Motivation for leisure reading: a model Camp Adventure curriculum

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Motivation for leisure reading: a model Camp Adventure curriculum

Abstract
Much research has consistently revealed that the percentage of young children choosing to engage in leisure reading is declining. Instead, potential young readers are consumed by many other forms of leisure activity such as video games, Internet, computer games, movies, and more. To become lifelong learners, children ought to be motivated to read. The questions explored in this paper are: what are the obstacles to developing avid independent readers and how can we help young children become engaged, recreational readers? This paper presents a review of the literature on reading motivation, reading attitude, and the gender gap in reading.

The information gathered from the exploration of these topics in the literature review, was used to create a leisure reading component for implementation into Camp Adventure™, a well renowned global summer camp. The result is a curriculum intended to successfully engage young people in leisure reading activities. By providing children the opportunity to engage in these activities, the author hopes to increase children's perceived value of and thereby increase their investment in leisure reading. In return this will allow more children to become informed, active and independent minded citizens.
MOTIVATION FOR LEISURE READING:
A MODEL CAMP ADVENTURE™ CURRICULUM

A Graduate Project
Submitted to the Division of Literacy
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Masters of Arts in Education
UNIVERSITY OF NORTHERN IOWA

By
Nicole Beth Geopfert
June, 2007
ABSTRACT

Much research has consistently revealed that the percentage of young children choosing to engage in leisure reading is declining. Instead, potential young readers are consumed many other forms of leisure activity such as video games, Internet, computer games, movies, and more. To become lifelong learners, children ought to be motivated to read. The questions explored in this paper are: what are the obstacles to developing avid independent readers and how can we help young children become engaged, recreational readers? This paper presents a review of the literature on reading motivation, reading attitude, and the gender gap in reading. The information gathered from the exploration of these topics in the literature review, was used to create a leisure reading component for implementation into Camp Adventure™, a well renowned global summer camp. The result is a curriculum intended to successfully engage young people in leisure reading activities. By providing children the opportunity to engage in these activities, the author hopes to increase children’s perceived value of and thereby increase their investment in leisure reading. In return this will allow more children to become informed, active and independent minded citizens.
This Project by: Nicole Beth Geopfert

Titled: Motivation for Leisure Reading: A Model Camp Adventure™ Curriculum

has been approved as meeting the research requirements for the Degree of Masters of Arts in Education.

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Introduction

The teaching of reading has two main goals, to instill in students the necessary skills to read effectively and to develop a sense of enjoyment toward reading (Sainsburg, 2004). Many efforts are dedicated to the first goal in schools and homes. The second goal is frequently overlooked. Often, teachers and parents mistakenly assume that if they teach students the necessary skills to read effectively then children will gain a sense of enjoyment from reading. Unfortunately this is not necessarily the case. Roberts & Wilson (2006) examined the frequency of reading for pleasure among adult readers in America and found that, “For the first time in modern history, the percentage of adults that read literature for pleasure is less than 50% of the adult population. Reading for pleasure is declining rapidly among all Americans but the rate of decline has accelerated among the youngest Americans.” (p. 64) Colker (2006) states, “If one is to become a lifelong learner, it is imperative that one have the desire to read. Skill makes reading a possibility. Motivation makes reading a reality.” (p. 2)

This paper seeks to accomplish two goals. In the first part the literature review examines the importance of recreational reading in young students. It explores the definition of recreational reading, seeks to uncover how to motivate readers, and discusses gender differences and reading. The second section describes a partnership with Camp Adventure™ to create a leisure reading curriculum and proposals for implementation of that curriculum in the Camp Adventure program. The literature review of the above subtopics configured the framework and activities included in the leisure reading curriculum. Successful implementation of a leisure reading program within the Camp Adventure program would be considered an important success in its
own right because of the vast outreach of the program. However, because of Camp
Adventure's diverse populations, success here could well generalize to other settings with
similarly diverse populations.

Methodology

Recreational reading
Recreational reading is a category of reading that serves an important role in
reading development and individual reader capacity to read and respond to text (Knowles
& Smith 2005). Allington (2001) suggested that the simple act of reading is a powerful
contributor to reading development. This is especially so when seeking to improve
reading comprehension and fluency, two of the five reading skills the National Reading
Panel (2000) has labeled as essential skills. The language of recreational reading is not
clear or clearly defined. Some terms also used in association with recreational reading
include leisure reading, pleasure reading and informal reading.

Love and Hamston (2003) studied teenage boys' leisure reading dispositions.
They interviewed seven boys and their families. From these interviews they determined
that the definition of leisure reading should be reexamined. According to Love and
Hamston (2003) the definition of leisure reading ought to involve, in its narrowest sense,
engagement with selected print based information and fictional text. To fully understand
the significance of Love and Hamston's definition of leisure reading, the term
engagement and the phrase print based information and fictional text must be elaborated.

Colker (2006) suggests, "An engaged reader is one who reads for different
purposes, scaffolds knowledge to build new learnings, and participates in meaningful
social interactions around reading" (p.1). According to Baker, Dreher, and Guthrie
(2000), ‘engaged reading’ refers to the joint functioning of motivation, conceptual knowledge, strategies, and social interactions during literacy activities.” (p. 3) Reading engagement is as important for struggling readers as it is for proficient readers. Engaged readers frequently read for interest, enjoyment, and learning (Baker et al., 2000). They are readers who can find books of personal significance and make time for reading that text.

Many researchers, Baker, et al. (2000) and Colker (2006), conclude that social interactions are a core element of engagement. Diehl (2005) agrees and reminds teachers of Vygotsky’s findings of the importance of social interactions in learning. Learning is shaped as children interact with others in problem solving situation. One way to help produce young engaged readers is to provide children with relevant social experiences in which rich literacy experiences occur. Johnson & Blair (2003) and Beatson (2000) agree that without social interaction children have a difficult time experiencing reading engagement and therefore become unmotivated to read.

To help increase student engagement Baker, et al., (2000) studied how often students read for their own enjoyment and how often they talk about what they read. From this survey, they found that 44% of nine year olds read for pleasure and 29% talked about what they read. That means that 71% of the nine years are showing signs of low reading engagement. Baker et al. (2000) repeated this study for thirteen year olds. For that age level, 21% stated they read for pleasure and 13% talked about their reading. By these indicators, 87% of middle school students were socially disengaged with respect to literacy experiences. Text engagement as well as social engagement appears then to be central to recreational reading and to reading development. Therefore, promoting
recreational reading will require multiple methods for prompting text engagement and associated social interactions and therefore should be included as an integral part of a leisure reading curriculum.

A second phrase Love and Hamston (2003) used, as part of their definition of recreational reading was print-based information or fictional text. There are many different types of materials that leisure readers engage with for recreational reading. Non-fiction text provides readers with factual information. Knowles & Smith (2005) discuss books that tell children how to do things and provide directions for hands-on experiments and projects are motivating for them. Fictional text provides readers with the enjoyment of a story.

Books are not the only sources for learning or when one finds new information. Many children and adults turn to the Internet for information. Due to many young peoples’ emersion in technology, the definition of leisure reading needs to be redefined. By simply ignoring the important role multi-modal and other complex forms of reading typically preferred by teenage boys, educators run the risk of alienating boys from schooling. Throughout this paper, a more detailed and extended definition of leisure reading is conceptualized and offered as a foundation for the proposed program. As the world changes to a more predominantly technological society it is important the definition of literacy reflect the changes that have already occurred. As an example, many researchers who have explored this topic (Power, 2001, Love & Hamston, 2003, Smith & Wilhelm, 2002) have discovered the importance of multi-modal and digital technology as a selected mode of literature. Power (2001) believes it is important to identify the diverse forms of recreational reading from comic books to digital multimedia
of various genres. It is vital that young people understand that any reading done for leisure is considered recreational reading. With the current definition of leisure reading, students, parents and teachers may only give credit to those that choose a literary classic, such as Tom Sawyer. Much credit should also be given to a student leisure reading through a multi-modal text. An example of multi-modal literature and confusion over just what constitutes leisure reading is found in Love & Hamston’s (2003) research. One boy stated, “I’m not a keen reader...I use the Internet often. I like playing computer games, I go into chat rooms, especially to check out the footy [soccer] results and what kids are saying about the last games” (p.163). This boy did not realize that he was engaged in a form of recreational reading through the Internet, he does not see himself as a ‘keen reader’, yet he was engaged in recreational reading for a good part of his day.

Smith and Wilhelm (2002) explain that literacy needs to be redefined in terms that “help us offer more choices and explore meaning of different kinds of texts with particular powers to engage and express” (p. 186). Worthy (1996) also supports the idea of including a variety of types of texts. A variety of texts will help reach all learners needs and wants. She states, “Students who do not enjoy typical school texts and novels often never engage with reading at all, and many develop an aversion to reading that may be lifelong.” (p. 206). In order to engage children in literacy activities teachers and parents need to expose them to more that just “selected print based information and fictional text” (Love & Hamston, 2003).

Learning to read involves two main goals (Sainburg, 2004) one to learn the skills and two to gain a sense of enjoyment for reading. The research explains the latter goal is not being met. The concern then is with the readers who are able to read and have the
skill, yet are choosing not to read. Love & Hamston (2003) use Chambers (1969) definition of reluctant readers to describe these readers. Chamber states reluctant readers as those who have the ability to read without any problems decoding print, but have little or no inclination to read except by way of work or normal everyday life. These are the readers who have failed to develop a sense of enjoyment when reading. They are readers who have not been engaged in a motivating text.

The first stage to exploring reluctant readers is to discover whether or not they really do have the skill and knowledge to read. Are the schools teaching young students how to read or has the evidence of that declined within the past few years. According to the National Center for Education Statistics in 2005, schools have produced a majority of students who are basic to proficient readers.

On a 0 to 500 point scale, fourth-graders’ average score was 1 point higher and eighth-graders’ average score was 1 point lower in 2005 than in 2003. Average scores in 2005 were 2 points higher than in the first assessment year, 1992, at both grades 4 and 8. Between 1992 and 2005, there was no significant change in the percentage of fourth-graders performing at or above Basic, but the percentage performing at or above Proficient increased during this time. The percentage of eighth-graders performing at or above Basic was higher in 2005 (73 percent) than in 1992 (69 percent), but there was no significant change in the percentage scoring at or above Proficient between these same years.” (Website http://nces.ed.gov p.1)

American Schools are producing students that simply choose not to read, that is to say, reluctant readers. Where schools are lacking is in motivating students to want to
read. Students need to be exposed to many types of text including multi-modal text and students need to understand the importance to reading. Without engagement and motivation students will lose interest in reading. Diminished interest in reading will result in reluctant readers, and there are broad consequences for this. With a society of reluctant readers comes an uninformed society. To function effectively American society relies on citizens who are well read and informed on the many decisions that a democratic America must make.

Motivation
Definition
Children in school today are soon enough decision-makers of our society tomorrow. By becoming lifelong learners and leisure readers they will remain informed, active and independent minded citizens. We have learned that readers need to be engaged in text in order to fulfill their want to read. Engagement means that the reader is motivated.

Many researchers (Alderman, 2004, Guthrie, Schafer, Wang, & Afflerbach, 1993 and Wigfield & Guthrie, 1997) place motivation at the center of the discussion on literacy development. Wigfield and Guthrie, (1997) suggest that motivations are relevant to the child's life. Since each child is different, relevant motivations are individual for each reader. Learning about the child and their interest is essential to connecting them to relevant sources of motivation. A reader must want to read text because s/he sees how it corresponds to their life. Guthrie et al., (1993) asserts that motivating students to read must become a high priority because much research indicates that higher ability readers are more interested in reading and have higher intrinsic motivation for reading activities. Many students with low motivation are at risk of reading failure. When students are not
motivated to read and do not experience success right away, they become frustrated, resulting in poor readers with little or no motivation to want to read.

What does motivate readers to read? The answer appears to be complicated by the interaction between individual differences and literacy experiences. Literacy experiences play an important part in shaping students' perceptions of the purposes and goals of reading and writing (Baker et al. 2000). Wigfield (2000) describes three critical strands to motivation (1) intrinsic and extrinsic motivation, (2) competence and efficacy beliefs, and (3) social motivation. Intrinsic and extrinsic motivations are different ways of inspiring related to whether one is internally driven or relies on external factors. Competence and efficacy beliefs relate to how one feels about doing something. Social motivation is a type of motivation that evolves out of experiences with others, perhaps peers or when a reader understands their reading within a social context.

It follows then that producing life long leisure readers requires that teachers instill intrinsic motivation in students. Intrinsic motivation implies that one does an activity for its own sake and out of interest in the activity (Baker et al, 2000). Cole (2003) conducted a case study to examine the factors that effect her students' motivations to read. She chose four different students who were motivated by different books, activities and other classroom components. They also had their own beliefs, purposes and reactions to reading. Cole (2003) calls this their “literacy personalities.” The children’s personal experiences in reading impacted their individual literacy personality. She concluded from her study that knowing all students have literacy personalities can, “lift the burden of trying to teach to children the same way” (p. 335). She suggests that teacher’s focus on intrinsically motivating students to become independent successful readers and
learners, and that teachers should implement many approaches to help engage readers. Cole (2003) suggest that teachers allow students to set goals, advocate positive beliefs and clear reasons for reading, provide social opportunities to talk about books, provide an array of books, provide several different types of reading experiences, and teach through thematic units. Guthrie (2001) describes intrinsic motivated readers as readers who are inherently inspired and believes he or she is a capable reader. The reader will choose difficult text and integrate text with prior knowledge to assimilate new ideas. Guthrie (2001) also acknowledges that an intrinsically motivated reader will terminate or minimize reading if the text is not inspiring.

The polar opposite of intrinsic motivation is extrinsic motivation. Students reflect extrinsic motivation (Wigfield, 2000) when they engage in activities for external reasons, such as receiving a tangible reward. For example, if children read a certain number of books they receive a certificate for a free pizza. Children try to reach a certain reading goal in order to receive a reward. Researchers are divided when it comes to rewarding students for reading. A benefit to extrinsic motivation in reading is that as a child reads more to reach established goals will have a variety of experiences with text. According to Kohn (1993), when children are trying to reach an extrinsic goal, students will be exposed to more books and this will introduce them to the joy of reading. However, McQuillan (1997) warns that teachers need to be cautious when using tangible incentives to promote reading. He suggested that perhaps the money being spent on rewards (candy, stickers, and prizes) should rather be spent on books. A further concern, Deci and Ryan (1992) concluded that rewards have controlling effects and decrease intrinsic motivation. While, Krashen (1993) believes extrinsic rewards are not needed because when intrinsic
motivation, positive reading models, and a good supply of books are available, students will find reading to be enjoyable. The connection between intrinsic motivation and enjoying reading was supported by Sweet, Guthrie, and Ng (1998) who researched teachers’ beliefs about motivation. A majority of the teachers reported that higher-achieving students were more intrinsically motivated.

The second motivational strand identified by Wigfield (2000) is competence and efficacy beliefs. Self-efficacy is a judgment one might make about their capability to accomplish a task. Alderman (2004) explains that self-efficacy judgments determine which activities to undertake or avoid and how much effort should be put forth. Self-efficacy (Alderman, 2004) is not just a reflection on one’s ability, but more so the beliefs one holds about that ability. If one believes they are good at an activity then they are more willing to participate. The belief that they are not good will cause them not to want to be engaged that activity. In return the student, in this case, will not practice, consequently they will not improve in that area. Wigfield (2000) describes a young boy who explains that when he comes to understand new words and phrases his sense of reading competence grows stronger. This in return helps him continue to pursue to read what interests him.

The third strand, social motivation, occurs when individual motivation relates to others. Social motivation is directly mentioned in the engagement definition. A number of researchers (Wigfield, 2000, Diehl, 2005, Koskinen, Palmer, Codling, & Gambrell, 1994, Smith & Wilhelm, 2002) agree about the importance of providing social interactions with literature. Wigfield (2000) suggests that, “In socially interactive learning experiences children develop higher-level skills such as logical memory,
selective attention, decision making, and comprehension as they use language within a social context.” (p. 120). Not only are all the mentioned skills obtained, but also students just enjoy working with and talking about their texts. Parsons (2004) explains that just having a person to talk to about what they are reading helps readers become more engaged in the text.

An important factor that could improve student’s personal experiences in reading would be to provide students with choices. Positive choices promote independence and responsibility (Baker, et al., 2000, Cole, 2003, Johnson & Blair, 2003, Smith & Wilhelm, 2002). When students are given the opportunity to self-select a book their reading engagement, motivation, and interest all increase (Cole, 2003, Smith & Wilhelm, 2002). Giving readers the opportunity to choose a book of interest will motivate them to want to read it in their leisure time. When students engage with text, they feel that they are in control when selecting books that interest them (Johnson & Blair, 2003). Student self-selection of literature can be one means to this end. In fact, data suggest that when students learn how to successfully select their own literature they increase their awareness and knowledge of literacy (Fresch, 1995).

Reading challenge is another factor that impacts motivation (Colker, 2006, Wigfield, 2000). Colker (2006) explains, “Challenge is defined as the satisfaction a reader gets from mastering a complex text. Goals that are challenging at an appropriate level and that can be achieved in a relatively short period of time are most likely to be pursued by readers.” (p. 2) Wigfield (2000) explains that motivational challenge can be best observed when a child plays a video game. When the child succeeds at the first
challenge they enter level two, in which the challenge becomes more difficult. The same challenge should be present when students choose a book to read.

**Interest**

Students choose books to read primarily by the topic of the book. Therefore students’ interest in a topic or text has a profound impact on their motivation.

Examination, then, of the relationship between interest and motivation to read may offer insight into how teachers invite readers to engage in literacy activities. Students’ interest in a topic can be a more important consideration than the readability of a text, “In fact, when students have strong interest in what they read, they can frequently transcend their so-called reading level.” (Worthy, 1996, p.205). Since students want to learn more about their topic, they are willing to take on more challenging text. Students are willing to spend more time on unknown words and monitor comprehension to gain the knowledge from the text. Colker (2006) agrees by stating, “Interest in reading is likewise a key component of engagement. Children who are interested in literature can comprehend them better than children with similar skills but lower interest. Even when materials are difficult for children to comprehend, interest value is an important factor in reading success.” (p. 1). Darigan, Tunnel & Jacobs (2002) found that interestingness of a text is thirty times more powerful than the readability of text (p. 454). In fact, the “interestingness” of the book is what leads to enjoyment and increases positive attitudes children have about reading.

Csikszentmihalyi (2000), a preeminent American researcher in the psychology of motivation, suggest his own learning history is informative with respect to the relationship between interest and learning. He reports that the primary reason he quit school at the age of fifteen was because it was not interesting. A few years later he was
learning English by singing American folk songs in choir. He states, “Those were enjoyable, meaningful ways of encountering the language, whereas taking a grammar book and trying to follow the syntax and the grammar—that was so boring that it made no sense” (p. 3). Csikszentmihalyi in his work on motivation has uncovered a set of behaviors and experiences that when combined create what he calls a state of “flow”.

“Flow” he explains, occurs when a person is completely focused, concentrated, operating outside of everyday reality, experiencing inner clarity and there is awareness that your skills are adequate for the task. He states that musicians, painters, readers, and athletes are all people who often experience “flow”. The first step of losing yourself in flow, he concludes, is to find something of great interest and believe successful accomplishment is within reach.

Csikszentmihalyi (2000) found, “that after having a flow experience, people’s self-esteem goes up significantly.” (p. 12). They realize that they have completed something, which is for them, out of the ordinary. This is a feeling available to many who engage in reading. And because flow is not simply a set of behaviors and experiences but also a form of reward it becomes, of its own accord, intrinsically motivating.

Knowing how crucial student interest is to motivation, motivation to engagement, and engagement to literacy development, the next step is to contextualize the literacy experience. In schools the context of most literacy experience is the curriculum. When speaking of leisure reading the context is the readily available choices and the prevailing attitude of inclusiveness relative to enjoyment of literacy activities. Therefore, exploring and knowing student interest is crucial when providing a motivating and engaging
literacy atmosphere. Being certain to create a variety of genre and a wide array of content is likewise essential.

Attitude

Roberts and Wilson (2006) recognize that, “reading attitude is an integral part of the development and use of lifelong reading skills” (p. 64). There is an extensive body of research (Smith & Wilhelm, 2002, Cosgrove, 2003, Wang, 2000, Roberts & Wilson, 2006) detailing the importance of ingraining a positive attitude towards reading. It appears to be as important as teaching decoding and comprehension skills. One troubling trend is that, despite the critical importance of positive attitude toward reading, studies have consistently found that a negative attitude toward reading often emerges and continues to grow in the upper grades of elementary school (McKenna, Kear & Ellsworth 1995, Sperling & Head, 2002).

