

English Camp 2011  
Méthode 4-6 ans

Description of the Child	His/Her needs	His/Her activities
His long muscles (body, arms, and legs) are more developed than the small muscles (hands, feet).	Play games that ask for his/her whole body to move.	Hang, jump, climb, run, throw and dodge objects
Has Short attention span.	Play a lot of short games.	A variety of improvised games.
Individualistic and possessive.	Play alone or in small groups. Play an individual role in a bigger group.	Individual activities: Throw, catch, jump, kick, climb. Activities in small groups: Hide and seek, ball games, chants.
Has the tendency to imitate, to have a great imagination and can be very theatrical.	Create and explore; identification of certain persons and objects.	Activities that ask for imagination. Activities related to work.
Is active, energetic and responds to rhythm.	Mark the rhythm.	Walk, run, jump, swim, jumping rope, obstacle races.
Is curious and avid for knowledge.	Discover, through games, different materials and manipulate them.	Activities that involve ladders, ropes, blocks, sand, etc.
Wants to act on his own; conformism kills him/her.	Make choices and share experiences.	Activities that have very few rules and that favour creativity, comedy and chanting.
Likes to enlarge his/her social circle.	Cooperative games.	Sport games, dance, rhythmic games.
Is always on the move.	Take part in dynamic activities.	Hang, jump, climb, run, roll over, throw and dodge objects

Translated from *Jeux et Créativité du moniteur*, FQCCL

**OVERVIEW**

WEEK 1	ACTIVITES
Monday	Functional language
Tuesday	Colours
Wednesday	Numbers
Thursday	Shapes
Friday	Wrap-up

WEEK 2	ACTIVITIES
Monday	Body parts
Tuesday	Animals
Wednesday	Food
Thursday	Wrap-up
Friday	English Academy

**WEEK 1**

**Day 1: What About You?**  
(Functional language)

**General objective:** Children must introduce themselves, meet the group.

**Specific objectives:** Children will gradually gain confidence and learn to take risks using English. Children should be able to use the sentence “My name is...”

**Vocabulary:**

These are some examples:

Sentences	Questions	Commands
My name is...	Can/May I go to the washroom?	Stand up
I am ... years old.	Can I go drink?	Sit down
My favourite ... is ...	What is that?	
I have ... sisters/brothers	How do I say ... in English?	<b>Magic Words</b>
	Do you have brothers/sisters?	Please
<b>Key Words</b>	How old are you?	Thank you
Yes	What is your favourite...?	You're welcome
No		

**Ice Breaker:**

*Arts and Crafts*

**Time:** ±20 minutes

**Principal objective:** To decorate his name with something they like

**Secondary objective:** To introduce themselves in an artistic way

**Material:** Paper bandanas and colouring pencils

**Explanation:** Write the children's names on the bandanas. Then, each child will draw something s/he likes on his bandana with his favourite colour. Finally, everybody will wear his/her bandana and tell his name to the rest of the group.

\*\*\* While the kids are working on their poster the counselors go around the kids and ask questions to evaluate their English comprehension. \*\*\*

**Activities:**

*Who's my half?*

**Time:** ±10 minutes

**Principal objective:** To name themselves

**Secondary objective:** To memorize and tell the name of their friends

**Material:** Pictures of animal cut in half

**Explanation:** Meet each child personally and tell him/her your name. The child will also tell his/her name. Then, give the children half of an animal picture (the head or the body). When the entire group has a picture, the children will have to find the other half of their animal. When it's done, they will tell their names to their partner. Finally, each child has to tell the name of his new friend to the rest of the group.

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*Zip Zap*

**Time:** ± 10 minutes

**Principal objective:** To break the ice

**Secondary objective:** To have children introduce themselves. To memorize the names of the others

**Material:** none

**Explanation:** The group will sit in a circle on the ground. Stand in the middle to point at the children. When you say ZIP, the pointed child will have to name his right neighbour and when you say ZAP, s/he will have to name his left neighbour.

\*When the children are good, the counselor can go faster or change his place with a child.

*What's your Sign?*

\*Use this activity when your group is tired because there is no linguistic aspect.

