

10:00-10:30 WORD CHARADES GAME

GOALS: WHAT CAMPERS WILL LEARN

- To read –ALL Family words and understand their meaning. Specifically WALL, TALL, BALL, SMALL, FALL and CALL

WHAT YOU NEED

- Large Basket
- -ALL Family Word Cards: WALL, TALL, BALL, SMALL, FALL, CALL
 - Level 1: Use cards that have visuals of the words alongside the ALL word. The visuals demonstrate how to act out the word. (CHARADES CARDS WITH IMAGES)
 - Level 2: For readers, use cards that only have ALL words with no visuals (CHARADES CARDS_NO IMAGES)
- INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT

SET-UP FOR ACTIVITY

- Put –ALL Family Word Cards in a basket
- Have campers seated in a semi-circle with the instructor at the center
- Find part in INSTRUCTOR'S ACTIVITY INSTRUCTIONS & SCRIPT that applies to this activity
- OPTIONAL: This activity can be played outside, if weather and space permits.

ACTIVITY INSTRUCTIONS

We have provided two sets of word cards for your campers depending on the skill level option you choose:

SKILL LEVEL OPTIONS

Level 1: Use cards that have visuals of the words alongside the ALL word. The visuals demonstrate how to act out the word.

Level 2: For readers, use cards that only have ALL words with no visuals

DEMONSTRATE

Working with the assistant teacher, clearly demonstrate how to play Word Charades to the class.

Script:

Instructor: Let's play Word Charades. Here is how you play. I am going to pull out a word. (Pull out the word ball). Then I am going to ask one of you to come up, read the word and act out the word on the card. Everyone else has to watch you act out the word and guess what you are pretending to be. Watch this (*Show the assistant teacher the word ball*) See if you can guess what her word is! (*Assistant should read the word, think about how she is going to be that word and then pretend to be a ball*) Everyone guess what she is being. After the class calls out that she is being a BALL show them all the word (and the picture) Read the word with them by identifying the letter B and then sounding it out /b/, then pointing to the -ALL and reading that. The first student to get the answer right should have the first turn to act out the next ALL word). **Wonderrific! You are Terrific!**

Everyone should get practice reading the word from the card.

- 1) One at a time, campers pick -ALL Family words from the Wonder Word basket and, read the word. Help non readers by asking them to sound out the initial sound and pair it with the -ALL family.

Script:

Instructor: Who's ready to act out an -ALL word? I will show you a word. You read it and then act it out. The other Super Readers will guess one at a time.

- 2) Campers take turns picking a word from the basket and reading the card (If the camper has trouble reading the word the instructor should turn away from the group with that camper and work with them to read the word.)
- 3) Children should act the word out in silence (ex. Word card says BALL: Child puts his/her body into the shape of a ball) and other campers guess the -ALL word.
- 4) After each word is "performed" the word should be shown to all of the campers. Show the card and read it together first identifying the first letter, then identifying the sound of the first letter and then reviewing -ALL.

Try to get as many campers as possible to read the word.

- 5) Place the used cards back in the basket. Go through the words as many times as the campers still seem engaged and seem to be mastering reading the words. Be sure that each word has been read and acted out at least once. If campers keep getting the same words as previous campers ask them to act out the same word but try to act it out in a different way.

WALL



BALL



TALL



CALL



SMALL



FALL



WALL

BALL

TALL

CALL

FALL

SMALL