write a lower case s in the sand!

Instructor: Okay, wipe away the s and figure out which letter comes next.

Instructor writes s on the board. Instructor continues with this procedure until words sun, map and fog are all spelled (depending on skill level). After each letter is made independently, students can then make the entire word in the sand. Assistant should walk around to be sure campers are sharing and turn-taking with the trays.

COMPUTER GAME

If campers finish the activity early, send 2-3 children at a time to use the Princess Presto 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 Princess Presto Spectacular Sounds Bingo 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.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: [Princess Presto saved the day by bringing out the sun. First she had to figure out what letter sun started with. Who knows what letter sun starts with? It makes the /s/ sound.](#)

CAMPERS: [S!](#)

INSTRUCTOR: [Yes, Now you are going to tell me another word that starts with the /s/ sound. Call on each child and prompt them if needed. If children run out of /s/ words, move on to /u/ and /n/ words. Continue until everyone is in line for hand-washing.](#)

9:45-10:00 SNACK BREAK

10:00-10:30 PRESTO!

GOAL: WHAT CAMPERS WILL LEARN

- To reinforce hearing a sound and associating it with the letter that makes that sound
- Identifying animals from around the world.
- Listening for and recognizing sounds in words

WHAT YOU NEED

- Color pictures or photographs of animals from the episode – kangaroo, panda, monkey, camel, seal, penguin, moose printed on square paper.
- Small letter cards including , s, u, n, m, a, p, f, o, g, r, e, b cut – enough for cover every camper’s to get 9 cards
- Wooden dowels
- Foil, ribbon, glitter, sequins
- Stars cut from thick paper or foam
- Scissors
- Tape
- Glue
- Magnetic tape
- Small paper clips
- Completed wand to use as a model
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Pass out wooden dowels/sticks, stars, foil, ribbon, glitter, glue, sequins, scissors and magnetic tape.
- Place small paper clips on each letter square to make them magnetic
- Find part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Show campers a completed magic wand. Allow them to be creative and create their own magic wands.
- 2) Once the magic wands are complete, show campers how to stick magnetic tape to the back of the star to make the magic wands magnetic.

- 3) Pass out PRESTO (bingo) cards. Have students look at the animals on their cards and identify them. Discuss the animals and how they relate to the Super Why Around the World Adventure episode.
- 4) Randomly pass out letter squares so all campers will have different amounts of different letters (tell campers to please leave paper clips in place) and help students cover up the picture using letter squares. Go over the letters as you cover up the animals. Instructor says a sound, campers hold up that letter and make its sound.
- 5) Begin the game by pulling out a letter from a hat/container and calling out its sound.
- 6) Campers must take that letter off their PRESTO boards. As in BINGO, the first camper to uncover a row of animals wins! Use magic wands to clear the board.

SKILL LEVEL OPTIONS

Level 1: Letters s, u, n, m, a, p are used. Instructor says the sound and campers find corresponding letter.

Level 2: Letters s, u, n, m, a, p, f, o, g are used. Instructor says a sound and campers find corresponding letter. Campers spell words (sun, fog, and map) using letter cards that they take off their boards.

7) DEMONSTRATE

Script:

Instructor: Today we transformed into Princess Presto! Princess Presto has the power to spell and she uses her magic wand to give her spelling power. We are going to create our own magic wands today and use them to help us spell and sound out letters!

Pass out all materials for magic wand and show them a completed magic wand. Explain what all of the materials will be used for and allow students to be creative. Not all the wands will look the same. Walk around and help as needed.

Once wands are complete, walk around and help students stick magnetic tape to the back of the stars on their wands.

Instructor: Now that we have magic wands, we are ready to play PRESTO! Pass out PRESTO boards with pictures of animals on them.

All of the animals on these boards are animals we met in the Super Why episode. Have a discussion about the animals.

Example: Who has the Kangaroo? Where do Kangaroos live? When did we see a kangaroo in the episode? When possible point out targeted letters and letter sounds in the animal names.

Instructor: Now I am going to pass out your PRESTO letter squares. This is just like letter sound BINGO! You will use them to cover up your animal. Please keep the paper clips on the letter squares.

I am going to choose a letter and make its sound. If you have this letter on your card, take it off. You may have more than one of a letter on your board and you can take them all off when you hear their sound.

The camper who clears a row of their letters first yells, PRESTO! and wins the game. He/she must then use hold up their letters and tell us their sounds.

The rest of the class clears off their boards using their wands and the game starts over.

Have kids take turns calling out the letter sounds to the class.

10:30-11:00 ALL ABOARD THE LETTER-SOUND TRAIN AND FIND SUPER LETTERS

GOALS: WHAT CAMPERS WILL LEARN

- To use all three letter skills: Sound production, letter identification, and finding a word that starts with that letter sound for **s, u, n (and if time and skill level permits – m, a, p, f, o, g)**
- To use imaginative play and movement while practicing reading skills.

WHAT YOU NEED

- Letter Cards of **s, u, n (and if time and skill level permits - m, a, p,)**
- A large space (outdoors or in a gym work best)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers spread out in the instructional space, arms width apart
- Have letter cards **s, u, n (and if time and skill level permits – m, a, p, f, o, g,)** accessible
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Have all campers create a "train" by standing in a line and holding onto the shoulders of the person in front of them. The train starts out in the continent of North America (let them know that's where they live). Discuss what the environment is like there and what animals live there based on the episode. The first camper is the leader/the engine who will get to call out the sound.
- 2) The Instructor will show the leader a letter on a letter card. The leader will shout out this letter SOUND and begin to move forward.
- 3) Campers will follow the leader (being careful not to break the train) and take turns in the order of the train, calling out words that begin with that letter.
- 4) After all campers had a chance to call out a word, the teacher shouts "STOP" and then "ALL ABOARD FOR _____" and names a different continent from the episode. This is when the leader moves to the back of the line as the caboose and a new

leader takes his place (the person behind him/her). This continues until everyone has a turn (time permitting).

Try to get every camper to think of a word beginning with the letter sound that the leader calls out.

DEMONSTRATE

Script:

Instructor: In the book, *The Magical Around the World Adventure*, *The Super Readers* and *Mr. Wigglesbottom* get to travel the world. Today we are going to go on an imaginary trip around the world. We'll get to visit different continents, - Asia, Africa, Australia, South America...

Who's ready for an AROUND THE WORLD ADVENTURE?

Campers: WE ARE!

Instructor: First we need to make a train...a Letter-Sound Train. Instructor lines children up and has them hold onto the shoulders of the child in front of them.

Instructor: When you are in the front of the train, you are the leader. The leader has an important job. He/she must look at the letter that I show him/her, call out its sound really loud, and then begin to move and lead the train all around. The leader can go fast or slow.

After you hear the leader call out a letter sound, the rest of you must think of a word that starts with that sound and call it out really loud for all of us to hear. We will go in order all the way down to the caboose, the last child on our train.

Ready readers! We all live in North America, that's we are starting out. We are going to travel to South America first. That is where the *Super Readers* met a monkey in the jungle!
ALL ABOARD FOR SOUTH AMERICA!

Show leader the first letter. Leader calls out its sound and begins to move. The rest of the campers (behind the leader) take a turn, in order, calling out a word that starts with that letter.

Instructor: STOP! SWITCH! ALL ABOARD FOR ASIA! Leader moves to the back. Instructor shows the new leader a letter,

that leader calls out the sound. This continues until all campers get a turn being the leader.

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 AROUND THE WORLD ADVENTURE 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 instructor should quietly and discreetly put the **m, a, and p** 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 are always searching for the Sophie the seal and something else inside the book. On the count of three let's shout out what they are looking for. All together.....1, 2, 3!

Campers: The SUPER LETTERS!

Instructor: Super Letters! And we put them in our...Super Duper Computer. Here is the SUPER DUPER COMPUTER board!

(Point out the board)

Instructor: We are looking for how many super letters?

Campers: 3!

Instructor: Three. Let's count. *Count to 3 and draw the hash marks on the board as you all count together.* Oh my peas! Six, we are looking for three Super Letters.

Instructor: Who can remember what the SUPER LETTERS are that give us the Super Story Answer?