**Time:** ± 10 minutes

**Principal objective:** To communicate with others by signs

**Secondary objective:** To create their signs. To remember the other signs and do them

**Material:** none

**Explanation:** Each child will have to invent their own sign. It could be, for example, to touch his/her nose with a finger. Then, the group will sit in a circle and present their signs to the others. Afterwards, start the game. Clap your hands twice and make your sign. Call someone else by clapping your hands twice and making the sign of a child. This child will have to do the same thing. He will clap his/her hands twice, make his own sign, clap his/her hands twice and make someone else's sign. The clapping rhythm shouldn't be interrupted during the game.

*The Flower Bunch*

**Time:** ± 10 minutes

**Principal objective:** To work in teams

**Secondary objective:** To tolerate being close to others

**Material:** A rope

**Explanation:** The children will stand up and the counselor will tie them up together with a rope. Then, the group will have to move at the same time and go through different obstacles.

*My favourite things*

**Time:** ± 20 minutes

**Principal objective:** To work on memories skills

**Secondary objective:** To speaking in English

**Material:** a ball can be used but it is optional

**Explanation:** Have the children sit down in a circle and have one person say one at a time their favourite thing. However, before a child can say its favourite thing he or she must remember and say the favourite things that have been said so far.

*Catch your Name*

**Time:** ± 20 minutes

**Principal objective:** To remember the names of the others

**Secondary objective:** To listen to the others

**Material:** A ball

**Explanation:** One child will have the ball and the others will form a line in front of this child. The one with the ball will shout the name of someone and throw the ball the highest he can. The named child will catch the ball and say STOP. Then, everybody should move because the child with the ball will try to touch someone with the ball. If he succeeds, he can return in the line and touched child will take his place to shout a name. If he doesn't succeed, he has to call somebody and throw the ball.

*Who Has the Ball?*

**Time:** ± 20 minutes

**Principal objective:** To remember the names of their new friends

**Secondary objective:** To guess who has the ball

**Material:** A ball

**Explanation:** One child will have the ball. The others will be place behind him on a line. The child with the ball will drop it behind him and someone will catch it and hide it behind his back. Then, the one who threw the ball will turn around and guess who has the ball by saying his name. To change roles, he absolutely has to say the right name.

*Stand up*

**Time:** ± 15 minutes

**Principal objective:** To learn what “stand up” and “sit down” means

**Secondary objective:** To pay attention

**Material:** none

**Explanation:** The children will move around and sit when the counsellor says SIT DOWN. Then they will stand up when the counsellor says STAND UP.

## Day 2: Colours of the rainbow

### Colours

**General objective:** Children must know and recognize the names of colours

**Specific objectives:** Children will have to associate the colour with the correct word. Children will have to find some objects of different colours. Children should be able to use the colours in different situations.

### Song:

*The colour song*

Red, yellow blue and green  
Stand up  
Red, yellow blue and green  
Turn around  
And stretch up high above your head  
Red, yellow blue and green  
Sit down

Link: <http://www.englishfork.com/song/colours.php>

### Vocabulary:

- |         |          |          |          |
|---------|----------|----------|----------|
| ☉ Black | ☉ Orange | ☉ Yellow | ☉ Bronze |
| ☉ Blue  | ☉ Pink   | ☉ White  | ☉ Blond  |
| ☉ Brown | ☉ Purple | ☉ Gold   | ☉ Beige  |
| ☉ Green | ☉ Red    | ☉ Silver |          |

### Activities:

*What colour is it?*

**Time:** ± 10 minutes

**Principal objective:** To learn the basic colours.

**Secondary objectives:** To recognize the colours. To find an object of the selected colour.

**Material:** Cardboard dice with a colour on each side (blue, yellow, green, red, orange and pink)

**Explanation:** Present the colours. To do so, use a dice. A child will throw the dice and the counselor will ask if someone knows the colour. Then, the counselor will say the colour and the group will have to find an object of that colour. They will do more than one example for each colour.

*I spy with my little eye...*

**Time:** ± 10 minutes

**Principal objective:** To find objects of different colours.

**Secondary objectives:** To say: "I spy something that is ... (a colour)"

To guess the answer and to associate the name with the right colour. To learn the name of different objects

**Material:** None

**Explanation:** Use the collective drawing and start the game by saying: "I spy something that is ... blue (for example)" Then the children will have to guess which object the counselor is talking about. When a child finds the answer, it's his turn to choose an object and have the others guess. Finally the group will play with other objects they see find around.