It would appear formal reading may play a role in the development of negative attitudes to literacy activities. Cosgrove (2003) conducted interviews with teachers from grades K-8, students, and parents about the reasons for reading and learning to read. She found that more kindergarteners than older students thought the purpose for reading was for relaxation. Not surprisingly, Cosgrove also discovered that none of the students who considered themselves as poor readers had a positive attitude toward reading. They thought the purpose for reading was to improve their reading skills to do more schoolwork. This was juxtaposed against their parents who listed reading for fun as the primary purpose for their children’s reading.

Cosgrove (2003) then compared two classrooms with different instructional strategies. One classroom was literature based and the other was skill based. The skill
based classroom students listed reading for relaxation as their last choice for their purpose for reading. Whereas the literature based classroom students listed reading for relaxation as their first choice for the purpose for reading. Cosgrove (2003) concluded that reading without purpose and interest may help students apply skills to reading, however the skills will not be long term because these students are not choosing to apply them independently. In her view, teachers need to review their own attitudes toward reading as the atmosphere teachers create can either enhance or decrease students’ attitudes toward reading.

Wang (2000) also found support for using a literature approach to help increase student attitudes in reading. He states that classrooms should provide chances for children to read and help children solve problems. Wang (2000) states that children need to, “experience literacy by themselves, to use literacy to convey their ideas and express their feelings and to experience success in reading and writing.” (124). By using literature as a form of expression, students feel connected to literacy and in return gain a positive attitude for reading and writing.

Gender

The widest current gender gap related to learning achievement is in literacy. Cole (1997) states that the Educational Testing Service reports that the gap in writing between eighth-grade males and females is more than six times greater than the differences in mathematical reasoning. Newkirk (2000) points out that the gap between girls and boys is “comparable to difference between Whites and racial/ethnic groups that have suffered systematic social and economic discrimination in this country” (p. 295). It is not
astonishing then to learn that Smith & Wilhelm (2002) discovered nearly 50% of boys call themselves nonreaders by high school.

Much research (Baker et. al., 2000, Cosgrove, 2003, Sullivan, 2003, Knowles & Smith, 2005, Smith & Wilhelm, 2002) has revealed that girls are more engaged readers than boys. In Cosgrove’s (2003) research she discovered that girls often think that they are better readers. Girls also have a better attitude toward reading than boys. Another factor in the reading performance differences in boys and girls could be their reading motivation. Wigfield & Guthrie (1997), found that girls often have more positive motivation for reading than boys. Even at first grade, girls believed they were more competent and had a greater interest in reading.

Many researchers have studied the reason why girls are more successful and enjoy reading more than boys. Newkirk (2002) explains that boys prefer studying with noise. For example they enjoy studying with friends, in front of a TV, and with music on. To boys, independent reading consists of silence, isolation and sitting for a long period of time. This can be difficult for many boys. Author Jon Scieszka, created a website, www.guysread.com, devoted to getting more boys of all ages reading. On his website, he offers four reasons why boys may be having trouble with reading. Scieszka explains that biologically boys are slower to develop than girls; therefore they struggle with reading and writing early on. Without the taste of success, boys become less motivated to read and write. He also states that action-oriented, competitive learning styles of many boys do not help them succeed in literacy. In many schools, Scieszka has noticed that the books boys are asked to read do not attract them. Finally, he states that as a society, teachers and parents teach boys to suppress their feelings. Books and writing is about
connecting your feelings to the literature you are writing or reading. Leisure reading is about taking time to lose yourself and go to a different place, find *flow*, the state of becoming completely focused and concentrated on a certain task.

Research has informed teachers of many reasons boys are turned off to literacy. There is also research that clarifies what we need to do to close the literacy learning gap. Csikszentmihalyi (1990) offers four main principals for enabling *flow* experiences 1) a sense of control and competence, 2) a challenge that requires an available level of skill, 3) a clear goal and feedback, and 4) a focus on the immediate experience. Smith and Wilhelm (2002) suggest teachers think about electric games. We know that most children enjoy playing video games and now with computers, Nintendo’s, and X-Boxes young students are more and more involved with video games. Consistent with Csikszentmihalyi’s (1990, 2000) concept of flow, video games are designed to hook their players by providing them with *flow* experiences. The games get more challenging the more the player accomplishes, therefore, the player feels more and more competent and challenged as the skill level increases. The goals of the video game are clear and provide constant feedback. No wonder boys can easily lose themselves in video games. Since the video games allow children to have control over what they are doing the boys are motivated to play more.

One way to provide boys control is to give them choice. Smith & Wilhelm (2002) have found that, “If boys are not first engaged emotionally with text—if they do not care about the characters and/or issues presented—then they will never proceed to more nuanced readings.” (p. 195). For example, Love and Hamston (2003) interviewed a teenage boy who stated, “I’m a good reader, but I hardly read for leisure at all. I simply
don’t enjoy reading and the only time I read out of school would be something on a topic that interests me…” (p. 163). Many researchers have discovered that boys have not been given sufficient control over what they read (Smith & Wilhelm, 2002, Coles & Hall, 2001, Worthy, J., Moorman, M., & Turner, M., 1999). In fact, in some schools the materials that boys are most interested in reading are not even offered as a choice (Worthy et al., 1999). Cosgrove (2003), Smith and Wilhelm (2002), and Worthy et al. (1999) all agree that boys choose magazines over books. Coles and Hall (2001) found that boys’ literacy choices tend to lend more towards taking information from the text and analyzing the information rather than analyzing motivation or characterization. On the whole boys tend to enjoy non-fiction text more than fiction, especially non-fiction text that relates to their lives (Smith & Wilhelm, 2002, Coles & Hall, 2001, Worthy, J., Moorman, M., & Turner, M., 1999).

Another way to motivate and engage male readers is to tap into their interest. Interest, as Smith and Wilhelm (2002) suggest, are more likely brought to school, rather than developed at school. This interest can range from learning how to fix a car to reading websites and connecting to the hyperlinks on the Internet. Technology is a motivator for many boys. This is where they interact and socialize. Smith and Wilhelm found many boys participate in instant messaging, electronic chat rooms, or regular email exchanges. On the computer one boy from Smith and Wilhelm’s research stated, “You feel you can say anything you want to. It’s like I’m a shy person so I express more emotions over the computer.” (p. 149) Not only does the computer interest boys, but music is also a motivator. Music is a way for boys to show and feel emotion. Since every boy and child is interested by a variety of topics, finding a book or multi modal text
that relates to every boy’s interest in a particular class would be an overwhelming task. Smith & Wilhelm (2002), explain teachers need to understand what motivates and interests their students. Then use those conditions to help create those flow experiences.

As previously mentioned, social interactions with text can increase student motivation and engagement. This is true for males and females. Among Smith and Wilhelm’s (2002) many findings, one of particular relevance was that having a small group of friends to discuss readings was highly motivational. In schools today teachers tend to provide discussions that are usually “recitations with preset answers.” (p. 129), which does not provide the discussion format motivational for boys. Smith and Wilhelm (2002) and Diehl (2005) concur with Vygotsky (1978) that when readers dialogue together they connect the language of the text with thought and feeling where dialogue is interpreted as thought provoking discourse with children and is motivational. Smith and Wilhelm found that when the literacy activity involved social interaction and connection boys felt intrinsically motivated. Intrinsic motivation, as mentioned earlier, provides students with a drive to want to read for leisure.

While it is essential to discuss the issues connected to boys and literacy, in order to create a comprehensive curriculum, the discussion is incomplete without addressing the literacy needs of girls. Gurian and Stevens (2004) explain why it is likely that girls enjoy reading more than boys. According to Gurian and Stevens, girls have more areas in their brain devoted to “verbal functioning, sensual memory, sitting still, listening, tonality, and mental cross talk” (p. 22). Due to the complexities of reading and writing, on the whole, the female brain has more tools to help them. This may explain why there is a difference in gender by age when it comes to motivation to read. Girls are more
motivated to want to read and have more positive attitudes toward reading. It appears that girls have more tools to help them read and therefore build up their positive "I can" attitude toward reading. Gurian and Stevens (2004) suggest that the feeling of success by girls helps motivate them to become children who want to read.

As for the types of literature that girls enjoy reading, Cosgrove (2003) has found that girls prefer all kinds of stories and genres whereas boys more often prefer non-fiction materials about science, sports and general information. Cosgrove (2003) discovered that a common ground exists in that both genders seem to have a general reading preference for such books as adventure, mystery and jokes and riddles. Exposing girls to a wide variety of genres and reading experiences will help them discover what they are inspired to read. It is vital that all children are exposed to the best quality examples of literature, and then celebrated when they choose what best fits with their literacy personality.

Implications
Understanding different elements of literacy learning and reader characteristics that affect leisure reading offers insight into curriculum development that will successfully promote engaged recreational reading. Such characteristics as engagement, text selection, motivation, attitude, and gender suggest essential components of a leisure reading curriculum. These findings will inform and guide development of a learning environment at Camp Adventure™ that will attempt to meet each camper's needs by first capitalizing on his or her interest. The campers will be immersed in an environment that encourages them to develop positive beliefs, establish reasons and purposes for reading, make choices, and gain trust that their reactions to literacy events are respected. Through this process, intrinsic motivation to read is expected to be nurtured and advanced. The following sections describe Camp Adventure™ and further explain the process and
procedure of developing and implementing leisure reading into the Camp Adventure curriculum.

Camp Adventure™

Definition

"We create magic moments for children that last for a life time." "Catch the magic!" These are all sayings that you hear when Camp Adventure™ counselors are close by. Camp Adventure™ Youth Services is a non-profit educational organization founded by Dr. Christopher Edginton. The program's goal is to provide leisure activities to all children that attend the camp. Through leisure areas the children have fun while engaging in productive, meaningful, thematic activities that are intended to enrich their lives. The program also provides a wide array of opportunities for college-aged students to serve children and youth, integrate theory learned in their education and service classes with practice, and develop new knowledge, skills and competencies. According to the Camp Adventure™ web site, (www.uni.edu/campadv) Camp Adventure™ was founded at the University of Oregon in 1985. At that time it sent twelve students to three sites in Korea. Camp Adventure™ is now based out of the University of Northern Iowa and in 2006 it sent approximately 800 college-aged students to 120 program sites in nineteen countries. Most of the camps are held in the summer for eight to twelve weeks at various program sites around the world. The majority of the camps are stationed on military bases.

Camp Adventure™ provides several different types of camp experiences. These include day camps, resident camps, sport camps, learning adventures, spirit camps, adventure plus camps, and ArtFest camp. The intention is that through these different
types of camps the various needs and interests of children between ages of six and fifteen are being addressed. The following leisure reading curriculum is designed to be implemented for the day camps.

Philosophy

Camp Adventure™ is committed to enriching and enhancing the well-being of children of military personnel. The 2006 theme, "Catch the Magic", embodied the program as high energy and full of enthusiasm. Camp Adventure™ is dedicated to expand the horizons of those they serve by enhancing the child’s social, physical, and emotional well-being. The program is committed to excellence and to providing quality leisure activities, programs, and services. The camp environment emphasizes sharing, discovery and friendship. This researcher can attest to the program’s philosophy being implemented in practice, having served as a Camp Adventure™ counselor in 1999 and 2001.

The Camp Adventure™ Day Camp Manual (2005) states “The mission of Camp Adventure™ is to: (1) meet the requirements of the U.S. Military with regard to the MWR (Moral, Wellness, and Recreation) service program, and (2) offer a quality experience for children of the U.S. Military that promotes social interaction and group cooperation, personal growth, and development, and democratic skills and values.” (p. 3)

Camp Adventure Program/Curriculum

The Camp Adventure™ programs are based at U.S. military camps, U.S. embassies, and U.S. schools/universities around the world. College students, who are the counselors, are assigned to a specific site. Once assigned to one of the 120 Camp Adventure sites, the counselors attend training to help them prepare for their camp
experience. Training introduces counselors to their camp leaders and the day camp curriculum.

The University of Northern Iowa plays an important role in the Camp Adventure™ program. The home office of Camp Adventure™ is based at the University of Northern Iowa and is responsible for organizing curriculum, counselors, training, project coordinators, and project directors. All of the training for the camp leaders is completed at the University of Northern Iowa.

Camp Adventure™ curriculum is designed around themes and thematic units. Angie Noll, director of the curriculum for Camp Adventure, explains that many thematic units rotate through the curriculum (personal communication, January 25, 2007). Summer camps are as long as 8 to 12 weeks. Each week offers a new theme. The curriculum offers variety, choice, and motivating activities. Many of the activities provide children opportunities with large and small body movement and musical and artistic movement. At the end of the week the camp invites friends and family of the campers to a Camp Adventure Presents. This is a time that showcases the different age group activities that have been prepared for the performance. The Camp Adventure™ curriculum is well-designed and detailed. Each weekly theme has a bound curriculum in which all activities are explained in full. There is a daily overview in the front of the curriculum and all the activities are found after the overview (see appendix A for an example).

The curriculum has components that meet Camp Adventure's aims and objectives, which are stated as follows: Building a Sense of Community, Social Objectives, Personal Objectives, Educational Enrichment Objectives, and
Recreational/Power of Play Objectives. This project, creating a leisure reading program for Camp Adventure™, is intended to address the Educational Enrichment aim and objective within Camp Adventure™.

The Project

Academic vs Leisure Reading

As outlined in the introduction, there are two broad and encompassing approaches to teaching reading. One approach, academic reading, emphasizes the skill and drill of learning to read. Learning to read by decoding, phonemes, fluency, and comprehension are all associated with this type of reading. The other approach, recreational reading, relates to reading for interest and pleasure and is, therefore, directly linked to leisure reading. Leisure reading occurs when readers choose to read for pleasure, whether fiction, nonfiction or other forms of reading. This is a time when readers engage and apply reading skills independently. If children are not given time to practice reading they will not apply their skills, thereby creating students whose skills are specifically developed and who can read, but choose not to. As Mark Twain said, “A person who does not read has little advantage over the person who can not read” (Brainy Quotes, http://www.brainyquote.com). The leisure reading curriculum created for Camp Adventure™ is intended to motivate and empower children to want to read. The goal is to create readers who apply their academic skills and read for pleasure.

Instructional Strategies

Research findings cited here in the literature reviewed informed the design of the Camp Adventure™ leisure reading curriculum. These findings suggest a leisure reading program should incorporate the following:
1. SOCIAL. At the outset the program must offer interesting text, challenging tasks, extrinsic rewards leading to intrinsic reward structures, varied grouping experiences, and social connection.

2. HANDS-ON LEARNING AND PROBLEM SOLVING ACTIVITIES. Hands-on learning and problem solving will be displayed through many of the learning labs sections of the curriculum. This also addresses the gender gap by providing boys with the kind of more direct hands on and problem solving reading activities research suggest they prefer (Taylor, 2005).

3. INTEGRATED OR THEMATIC LEARNING ACTIVITIES. Parsons (2004) agrees with Taylor,' (2005) explanation that teaching an integrated approach will help blend all aspects of literacy, reading, writing, and speaking. He also suggests that an integrated approach will help individualize personal growth, skills and the cultural needs of each student.

4. CHOICE/GENRE. Multiple forms of literacy and opportunities for choice. Knowles and Smith (2005) report that often the genres of books that motivate both boys and girls are humor, adventure, information/nonfiction, fantasy/science fiction, humor/mystery, sports, war, biography, and history.

suddenly reading intently in the library. They were having enthusiastic discussions about the books or magazines [they were reading].” (p. 34).

6. READERS THEATER/FLOW. Worthy (1996) and Worthy & Prater (2002) explain that Readers Theater leads to “increased engagement with literacy even in very resistant readers” (p 294). Knowles and Smith (2005) suggest four strategies that help children change their behaviors in reading. They are 1) allowing readers to move frequently, 2) creating opportunities to show off dramatically, sharing their hobbies, and demonstrating something they have read about, 3) providing frequent breaks, and 4) engaging readers in sensory activities and experiences. Csikszentmihalyi’s (2000) study of flow also directly effects children’s self-esteem and helps readers become intrinsically motivated.

The six instructional elements are also represented in Table 2 on page 33.

**Camp Adventure Curriculum**

The Camp Adventure™ Day Camp is a five-day a week camp that follows a daily schedule, which is divided into ten different areas. Table 1 shows the ten areas and the time of day they take place. Also refer to Appendix A for an example of a daily grid of the Camp Adventure™ program.

<table>
<thead>
<tr>
<th>8:00</th>
<th>9:00</th>
<th>9:30</th>
<th>10:00</th>
<th>11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Areas</td>
<td>Welcome Songs and Skit</td>
<td>Small Group Time</td>
<td>Choice Activity and Special Interest Groups</td>
<td>All Camp Activities</td>
</tr>
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<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
When beginning to create the leisure reading curriculum I explored two options were explored. One option was to create a new curriculum altogether. The second option was to create components that fit into the already established Camp Adventure Curriculum. The Camp Adventure's curriculum is so well established and implemented that developing anything new could hinder the piloting process. Implementation is an important part in the project. Since the camp counselors and directors have been trained on the Camp Adventure curriculum, it is essential that these components correspond well to the already established curriculum. Therefore, after careful examination of the curriculum Camp Adventure™ already developed ways to implement leisure reading components into the existing curriculum. The components chosen are based on the principals made evident in the literature that help promote leisure reading in young people.

Previously, the Camp Adventure curriculum included a few reading components. Typically the curriculum is theme based. Some of the units include activities that are based on literature that corresponds to that thematic unit. For example, in the Day Camp Manual from 2005 there was a unit, “Earthday Birthday Extravaganza.” In this unit the curriculum uses Dr. Suess' text as the primary literacy source. Children enter the imaginative world of Dr. Suess and explore his writings. Activities were then performed using the book, The Lorax. The project proposed here to incorporate a leisure reading component into the Camp Adventure™ curriculum should create expanded leisure
reading opportunities for campers as it is based on research on best practices and best approaches for promoting leisure reading and is rooted within an existing highly successful curricular model.

The Camp Adventure™ Day Camp Curriculum has eight different areas available to embed leisure reading. Six instructional elements were developed along with the research from the literature I reviewed about recreational reading, motivation and gender. The following table (Table 2) explains the eight areas and their components to increase leisure reading.
<table>
<thead>
<tr>
<th>Eight Camp Adventure Curricular Areas</th>
<th>Six Instructional Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Areas</td>
<td></td>
</tr>
<tr>
<td>CHOICE/GENRE: This will provide children a chance to choose the books they want to read and explore. This is also a time they choose an activity that is related to literature.</td>
<td></td>
</tr>
<tr>
<td>Skits/ Reader’s Theater</td>
<td></td>
</tr>
<tr>
<td>READER’S THEATER: This is a time the children see the literature come alive, either by the counselors or the children themselves. Drama will help provide movement that students need throughout their day.</td>
<td></td>
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<tr>
<td>Small Group</td>
<td></td>
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<tr>
<td>SOCIAL/BOOK CLUB: Children listen to a read aloud and then get the opportunity to discuss the literature. Small group also provides the opportunity for children to be included in a type of book club.</td>
<td></td>
</tr>
<tr>
<td>Choice Activity Club</td>
<td></td>
</tr>
<tr>
<td>CHOICE/INTERGRATION/BOOK CLUB: Children can choose which club interests them most. They take ownership in that club by being apart of it the entire week and then display what they have worked on at the end of the week.</td>
<td></td>
</tr>
<tr>
<td>Jokes</td>
<td></td>
</tr>
<tr>
<td>CHOICE/GENRE: Children are exposed to different types of literature and also get the spot light to share the joke they choose.</td>
<td></td>
</tr>
<tr>
<td>Learning Labs</td>
<td></td>
</tr>
<tr>
<td>HANDS-ON/PROBLEM SOLVING: Children get introduced to challenging tasks for a variety of text in a variety of modes.</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
<td></td>
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<tr>
<td>INTERGRATION: Field Trips provide the opportunity to read in real word context. Children listen, read, and speak in a real world setting. Making this motivating for leisure reading.</td>
<td></td>
</tr>
<tr>
<td>Songs/Poems</td>
<td></td>
</tr>
<tr>
<td>GENRE/FLOW: This will help children feel the rhythm of reading. Children will be exposed to music lyrics and poems.</td>
<td></td>
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</tbody>
</table>
Though camp can range from eight to twelve weeks, most Camp Adventure Day Camps are eleven weeks long. Each week offers a new theme. Angie Noll, the Camp Adventure Curriculum Director, has developed eleven themes for the 2007 summer Day Camp. I decided to choose the following four themes to develop further, 1) Under the Sea, 2) Bugs, 3) Sports Stars and Heroes, and 4) 4th of July.