Campers: M, a, p (*don't worry if they are not in the correct order.*)

Instructor: Who can remember the SUPER STORY ANSWER that the SUPER LETTERS spell?

Campers: Map!

Instructor: Let's find the Super Letters again and see what they spell. And then we will know how the Super Readers can figure out where their computer friend lives!

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 board.

Instructor: Look we found all of our Super Letters and put them all in our...SUPER DUPER COMPUTER. And look we got our answer to how the Super Readers can figure out where their computer friend lives. What Word is our Super Story Answer?

Campers: Map

Instructor: It's the word map. Read the letters with me: m-a-p

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

Instructor: Have you ever had to search for a missing toy or a person.

Campers: *(Give them a simple example about not being able to find your dog or searching for a special toy, or playing hide-and-seek.)*

Instructor: How did you find what you were looking for? Do you think a map could have helped you? Could you draw a map of your home or your street or your school?

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if campers are interested, send 2-3 children at a time to use the Princess Presto 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 Princess Presto Spectacular Sounds Bingo 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.

11:20-11:40 EXTENDED LEARNING

GOALS: WHAT CAMPERS WILL LEARN

- To identify a letter by hearing its sound (ex. What letter makes the sound /s/ sound?)

WHAT YOU NEED

- PRINCESS PRESTO GAME Clip
- Letter Cards, one set for each child, with the letters:
s, u, n (and if time and skill level permits – m, a, p, f, o, g)
- Dry erase board
- Marker
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers seated in a semi-circle with a clear view of the television.
- Have PRINCESS PRESTO GAME clip ready
- Give each camper LETTER CARDS printed with:
s, u, n (and if time and skill level permits – m, a, p, f, o, g)
- Set up dry erase board and marker
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Show PRINCESS PRESTO clip to campers
- 2) 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: [The Super Readers were caught in a fog and couldn't see anything. She spelled the word sun to make the sun come out. The sun made the fog go away and the Super Readers could see again.](#)

Instructor: [Splendid! She spelled the word sun to make the fog go away.](#)

- 3) Hand the children the letter cards **s, u, n (If time and skill level permits – m, a, p, f, o, g)**. Have each camper lay them out on the ground.

- 4) 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 /s/ sound? Elicit responses from as many campers as possible. Sun, snake, sad, seal, sand...s makes the.../s/ sound.

Repeat this several times with all of the letters.

- 5) Instructor makes a letter sound and then says, "POOF!" When the instructor says, "POOF!" the campers have to find the card 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. Look through your letter cards and find the letter that makes that sound. When I say "Poof!" hold the letter up.

What letter makes the sound /s/? (If they need it: Like in snake and sun, say words that start with that letter, sand.) If a camper picks up a letter that does not make the sound said by the instructor, correct them. Tell them which letter they held up 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 letter cards.

- 6) This same activity should be repeated, without the cards. Campers should say the letter by name. Repeat letters until all campers have had a turn. If there is time and interest ask the camper(s) to air write the letter after they answer the instructor.

Instructor: Now I am going to collect your cards and we are going to try it by just saying the letter name. Remember, to raise your hand and DON'T shout out the answer. Everyone will get a turn. (ex. Instructor makes the sound /s/ and then says, "POOF" the campers will raise their hands and say the letter name "s".)

- 7) Campers will learn to use letter sounds to learn to spell the words **sun**.

Instructor: Now let's spell the word that Princess Presto spells in the show. We are going to spell the word sun. 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 map and fog if time and skill level permit.)

11:40-12:00 WRAP UP, COMPUTER GAME COLORING ACTIVITY AND ASSESSMENT

GOALS: WHAT CAMPERS WILL LEARN

To review what was learned throughout the camp day: Hear a letter sound and name the letter sounds for the letters **s, u, and n (and if time and skill level permits – m, a, p, f, o, g)**

- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- Letter Cards for letters **s, u, n (and if time and skill level permits – m, a, p, f, o, g)**
- Continent coloring pages – North and South America
- HIP HIP HOORAY song
- Assessment tool (PDF) (If using assessments)
- Computer set to Princess Presto Spectacular Sounds Bingo Game
- Take-home work sheets

SET-UP FOR ACTIVITY

- Have letter cards with letters **(and if time and skill level permits - s, u, n, m, a, p, f, o, g)** ready
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go
- Have computer set to Princess Presto Golden Spectacular Sounds Bingo Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

- 1) Instructors will review camper's ability to hear a letter sound and identify the letter that makes that sound. Each camper is assessed by instructor on their ability to identify the letters after the letter sounds are made for letters **s, u, n (and if time and skill level permitted – m, a, p, f, o, g). (If using assessments)**

2) COMPUTER GAME

While campers are being assessed, send 2-3 children at a time to use the Princess Presto computer game. Make sure campers restart the game to start from the beginning each time. Check off their

names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Princess Presto Golden Spectacular Sounds Bingo Game \(Do not click on any other games\)](#), [Play together](#), [Take turns](#), [Play until I call you](#).

- 4) The remainder of the campers will work on coloring in North and South America. Ask the campers to recall what the weather was like in South America? What was the land like? Can they draw a jungle in South America? We live in North America! What is the land like in North America? What animals do we have here? Remember to collect all of the pages for the final project on Day 5.
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **SUPER WHY DAY**
- 7) Campers are given "TAKE HOME" activities:
 - A. PRINCESS PRESTO'S ANIMAL FRIENDS!**
 - B. PRINCESS PRESTO'S S-U-N PHOTO ALBUM!**
- 8) Campers are given their Sun and Sand activity to take home.

Super Why...



with the Power to Read!

READING CAMP DAY 4

Super Why—Reading Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Super Why Right On Reader Matchup game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

Campers are re-introduced to each other and to the instructor, introduced to the day's activities, and provided with a review of the camp rules and the content learned on Day 1, 2 & 3.

8:40-9:05 SUPER WHY & AROUND THE WORLD ADVENTURE EPISODE VIEWING

Campers watch the same full episode to promote mastery of the SUPER WHY series and the literacy skills it teaches. They transform into Super Whys to activate their imaginations and get ready to play vocabulary and comprehension activities.

9:05-9:15 CLASS COMPUTER TIME

Campers participate in playing the online Super Why Right On Reader Matchup game as a whole class. With the whole class helping and calling out, each camper gets a turn picking two cards to try to find matching synonyms.

9:15-9:45 POSTCARDS

Campers practice reading and writing skills they learn about continents and climates. Campers learn how to use words to complete sentences as they create their own postcards. Campers use words and illustrations to express themselves creatively.

9:45-10:00 SNACK

10:00-10:30 WOOFSTER WORDS

Campers work on their word power by creating take-home, picture dictionaries. They will learn new vocabulary and will have to match words with pictures. Campers will also use alphabet knowledge to find letters in words.

10:30-11:00 SUPER WHY'S POWERFUL PROPS

Campers try reading a short story about the episode but there are too many words missing. They have to choose a prop from Super Why's Mystery Box and find its corresponding label from a group of words, and then they have to use their reading power and context clues to figure out which blank space the word goes in. Finally, the campers try to act out the sentence to show the effects different words have on the meaning of a sentence.

11:00-11:20 FREE PLAY OUTSIDE

11:20-11:40 EXTENDED LEARNING

Campers View & Play the clip of SUPER WHY changing the sentence WIGGLESBOTTOM HAS A PICTURE OF SOPHIE to WIGGLESBOTTOM HAS A PICTURE OF THE WORLD learn that words in a sentence can be changed to change the meaning of that sentence and that there is one word written for each word said (one to one correspondence).

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY, AND ASSESSMENT

Campers review and are assessed on their abilities to read words in a sentence and change some of those words to change the meaning of the sentence and learn and sing the HIP HIP HOORAY song to celebrate what they have learned that day. Campers will work on completing their final project. Today they will color in Europe, Asia and Africa and a coloring page of animals from around the world.

