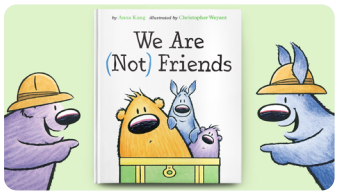
WEEK 6

Friendship Week



Hi, I'm Norb! Let's work together this week to earn a Friendship Badge! What does it mean to be a friend? It's celebrating and supporting one another! This week, let's make new friends and see how our differences make us stronger.

Day 1



We Are (Not) Friends

Day 2



But First, We Nap

Day 3



Little Grey Donkey

Day 4



The Smellyphant

Day 5—Read Along Together



Luis and Tabitha

Design a Bouquet! Find the activity video at ***vooks.com/campvooks.***

Materials

- Pipe cleaner (1 per flower)
- Ruler
- Scissors
- Colored tissue paper: 12-by-6-inch sheets or larger (3 per flower)

View the Camp Vooks Channel

Scan the code with your mobile device to go to our Camp Vooks channel or head to ***watch.vooks.com/channels/camp-vooks***

WEEK 6

Activity Checklist

FRIENDSHIP

Day 1

We Are (Not) Friends

1	Coloring Sheet	
2	Drawing and Writing	
3	Venn Diagram	
4	Identify Onomatopoeias	

Day 2

But First, We Nap

5	Draw, Write, or Shout an Onomatopoeia	
6	Draw a Picture	
7	Connecting Activity	
8	Verb-only Madlibs	

Day 3

Little Grey Donkey

9	Coloring Sheet	
10	Drawing and Writing	
11	Friend Poster	
12	Maze	

Day 4

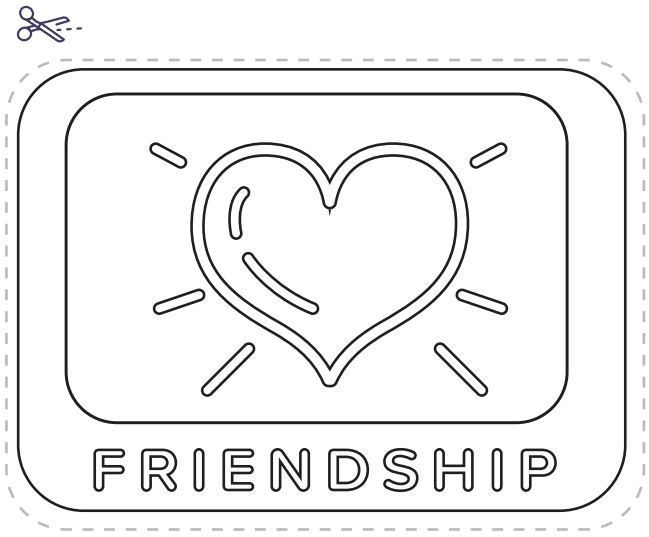
The Smellyphant

13	Coloring Sheet	
14	Drawing and Writing	
15	Sequencing	
16	Rhyme Match	

Day 5

Luis and Tabitha

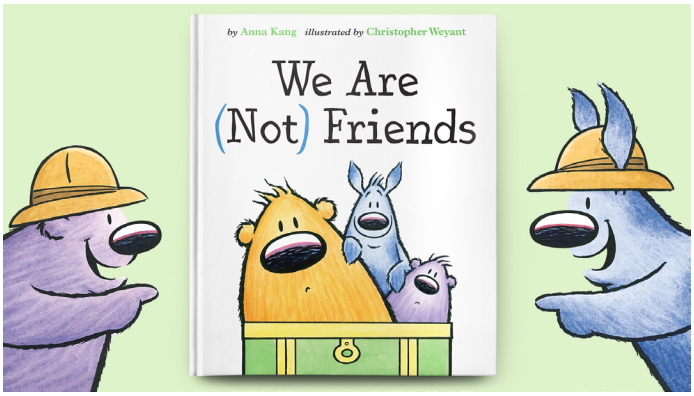
17	Design a Bouquet (View the activity video at ***vooks.com/campvooks***)	
18	Describe Yourself	
19	Characteristics Dice	
20	Venn Diagram	



Earn your Friendship badge by reading the storybook each day, doing activity of your choice, and completing the Read Along Together activity! Cut it out, color, and share with us on social media @vooks #campvooks.

Day 1

We Are (Not) Friends



Book Information

Run Time	3:43
Author	Anna Kang
Illustrator	Christopher Weyant
Narrator	Ryan Philbrook (Purple & Blue Creature) Christopher Weyant (Orange Creature) Anna Kang (Giraffe)
Publisher	Two Lions
Ages	2–8/Prek–2/AD200L
Genre	Fiction
Text Structure	First person narrative/dialogue
Themes & Ideas	Friendship, jealously, onomatopoeia
Language & Literary Features	Picture clues for characters' feelings; sound words like tappa, tappity (onomatopoeia); conversation among friends
Sentence Complexity	Simple text
Vocabulary	duet, dinosaur, jeep, T. Rex, spies
Special Vocabulary	onomatopoeia, friendship, jealousy
Illustrations	Illustrations of the fuzzy characters help reader see how characters are feeling.

