

English Camp 2012
Méthode 7-8 ans

1. 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

<u>WEEK 1</u>	<u>ACTIVITIES</u>
Monday	Functional language
Tuesday	Colours & Shapes
Wednesday	Numbers
Thursday	Body Parts
Friday	Wrap-up

<u>WEEK 2</u>	<u>ACTIVITIES</u>
Monday	Animals/Insects
Tuesday	Sports and Actions
Wednesday	Clothes/Seasons
Thursday	Wrap-up
Friday	English Academy

WEEK 1

Day 1: What About You
(Functional Language)

General objective: To know the names of the other children. To know the names of the other monitors, Learning how to introduce themselves, meeting the other children and learning the language they will need during their two weeks at English Camp.

Specific objectives: The children will learn how to introduce themselves and others by using the pronouns “his”, “her” and “my”. They will have to be able to name them.

Vocabulary:

Sentences	Questions
Hello, my name is...	What is your name?
His/Her name is...	What is your favourite...?
My favourite ... is ...	What is that?
I am... years old.	How old are you?
I have... brothers/sisters.	Do you have brothers/sisters
I have a dog/cat/fish.	Do you have a pet?
My mother's/father's name is...	What is the name of your mother/father?
I go to... school.	Where do you go to school?
Magic Words	Can I go to the washroom, please?
Please	Can I go drink, please?
Thank you	How do I say... in English?
You're welcome	

Ice Breaker activity:

Arts and Crafts

Time: ±20 minutes

Principal objective: To decorate their 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 counsellors go around the kids and ask *** questions to evaluate their English comprehension.

Activities:

Zip Zap

Time: ± 10 minutes

Principal objective: To break the ice

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

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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 counsellor can go faster or change his place with a child.

My name

Time: ± 45 minutes

Principal objective: To learn the name of the monitor and that of the other kids.

Secondary objective: To find some objects to illustrate their name.

Material: sheets, markers

Explanation: Beforehand, draw on the board as many objects as the letters that make up your name. The name of each object should begin with one of the letters of your name. Then, ask your kids to tell you the names of the objects you have drawn and you write them next to each object. Then, tell them to put the first letters of each object in the correct order to form your name. Finally, kids will do the same thing with their names working in pairs and they will ask their partner to guess their name.

Ball game

Time: ± 15 minutes

Principal objective: To learn each other's names.

Secondary objectives: To have fun!

Material: ball

Explanation: Kids introduce themselves. Have them stand in a circle. Start by throwing the ball to someone and have the kid throwing say the name of the person whom s/he is throwing to: *Your name is...* If the kid can't remember the intended receiver's name, just ask the person to repeat his/her name. Do this until the names are somewhat familiar then pick up the pace and throw faster.

Mimic game

Time: ± 15 minutes

Principal objective: To review the names of the kids.

Secondary objectives: To use "My name is" correctly

Material: none

Explanation: This is a variation of the well-known name-chain, where the first student says his/her name, the second student has to repeat the previous name and add his/her and so on till the teacher repeats all the names. To make it more fun the students not only say their names but have to add a movement. e.g.: My name is Tom. (He coughs a bit) His name is Tom (cough) and my name is Joe (claps his hands). His name is Tom (cough) your name is Joe (clap) and I'm Sue (she hits her face a bit).

Bump memory game

Great games but do this activity in the end of the day

Time: ± 20 minutes

Principal objective: To learn about the others' tastes.

Secondary objective: To exercise their memorization.

Material: none

Explanation: Explain what the game *Bump* is. Everyone is lined up in front of a basketball net. Each kid has a try at throwing the ball in the basket. The first one that goes says: "My name is _____ and I like _____". The second has to say "_____ likes _____" and "My name is _____ and I like _____". Now s/he has to put his ball in the basket before the one in front of him in order to eliminate him. If the first one succeeds before the second, he is safe. The second has to hurry and put his

ball before the third, who will have said “_____ likes _____” and “My name is _____ and I like _____”. And so on until there is only one kid standing.

Group formation

Time: ± 15 minutes

Principal objective: To recognize the numbers.

Secondary objective: To work in teams and have fun.