8:30-8:40 INTRODUCTION AND REVIEW OF PREVIOUS DAYS' MATERIAL

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To familiarize campers with expectations and provide excitement for the activities of the day including what they are going to learn today (reading words and sentence comprehension).
- To clearly understand rules of the camp
- To review what was learned throughout Camp Day 1:
Letter Identification by letter name of letters **r, o, p, e (If time and skill level permits: s, u, n, m, a)**
- To review what was learned throughout Camp Day 2:
Reading -un Family words.
- To review what was learned throughout Camp Day 3:
Identify letters by their sounds using letters **s, u, n (If time and skill level permitted: m, a, p, f, o, g)** and spell **sun**.

WHAT YOU NEED

- Storybrook Village Name Tags for each camper (same as from previous day)
- The Syllabi
- A list of rules
- ALPHABET SONG
Letter Cards to be used for review – **r, o, p, e (If time and skill level permits: s, u, n, m, a)**
- -un Family Word Cards
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated into semi-circle with instructor as focus
- Storybrook Village ID Cards ready to be attached to campers
- Know the activities of the day and be ready to teach campers
- Have LETTER CARDS ready to go
- ALPHABET SONG ready to play
- Have -un Family Word Cards available
- Find part in INSTRUCTORS INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor goes around the circle and has each camper re-introduce himself/herself.
- 2) Instructor takes out the Syllabi and tells campers about Day 4 - SUPER WHY DAY (Reading Words and Reading Comprehension). Explain how changing words in a sentence changes what that sentence means.

Script:

Instructor: Today is SUPER WHY DAY. SUPER WHY has the POWER to (PAUSE)...READ. Today we are going to change words in sentences to change the meaning of the sentence. We are also going to create postcards, make take-home, picture dictionaries, and play with Super Why's Powerful Props!

- 3) Instructor will review CAMP rules by soliciting them from campers
 - Raise your hand to speak
 - Listen while others are sharing
 - Follow directions
 - Have fun!
- 4) Campers will sing the alphabet song, and review letter identification of **r, o, p, e** (If time and skill level permitted: **s, u, n, m, a**) using word cards.
- 5) Campers will sing Red's -un word family song (lyrics below) and review reading -un Family words using word cards.

UN, SUN, RUN, Wonderrific you're terrific

BUN, RUN, FUN, Wonderrific you're terrific

"UN"

- 6) Campers will identify a letter by hearing its sound (**s, u, n, and if time and skill level permits - m, a, p, f, o, g**) and practice spelling the words **sun**.

8:40-9:05 SUPER WHY & "AROUND THE WORLD ADVENTURE" VIEWING

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers with the SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer with internet connection
- Around the World Adventure episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide a verbal introduction to the show.

Script:

Instructor:

We are going to watch AROUND THE WORLD ADVENTURE episode of SUPER WHY one more time before we show it to our guests tomorrow. We have been a different Super Reader each day this week. Who have we been?

Campers:

ALPHA PIG, WONDER RED, PRINCESS PRESTO.

Instructor:

And today is...SUPER WHY DAY! We get to be Super Why all day, so pay close attention when his part comes onto the TV, ok?!

- 2) Watch episode
- 3) After Viewing: Ask questions about the episode to start conversation.

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

- a. What animal does Mr. Wigglesbottom talk to in Africa?
- b. What does the camel say and what does he show Mr. Wigglesbottom?
- c. What does the picture on the Sophie's postcard show?
- d. Does the postcard show Mr. Wigglesbottom and the Super Readers where in the world Sophie is?
- e. What does Mr. Wigglesbottom need so that he can find Sophie?

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate campers' imaginations and make them part of the learning adventure.

WHAT YOU NEED

- SUPER WHY Mask
- Scissors
- Hole Puncher
- String
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers stand in a circle with the instructors leading "arms in."
- Have props cut out and ready for the children to wear
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Follow the script below to help campers transform into "Super Why" just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is **SUPER WHY DAY!!!** In the show Super Why was one of the Super Readers. What is Super Why's Super Power? (PAUSE for campers to answer question) SUPER WHY with the POWER to READ! Super Why can read and change the words in a sentence to change the meaning of the sentence. We are all going to be Super Why today...with the Power to Read.

- 2) Instructor and assistant help campers put on Super Why masks.

Script continues:

Instructor:

Okay, Super Readers let's TRANSFORM and change into SUPER WHY. Ready? Ready!

“Everyone stand up and put your arm in.....Put *your* arm in!
(Everyone should be standing in a circle with their arm in.)
Super Why...to the Rescue (everyone raises their arm in
unison)!”

- 3) Make sure to collect the props. These will need to be saved for Day 5 when the campers will choose who they want to transform into.

9:05-9:15 SUPER WHY RIGHT ON READER MATCHUP COMPUTER GAME

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce comprehension and letter identification skills

WHAT YOU NEED

- Computer set to Super Why Right On Reader Matchup game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Super Why Right On Reader Matchup game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Super Why Right On Reader Matchup.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for UN children to see.

Instructor:

Today you are also going to be able to take turns playing a Super Why computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Super Why Right On Reader Matchup Game. Let's listen and Super Why will tell us what to

do (Listen to the Game Intro). Ok, does everyone know how to play? What do we have to do? We need to find two cards with words that are synonyms. Who can tell me what a synonym is? [Campers: Words that mean the same thing] That's right! They are words that mean the same thing, like small and little are synonyms or clever and smart are synonyms.

Class participation Everyone will get a turn to come up and use the mouse to pick two cards. But everyone should play along every time. I will call on one of you. You come up and together with the class tell me if the two words are synonyms, if they mean the same thing.

Call on campers one by one to take a turn using the mouse to pick two cards. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out if the words are synonyms. Encourage the campers to remember where words already picked were on the board.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Super Why Right On Reader Matchup 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. Remember, a computer game will be available everyday and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. **DO NOT** allow campers to play on the computer instead of participating in the activities provided in the curriculum.

TRANSITION INSTRUCTIONS:

INSTRUCTOR: Super Why and all the Super Readers traveled around the world to different continents in their Around the World Adventure. When I call on you, tell me one place the Super

Readers visited during this episode (accept answers such as desert and jungle as well as the actual names of continents).

9:15-9:45 POSTCARDS

GOAL: WHAT CAMPERS WILL LEARN

- To create write a postcard by completing pre-written sentences
- To create illustrations on a postcard using knowledge of various continents

WHAT YOU NEED

- Postcard printable – enough for each child to have four postcards.
- Crayons
- Real postcards to show the campers
- A map
- Word “stickers” including small pictures or rebus symbols including different types of weather (sunny, foggy, rainy, and snowy) different continents (Africa, Asia, South America, and Antarctica) and animals (camel, panda, penguin, and monkey) to use when filling in the blanks on the postcards
- INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have a large map of the world including all of the continents on display in the room.
- Pass out crayons, markers, postcards, and stickers.
- Write post card sentences on the board so that all the campers can see them

We are having fun in _____.

The weather is _____.

I saw a _____ today.

See you soon.

Your friend,

- Find the part in INSTRUCTOR’S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Instructor points out 3-4 continents on the map and discusses each continent using details from the episode.
- 2) As a class, campers choose which continent they would like to visit first.
- 3) Instructor guides campers in filling out each sentence on the postcard. Instructor writes in the correct word for each blank

and campers find the matching word sticker and put it in the same blank on their postcards.

SKILL LEVEL OPTIONS:

Level 1: After choosing a continent, instructor passes out only three word choices to put in the blanks on the postcards. After deciding on which word goes in the first blank, campers find the word and put it on their postcard blank. The teacher gives the students clues for the correct word such as naming the first or last letter in the word. This continues until all three blanks are filled in. Campers sign the postcard with a name sticker.

Level 2: Instructor passes out six words to choose from. After deciding on which word goes in the first blank, campers find the word and put it on their postcard blank. The teacher gives the students clues for the correct word such as naming the first or last letter in the word. This continues until all three blanks are filled in. Campers sign the postcard with a name sticker or by writing their own name in the blank.

Level 3: Instructor passes out nine words to choose from. After deciding on which word goes in the first blank, campers find the word and put it on their postcard blank. This continues until all three blanks are filled in. Campers sign the postcard by writing their own name.