For each weekly theme I have created activities based from the six instructional strategies and plugged them in to the eight areas identified, in Table 2, of the Camp Adventure™ daily schedule. The areas include 1) interest areas; 2) skits and reader’s theatre; 3) small group time; 4) choice activity clubs; 5) joke time; 6) learning labs; 7) field trips and 8) songs/poems.

**Oceans.** This theme week is focused generally on the topic of oceans and ocean animals. It features opportunities for children to choose in many literacy activities. The children can choose to read in the camps library at interest area time. Two skits that involve the children are performed. One based off of the book *Rainbow Fish*, by Marcus Pfister. Each day of the week has a different read aloud book. The books were chosen to support the sub-themes each day. Many jokes are included in the curriculum for the campers to read and perhaps share. The learning labs for the week of oceans include activities such as: Whales Reader’s Theatre, Titanic Discovery, Newscast about Oil Spills, and a Wave Experiments. To end each day the counselors gather everyone together to recite poetry or sing songs. Songs planned for this unit include Whale Rap, Mark the Shark, 5 Little Fishes, Baby Beluga, and Down by the Bay. The weekly program guide for the Oceans theme week is found in Appendix B. In addition to the grid is a book list and lesson plans for each activity.
**Bugs.** This unit allows campers to explore many different types of insects and bugs. In interest areas children are given the choice to read books in the library, explore Eric Carle books, experience a web quest called, Day in the Life of an Insect, and make a list of the many different uses for insects. The author has planned a skit called Bumblebee, Bumblebee. In small group there are great books to be read aloud. Each book was planned according to the daily sub-themes. During choice activity clubs, campers will have an option to participate in another web quest, which is an author study, focused on Eric Carle. A bug hunt is planned for a field trip during this week. After the field trip one of the learning labs is to label the parts of an insect. Creating an ABC book from the model of Jerry Pallotta’s books and using a recipe to make Silly Spiders are also planned in the learning labs. The Bugs program guide, book list and lesson plans can be found in Appendix C.

**Sports and Heroes.** The Sports and Heroes theme weekly program guide, book list and lesson plans can be found in Appendix D. This theme provides participants with the opportunity to learn about the many areas concerned with sports. Campers get the opportunity to read and write blogs pertaining to sports on the Internet during interest areas. They also can choose to browse through many athlete biographies and autobiographies. This will prepare them for small group, in which the groups decide which athlete they would like to learn about. The campers choose the books the counselors read aloud to them. In skits and reader’s theatre the game of Guess the Sport is played. A camper or group of campers read facts about the sport or act out the sport for others to guess. Camp Adventure™ had planned many literacy activities in this unit prior to our leisure reading curriculum. In choice activity clubs campers will practice
sports broadcasting. Learning labs are full of leisure reading activities such as Creating Own Baseball Trading Cards, Autograph Book, and Writing a Front Page Sports Article. There are many jokes and riddles included in the curriculum. The end of the day campers will sing Take me out to the Ballgame.

4th of July. This weekly theme focuses on the different states in the United States and celebrating the United States of America. The first few days of the week are dedicated to the different states and regions of the United States. Then the campers celebrate the America’s freedom. The interest areas are full of opportunities to read books about the United States. There is also a chance to make a patriotic Fortune Teller. The skit for this weekly theme is from the book Holiday Reader’s Theatre. It is intended for children to perform the skit about the 4th of July holiday. The read aloud books discuss the story of The 4th of July, Yankee Doodle, fireworks, picnics, and flags. The literacy choice activity is to Explore and Discover Flags and children will create a flag the represents them. In learning labs campers will make a brochure of their favorite state and practice the reader’s theatre to be performed during the skit time the very next day. The song to end the day is My Country ’Tis of Thee. The 4th of July program guide, book list, and lesson plans are in Appendix E.

Piloting the Curriculum

This curriculum will first be piloted within the Camp Adventure™ system. Before going system-wide it is important to determine whether the program effectively accomplishes its goals. To determine this, a study will be conducted to answer two fundamental questions. 1. Do the leisure reading components in the Camp Adventure™ curriculum increase young reader’s motivation to read at their leisure? 2. How was the leisure reading curriculum implemented within the Camp Adventure™ program? The
curriculum is planned to be piloted at five Camp Adventure™ sites. As an extension of this research the author and a University of Northern Iowa Literacy Education faculty member, will travel to the pilot sites to monitor implementation. Pre- and post program data will be obtained at target sites and two non-participating sites to measure frequency of leisure reading in general for the target populations, how successful the curriculum is at increasing leisure reading activities, how the curriculum is implemented, and the relative ease of implementation.

At the non-participating sites June and August data will be gathered for comparison purposes. The program directors and Camp Adventure™ counselors will implement initial observations. The counselors will receive training on completing forms to conduct post implementation observations. The campers will be observed for two forty-five minute time intervals during a day for three consecutive days. The observations will take place when campers are allowed a choice of activities. The observers will mark how often the campers select a literacy activity. For pilot sites the observations will take place three times, once in early June, once again during one of the specific curricular offerings, and again in August near the end of the program. For non-participating sites data will be collected in June and again in August.

A second part of the study design includes a survey of the program by Camp Adventure™ counselors at implementation sites. The counselors will be asked to respond to a short questionnaire that seeks for the opinion as to the effectiveness of the program, ease of implementation, impressions of student response, what shortcomings they see and what can be done to improve the program. After obtaining information from
the pilot program and refining program components it is intended to expand implementation system-wide.

Conclusion

"When students, regardless of gender, are finally convinced that reading can help them cope with and make sense of their world and their lives, inevitably, the reading will flow" (Parsons, 2004 p. 4). Review of the research suggests three critical factors that promote the joy of reading for children.

The first factor is motivation. According to Johnson and Blair (2003), "As motivation increases, students desire to spend more time reading. Therefore, motivation plays a dual role; it become a part of both the process and the product of engagement" (p. 183). Through my own teaching experience I have observed how motivation is at the heart of reading. If readers are uninterested or have negative attitudes toward reading, they will not enjoy reading.

There are multiple influences on motivation. In this literature review the focus here is on, first, students' personal experiences and incentives. Cole (2003) posits that each child brings their own reading experiences to school, which results in many literacy personalities. When teaching to so many literacy personalities, Cole (2003) suggested that teachers teach to intrinsic incentives. Intrinsic incentives, are derived from seeking to become a "good reader" through modeling good reading techniques, modeling successful ways to self-selecting a book, reading aloud, and having an array of books available (Krashen, 1993).
The second factor is choice. When provided an opportunity to select interesting text readers learn to value their decisions, they become confident, they take ownership of their reading, reading achievement improves, and become more engaged readers. Samuel Clemens asked us to imagine which is worse, not teaching children to read or having children who know how to read, but do not want to? The knowledge and tools are available to avoid both scenarios.

The third factor that promotes leisure reading is attitude. Roberts and Wilson (2006) state, “Reading attitude is an integral part of the development and use of lifelong reading skills.” (p. 64). Worthy et al. (1999) explains to teachers, “the definition of school reading should be broadened to include the use of materials that students read outside of school, in addition to contemporary and classical literary works, young adult publications, and accurate, appealing information books. Educators should be aware, however, that there is ample potential for disapproval of popular materials among parents, administrators and community members. The alternative, however, may lead to further decline in reading attitudes, voluntary reading and ultimately, achievement.” (p. 24).

Research suggest we are teaching students to learn to read, however we may not be providing them opportunities to love to read. And, Roberts and Wilson (2006) warn, “As more Americans lose the capability to read, our nation becomes less informed, active, and independent minded.” (p. 64) Leisure reading is a powerful source of recreation. The leisure reading curriculum developed for implementation in Camp Adventure™ day camps is meant to increase the number of children reading and time spent reading.
During the implementation phase, data will be gathered on how well the curriculum has engaged campers and increased their attitude and general motivation to read leisurely. Further studies could focus on the use of the six instructional elements in classrooms of all ages to promote self-selection of reading. Questions such as, how much time do teachers devote to the six elements daily? How engaged are their readers? How much time do their students read outside of school? How should the definition of recreational reading be changed to match our society’s changes? Teaching students to read is a two part mission, one part skill, and one part practice! Children need to be motivated and understand the advantages of reading.
References


### Appendix A: Example of Camp Adventure Curriculum 2005

#### Monday

#### Moonscape Missions

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Daily Theme: Moon</th>
<th>Creating the Environment: twinkling star lights, glow in the dark moon and stars</th>
<th>Interest Areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Lunar Lift-Off</td>
<td></td>
<td></td>
<td>Moon Rover (scenery) AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moon Shapes (science/art) AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moonscapes (collage) AB</td>
</tr>
<tr>
<td>9:00</td>
<td>New Moon Madness</td>
<td>Welcome/Songs:</td>
<td>12 Days of Space Camp AB C192</td>
<td>Group Expectations:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On Top of the Moon AB C39</td>
<td>Down in the Crater AB C147</td>
<td>Moonbeam marvels light up the sky as campers review their interplanetary expectations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moon Wiggle Walk AB C177</td>
<td>Continuous Activity:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moon Chicka Zoom AB C72</td>
<td>The man in the moon beams down and declares the day &quot;Moonday.&quot; His gravitational pull is very strong on Earth. Whenever campers see him throughout the day, the gravitate towards him and give him a high or low tide.</td>
</tr>
<tr>
<td>9:30</td>
<td>Under a Crescent Moon</td>
<td>Small Group Time:</td>
<td>Preview of Daily Activities &amp; Announcements AB</td>
<td>Building a Sense of Community: These boots are made for moonwalking! Pull up your moon boots and prepare to walk on the moon! Moon Walk AB94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Constellation Crystals AB</td>
<td>Lunar Logos AB</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Spectacular Space Lab</td>
<td>Choice Activity Clubs &amp; Special Interest Groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mission to the Moon (science): Campers plot a course for space travel to the moon and beyond! First they establish headquarters here on Earth -Camp Adventure Space Administration (C.A.S.A.).</td>
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<tr>
<td></td>
<td></td>
<td>Outrageous UFO Olympics (games): Aliens from the farthest corners of the galaxy arrive on planet Earth for the first annual UFO Olympics. Today's games include a Gravitational Pull Relay (AB) and Happy Planet Pop. (AB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planet Hollywood Party (creative arts/drama): At Planet Hollywood new stars are discovered everyday! Alien agents and planet producers are searching the solar system for undiscovered star talent.</td>
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<tr>
<td>11:00</td>
<td>Moonwalk Marvels</td>
<td>All Camp Activities:</td>
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<td></td>
<td></td>
<td>Clean-up Your Crater AB C27</td>
<td>Games:</td>
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<td></td>
<td></td>
<td>Orbit AB</td>
<td>Man in the Moon B84</td>
<td></td>
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<td></td>
<td>Sun, Moon, Star, Sky B79</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Mooncheese Munchies</td>
<td>Lunch Activities: Moonecheese Mudpies AB</td>
<td>Continue Interest Areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moon B55</td>
<td>Space Silly: What did the astronaut say about the restaurant on the moon? Good food, but no atmosphere!</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Sea of Tranquility</td>
<td>Swimming Time: Recreational Play/Hiking. Community Recreation Facilities: (ie. Bowling, Tennis, Parks, Trails, Canoe, etc.)</td>
<td></td>
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<tr>
<td>1:30</td>
<td>Zoom to the Moon</td>
<td>Learning Labs &amp; Choice Activity Centers/Rotating Activities:</td>
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<td></td>
<td></td>
<td>Light of the Moon (creative arts): Bring the bright colors of the day to night with this moonlit nightscape. Wax Resist Nighscape AB</td>
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<td></td>
<td>Moon Craters (science): Feel the force of groovy gravity and create cool clay craters. AB</td>
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<td></td>
<td></td>
<td>Choose Your Own Space Odyssey (writing): Chart your own course for a future space mission and travel on your own space odyssey. AB</td>
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</tr>
<tr>
<td>3:30</td>
<td>Lunar Landing</td>
<td>Closing Songs: Lunar Linger C102</td>
<td>Spirit Celebration: Fantastic full moon balloons are awarded to campers who add the most atmosphere cheer.</td>
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<tr>
<td></td>
<td></td>
<td>Mr. Moon C51</td>
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<tr>
<td>4:00</td>
<td>Total Eclipse</td>
<td>Closing Activities: Moon Rock, Paper, Scissors B56</td>
<td>Continue Interest Areas</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Moonwalkers AB 94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Service Areas Guide: S1=Sports/Fitness  S2=Leisure/Recreation  S3=Life Skills  S4=Mentoring/Support © 2005 Camp Adventure™ Youth Services. All rights reserved. Reprint with permission only.
## Appendix B: Curriculum and Book List—Oceans

<table>
<thead>
<tr>
<th>Camp Adventure Curriculum</th>
<th>Monday: Whales</th>
<th>Tuesday: Dolphins</th>
<th>Wednesday: Tropical Fish</th>
<th>Thursday: Marine Mammals</th>
<th>Friday: Tidepools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Library Choice</td>
<td></td>
<td>Library Choice</td>
<td>Chain Links for the Food Chains</td>
<td>Library Choice</td>
<td></td>
</tr>
<tr>
<td><strong>Skits/ Reader’s Theater</strong></td>
<td>Puppet Skit: At the Beach</td>
<td>Rainbow Fish By Pfister</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>The Snail and the Whale by Donaldson</td>
<td>Here is the Coral Reef By Dunphy</td>
<td>Big Al by Clements</td>
<td>Baby Whales Drink Milk</td>
<td>When the Tide is Low By Cole</td>
</tr>
<tr>
<td><strong>Choice Activities Clubs</strong></td>
<td>No activities were planned for this unit</td>
<td>Camp Adventure already had a literature activity planned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jokes</strong></td>
<td>Small groups or volunteers choice to read jokes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Labs</strong></td>
<td>Whales Readers’ Theatre</td>
<td>Titanic Discovery</td>
<td>Newscast about oil spills</td>
<td>Wave Experiment</td>
<td></td>
</tr>
<tr>
<td><strong>Field Trips</strong></td>
<td>Depends on site of camp</td>
<td></td>
<td>Scavenger hunts or read brochures</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Songs/Poems</strong></td>
<td>Whale Rap</td>
<td>Mark the Shark</td>
<td>5 Little Fishes</td>
<td>Baby Beluga (Raffi’s Book)</td>
<td>Down by the Bay</td>
</tr>
</tbody>
</table>
Ocean Book List

Aliki My Visit to the Aquarium
Fish facts, selected for their child-appeal and delivered in a brisk, conversational tone, are neatly organized by marine environment.

Barlowe, Sy 101 Questions About the Seashore
This is the best book on sea shores for such little money. A great way for children to learn about the coastline and its inhabitants, while still entertaining to the parent.

Bendick, Jeanne Exploring an Ocean Tide Pool
A partially successful attempt to show how the interdependent life in a tide pool is reflective of the ecological balance in the ocean. Sophisticated concepts, such as photosynthesis and tide movement, are described in separate boxes with little or no further reference in the body of the text. But the information is accurate, and the quick-reading text is accompanied by commendable photographs.

Berger, Melvin Oil Spill!

Carle, Eric A House For a Hermet Crab
In this soothing, upbeat story, Hermit Crab casts his eyestalks on a newer, bigger shell, but it seems plain and unwelcoming at first.

Clements, Andrew Big Al
Big Al, an ugly and fierce-looking fish, longs for friends, but all the otherfish flee whenever he approaches them. Then one day, in a display of strength and heroism, Big Al proves that the true test of a friend is how he acts, not how he looks.

Cole, Joanna The Magic School Bus on the Ocean Floor
The untiring Mrs. Frizzle and her undaunted class go on an extraordinary field trip to learn firsthand how things are at the bottom of the sea.

Cole, Sheila When the Tide Is Low
A little girl and her mother talk about all the things they will do at the beach, when the tide is low.

Donaldson, Julia The Snail and the Whale

Donnelly, Judy The Titanic: Lost...and Found
A simple account of the sinking of the Titanic and the discovery of its remains many years later.
Dr. Seuss *One Fish Two Fish Red Fish Blue Fish*
Children today will be as entranced by these ridiculous rhymes as they have been since the book's original publication in 1960.

Dunphy, Madeleine *Here is the Coral Reef*

Earle, Sylvia A. *Hello, Fish!: Visiting the Coral Reef*
An internationally known marine biologist explores and explains the characteristics of some fish living on a coral reef, the full page, large photographs are spectacular.

Ehlert, Lois *Fish Eyes: A Book You Can Count On*
A simple and fun introduction to counting and basic addition, Fish Eyes, in a lively rhyming text, encourages children to imagine putting on scales, fins, and a tail and diving underwater to count the fish.

Esbensen, Barbara Juster *Baby Whales Drink Milk*
The title epitomizes Esbensen's creative presentation of an important concept: how whales differ from the fish they seem to resemble and share characteristics with other mammals. Beginning with a direct comparison with humans, dogs, cats, etc., the author describes a humpback's care of her calf, working in other behaviors, more contrasts with fish and basic facts on mammals.

Fowler, Allan *Shellfish Aren't Fish*
Provides a brief, easy-to-read introduction to the basic physical characteristics of crustaceans (including lobsters) and mollusks (such as clams).

Fredericks, Anthony D. *Exploring the Oceans: Science Activities for Kids*
Activities, projects, and experiments in this book help children realize how critical the oceans are to our planet.

Fredlee *Magic of Sea Shells*
Three youngsters spend the day on the beach hunting for different types of shells.

Gibbons, Gail *Sunken Treasure*
Describes the many-years-long search for the treasure that went down with the Atocha, a Spanish galleon sunk off Florida in a hurricane in 1622. Includes facts about four other famous shipwrecks.

Gibbons, Gail *Whales*

Greenburg, Keith Elliot *Marine Biologist: Swimming With the Sharks*
Meet Dr. Sonny Gruber at his shark research facility on the island of Bimini. He'll take you underwater and show you how shark behavior can be predicted and changed.

Groves, Donald *The Oceans: A Book of Questions and Answers*
A fascinating and highly readable account of the wonders of the seven seas, including anecdotes of man's interaction with the sea from ancient times to the present.
Guiberson Into the Sea
This is a beautiful story of the life of a young sea turtle from hatchling to adult. It contains factual information about real ocean life.

Hartman, Bob Lobster for Lunch
Surrealistic story of a young boy and a small lobster, each of whom thinks he is saving the other from being eaten.

Heard, Georgia Creatures of the Earth, Sea and Sky
A collection of poems for young children, illustrated in dramatic detail that celebrates wildlife and the natural world around us.

Heller, Ruth How to Hide an Octopus and Other Sea Creatures
With stunning, full-color illustrations of sea creatures, and an informative, rhyming text, Heller leads young ones on a search for a giant red sea dragon, a huge crab, and several exotic fish as she explores the secrets of camouflage in the ocean depths.

Hopping, Lorraine J. Jacques Cousteau: Saving Our Seas
From the Amazon River to the Antarctic Ice Shelf, Cousteau made known both the beauty and the environmental plight of the oceans.

Jeunesse, Gallimard The Seashore First Discovery Book
Features the unexpected at every turn that reveals creatures hiding where land and water meet—crabs, sea anemones, starfish, and more.

Kalman, Bobbie A B Sea
Covers the ABCs of ocean life. Breathtaking photos by underwater photographers capture the excitement and intense color of the undersea world.

Landau, Elaine Ocean Mammals
Discusses several different marine mammals including dolphins, manatees, walruses, whales, and sea otters.

Langeland, Deidre Octopus' Den
Octopus encounters danger as he returns to his den, finds it claimed by another of his kind, and ventures out to seek a new home.

Lauber, Patricia An Octopus Is Amazing
Learn all about the truly amazing octopus, from its intelligence to its ability to change colors to the camouflaging black ink it squirts to escape predators.

Lember, Barbara Hirsch The Shell Book
Names the family each shell belongs to, and gives an approximate size. A book to inspire further research and wonder—where are the creatures who once lived here?
Liddledale, Freya Magic Fish
A greedy fisherman's wife is granted every wish but can't find happiness.

Lionni, Leo Fish Is Fish
A modern fable of a minnow who wants to follow his tadpole friend—who becomes a frog—onto land.