Material: none

Explanation: Everybody mingles, constantly moving until you shout out a number and show it with your fingers. To add difficulty, stop showing your fingers and just shout out the numbers. All players must then try to get into groups of that number; any group/s that doesn't succeed are out.

Day 2: COLOURS AND SHAPES

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

Specific objectives: To know colours and shapes.

Vocabulary:

Colours		Shapes
Black	Red	Rectangle
Blue	Yellow	Circle
Brown	White	Triangle
Green	Gold	Star
Orange	Silver	Heart
Pink	Bronze	Oval
Purple	Blond	Diamond
Grey	Turquoise	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 camp 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 is. You can make it harder by requesting a child to find a certain shape in the classroom.

*** *ALTERNATIVE: have the children ask questions to guess what the object in the box is. ****

And give this example: Is it red-square-big, etc.?

**** *OTHER ALTERNATIVE: Have them do a scavenger hunt in which you name the shape of the objects that must be found.*

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 and what colour the shape is *(yellow triangle)*

I spy shapes

Time: ± 15 minutes

Principal objective: To review the shapes.

Secondary objective: To recognize the shapes.

Material: none

Explanation: Each child takes turns; they look around and find a shape. They say "I spy something that is a _____ (shape)" The other children try to guess what the child has spied.

Four corners

Time: ± 20 minutes

Principal objective: To review the colours.

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

Material: colour cards, construction paper of different colours

Explanation: Tape a different colour of construction paper in each of the corners of your classroom. Place a stack of colour 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 card of the pile. Name the colour 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.

Get that colour

Time: ± 20 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.

What Time is it, Mr. Wolf?

Time: ± 10 minutes

Principal objective: To review the colours

Secondary objective: To associate the name of the colours with what they are wearing.

Material: none

Explanation: Have the counsellor shout out a colour. If the kids are wearing that colour, they can take a step forward. When the counsellor shouts rainbow all the kids must run back to the starting point without getting touched.

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 bodies. (The easiest way is to lie down.) To make it more difficult the monitor can include size adjectives.

(10) *Squeeze into the Rectangle*

Use this activity when your group are tired.

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 3: NUMBERS

General objective: To review and/or teach the numbers from 1 to 100.

Specific objectives: For kids to be able to say and write the numbers. They should be able to count from 1 to 100 (or at least, 1 to 10, and 20, 30, 40, 50, 60, 70, 80, 90, 100).

Vocabulary:

Numbers from 1 to 100

I can count

Alphabet

How many...?

How much...? (Explain when to use many and when to use much)

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.

** This cards can be use to play a memory game.

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

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Explanation: Divide the group in 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 without looking at 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 numbers right.

Ten little monkeys

Time: ± 15 minutes

Principal objective: To review of the numbers.

Secondary objective: To sings a song and do the correct gestures.

Material: none

Explanation: Sing the song "The Ten Little Monkeys" with the kids and focus on the numbers.

**10 Little monkeys jumping on a bed
One fell off and bumped his head
Mommy called the Doctor and the doctor said
"No more monkeys jumping on a bed."**

**9 Little monkeys ...
8 Little monkeys ...
7 Little monkeys ...
6 Little monkeys ...
5 Little monkeys ...
4 Little monkeys ...
3 Little monkeys ...
2 Little monkeys ...**

**1 Little monkey jumping on a bed
he fell off and bumped his head.
Mommy called the Doctor and the Doctor said:
"Put those monkeys to bed."**

Board Number

Time: ± 15 minutes

Principal objective: To review the numbers.

Secondary objective: To recognize the different numbers.

Material: marker or chalk

Explanation: Write 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 practice the numbers.

****ALTERNATIVE:** Use bingo sheets with animals, postal codes, telephone numbers, etc.

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 with your body. To cooperate.

Explanation: The group will be split in teams 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 do the alphabet song beforehand.

Day 4: BODY PARTS

General objective: To teach the kids the body parts.

Specific objectives: They will have to be able to name the different body parts.

Vocabulary:

♣ Head	♣ Eye	♣ Hip	♣ Cheeks
♣ Shoulder	♣ Foot	♣ Tooth	♣ Chin
♣ Knee	♣ Toe	♣ Ear	♣ forehead
♣ Toe	♣ Finger	♣ Mouth	
♣ Arm	♣ Nail	♣ Leg	
♣ Hair	♣ Lips	♣ Ankle	
♣ Nose	♣ Tongue	♣ Wrist	

Activities:

Head, Shoulder, Knees and Toes

Time: ± 15 minutes

Principal objective: To learn some body parts.