4) DEMONSTRATE:

SCRIPT

Instructor: What did Sophie the Seal send her friend Mr. Wigglesbottom?

Class: A postcard!

Instructor: Yes, a postcard! Has anyone here ever received a postcard? Has anyone ever sent a postcard? Who sent a postcard in the Super Why show we watched this morning?

Campers: (allow campers to discuss personal experiences and the story from the episode)

Instructor: Here are some postcards from around the world. I will pass them out for you all to look at. When you are far away from a friend or a family member you could call them on the phone, write them a letter, or send them a post card.

Today you are all going pretend to travel to a different continent and you are going to create your own postcards.

All of your postcards have three sentences on them. Read the sentences with blanks. We have to decide where we are traveling and then fill in the blanks.

Let's look at the map. The Super Readers started out in North America then they went to South America, then Asia, then Africa, and finally Antarctica. The Super Readers didn't go to this continent (point to Australia) but this is where their computer friend lives. Who knows what this continent is called?

Campers: Australia

Use a pointer to show campers the path that the Super Readers took. Instructor has campers raise hands to vote on a continent to visit. If campers are not yet able to understand and participate in this type of vote, instructor should choose continent.

SUPER! (EXAMPLE) We are going to travel to Africa! Everyone put out your arms, shut your eyes and imagine you are a Super Reader flying to Africa! Make flying noises as you model this for the class.

We've landed in Africa. Now we have to fill in our postcards. I am going to pass out word stickers for you to glue on your postcards.

Let's figure out what word goes in the first. The sentence says:

We are having fun in _____.

Where are we? It is very hot and we are in a big desert! [WRITE Africa, South America, Asia on the board] Are we in Africa, South America or Asia? Oh yes! Africa. Now you find the word Africa and stick it in the blank on your post card in the sentence We are having fun in _____.

The next sentence says:

The weather is _____.

When the Super Readers went to Africa, they landed in a desert. Is the desert [WRITE sunny, rainy, snowy on board] rainy, sunny or snowy?

Campers: Sunny!

Instructor: The desert is very hot, so it is sunny! So find the word sunny and glue it to the space in the sentence, The weather is _____.

The last sentence says:

I saw a _____ today.

What would we see when we got to the African desert?

[WRITE moose, panda, camel on board]

Class: A camel!

Instructor: My word, you really are super! Yes, they met a camel. Camels live in deserts. Now you find the word camel and glue it to the space in the sentence, I saw a _____ today.

The last thing to fill out is your name! Write your name underneath where it says From on the postcard. From starts with the letter F.

Now color in a picture of what you would have seen in Africa on the front of your postcard! Think about who you would want to send this postcard to. I will come around and write in/help you write their name for you!

CONTINUE making as many postcards as possible using the words appropriate for each continent:

Asia, Foggy, Panda

South America, Rainy, Monkey

Antarctica, Snowy, Penguin

Make sure to give the campers three words to choose from for each question.

Make sure to send postcards home at the end of the day.

COMPUTER GAME

If campers finish the activity early, send 2-3 children at a time to use the Super Why 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 Super Why Right On Reader Matchup 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.

9:45-10:00 SNACK BREAK

10:00-10:35 WOOFSTER WORDS

GOAL: WHAT CAMPERS WILL LEARN

- Increase vocabulary knowledge
- Learn about the purpose of a dictionary
- Create a picture dictionary to take-home and share with family members

WHAT YOU NEED

- The Woofster Game Clip
- 8 images with words for picture dictionary – fog, rope, quicksand, map of the world, desert, jungle, panda, kangaroo – a set for each child and one set for teacher
- Cover page for dictionary featuring Woofster and Super Why and a blank line for child's name
- Black board, dry erase board, or chart paper
- Stapler
- Black board, dry erase board, or chart paper
- Crayons (not markers, they will bleed through pages)
- A completed dictionary to show students
- A real children's dictionary (optional)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Have Woofster Game Clip ready
- Hand out the eight pages from the dictionary to each child
- Pass out glue sticks, crayons and pages (LEVEL 2&3)/books (LEVEL 1) for each table
- Have children sit in a semicircle around instructor
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

- 1) Watch the Woofster Game Clip together.
- 2) Show campers a real children's dictionary and explain the purpose of a dictionary. Show campers a model of a completed picture dictionary. Show campers pictures and words on each page.
- 3) Pass out the pictures to each child.

- 4) Read one of the words and allow campers to find the picture that matches the definition. These should be in alphabetical order. (desert, fog, jungle, kangaroo, map, panda, quicksand, rope)

SKILL LEVEL OPTIONS

Level 1: Instructor says a word, defines it and then asks the campers to find the matching picture

Level 2: Instructor says a word and then asks the campers to define it themselves and then find the picture.

Level 3: Instructor says a word, the campers have to find the matching picture and use the word in a sentence.

- 5) Have the children color in that page
- 6) When all eight pictures have been colored in, staple the books together with the images in order and the cover on top.
- 7) Have campers describe the characters on the front of the page. Talk about Super Why and his dog Woofster. Discuss Woofster's power. Instruct campers to color in the cover. Help campers write their names.
- 8) When the book is complete, go through and show campers how the words are in alphabetical order. Be sure an alphabet is posted so campers can see that the first word, desert, begins with d, which comes before the other beginning letters in the alphabet.

DEMONSTRATE

Instructor: Hold up a picture of Woofster. Does anyone know who this is?

Campers: That's Woofster!

Instructor: Woofstastic! This is Woofster, Super Why's dog. He has a special power called Dictionary Power. Does anyone know what a dictionary is?

Campers: Prompt and encourage answers – many children may refer to them as “books” others will not know anything about them

Instructor: There are many different dictionaries; this one is a picture dictionary. It shows you pictures and tells you what words mean. If you are reading or listening to a story and don't know what a word means, you can look it up in this dictionary to find out.

Hold up your model dictionary. I made this dictionary myself. Today, you are all going to make your own dictionaries using words from Super Why's Around the World Adventure! You will get to take them home and read them to your families! You all have 8 pages for your dictionary. You have words written on each page. I am passing out pictures for your dictionaries. Hold up each picture and say its name as you pass it out. Spread out your pictures and your words in front of you. I am going to say one of Woofster's words and your job is to find the picture that goes with that word.

Use leveling instructions here

1st WORD – Fog, A large wet, cloud on the ground

Campers hold up the picture fog

Instructor: Fog! Wow! You all have dictionary power!

Instructor: Excellent, give yourselves a thumbs up. Now you need to find the page that has the word fog on it.

Campers: Hold up page with fog written on it.

Instructor: WHAT WODERFUL WORD FINDING! You have dictionary power!

Now glue the picture of fog above the word and set this page aside.

Continue this procedure for all words. Use leveling as needed for helping campers find words. For level 3, encourage the students to use the words in a sentence, if they can, they can write the sentence in the space under the word in the dictionary.

Definitions:

1. Fog: a cloud of small drops of water that is close to the ground
2. Jungle: a hot, rainy place covered with trees and vines, where lots of animals and bugs live
3. Kangaroo: a large animal that hops on its two back legs and carries a baby in its pouch
4. Map: a picture of the world that shows where places or things are

5. Panda: a large animal with black and white fur that looks like a bear
6. Quicksand: loose, wet sand that things sink into and get stuck
7. Rope: A strong, thick string sometimes used for pulling, hanging or lifting things.
8. Desert: A hot, dry sandy area of land

TRANSITION INSTRUCTIONS:

Instructor: Dictionaries are always in alphabetical order. Let's practice out alphabet by singing Alpha Pigs song. I am going to sing the song and skip letters. I will point to you when it's your turn. Your job is to say the letter I skipped. After you sing your letter, you can have a seat at the table. ABC Sing with me!