Lionni, Leo Swimmy
A little black fish in a school of red fish figures out a way of protecting them all from their natural enemies.

MacDonald, Suse Sea Shapes
Beginning readers learn to identify twelve basic shapes, which then transform into beautiful, colorful undersea creatures, in a concept book that also features a glossary of sea creatures and their habitats.

MacQuitty, Miranda Ocean
Explores the endless diversity of life in the sea, from the humpback whale and its hour-long songs to the effervescent coral colonies.

Matthews, Rupert Record Breakers of the Sea
Presents world records associated with water sports and craft, marine life, sea voyages and shipwrecks, and the physical aspects of oceans.

McDonald, Megan Is This a House for Hermit Crab? When Hermit Crab outgrows his old house, he ventures out to find a new one.

McDonald, Megan Is This a House for Hermit Crab?
When Hermit Crab outgrows his old house, he ventures out to find a new one.

McMillan, Bruce A Beach for the Birds
A photoessay focusing on the Least Tern journeys to a beach in Maine that has become a wildlife refuge for the endangered seabird and examines the possibility for successful survival of a species that must live side by side with humans.

Most, Bernard My Very Own Octopus
A boy imagines what fun he would have with a pet octopus.

Mud-Ruth, Maria The Ultimate Ocean Book: A Unique Introduction to the World Under Water
This introduction to ocean life consists of five brighty illustrated double-page spreads that look at various aspects of animal life, such as locomotion and habitat. The pages convey a smattering of information in short blocks, many of which are contained on or under flaps, pop-ups, pull-tabs, and peek-through scenes. The manipulatives are fun but are unlikely to endure many readings.
Pallota, Jerry *Going Lobstering*
Linda and Erik are invited to join Big Joe, the lobsterman, for a day of lobstering.

Pallota, Jerry *The Ocean Alphabet Book*
Do you know which sea creature scares away its enemies by spraying ink at them . . . or which fish has lights inside its mouth to attract food? Learn the answer to these questions and other fascinating details about ocean life in this engaging and informative book.

Pallota, Jerry *The Underwater Alphabet Book*
Introduces the letters A to Z describing fish and other creatures living in the coral reef.

Podendorf, Illa *Animals of Sea and Shore*
Introduces creatures that inhabit the sea and seashore: animals with fur or shells, fins or legs, spiny skins or soft bodies.

Pfister, Marcus *The Rainbow Fish*
The vain, lonely Rainbow Fish relinquishes his pride and gives away almost all his special, shiny scales to gain friends.

Prelutsky, Jack *The Random House Book of Poetry for Children*
Playground chants, anonymous rhymes, scary poems, silly verse . . . carefully indexed by title, author, first line, and subject: nature, seasons, living things, children, and home.

Quinn, Paul J. *Dusk to Dawn: Survivor accounts of the last night on the Titanic*

Quinn, Paul J. *Titanic at Two A.M.*

Raffi *Baby Beluga*

Rand, Ted *Prince William*

A story about oil spills.

Shannon, George *Sea Gifts*
A beachcomber searches for driftwood and other gifts from the sea which he carves into various shapes at night then leaves for the sea to take back in the morning.

Silver, Donald *Coral Reef*
Hardy adventurers ages 6–9 dive into a silent watery world where tiny coral animals grow together to form rock gardens of white, pink, and red-orange.

Simon, Seymour *Oceans*
Text and photographs explore the physical characteristics, life forms, and fragility of the world's oceans.
Solheim, James *It's Disgusting—And We Ate It!: True Food Facts*
Zany illustrations add a blast of color to this picture book of food trivia, which focuses on some of humankind's weird grub choices, from seaweed to earthworm soup.

Spencer, Carolyn *Alphabet Sea*
An alphabetical journey through tropical waters, with a captain, an egret, a jellyfish, a lighthouse, a pelican, and many more interesting sights.

Souza, Dorothy M. *Powerful Waves*
The Nature in Action series captivates young readers, stirring their interest in science with dramatic photographs of the powerful effects of nature. Supports the national science education standards Unifying Concepts and Processes: Evolution and Equilibrium; Earth and Space Science; and Science in Personal and Social Perspectives as outlined by the National Academies of Science and endorsed by the National Science Teachers Association.

Swanson, June *That's for Shore: Riddles for the Beach*

Svamey, Thomas E. *The Handy Ocean Answer Book*
Surveys beaches, fish discoveries, and ocean exploration programs alike and is packed with facts, presented in a lively format for leisure browsing.

Taylor, Barbara *Coral Reef*
Combines information about coral reefs with a fictional story of planula—baby coral—looking for a place to live.

Tildes, Phyllis Limbacher *Animals In Camouflage*
Each double-page spread features a short riddle, printed in extra large type, about an animal hidden somewhere in the picture on the opposite page.

Wallace, Karen *Gentle Giant Octopus*
A lyric narrative traces the mother's hunt for a safe haven to lay her eggs, as predators such as the Wolf eel impede her journey.

Yaccarino, Dan *An Octopus Followed Me Home*
A rhyming text and big, bright illustrations give an uproarious spin to the situation of a kid whining for a pet.

Zim, Herbert and Ingle *Seashores: A Guide to Animals and Plants Along the Beaches*
A guide to identification of marine plant and animal life along 88,600 miles of tidal shoreline of the United States.

Zoehfeld, Kathleen Weider *What Lives in a Shell?*
Invites children to observe the animals and collect the shells, whether the shells you find are big or small, plain or fancy—remember, a shell is someone's home.
Whales By Gail Gibbons
Isbn: 0-8234-1030-7

Reader 1: Whales live in oceans. They are not fish. They are air-breathing, warm-blooded mammals.
Reader 2: Some are small, and others are huge! The world's largest animals are whales.
Reader 3: The first ancestors of whales lived more than 50 million years ago.
Reader 4: Their fur was replaced by blubber to keep them warm. Blubber is a layer of fat between the skin and muscles.
Reader 5: Inside their flippers are bones arranged like those of a hand. Reader 6: Whales' tails are called flukes. They don't look like fish tails. Whales push themselves through the water by moving their flukes up and down. They use their flippers for balance and turning.
Reader 7: Whales can't stay under water like fish. Beneath the surface they must hold their breath.
Reader 8: Before diving, whales breathe fresh air into their lungs through one or two nostrils on top of their heads. They are called blowholes.

Reader 1: When the whales surface, they blow out their wet, warm breath, making a spout.
Reader 2: When whales can't see well in dark and murky waters, they make clicking sounds. The sound waves travel and bounce off objects. Then they come back to whale's ears. This is called sonar or echolocation.
Reader 3: Some whales make other sounds, too. They resemble squeals, groans, chirps, and whistles like birds. Scientists believe that whales make these sounds to communicate with each other.
Reader 4: Some whales travel to cold waters to feed and live in the summer. Often they travel in groups, called pods. In the winter they go back to the warmer waters. This traveling is called migration.
Reader 5: In the warm waters, the females have babies. They can only have one baby at a time. A male is called a bull and a female is called a cow. A baby is called a calf.
Reader 6: There are two main kinds of whales. One group has teeth. They are called toothed whales. Most toothed whale males are larger...
than the females.
Reader 7: A Pilot Whale is about 20 feet long.
Reader 8: The Narwhal has two teeth. In the males, one of the teeth grows into a long tusk.

Reader 1: A Beluga also called a White Whale, lives near the North Pole. It is about 18 feet long.
Reader 2: A Sperm Whale can stay under water for a very long time. It can be 65 feet long. It can dive down more than a half mile.
Reader 3: Toothed whales have only one blowhole.
Reader 4: The teeth are only for catching their food. They gulp down their food without chewing.
Reader 5: A Killer Whale also called an Orca, has sharp teeth. It eats fish, penguins, seals and even some of the bigger whales! It can be 30 feet long.
Reader 6: The other main group of whales has no teeth. Instead, they have long, fringed blades hanging from their upper jaws that strain their food from the water. The blades are called baleen, or whalebone.
Reader 7: Baleen whales eat fish and a mixture of tiny plants called plankton. In the plankton are shrimplike creatures called krill.
Reader 8: A Pygmy Right Whale is the smallest baleen whale. It's about 25 feet long.

Reader 1: The Minke Whale swims close to shore.
Reader 2: The Gray Whale has the longest migration route of 6,000 miles!
Reader 3: All baleen whales have two blowholes.
Reader 4: The female baleen whales are often larger than the males.
Reader 5: A Right Whale has a huge head and is about 55 feet long.
Reader 6: The Humpback Whale is known for its songs. It can make about 1,000 different sounds.
Reader 7: The Sei (say) Whale is about 60 feet long.
Reader 8: The Bowhead Whale has 15 foot long baleen.

Reader 1: Baleen whales are among the biggest of the whales.
Reader 2: Some baleen whales have grooves on their skin from their chin to their belly.
Reader 3: The Fin Whale is huge. It got its name from the hooked fin on its back.
Reader 4: A blue whale is the biggest creature that ever lived. It is even bigger than the dinosaurs. It is often 100 feet long and can weigh as much as 180 tons.
Reader 5: A baby blue whale is the biggest baby in the world. At birth it is about 25 feet long and can weigh 4,000 pounds.
Reader 6: A blue whale is so big that 50 people can stand on its tongue. A blue whale eats about 4,400 pounds of krill a day.
Reader 7: There used to be millions of whales in the oceans. For thousands of years they were hunted for their meat, hide, and bones.
Reader 8: About 200 years ago, whalers began hunting them even more for other products.

Reader 1: They used different parts of the whales to make lamp oil, soap, candles, and cosmetics.
Reader 2: The whalers used the baleen to make baggy whips, umbrellas, and stiffening for clothes.
Reader 3: Over the years, there were fewer and fewer whales.
Reader 4: People are worried about how small the whale population has
become.  
Reader 5: Some laws have been passed to protect them from being hunted.  
Reader 6: Sometimes people go on whale watches to see these creatures in their natural home, the ocean.  
Reader 7: Scientists have learned that there are about 100 different kinds of whales.  
Reader 8: They are graceful and beautiful wonders of the sea.
Ocean Jokes and Riddles

• Why are fish so smart?
  Because they live in schools.
• What has no beginning, end or middle and touches every continent?
  The ocean.
• What happens when you throw a green rock into the Red Sea?
  It gets wet.
• What happens when you throw a red rock into the Black Sea?
  It sinks to the bottom.
• What fish is the most valuable?
  A goldfish.
• Why is it so easy to weigh fish?
  They have their own scales.
• What’s the best way to catch a fish?
  Have someone throw it at you.
• Why did the fish cross the road?
  Somebody threw it!
• What sea animal can be adjusted to play music?
  The tune-a fish!
• What happens when you cross a great white shark with a cow?
  I don't know...
  but I wouldn't want to milk it.
• How do you shoot a blue shark?
  With a blue shark spear gun.
• How do you shoot a great white shark?
Hold his nose until he turns blue and then you shoot him with a blue shark spear gun.

• If they made a movie starring the Loch Ness monster and the great white shark from Jaws, what would the movie be called?
  
  Loch Jaws.

• What is purple and lives in the sea and weighs 5000 pounds?
  
  Moby Plum.

• Why are manatees so wrinkled?
  
  Did you ever tried to iron one?

• What's green and squishy and spends a lot of time underwater?
  
  An avocado with an aqua lung.

• What lies at the bottom of the sea and shakes?
  
  A nervous wreck!

• What do you get when you graduate from scuba diving school?
  
  A deep-lama.

• There was a sea scout camp near a beach where the porpoises were so friendly they swam into shore at dinner time. The chef used to announce dinner by yelling: "Dinner! For all in tents...and porpoises."
Oh Yeah, Whales, They're Big, Uh-huh!

There are two kinds of whales, if you know what I mean,
There's whales with teeth, and whales with baleen.

Toothed whales come in different sizes, there's some you know and some surprises,
Of all the toothed whales, the largest by far, has to be the spearm whale - what a star!

The narwhal looks like a unicorn, it has one long tooth shaped just like a horn.

Dolphins are toothed whales, we're not trying to fool ya,
So are porpoises, pilot whales, and belugas.

The most famous toothed whale is easy to tell, It's Shamu and all the other killer whales.

Oh Yeah, Whales, They're Big, Uh-huh!

Baleen whales look a little off kilter, just because they eat with a filter.

They're the largest of whales but they get their fill, by feeding on tiny creatures called krill.

Blue whales, right whales, grays and humpbacks, and the rest of the baleen brood.
They're all gigantic, no doubt about it, but none of them can chew their food!

You want to be a giant without teeth to clean? Then you want to be a whale that eats with baleen.

Oh Yeah, Whales, They're Big, Uh-huh!

return to SeaWorld Songs
**PUPPET SKITS**

**TITLE:** At the Beach

**CATEGORY:** Comedy

<table>
<thead>
<tr>
<th>STORY SUMMARY:</th>
<th>Practice puppets at the beach spend an afternoon in the sun, sunbathing, playing ball, and swimming. No talking, all pantomime.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRUX OF STORY/LESSON:</td>
<td>Just for Fun.</td>
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</table>

**PUPPETS**

1. Two Practice puppets

**PUPPETEERS**


**PROPS**

<table>
<thead>
<tr>
<th>PROPS</th>
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<th>PROPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sun</td>
<td>5. Beach ball (on stick)</td>
<td>8. Beach bag (with hole in bottom to pull out stuff)</td>
</tr>
<tr>
<td>2. Tape of beach noises</td>
<td>6. Ocean (blue cloth over one side of stage)</td>
<td>9. Etc., Pick other props as needed</td>
</tr>
<tr>
<td>3. Suntan lotion</td>
<td>7. Sunglasses</td>
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<tr>
<td>4. Shark fin</td>
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</tbody>
</table>

**OUTLINE OF STORY:**

- Puppets walk on stage and look for spot to put beach towel
- Puppets spread beach towel
- Puppets put on suntan lotion
- Puppets lay on towel under sun
- Puppets turn over
- Puppets decide to play with ball
- Puppets toss ball back & forth
- Ball goes into ocean
- Puppets go into ocean to fetch ball
- Shark fin appears
- Puppets grab ball and swim ashore
- Puppets do beach things
- Puppets pack bag, roll up beach towel and leave

**PROPS / ACTIONS:**

- Lights come up. Ocean and sun in place. Start beach sounds tape.
- Puppet reach into beach bag and pull out huge (to them) bottle of lotion.
- One puppet can tap other on shoulder when it is time to turn over
- Move ball between two puppets with stick. Have puppet miss ball and have it slide out into ocean
- Make "Jaws" movie music sounds as fin comes up
- Puppets bounce up and down in water
- Add ideas, things to pull out of bag, etc
- Lights go down (slowly, like sunset)
- Puppets exit. Beach sound tape stops.
Activity Plan

Unit/Activity Title: Titanic Discovery/Technology

Planning:
A. Objectives:
   • Learn about the Titanic
   • Explore the Titanic underwater
   • Learn about the many parts of the Titanic

B. Materials
   • Computer with Internet
   • Website: http://dsc.discovery.com/beyond/
   • Book: The Titanic: Lost...and Found by Judy Donnelly

C. Procedure
   Motivate and develop background by reading, Judy Donnelly’s The Titanic: Lost...and Found. What happened? Why? How could that have happened? Explain that they will be explorers that discover the Titanic under the sea!

   Present the task-tell the campers what they are to do. They are to explore Discovery website and books about the Titanic in groups of two. While exploring they will prepare facts to share with the rest of their group. When done the groups will share their idea of building a boat that is “unsinkable”.

D. Evaluation
   Observe their use of time on the computer and with books. Did they support why their boat is unsinkable?
This song is best sung by two or more people. The second person or audience repeats each line, then all sing the verse together.

There was a shark. (REPEAT) He had a fin. (REPEAT)
His name was Mark. (REPEAT) It helped him swim. (REPEAT)
(REPEAT) He swam around. (REPEAT) And up and down. (REPEAT)
His skin was rough. (REPEAT) (REPEAT VERSE TOGETHER)
(REPEAT VERSE TOGETHER)

Now Mark could smell. (REPEAT)
His teeth are sharp. (REPEAT) And I mean well. (REPEAT)
They help him bite. (REPEAT) He smelled a fish. (REPEAT)
(REPEAT) Oh what a dish. (REPEAT)
Like little knives. (REPEAT) (REPEAT VERSE TOGETHER)
(REPEAT VERSE TOGETHER)

Mark has no bones. (REPEAT)
It's cartilage. (REPEAT)
They are serrated. (REPEAT) Let's say goodbye. (REPEAT)
It's in your ears. (REPEAT) To Mark the shark. (REPEAT)
(REPEAT) And your nose bridge. He is our friend. (REPEAT)
(REPEAT) (REPEAT VERSE TOGETHER)
(REPEAT VERSE TOGETHER)

Sharks prey most often on the weak members of a population. They select weak, ill, injured, or dying animals because they are easier to catch.

return to SeaWorld Songs
Activity Plan

Unit/Activity Title: Newscast/Oil Spills

Planning:
A. Objectives:
   - Learn about the oil spills.
   - Learn how to prevent oil spills.
   - Learn how to clean up oil spills.
   - Discover the affects of oil spills for animals.

B. Materials
   - Computer with Internet
   - Website:
     http://library.thinkquest.org/CR0215471/oil_spills.htm
   - Books about oil spills

C. Procedure
   Motivate and develop background exploring the thinkquest website about oil spills. Explain to the students that they are newscasters that are reporting on the devastation of a recent oil spill.

   Present the task-tell the campers what they are to do. Campers can work together to report the news about the oil spill. They are to learn all they can to teach others how about the oil spills. First they need to explain how the oil spill happened. Then what affected by the oil in the ocean. After that the newscasters will need to explain how the oil was cleaned up.

D. Evaluation
   Observe their use of time on the computer and with books. Did they discuss all three parts in their newscast?
Imagine yourself as a killer whale. You are swimming around when you decide to stick your head out of the water to take a breath. As you are taking a breath, you see a large stream of thick oil heading your way. You go back under water only to find other animals dying one by one because the oil is damaging their bodies. This is the way some animals must die in the ocean. They die because of an oil spill occurring in their habitat.

**What's an oil spill?**

Oil spills happen when people make mistakes or are careless and cause an oil tanker to leak oil into the ocean. There are a few more ways an oil spill can occur. Equipment breaking down may cause an oil spill. If the equipment breaks down, the tanker may get stuck on shallow land. When they start to drive the tanker again, they can put a hole in the tanker causing it to leak oil.

When countries are at war, one country may decide to dump gallons of oil into the other country’s oceans. Terrorists may cause an oil spill because they will dump oil into a country’s ocean. Many terrorists will do this because they are trying to get the country’s attention, or they are trying to make a point to a country.

Illegal dumpers are people that will dump crude oil into the oceans because they do not want to spend money on decomposing their waste oil. Because they won’t spend money on breaking up the oil (decomposing it), they will dump oil into the oceans, which is illegal.

Natural disasters (like hurricanes) may cause an oil spill, too. If a hurricane was a couple of miles away, the winds from the hurricane could cause the oil tanker to flip over, pouring oil out.

**What affects do oil spills have on animals?**

Birds die from oil spills if their feathers are covered in oil. The bird will then be poisoned because it will try to clean itself. Animals may die because they get hypothermia, causing their body temperature to be really low. They may die from really low body temperature. Oil may also cause the death of an animal by entering the animal’s lungs or liver. The animal will then be poisoned by the oil. Oil also can kill an animal by blinding it. The animal will not be able to see and be aware of their predators. If they are not aware of other animals, they may be eaten.

Visit the website below to watch an amazing video on how millions of penguins were injured in an oil spill! This website is one you need to visit!

http://news.bbc.co.uk/cbbcnews/hi/animals/newsid_1620000/1620001.stm

Oil spills sometimes are the reason for animals becoming endangered. This means that a certain type of animal is getting so small that it is in danger of becoming extinct.

**Sea Birds**

Seabirds are strongly affected by oil spills. A seabird may get covered in oil. The thick black oil is too heavy for the birds to fly, so they attempt to clean themselves. The bird then eats the oil to clean its feathers and poisons itself. If workers have found sea birds that are not dead because of oil, they will take the birds to a cleaning center or captivity where they are kept in a facility because they cannot live in the wild on their own. Animals that are in captivity because of an oil spill will be cleaned by professionals and volunteers. When a bird is in captivity, the oil will be flushed from its eyes, intestines, and feathers. The bird will be examined for any more injuries like broken bones, and it will take a medicine to prevent any more damage.