Story Summary

We Are (Not) Friends tells the story of friends growing their friendship circle. Two friends are having a fun playdate when another friend wants to join. As the day continues, each friend feels left out at times. It isn't easy to figure out how to act when everything seems to change. Then just as the three get it figured out and become friends another friend wants to join.

Focus
Friendship

Activity Ideas

Create a Poster

Create a poster that shares what good friends do together.

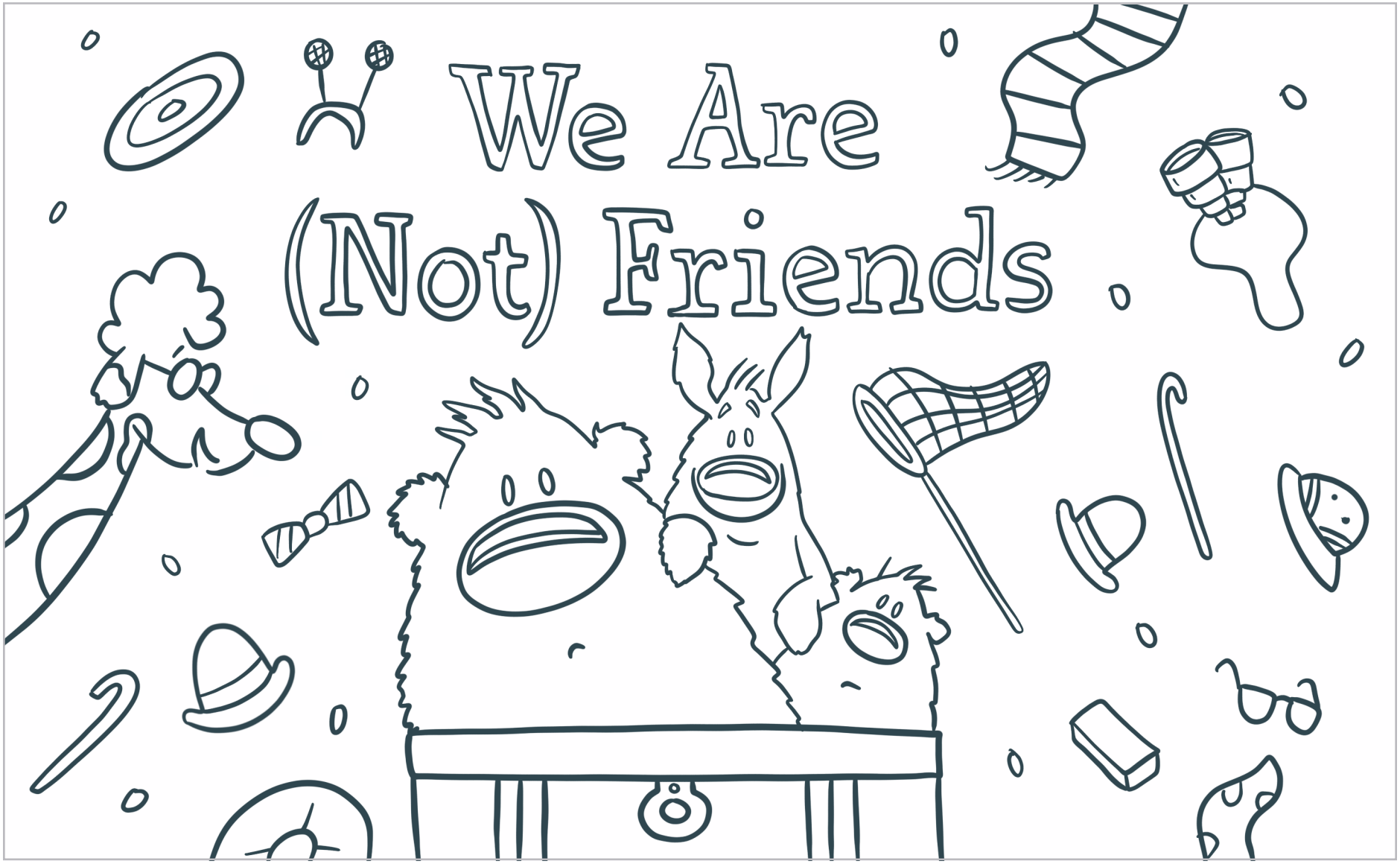
Writing/Drawing

Draw a picture and write a story about a time that you made a new friend.

Additional activities can be found in the following pages of this document.