___, b, c, d, _____, f, g, h, i, j, k, l, _____, n, _____, p, q, _____, s t, _____, v, w, _____, y, _____

You will need to sing the song 2-3 times depending on how many children are in the class. Be sure to skip targeted words as much as possible (r, o, p, e, m, a, p, s, u, n)

CAMPERS: (call out missing letters as you sing)

10:30-11:00 SUPER WHY'S POWERFUL PROPS AND FIND SUPER LETTERS

GOAL: WHAT CAMPERS WILL LEARN

- To use context clues to figure out a missing word in a sentence
- To act out scenes using props
- To read words: **quicksand, rope, cloud, sun, seal, world**
- To demonstrate understanding of the words: quicksand, rope, fog, sun, seal, world, map
- To label and match objects to words
- To recall and retell events from the episode

WHAT YOU NEED

- Printouts of the "Powerful Props" (i.e. quicksand, sun, world, map, seal, etc.) Enough for each child to get one "prop". If available, feel free to use actual props instead of the printouts (for instance, cotton balls for fog, wet sand in a bag for quicksand, a stuffed seal...)
- Super Why's Mystery Box – a shoebox covered in construction paper with question marks drawn all over it and a picture of Super Why glued on it, cut a large hole in the top (large enough for children's hands and prop to come out of)
 - Picture of Super Why
 - Glue
 - Construction paper
 - Marker
 - Shoe box
 - Scissors
- Chalk or dry erase board
- Word labels: **sun, globe, seal, quicksand, cloud, rope, world**
- Scotch tape
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers sit in a semicircle leaving a large enough area for children to act out scenes from the episode.
- Write the following story on the board
The Super Readers were stuck in the _____.
Pig used his _____ to pull them out.
Next, the Super Readers were stuck in a big wet cloud close to the ground called _____.
Princess Presto made the _____ shine so the Super Readers could see.

Mr. Wigglesbottom couldn't find Sophie the _____, but Super Why turned Sophie's picture on the postcard into a picture of the _____.

A picture of the world is a _____!

- Gather props and/or create props
- Make Super Why's Mystery Box
- Tape word labels for props onto the chalkboard next to the sentences (map, sun, quicksand, world, seal, sun, rope)
- Hide all props in the Mystery Box

ACTIVITY INSTRUCTIONS

- 1) Start at one of the semicircle and have each child stick their hands in the box and pull out a prop.
- 2) Once all campers have a prop. Point to the sentences written on the board. Read each sentence leaving a blank. All campers are to listen this time.
- 3) Next, read each sentence and have campers hold up their props if they think their prop represents the missing word.
- 4) Have the camper or campers who have the correct prop come up and find the word label on the board. Give them clues if necessary. Example: Sun starts with an s. Camper/campers will take the label and place it in the blank and then read the entire sentence including the new word.

SKILL LEVEL OPTIONS

Level 1: Campers are given letter hints to find the right word to match their object

Level 2: Campers find the word label that matches their prop or object from the set of seven words that will be used to fill in the blanks in the sentences.

- 1) Continue until all of the words are used/all of the sentences are complete.

- 2) Have campers come up 1-3 at a time and act out a scene. Call on campers who have related props. For example: have sand, and rope come up, sun, cloud and magic wand, map, globe, seal, and postcard.
- 5) After using the props and acting out scenes. Refer back to the sentences. Read the sentences together as a class. Point to each word as it is read.
- 6) Instructor can play with putting words in wrong place/trying wrong answers and seeing what the campers say! Ask them why the sentence is wrong and what they would change it to.

DEMONSTRATE

Script:

Instructor: Today we are Super Why, and Super Why loves to zap words into sentences. Who's ready for some zapping?

Campers: We are!

Instructor: Well, first we need to figure out the words will need for our sentences. Take out the Mystery Box. I have a box here with something all over it....What's written all over my box?

Campers: Question marks!

Instructor: Right on Readers! This is Super Why's Mystery Box. We call it a Mystery Box because we don't know what's inside. The question is...what will you find in Super Why's Mystery Box?

Pass around the box and allow each camper to take a prop. Have them reach in without looking. Have them label each prop as they take it out.

All of these props or objects were in Super Why's Around the World Adventure. I want you all to think about the adventure and how your object was used in the adventure.

Call on campers to tell about their props and recall events from the episode.

Instructor: Who has the quicksand?

Camper: I do!

Instructor: Do you remember what happened to the Super Readers when they were on the way to the jungle?

Campers: They got stuck in the quicksand!

Instructor: What is quicksand?

Campers: Loose, wet sand that things sink into and get stuck!

Instructor: Super!

Continue encouraging campers to discuss each prop by asking questions.

Instructor: Now that we have talked about Super Why's words, we need to use them to complete these sentences.

Read through the sentences on the board and ask campers to listen carefully.

Instructor: Now I am going to read these sentences again. When you think you're word or prop is what is missing from the sentence, hold it up.

When campers hold up their props, have them come up and find the word that matches their prop from the set of word labels taped to the board.

Instructor: Now that you have used your reading power to find the missing word, use the word to complete the sentence!

Campers complete each sentence and read the sentences including the new words.

Instructor: Now I want you all to get a chance to act out parts of the episode. I will go first. Teaching assistant and instructor model acting out the rope and quicksand scene.

Call on groups of 2-4 children that have related props and have act out parts of the episode.

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 AROUND THE WORLD ADVENTURE 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 instructor should quietly and discreetly put the **m, a, and p** 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: Are you ready? We are going to talk about Super Letters one more time before we show them to our guests tomorrow. Tomorrow we are going to see if THEY can find and figure out the Super Story Answer. First, we need to look for...

Campers: SUPER LETTERS!

Instructor: And, then we put them in our Super Duper

(Pull out the board)

Campers: COMPUTER!

Instructor: And, today we are looking for 10 super letters....

Campers: No.....no we are not! We are looking for 3 super letters.

Instructor: Let's count 1, 2, 3. (write out hash marks). We are looking for 3 Super Letters! Thanks for the help. And, the Super Story Answer is **WORLD**.

Campers: It's not WORLD, it's MAP.....

Instructor: Oh yeah, a MAP is a picture of the world though. I got confused. What are the letters we are looking for?

Campers: M-A-P

Instructor: Super Job Super Readers! Why did we need the word M-A-P?

Campers: Because The Super Readers needed a map to help Mr. Wigglesbottom find Sophie the seal and so that they could figure out where their computer friend lives.

Instructor: Yes, because Mr. Wigglesbottom and the Super Readers both needed a map to find their friends! Don't forget to keep your eyes out for 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 board.

Instructor: We found UN of our Super Letters. Super Job, Super Readers! Read the letters in the word along with me: M-A-P

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

Instructor: And the SUPER STORY ANSWER is...

Campers: **MAP**

Instructor: Who can tell me what they think would have happened if Mr. Wigglesbottom never got a picture of the

world? (skill: predicting outcomes) And what would have happened if they had not gotten the answer MAP? What would Mr. Wigglesbottom and the Super Reader's do? Do you think Mr. Wigglesbottom would have found his friend Sophie the Seal? Would the Super Readers have figured out where their computer friend lives? Would this have been good or bad? Why? Work with the answers that the campers come up with.

11:00-11:20 FREE PLAY OUTSIDE

[RAIN ACTIVITY: FREE PLAY INSIDE AND COMPUTER GAME]

In inclement weather, if campers are interested, send 2-3 children at a time to use the Super Why 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 Super Why Right On Reader Matchup 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.

11:20-11:40 EXTENDED LEARNING

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

- SUPER WHY game 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: quicksand, the sun, the world
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers seated in a semi-circle with a clear view of the television.
- Have SUPER WHY Game Clip ready
- 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 **Wigglesbottom has a picture of Sophie.** 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.) "Wigglesbottom has a picture of Sophie." Super Job! We can't find Sophie by looking at her picture. What should we do?

Campers: Change the words and turn the picture of Sophie into something else.

Instructor: Right on readers! Let's change the word Sophie.

- 4) Post word substitute cards (quicksand, the sun, the world) on the side of the board.
- 5) Ask for a volunteer to point out the word Sophie. Then cover it or erase it.

Instructor: What picture will help Wigglesbottom find Sophie? A picture of the sun, a picture of quicksand, or a picture of the world? Let's think... what did Princess Presto spell to help the Super Readers find Panda when a big cloud of fog was in their way?

Campers: The sun!

Instructor: Awesome job! Which words say "the sun"? (Hint: It's an -UN word.)

Ask for a volunteer to point to the words "the world"!