*The Cow without Spots...*

**Time:** ± 15 minutes

**Principal objective:** To pronounce the colours

**Secondary objectives:** Children will have to say this sentence: "I'm the (a colour) cow and I'm calling the (a colour) cow."

**Material:** Face painting and little papers of different colours

**Explanation:** The group will sit in a circle. Distribute a different colour to each child by giving him a little sheet of paper. Then, show the group the sentence: "I'm the (colour) cow and I'm calling the (colour) cow." After that, the game will start. A child will say: "I'm the red cow and I'm calling the green cow." It's now the green cow's turn to call another cow. When a child makes a mistake in the sentence, the counselor will draw a spot of the right colour on his face (For example, a blue spot for the blue cow). The winner will be the cow with the least spot at the end of the game.

*Twister*

**Time:** ± 15 minutes

**Principal objective:** To recognize the colours named

**Secondary objective:** To learn some body parts (foot & hand)

**Material:** A game of Twister (chalks or plasticized papers or large sheet of paper with spots) and the previously built dice (*what colours is it?*)

**Explanation:** First, draw spots of different colours on an asphalted surface with chalks or place the papers on the ground. Also, ask the children to name the colours, show them what a hand is and what a foot is. Then, split his group in three or four teams. The team number one will start. The counselor will throw the dice and name a body part. After, the children will have to put a hand or a foot on the right colour without falling down. The winner will be the team that plays the longest.

*The colour permission*

**Time:** ± 20 minutes

**Principal objective:** To observe and recognize different colours

**Secondary objective:** To play with others

**Material:** chalk

**Explanation:** Draw a line on the ground. The group will go on one side and when the counsellor names a colour, only the children who wear that colour will have the authorisation to pass free. The others will have to run to the other side without being touched by the counselor. When the kids are touched, they help the counselor catch the others.

*The Touching Ball*

**Time:** ± 20 minutes

**Principal objective:** To identify the clothes to the right colour

**Secondary objective:** To roll the ball with precision

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**Material:** A ball

**Explanation:** First, the group will sit in a circle on the ground. Then, name a colour and the all children wearing something of this colour will have to go in the middle of the circle. After that, the rest of the group will try to touch the people in the middle by rolling a ball. If a child is touched, he returns to his place. When the circle's empty, the game starts over with another colour.

*The Germs*

**Time:** ± 15 minutes

**Principal objective:** To associate a movement with a colour

**Secondary objective:** To accept to be touched by others. To observe what's going on around them and develop reflexes.

**Material:** Face painting

**Explanation:** The counselor will choose three children to be the germs. The rest of the group will be split in three teams:

- The blue team
- The red team
- The yellow team

To identify each team, the counselor will draw a line of the right colour on the cheek of the children. Then germs will try to contaminate the children by touching them. To avoid the germs, each team has a special antibiotic (in order not to be contaminated by the germ, they have to):

1. The **Blue team** has to lie down
2. The **Red team** has to sit on the ground
3. The **Yellow team** walks with the hands on the ground

When a child is touched, he becomes a germ.

*Get that colour*

**Time:** ± 40 minutes

**Principal objective:** To review the colours

**Secondary objective:** To find the right colour

**Material:** none

**Explanation:** In the playground, have kids scatter around. Then call a colour. The kids have 5 seconds to touch something of the colour called out. When one can't find anything, s/he becomes the caller. If there are more than one, have them race to a colour. The last one there becomes the shouter.

**Notes:** Feel free to transpose his game in arts and crafts activities.

*For example:*

Have the children make a necklace with uncooked noodles of different colours. Name each colour at a time that must be put on the necklace. Have them practice the name of their colours.

**Day 3: As easy as 1, 2, 3...**

Numbers

**General objective:** To review and/or teach the numbers from 1 to 20

**Specific objectives:** For kids to be able to say and write the numbers

**Song:**

Ten little monkeys

*10 little monkeys, jumping on the bed  
I fell off and bumped his head  
Mama called the doctor,  
And the doctor said:  
No more monkeys jumping on the bed.  
9.....  
8.....  
Etc...  
I little monkey, jumping on the bed  
He fell off and bumped his head  
Mama called the doctor,  
And the doctor said:  
Put those monkeys back to bed.*

Link: songbook

### **Vocabulary:**

Numbers from 1 to 20  
I can count  
How many...?