Coloring Sheet

NAME



Drawing and Writing

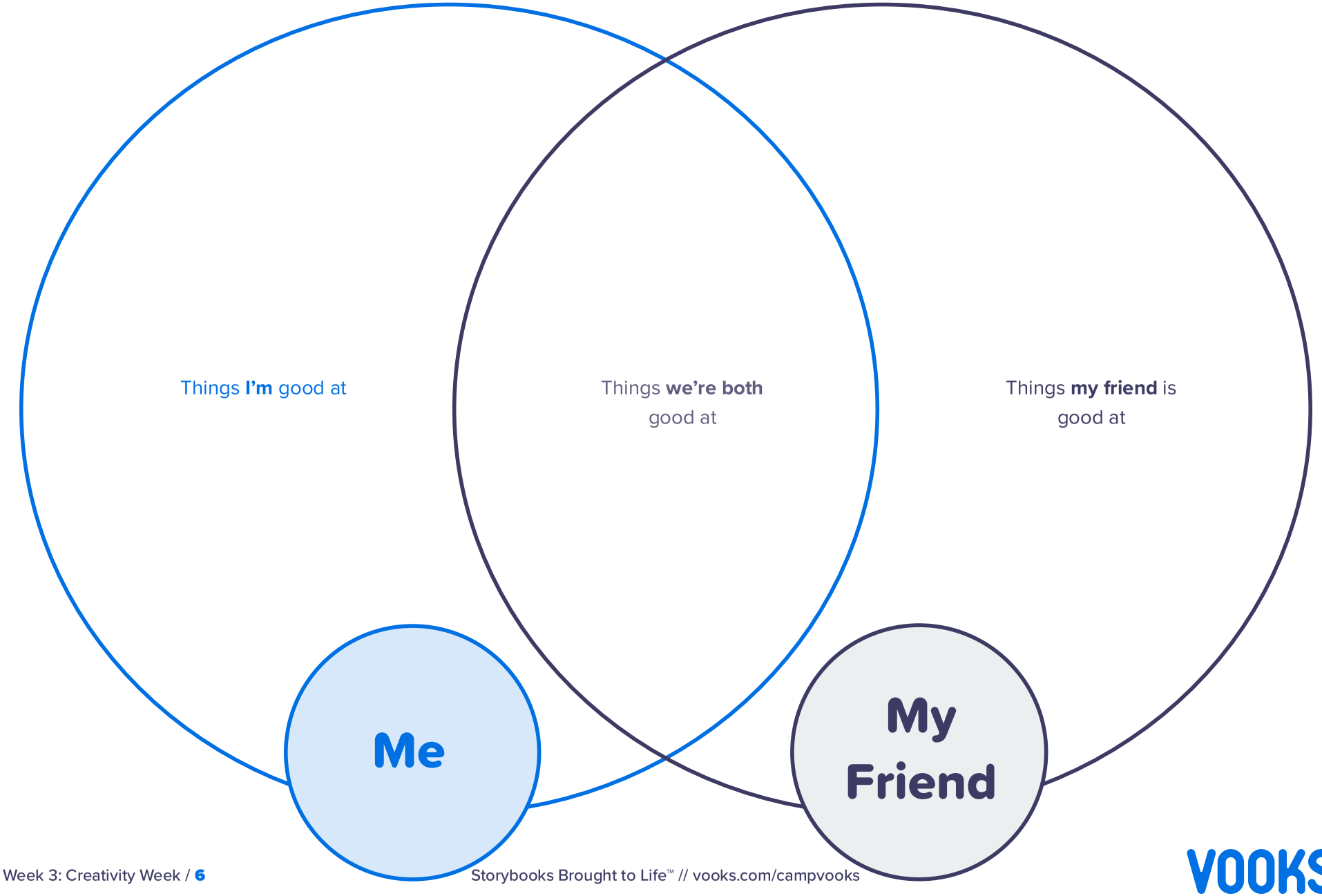
NAME _____

Draw and write a story about an adventure you had with your friends. How would you have felt if another friend had wanted to join?

Venn Diagram

Use the Venn diagram to compare and contrast things that you're good at and things that your friend is good at.

NAME _____



Identify Onomatopoeias

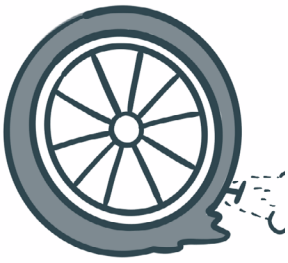
NAME _____

Onomatopoeias are words that are also sounds. Use the word bank below to describe the sound of the object or action shown in each picture.

Word Bank			
	bonk	sniff	hiss
	roar	honk	cock-a-doodle-doo













Day 2

But First, We Nap



Book Information

Run Time	3:45
Author	David Miles
Illustrator	Darya Dremova
Narrator	Ryan Philbrook
Publisher	Familius
Ages	2–8 years
Genre	Fiction
Text Structure	Context clues in illustrations
Themes & Ideas	Friendship, patience
Sentence Complexity	One word sentences, simple sentences
Vocabulary	simple vocabulary, but there may be a need to match the word with the sound: boom, snore, toot, grunt, crash, sigh, pant, pop, bang, kaboom, yaaaaaawn; sloth
Special Vocabulary	onomatopoeia
Illustrations	Illustrations bring funny characters, Rabbit and Sloth, to life.