Instructor: SUPER JOB SUPER READERS!

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

Campers: Wigglesbottom has a picture of the sun.

Instructor: Zap. Now Wigglesbottom has a picture of the sun. Hold up a picture of the sun. Does this help us find Sophie? Why?

Campers: NO! Because it's just a big, bright yellow star that gives us light and heat. It doesn't show us where people or places are (*help campers produce this response if necessary*).

Instructor: What should we do now?

Campers: Try another word.

Instructor: Which word should we try?

Campers: The world!

- 7) Erase the word the sun.

8) Put the sun in the blank space.

Instructor: Let's read it one more time and see what happens.

Campers: Wigglesbottom has a picture of the world. (Point to each word as the campers read the sentence.)

Instructor: Hold up a map of the world. Look, does anyone see Africa? Asia? South America? Where is Sophie?

Campers: There, the place with ice and penguins!
Antarctica!

Instructor: Did a picture of the world help us find Sophie?

Campers: Yes!

Instructor: Super Job! We changed the sentence and now we can...

Campers: Find Sophie!

11:40-12:00 WRAP UP, COMPUTER GAME, COLORING ACTIVITY AND ASSESSMENT

GOALS: WHAT CAMPERS WILL LEARN

- To review what was learned throughout the camp day.
- To understand that the words in a sentence and where they are placed changes the meaning of a sentence.
- To learn to sing the concluding song **HIP HIP HOORAY**

WHAT YOU NEED

- Extended Learning activity from earlier in the day.
- Continent coloring pages- Europe, Asia and Africa
- HIP HIP HOORAY song
- Assessment tool (If using assessments)
- Computer set to Super Why Right On Reader Matchup Game
- Take-home work

SET-UP FOR ACTIVITY

- Have sentences from the extended learning activity written on the dry erase board.
- Have substitution word cards available.
- Have tables set up with coloring sheets and crayons
- Have assessment tool ready to go
- Have computer set to Super Why Right On Reader Matchup Game
- Have take-home sheets ready to go

ACTIVITY INSTRUCTIONS

1) Instructors will review with the campers how changing words in a sentence changes the meaning of the sentence. Each camper is assessed by instructor on their ability to read words in a sentence and change some of those words to make the sentence make sense. (If using assessments)

2) COMPUTER GAME

While campers are being assessed, send 2-3 children at a time to use the Super Why computer game. Make sure campers restart the game to start from the beginning each time. Check off their names from the list of children next to the computer so that as many children as possible get to use the computer game today.

If necessary, remind children of the rules; [Only play this Super Why Right On Reader Matchup Game \(Do not click on any other games\)](#), Play together, Take turns, Play until I call you.

- 3) The remainder of the campers will color in a picture of Europe, Asia and Africa. Ask the campers to recall what the weather was like in Asia? Can they draw fog in Asia? We visited what kind of forest in Asia? Can they draw a Bamboo forest? What kind of animals did we meet in Asia?
- 4) Campers will learn to sing the concluding HIP HIP HOORAY song
- 5) Clean up: Remove masks and save for Day 5, collect nametags
- 6) Campers are told that the next day will be **SUPER YOU DAY** during which everyone will show their guests what they have learned. Tell campers that they will play and lead their favorite activities from the week. Remind campers to bring a guest.
- 7) Campers are given "Take Home" activities.

A. SUPER WHY'S SUPER SENTENCE!

B. WOOFSTER'S DOGGIE DICTIONARY!

- 8) Campers are given their Postcards to take home.

Super You...



with the Power to Help!

READING CAMP DAY 5

Super You Day!

Please note, this is the suggested schedule for the day based on previous reading camps. The daily schedule can be modified based on your estimates of how long children will be engaged in individual activities.

Also note that the online Super Why Story Book Creator game should be loaded and available for children to play throughout the camp day. You will play it together as a class as described below and then campers can play in small groups of 2-3 after they have completed an activity or while they are waiting to be assessed. Campers are not to play the computer games in place of another activity.

- 8:30-8:45 INTRODUCTION AND WELCOME CAMPERS' SPECIAL GUESTS**
Campers welcome their guests and prepare to model the literacy activities that they have learned throughout the week. The instructor tells everyone the days' activities and guests are encouraged to participate in the activities with the campers.
- 8:45-9:25 SUPER WHY & AROUND THE WORLD ADVENTURE VIEWING WITH DISCUSSION**
Campers and their guests watch the same full episode of SUPER WHY to familiarize the Guests with the series and for the campers to demonstrate mastery of the SUPER WHY series and the literacy skills it teaches. Campers and their guests transform into the Super Readers to activate their imaginations, talk about finding Super Letters and get ready to play alphabet, rhyming/decoding, spelling/encoding, and vocabulary and comprehension activities.
- 9:25-9:35 CLASS COMPUTER TIME**
Campers participate in playing the online Super Why Story Book Creator game as a whole class. With the whole class helping and calling out, campers take turns picking new words to create their own version of AROUND THE WORLD ADVENTURE story.

9:35-10:05 LITERACY GAME CHOICE #1

Campers show their guests how they play one of their favorite games from the week. Instructor will choose which game to repeat based on favorites of the week.

10:05-10:25 SNACK – CELEBRATION

10:25-10:55 LITERACY GAME CHOICE #2

Campers show their guests how they play one of their favorite games from the week. Instructor will choose which game to repeat based on favorites of the week.

10:55-11:25 AROUND THE WORLD ADVENTURE PUZZLE ACTIVITY

Campers and their guests will get to build a map using all of the continents that were colored throughout the week. The continents will fit together like a puzzle. Once the maps are complete, campers and guests will use what they learned in the episode to put animals in their correct homes on the map.

11:25-12:00 SUPER READERS SNAPSHOT AND COMPUTER TIME

Campers and their guests take a picture with a SUPER WHY costume character, sing the Alphabet Song, the Hip Hip Hooray Song and are given SUPER WHY certificates to celebrate what they have learned in Reading Camp!

8:30-8:45 INTRODUCTION AND WELCOME **CAMPER'S GUESTS**

GOALS: WHAT CAMPERS WILL LEARN

- To make campers feel welcome and comfortable
- To make guests feel welcome and comfortable. To empower campers to show their guests what they have learned over the week.
- To familiarize campers and guests with expectations and to excite campers for the activities of the day.
- To encourage guests to engage in the learning. Guest participation throughout the day is optional.
- To clearly understand the rules of the camp
- To model the kinds of literacy activities that adults and kids can play and learn together in their everyday lives.

WHAT YOU NEED

- Storybrook Village Name Tags for Each Child (same as from previous days) and their guests
- The Syllabi
- A list of rules
- INSTRUCTORS INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Arrange children seated in semi-circle with instructor as focus and sit each **guest** behind their camper
- Know the activities of the day to be ready to tell campers and guests
- Find part in INSTRUCTORS INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

- 1) Instructor will ask each camper to say their name and introduce their guest.
- 2) Instructor will take out the syllabi and tell campers and guests what they will be doing during Day 5

SCRIPT:

Instructor: Today is SUPER YOU DAY. SUPER YOU with alphabet power, word power, spelling power, the power to read and the power to help!

We will watch the show, each camper and their guest can choose which Super Hero they want to be. And we will play some of the games that we played this week. We'll make a map with your name and your guest's name on it, **(EXPLAIN THE TWO LITERACY ACTIVITIES PICKED FOR THE DAY)**, and take a picture with one of the SUPER WHY costume characters to put on your new map. The campers will be the leaders for the day. And guests, you will get a chance to participate too. Let's watch the show and get started.

3) Instructor will review CAMP rules by soliciting them from campers

- a. Raise your hand to speak
- b. Listen while others are sharing.
- c. Follow directions
- d. Have fun!

8:45-9:25 SUPER WHY & "AROUND THE WORLD ADVENTURE" VIEWING WITH DISCUSSION

GOALS: WHAT CAMPERS WILL LEARN

- To familiarize campers and guests with the SUPER WHY Series
- To understand and practice the reading skills introduced in this SUPER WHY episode.