After the bird seems healthier, it will take a test on its abilities to float in the water and keep water away from its body. As soon as the bird passes its test, it will soon be let out into the wild.

**Sea Otters**

Sea otters are affected by oil in many ways. The otters’ bodies may get covered in oil, which causes
build up in the otters’ air bubbles. These air bubbles are located in their fur and help them survive the cold oceans. They act like a covering for their body and help the otters to float. When oil builds up in the air bubbles, the otters may die of low body temperature. Many sea otters are being placed in captivity after an oil spill until the otters are cleaned and ready to live in the ocean again.

**Killer Whales**

Oil spills are one of the many ways killer whales have become endangered. The oil may be eaten or enter the whale’s blowhole. A blowhole is a hole to help them breath. Whales will rise up over the water to take a breath. If the blowhole is plugged with oil, the whale can not breathe. The main reason for whales dying because of a spill happens when they eat a fish that swam through the oil. If a fish swam through the oil, the whale will eat the oil along with the fish. Because the whale has eaten the oil, it will be poisoned, and it will die.

**Small Organisms**

Many people don’t realize all the animals in the ocean that oil spills affect. Plankton, larval fish, and bottom dwelling organisms are strongly affected. Even seaweed, clams, oysters, and mussels can be affected by oil spills. Only off-shore accidents can really cause the death of these small living creatures because this is mainly the home for these small organisms.

When hundreds of plankton die because of oil, that species of animal may become extinct. Then, fish won’t be able to eat the plankton, so they will become extinct. A killer whale could then become extinct because it can’t eat the fish.

This is what happens when a species of animal becomes extinct of a large oil spill. The oil spills can damage the entire food chain in the area.

**What is the Exxon Valdez Oil Spill?**

The Exxon Valdez incident was a major oil spill. This oil spill took place on March 23, 1989 at Prince William Sound in Alaska.

**How did it happen?**

The drivers of the Exxon Valdez noticed icebergs in their planned route. Instead of trying to weave through the icebergs, they decided to go in another direction. On the new route, the oil tanker hit shallow land. The shallow land was not a beach, it was called Bligh Reef. Because the tanker hit shallow land, it leaked 11 gallons of oil into the ocean.

Imagine an Olympic-sized swimming pool. The Exxon Valdez spilled about 125 Olympic-sized swimming pools. You also can think of it as 108 homes or 430 classrooms. 797 living rooms or 9 school gyms can explain about how much oil was spilled by the Exxon Valdez.

**How did the Exxon Valdez Oil Spill affect the animals at Prince William Sound?**

The Exxon Valdez affected many animals at Prince William Sound in Alaska. The spill greatly affected sea otters and sea birds. There were about 2,800 sea otters and 250,000 seabirds killed by the spill. Harbor seals, bald eagles, killer whales, and salmon were also greatly affected by the spill.

Many people complained about the large amount of sea otters dumped in crude oil because Prince William Sound was a tourist attraction. Many people came to Prince William Sound to visit the animals.

**How many animals are recovering after ten years?**

The table below shows all the animals that are not recovering, recovered, recovering, and that the recovering is unknown. It shows that only two species had recovered ten years after the spill. It also shows how many animals are still recovering ten years later.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Recovered Animals</th>
<th>Recovering Animals</th>
<th>Recovering is Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Loon</td>
<td>Bald eagle</td>
<td>Black oystercatcher</td>
<td>Cutthroat trout</td>
</tr>
<tr>
<td>Cormorant</td>
<td>River otter</td>
<td>Common murre</td>
<td>Dolly Varden</td>
</tr>
</tbody>
</table>
How long did it take to clean the up spill?

Because the spill impacted 1,300 miles, it took the Exxon Valdez Company four summers to clean up the spill. Some oil may still remain on the beaches. It took 10,000 workers, 1,000 boats, 100 airplanes, and the Navy, Army, and Air Force to clean up the spill. Exxon spent about $2.1 billion for the clean up.

The oil flow of the Exxon Valdez

Look at the diagram below. This diagram shows where the oil flowed and how far it flowed through Alaska. The map also tells you where the oil spill started in Alaska, which would be in Prince William Sound.

What is a doubled hulled ship?

A doubled-hulled ship is used for taking oil from one place to another. This boat contains two layers. One layer is where the oil is stored. Another layer surrounds it. If there were a crack in the boat, it wouldn't have a large affect on the animals because not that much oil would spill as if it was a regular tanker. The crack would have to go through another layer in order to get to the oil.

Look at the diagram to the left, and it will give you an idea of what a doubled-hulled ship looks like. As you see, the boat has two layers. The middle layer holds all the oil. When there is a crack in the outer layer, it won't cause any oil to spill out.
If you look at the regular tanker to the right, you will see that there only has to be one crack in the tanker in order to leak. This shows that a doubled-hulled ship will not have such a large chance of causing a spill.

**Why didn’t the Exxon Valdez have a double hull?**

If the Exxon Valdez were a doubled-hulled ship, the chance of an oil spill would be 60% smaller. They wouldn’t have a great spill in the ocean.

If the chances of a spill would be much smaller, why didn’t the Exxon Valdez buy a doubled-hulled ship? A doubled-hulled ship costs $300,000,000 in America. A regular oil tanker costs about $200,000,000. The Exxon company decided to wait until the year 2015 in order to buy a doubled-hulled ship. The Law says that every tanker must be a double hull ship by 2015.

**Were there any other major spills around the world?**

There have been other major spills around the world. The table below gives you a few oil spills that have occurred around the world. As you see, these oil spills have occurred in many different places. None of them seem to be near each other. You can also see how the largest spills occurred in the 90’s. The table shows you that many spills have spilled over 10,000 tons of oil.

<table>
<thead>
<tr>
<th>What Year?</th>
<th>Where did it occur?</th>
<th>What tanker was it?</th>
<th>How much oil did it spill (In tons)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>The Persian Gulf</td>
<td>Nowruz Oil Field</td>
<td>600,000</td>
</tr>
<tr>
<td>1983</td>
<td>South Africa</td>
<td>Castillo De Belluer</td>
<td>250,000</td>
</tr>
<tr>
<td>1988</td>
<td>The Monongahela River</td>
<td>Storage Tank</td>
<td>3,800,000</td>
</tr>
<tr>
<td>1993</td>
<td>Off The Shetland Islands</td>
<td>Braer</td>
<td>26,000,000</td>
</tr>
<tr>
<td>1996</td>
<td>Off SW Wales</td>
<td>Sea Empress</td>
<td>18,000,000</td>
</tr>
<tr>
<td>2001</td>
<td>Galapagos Islands</td>
<td>Jessica</td>
<td>240,000</td>
</tr>
</tbody>
</table>

There has recently been an oil spill on May 9, 2001 in the Galapagos Islands. The Galapagos Islands are located off the coast of Ecuador. The tanker, Jessica, tipped over pouring 240,000 gallons of oil into the ocean.

Workers used chemicals to break down the oil. If the oil is able to reach the bottom of the ocean, it might take at least two years to clean. Sea lions, pelican, seagulls, sea urchins, and seaweed have been affected by this spill. Workers used soap to clean the fur and feathers of hurt animals and milk for the animals’ heads because it wouldn’t hurt the animals’ eyes.

A couple months after the Jessica oil spill, scientists are studying different things about the spill. Some scientists are studying 650 different sites and seeing which sites were affected by the spill. They are trying to find out where the oil impacted and the animals that were and weren’t affected so they can learn more about the affects of oil spills.

**How do they clean up the oil on the beaches or the water after a spill?**

There are many ways to stop the spread of oil in the ocean. Workers can place a boom around the tanker that is spilling oil. Booms collect the oil off the water. A boom may be placed somewhere before an oil spill. They can be placed around an entrance to the ocean, like a stream. They also can be placed around a habitat with many animals living there. These booms will absorb any oil that flows around it.
The workers can also use skimmers. Skimmers are boats that can remove the oil off the water. Sorbents are sponges that can collect the oil. An airplane can fly over the water dropping chemicals into the ocean. The chemicals can break down the oil into the ocean.

They also can burn freshly spilled oil with fireproof booms to contain the oil. They might not decide to burn the oil because this method causes air pollution.

There are just a few ways to clean the oil off the beaches. Workers can use high or low pressure hoses to spray the oil that is on the beaches. Vacuum trucks may be driven on the beaches to vacuum up the oil. They can also simply use shovels or road equipment to collect all the oil off the beaches.

The method they use to clean the beaches or oceans depends on many things. They have to look at the weather, the type and amount of oil spilled, if people live in that area, what types of animals live in that area, and many more things. In some situations, they may not react to a spill. It may not be helpful or it would just cause even more damage to that habitat.

How do they clean animals after a spill?

**Birds**

There are many ways that animals are cleaned after an oil spill. When birds arrive at the cleaning center, the oil is flushed from the eyes and the intestines. They will also be examined for any broken bones, cuts, or any other injuries. Next, they will get a stomach-coating medicine to prevent any more oil from entering birds' stomachs. Birds will then be warmed and placed in a quiet area.

Birds need to eat so they have some nutrition while they are recovering. Some animals might eat off a pan. Others may be forced to eat by a worker before they can feed themselves.

When a bird appears to be normal, it is allowed to swim. The bird will then trim and clean its own feathers to bring them back to their normal body structure. This will help the bird swim again. Next, the bird will have to pass a waterproof test. If the bird passes, it will slowly be introduced to the temperatures outside. In the test, the bird must show the ability to float and the ability to keep the water away from its body. Before they let the bird go, they must check that its muscular structure is average for its species and the birds have no disease. Then the birds are released into the wild.

**Sea Otters**

When sea otters are taken to a cleaning facility, the heavy oiled otters will be washed first. Workers will wash the otters with warm water because they hope it will break down the oil. The warm water also can warm the otters up. The otters also will get medical treatment while they are being cleaned. The otters will then have to wait so they can dry.

After their fur is dry, they have to stay a few more days so the workers are sure of no diseases or broken bones.

**Helping and Saving the Sea Life Today**

Have you ever stopped to think what you use oil for? Every one uses oil a lot. The whole world uses nearly three billion gallons of oil every day. We all use it to fuel our cars, trucks, buses, and even to heat our homes. If you have touched a chain on a bicycle, you have touched some oil. The black stuff that appears on your fingers is an oil that makes the chains on your bike run smoothly. We use oil to make asphalt which can help us pave our roads. You can get examples of oil at a toy store, a hardware store, or a drugstore, because oil is made into plastics, which could be any of your toys or CD players. Oil is also used in medicines, ink, paints, and to create some electricity. We all can help stop oil spills happening in the oceans. If you use less oil, then less will have to be transported. We can use less oil by not using our cars when we can walk or ride a bike. We also can use less oil by paving the roads with cement. That way we are not using oil.

Think about how many lights you have in your house. Also think about all the electronics like computers or televisions. All of these things use electricity. If we all were to turn off lights, computers, or televisions when not in use, we wouldn't be using as much oil to create the electricity throughout the house.

There are many things being done to prevent more spills. The US Congress passed OPA (Ocean Pollution Act) 90 (in 1990). The OPA 90's major laws are:

- Emergency Response Plans- This law says that the owners of the tanker must have a detailed
As you see, there are many things being done to prevent oil spills. If everyone around the world decided to use less oil, we would lower the risk of a large spill. If there were a spill, we wouldn't be dumping as much oil into the ocean, which would mean that there would be fewer animals killed or injured. You can also help decrease oil spills by using less electricity and gasoline, which are both made with oil.

Bibliography


"What's being done to prevent another spill?" http://www.oilspill.state.ak.us/ Last Visited: December, 2001.
Ocean Songs and Poetry

Did You Ever See A Fishy?  (Tune: Did You Ever See A Lassie?)

Did you ever see a fishy,
A fishy, a fishy?
Did you ever see a fishy
Swim this way and that?
Swim this way and that way
And that way and this way?
Did you ever see a fishy
Swim this way and that?

I'm a Little Fish (Tune: I'm a little teapot)

I'm a little fish in the ocean blue,
There are so many things, I can do,
I can swim around with my tail and fin.
The water is fine-just jump right in.

Six Little Fish (Tune: Six Little Ducks)

Six little fish that I once knew,
Fat ones, skinny ones, fair ones, too.
But the one little fish who was the leader of the crowd.
He led the other fish around and around.

Down in the Ocean (Tune: You Are My Sunshine)

Down in the ocean,
The deep blue ocean.
Live many creatures of every size.
Whales, sharks, and dolphins,
Fish, crabs and lobsters.
Down in the Ocean (Tune: You Are My Sunshine)
Down in the ocean,
The deep blue ocean.
Live many creatures of every size.
Whales, sharks, and dolphins,
Fish, crabs and lobsters,
Live together side by side.

Five Little Fishes
Five little fishes swimming in a pool. (wiggle five fingers, move arm)
The first fish said, "This pool is cool." (shiver and hug yourself)
The second fish said, "This pool is deep." (use low voice)
The third fish said, "I want to sleep." (yawn and stretch)
The fourth fish said, "I spy a ship." (hand shading eyes)
Fishg boat comes, line goes kersplash! (throw in line)
Away the five little fishies dash. (fingers "swim" away quickly)
Activity Plan

Unit/Activity Title: Ocean Food Chain Links

Planning:

A. Objectives:
- Learn about the food chain in the ocean
- Learn about the different animals/fish in the ocean.
- Learn about the single-celled creatures in the ocean.

B. Materials
- Copies of the information about the food chain.
- Computer with Internet
- Books about animals/fish in the ocean and the food chain
- Paper cut to be 1 inch wide and 7 inches long (each camper gets about 5 links)
- Glue, tape or stapler

C. Procedure
Motivate and develop background exploring books and the Internet about the ocean food chain. Explain the different types of animals/fish in the ocean.

Present the task-tell the campers what they are to do. Campers will each create a paper chain by linking together the food chain. Each paper link will represent an animal/fish in the food chain. Each camper gets about 5 links. The caper will write the fish/animal on the link and then place the paper of the animal it eats through the hole of the first animal. The order goes: Phytoplankton, Zooplankton, small fish, bigger fish, mammals!

D. Evaluation
Observe their use of time on the computer and with books. Did they get all 5 animal/fish in the right order of the food chain?
The marine food chain

**Phytoplankton** are at the base of the food chain, they are very simple forms of life stimulated by light and nutrients in the water to grow and multiply.

The second level of the food chain is **Zooplankton** such as the tiny shrimp-like krill, which abound in Antarctic waters. Animal plankton "graze" on the phytoplankton.

The Zooplankton in turn are eaten by **Invertebrates**, such as squid, and small fish like pilchards and sprats. At the fourth level are the most spectacular hunters, the **pelagic** fish like tuna, kahawai and kingfish. Streamlined for speed, these fish move in large schools, some migrating many thousands of kilometres each year.

At the very top of this branch of the food chain are **marine mammals** such as dolphins and seals, sharks and humans.

Also connected to the food chain are the **bottom dwellers**. Life on the sea bed in the continental shelf regions is fed a constant drizzle of **dead and decaying** matter from the upper levels. This supports a complex community of plant and animal life and bacteria, which is fed upon by **bottom feeding**, or demersal fish, and species such as rock lobster.

The bacteria on the **sea bed** perform an essential role by breaking down organic matter and unlocking **nutrients** which can then be released into the water for re-use by a new generation of plankton.
Ocean Productivity

High oceanic productivity occurs in areas of upwelling in the ocean, particularly along continental shelves (red areas on map below). The coastal upwelling in these regions is the result of deep oceanic currents colliding with sharp coastal shelves, forcing nutrient-rich cool water to the surface. Over 90% of the world’s living biomass is contained in the oceans, yet only about 0.2% of marine production is harvested.

The Peruvian upwelling is a 300 x 300 mile area adjacent to the coast and is the most biologically productive coastal upwelling system on Earth. Carbon levels (an indicator of production) are tens of times higher than those of the next most productive upwelling region, the California current.

Food Chains

**Phytoplankton**

Microscopic plants that drift along in the ocean currents. Phytoplankton photosynthesize with pigments such as chlorophyll, which are also found in terrestrial plants.
Herbivorous plankton

The majority have limited movement but may migrate to the surface at night to feed. Most plankton are herbivorous, but some are scavengers and some may even cannibalise. May be found in swarms.

Predatory Zooplankton

May be predacious carnivores, filter-feeding omnivores or scavengers.

Use a range of feeding methods from actively hunting prey and swallowing it whole to waiting for food to 'float' by and stinging and entangling it.

Anchovy

- Silvery fish with blue-green backs
- 12 - 20 cm length
- Spawn once a year
- Life expectancy of 3 years
- Occurs in shoals
- Caught near the surface
- All life stages filter-feed on plankton
- Restricted to cool, nutrient-rich upwelling zones
- Found along the coast of Peru and Northern Chile

Ocean food chains and man

Humans form the end link of the oceanic food chain. In terms of fisheries yield, upwelling zones are up to 66,000 times more productive than the open ocean per unit area. Offshore Peru is an example of an upwelling zone and it is heavily fished for anchovy. Before 1950, the Peruvian anchovy were harvested purely for human consumption but after the second world war, traditional fishing boats became outclassed in favour of large, 350 ton capacity ships. Modern, industrialised fishing vessels are now equipped with fish-seeking radar, and are highly mechanised which reduces manual labour costs and increases the fishing efficiency. Today only 5% of
the anchovy catch is used for human consumption; the rest is used in animal feed.

How does climate affect the food chain?
During El Nino events, the temperature of the ocean surface may rise by up to 3°C, causing upwelling to stop. Diatoms and phytoplankton that are normally abundant in upwelling zones disappear. Anchovies migrate to lower depths where cooler water and some phytoplankton are available. This makes the fish inaccessible to the nets of the fishing fleet and the birds that are dependent on the anchovies for food. Animals that feed on the anchovy either migrate to find new food sources or die off.

An infinite resource...?
The large fish populations associated with upwelling zones have traditionally been viewed as an infinitely renewable resource. However, the rapid development of the Peruvian anchovy fishing industry coincided with severe El Nino effects, which nearly destroyed the fishery. Even such rich environments require careful management to ensure they do not become depleted.

This poster was created by Natalie Barnes, a postgraduate student at the Southampton Oceanography Centre, with the help of pupils of St Anne's School, Southampton. Visit our
The Marine Food Chain

Phytoplankton is the first level of our food chain, followed by the zooplankton, which feeds on the phytoplankton. The zooplankton are then eaten by krill, fish and other crustaceans, which all go on to be eaten by big fish, penguins, seals, walruses and whales. The food chain continues when these are eaten by mammals like polar bears.

If you think about the food chain logically it is easy to understand how, without plankton, all of the oceans animals would die. Without phytoplankton, zooplankton would not have food and die. Without zooplankton, krill, smaller fish and other crustaceans would have nothing to eat and they would die, etc, etc. Until finally you get all the way out to large mammals like whales, dolphins, and manatees. All animals in the ocean depend on plankton for survival.
their entire diet, at one time we did. Hunter-gatherers relied on meat and fish as part of their daily diet. Without plankton they would not have had access to many kinds of meat and fish. Meaning, hunter-gatherers would have had to rely solely on the food that they gathered, rather than caught and killed; these include roots, and berries and nuts. These foods would eventually have become so sparse that large groups of hunter-gatherers would have starved to death. (Pearson) Seafood has played an important role throughout history and still does today.
## Wave Experiments

### Level
5-6

### Key question
How do we use a stream tray to model waves?

### Key outcome
Describe and monitor wave action.

### Three wave experiments using a stream tray

#### What you need
A small group is preferable so that all participants can do the experiments; otherwise, the leader/teacher would use the experiments to demonstrate, with the students gathered around the tray.

- Stream tray
- Bucket of sand
- Bucket of stones
- Two different lengths of wood
- Electric fan

Key questions accompany each of the three experiments.

#### Investigating the Effect of Beach Materials on the Reflecting Waves

#### What you do
1. Fill the stream tray to a depth of 4 cm.
2. Place a board (on a slight angle) at the end of the tray.
3. Create a wave that will be reflected off the board and count how many times the wave moves back and forth across the tank before it disappears.
4. Replace the reflecting board with stones. Place a pile of stones at one end of the tray. These stones should be piled up to a level just below the top of the tray. Ensure that there is a seaward slope with the pile of stones and it is even across the width of the tank (Figure 1).
5. Create a wave that will be reflected off the stones and count how many times the wave moves back and forth across the tank before it disappears.
Wave Experiments

6. Replace the stones with a pile of sand. Ensure that the sand is higher than the water level and that there is a seaward slope on the sand.