Secondary objective: To learn the song and be able to point to the right body part.

Material: none

Explanation: Make the kids learn the song “Head and shoulder, knees and toes” (see song book). Begin by signing the song and by pointing at the body parts. Make the kids repeat after you. When they know the song, you can go faster or you can sing different versions of the song like country, reggae, rap, opera, etc. - You can go backwards with them as well.

Label the body parts

Time: ± 30 minutes

Principal objective: To learn the body parts.

Secondary objectives: To write the different body parts. To label the body parts on another person.

Material: markers, papers, scotch tape

Explanation: Write the body parts on the board. Ask the kids to do this activity in pairs. They will have to write the body parts on pieces of paper and label their friend. When they are done, they go with another team to see if they are correct.

Draw the body parts

Time: ± 30 minutes

Principal objective: To learn the body parts.

Secondary objective: - To write the different body parts.

Material: paper, markers

Explanation: Ask one kid to lie down on a large sheet of paper. Draw his silhouette. Pin the silhouette on a wall. Ask each kid to come up and draw a body part on the silhouette.

Body part musical squares

Time: ± 20 minutes

Principal objective: To learn some body parts.

Secondary objectives: - To associate the name with the body part.

Material: objects the children can stand on or in, music

Explanation: Put one object on the floor for each kid. Place them randomly throughout the room. The game begins with each child standing on or in the object. Start playing music and have the children move around the room in a way that you state (crawl, walk, backwards, hop). When the music stops the children must return to their spot and touch a body part (knee, hair, foot) that you call out.

Friend to friend

Time: ± 15 minutes

Principal objective: To review of the body parts.

Secondary objective: To practice the left and the right with the body parts.

Material: none

Explanation: The kids are two by two in a circle. The counselor is in the middle of the circle and names the body parts that have to be in contact. For example: right hand with the left foot. These parts must stay in contact even when the monitor names new body parts. When it is too hard, the monitor can say “friend to friend” and the kids will change place and have to find a new partner.

Twister

Time: ± 30 minutes

Principal objective: To review the body parts.

Secondary objective: To recognize the shapes and colours.

Material: shapes made of construction paper

Explanation: Make different shapes on 1/4 sheets of construction paper (tape them to the floor so they don't move) or draw them on the asphalt. Have one basket with shapes that match the construction paper floor tiles or drawings and one basket with left hand, right foot, etc. Pick one item from each basket, the kids must put the proper body parts on the proper shapes.

Inside outside circle

Time: ± 20 minutes

Principal objective: To review the body parts

Secondary objective: To associate the right name with the body part.

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Material: music

Explanation: Kids choose a partner. One set of partners stands in a circle. The other set of partners stands in another circle surrounding the first circle. When the music starts, the students start walking in circles - inner-circle one way and outer-circle the other way. Let the music play for maybe 30 seconds and then stop it. Teacher yells out "Hand to knee!" Students have to find their partner and put one hand to the partner's knee. The last set of partners to find each other is OUT. Students get back into the two circles. Music starts again and the process is repeated until only a few sets of partners are left. The last set of partners is the winner!

The show

Time: ± 25 minutes

Principal objective: To review the body parts+ notion of left, right, in and out.

Secondary objective: To cooperate and expand their vocabulary.

Material: none

Explanation: The monitor of the oldest kids will tell his group that they will learn 2 songs. Then, they will have to show the songs and the gestures to the younger ones. The monitor practises the 2 songs with his group during 15 minutes. When they are ready, they go with the smallest ones and sing with them. First, they must introduce themselves to the kids: Hi! My name is _____. After this presentation, they sing the songs with them. The songs are *Head, Shoulder, Knees and Toes* and the *Hockey Pokey*.

Hockey Pokey

You put your right hand in,
you put your right hand out,
you put your right hand in,
and you shake it all about,

You do the hockey pokey
and you turn yourself around
that what it's all about.

- 2) left hand
- 3) right foot
- 4) left foot
- 5) head
- 7) whole self

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!

