

# BOOKS COME ALIVE!

## Interactive Reading and Literacy Games



**A Guide for Literacy Facilitators**

Frontier College, 2020



Literacy:  
Learning for Life.

L'alphabétisation,  
Une leçon pour la vie.

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Thank you for your support.





# Table of Contents

- Table of Contents
- Introduction: Why Should We Read to Children?
- How to Spark a Love of Reading With Your Campers
- Books Come Alive: Steps to a fun reading session
- Tips and Tricks for Active and Fun Reading
- How to Choose Books that Campers Will Love
- Discovering the Wonderful World of Books: Types of Children’s Literature
- Animated Readings:
  1. **If You Give a Mouse a Cookie**
  2. **Blackflies**
  3. **This is a Moose**
  4. **Sometimes I Feel Like a Fox**
  5. **Mix It Up**
  6. **The Book With No Pictures**
  7. **The Princess and the Pony**
  8. **The Hug Machine**
  9. **How to Read a Story**
  10. **The Cool Bean**
- Literacy Warm-Ups
- Literacy Games and Activities
  1. **Creative Spelling**
  2. **I Spy**
  3. **Pop-Up Card**
  4. **Story Mural**
  5. **Word Garden**
  6. **Pattern Treasure Hunt**
  7. **Treasure Hunt**
  8. **Charades**
  9. **Hop to the Letter Sound**
  10. **Relay Race**
  11. **Sentence Relay**
  12. **Alphabet Twister**
  13. **Memory Game**
  14. **Box of Doom**
  15. **Dictionary Deception**
  16. **Exquisite Story**
  17. **Collective Story**
  18. **Madlibs**
  19. **Musical-writing Chairs**
  20. **Board-less Scrabble**
  21. **Word Scramblers**

## Why Read to Campers

The only way to become a good reader is to read!

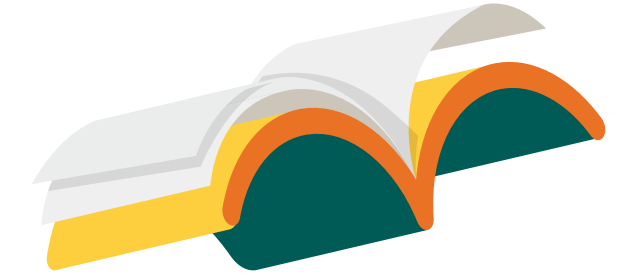
Reading during the summer helps children retain their learning from the school year. Children who read demonstrate more school success and are less likely to drop out.

Reading at camp boosts a child's interest in learning.

Camp counsellors are role models for children. When you include reading in the camp programming through activities, writing, and learning you contribute to school success!

## Sparking a Love of Reading with Your Campers

Here are some tips and tricks to spark a love of reading with your campers:



### 1. Read for pleasure

- No one should be obligated to read; reading is not a punishment.
- Let children choose books they want to read.
- Let children discover books through turning pages and looking at pictures.
- Let children read stories to you or encourage them to read aloud.
- Children may lose interest as you read, but they love to talk about the pictures.
- Reread their favourite stories. Often children like to hear stories again and again so you will need to be patient!
- Never make a child read a book they do not like.
- Short reading sessions are most effective.

### 2. Set an example

Be an enthusiastic reader! Share your own reading with your campers. Be a good reading role model for the children, especially when you have a good relationship with them.

### 3. Congratulate them!

Encouraging children gives them confidence. Children will form positive associations with reading. Learning will happen naturally while they are also having fun.

# Books Come Alive ! : Steps to Facilitate an Engaging Reading Session

Here are steps to follow for a successful and engaging reading activity:

## Before: Prepare for reading

- Read the story over for yourself, to get to know it well.
- As a group, discuss the possible theme of the book to activate prior knowledge.
- Make predictions (use clues such as the title, the summary, or the images to determine what the story is about and what the main conflict will be).

## During: Ask questions, make the story come alive

- Tell the story in an enthusiastic way using different intonations.
- Use facial expressions and different voices for characters.
- Make animal noises and sound effects when appropriate for the story.
- Read at a slower pace, as if you were speaking to someone.
- Ask the campers questions and connect the story to their lives.
- Clarify certain passages as needed.
- Verify predictions and continue to answer questions from pre-reading.
- Allow campers to ask questions and look at images.
- Predict what comes next and what the end might be.
- Pay attention to your audience if interest starts to waver.

## After: Discuss

- Go back to your predictions, look at the pictures, and ask the campers to tell you what happened to the characters.
- Encourage discussion by asking questions (ex: what did you like in the story or would you have done the same thing?).
- Facilitate arts and crafts activities related to the story.

For a concrete example: «No Rooms For Baby Roo» Neil Griffiths (on Youtube)



# Tips and Tricks for Active and Fun Reading

## Create exciting reading environments for group readings with these easy tips:

- Read underneath a table or create a fort to read inside.
- Turn out the lights and gather around a flashlight (like a campfire).
- Designate and decorate a reading corner with a special chair for the reader to sit on (the campers can also volunteer to read a story to the group and sit in the chair).
- Invite a reading guest the children will appreciate to come read (e.g.: older youth, police officer, community member, etc).
- Find or create props related to the story. For example, you could use puppets, masks, etc.
- Assign lines to different campers or take turns reading pages. Campers could also be assigned different characters in the story.
- Have a reading sidekick such as a puppet that can read instead of the camp counsellor.
- Give yourself reading challenges such as miming out the story or avoiding all words that start with a certain letter and replace them with synonyms.



# How to Choose Books that Campers Will Love

Even reluctant readers can become avid readers if we find them books they are interested in. Few children discover a love of reading alone, but we can be the ones to invite them into the wonderful world of books! To find appropriate material, ask children which books and topics interest them. Find other books by the same author or on a subject that interests them.

## Tips and criteria for choosing books:

- Age of campers
- Interest: type of children’s literature
- Format: according to the type of reading (a picture book with an engaging story for group reading versus a science book about sharks for individual reading)
- Social context: pay attention to stereotypes and favor books that promote diversity

## Choose texts at the right reading level for the children

- Stay away from materials that take too long or are too complicated. Avoid using babyish books for older campers.

## Choose relevant reading materials

- Connect reading and writing to the activities that children do everyday. The children will learn best through literacy activities that are meaningful to them.

## Use all of the children’s senses

- Talk about it, read about it, and do it! Be creative.

## Vary your reading materials

- Choose different kinds of texts based on the campers’ interests. Consider novels, magazines, poetry, comic books, non-fiction books, and online materials.

# Discovering the Wonderful World of Books: Types of Children’s Literature

## Fiction that is close to reality:

- Enriches vocabulary
- Allows children to understand themselves and the world around them
- Stimulates imagination
- Decodes reality by identifying (or not identifying) with the story
- Touches on different emotions such as happiness, jealousy, etc.