### **Activities:**

#### *Association*

**Time:** ± 30 minutes

**Principal objective:** To learn the numbers.

**Secondary objective:** To associate the picture with the right number.

**Material:** flashcards for numbers

**Explanation:** Show the kids the pictures with the numbers and have them repeat the numbers after you. Have the kids match the numbers called out to the written form and picture form. For example: they would have to match the 3 with THREE and with the pictures with the three cats on it.

#### *Spell telephone number race*

**Time:** ± 20 minutes

**Principal objective:** To review the numbers.

**Secondary objectives:** To recognize the different numbers.

**Material:** sheets with telephone numbers, papers, pencils

**Explanation:** Divide the group into two teams. One part of the team is going to be at the end of the field with a paper and a pencil. The other part of the team is going to get one sheet with a telephone number. When you say "Go" the first kid runs to the end of the class and will say the phone number on his paper while the other will write it. When s/he is done s/he goes back and claps in the hand of his/her partner. The winning team is the first one to be finished and the one who will have the most phone number right.

#### *Board Number*

**Time:** ± 15 minutes

**Principal objective:** To review the numbers.

**Secondary objective:** To recognize the different numbers.

**Material:** marker or chalk

**Explanation:** Writes some numbers on the board. Then, name one and the kid who knows the answer takes the eraser and erases it.

### *Bingo*

**Time:** ± 30 minutes

**Principal objective:** To review the numbers.

**Secondary objective:** To recognize the written form of the number.

**Material:** bingo cards, chips, prizes for the kids

**Explanation:** Play “Bingo” with the kids to have them practise the numbers.

### *Shopping list*

**Time:** ± 30 minutes

**Principal objective:** To find the right number of objects.

**Secondary objective:** To work in teams.

**Material:** grocery list

**Explanation:** Divide the group into teams of three or four. Each team is going to get a list of objects they will have to find. The first team to find all the objects is the winning team.

### *Your body is talking*

**Time:** ± 20 minutes

**Principal objective:** To learn the letters.

**Secondary objective:** To represent a letter or a number with your body. To cooperate.

**Explanation:** The group will be split in team of 3 or 4. Show a letter and the children will have to represent with their body. The best way to do it is to lie down. Have them sing the alphabet song beforehand.

## **Day 4 All different shapes**

### Shapes

**General objective:** To review the colours and to teach the kids the different shapes.

**Specific objectives:** To know colours and shapes.

### **Vocabulary:**

- ☺ Rectangle
- ☺ Circle
- ☺ Triangle
- ☺ Star
- ☺ Heart
- ☺ Oval
- ☺ Diamond
- ☺ Square



\*\*Big and small shapes

Example : a big blue circle, a small red square

### Activities:

#### *The box*

**Time:** ±15 minutes

**Principal objective:** To learn the shapes.

**Secondary objective:** To recognize the different shapes and to name them.

**Material:** different objects with specific shapes.

**Explanation:** Find and gather up different shaped objects you find around the camps site. You will need to have at least one object for each student. Examples are a circle coaster, a square napkin, a triangle marker, a rectangle playing card, etc. Place the objects in the box. Have a child pick up an object in the box and have the child tell what shape it is. You can make it harder by requesting a child to find a certain shape in the classroom.

**Variant:** The counsellor name the shape of each object and the kids will repeat this shape.

#### *Musical shapes*

**Time:** ± 15 minutes

**Principal objective:** To review the shapes.

**Secondary objectives:** To recognize the shapes.

**Material:** shapes cut-outs

**Explanation:** Draw shapes on the asphalt. Have the kids step from shape to shape while you play music. Stop the music and have some kids tell you what shape they are standing in.

#### *I spy shapes*

**Time:** ± 15 minutes

**Principal objective:** To review the shapes.

**Secondary objective:** To recognize the shapes.

**Material:** none

**Explanation:** Each child takes a turn looking around and finding a shape. They say "I spy a \_\_\_\_\_ (shape)" The other children try to guess what the child has spied.