Story Summary

All Rabbit wants to do is play. All Sloth wants to do is sleep. This hilarious book will have kids young and old laughing along, as Rabbit continues to up his silly antics, in an attempt to wake up Sloth. Perfect for any time of the day, *But First, We Nap* shows the humorous side of what can be a common nap-time struggle.

For those with photosensitive epilepsy concerns, there is a sequence containing flashing lights at 2:45.

Focus
Onomatopoeia

Activity Ideas

Retell the story
Design your own images of Rabbit and Sloth. Ask children to pass Rabbit and Sloth around as they retell the story.

Matching
Prepare cards with onomatopoeia words. As you make the sound, have the children hold up the cards or you hold up the cards and have children make the sound.

Additional activities can be found in the following pages of this document.

Draw, Write, or Shout an Onomatopoeia

NAME _____

Onomatopoeias are words that are also sounds. When you say the word aloud, an onomatopoeia can sound like a sound effect.



Say the words below and then draw a picture of what that word makes you think of underneath.

This can be an individual or class activity

Crash	**Kaboom**
Quack	**Whoosh**

Draw a Picture

NAME _____

Verbs are words that describe something you do. In the story, two of the verbs used were, Rabbit wants to **play** and Sloth wants to **nap**. It's your turn to add your own verbs and change the sentence.

Brainstorm different verbs like play and nap and then fill in the blanks below to change the story.

*Example: Let's **play**! Ok, but first we **nap**.*

Let's _____ ! Ok, but first, we _____ .
verb verb

Now draw a picture showing Rabbit and Sloth, or yourself and a friend doing what your new sentence says.

Connecting Activity

NAME _____

Draw a line to match the animal with the sound they make.

















Cluck

Meow

Squeak

Woof

Hoot

Quack

Moo

Neigh

Verb-only Madlibs

NAME _____

Verbs are action words, they describe what you do. Create your own sentences using the pattern below and inserting verbs.

Verbs are action words.
They describe what you do.

Let's play!

1. Cut out the verbs and place them in a cup.
2. Have students draw two verbs from the verb cup.
3. Insert the verbs into the sentence, and read the sentence aloud.

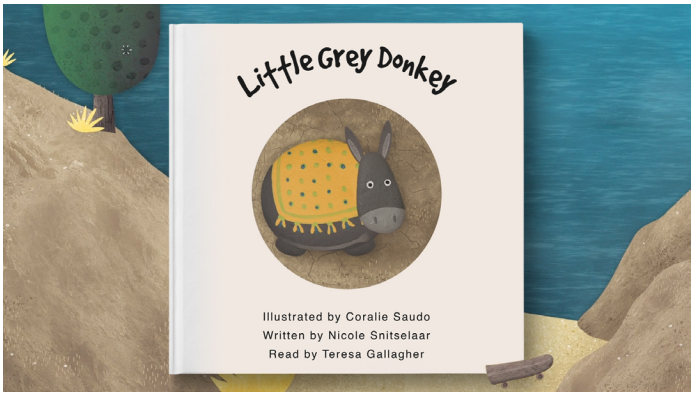
Example:
*Let's **wiggle**! Ok, but first we **sing**.*

Let's _____ **! Ok, but first, we** _____ **.**
verb verb

jump	wiggle	run
slurp	flap	snore
bike	swim	chomp
ride	sing	skip
read	hike	write

Day 3

Little Grey Donkey



Book Information

Run Time	4:48
Author	Nicole Snitselaar
Illustrator	Coralie Saudo
Narrator	Teresa Gallagher
Publisher	Imagine That
Ages	3–8/PreK–2
Genre	Fiction
Text Structure	Third person narrative
Themes & Ideas	Friendship, courage, fear, adjectives
Language & Literary Features	Repetition, thought dialogue
Sentence Complexity	Simple, compound, and complex sentences
Vocabulary	cypress, perched, rusty, lift, hoisted, trembling, cobbled, terrace, dangerous, island
Special Vocabulary	friendship, courage, fear, adjectives
Illustrations	Simple illustrations

Story Summary

Every day, Serafina comes to visit Little Grey Donkey. But one day, she doesn't turn up. Little Grey Donkey is so worried about his friend that he decides to go and look for her. In this touching tale, Little Grey Donkey overcomes his fears in order to make sure that his best friend is safe and well.

Focus
Friendship

Activity Ideas

Diorama

Create a diorama of one of the scenes from the title.

Adjectives

Match the adjectives with the noun it describes from the story.