## Fairy tales, legends and fantasy stories:

- Help children develop, control, and master their impulses, desires, and contradictory emotions
- Reassure children «because they always have happy endings»
- Allow for the child’s interpretation of the moral of the story

## Non-fiction:

- Opens children’s imagination to the world and their environment
- Helps children discover themes that are outside of their experience
- Permits them to learn about the world and understand it

## Magazines:

- Offer a change of writing styles
- Cover a variety of topics
- Offer the possibility of writing to the editor
- Suggest complementary activities for reading (games, crafts, recipes, etc)

## Poetry and nursery rhymes:

- Motivate children to read and write
- Provide humour and talk about familiar experiences
- Allow children to play with rhymes and rhythm

## Comic books:

- Allow children to read and develop vocabulary
- Combine images and text to tell a story
- Make children laugh!

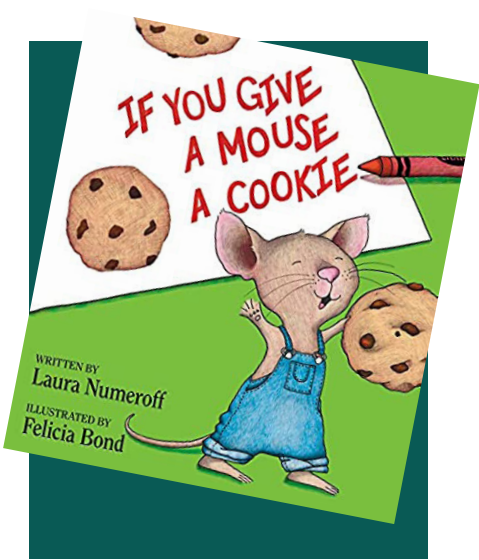
**Voila! You’re now ready to bring books to life! Remember, the most important part is having fun reading with your campers!**

ANIMATED READING 1

If You Give a Mouse a Cookie

Author: Laura Numeroff  
Publisher: HarperCollins

**Summary:**  
A hungry and demanding traveller shows up at a child’s house. Throughout the book, the reader sees the consequences of hospitality and the antics of the small mouse who may just be overstaying his welcome in a humorous and endearing way.



Suggested Reading Style: Collective Reading

**Reading plan:**  
Campers and their camp counsellor sit in a circle. After introducing the book (title, author, and the picture on the cover), the reader assumes a narrator’s voice and begins to read aloud.

Pass the book to a camper who will then read the second page, and passes it to the next camper. Each child reads a page unless they wish to skip their turn. No one is obligated to read especially in a group of varied ages or reading levels.

**After reading, ask questions:**  
What would you do if a mouse showed up at your home? What was your favourite part of the book?  
How do you think the little boy feels at the end of the book?

Activity #1  
Mouse Finger Puppet

Cut out an egg carton cup with a small circle at the bottom (the size of your finger tip). Cut mouse ears from the gray paper and whiskers from the black paper. Glue the ears to the back of the egg carton cup (opposite edges away from the base with the small circle), crisscross the whiskers just above the small circle, and put eyes to each side of the small circle. You can now place your finger in the hole to act as the nose of your new mouse finger puppet!

MATERIALS REQUIRED	
Clean egg carton	Black construction paper
Gray construction	Googly eyes
Glue	Scissors

Activity #2  
Chocolate Chip Cookie Bites

In a large bowl, mix together butter, granulated sugar and brown sugar. Mix in vanilla extract, flour and salt until a dough forms. Stir in chocolate chips. Roll dough into balls and place on a cookie sheet lined with parchment paper. Freeze for about 30 minutes. You may need to double or triple the recipe for a larger group. You can set up more than one workstation led by a counsellor or older camper so all campers can participate in adding ingredients.

INGRÉDIENTS	MATERIALS REQUIRED
1/2 cup butter softened 1/2 cup granulated sugar 1/4 cup brown sugar packed 1 teaspoon vanilla extract 1 cup oat flour 1/2 teaspoon salt 2 cups milk chocolate chips	Large bowl Cookie sheet Parchment paper



# Blackflies

Author: **Robert Munsch**

Publisher: **Scholastic**

**Summary:**

Helen wakes up happy and ready for the first day of spring until she remembers there will be a gazillion blackflies and mosquitoes. Helen and her family work together to overcome the threat of the blackflies and enjoy their sunny spring day.



Suggested Reading Style: Group Reading

**Reading plan:**

After introducing the book (title, author, and the picture on the cover), the reader can prepare the campers to make sound effects for the book (yelling “AAAHHHH!!,” humming “Nnnnnnnnnnnneeee,” for the blackflies, and exclaiming “YUCK! GLACK! GLUBAHHH!” when using bug spray). Campers may be excited to read Robert Munsch so the reader can ask if anyone has read a book by him before.

Reading then progresses with the reader prompting the group to make the noises as they go. Since it’s summer camp and not school, they can be as silly and loud as they want!

**After reading, ask questions:**

What do you like about springtime? Is there anything that you dislike about springtime (blackflies or other things)? Have you ever seen bears, wolves, or other animals in the forest or zoo?

Activity #1  
1, 2, 3, BLACKFLY!

MATERIALS REQUIRED

None

Create a starting line and finish line. The campers line up along the starting line and one person (the “blackfly”) lines up on the finish line. The blackfly turns their back to everyone else. The blackfly counts to 3 and the children can move forward. When the blackfly reaches 3, they turn around and campers need to freeze. If the blackfly sees someone move, they are out of the game.

**The last player left can be the blackfly the next time.**

Activity #2  
Magic Spray Can

MATERIALS REQUIRED

Paper

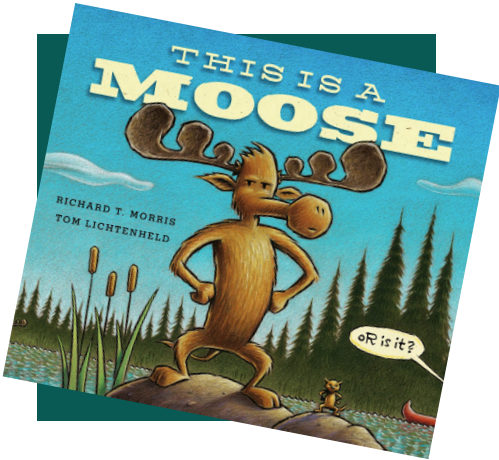
Colouring pencils, markers or crayons

Begin by creating a spray can template if you have younger campers; older campers can likely draw their own. The template can be as easy as a rectangle with a small rectangular nozzle on top. In the story, Helen uses a spray can of bug repellant against the blackflies so campers can use this idea to imagine they can create any kind of spray they want. Do they want a spray to turn every food into ice cream? A spray that can magically clean their room? Hand out papers and let campers come up with a name for their product as they decorate their spray can with colouring pencils and/or markers. Older campers or those who want an extra challenge can add instructions for the use of their spray can.



# This is a Moose

Author: **Richard T. Morris and Tom Lichtenheld**  
Publisher: **Hachette**



**Summary:**  
The director of the movie simply wants to film a straightforward nature documentary, but the moose he hires has different plans. As the moose tries to express his interest in being an astronaut, the other animals on set share their desires to be their true selves, too.