#### *Four corners*

**Time:** ± 20 minutes

**Principal objective:** To review the shapes.

**Secondary objective:** To associate the name of a colour with the shape itself.

**Material:** shapes cards, construction papers of different colours.

**Explanation:** Tape a different shape of construction paper in each of the corners of your classroom. Place a stack of shape cards, facedown, in a central location. Have each child walk to any corner of the room that he chooses. Then turn over the top colour shape of the pile. Name the shape on the card. Each kid who is standing in that corner has to run to the next corner before the caller can catch him/her. If s/he is caught, s/he becomes the caller, if not, s/he is safe.

#### *Make a Shape*

**Time:** ± 20 minutes

**Principal objective:** To mime a shape

**Secondary objective:** To know the shapes vocabulary and to cooperate

**Material:** none

**Explanation:** Split the group in two teams. Name a shape, each team has to represent it with their body. (The easiest way is to lie down.)

(10) *Squeeze into the Rectangle*

**Time:** ± 20 minutes

**Principal objective:** To find a way to enter in the same shape

**Secondary objective:** To cooperate

**Material:** a long rope

**Explanation:** Make a shape on the ground with a rope and ask the group to name it. After, the entire group has to find a way to stand in it. To challenge the group the shape should be smaller and smaller every time.

## Day 5: WRAP-UP

**General objective:** To review the vocabulary seen during the week.

**Specific objective:** Put into practice the vocabulary previously learned.

\*\*\* SUPERVISOR'S BIG GAME DAY \*\*\*

### **WEEK 2**

## Day 1: *From head to toe*

Body parts

**General objective:** Children will be introduced to the body parts.

**Specific objectives:** Children will have to name different body parts. Children should be able to associate the body parts with the correct word.

### **Song:**

Head Shoulders Knees and Toes

*Head and shoulders, knees and toes*

*Knees and toes*

*Knees and toes*

*Head and shoulders, knees and toes*

*Eyes, ears, mouth and nose when we teach a song or a game we should teach the original English version. That's also why I insisted earlier on "I spy with my little eye something that is ..."*

\*\*\**Show the moves that along with the lyrics of the song.*\*\*\*

Link: [songbook](#)

### **Vocabulary:**

☉ Hand  
☉ Fingers  
☉ Nose  
☉ Head  
☉ Arms

☉ Foot  
☉ Toes  
☉ Ears  
☉ Eyes  
☉ Neck

☉ Mouth  
☉ Hair  
☉ Legs  
☉ Back  
☉ Belly

**\*\*Its important  
that you adapt  
your vocabulary to  
your group.**

*The Body Parts*

**Time:** ± 15 minutes

**Principal objective:** To learn the different body parts.

**Secondary objectives:** To pronounce new words

**Material:** A pen and a large sheet of paper

**Explanation:** Present the body parts. To do so, place a large sheet of paper on the wall and pick a child. Then the child will lean back against the wall and the counselor will draw the outline of the body. After, complete his drawing with the children (eyes, mouth, nose, etc) and name each body part. Have them repeat.

*Tape it*

**Time:** ± 10 minutes

**Principal objective:** Children will have to memorize the body parts

**Secondary objective:** Children will pronounce the names of different body parts

**Material:** Tape and flash cards

**Explanation:** Review the body parts with his group by using flash cards. Then, pick a card and ask the group to name body parts illustrated. At the same time, the counselor will identify the body parts by sticking flash cards on the child.

*Draw your hand*

**Time:** ± 10 minutes

**Principal objective:** To learn the body parts.

**Secondary objectives:** To draw the outline of their hand and foot. To use their imagination. To develop their motricity

**Material:** Papers and pencils

**Explanation:** Children will draw the outline of their hand and create a character with their drawing. Then, they will do the same thing with their foot. When it's done, ask the group to point different body parts on their drawings (eyes, nose, mouth, etc).

*Mr. Balloon*

**Time:** ± 15 minutes

**Principal objective:** To create body parts

**Secondary objectives:** To use their imagination. To develop their motricity

**Material:** Balloon, cardboard, scissors and glue

**Explanation:** Children will create a character with a balloon. To make sure that Mr. Balloon will stand up, they will have to make the feet by using cardboard and making a little hole in the middle to put the extremity of the balloon (where the knot is) in. Then, they will cut other body parts and stick it on the balloon.