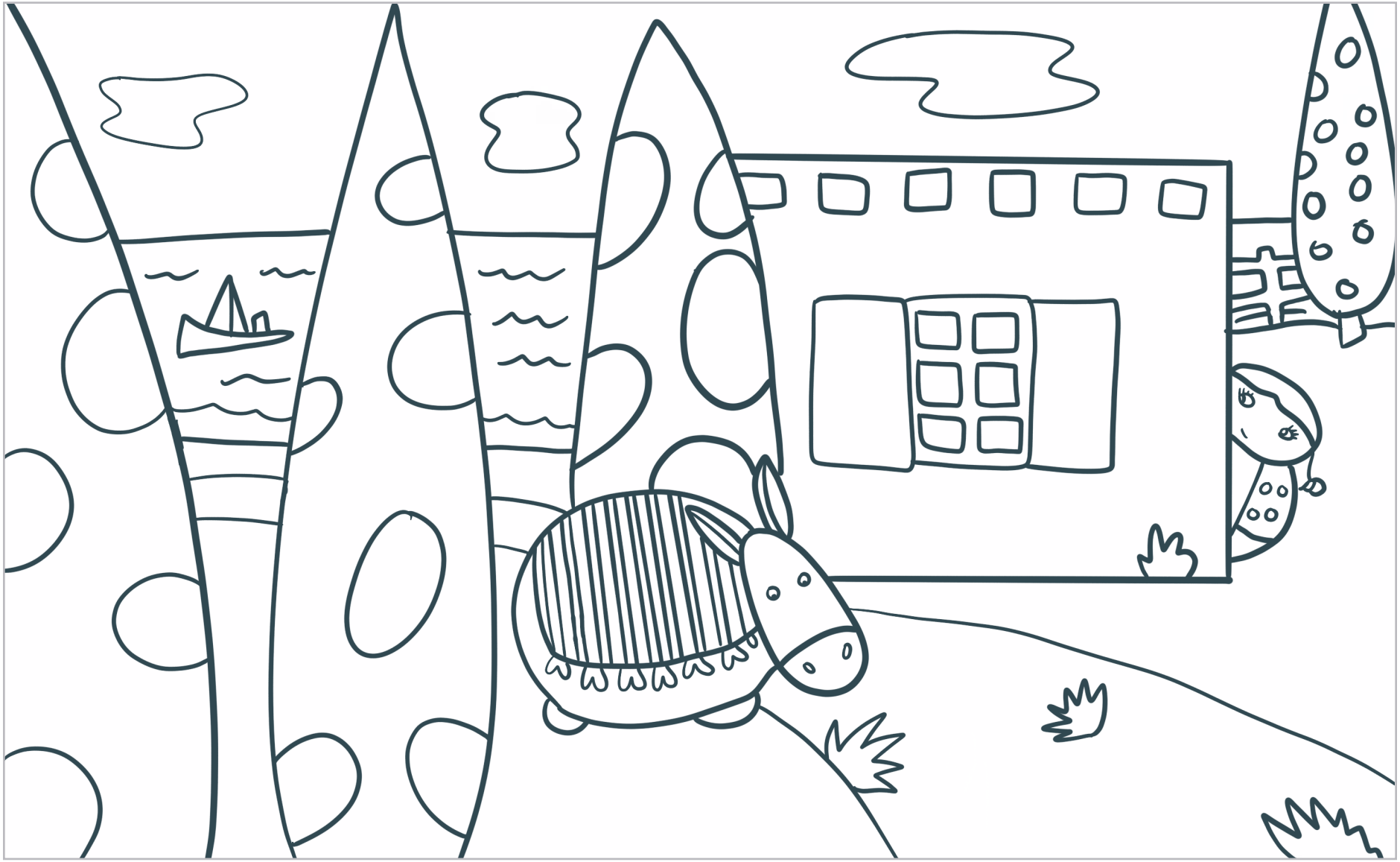
Friendship

Friends help each other. Provide a divided page. On one side write "I help my friend" and have blanks for children to write and a space to draw a picture. On the other side write "My friend helps me" and have blanks for children to write and a space to draw a picture.

Additional activities can be found in the following pages of this document.

Coloring Sheet

NAME



Drawing and Writing

NAME _____

Draw a picture and write a story about an adventure you might have with your best friend.

Friends Poster

NAME _____

Make a poster using words that describe a friend. An example for “F” could be fun.