Suggested Reading Style: Group Reading

**Reading plan:**  
After introducing the book (title, author, and the picture on the cover), ask the campers what they know about moose? What do they imagine when they think of a moose? What do they think the book will be about? Ask the campers to make predictions and remember them after reading.

**After reading, ask questions:**  
What did you think about the director in the story? Were the predictions we made right? Did the moose in the story surprise you? What would you be if you could be anything in the world?

## Activity #1 Lights, Camera, Action!

MATERIALS REQUIRED	
None	

Ask campers to form small groups of 4-5. Once they form groups, they will work together to reenact the very end of the story and come up with ideas of what could happen next. What happens to the moose on the moon? What does the director do? Do the other characters follow their dreams? Most importantly, does grandma get to play lacrosse?

If campers find this too difficult or are not inspired, they can reenact their favourite parts.

## Activity #2 This is a Bookmark

Hand out the pieces of poster board and give campers access to colouring pencils, markers, and/or crayons. You can instruct them to use characters from the book and speech bubbles, but let them get as creative as they decorate. As they work, go around the room letting them use the hole punch and giving them pieces of string for the top of their bookmark.

MATERIALS REQUIRED	
Poster board (cut into 2 inch by 7 inch rectangles)	
Hole punch	String
Colouring pencils, markers or crayons	

# Sometimes I Feel Like a Fox

Author: **Danielle Daniel**

Publisher: **Groundwood**

**Summary:**

Daniel explores Anishinaabe totem animals through the pages of her book which features beautiful illustrations and describes the strengths of each animal that children can identify with.

Suggested Reading Style: Mime the Story

**Reading plan:**

After introducing the book (title, author, and the picture on the cover), assign each child one of the animals. As you read, encourage the campers to mime out the descriptions and act like the animals.

**After reading, ask questions:**

What is your favorite animal? Have you ever felt like an animal before?



## Activity #1 Animal Masks

Hand out a plate to each camper and instruct them to cut them in half, then help each other measure eye holes. For younger campers, counsellors can help with this part. Instruct campers to choose an animal and get creative with representing it through a mask, using construction paper and other crafting supplies. When campers are done, tape a straw to one side so that campers can use their masks.

MATERIALS REQUIRED	
Paper plates	Glue
Paper straws	Scissors
Construction paper	Tape
Colouring pencils, markers or crayons	

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## Activity #2 Acrostic Animal Poem

Each camper chooses an animal they want to write a poem about. They will write the name of the animal down the side of the paper vertically. They must begin each line with a word that matches the letter, the line can be an adjective connected to the traits of that animal or a short phrase. For extra help, you can print out lists of adjectives or use technology to look up words as the campers work.

MATERIALS REQUIRED	
Paper	Pencils

For example:

Devoted  
Overjoyed  
Good boy

# ANIMATED READING 5

## Mix It Up

Author: **Herve Tullet**  
Publisher: **Chronicle Books**



**Summary:**  
Tullet invites readers to interact directly with the book through touching the pages and mixing the colours. As children flip through the pages, they learn about mixing colours and creating shades and tints.

Suggested Reading Style: Group Reading

**Reading plan:**  
Campers sit in a small group with their counsellor in front of them. Everyone should be quite close given the interactive nature of the book. After introducing the book (title, author, and the picture on the cover), the reader assumes a narrator’s voice and begins reading. Throughout reading, campers can take turns not only touching the books pages, but also predicting what could happen next. Some campers may be familiar with how colours react when being mixed together or, if they are not familiar, they may have good guesses.

**After reading, ask questions:**  
Have you ever read a book where you had to touch the pages? Do you like to paint? What’s your favourite colour?

### Activity #1 Dot Painting

If you have access to the needed technology, you can do a quick refresher of the primary colours by showing this video: «Sesame Street: OK Go - Three Primary Colors on Youtube». After, hand out materials and instruct campers to make a dot painting. There are good examples of dot paintings in the first several pages of the book. In one example, campers can trace their hands with a pencil and put dots all around. You can encourage them to try mixing colours in their palettes to create new colours before they make their dots.

MATERIALS REQUIRED	
Thick paper or canvas paper if available	
Liquid tempera paint (primary colors: red, yellow, blue)	
Paint palettes (or plates will do)	
Paint brushes	Cups (filled with water)
Paper towels	

### Activity #2 Rainbow Elimination

MATERIALS REQUIRED		
Paper	Markers	Music

Before you begin the game, write names of several colours on pieces of paper and scatter them around an open space. Play music and instruct campers to walk/dance around until the music stops. Once the music stops, the children must choose to stand near one of the colours. The counsellor then names off a colour to be eliminated from the game so any campers near that colour are eliminated. For example, if there are 3 children near blue and the counsellor calls out blue then these children must sit down. The game continues until only a few campers are left.

For an easier game, use coloured paper instead of having children read the words. For a harder game, write down more complex colours like burgundy or teal so campers expand their vocabulary as they play.

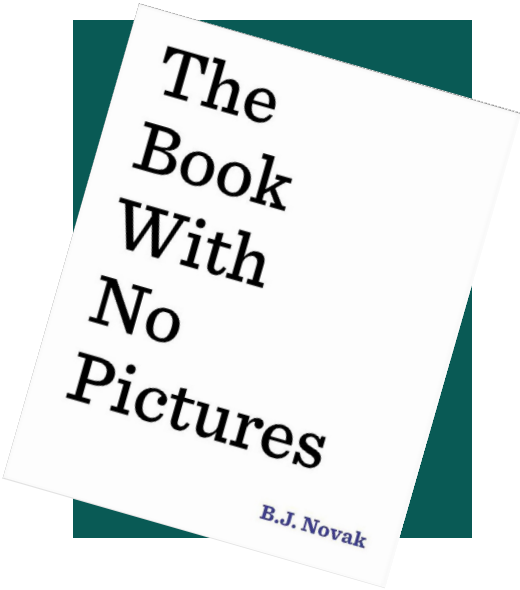
# The Book With No Pictures

Author: **B.J. Novak**

Publisher: **Dial Books**

**Summary:**

A book with no pictures turns out to be a good way for children to play tricks on adults as they force them to say the silliest things. Novak’s storybook breaks the fourth wall and plays with the concept of what a children’s book can be in this hilarious literary adventure that kids will love.



Suggested Reading Style: Collective Reading

**Reading plan:**

Campers and their camp counsellor sit in a circle. After introducing the book (title, author, and the picture on the cover), the reader assumes a narrator’s voice and begins to read aloud.

Reading then passes on to the camper seated next to the first reader. Each child reads a page unless they wish to skip their turn. No one is obligated to read especially in a group of varied ages or reading levels.

**After reading, ask questions:**

What was the funniest part of the book? Did you like reading a book with no pictures? What would you ask the author of the book if you could ask him one question?

## Activity #1 A Dramatic Reading

Assign campers different parts of the book to read and get them to practice before making their recording. They can vary their expressions and make different voices throughout. When the children want to read this book again (and they probably will), you can playback the recording as they read.