*Simon Says*

**Time:** ± 15 minutes

**Principal objective:** To point body parts

**Secondary objective:** Follow the instructions.

**Material:** none

**Explanation:** When you say: "Simon says touch your...nose" the children have to do it. But when the counselor says only: "Touch your nose" the children do not move. The game will go on only with body parts. The game ends when there is only one kid still "alive".

*Friend to Friend*

**Time:** ± 20 minutes

**Principal objective:** To know the body parts.

**Secondary objectives:** To follow the instructions. To cooperate

**Material:** none

**Explanation:** Stand in front of the group. Call out ‘‘ friend to friend’’ and children have to find a partner. After, call out a body part and they have to press the body part against one and other. Ex: You say: ‘‘hand to shoulder’’ and children will have to do it.) Then, add more instructions until it becomes impossible to do. You can also call out ‘‘friend to friend to friend’’, then they have to be in a team of 3.

### *The Sculpture*

**Time:** ± 15 minutes

**Principal objective:** To work in teams

**Secondary objectives:** To follow the instructions. To be creative

**Material:** None

**Explanation:** Children will be in teams of three or four. One child will be the sculptor and the others the play dough. Then, name a body part and the sculptor will have to make it with their play dough

### *Left Hand*

**Time:** ± 15 minutes

**Principal objective:** To exercise their dexterity.

**Secondary objective:** To develop reflexes

**Material:** Balls

**Explanation:** The group will form a circle, foot to foot and the children will put their good hand in their back. Then, a ball will circulate inside the circle and the children will have to block it before it passes between their legs. To make it more difficult, the counselor can add more balls.

### *Dragon Tail*

**Time:** ± 20 minutes

**Principal objective:** To work in teams

**Secondary objectives:** To use some body parts names

**Material:** none

**Explanation:** The group will be split in two teams. Then, the children will form a dragon by holding hands. The first person (the head) tries to touch the last person (the tail). To change the rules, a dragon can try to catch the tail of the other dragon.

## **Day 2: Zoofunland** Animals

**General objective:** Children will be introduced to animal vocabulary

**Specific objective:** Children will have to name different zoo animals. Children will have to recognize different animals

### **Song:**

Beaver Song

*Beaver 1, Beaver all*

*Let's all do the beaver Call*

*Tsch! tsch!, tsch! tsch!, tsch! tsch!, tsch! tsch!*

*Beaver 2, Beaver 3*

*Let's all climb the beaver Tree*  
*Tsch! tsch!, tsch! tsch!, tsch! tsch!, tsch! tsch!*

*Beaver 4, Beaver 5*  
*Let's all do the Beaver Jive*  
*Tsch! tsch!, tsch! tsch!, tsch! tsch!, tsch! tsch!*

*Beaver 6, Beaver 7*  
*Let's all go to Beaver Heaven*  
*Tsch! tsch!, tsch! tsch!, tsch! tsch!, tsch! tsch!*

*Beaver 8, Beaver 9*  
*Stop!*  
*It's Beaver Time*

*\*\*This song can be replaced by Old Macdonald had a farm*

Link: [songbook](#)

### Vocabulary:

☉ Elephant  
☉ Lion  
☉ Bear  
☉ Tiger  
☉ Pony  
☉ Beaver

☉ Fish  
☉ Bird  
☉ Monkey  
☉ Giraffe  
☉ Gorilla  
☉ Parrot

☉ Wolf  
☉ Moose  
☉ Dog  
☉ Cat

**\*\*Always adapt  
your vocabulary  
to your group.**

*Where is the Lion?*

**Time:** ± 20 minutes

**Principal objective:** To be introduced to different animal names.

**Secondary objective:** To memorize the animals names

**Material:** Colouring drawings and crayons.

**Explanation:**

Each child will have to colour a drawing of a zoo animal. There will be drawings of each animal. Once the drawings are coloured, have the kids repeat the animal's name after you. Ask them to go place their drawing on the wall under the poster "Zoo".