7. Create a wave that will be reflected off the sand and count how many times the wave moves back and forth across the tank before it disappears.

If there are differences, can you explain them? What would happen if there was an island in the centre of the stream tray?

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Investigating The Relationship Between Wind And Wave Size

Key question

How does wind effect waves?

Construct a ‘beach’ at one end of the tank/stream tray with sand or pebbles. Slowly fill the stream tray with water to a depth of 3 cm. Position a fan (or hair dryer) at one end of the stream tray -opposite to the sand end. Aim the fan so that the air will hit the water at a 45° angle as shown in Figure 2. Never let the fan or hair dryer touch the water or electric shock could occur.

Before you begin, read the steps below and make a table to record your observations and predictions.

1. Using the ‘low’ speed on the fan, turn it on for 3 minutes. Record your observations of the water in the form of a table (see next page). Allow the water to become calm.

2. Using the ‘high’ speed on the fan, turn it on for 3 minutes. Record your observations of the water on the table. Allow the water to become calm.

3. Write a prediction that describes what you think will happen to the water when you turn the fan on for 5 seconds at ‘high’ speed. Turn it on for 5 seconds and record your observations next to the prediction.

4. Now that you have your prediction and observation recorded in the table, predict what will happen to the water when the fan stays on for 10 seconds at ‘high’ speed.
Wave Experiments

Using your observations what can you say about the link between wave size and wind. What would happen to the water:

- if the stream tray was longer
- if the angle of the fan was different.

Lost At Sea: Investigating the Relationship between Wave Speed and Water Depth

Key question

How does water depth effect wave speed?

1. Fill the stream tray to a depth of 1 cm. Use the longer piece of wood to act as a reflector at one end of the tank.
2. Practice making a wave pulse by 'dropping' or 'pushing' the shorter piece of wood into the water at one end. Don’t make a wave too big or you will have problems with the depth. Time how fast the wave travels the distance of the tray.
3. Record the distance and time taken in the table below.
4. Repeat this for depths of 2 cm, 3 cm, 4 cm, and 5 cm.
   - Do you see any patterns or trends?
   - What will happen if there is sand on the bottom?

Extension

1. Additional activities using stream trays:
   - Use Condy's Crystals in the water and observe the currents.
   - Join stream trays together to show catchment ecology.
   - Sprinkle green KOOL-AID cordial crystals on land, water, and let it percolate it through the water table.
   - Made a sand cliff with igneous bits (including pumice) inside it and show wave cut.

2. Consider all three experiments: what implications do the results have for the real life situation along our coastlines?
3. Repeat appropriate experiments in the sea (refer to other activity units).
Example of recording table for investigating relationship between wave speed and water depth

<table>
<thead>
<tr>
<th>Depth (cm)</th>
<th>Distance (m)</th>
<th>Time (sec)</th>
<th>Velocity (m/sec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cm</td>
<td>(i)</td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>(ii)</td>
<td>average</td>
</tr>
<tr>
<td>2 cm</td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>average</td>
</tr>
<tr>
<td>3 cm</td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>average</td>
</tr>
<tr>
<td>4 cm</td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>average</td>
</tr>
<tr>
<td>5 cm</td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>average</td>
</tr>
</tbody>
</table>
Title - bottles of fun!

By - Debbie Haren

Primary Subject - Science

Secondary Subjects -

Grade Level - Preschool and Kindergarten

Materials:
- plastic empty bottle (soda pop container)
- lid
- duct tape
- water
- streamers that are metallic and multi colored
- sequins (optional)

Procedure:
Have the children pick out what kind of streamers and sequins they want to put into their bottle. Put the streamers in the container then fill it full of water. Let the children shake and experiment with the container. After the water is put in put on the cap. Then take the duct tape and secure the lid on by taping it shut. Then, talk about how the streamers move back and forth in the water when the bottle is tipped. You can also explain that is how waves work in the ocean. You can add many other things to the bottle if you would like.

Have Fun!!

Objectives:
To look at things in water instead of in the air. To let children look at the way water moves back in the bottle. To be able to shake and move water around and watch an object move with the water.

Extension:
Look at how adding different materials and ingredients changes the water color and texture. For instance add a few drops of blue food coloring and maybe a plastic fish. Also you could add other ingredients such as oil or cornstarch. How did the water change? Enjoy!

E-Mail Debbie Haren!
### Appendix C: Curriculum and Book List-Bugs

<table>
<thead>
<tr>
<th>Camp Adventure Curriculum</th>
<th>BUGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday:</td>
<td>Tuesday:</td>
</tr>
<tr>
<td>Bees</td>
<td>Creepy Crawlies</td>
</tr>
<tr>
<td>Wednesday:</td>
<td>Thursday:</td>
</tr>
<tr>
<td>Butterfly Metamorphosis</td>
<td>Spiders</td>
</tr>
<tr>
<td>Friday:</td>
<td></td>
</tr>
<tr>
<td>Bonanza of Bugs</td>
<td></td>
</tr>
<tr>
<td>Interest Areas</td>
<td>Library Choice</td>
</tr>
<tr>
<td></td>
<td>Explore Eric Carle</td>
</tr>
<tr>
<td></td>
<td>WebQuest:</td>
</tr>
<tr>
<td></td>
<td>Day in the Life of an Insect</td>
</tr>
<tr>
<td></td>
<td>List/research uses for insects</td>
</tr>
<tr>
<td>Skits/Reader’s Theater</td>
<td>Bumblebee, Bumblebee Skit</td>
</tr>
<tr>
<td>Small Group</td>
<td>The Bee Tree Patricia Polacco</td>
</tr>
<tr>
<td></td>
<td>Diary of a Worm</td>
</tr>
<tr>
<td></td>
<td>Caterpillar and the Polliwog by Kent</td>
</tr>
<tr>
<td></td>
<td>Little Buggers Poems</td>
</tr>
<tr>
<td>Choice Activities Clubs</td>
<td>WebQuest: Eric Carle Author Study</td>
</tr>
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<td></td>
<td>WebQuest: Eric Carle Author Study</td>
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<td>WebQuest: Eric Carle Author Study</td>
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<td>WebQuest: Eric Carle Author Study</td>
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<tr>
<td></td>
<td>WebQuest: Eric Carle Author Study</td>
</tr>
<tr>
<td>Jokes</td>
<td>Small groups or volunteers choose to read jokes</td>
</tr>
<tr>
<td>Learning Labs</td>
<td>Research-Label parts of insects</td>
</tr>
<tr>
<td></td>
<td>ABC Insect Book (Pallotta)</td>
</tr>
<tr>
<td></td>
<td>Cooking: Silly Spiders</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Bug Hunt</td>
</tr>
<tr>
<td></td>
<td>(For Labeling on Tue.)</td>
</tr>
<tr>
<td>Songs/Poems</td>
<td>Bumblebee Song</td>
</tr>
</tbody>
</table>
Appendix C: Continued, Bugs Book List

Carle, Eric  The Very Busy Spider

Carle, Eric  The Very Hungry Caterpillar

Carle, Eric  The Very Lonely Firefly

Carle, Eric  The Very Quiet Cricket

Carter, David A.  How many bugs in a box?: a pop-up book

D’Alusio, Faith  Man Eating Bugs: art and science of eating insects

Froman, Nan  What’s that bug?

Lewis, Patrick J.  The Little Buggers

Loewen, Nancy  Garden Wigglers: earthworms in your backyard.

Loewen, Nancy  Weaving wonders: spiders in your backyard

Loewen, Nancy  Chirp, chirp!: crickets in your backyard

Loewen, Nancy  Flying colors: butterflies in your backyard

Loewen, Nancy  Bzzz, bzzz: mosquitoes in your backyard

Kent, Jack  The Caterpillar and the Polliwog

Pallotta, J.  ABC Insect Book

Parker, Steve  Bugs  Ages 4 – 8

Polacco, Patricia  The Bee Tree

Richards Wright, Joan  Bugs  Ages 3-6

Sturges, Philemon  I love bugs

Winner, Cherie  Everything bug: what kids really want to know about insects and spiders

Diary of a Worm
Do you know what lips are for?

How it works:
Boy and girl (Juan and Lily) counselor sit next to each other on bench.
Lily: Hey Juan?
Juan: (Curious and coy) Yeah Lily?
Lily: Do you know what toes are for?
Juan: (With mischevious, sheepish grin) Yeah....

They look excitedly at one another, inch their toes together with anticipation, touch toes briefly and recoil quickly while turning away from one another and giggling uncontrollably. Childlike romantic tension should be evident. Repeat this dialogue with legs, knees, hips, elbows, shoulders, etc. until they get to lips.

Lily Hey Juan?
Juan Yeah Lily?
Lily Do you know what lips are for?
Juan Yeah...

Counselors pause for a minute to giggle, then lean in toward each other slowly with the anticipation of a kiss. At the last moment before their lips touch, they pull away and vibrate their lips with their pointer finger while humming (the crazy person sound)

Bumblebee, Bumblebee...

A counselor, Nitin, is on stage with a glass of water. Nitin is acting really strange and far off, pretty out of it and moving slowly, grabbing at objects in midair that aren’t there. Stupid goofy look on his face. Jeremy walks on stage...

Jeremy: Hey Nitin, do you want to play a game?

Jeremy proceeds to teach Nitin to be a “flower” that goes “up in the morning” and “down in the evening”. Nitin stands up tall with arms raised and hands like petals as he says “up in the morning”. He bends over like a wilted flower as he says “down in the ‘evening”. Jeremy is a bumblebee, he explains to Nitin. Nitin is supposed to get through the cycles of day and night repeatedly. When he comes up in the morning with Jeremy buzzing around him he is supposed to tell Jeremy: “Bumblebee, bumblebee, show me the honey”. Jeremy meanwhile has gone to get a sip of water and is ready to spit on Nitin when he says “show me the honey”

Comedy ensues because Nitin can never get the part right. He always forgets something, says it wrong (e.g. “Bumblebee, bumblebee, show me the MONEY”) or gets distracted.
Jeremy gets frustrated and spits out his water to the side after every time Nitin screws up so that he can talk to Nitin and correct him.

The last time through Nitin has gotten a sip of water while Jeremy wasn’t looking and when Nitin says nothing (bc his mouth is full of water) when he should be saying "show me the honey"...

Jeremy: (Spits, then, FRUSTRATED, shouts) SHOW ME THE HONEY, YOUR LINE IS SHOW ME THE HONEY
Nitin: (Spits on Jeremy as he says this)

Candy Store Suckers

You’ll need two or more people, plus volunteers from the audience and a long sturdy stick. Cast: an owner of a candy store and one or more customers. The owner asks for two volunteers from the audience (preferably counselors or easy-going kids because some kids, especially little ones, might be embarrassed). These two volunteers hold either ends of the stick and stand in front of the candy store owner like a counter.

1st Customer: (Enters) Do you have any Hershey bars (or candied apples or tootsie rolls or whatever)??
Owner: No, I’m sorry. We don’t have any of those.
2nd Customer: (Enters and asks for a second kind of candy that the owner doesn’t have).

This goes on for awhile (at least three customers). Make sure the customers don’t ask for lollipops or suckers.

1st Customer: (Comes back) If you don’t have any of those candies, then what do you have?
Owner: Two suckers on a stick!

Invisible Bench

At least 3-4 people are needed.
Person 1: (On the stage, squatting as though sitting on a bench)
Person 2: (Enters) What are you doing?
Person 1: Sitting on the Invisible Bench.
Person 2: Can I join you??
Person 1: Sure.
Person 2: (Squats/sits on the invisible bench next to Person 1)
Person 3: (Enters) What are you doing??
Persons 1 and 2: Sitting on the invisible bench.
This continues with however many people you want until the final person comes out.

Final Person: What are you (all) doing?
Author Study: Eric Carle

Webquest for Grades 1, 2, 3

Designed by
Julie Parise and Kate Chick
Gart School District

Introduction | Task | Process | Evaluation | Conclusion | Teacher Page
We have and much more.

Kids Riddles - Bug jokes

What goes zzzub, zzzub?
A bee flying backwards!

Why does the spider hog the computer?
Because it has its own web site!

Where does a spider look for new words?
In the Web-sters dictionary!

What did the snake give to his girlfriend on their first date?
A good night hiss!

What did one firefly say to the other before he left?
Bye! I'm glowing now!

Why was the father centipede so upset?
All of the kids needed new shoes!

Why did the boy throw butter out the window?
Because he wanted to see a butter-fly!

What kind of bees fight?

Category: Kids Riddles - Bug jokes

March 21, 2007 - by manish

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Pwd: 
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Login
Register
Forgot password?

RSS

Search this blog:

» Blogs that link here
» View my profile
Rumble Bees!

What are a bee’s favorite soap operas? 
The Bold & The Bee-utiful & Days of our Hives!

Why was the bee’s hair sticky? 
Because he used a honey-comb!

What do you call 2 spiders who just got married? 
Newlywebs!

Where does a bee go to the bathroom? 
The BP Station!

If a snake and an undertaker got married, what would they put on their towels? 
Hiss & Hearse!

Name six things smaller than an ants mouth? 
Six of its teeth!

How do bees travel? 
They take the Buzz!

Why did the firefly get bad grades in school? 
He wasn’t very bright!

Whats worse than finding a worm in your apple? 
Finding half a worm!

bug jokes insect jokes bee jokes
« Sun Tan | Child Models & Child Modeling Agencies »

Comments are closed.

You can follow any responses to this entry through the RSS 2.0 feed.

**Kids Riddles**

- What's a Blue Moon
- Learning about Bees
- WHAT ARE LASERS?
- Phases of Moon
- Invention of Television
Activity Plan

Unit/Activity Title: Bug Hunt

Planning:
A. Objectives
   • Discover bugs in their environment
   • Identify bugs
   • Learn about the different parts and features of various bugs

B. Materials
   • Butterfly nets
   • Containers for bugs
   • Magnifying glasses

C. Procedure
   Campers will choose a partner. Explain to the children that they will be walking and looking for insects. Be sure to tell them the surrounding areas that are ok to look for bugs and those areas that are off limits. Give caution to the campers about bees and wasps. If they are not comfortable picking up an insect because they don’t know what it is, please have them ask for help.

   When they are finished they can bring their containers inside. Then on Tuesday the campers will observe and label their insects body parts.

D. Evaluation
   Observe the students during the bug hunt. Do they know where to look for the insects? Can the campers identify the different insects they collect or see?
Name:
Marcy
E-Mail:
mstrothk@yahoo.com

Date: 8-12-99

My kids love the song "I'm Bringing Home a Baby Bumblebee" and I heard it for weeks after our bug unit.

Editors Note--------Here are two versions of this song. The first one is the traditional version and the second one is a version I came up with :) Daylene

**Traditional Baby Bumblebee Song**

I'm bringing home a baby bumble bee  
Won't my mama be so proud of me  
I'm bringing home a baby bumble bee

Ouch!!!! That bumblebee stung me!

I'm smashing up the baby bumblebee  
Won't my mama be so proud of me  
I'm smashing up the baby bumblebee

Yuck!!!! It's all over me!!!!

I'm wiping off the baby bumblebee  
Won't my mama be so proud of me  
I'm wiping off the baby bumblebee

Uh Oh!!!!! Here comes mommy!!!!!

**Daylene's Baby Bumble Bee Song**

I'm bringing home a baby bumble bee  
Won't my mama be so proud of me  
I'm bringing home a baby bumble bee

Yuck!!!! That bumblebee got honey all over me!

I'm tasting the honey from the bumblebee  
Won't my mama be so proud of me  
I'm tasting the honey from the bumblebee

Yuck!!!! It's all over me!!!!

I'm wiping off the honey from the bumblebee  
Won't my mama be so proud of me  
I'm wiping off the honey from the bumblebee

Uh Oh!!!!! Here comes mommy!!!!!
Activity Plan

Unit/Activity Title: Research-Label Parts of Insects

Planning:

A. Objectives
   • Learn about the three body parts of insects, head, thorax, and abdomen

B. Materials
   • Magnifying Glasses
   • Pins
   • Styrofoam squares
   • Pencil/paper

C. Procedure
   Campers will find the containers with their bugs in them and a magnifying glass. By looking at the insects the campers should be able to locate the three body parts: head, thorax, and abdomen. The campers can either illustrate and label the insect or, if the insect is dead, they can pin it to the Styrofoam and label the parts.

D. Evaluation
   The campers should have an illustration or product of labeling an insect. Look over the campers work. Does the work have all three parts of the insect labeled?
Activity Plan

**Unit/Activity Title:** Insect ABC Book

**Planning:**

A. **Objectives**
   - Build insect vocabulary
   - Look through other books and observe ABC words about insects
   - Write a ABC book about insects

B. **Materials**
   - Jerry Pallotta's *ABC Insect Book*
   - Paper
   - Pencils

C. **Procedure**
   Campers read the *ABC Insect Book* by Jerry Pallotta. They remember a few of their favorite vocabulary words. Then they get their own book with 26 pages. The campers write a letter of the alphabet on each page. Then they can go back and think of an insect vocabulary word that starts with that letter. When completed with the words the campers can illustrate their book.

D. **Evaluation**
   Campers will complete an ABC book about insects. Check their complete project. Do they have a vocabulary word for each letter? Is their book focused on insects?
Pretend have turned into an insect! Find out what your day would be like as a bee, an ant, or any insect of your choice! Work in groups of three to find out about your life.

1. What would my day be like?

Think about the life of your insect. Find out what your new life will be like. Here are some questions

- Where will you live?
- What will you eat?
- What does your body look like?
- Are you a pest or are you helpful?

2. Let's see what you will look like!

Get a picture of yourself from the web. Print out your picture and write a story about your life. Make sure you answer the questions above.
Spider Recipes

Marshmallow Spiders
For each spider, use one large marshmallow for the body and one small marshmallow for the head (attach with 1/2 a toothpick). Make eyes from mini M&Ms, legs from pretzel sticks. Cover with chocolate sauce, if desired.

Oreo Cookie Spiders
Use an Oreo (or other chocolate sandwich cookie) for the body. Attach 8 legs made from thin black licorice.

Peanut Butter Cracker Spiders
Make 2 "sandwiches" from 4 Ritz crackers spread with peanut butter. Lay them side-by-side on a plate, sticking them together with more peanut butter. Attach peanuts or raisins for eyes, and make legs from pretzels.

Silly Spider Sandwiches

Ingredients:
2 slices of bread (use raisin bread!)
1 T Strawberry cream cheese
8 Raisins or red hots
8 stick Pretzels
1 piece of black string licorice (about 4 inches long)

You will also need:
1 paper plate
1 plastic knife
Measuring spoons
round biscuit cutter

Directions:
Cut bread into circles with biscuit cutter. Measure and spread cream cheese on one piece of bread. Place the other bread circle on top. Put the 8 raisins or red hots on the top piece of bread for eyes. Place 4 pretzels coming out of each side for legs. Add licorice string at the top to look like your spider's drag line.

contributed by Kibbles
Activity Plan

Unit/Activity Plan: Uses of Bugs

Planning:

A. Objectives
   - Learn about the many ways that insects help people and the earth.

B. Materials
   - Books about insects
   - Paper
   - Pencils

C. Procedure
   Campers will focus their attention on things that insects do to help people and our earth. They will read many books to discover which insects help people and which help the earth. If they are interested they can write down a few facts that they learned about insects and way they benefit their surroundings.