MATERIALS REQUIRED

Audio recording device (cellphone or other)

## Activity #2 A Book With Pictures

Since the book has no pictures, campers can now create some for the book! Allow children to choose a few pages which they can add some pictures to. They can also create an image for the book cover, if they like.

MATERIALS REQUIRED

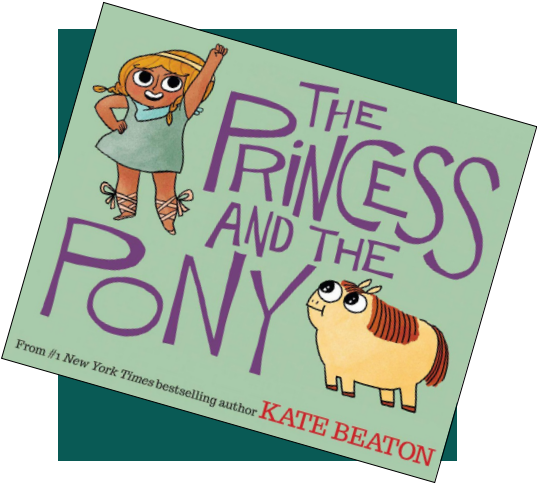
Paper

Colouring pencils, markers or crayons

# The Princess and the Pony

Author: **Kate Beaton**

Publisher: **Arthur A. Levine Books**



**Summary:**  
For her birthday, Princess Pinecone doesn’t get the noble steed she expects. Instead, she gets a fat little pony. She tries to teach the pony about being a brave warrior, but ends up learning some valuable lessons from the pony throughout this clever and funny book.

## Suggested Reading Style: Making Predictions

**Reading plan:**  
Campers and their camp counsellor sit in a circle. After introducing the book (title, author, and the picture on the cover), the reader asks children to predict what will happen in the book based on the cover. After noting some of the predictions, the counsellor assumes a narrator’s voice and begins to read aloud.

Reading then proceeds page by page, but the counsellor takes time to pause and ask if predictions have come true or if campers have further predictions. Beaton’s book does a good job of subverting expectations so campers will get to keep track of how the story goes against what they expected to happen.

**After reading, ask questions:**  
What happened in the story that surprised you? Would you be happy to have a pony like Princess Pinecone?  
What did you think of the warriors in the story? What do you think would happen to the princess and the pony after the story?

## Activity #1 Warrior Profile

The warriors in the story are tough and strong, but also love fuzzy sweaters and Princess Pinecone’s chubby pony. Campers will be encouraged to make their own warrior profiles complete with a picture of their warrior, a warrior name, and particular warrior traits. You can prepare blank paper with a small square to the top-left corner and lines of the right so campers know they should draw a picture and write traits. Younger campers may just write a few adjectives, while older campers may be able to form full sentences.

MATERIALS REQUIRED
Paper
Colouring pencils, markers or crayons

## Activity #2 Collective Story

All campers sit in a circle. Using characters from the story, the counsellor will begin with one sentence. For example, the counsellor could say: “Princess Pinecone decided one sunny afternoon to take her pony on a walk.” Following this, the person to the right continues by adding their own sentence. This can continue until everyone has had one or two turns at adding a sentence. Alternatively, you can also play this game by saying a single word instead of a sentence to create the story.

MATERIALS REQUIRED
None



# The Hug Machine

Author: **Scott Campbell**  
Publisher: **Atheneum Books**

**Summary:**  
The story of a little boy who self-proclaims himself “The Hug Machine” and goes on an epic quest to hug everyone-- and everything-- in sight!



Suggested Reading Style: Group Reading and Song

**Reading plan:**  
Campers and their camp counsellor sit in a circle. After introducing the book (title, author, and the picture on the cover), the counsellor plays a short video on YouTube called “The Hug Machine Song” by Emily Arrow. Once the campers view the video, the counsellor reads the book and tells them to pay attention to things they remember from the song.

**After reading, ask questions:**  
What was the last thing you hugged? Who was the last person you hugged? How do you feel when you get a hug from someone?

## Activity #1 Hug Scavenger Hunt

Prepare a list of scavenger hunt items to hug based on your surroundings. You can find lists online and adapt to suit your needs (ex: tree, fire hydrant, soccer ball, etc). Once you complete your list, make a few copies to distribute. Separate campers into teams, make sure each team has a camera, choose a counsellor to supervise them, and give them a set amount of time to hug as many list items as possible with a camera to record proof.

MATERIALS REQUIRED
Scavenger hunt list (prepared in advance)
Camera

## Activity #2 Comic Book

Prepare some sheets of paper with squares and rectangles of various sizes. Older campers may wish to do this themselves, but it doesn’t hurt to have a few ready to show campers what a comic book page would look like. Ask campers to imagine “The Hug Machine” as a superhero and create a comic book based on his adventures. You can discuss how he may have a cape in the comic and show them what a speech bubble would look like. The campers should complete at least one page, but those who enjoy the activity may create multiple pages.

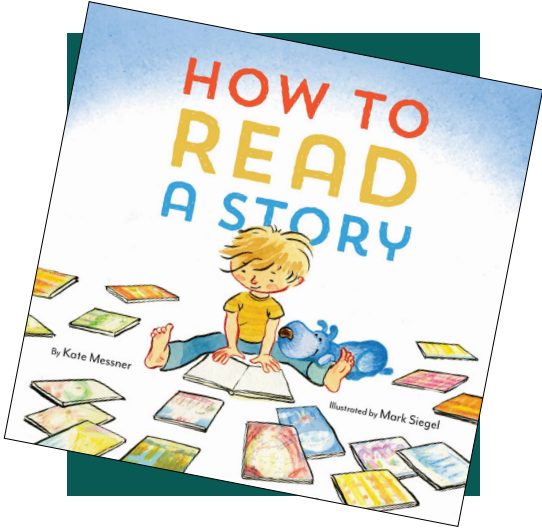
MATERIALS REQUIRED
Paper
Colouring pencils, markers or crayons



# How to Read a Story

Author: **Kate Messner**  
Publisher: **Chronicle Books**

**Summary:**  
Messner’s book acts as a guideline to reading a book and becoming a reader. The book will help young readers think about how to choose a story, what makes reading fun, and how to make the most out of the reading experience.



Suggested Reading Style: Imagine the Story!

**Reading plan:**  
The campers and their counsellor all sit in a circle. After introducing the book (title, author, and the picture on the cover), ask the campers to lie down and close their eyes. As the counsellor reads, they will ask the campers to imagine the different characters, different reading buddies, and reading locations. After reading, the campers can discuss what they imagined and the book can be read again to compare.

**After reading, ask questions:**  
Do you have a favorite book? Where is your favourite place to read? Have you ever read with a buddy?  
Do you like reading?

## Activity #1 How to Make Me Happy

Now that campers have seen a step-by-step guide on how to read a book, they will create their own step-by-step guide on to how to make them happy. For younger campers, you could create a template of a numbered list, but older campers may want to make a list in their own style. Encourage them to imagine what their instructional guide would be like if they tried to explain to someone how to make them happy.