*Zoo mimics*

**Time:** ± 20 minutes

**Principal objective:** To move like animals

**Secondary objective:** To review the animal names

**Material:** animals' illustrations

**Explanation:** The children will form two groups. Each group will be in a row. Stand 3 meters in front of the two groups to distribute the illustrations of the animals that are to be mimed. The first child of each row comes to get the name of the animal. Each of the two participants must have a different animal. The

two kids will then place themselves in front of their row and mime the animals they have chosen. When one group guesses what the animal is, the person who mimed taps their hand and goes to the end of the row. The game ends once everyone has had a turn.

#### *Family game*

**Time:** ± 15 minutes

**Principal objective:** To imitate animal sounds

**Secondary objective:** To review the animal names

**Material:** Bandanas

**Explanation:** Blindfold the children. Then, secretly distribute an animal (2 kids must have the same) to each child. Examples: monkey, elephant, lion and wolf. Imitating the sound of this animal, the children must find their respective family.

#### *The Parrot*

**Time:** ± 20 minutes

**Principal objective:** To learn how to build a sentence.

**Secondary objectives:** To learn some action words

**Material:** none

**Explanation:** Say a word that the children must repeat. Then, add a second word. Continue on to form a whole sentence describing a zoo animal in action. At last, this action is mimed by the group. Example:  
The tiger runs in the grass.

\*\*\*Use action words like *run, jump, swim, eat, and drink*.

#### *The elephant is the boss*

**Time:** ± 20 minutes

**Principal objective:** To develop agility

**Secondary objective:** To cooperate

**Material:** hoops

**Explanation:** Put hoops on the ground. The children, two by two, get inside the hoop. The children are placed back to back. When you say “the elephant is the boss” one participant must try to get the other one out of the hoop by using their “behinds”. The child that places a foot out the ring must leave and find another one.

#### *The bear in a cage*

**Time:** ± 20 minutes

**Principal objective:** To cooperate

**Secondary objective:** To use the word “bear”

**Material:** A long rope

**Explanation:** The children form a circle around you, who is the bear. The bear chooses two children to help him get out of the cage. The children chosen must change places while the bear tries to take a place to become free.

#### *Monkey tail*

**Time:** ± 20 minutes

**Principal objective:** To use the word “monkey”

**Secondary objectives:** To be fast

**Material:** Ropes

**Explanation:** Each child has a rope in his back that touches the ground. They must try to step on the tail of the other monkeys to eliminate them. Monkeys without a tail are not allowed to move

### *Safari*

**Time:** ± 20 minutes

**Principal objective:** To practice the animal movements

**Secondary objectives:** To learn some animal names

**Material:** none

**Explanation:** The counsellor explains to the kids that all of the group goes on a safari and they should bring their binoculars and camera. The counsellor leads the kids in the jungle (everything is mimicked) and he points a kid saying: oh look, two monkeys. Or, wow! A lion is attacking a zebra. The kids should follow the instructions for imitating animals.

### *Zoo cages*

**Time:** ± 20 minutes

**Principal objective:** To review the words: lion, bear and elephant

**Secondary objectives:** To make the difference between those animals

**Material:** balloons

**Explanation:** Determine three different cages: a bear cage, a lion cage and an elephant cage. Place yourself in the centre of the three cages. When you call out the name of the animal the child must try to get inside the cage without you touching them. Those touched will go in the centre with him and help the monitor to touch more children.

## **Day 3: Yummy Yummy**

### Foods

**General objective:** Children will get familiarize with the food vocabulary

**Specific objectives:** Children will have to learn new words. Children will have to identify their preferences.

### **Song:**

Banana song

*Peel, banana, peel peel banana*

*Peel, banana, peel peel banana*

*Chop, banana, chop chop banana*

*Chop, banana, chop chop banana*

*Smoosh, banana, smoosh smoosh banana*

*Smoosh, banana, smoosh smoosh banana*

*Eat, banana, eat eat banana*

*Eat, banana, eat eat banana*

*Go ! Bananas, Go ! Go ! Bananas  
Go ! Bananas, Go ! Go ! Bananas*

*Bananaaaaaaaaaaaaaa... SPLIT !*

**Vocabulary:**

<b>Vegetables</b>	<b>Fruit</b>	<b>Others</b>	<b>Deserts</b>
lettuce carrot pepper mushroom cucumber tomato pumpkin celery	apple orange strawberry berries peach pear grape blueberry blackberry	chicken milk juice cheese pasta rice fish meat beef salad soup bread	ice cream cake pudding pie pancakes chocolate candy