D. Evaluation
   Campers choose this activity because they are interested in the topic. To evaluate them, ask them questions about what they have learned. Or if they have written down a few facts you can have the camper read them to you.
## Appendix D: Curriculum and Book List - Sports/Heroes

<table>
<thead>
<tr>
<th><strong>SPORTS/HEROES</strong></th>
<th>Monday:</th>
<th>Tuesday:</th>
<th>Wednesday:</th>
<th>Thursday:</th>
<th>Friday:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Camp</strong></td>
<td>Adventure</td>
<td>All-Star</td>
<td>School Spirit</td>
<td>Track &amp; Field</td>
<td>Baseball</td>
</tr>
<tr>
<td><strong>Interest Areas</strong></td>
<td></td>
<td></td>
<td>Athlete Blogs</td>
<td>Biography</td>
<td>Browsing</td>
</tr>
<tr>
<td><strong>Skits/Reader's Theater</strong></td>
<td></td>
<td></td>
<td>Guess the Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td></td>
<td>Camper's choose literature about athletes to read</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Choice Activities Clubs</strong></td>
<td>* Sports Broadcasting</td>
<td>* Sports Broadcasting</td>
<td>* Sports Broadcasting</td>
<td>* Sports Broadcasting</td>
<td>* Sports Broadcasting</td>
</tr>
<tr>
<td><strong>Jokes</strong></td>
<td></td>
<td>Small groups or volunteers choose to read jokes</td>
<td></td>
<td>Groups share strange facts from sports</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Labs</strong></td>
<td>* Create your own Baseball Cards to Trade</td>
<td>* Autograph books</td>
<td></td>
<td>* Write a front page sports article</td>
<td></td>
</tr>
<tr>
<td><strong>Field Trips</strong></td>
<td></td>
<td>Depends of site of camp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Songs/Poems</strong></td>
<td></td>
<td></td>
<td>Take me out to the Ballgame</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Already created in the curriculum
Appendix D: Continued

Sport stars and heroes book list

Adler, David A. *A picture book of Jesse Owens*

Adoff, Arnold *Sport pages* (Poems)

Bauer, Joan *Sticks*

Bruchac, Joseph *Jim Thorpe’s bright path*

Christopher, Matt *Great moments in football history*

Christopher, Matt *On the Ice with Wayne Gretzky*

Christopher, Matt *On the Halfpipe with Tony Hawk*

Cooper, Floyd *Jump! From the life of Michael Jordan*

Donovan, Sandy *Lance Armstrong*

Golenbock, Peter *Teammates*

Gutman, Dan *A baseball card adventure series*

Jordan, Deloris *Salt in his shoes: Michael Jordan in pursuit of a dream*

Kaminsky, Marty *Uncommon champions: fifteen athletes who battled back*

Krull, Kathleen *Lives of the athletes: thrills, spills (and what the neighbors thought)*

Macy, Sue and Gottesman, Jane *Play like a girl: a celebration of women in sports*

Mandelbaum, Michael *The meaning of Sports: why Americans watch Baseball, Football, and Basketball, and why They...*

Russell, Gordon W. *Sport Science Secrets: From Myth to Facts*

Shannon, David *How Georgie Radbourn saved baseball*

Stewart, Mark and Kennedy, Mike *Home run heroes*
Activity Plan

Unit/Activity Title: Athlete Blogs

Planning:
A. Objectives:
   • Read and share their thoughts about athletes by blogging on the Internet

B. Materials
   • Computer with Internet
   • Website http://blogs.foxsports.com

C. Procedure
   Motivate and develop background by exploring on the website with the students. (Watch them carefully to make sure they are safe on the Internet.)

   Present the task-tell the campers what they are to do. Campers can read others blogs and respond.

D. Evaluation
   Observe their use of time on the computer. Make sure they are typing appropriate thoughts.
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• Motor Sports
• Rugby
  - Super 14
• Tennis
• Other Sports
  - Boxing
  - Horse Racing
• Special Events
  - Asian Cup Football
  - Super 14 Fantasy
  - Stick Cricket
**Peyton Manning - a winner**

By Rick Speciale on Monday, February 05, 07 at 01:46 pm

What a great finish to an exciting superbowl. Peyton Manning is one of the greatest quarterbacks of all time and how appropriate that he will at least finish his career with one superbowl victory. Even if he did not throw for 500 yards and 5 touchdowns, this was a great Bears defense to take on.

Kudos to Manning for playing to win rather than style points. Does anyone out there not think Manning deserves this victory?

0 comment(s) | Permalink

**Kicking On**

By Chuck Smeeton on Thursday, December 21, 06 at 12:19 pm

Quick props to our own Mat McBriar for making the Pro Bowl after only three years in the game as a punter. Hell, I’ll even forgive him for turning out in a Dallas Cowboys uniform each week.

Continue reading 'Kicking On'

2 comment(s) | Permalink

**Double Trouble**

By Chuck Smeeton on Wednesday, December 20, 06 at 10:35 am
Activity Plan

Unit/Activity Title: Guess the Sport/Skit

Planning:
A. Objectives:
• Campers will write out facts about a sport.
• Campers will speak in front of the camp.

B. Materials
• Paper and pencil
• Books or websites to gather information and facts

C. Procedure
Motivation: Previously the campers will be asked if they are interested in stumping their fellow campers. They are to read off facts about a sport and have the campers “Guess the Sport”.

Present the task-tell the campers what they are to do. At this time the campers will share their facts. They will call on their fellow campers to guess the sport they are sharing about.

D. Evaluation
Where the facts accurate?
Activity Plan

Unit/Activity Title: Strange/Interesting Facts

Planning:

A. Objectives:
   - Campers will have an opportunity to share with the other campers some very strange and interesting facts they have learned about a certain sport.

B. Materials
   - Collections of facts from
     http://www.factmonster.com/ipka/A0769927.html

C. Procedure
   Motivation: Students can read from these facts as they get the time too. If they find an interesting fact, they are welcome to share it during the usual Joke time of day.

D. Evaluation
   Did they share an interesting or strange fact? Did they speak slowly and loudly so all could hear?
Sport-Breaking Numbers

- 4 Roger Bannister ran a 3:59:4-minute mile, the first under four minutes, in England, on May 6, 1954.
- 5 Rick Swenson won the Iditarod five times. The Iditarod is a 1,200-mile dog sled race over ice and snow from Anchorage to Nome, Alaska.
- 6 Jack Nicklaus, from Ohio, is the only golfer to win the Masters Tournament six times.
- 7 Flamethrowing pitcher Nolan Ryan threw seven no-hitters during his career.
- 7 Mark Spitz won seven gold medals in swimming for the U.S. in the 1972 Olympics, the most ever won by a single competitor in one Olympic competition.
- 9 Martina Navratilova was the first to win the women's singles tennis title at Wimbledon nine times.
- 10 Nadia Comaneci of Romania was the first gymnast to score a perfect 10 in Olympic competition, in 1976, at age 15. She had a perfect score seven times.
- 12 In 1997, Tiger Woods won the Masters golf tournament by an all-time record 12 strokes.
- 16 Cigar won 16 horse races in a row from 1994-96, tying Citation's record set in 1950.
- 26 Marshall Faulk, a running back for the St. Louis Rams, holds the record for the most touchdowns in a season: 26 in 2000.
- 56 Joe DiMaggio, of the New York Yankees, had at least one hit in 56 consecutive games in 1941.
- 92 Wayne Gretzky of the Edmonton Oilers scored 92 goals during the 1981-82 hockey season.
- 100 Philadelphia basketball center Wilt Chamberlain scored a whopping 100 points against the New York Knicks on March 2, 1962.
- 755 Hank Aaron, of the Atlanta Braves, hit 755 home runs during his baseball career.
Off the Beaten Sports Track

Everyone has heard of basketball, baseball, and tennis, but what about snow-sneak or kite-fighting? These are two of the many exotic sports that are played around the world. Try one!

Foot Tennis

In Malaysia, this game is often played between two teams of two players each. A net is stretched at no particular height across the middle of a playing area, and a wicker ball about the size of a soccer ball is used. Players try to pass the ball back and forth over the net using only their feet, knees, and thighs. Each time the ball drops, the other team gets a point.

Kite-Fighting

Kite-fighting is a highly competitive sport played in India, Thailand, and South America. Each player hopes to get his or her kite to fly highest. The players try to cut their opponents' kite strings with sharp objects imbedded in their kites. The kite that flies highest and longest wins.

Octopush

This underwater hockey game was first played in South Africa in the 1960s. The players wear skindiving equipment, such as masks, flippers, and snorkels, in a swimming pool. With miniature hockey sticks and an ice hockey puck, the players follow all the rules of ice hockey—on the floor of the pool.

Snow-Snake

This age-old Native American sport is still played today. The "snake" is a polished wooden rod whose front end is shaped like a snake's head. It slides at speeds of up to 100 mph down a long, curved trail in the snow. Each team gets four chances to throw the snake. The team whose snake goes the farthest wins.
Superstitions

We all hear popular superstitions when the 13th day of the month falls on a Friday. And no player wants to wear the number 13. It is said that superstitions have been a part of sports since their beginning. Players and fans alike have their ways of avoiding bad luck.

Some superstitions are stranger than others. For example, Michael Jordan (a graduate of North Carolina) always wore his blue North Carolina shorts under his Bulls uniform for good luck. Baseball pitcher Turk Wendell brushes his teeth and chews licorice between every inning. Wade Boggs eats only chicken the day of a game and draws a symbol that means "To Life" in the dirt before every at-bat. Former pitcher Mark "The Bird" Fidrych used to play with the dirt on the mound and talk to himself before every inning.

Here are some other common superstitions.

Baseball

- Spitting into your hand before picking up the bat is said to bring good luck.
- A wad of gum stuck on a player's hat brings good luck.
- It is bad luck if a dog walks across the diamond before the first pitch.
- Some players believe it is good luck to step on one of the bases before running off the field at the end of an inning.
- It is bad luck to touch the baselines while running off and onto the field between innings.
- Lending a bat to a fellow player is a serious jinx.
- Some players actually sleep with their bat to break out of a hitting slump or stay in a groove.
- If a pitcher is throwing a perfect game or a no-hitter, never speak of it while it's going on.

Basketball

- The first person to shoot a basket during the warm-up will have a good game.
- Wipe the soles of your sneakers for good luck.
- Bounce the ball before taking a foul shot for good luck.

Bowling

- To continue a winning streak, wear the same clothes.
- The number 300, a perfect score, on your license plate will increase your score.
- Carry charms on your bowling bag, in your pockets, or around your neck for good luck.

Fishing

- Fish may not bite if a barefoot woman passes you on the way to
the dock.
- Spit on your bait before casting your rod to make fish bite.
- Throw back your first catch for good luck.
- It is bad luck to change rods while fishing.
- Don't tell anyone how many fish you've caught until you're done or you won't catch another.

**Football**
- Double numbers on a player's uniform brings good luck.
- It's bad luck for a professional football player to take a new number when he is traded to another team.
- A mascot is an important good luck symbol.

**Golf**
- Start only with odd-numbered clubs.
- Balls with a number higher than 4 are bad luck.
- Carry coins in your pockets for good luck.

**Ice Hockey**
- It is bad luck for hockey sticks to lie crossed.
- It is bad luck to say "shutout" in the locker room before a game.
- Players believe they'll win the game if they tap the goalie on his shin pads before a game.

**Rodeo**
- Always put the right foot in the stirrup first.
- Avoid wearing the color yellow.
- Always shave before a competition (for men only!)

**Tennis**
- It's bad luck to hold more than two balls at a time when serving.
- Avoid wearing the color yellow.
- Walk around the outside of the court when switching sides for good luck.
Sports Superlatives

The oldest, the tallest, the fastest, and the longest

by Mike Morrison and Chris Frantz

Have you ever wondered who threw the fastest pitch in Major League Baseball history? Or who is the oldest player ever to play in an NHL game? Well wonder no more. Behold Infoplease's Guide to Sports Superlatives, just a sampling of the oldest, the tallest, the fastest, and the longest from the world of sports. For even more Info, check out our comprehensive sports almanac.

Baseball | Football | Basketball | Hockey | Golf | Tennis

Fastest recorded pitch: 100.9 mph. California Angels flamethrower Nolan Ryan's 100.9 mph pitch against the Chicago White Sox in 1974 is still listed as the fastest "recorded" pitch, but many would argue with this, citing the difference in radar gun calibration. Among those thought to have thrown pitches over 100 mph are Walter Johnson, Bob Feller, and Robb Dibble, along with current pitchers Billy Koch, Robb Nen, Randy Johnson, and Mark Wohlers.

Most home runs in one game by a player: 4—15 players. For other hitting records, see also Major League All-Time Individual Hitting Records.


Most runs scored in a game (since 1900):

- One team: 29. (tie) Boston Red Sox vs. St. Louis Browns, June 8, 1950
  Chicago White Sox vs. Oakland A's, April 23, 1955

- Two teams: 49. Chicago Cubs beat the Philadelphia Phillies, 26—23 on Aug. 25, 1922, at Wrigley Field (then Cubs Park) in Chicago.

Longest game (in innings): 26 innings. Brooklyn
Dodgers at Boston Braves, 1–1, May 1, 1920 (called because of darkness).

Longest recorded home run: Home run measurements are far from scientifically accurate. The Guinness Book of World Records lists the longest recorded home run at 634 feet by Yankee great Mickey Mantle on Sept. 10, 1960, at Briggs Stadium in Detroit. Many dispute the record as myth or claim that the ball actually landed and rolled to its resting point 634 feet away from home plate.

Tallest player: 6 ft 11 in. Jon Rauch, who started in 2002 with the Chicago White Sox, now pitches for the Washington Nationals. Randy Johnson, now pitching for the New York Yankees, and Eric Hillman, who was with the New York Mets for three seasons, are tied for second at 6'10".

Shortest player: 3 ft 7 in. Eddie Gaedel, of the St. Louis Browns. On Aug. 19, 1951, Gaedel was inserted into the Brown's lineup as a stunt by Browns owner Bill Veeck. Wearing the number 1/8, Gaedel drew a walk in his only plate appearance.

National Football League

Most points scored in a game:


Heaviest player: Currently Aaron Gibson. After sitting out the 2005 season, former Chicago Bear Gibson signed with the Buffalo Bills. He seems to have packed on the pounds in that year as his weight in April 2006 was listed as 410–40 lbs more than his 2004 NFL weight. He claims to have weighed 450 pounds in high school! Former Lions offensive linemen Les Bingaman is said to have fluctuated between 370 and 400 pounds. And Jacksonville Jaguars offensive tackle Mike Williams is listed at 360.

Unit/Activity Title: Biography Browsing

Planning:
A. Objectives:
- Campers will have an opportunity to browse through biographies for athletes

B. Materials
- Books about athletes and sports (See Sport stars and heroes book list).

C. Procedure
Motivation: Have a wide variety of books available for the campers to read. A variety of sports, both genders, and wide variety of reading levels should be represented.

Present the task-tell the campers what they are to do. At this time the campers can sit in a comfy area and read quietly. They can pick a book about their favorite athlete and read more about him/her.

D. Evaluation
Where they using their time to read?
Take me out to the Ball Game

(Sing Along)

Take me out to the ball game
Take me out to the crowd
Buy me some peanuts and cracker jacks
I don't care if I ever get back
And it's root, root, root
for the home team
If they don't win, it's a shame
Cause it's one, two, three strikes
You're out
At the old ball game.

Karaoke Main

If you cannot hear any music, download Crescendo here for free.

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### Appendix E: Curriculum and Book List - 4th of July

<table>
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<tr>
<th>Camp Adventure Curriculum</th>
<th>4th of July</th>
<th>Wednesday: Midwest</th>
<th>Thursday: Pacific NW</th>
<th>Friday: Celebrate the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday: Atlantic States</td>
<td>Tuesday: Survey the South</td>
<td>Library Choice</td>
<td>Library Choice</td>
<td></td>
</tr>
<tr>
<td>Interest Areas</td>
<td>Patriotic Fortune Teller</td>
<td>Holiday Reader’s Theater</td>
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</tr>
</tbody>
</table>

**Skits/Reader’s Theater**
- The Forth of July Story by Alice Dalgliesh
- Yankee Doodle America, Minor
- Fireworks, Picnics and Flags by Wendell Minor
- Happy Birthday, America by Mary Pope Osborne

**Small Group**
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you

**Choice Activities Clubs**
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you
- Explore and Discover the Flag – Create a flag to represent you

**Jokes**
- Small groups or volunteers choose to read jokes

**Learning Labs**
- Make a brochure of your favorite state
- Holiday Reader’s Theater Practice

**Field Trips**
- Depends of site of camp

**Songs/Poems**
- My Country ‘Tis of Thee

**Books for Read Alouds:**
- The Forth of July Story by Alice Dalgliesh
- Yankee Doodle America, by Wendell Minor
- Fireworks, Picnics and Flags by James Cross Ardnt
- Happy Birthday, America by Mary Pope Osborne

**Books for Songs:**
- Smith, Samuel Francis  My Country ‘Tis of Thee

**Books for Skits:**
- Holiday Reader’s Theatre by Charla R. Pfeffinger
Appendix E: Continued

4th of July Book List

Dalgiesh, Alice  The Fourth of July Story

Giblin, James Cross  Fireworks, picnics, and flags

Minor, Wendell  Yankee Doodle America: the spirit of 1776 from A to Z

Osborne, Mary Pope  Happy birthday, America

Pfeffinger, Charla R.  Holiday readers theatre

Smith, Samuel Francis  My Country 'Tis of Thee
Activity Plan

Unit/Activity Title: Discover the Flag/Create a flag to represent you

Planning:
A. Objectives:
- Learn about the United States Flag.
- Learn about other flags in the world.
- Learn what best represents them.

B. Materials
- Information about the United States flag
  - History
  - Timeline
  - Pictures of our past flags
- Big sheets of paper
- Colors
- Markers
- Scrap Paper
- Glue

C. Procedure
Motivation: Campers will learn about the United States flag and then make their own flag that best represents themselves. Campers will read the information about our flag in groups. They will study about the history and why the flag has changed over the years. They will also want to study about why red, white and blue are on our flag. Why stripes and stars?

Present the task- tell the camper what they will do. The campers will now design their own flag. Give them a scratch paper to sketch out their flag. Then provide the big paper for the final product. Campers should have a reason for everything they put on their flag.

D. Evaluation
Did the campers have a reason for everything on their flag? Did they learn about the United States flag?
History of the Flag

The United States Flag is the third oldest of the National Standards of the world; older than the Union Jack of Britain or the Tricolor of France.

The flag was first authorized by Congress June 14, 1777. This date is now observed as Flag Day throughout America.

The flag was first flown from Fort Stanwix, on the site of the present city of Rome, New York, on August 3, 1777. It was first under fire for three days later in the Battle of Oriskany, August 6, 1777.

It was first decreed that there should be a star and a stripe for each state, making thirteen of both; for the states at the time had just been erected from the original thirteen colonies.

The colors of the Flag may be thus explained: The red is for valor, zeal and fervency; the white for hope, purity, cleanliness of life, and rectitude of conduct; the blue, the color of heaven, for reverence to God, loyalty, sincerity, justice and truth.

The star (an ancient symbol of India, Persia and Egypt) symbolized dominion and sovereignty, as well as lofty aspirations. The constellation of the stars within the union, one star for each state, is emblematic of our Federal Constitution, which reserves to the States their individual sovereignty except as to rights delegated by them to the Federal Government.

The symbolism of the Flag was thus interpreted by Washington: "We take the stars from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty."

In 1791, Vermont, and in 1792, Kentucky were admitted to the Union and the number of stars and stripes was raised to fifteen in correspondence. As other states came into the Union it became evident there would be too many stripes. So in 1818 Congress enacted that the number of stripes be reduced and restricted henceforth to thirteen representing the thirteen original states; while a star should be added for each succeeding state. That law is the law of today.

The name "Old Glory" was given to our National Flag August 10,
1831, by Captain William Driver of the brig Charles Doggett.

The Flag was first carried in battle at the Brandywine, September 11, 1777. It first flew over foreign territory January 28, 1778, at Nassau, Bahama Islands; Fort Nassau having been captured by the American in the course of the war for independence. The first foreign salute to the flag was rendered by the French admiral LaMotte Piquet, off Quiberon Bay, February 13, 1778.

The United States Flag is unique in the deep and noble significance of its message to the entire world, a message of national independence, of individual liberty, of idealism, of patriotism.

It symbolizes national independence and popular sovereignty. It is not the Flag of a reigning family or royal house, but of 205 million free people welded into a Nation, one and inseparable, united not only by community of interest, but by vital unity of sentiment and purpose; a Nation distinguished for the clear individual conception of its citizens alike of their duties and their privileges, their obligations and their rights.

It incarnates for all mankind the spirit of Liberty and the glorious ideal of human Freedom; not the freedom of unrestraint or the liberty of license, but an unique ideal of equal opportunity for life, liberty and the pursuit of happiness, safeguarded by the stern and lofty principles of duty, of righteousness and of justice, and attainable by obedience to self-imposed laws.

Floating from lofty pinnacle of American Idealism, it is a beacon of enduring hope, like the famous Bartholdi Statue of Liberty enlightening the World to the oppressed of all lands. It floats over a wondrous assemblage of people from every racial stock of the earth whose united hearts constitute an indivisible and invincible force for the defense and succor of the downtrodden.