MATERIALS REQUIRED

- Paper
- Colouring pencils, markers or crayons

For example:  
  
How to Make Kate Happy  
Step 1: Bring me a chocolate chip cookie  
Step 2: Play me a happy song  
Step 3: Read me lots of books

## Activity #2 Sequencing the Story

Before the activity, photocopy the pages of the book, but make sure to cover the step numbers. Depending on the size of your group, you could make one set of photocopies or more (for larger camps you can divide campers into groups). Give the campers some time to try to find the right sequence. When they think they have the right answer, read the book again, and let them self-correct.

MATERIALS REQUIRED

- Photocopies of the book’s pages

# The Cool Bean

Author: **Jory John and Pete Oswald**

Publisher: **HarperCollins**



**Summary:**

The unnamed bean protagonist in the story struggles with losing friends who he believes are too cool to hang out with him anymore. Though he wants to be a “cool bean” more than anything, he comes to realize that maybe being cool isn’t quite what he expected.

Suggested Reading Style: Puppet Show Performance

**Reading plan:**

Before reading with campers, prepare four puppets to act out the story and other props if you have the time. After introducing the book (title, author, and the picture on the cover), ask a few campers to get behind a table and act as one of the puppets. The counsellor can read the pages as the campers act out the story with puppets.

**After reading, ask questions:**

What do you think makes someone cool? Have you ever felt left out at school or camp? Do you think it’s cool to be nice to other people?

Activity #1

## Puppets

Using the puppets you made as examples, ask the campers to imagine they are beans in the story. Each camper will make a bean puppet that resembles themselves. You can cut out bean templates or let the children do that themselves, depending on their age. Once they have finished, tape a paper straw to the back of the bean to make their art into a puppet.

MATERIALS REQUIRED

Paper straws	Glue
Construction paper	Scissors
Colouring pencils, markers or crayons	Tape

Activity #2

## Letter Writing

Ask campers to imagine they are writing a letter to the bean who does not feel cool enough. What would they want to tell him? What did they learn from the story? Ask them to write the letter to the bean and express their feelings about the book.

MATERIALS REQUIRED

Paper	Pencils
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# Literacy Warm-ups

Keep these simple and short activities in mind to be used as transitions between activities or time-fillers when you have extra time after completing an activity. They can be played over and over again throughout the summer.

## Letters of the Alphabet

- Divide the group into 2 or 3 teams.
- The counsellor calls out a letter of the alphabet.
- Each group must form the letter using their bodies and all members of the group must participate. The first team to form the letter altogether wins a point.
- The counsellor can take photos of teams as a souvenir for an end-of-camp photo album.

## Snowball Spelling

- Distribute paper (reuse paper if possible) and a pencil to each camper.
- Explain that when the counsellor says a word, participants must write it on their paper quickly.
- The counsellor says the first word (ex: related to summer or summer camp).
- After a few minutes, campers need to crumple their papers into a “snow ball” and throw them around the room.
- Campers must then pick up a “snow ball” and un-crumple it.
- As a group, the counsellor and campers spell the word correctly and corrections are made to the new paper the campers just picked up.
- Continue the game with different words until there is no more room on the papers.

## Word Battle

- Divide the group into 2 teams and have them form separate lines.
- Name a letter of the alphabet.
- The two players at the front of each line take turns naming a word that begins with that letter. The team that last says a word without the other team being able to answer gets a point.

# Literacy Warm-ups

## Word Unscramble

- Divide the group into smaller teams. Each team gets a piece of paper with letters listed at the top. For example IAOIMNATIGN.
- Each team must form words using some or all letters listed at the top. There is also a bonus word hidden in the letters (imagination in this case).
- The winner is the team that found the most words in one minute, and they get extra points if they find the bonus word.

## Alphabet Treasure Hunt

- Give each camper a small bag (for younger campers, they can be put into groups of 2).
- The counsellor chooses a letter and yells it out loudly for all campers to hear. For example, “C!”
- Campers have ten minutes to find as many items that start with the letter called, “C” in this case. Make sure campers do not touch things that are dangerous or dirty.
- The winner will be the person or team who finds the most items.
- Alternatively, campers can find items to match the first letter of their name.

## The Scribe, the Runner, and the Statue

- Divide campers into groups of 3 with a scribe, a runner, and a statue in each group.
- The scribe and runner sit side by side with their respective statute a good distance away.
- Statues remain standing with their arms across their chests without moving.
- When the counsellor signals, the scribe writes a body part on a sticky note and hands it to the runner.
- The runner goes as quickly as possible to place the sticky note on the correct body part and returns to the scribe for a new body part on a sticky note.
- After 5 minutes, the counsellor tells the campers to stop and the statues need to count the number of sticky notes. The winning team is the one with the most body parts named.

1

# Creative Spelling

Time for this Activity: 30 minutes

MATERIALS REQUIRED

- Glitter
- Shaving cream
- Pudding or other messy material
- Wet and dry paper towel or dish cloths

BEST FOR...

- Individuals, Small Groups, Large Groups
- Ages 5-8
- Smaller Indoor Spaces

Building Skills in...

- Listening, spelling

Time to Prepare: 5 minutes

- Prepare ahead of time for the clean-up by laying out newspaper.

Instructions

- The objective of this activity is to provide campers with new, interesting and fun mediums for writing rather than just regular paper and pen.
- Sparkles can be placed on a paper plate or on a large sheet of scrap paper. These can later be reused and placed back in the jars for other crafts.
- Shaving or whipped cream can also be placed directly on the desk or table. You only need a small amount, and then have the campers spread it around on the table. They can spell a word in the cream then simply have to swipe their hand over it to ‘erase’ words and start again
- Call out words or letters and have campers spell the word or write the letter in the medium they chose.
- Everyone cleans up together!

Other Adaptations, Ideas and Tips

- Use simple sight words, letters of the alphabet, or theme words from camp.
- Depending on their willingness, campers could suggest words as the game progresses.

2

# I-Spy

Time for this Activity: 30 minutes

MATERIALS REQUIRED

- Paper
- Pencils, pens, or markers
- Magazines (to cut out images and photographs)
- Glue sticks
- Safety scissors

BEST FOR...

- Small Groups, Large Groups
- Ages 2-4, Ages 5-8, Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

Building Skills in...

- Writing, reading

Time to Prepare: 10 minutes

- Get enough paper for each camper to have at least one piece. Draw a line across the bottom of each sheet of paper (a couple inches from the bottom), under which you can write out the I-Spy sentences.
- Gather and distribute materials.
- Look at/read “I-Spy” books.

Instructions

- Using a piece of paper as well as collage and drawing materials, each camper makes a collage of pictures (like in the I-Spy books) above the line on their paper.
- Underneath the line, have them write out I-Spy sentences that spy particular images in their collage. You can help out children who cannot do this by asking which images they want to write about and writing them down for them.
- You can compile all the collages into a book and keep it out for everyone to read.