*Special meals*

**Time:** ± 15 minutes

**Principal objective:** To get familiar with the food vocabulary

**Secondary objectives:** To identify their preferences

**Material:** Colouring pencils and papers

**Explanation:** Ask the children to draw their favourite meals and help them to name them.

*The sign on the back*

**Time:** ± 20 minutes

**Principal objective:** To name different fruits

**Secondary objectives:** To cooperate

**Material:** papers and pens

**Explanation:** The children get into two rows, sitting one behind another. The last kid of the row must draw a fruit on the back of his predecessor. Then, that child must reproduce the image on the back of his predecessor. The kids must reproduce the same image on the back of everybody.

Goal: The first child of each row must reproduce the drawing on the paper that he felt on his back and name it. They then check it out and start over again. (Whichever row has the right drawing at the end is the winner.)

*Black box*

**Time:** ± 20 minutes

**Principal objective:** To name and pronounce different words related to food.

**Secondary objectives:** To practice dexterity and touch

**Material:** A black box, fruit, vegetables, a bandana.



**Explanation:** One by one, the children will touch an object in the black box without seeing it. They must guess and name it. Examples: fruit, vegetables.

*Jelly Jell-O*

**Time:** ± 15 minutes

**Principal objective:** To taste to identify food

**Secondary objective:** To learn the four types of taste

**Material:** Bandanas, salt, sugar, vinegar, lemon juice and water

**Explanation:** Eyes blindfolded, the children must taste different substances. Children will have to say if what they taste is sweet, salty, bitter or sour. Give examples of what tastes sweet, what tastes bitter, and so on.

*Fruit salad*

**Time:** ± 20 minutes

**Principal objective:** To learn the expression Fruit salad

**Secondary objective:** To review the names of fruit

**Material:** None

**Explanation:** Each child is a fruit. They have to form a circle where you are in the middle. The fruits try to change places without you seeing them. It's the counsellor who name fruit. Try to steal a place while the changes are made. If you succeed, the child who has lost his place will take your place. When you scream **Fruit Salad** everybody changes places and the kid left is in the middle.

*The hot pot*

**Time:** ± 30 minutes

**Principal objective:** To learn the concept of hot and cold

**Secondary objective:**

**Material:** a bucket, pictures of hot and cold meals or foods

**Explanation:** First part, the group gets in a circle holding hands. A bucket is placed in the middle. All the children pull on their neighbours so that they can touch the bucket. When one touches it, tell them if the pot is hot or cold. If it's cold, they have to say "brr it's cold"; if it's hot they have to say "Wooh It's hot".

Second part, the kids are separate into two groups. To put in a two piles all off pictures and the first team to successfully classify all good pictures, wins.

## **Day 4: WRAP-UP**

**General objective:** To review the vocabulary saw during the week.

**Specific objective:** Put into practice the vocabulary previously learned.

\*\*\* COUNSELORS' BIG GAME DAY \*\*\*

**Suggestions:**

*In the jungle*

**Time:** ± 40 minutes

**Material:** flashcard of animals' body part, flashcards of food, huge flash cards of animals

**Explanation:** Split the group in 4 teams and give an animal to each. Distribute 5 different animal pictures (puzzle style) to each team. Hide in the field all the body parts and the food pictures. The children will have to find the body parts of their own animal only. If they find some of others, they put it back and continue looking for theirs. They have to find food pictures too (they can take any). At the end of the game, each team comes back to the base and pool all the food pictures. The children have to reconstitute (bring together) their animal and associate the right food with them.

*“Cat, Bird, Worm”*

**Time:** ± 40 minutes

**Material:** Bandanas of three different colours

**Explanation:** The children will be separated in three teams; they will each be a cat, a bird or a worm. The cat eats the bird, the bird eats the worm, the worm eats the cat. Each child will have a bandana representing the colour of their team. They will attach it on their pants (make sure it's easy to remove it). In order to eliminate the people in the other teams, you have to catch their bandana, when a child doesn't have a bandana anymore, the child is eliminated. The last one standing will make his/her team win.

### **Day 5: ENGLISH ACADEMY**

**General objective:** To show the parents what the children have learned during their two weeks at the English Camp.