F _____

_____

R _____

_____

I _____

_____

E _____

_____

N _____

_____

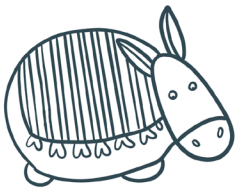
D _____

_____

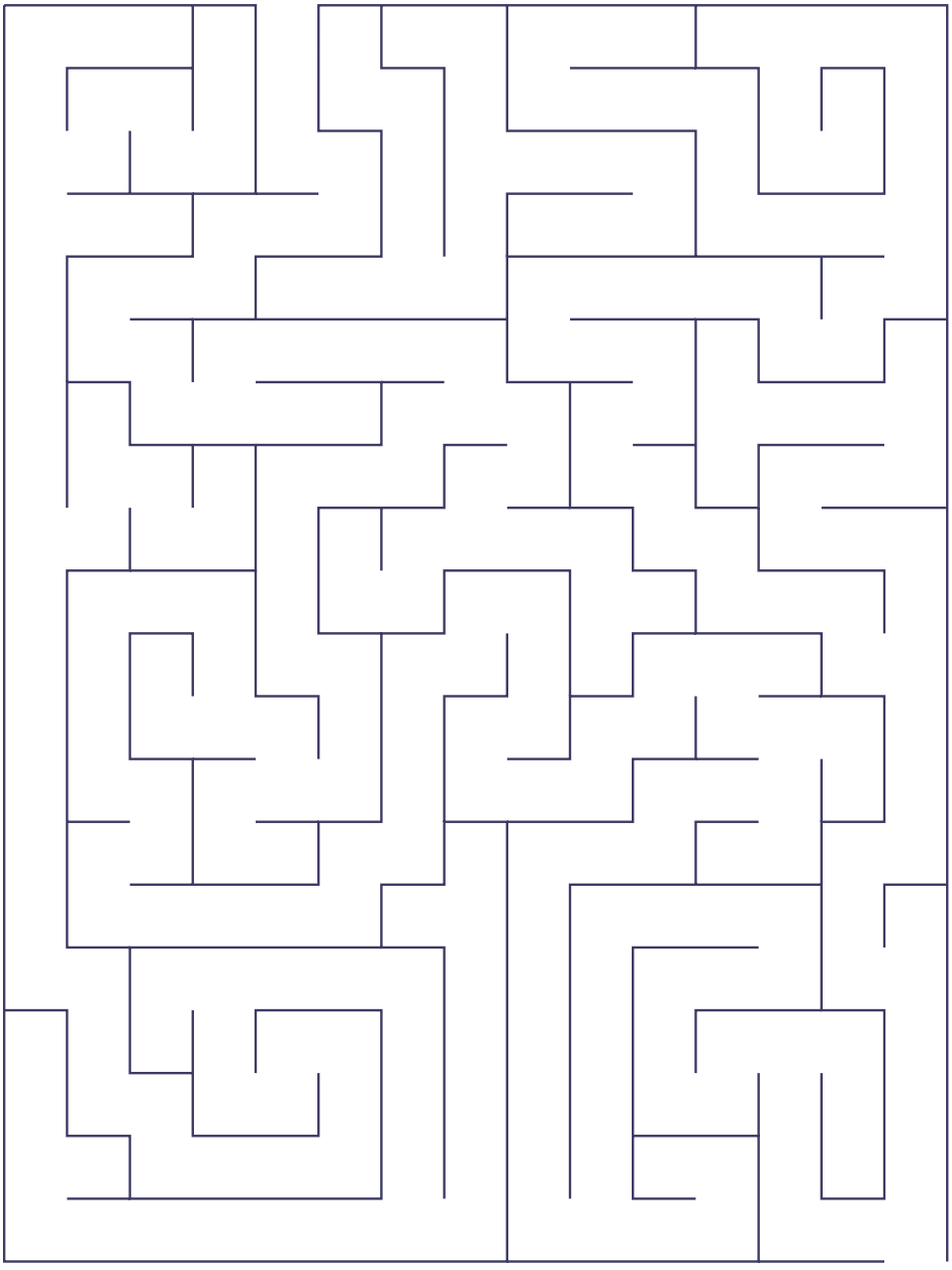
MAZE

NAME

Help Little Grey Donkey complete his journey to find Serafina.



START



FINISH



Day 4

The Smellyphant



Book Information

Run Time	4:33
Author	Gavin Buckley
Illustrator	Gavin Buckley
Narrator	Gavin Buckley
Publisher	Gavin Buckley
Ages	3–6
Genre	Fiction
Text Structure	Loneliness, friendship, fear, compassion, good personal hygiene, rhyme, using picture clues to help with comprehension
Themes & Ideas	Routines, good qualities, prediction, beginning, middle, end
Language & Literary Features	Rhyming pattern with refrain
Vocabulary	creature, boulder-sized, stumpy, pegs, flappy, pong, glum, romp, wee, chap, terrified, rumble, fright, huddles, shrugs, flick, curious, soggy, amidst
Special Vocabulary	rhyme, refrain, friendship, loneliness, scared, puzzled, clever, brave, rain-washed
Illustrations	Charming illustrations bring the animals to life. Illustrations are very helpful in comprehension.

Story Summary

The silly tale, *The Smellyphant*, shows that what's on the outside can sometimes be deceiving. Samson is a rather smelly elephant with pegs on his tail and a knot is his trunk. Due to his overpowering odor (pong), the other elephants don't want to play with him. Samson is sad and alone, watching the others, will he ever get to join in?

Focus
Rhyming Words

Activity Ideas

Writing

Write a story about *The Smellyphant* playing with his friends.