3

## Pop-Up Card

**Time for this Activity: 45 minutes**

### MATERIALS REQUIRED

- Card stock (or other thick) paper
- Scissors
- Pencils
- Markers

### BEST FOR...

- Individuals, Small Groups, Large Groups
- Ages 2-4, Ages 5-8, Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

### Building Skills in...

- Writing, having fun

### Time to Prepare: 0 minutes

- Very little (or no) preparation needed for this activity.

### Instructions

- Take two pieces of differently coloured card stock paper, each 8.5 x 11 inches long. Fold each paper in half. Put one aside for now.
- On one folded sheet, put a dot in approximately the center of the folded edge.
- Draw a 5 cm line from the dot towards the outer edge. Then starting at the edge, cut on the line.
- Fold back the flaps to form two triangles. Then open the flaps again.
- Open and flatten the whole sheet of paper.
- Now comes the tricky part! Hold your paper so that it looks like a tent. Put your finger on the top triangle and push down. Pinch the two folded edges of the triangle so that the triangle is pushed through to the other side of the paper. Put your finger on the bottom triangle and do the same. The two triangles will now be pushed out to form a mouth on the inside of the card. When you open and close your card, it will look like a mouth talking.
- Finally, draw a monster or animal around your mouth, cut it out, and decorate! Write a message on the card and give it to a friend!

## Story Mural

4

**Time for this Activity: 60 minutes**

### MATERIALS REQUIRED

- Mural paper
- Paint
- Paint brushes
- Story book

### BEST FOR...

- Small Groups, Large Groups
- Ages 5-8
- Large Indoor Spaces, Smaller Indoor Spaces

### Building Skills in...

- Reading, listening, writing

### Time to Prepare: 10 minutes

- Choose a book to read aloud with the kids.
- Pick out some key words/characters and write each down on a piece of paper, along with an illustration.
- Write the name of the book in big letters on the mural paper; lay out paper and set out paints.
- Post your words.

### Instructions

- Read the book aloud with the kids.
- Discuss the book – who are the characters, what happened, what the kids liked, etc. Discuss key terms/characters.
- Point out the terms that you have written down and get kids to read them out.
- Get kids to paint pictures and/or words that are related to the story on the mural paper. They can copy the spelling from the ones you have written out if they need it, although encouraging them to sound out words is preferable.

### Other Adaptations, Ideas and Tips

- Be prepared for it to get a little messy!
- Encourage kids to talk about what they are drawing/writing.



## Word Garden

### Time for this Activity: 30 minutes

#### MATERIALS REQUIRED

- Construction paper
- Crayons or markers
- Glue
- Safety scissors
- Optional: Photocopier

#### BEST FOR...

- Individuals, Small Groups, Large Groups
- Ages 5-8
- Smaller Indoor Spaces

#### Building Skills in...

- Vocabulary, reading, writing, memory, rhyming, word association

#### Time to Prepare: 5 minutes

- Make a sample flower to show children or you may wish to make copies of a template for younger children to simply cut out.

#### Instructions

- Explain the activity to the campers.
- Hand out the materials with which they can create a flower or pre-made templates that they can cut out.
- Then have campers write one word on each flower. These may be word-wall words, words based on a theme or category, or simply any word that they know how to spell.
- Allow campers to tape flowers to the wall to create a garden of words.

#### Other Adaptations, Ideas and Tips

Each camper can read out loud the word they have written before he/she puts it up on the wall. The entire group can echo the camper, and then read all the words on the wall repeatedly as another one is added onto the wall – just like a memory game.

## Pattern Treasure Hunt

### Time for this Activity: 45 minutes

#### MATERIALS REQUIRED

- Paper
- Pencils
- Hard surfaces to draw on (cardboard works well)

#### BEST FOR...

- Individuals, Small Groups, Large Groups
- Ages 2-4, Ages 5-8, Ages 9-12, Ages 13 and up
- Outdoor Spaces

#### Building Skills in...

- Writing, speaking

#### Time to Prepare: 15 minutes

- Cut up pieces of cardboard for kids to draw on

#### Instructions

- Give each kid 4 pieces of paper, a pencil and a piece of cardboard (or another hard surface).
- Explain: you are going on a treasure hunt to find patterns in nature. You are not going to take away or bring back what you find, but instead draw it or take a rubbing to take back to the group. A rubbing can be made by putting the paper on top of a three dimensional pattern (for example, a leaf's veins, or tree bark) then rubbing the pencil overtop to reveal the pattern underneath. Encourage them to look for different patterns.
- Discuss: Where might they find patterns in nature? Come up with a possible list of things they might find with patterns: shadows of trees, pile of rocks, leaves, raindrop circles in the water, rings on a tree stump, clouds, flower petals, shapes in the sand, pine cones, driftwood, spider web, etc.
- You can go out in groups or individually, but get everyone to come back with 2-4 pattern drawings/rubbings. Ask them to write their names on the back.
- When you are all back together, mix all the pictures and get everyone to choose 2-4 of the pictures from the mix (other than their own).
- Walk out again. This time they can see if they can find the natural pattern that matches the cards they chose.
- Back in the group, they can guess where the pattern came from.
- Each artist can get their own pictures back and write on them where the pattern is actually from. Have them tell a story about their treasures and how they were found.

#### Other Adaptations, Ideas and Tips

- Set a time limit for each stage and a place to meet back.
- Make sure kids have enough ideas when they head out. Collectively talking about patterns and coming up with ideas beforehand is really helpful.

(Adapted from “All My Relations: Sharing Native Values Through the Arts by the Canadian Alliance in Solidarity with Native Peoples”)



## 7

## Treasure Hunt

Time for this Activity: 60 minutes

## MATERIALS REQUIRED

- Paper (two different colours)
- Books, pencils, or healthy snacks for «treasure»
- Tape

## BEST FOR...

- Small Groups, Large Groups
- Ages 9-12, Ages 13 and up
- Outdoor Spaces and Buildings

## Building Skills in...

- Reading, cooperation, problem solving

## Time to Prepare: 90 minutes

- Choose about 5 landmarks in the community where you will plant clues. Come up with different routes that involve roughly the same amount of walking. (You need one route per team. Depending on the amount of campers, you could do 1-3 teams.)

## Instructions

- Explain to the campers that they are going on a treasure hunt as a team. Emphasize teamwork, staying together, etc. One way of encouraging the campers to stay together is to have them imagine that they are on a ship together, so it is impossible for them to spread out much.
- Divide the campers into their teams. Have one counsellor go with each team, and have one stay behind to set up the treasure.
- Give the starting clue to each team.

## Other Adaptations, Ideas and Tips

The sky is the limit in terms of creativity with this activity. If you have a book on pirates, read that before heading out. Also, making pirate hats and eye patches before introducing the hunt can make the hunt much more fun. Encourage role-playing!

## 8

## Charades

Time for this Activity: 30 minutes

## MATERIALS REQUIRED

- Pencils or pens
- Strips of paper
- Watch (or something else to use for a time limit)

## BEST FOR...

- Small Groups, Large Groups
- Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

## Building Skills in...

- Writing, imagining

## Time to Prepare: 5 minutes

- Cut paper into strips or make little cards with words written on them.