Eyes and ears and mouth and nose,
Mouth and nose,
Mouth and nose,
Eyes and ears and mouth and nose,
It's my body!

Ankles, elbows, feet and seat,
Feet and seat,
Feet and seat,
Ankles, elbows, feet and seat,
It's my body!

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: ANIMALS & INSECTS

General objective: For the kids to be in contact with some animals and insects they already know and some new ones.

Specific objectives: They will learn some new animals and insects and will have to be able to recognize them. A revision of the animals and insects they already know will also be done.

Vocabulary:

🐾 Dog
🐾 Cat
🐾 Hamster
🐾 Rabbit
🐾 Snake
🐾 Fish
🐾 Horse

🐾 Cow
🐾 Pig
🐾 Lizard
🐾 Lion
🐾 Moose
🐾 Beaver
🐾 Pony

🐾 Bird
🐾 Frog
🐾 Insect
🐾 Ant
🐾 Worm
🐾 Butterfly
🐾 Etc.

Activities:

Cowboy

Time: ± 30 minutes

Principal objective: To learn and review some animals.

Secondary objective: To associate the picture of an animal with its name.

Material: animal flashcards

Explanation: Show some animal pictures to the kids and have them name the animals that they already know. For the animals they don't know, write them on the board and have them guess their name. You can give them some clues to help them. After, draw some animal vocabulary on sheets of paper, each sheet must have one item. Then split the group into two teams. One kid from each team stands in the middle of the playground, back to back. They each hold one picture, and then each take three steps away from each other quickly turning around, "pistols at dawn" style. The two kids have to shout out what's on the other one's picture card. The fastest to shout will be the winner.

Loose win or draw!

Time: ± 30 minutes

Principal objective: To review the animals.

Secondary objectives: To guess which animal has been drawn.

Material: chalk or markers

Explanation: Divide the class into three or four teams. In turns, a member from each team goes to the board. Give them a vocabulary word to write. Then, the kids have one minute to draw the word you gave him/ her. His/her team must shout their answer. Then, if after one minute the team can't guess the word, the person stops drawing, and the other teams have to guess.

Category spin

Time: ± 15 minutes

Principal objective: To review the animals.

Secondary objectives: To remember the animals.

Material: bottle

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Explanation: Kids sit in a circle. Spin a bottle or an arrow; the kid that is pointed to goes first. The kid needs to say an animal name. The next kid will say the previous words plus his own and so on until one of the children fails. For example: K1: "zebra", K2: "zebra cat", K3: "zebra cat dog".

Cat, cat, dog

Time: ± 20 minutes

Principal objective: To review the animals.

Secondary objective: To have fun.

Material: none

Explanation: Have kids sit in a circle in a spacious area. Start by slowly walking around the outside of the circle. As you pass each student, say "cat" and lightly touch the student on the shoulder. Continue around the circle, clearly pronouncing, "Cat, cat, cat" for each student. Then, pick one student and loudly say, "DOG!" Immediately start running away on the outside of the circle, smiling and gesturing for the student to stand up and chase you. They should understand right away. You try to make it all the way around the outside of the circle and sit down in the spot where the student was just sitting. If you sit down before the student can tag you, you are safe and it's now the student's turn to do the "cat cat dog" and be chased. If the student manages to tag you, however, then he/she can sit back down and you are "it" again.

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.

Where's the spider

Time: ± 20 minutes

Principal objective: To learn some insects' names.

Secondary objective: To be able to name the insects.

Material: two pictures of every bug on the list.

Explanation: Present the insects. Use the bug's pictures. Then, place all the pictures on the ground face down. The children will have to turn two pictures to find the similar ones. If a kid picks two pictures that are different, he puts them back on the ground. The winner is the kid that has the most pictures. When the children turn their picture, they have to say what is on it.

Bug creations

Time: ± 30 minutes

Principal objective: To create an insect.

Secondary objectives: To review the body parts and the colours. To describe their insects by using "It has" and "It is".

Material: one clothespin per kid, construction papers, scissors and glue

Explanation: Each child will have to create an insect by gluing construction papers on clothespins. When they have finished, they have to describe it by using complete sentences such as: It has 3 legs. It is yellow and so on.

Insect list

Time: ± 30 minutes

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Principal objective: To review the insects.