Rhyming Words

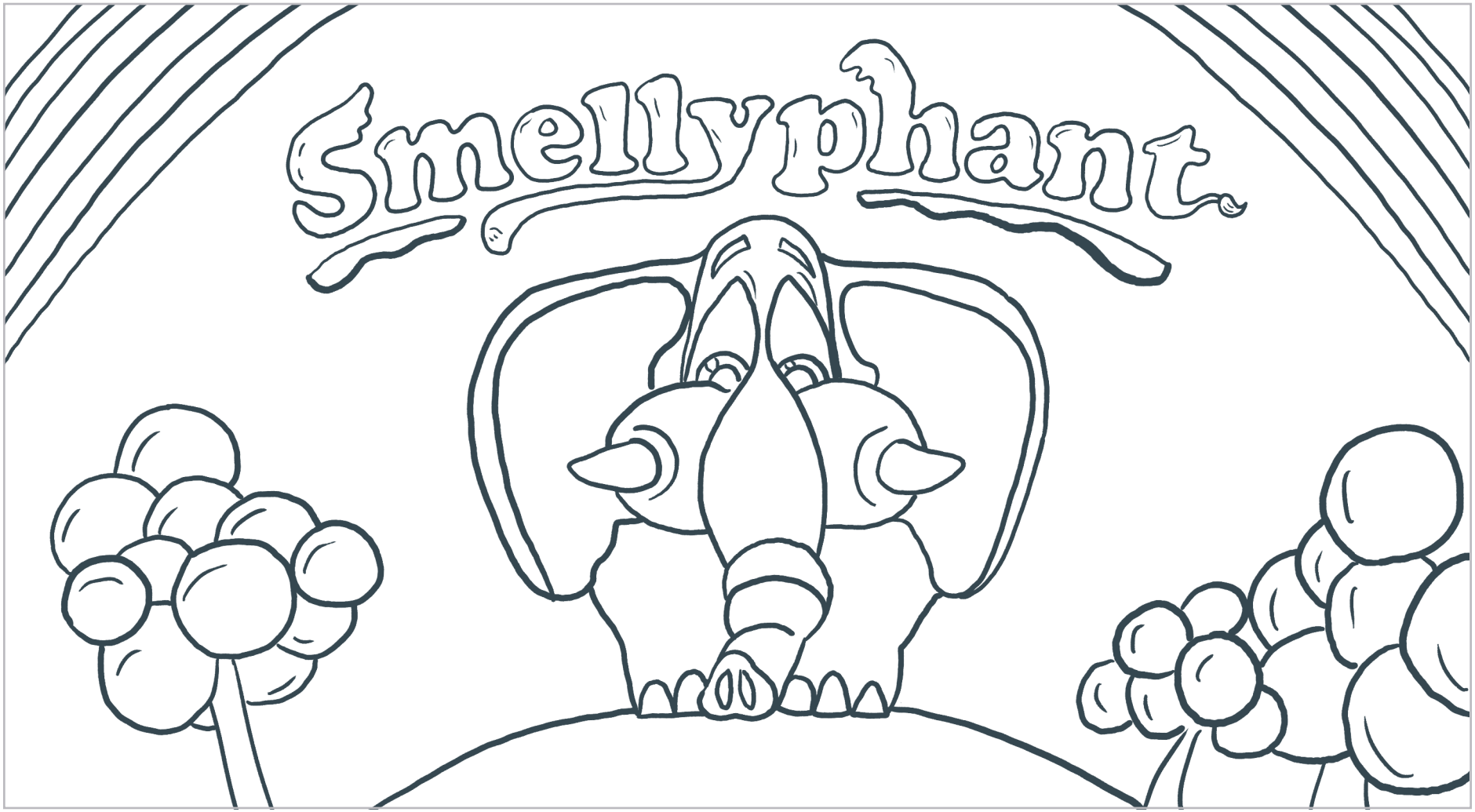
Come up with as many rhyming words as you can.

Additional activities can be found in the following pages of this document.

Coloring Sheet

NAME _____

Color the coloring sheet!



Drawing and Writing

NAME _____

Draw a picture of *The Smellyphant* and write a story about how he is feeling and why.

_____

_____

_____.

Sequencing

NAME _____

Place the 6 scenes from *The Smellyphant* in the correct order by writing 1–6 on the lines provided.



_____



_____



_____



_____



_____



_____

Rhyme Matching

NAME _____

Match the words on the left with the word on the right that they rhyme with. Draw a line to connect the two.

legs	cool
ears	stomp
chap	out
romp	whiff
fun	all
sniff	tears
shout	why
grin	cheers
dry	back
pool	pegs
fall	sun
ears	swim

Day 5: Read Along Together

Luis and Tabitha



Book Information

Run Time	8:42
Author	Stephanie Campisi
Illustrator	Hollie Mengert
Narrator	Annalise Southwood
Publisher	Familius
Ages	5–8/410L–600L
Genre	Fiction
Text Structure	Third person narrative with dialogue
Themes & Ideas	Love, friendship, differences, risk, feelings of not belonging
Language & Literary Features	Succinct, interesting, and engaging; cadence; details. Many context clues presented in illustrations.
Sentence Complexity	Simple and compound sentences. Dialogue
Vocabulary	dashing, suave, scorch, elegant, sophisticated, thwarted, fretted, vast, bouquet, sirens, wailed, emerged, plopped, clutched, inseparable
Special Vocabulary	alley cat, show cat, purrfectly, characteristics
Illustrations	Charming and intentional illustrations add to understanding of the story

Story Summary

Luis is a charming alley cat. Tabitha is a sophisticated show cat. They live in two different worlds—their love thwarted by a thick glass door, and by Tabitha's owner. After all, Luis is an outside cat, Tabitha is an inside cat, and that's just the way it is. But, these two love struck kitties will do anything to be together. For Luis, that may mean even risking his own safety, to save the life of the cat he loves.