## Instructions

- Divide the group into two teams and decide on a charades category (i.e.: movie titles, famous people, animals).
- Each team writes one or more words from the chosen category onto pieces of paper. Depending on how much time you have, you can make more or less of these.
- The teams exchange these pieces of paper (without looking at what the other team has written). Decide on a time limit and then, starting with one team, a team member chooses a piece of paper from the opposite team and acts out what is written on it while their teammates guess before the time runs out.
- Teams take turns acting out the prompts that the other team made.
- A point is given for each time that they guess correctly before the time is up. Continue to go back and forth until all the papers have been used.

## Other Adaptations, Ideas and Tips

- You can teach the general rules of playing charades by using syllables and ‘sounds like’, but it may get kind of complicated. Starting it off simply and adding on more rules as you go if needed is a good idea. You can either have all the campers play together as a big group or in smaller groups.

## Hop to the Letter Sound

**Time for this Activity: 15 minutes**

**MATERIALS REQUIRED**

- Card stock (or other thick) paper
- Markers

**BEST FOR...**

- Small Groups, Large Groups
- Ages 5-8
- Outdoor Spaces, Large Indoor Spaces

**Building Skills in...**

- Reading, listening, alphabet, physical activity

**Time to Prepare: 10 minutes**

- Prepare card stock paper with each letter of the alphabet printed largely on them (both upper and lower cases).

**Instructions**

- Spread out the letter cards on the floor. You may choose to use the whole alphabet or only a few letters.
- Call out a letter and have the campers hop to that letter.
- Continue repeating for other letters. You can also substitute hopping for other actions (run, walk, crawl, crabwalk, skip, etc.)

**Other Adaptations, Ideas and Tips**

- To make this more difficult use pictures instead of letters and have campers hop to the picture that starts with the letter you call out.
- You may also call out letter sounds rather than letter names.
- Play some music in the background to make it even more fun.
- If you play this game outside, you could also use chalk to draw the letters on the ground!

## Relay Race

**Time for this Activity: 15 minutes**

**MATERIALS REQUIRED**

- Paper
- Balloons
- Envelope
- Pencils or pens

**BEST FOR...**

- Small Groups, Large Groups
- Ages 9-12
- Outdoor Spaces, Large Indoor Spaces

**Building Skills in...**

- Physical activity, reading

**Time to Prepare: 10 minutes**

- Write different walking styles on a piece of paper, put into a balloon and blow up. Divide campers into teams of 6. This activity need 6 envelopes.

**Instructions**

- Staff demonstrate the different walking styles: camel walk, crab walk, backwards walk, sideways walk, skip, chicken walk, etc.
- The first person on each team pops a balloon and walks the specified type of walk to a point where they pick up the envelope (each envelope has one word of the sentence in it).
- This person then runs back and the next teammate breaks a balloon (you cannot break the balloon until the first person is back!).
- Repeat until everyone had a turn.
- Unscramble words as a team. Put words in order to read a sentence. First team to read out the sentence, wins!

## Sentence Relay

**Time for this Activity: 10 minutes**

### MATERIALS REQUIRED

- Index cards
- Markers
- Optional: Baskets

### BEST FOR...

- Small Groups, Large Groups
- Ages 5-8, Ages 9-12, Ages 13 and up
- Large Indoor Spaces

### Building Skills in...

- Physical activity, cooperation, reading and sentence structures

### Time to Prepare: 10 minutes

- Choose a sentence, example: “my favourite food is spaghetti and meatballs.”
- Write the words of the sentence, including punctuation, on index cards, with one word and/or punctuation per card.
- Place the cards face down a distance away from the teams.

### Instructions

- Divide the group into teams.
- On the word “GO” player one runs and chooses one of the index cards and runs back to the team. The next person goes and this continues until all cards are collected.
- Once all the cards are collected the team has to put the words together to form the sentence.
- The first team to form the sentence and shout it out wins!

## Alphabet Twister

**Time for this Activity: 10-30 minutes**

### MATERIALS REQUIRED

- Twister board (or cardboard, safety scissors, and markers to make one)
- Word list

### BEST FOR...

- Small Groups, Large Groups
- Ages 5-8, Ages 9-12
- Large Indoor Spaces, Smaller Indoor Spaces

### Building Skills in...

- Spelling

### Time to Prepare: 5 minutes

- Make a Twister board: Cut out cardboard circles roughly the size of a camper’s hand. Using a marker, draw a letter, graphemes (th, or, air) or syllable on the circle. Tape the circles to the ground in the shape of a twister board.

### Instructions

- Pick an appropriate number of players depending on the size of your board.
- Call out a space on the board and a body part. This can be done per camper or for the group, depending on the board.
- Players then put the body part on the circle without moving any other body parts that have already been called out.
- Once all body parts have been called out, feel free to have campers move arms/legs that are already on spaces to new ones.
- If an elbow or knee touches the ground or a player cannot reach the circle, they are out.
- Last person remaining wins!

### Other Adaptations, Ideas and Tips

For an alternate version, have the group sit in a circle around the board.

One at a time, a camper is given a word and spells it out using the circles.

Each circle must be held down with a body part until an entire word is spelled, regardless of outcome.

# Memory Game

Time for this Activity: 15 minutes		<b>Building Skills in...</b> <ul style="list-style-type: none"> <li>Memory, letter/word recognition</li> </ul> <b>Time to Prepare: 20 minutes</b> <ul style="list-style-type: none"> <li>Make two sets of cards. Each set should include every letter of the alphabet.</li> </ul>
<b>MATERIALS REQUIRED</b> <ul style="list-style-type: none"> <li>Card stock (or other thick) paper</li> <li>Marker</li> <li>Optional: Pencil</li> <li>Optional: Ruler</li> </ul>	<b>BEST FOR...</b> <ul style="list-style-type: none"> <li>Individuals, Small Groups, Large Groups</li> <li>Ages 5-8, Ages 9-12</li> <li>Smaller Indoor Spaces</li> </ul>	

## Instructions

- Campers can play this game alone, in pairs, or in larger teams.
- Start by shuffling the cards and spreading them out individually facing down.
- The first player starts off by picking a card, turning it and picking another card to see if there is a match.
- If there is no match, the player places the cards face down again and passes on to the next player. If playing alone, just keep flipping two cards at a time to try to make a match until all cards are gone. If there is a match, the player keeps the pair of cards.
- The objective is to try and remember where all of the matching cards are.
- The person or team that has the most pairs of cards wins the game.

## Other Adaptations, Ideas and Tips

To increase the difficulty, the sets of cards could have lowercase and uppercase letters. The cards could also be made to have word/picture associations.