It embodies the essence of patriotism. Its spirit is the spirit of the American nation. Its history is the history of the American people. Emblazoned upon its folds in letters of living light are the names and fame of our heroic dead, the Fathers of the Republic who devoted upon its altars their lives, their fortunes and their sacred honor. Twice told tales of National honor and glory cluster thickly about it. Ever victorious, it has emerged triumphant from eight great National conflicts. It flew at Saratog, at Yorktown, at Palo Alto, at Gettysburg, at Mina ba, at Chateau-Thierry, at Iwo Jima. It beares witness to the immense expansion of our national boundaries, the development of our natural resources, and the splendid structure of our civilization. It prophesies the triumph of popular government, of civic and religious liberty and of national righteousness throughout the world.

The flag first rose over thirteen states along the Atlantic seaboard, with a population of some three million people. Today it flies over fifty states, extending across the continent, and over great islands of the two oceans; and two hundred and five million owe it allegiance. It has been brought to this proud position by love and sacrifice. Citizens have advanced it and heroes have died for it. It is the sign made visible of the strong spirit that has brought liberty and prosperity to the people of America. It is the flag of all us
Flag Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1776</td>
<td>January 1 — The Grand Union flag is displayed on Prospect Hill. It has 13 alternate red and white stripes and the British Union Jack in the upper left-hand corner (the canton).</td>
</tr>
<tr>
<td>1776</td>
<td>May — Betsy Ross reports that she sewed the first American flag</td>
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<tr>
<td>1777</td>
<td>June 14 — Continental Congress adopts the following: Resolved: that the flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation. (stars represent Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island)</td>
</tr>
<tr>
<td>1787</td>
<td>Captain Robert Gray carries the flag around the world on his sailing vessel (around the tip of South America, to China, and beyond). He discovered a great river and named it after his boat The Columbia. His discovery was the basis of America's claim to the Oregon Territory.</td>
</tr>
<tr>
<td>1795</td>
<td>Flag with 15 stars and 15 stripes (Vermont, Kentucky)</td>
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<tr>
<td>1814</td>
<td>September 14 — Francis Scott Key writes &quot;The Star-Spangled Banner.&quot; It officially becomes the national anthem in 1931.</td>
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<tr>
<td>1818</td>
<td>Flag with 20 stars and 13 stripes (It remains at 13 hereafter) (Tennessee, Ohio, Louisiana, Indiana, Mississippi)</td>
</tr>
<tr>
<td>1819</td>
<td>Flag with 21 stars (Illinois)</td>
</tr>
<tr>
<td>1820</td>
<td>Flag with 23 stars (Alabama, Maine) first flag on Pikes Peak</td>
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<tr>
<td>1822</td>
<td>Flag with 24 stars (Missouri)</td>
</tr>
<tr>
<td>1836</td>
<td>Flag with 25 stars (Arkansas)</td>
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<tr>
<td>1837</td>
<td>Flag with 26 stars (Michigan)</td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1845</td>
<td>Flag with 27 stars (Florida)</td>
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<tr>
<td>1846</td>
<td>Flag with 28 stars (Texas)</td>
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<tr>
<td>1847</td>
<td>Flag with 29 stars (Iowa)</td>
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<tr>
<td>1848</td>
<td>Flag with 30 stars (Wisconsin)</td>
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<tr>
<td>1851</td>
<td>Flag with 31 stars (California)</td>
</tr>
<tr>
<td>1858</td>
<td>Flag with 32 stars (Minnesota)</td>
</tr>
<tr>
<td>1859</td>
<td>Flag with 33 stars (Oregon)</td>
</tr>
<tr>
<td>1861</td>
<td>Flag with 34 stars; (Kansas)</td>
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<tr>
<td></td>
<td>Note: Even after the South seceded from the Union, President Lincoln would not allow any stars to be removed from the flag.</td>
</tr>
<tr>
<td></td>
<td><em>first Confederate Flag (Stars and Bars) adopted in Montgomery, Alabama</em></td>
</tr>
<tr>
<td>1863</td>
<td>Flag with 35 stars (West Virginia)</td>
</tr>
<tr>
<td>1865</td>
<td>Flag with 36 stars (Nevada)</td>
</tr>
<tr>
<td>1867</td>
<td>Flag with 37 stars (Nebraska)</td>
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<tr>
<td>1869</td>
<td>First flag on a postage stamp</td>
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<tr>
<td>1877</td>
<td></td>
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<tr>
<td>Year</td>
<td>Event</td>
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<td>------</td>
<td>-------</td>
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<tr>
<td>1889</td>
<td>Flag with 38 stars (Colorado)</td>
</tr>
<tr>
<td>1890</td>
<td>Flag with 39 stars that never was! Flag manufacturers believed that the two Dakotas would be admitted as one state and so manufactured this flag, some of which still exist. It was never an official flag.</td>
</tr>
<tr>
<td>1891</td>
<td>Flag with 43 stars (North Dakota, South Dakota, Montana, Washington, Idaho)</td>
</tr>
<tr>
<td>1892</td>
<td>Flag with 44 stars (Wyoming)</td>
</tr>
<tr>
<td>1896</td>
<td>Flag with 45 stars (Utah)</td>
</tr>
<tr>
<td>1897</td>
<td>&quot;Pledge of Allegiance&quot; first published in a magazine called &quot;The Youth's Companion,&quot; written by Francis Bellamy.</td>
</tr>
<tr>
<td>1907</td>
<td>Adoption of State Flag Desecration Statutes — By the late 1800's an organized flag protection movement was born in reaction to perceived commercial and political misuse of the flag. After supporters failed to obtain federal legislation, Illinois, Pennsylvania, and South Dakota became the first States to adopt flag desecration statutes. By 1932, all of the States had adopted flag desecration laws. In general, these State laws outlawed: (i) placing any kind of marking on the flag, whether for commercial, political, or other purposes; (ii) using the flag in any form of advertising; and (iii) publicly mutilating, trampling, defacing, defiling, defying or casting contempt, either by words or by act, upon the flag. Under the model flag desecration law, the term &quot;flag&quot; was defined to include any flag, standard, ensign, or color, or any representation of such made of any substance whatsoever and of any size that evidently purported to be said flag or a picture or representation thereof, upon which shall be shown the colors, the stars and stripes in any number, or by which the person seeing the same without deliberation may believe the same to represent the flag of the U.S.</td>
</tr>
<tr>
<td>1908</td>
<td>Halter v. Nebraska (205 U.S. 34) — The Supreme Court held that although the flag was a federal creation, the States' had the authority to promulgate flag desecration laws under their general police power to safeguard public safety and welfare. Halter involved a conviction of two businessmen selling &quot;Stars and Stripes&quot; brand beer with representations of the U.S. flag affixed to the labels. The defendants did not raise any First Amendment claim.</td>
</tr>
<tr>
<td>1909</td>
<td>Flag with 46 stars (Oklahoma)</td>
</tr>
<tr>
<td>1912</td>
<td>Flag with 48 stars (New Mexico, Arizona)</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<td>------</td>
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<tr>
<td>1931</td>
<td>Stromberg v. California (283 U.S. 359) — The Supreme Court found that a State statute prohibiting the display of a &quot;red flag&quot; as a sign of opposition to organized government unconstitutionally infringed on the defendant's First Amendment rights. Stromberg represented the Court's first declaration that &quot;symbolic speech&quot; was protected by the First Amendment.</td>
</tr>
<tr>
<td>1942</td>
<td>Federal Flag Code (36 U.S.C. 171 et seq.) — On June 22, 1942, President Roosevelt approved the Federal Flag Code, providing for uniform guidelines for the display and respect shown to the flag. The Flag Code does not prescribe any penalties for non-compliance nor does it include any enforcement provisions, rather it functions simply as a guide for voluntary civilian compliance.</td>
</tr>
<tr>
<td>1943</td>
<td>West Virginia Board of Education v. Barnette (319 U.S. 624) — The Supreme Court held that public school children could not be compelled to salute the U.S. flag. In a now famous passage, Justice Jackson highlighted the Importance of freedom of expression under the First Amendment: Freedom to differ is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to things that touch the heart of the existing order. If there is any fixed star in our constitutional constellation it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion.</td>
</tr>
<tr>
<td>1945</td>
<td>The flag that flew over Pearl Harbor on December 7, 1941, is flown over the White House on August 14, when the Japanese accepted surrender terms.</td>
</tr>
<tr>
<td>1949</td>
<td>August 3 — Truman signs bill requesting the President call for Flag Day (June 14) observance each year by proclamation.</td>
</tr>
<tr>
<td>1954</td>
<td>By act of Congress, the words &quot;Under God&quot; are inserted into the Pledge of Allegiance.</td>
</tr>
<tr>
<td>1959</td>
<td>Flag with 49 stars (Alaska)</td>
</tr>
<tr>
<td>1960</td>
<td>Flag with 50 stars (Hawaii)</td>
</tr>
<tr>
<td>1963</td>
<td>Flag placed on top of Mount Everest by Barry Bishop.</td>
</tr>
<tr>
<td>1968</td>
<td>Adoption of Federal Flag Desecration Law (18 U.S.C. 700 et seq.) — Congress approved the first federal flag desecration law in the wake of a highly publicized Central Park flag burning incident in protest of the Vietnam War. The federal law made it illegal to &quot;knowingly&quot; cast &quot;contempt&quot; upon &quot;any flag of the United States by publicly mutilating, defacing, defiling, burning or trampling upon it.&quot; The law defined flag in an expansive manner similar to most States.</td>
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<td>1969</td>
<td>July 20 — The American flag is placed on the moon by Neil Armstrong.</td>
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<td>1969</td>
<td>Street v. New York (394 U.S. 576) — The Supreme Court held that New York could not convict a person based on his verbal remarks disparaging the flag. Street was arrested after he learned of the shooting of civil rights leader James Meredith and reacted by burning his own flag and exclaiming to a small crowd that if the government could allow Meredith to be killed, &quot;we don't need no damn flag.&quot; The Court avoided deciding whether flag burning was protected by the First Amendment, and instead overturned the conviction based on Street's oral remarks. In Street, the Court found there was not a sufficient governmental interest to warrant regulating verbal criticism of the flag.</td>
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1972 Smith v. Goguen (415 U.S. 94) — The Supreme Court held that Massachusetts could not prosecute a person for wearing a small cloth replica of the flag on the seat of his pants based on a State law making it a crime to publicly treat the flag of the United States with "contempt." The Massachusetts statute was held to be unconstitutionally "void for vagueness."

1974 Spence v. Washington (418 U.S. 405) — The Supreme Court held that the State of Washington could not convict a person for attaching removable tape in the form of a peace sign to a flag. The defendant had attached the tape to his flag and draped it outside of his window in protest of the U.S. invasion of Cambodia and the Kent State killings. The Court again found under the First Amendment there was not a sufficient governmental interest to justify regulating this form of symbolic speech. Although not a flag burning case, this represented the first time the Court had clearly stated that protest involving the physical use of the flag should be seen as a form of protected expression under the First Amendment.

1970-1980 Revision of State Flag Desecration Statutes — During this period legislatures in some 20 States narrowed the scope of their flag desecration laws in an effort to conform to perceived Constitutional restrictions under the Street, Smith, and Spence cases and to more generally parallel the federal law (i.e., focusing more specifically on mutilation and other forms of physical desecration, rather than verbal abuse or commercial or political misuse).

1989 Texas v. Johnson (491 U.S. 397) — The Supreme Court upheld the Texas Court of Criminal appeals finding that Texas law — making it a crime to "desecrate" or otherwise "mistreat" the flag in a way the "actor knows will seriously offend one or more persons" — was unconstitutional as applied. This was the first time the Supreme Court had directly considered the applicability of the First Amendment to flag burning. Gregory Johnson, a member of the Revolutionary Communist Party, was arrested during a demonstration outside of the 1984 Republican National Convention in Dallas after he set fire to a flag while protesters chanted "America, the red, white, and blue, we spit on you." In a 5-4 decision authored by Justice Brennan, the Court first found that burning the flag was a form of symbolic speech subject to protection under the First Amendment. The Court also determined that under United States v. O'Brien, 391 U.S. 367 (1968), since the State law was related to the suppression of freedom of expression, the conviction could only be upheld if Texas could demonstrate a "compelling" interest in its law. The Court next found that Texas' asserted interest in "protecting the peace" was not implicated under the facts of the case. Finally, while the Court acknowledged that Texas had a legitimate interest in preserving the flag as a "symbol of national unity," this interest was not sufficiently compelling to justify a "content based" legal restriction (i.e., the law was not based on protecting the physical integrity of the flag in all circumstances, but was designed to protect it from symbolic protest likely to cause offense to others).

1989 Revision of Federal Flag Desecration Statute — Pursuant to the Flag Protection Act of 1989, Congress amended the 1968 federal flag desecration statute in an effort to make it "content neutral" and conform to the Constitutional requirements of Johnson. As a result, the 1989 Act sought to prohibit flag desecration under all circumstances by deleting the statutory requirement that the conduct cast contempt upon the flag and narrowing the definition of the term "flag" so that its meaning was not based on the observation of third parties.

1990 United States v. Eichman (496 U.S. 310) — Passage of the Flag Protection Act resulted in a number of flag burning incidents protesting the new law. The Supreme Court overturned several flag burning convictions brought under the Flag Protection Act of 1989. The Court held that notwithstanding Congress' effort to adopt a more content neutral law, the federal law continued to be principally aimed at limiting...
symbolic speech.

1990
Rejection of Constitutional Amendment — Following the Eichman decision, Congress considered and rejected a Constitutional Amendment specifying that "the Congress and the States have the power to prohibit the physical desecration of the flag of the United States." The amendment failed to muster the necessary two-thirds Congressional majorities, as it was supported by only a 254—177 margin in the House (290 votes were necessary) and a 58—42 margin in the Senate (67 votes were necessary).

December 12 — The Flag Desecration Constitutional Amendment is narrowly defeated in the Senate. The Amendment to the Constitution would make burning the flag a punishable crime.

June 26 — A 9th Circuit federal appeals court declared that reciting the Pledge of Allegiance in public schools is unconstitutional because "under God" (inserted into the Pledge in 1954) was a violation of the Establishment Clause, that expression not create the reasonable impression that the government is sponsoring, endorsing, or inhibiting religion generally, or favoring or disfavoring a particular religion. This ruling was reconfirmed in February 2003, and applies only to the 9th Circuit (the following districts: Alaska, Arizona, Central, Eastern, Northern, and Southern California, Hawaii, Idaho, Montana, Nevada, Oregon, Eastern and Western Washington, Guam, and Northern Marianas Islands).

June 14 — The Supreme Court declined to hear a case challenging "One country under God" in the Pledge of Allegiance. "While the court did not address the merits of the case, it is clear that the Pledge of Allegiance and the words 'under God' can continue to be recited by students across America," said Jay Sekulow, chief counsel for the American Center for Law and Justice.

January 25 — Constitutional amendment, sponsored by Rep. Duke Cunningham, Introduced. It reads, "The Congress shall have power to prohibit the physical desecration of the flag of the United States."

June 22 — The Constitutional amendment (see above) is approved by the House (vote of 288-130). It requires Senate approval. Then it must receive approval from 38 states within seven years.

June 28 — The Senate is one vote short of passing the Constitutional amendment (see above).

July 19 — H.R.42 is passed, preventing condominiums or residential real estate management associations from forbidding the flying of the US flag. Read full law

???? Proposed flag with 51 stars, to be used if a 51st state is added.
American ships in New England waters flew a "Liberty Tree" flag in 1775. It shows a green pine tree on a white background, with the words, "An Appeal to Heaven."

The Continental Navy used this flag, with the warning, "Don't Tread on Me," upon its inception.

The "Grand Union" shown here is also called The "Cambridge Flag." It was flown over Prospect Hill, overlooking Boston, January 1, 1776. In the canton (the square in the corner) are the crosses of Saint Andrew and Saint George, borrowed from the British flag.

The "Betsy Ross" flag. The Flag Resolution did not specify the arrangement of the stars nor the specific proportions of the flag. So many 13-star flags were used, as seen from the next several pictures.

Another 13-star flag, in the 3-2-3-2-3 pattern.

The Guilford Flag.
At the Battle of Bennington in August 1777 were two famous flags. One, shown here, is called the Bennington Flag or the Fillmore Flag. Nathaniel Fillmore took this flag home from the battlefield. The flag was passed down through generations of Fillmores, including Millard, and today it can be seen at Vermont's Bennington Museum. The other (not pictured) has a green field and a blue canton with 13 gold-painted stars arranged in rows. General John Stark gave his New Hampshire troops a rallying speech that would be the envy of any football coach today. He said, "My men, yonder are the Hessians. They were brought for seven pounds and ten pence a man. Are you worth more? Prove it. Tonight, the American flag floats from yonder hill or Molly Stark sleeps a widow!"

Cowpens Flag. According to some sources, this flag was first used in 1777. It was used by the Third Maryland Regiment. There was no official pattern for how the stars were to be arranged. The flag was carried at the Battle of Cowpens, which took place on January 17, 1781, in South Carolina. The actual flag from that battle hangs in the Maryland State House.

Vermont and Kentucky joined the union in 1791 and 1792. This flag with 15 stars and 15 stripes, was adopted by a Congressional act of 1794. The flag became effective May 1, 1795.

By 1818, the union consisted of 20 states. A Congressional act mandated that the number of stripes be fixed at 13 and that one new star was to be added for each new state, the July 4 following its admission. However, nothing was written about what arrangement the stars should be in. This and the following two flags were all used simultaneously.

Another 1818 flag (see above).
And another 1818 flag (see above). This was called the "Grand Star" flag.

To see examples of later flags, see our Flag Timeline

The United States flag today. The 50th star was added on July 4, 1960 for Hawaii, which entered the Union on August 21, 1959.
Activity Plan

Unit/Activity Title: Brochure of Your Favorite State

Planning:

A. Objectives:
   - Learn more about the campers favorite state.

B. Materials
   - Information on the 50 states
   - Books and websites http://www.50states.com
   - 8.5 X 11 white paper for each camper
   - Colors/Markers
   - Pencils

C. Procedure

Motivation: Campers will learn about the 50 states in the United States. They will choose their favorite state and become the expert on that state. Their goal is to try to get people to visit their state.

Present the task- tell the camper what they will do. The campers will now design a brochure about their favorite state. They will highlight the state bird, flower, song and flag. They will also discuss some unique features that their state has.

D. Evaluation

Did the campers have the states bird, flower, song and flag on their brochure? Did the campers have some interesting information that made you want to visit their state? Was the brochure visually appealing?
States and Capitals

Yellow Pages - Find businesses in your state

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<th>Category:</th>
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- Alaska
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- Arkansas
- California
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- New Mexico
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- Oregon
- Pennsylvania

- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming

Site Map FAQ
Place your pointer on a file folder to view a pop up of state abbreviation and capital city name. Click on a file folder to reach state's outlined links page.

Commonwealths & Territories

- AS
- DC
- FM
- GU
- MP
- PR
- VI

- Sites for Teachers
- Area Codes
- Art & Design Schools
- Biography Directory
- Business Schools
- City Guides
- College & University Directory
- Community Colleges Directory
- Community Pages Directory
- Countries
- Current Events - News Headlines
- Fast Facts & Trivia
- Flowers

- Newspaper Directory
- Nursing Schools
- Public Records
- Real Estate
- Search Directory
- Sports Directory
- State Maps
- State Tax Forms
- Travel
- Trees
- Vital Records
- White Pages
- Yellow Pages
Patriotic Fortune Teller – Grades 2-5

This popular and simple paper toy can hold 8 different 'fortunes'. Pattern for yes/no answers and make your own fortunes included.

Materials Needed:
Printouts, crayons, markers or colored pencils, scissors

Directions:
1) Color the fortune teller.
2) Cut out around the outer edges.
3) Fold in half along the dotted lines, then unfold and fold in half the other way.
4) Fold the corners to the center
5) All four corners folded in, now flip over the paper.
6) Fold all 4 corners to the center
7) Fold in half, with the stars to the inside. Slip your thumbs and forefingers into the pockets. Move your fingertips together, and the corners should pop out.

To play:
One player holds the fortune teller. The other picks a question with a yes/no answer.

The person with the question picks a color (red, white or blue). Fortune teller spells the color picked, and for each letter moves their fingers to show one set of stars, then the other, ending with one set of stars revealed.

Now the person picks one of the numbers shown, and the fortune teller counts while opening and closing the fortune teller.

Now select a number again, and pull up that flap to read the answer that's under that number.

Notes:
This paper toy is also called a 'cootie catcher'. Older students might want to make up their own fortunes, which can include good advice similar to fortune cookies. This project can be used to discuss futures, or what makes a good generalized fortune that can easily be true. Children also enjoy fun or silly fortunes, such as putting careers as the fortunes – "You'll grow up to be a..."