This star-crossed feline love story is bursting with charm. You might say: it's purrfect!

Focus
Characteristics

Activity Ideas

Characteristics Focus

Many characteristics were used to describe Luis and Tabitha. Encourage children to talk about what characteristics are and how they are descriptive adjectives. Characteristics can even be used to describe paper, the sky, trees, and just about anything!

Additional activities can be found in the following pages of this document.

Day 5: Read Along Together

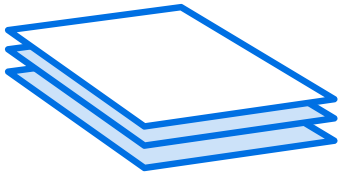
Design a Bouquet

Materials

- Pipe cleaner (1 per flower)
- Colored tissue paper: 12-by-6-inch sheets or larger (3 per flower)
- Ruler
- Scissors

Directions

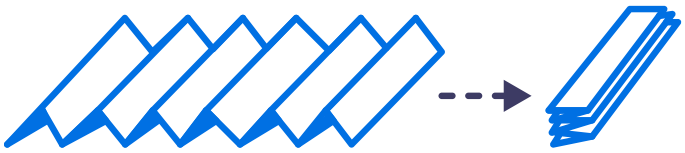
1. Cut 3 sheets of tissue paper 12-by-6-inches or larger and stack them on top of each other.
2. Starting with the shorter 6 inch side, make a 1 inch fold.
3. Once you have made a 1-inch fold in your stacked tissue paper edge, turn your tissue paper stack over for the next fold, then turn it back for the fold after that, making an accordion-style narrow strip of tissue paper.
4. Use scissors to round the edges of both sides of the stacked accordion-style tissue paper.
5. Fold your rounded stacked tissue paper in half. Open up and place the end of the pipe cleaner on the folded line.
6. Wrap the pipe cleaner on the folded line to make the stem of your flower.
7. Gently start opening up both sides of your flower.
8. Separate the tissue paper sheets to unfold the petals of your flower.
9. Repeat all steps to create a bouquet of flowers.



Step 1



Step 2



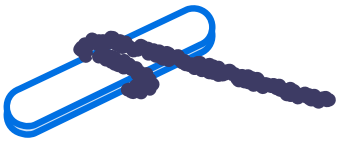
Step 3



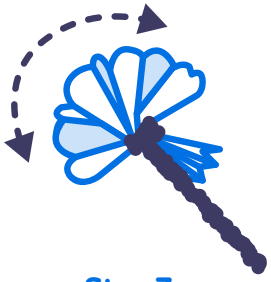
Step 4



Step 5



Step 6



Step 7



Step 8

Describe Yourself With Characteristics

NAME _____

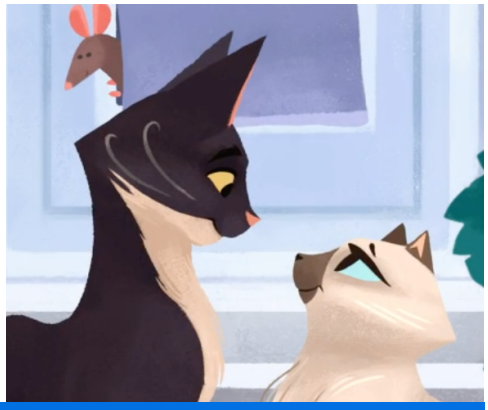
Characteristics are descriptive and are often adjectives (words that describe you). Include as many adjectives as you can to describe yourself.

An example from the story that describes Luis using characteristics:

“Luis was a cat about town. Dashing. Charming. Purrfectly suave.” He lived at the fire station. His tail had scorch marks from a fire he survived when he was little.

An example from the story that describes Tabitha using characteristics:

“Tabitha was elegant. Silky. Purrfectly sophisticated.”



What are some of your characteristics?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

Luis and Tabitha Characteristics Dice



How to play

1. Cut the pattern out, fold on the solid lines and add glue to the angled tabs. Fold into a cube and let it dry.
2. Roll the dice.
3. Describe whether the characteristic describes an “inside cat”, an “outside cat”, or both
4. Bonus: You can use the Venn Diagram on the next page as a mat to place the rolled side where it belongs in the diagram.

Venn Diagram

How are outside cats and inside cats different?
How are they the same?

NAME _____