# Box of Doom

Time for this Activity: 20 minutes		<b>Building Skills in...</b> <ul style="list-style-type: none"> <li>Reading, speaking</li> </ul> <b>Time to Prepare: 15 minutes</b> <ul style="list-style-type: none"> <li>Find and cut out clippings and put them into a box.</li> </ul>
<b>MATERIALS REQUIRED</b> <ul style="list-style-type: none"> <li>Old clippings (for example from coupons, newspapers, advertisements, recipes, magazines)</li> <li>Box</li> </ul>	<b>BEST FOR...</b> <ul style="list-style-type: none"> <li>Small Groups, Large Groups</li> <li>Ages 5-8, Ages 9-12, Ages 13 and up</li> <li>Smaller Indoor Spaces</li> </ul>	

## Instructions

- Have campers stick their hand into the box without looking into it, and pull out an item.
- Have campers read their item like a certain character. For instance, they could read it like an old granny or like a robot.

## Dictionary Deception

**Time for this Activity: 20 minutes**

### MATERIALS REQUIRED

- Chalkboard or whiteboard
- Paper
- Pencils or pens

### BEST FOR...

- Small Groups
- Ages 9-12
- Smaller Indoor Spaces

### Building Skills in...

- Vocabulary

### Time to Prepare: 10 minutes

- Create a word list.

### Instructions

- This game is based on a popular board game.
- To start the game, the camp staff chooses a word for which no camper will know the meaning. The camp staff writes the word on the chalkboard and writes the definition of the word on a sheet of paper from a small pad. After, the camp staff hands a sheet from the same pad to each camper.
- The camper must write his or her name as well as a definition of the word. The camp staff then collects all of the definitions.
- One by one, the counsellor reads the definitions. Campers consider each definition. Then, as the camp staff rereads them, the campers vote for the definition that they believe is the real meaning of the word.
- Campers earn a point if they guess the definition correctly; they also earn a point each time another camper selects their (fake) definition as the true meaning of the word.
- The person with the most points at the end of the game wins.

### Other Adaptations, Ideas and Tips

Some words to try: fabulist (FA-beeyuh-list) -- a creator or writer of fables, coppice (KAH-pes) -- a thicket, grove, or growth of small trees, inquiline (IN-kweh-lign) -- an animal that lives habitually in the nest or abode of another species, etc.

## Exquisite Story

**Time for this Activity: 20 minutes**

### MATERIALS REQUIRED

- Paper
- Pencils or pens

### BEST FOR...

- Small Groups, Large Groups
- Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

### Building Skills in...

- Writing, reading

### Time to Prepare: 0 minutes

- Very little (or no) preparation needed for this activity

### Instructions

- Give everyone a piece of paper. If the group is bigger than 10 children, divide into smaller groups.
- Have each camper write a story title at the bottom of the page and the first sentence of the story at the top of the page.
- When everyone is done, everyone passes their paper to the person on their right.
- Each child writes a second sentence underneath the sentence written by the child to their left. Then they fold the first sentence back so that they can only see the sentence they just wrote.
- When everyone is done, everyone passes the paper to the person on the right.
- Each camper writes a third sentence underneath the sentence written by the camper to their left. They can refer to the story title for context. Then, they fold back the sentence written before theirs so that they can only see the sentence they just wrote. Continue in this way until each camper has written a line in every story.
- Read out the entire story.

## Group Story

**Time for this Activity: 45 minutes**

### MATERIALS REQUIRED

- None needed

### BEST FOR...

- Small Groups, Large Groups
- Ages 5-8, Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

### Building Skills in...

- Writing, imagination, cooperation

### Time to Prepare: 0 minutes

- Very little (or no) preparation needed for this activity.

### Instructions

- Describe how every story has a beginning, middle, and end. Go over the “beginning”, where the reader learns about who is in the story (characters), and where the story takes place (setting). Describe the “middle” of a story and how it has more details, and a big event or problem takes place (climax). Describe how the “end” is where the problem is solved (resolution) and the story finishes.
- Have the kids sit in a circle and begin a story. Have each kid take turns and say 1 word each. In the first round, the kids will work on the beginning of the story.
- In the second round, the kids will work on the middle of the story.
- Then, the kids can split off into pairs or individually, and write an ending to the group story that was just produced.
- Let those who want to share their work with the group.

## Madlibs

**Time for this Activity: 15 minutes**

### MATERIALS REQUIRED

- Madlibs book or paper and pencils
- Optional: Computer and printer

### BEST FOR...

- Individuals, Small Groups
- Ages 2-4, Ages 5-8, Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

### Building Skills in...

- Vocabulary

### Time to Prepare: 0-15 minutes

- Either purchase a Madlibs book, make your own, or print some off from the Internet.

### Instructions

- Let the campers do the Madlibs sheet, either on their own, or as a group.

### Other Adaptations, Ideas and Tips

You could also have campers create their own Madlibs and have them get in partners to fill them out.



# Music-writing Chairs

Time for this Activity: 20 minutes		<b>Building Skills in...</b> <ul style="list-style-type: none"> <li>• Writing, reading</li> </ul> <b>Time to Prepare: 5 minutes</b> <ul style="list-style-type: none"> <li>• Place chairs in a circle around a table.</li> <li>1 chair per camper.</li> </ul>
<b>MATERIALS REQUIRED</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils or pens</li> <li>• Table</li> <li>• Chairs</li> </ul>	<b>BEST FOR...</b> <ul style="list-style-type: none"> <li>• Small Groups</li> <li>• Ages 5-8, Ages 9-12</li> <li>• Smaller Indoor Spaces</li> </ul>	

- Instructions**
- Have chairs set up around a table. In front of each chair (and on the table) there should be a piece of paper and a pencil.
  - Have each kid sit at a chair and tell them to begin a story.
  - Give them two minutes, and then play some upbeat music.
  - The music is their signal to get up and dance in a circle around the chairs (musical-chairs style).
  - When the music stops, they must sit as quickly as possible at a chair, read the story, and continue on with it.
  - After a couple of rounds, begin removing chairs (musical chairs style) and those who do not get to a chair when the music stops are out.
  - When there are only a few people still playing, ask them to end their stories.

# Board-less Scrabble

Time for this Activity: 15 minutes		<b>Building Skills in...</b> <ul style="list-style-type: none"> <li>• Writing, reading, spelling</li> </ul> <b>Time to Prepare: 0 minutes</b> <ul style="list-style-type: none"> <li>• Very little (or no) preparation needed for this activity.</li> </ul>
<b>MATERIALS REQUIRED</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils or pens</li> </ul>	<b>BEST FOR...</b> <ul style="list-style-type: none"> <li>• Individuals, Small Groups, Large Groups</li> <li>• Ages 9-12, Ages 13 and up</li> <li>• Smaller Indoor Spaces</li> </ul>	

- Instructions**
- You don’t need a board to play Scrabble! Get kids to write out words they know and connect them with other words they know.
  - Have everyone add on and see how much of the paper you can fill up.

# Word Scramblers

Time for this Activity: 15 minutes

## MATERIALS REQUIRED

- Paper
- Pencils or pens

## BEST FOR...

- Individuals, Small Groups, Large Groups
- Ages 9-12, Ages 13 and up
- Smaller Indoor Spaces

## Building Skills in...

- Spelling

## Time to Prepare: 5 minutes

- Create word scramblers. For example, rowbinar = rainbow, fyutbertl = butterfly, etc.

## Instructions

- Have kids solve a word scrambler or create their own.