WHAT YOU NEED

- Computer with internet connection
- Around the World Adventure episode
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET UP FOR ACTIVITY

- Load the episode page from the website in advance.
- Arrange campers in a semi-circle so that each has a clear view of the computer screen.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this lesson

ACTIVITY INSTRUCTIONS

- 1) Instructor should provide verbal introduction to the show.

Script:

Instructor: We are going to watch an episode of SUPER WHY, that we have been watching all week. SUPER WHY is a literacy show that is on PBS Kids. Your camper has been watching this same episode of SUPER WHY every day this week and they want to show you what they have learned! Who wants to tell our guests what they are about to watch?

Camper(s): It is called SUPER WHY! They jump into the book "The Magical Around the World Adventure."

(GIVE CAMPERS TIME TO ANSWER.)

Instructor: Does anyone else want to add anything about the show? (Pause for responses) OK, let's watch. One more thing campers, if you want to interact with the show to show what you have learned...feel free to answer the characters' questions.

- 2) Watch episode

TRANSFORM INTO SUPERHEROES

GOALS: WHAT CAMPERS WILL LEARN

- To activate camper's and their guest's imagination and make them part of the learning adventure.

WHAT YOU NEED

- Campers and their **GUESTS** will pick which superhero they want to be for the activity.
- UN character masks (enough for campers and their guests)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Have campers and **GUESTS** stand in a semi-circle with the instructors in the front.
- Have masks available
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity

ACTIVITY INSTRUCTIONS

Follow the script below to help campers/**GUESTS** transform into superheroes just as in the SUPER WHY episode they just watched.

Script:

Instructor: Today is SUPER YOU day!!! In the show that means that you are part of the SUPER READERS team. For us today it means that UN of you can pick which Super Reader you want to be. Someone tell our guests who the different Super Readers are and what powers they have.

Camper(s):

ALPHA PIG with the ALPHABET POWER!
WONDER READ with WORD POWER!
PRINCESS PRESTO with SPELLING POWER!
SUPER WHY with the POWER TO READ!

Instructor: Everyone take a moment and pick which Super Reader you want to be today.

Instructor and assistant help campers put on their props.

Instructor: Now campers, what are we going to do?

Camper(s): TRANSFORM

Instructor: Transform! Okay, Super Readers let's TRANSFORM and change into a SUPER READER.

"Everyone stand up and put your arm in.....Put your arm in!"

(Everyone should be standing in a circle with their arm in.)

Super Readers...to the Rescue (everyone raises their arm in unison)!"

REVIEW OF LITERACY SKILLS LEARNED IN FIRST FIVE DAYS

WHAT YOU NEED

- Poster or Chart of LOWER Case Alphabet letters
- Individual letter cards for **r, o, p, e (s, u, n, m, a)** for each child
- -un Family word cards
- WONDER WORDS Basket (can use basket, pail, trashcan...)
- 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: the world, the sun, quicksand

ACTIVITY INSTRUCTIONS

- 1) Show chart of Alphabet and have campers discriminate/identify the letters **r, o, p, e (If time and skill level permitted add: s, u, n, m, 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 "r" and then "o" and then "p" and then "e". [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: s, u, n, m, a).**

- 2) Next, hand each camper a pile of letters including **r, o, p, e (If time and skill level permitted add: s, u, n, m, 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 held up and ask

them to look again for the letter that was called out. Be sure after each letter is called that UN of the campers are holding up the letter that was called.

Go through r, o, p, e 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 -un family. Look, I am going to put the -un family words up here. Write the words -un, f-un, and r-un on the dry erase board. Keep the first letter separate from the -un until the whole word is read.

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

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

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

Campers: ssss-un.

Instructor: 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.....ffffff, ffff-un, fun. Now you try. What word is this?

Campers: fffff, ffff-unl, fun.

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! (run, bun).

- 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 sun to make the fog go away.

Instructor: Yes, she spelled the word sun and the fog cleared so that the Super Readers could see again.

- 5) Hand the children the letter cards **s, u, n** (If time and skill level permits: **r, o, p, m, a**). Have each camper 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 /r/ sound? Elicit responses from as many campers as possible. rope, rock, roll, ring...r makes the.../r/ 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 /s/ and then says, "POOF" the campers will raise their hands and say the letter name s.)

What letter makes the sound /s/? (If they need it: Like in sand, sound, say words that start with that letter, sing.) 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 s, u, n (m, a, p if time and skill level allow).

- 8) Campers will learn to use letter sounds to learn to spell the word **sun**.

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

- 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 **Wigglesbottom has a picture of Sophie**. 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.) "Wigglesbottom has a picture of Sophie." We can't find Sophie the seal because a picture of her does not show us where she is or how to get there. What should we do?

Campers: Change the words and turn the picture of Sophie into a picture of something else.

Instructor: Right on Readers! Let's change the word Sophie.

- 11) Post word substitute cards (**quicksand, the sun, the world**) on the side of the dry erase board.
- 12) Ask for a volunteer to point out the word Sophie. Then cover it or erase it.

Instructor: Let's try the changing the picture of Sophie into a picture of the sun. What letter does sun start with?

Campers: S!

Instructor: Which is the word sun? (Hint: It has an -un in it.)

Ask for a volunteer to point to the word sun!

Instructor: SUPER JOB SUPER READERS!

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

Campers: Wigglesbottom has a picture of **the sun**.
Instructor: Poof. Hold up a picture of the sun. Will this picture of **the sun** help us find Sophie?
Campers: No!
Instructor: Why?
Campers: Because the sun is a big, yellow star that gives off heat and light. It doesn't show us where people or places are! (*help campers produce this response if necessary*)
Instructor: What should we do now?
Campers: Try another word.
Instructor: Right on readers! Which words should we try?
Campers: **the world!**

14) Erase the words " **the sun**."

15) Put up the subset of words again (**quicksand, the sun, the world**)
Instructors: Let's try "**the world**." Which words say **the world**?
Campers: That one!
Ask for a volunteer to point to **the world**.
Instructor: SUPER JOB SUPER READERS!

16) Put **the world** in the blank space.
Instructor: Let's read it one more time and see what happens.
Campers: Wigglesbottom has a picture of the world. (Point to each word as the campers read the sentence.)
Instructor: Hold up a map of the world and model looking for and finding ice and penguins on it. Did changing the picture of Sophie into a picture of **the world** help Wigglesbottom figure out where Sophie the Seal is?
Campers: Yes!
Instructor: Super Job! We changed the sentence and we can...
Campers: Find Sophie!

9:25-9:35 SUPER WHY STORYBOOK CREATOR COMPUTER GAME

GOALS: WHAT CAMPERS WILL LEARN

- To use technology to enhance learning and reinforce comprehension and letter identification skills

WHAT YOU NEED

- Computer set to Super Why Storybook Creator game on <http://pbskids.org/superwhy>. This game should be loaded before the day begins
- Mouse
- List of campers to track who has used the computer throughout the day
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Make sure the computer is placed on a table or chair that is high enough for the children to all see the screen
- Have campers sit in a circle around the computer
- Have computer set up to the Super Why Storybook Creator game
 - To load, go to <http://pbskids.org/superwhy>. Click on **Games** on the Left side of the screen. Scroll through the games and click on Super Why Storybook Creator.
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity.

ACTIVITY INSTRUCTIONS

Demonstrate computer game: Have children sit around the computer so that they can see and interact with the computer as they do with the television screen. If possible, move the computer screen up high enough for all children to see.

Instructor:

Today you are also going to be able to take turns playing a Super Why computer game! We are going to play it here, right now, together. Then throughout our camp day when I tell you, you will be allowed to go to the computer and play this game in small groups.

Demonstrate the Game This is the Super Why Storybook Creator Game. Let's listen and Super Why will tell us what to

do (Listen to the Game Intro). Let's play with AROUND THE WORLD ADVENTURE book! Ok, does everyone know how to play? What do we have to do? Super Why needs us to pick a word on each page. We'll read the sentence together and then we will all pick a word and change the story. Whoever has the mouse gets to make the final decision of what the word will be.

Class participation Everyone will get a turn to come up and use the mouse to pick a word on the page. But everyone should play along every time. I will call on one of you. You come up and together with the class pick which word you would like to use to tell your own Around the World Adventure Story. Let's see what happens in our story of the Around the World Adventure story!

Call on campers one by one to take a turn using the mouse to pick a word out of the three choices on each page. Have parents and campers read the new sentences together. Repeat the story using different words until everyone has had a chance to play. Make sure that everyone gets a turn to use the mouse. The camper with the mouse should encourage the other campers to help them by calling out which word they want to use.

After the game is played and before moving on to the next activity, explain the rules for playing during the day, including:

Only play this Super Why Storybook Creator 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. There will be a computer game every day and everyone will have a chance to play. If you haven't had a chance and you want to, be sure to tell me and we will make sure you get a turn.

Throughout the day, allow children who are waiting for the next activity or waiting to be assessed to go play the computer game in groups of 2-3 campers. Do not allow campers to play on the computer instead of participating in the activities provided in the curriculum.

9:35-10:05 LITERACY GAME CHOICE #1

Please choose from the following activities based on campers' performance and preference during the week to showcase and practice what they have learned:

- Alpha Pig's Quickity – Lickity Letters
- Alpha Pig's The Alpha Pokey
- Wonder Red's Wonder Wonderific -un Run
- Wonder Red's Word Friend Theatre
- Princess Presto's PRESTO!
- Princess Presto's All Aboard the Letter-Sound Train
- Super Why's Powerful Props
- Super Why's Postcards

Make sure to refer to the activity demonstration and instructions for the game from the previous days.

Additional print outs of materials may be necessary.

10:05-10:25 SNACK BREAK

10:25-10:55 LITERACY GAME CHOICE #2

Please choose from the following activities based on campers' performance and preference during the week. Please pick an activity that showcases and practices a different skill from the first game played on Super You day (for instance, if game one was Alpha Pig's Quickity – Lickity Letters, do not pick Alpha Pig's The Alpha Pokey):

- Alpha Pig's Quickity – Lickity Letters
- Alpha Pig's The Alpha Pokey
- Wonder Red's Wonder Wonderific -un Run
- Wonder Red's Word Friend Theatre
- Princess Presto's PRESTO!
- Princess Presto's All Aboard the Letter-Sound Train
- Super Why's Powerful Props
- Super Why's Postcards

Make sure to refer to the activity demonstration and instructions for the game from the previous days.

Additional print outs of materials may be necessary.

10:55-11:25 AROUND THE WORLD ADVENTURE

PUZZLE ACTIVITY

GOALS: WHAT CAMPERS WILL LEARN

- To use letters in a creative project
- To make a special keepsake so campers and their guests remember reading camp and their literacy work together.

WHAT YOU NEED

- Poster board large enough to fit the entire world map (1 piece per child)
- Foam Letters M-A-P and for each child's name (or printable letter squares)
- Colored continent pages
- Glue sticks
- Animal pictures or stickers-moose, monkey, panda, camel, kangaroo, penguin
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Seat campers/**guests** around the tables
- Make sure glue sticks and foam letters easily accessible to participants
- Pass out continent coloring pages from previous days – be sure they are all cut out so they fit together like a puzzle
- Pass out animal pictures or stickers
- Complete a model map

DEMONSTRATION

Demonstrate to the campers and the guests how to piece their continents together.

Instructor: *All week we have been exploring the world with Super Why on an Around the World Adventure. Each day we have colored in part of the world. Today we are going to put all the parts or continents of our world together to make a picture of the world! What's another name for a picture of the world?*

Campers: *MAP*

Instructor: *A MAP! You're out of this world! Guests, help your campers cut out each piece of the puzzle. Then put the pieces together just like a puzzle. When you are done, your map should look like this. Hold up a completed map.*

While traveling the world in search for Sophie the seal, the Super Readers saw many different animals. Who can remember some of them?

Campers: (Elicit answers) Moose, penguin, camel, kangaroo, monkey, panda

Instructor: Super remembering Super Readers! We are going to add these animals to our maps. Show and discuss where each animal lives using your completed map.

Moose – North America
Monkey – South America
Panda – Asia
Camel – Africa
Kangaroo – Australian
Penguin – Antarctica

When all of your animals are on your map, you can use felt letters to label your map with super letters m-a-p! Put these letters at the top of your map. You should also find the letters in your name and place them at the bottom of your map. We want to make sure we all go home with our own maps!

ACTIVITY INSTRUCTIONS

- 1) Campers and guests piece the continents together and glue them onto poster board to form a map of the world
- 2) Both the guest and camper place animals in correct continents on the map.
- 3) Campers find letters m-a-p and glue to the top of their maps. Campers also find the letters in their names and glue to the bottom of the maps.

COMPUTER GAME

If campers finish the activity early, send 2-3 children at a time to use the Super Why 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 Super Why Storybook Creator 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 AROUND THE WORLD ADVENTURE 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 instructor should quietly and discreetly put the **m, a, and p** 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: Let's explain the Super Duper Computer and Super Letters and what we do with them.

Instructor and/or Camper(s): When we jump into a book on SUPER WHY, we find the Super Letters and put them into our 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: Super Job! 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 the Super Readers figure out where a place is that is surrounded by water and has kangaroos live so that they can figure out where their computer friend lives?

Instructor: We need to write the answer in our...Super Duper Computer.

Instructor: Here is the SUPER DUPER COMPUTER board!
(Point out the board)

Instructor and/or Camper(s): How many Super Letters do we need? Let's count. Count to 3 along with everyone Three, we are looking for THREE Super Letters. Right on Readers! 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 to figure out where our computer friend lives!

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 to find a place that is surrounded by water and has kangaroos so that we can find our computer friend!

Instructor: Look, the SUPER DUPER COMPUTER gave us the SUPER STORY ANSWER! Read the letters with me: m-a-p

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

Instructor: The SUPER STORY ANSWER is

Campers: m-a-p.

Instructor: That's right, map, but why?

Campers: Because, Wigglesbottom had a picture of Sophie with penguins and ice, but he needed a picture of the world, or a map, to show him where he could find Sophie.

Instructor: It's true. Wigglesbottom used a map to find a place with ice and penguins so that he could find his friend Sophie. So how can the Super Readers figure out where their computer friend lives?

Campers: Look on a map!

Instructor: Yes, if the Super Readers look on a map, they will find a place that is surrounded by water and has kangaroos and then they will figure out where their computer friend lives!

11:25-12:00 SUPER READERS SNAPSHOT AND COMPUTER TIME

GOAL: WHAT CAMPERS WILL LEARN

- To celebrate the end of a successful literacy experience

WHAT YOU NEED

- Polaroid camera and film
- The maps that were made earlier in the day
- Passport
- ALPHABET SONG and HIP HIP HOORAY song
- SUPER WHY Costume Character
- SUPER WHY Reading Camp Certificate
- Computer set to Storybook Creator game

SET-UP ACTIVITY

- SUPER WHY costume character dressed and ready to go
- Have camera ready
- Have Passports printed for each child
- Have SUPER WHY Reading Camp Certificates ready with each child's name and date printed
- Set computer to the Storybook Creator game

RULES FOR CHARACTER

- 1) Character should not be seen before 11:25
- 2) Introduce the character to each camper and parent
- 3) Character must never speak when in front of campers
- 4) Campers may never see the character partially dressed, for instance, under no circumstances should a camper see the character without the head on.

ACTIVITY INSTRUCTIONS

- 1) With big fanfare, bring in CHARACTER.
- 2) Camper/Guest and CHARACTER pose for a photo together and put the photo onto the map they made earlier. If there is not enough room, or if there is enough time for two photographs, have the child put the photo in the passport and help him or her write the camper's name.

3) COMPUTER GAME

While campers are waiting to have their snapshot taken, or after they are finished, send 2-3 children at a time to use the Super Why 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 Super Why Storybook Creator 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.

- 4) Hand each camper their SUPER WHY Reading Camp Certificate to recognize the completion of the camp.
- 5) Sing THE ALPHABET SONG and THE HIP HIP HOORAY SONG.
- 6) Make sure campers have all projects to take home. Say Final goodbyes. Give each GUEST an idea book about activities they can do at home to build literacy.