Secondary objectives: To recognize the insects.

Material: the lists and two plastic containers

Explanation: In teams, the kids will have to find the insects that are on their list and to show them to their monitor.

The Bug phone

Time: ± 15 minutes

Principal objective: To review the insects.

Secondary objective: To refer to the insects they know in order to guess.

Material: none

Explanation: The kids are sitting in a circle. Then, the monitor will whisper an insect name in the ear of a child and this child will have to repeat it to the person next to him and so on until the last person hears it. Then, this person has to say what she heard out loud.

The secret bee

Use with a tired group

Time: ± 20 minutes

Principal objective: To review the insects.

Secondary objective: To understand the meaning of “Where are you” and “Here I come”.

Material: none

Explanation: First, a kid will be designated as the spider and he will go away from the rest of the group. Meanwhile, the rest of the group chooses somebody to be a bee. The other children are ants. Then, the game starts. The group will call the spider by saying: “Spider spider where are you?” and the spider will answer by saying: “Here I come”. While saying this, the spider will run and try to catch the ants. When they are touched, the ants freeze. Only the bee can unfreeze them by touching them. The game ends when the spider touches the bee.

Bug race

Time: ± 20 minutes

Principal objective: To imitate the insects’ movements.

Secondary objective: To associate the insect with the right way to move.

Material: 8 cones

Explanation: The group will split in two teams. Name an insect and the children will have to imitate its movement. Each team will be placed in a line in front of 4 cones. When you name the bug they have to skirt around the cones by moving like this insect. When he comes back, he has to clap the hand of the next player of his team. This player will have to do the same thing but with another insect. The quickest team will be the winner.

Player 1. The ant walks by little steps

Player 2. The grasshopper jumps

Player 3. The spider walks with the hand on the ground

Player 4. The caterpillar crawls

Player 5. The dragonfly zigzags by flapping the wings quickly

Category tag

Time: ± 20 minutes

Principal objective: To review what the children saw during the week.

Secondary objective: To evaluate their English comprehension.

Material: none

Explanation: Choose a category that you saw during the week. Kids run around and you chase them. When the monitor tags a kids and he must name a word from the category you name. Give a time limit to answer (e.g. 5 seconds). If the kid cannot answer or says a word that has already been used s/he becomes the tag.

Day 2: *SPORTS AND ACTIONS*

General objective: To familiarize the kids with some sports and actions through practice.

Specific objectives: The kids will have to be able to recognize different sports. They will have to name them. They will have to recognize the action verbs.

Vocabulary:

Sports	<u>Terminology</u>	<u>Actions</u>
Baseball	Racquet	Jump
Basketball	Ball	Dance
Swimming	Referee	Run
Skating	Rules	Throw
Skiing	Helmet	Kick
Volleyball	Hockey stick	Catch
Biking	Baseball bat	Swim
Tennis	Skates	Sit
Soccer	Bathing suit/Swimsuit	Stand
Horseback riding	Shoes/Boots	Hop

Activities:

Mimes

Time: ± 30 minutes

Principal objective: To learn some sports and actions.

Secondary objective: To mime the right sport or action.

Material: none

Explanation: Ask the kids if they know any sports or action words and do a revision with them. After, the kids will have to mime the different sports and actions and the others will have to guess what this kid is miming.

Action race

Time: ± 20 minutes

Principal objective: To review actions.

Secondary objectives: To associate the name of an action with the action itself.

Material: none

Explanation: Use actions like jump, hop, clap, run etc. Have the kids split in two teams and sit in lines with a chair by each team and one chair at the other end of the room. One kid from each team stands next to their chair and monitor calls an action, e.g. "Jump". Kids must jump to the chair on the other side of the room and back, sitting down in their chair kids say "I can jump". First team to do it gets a point.

Olympics

Time: ± 30 minutes

Principal objective: To learn the superlatives: strongest and longest.

Secondary objective: To review the actions.

Material: none

Explanation: Give each student a country. The students with the corresponding countries come to the front of the class. They then take part in an 'event'. Some examples of events are: arm wrestling, holding their breath, standing

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on one foot and hula hoop. Use superlative: who is the strongest, who can hold his breath the longest, who can stand on one foot the longest, who can keep their hula hoop going the longest.

Day 3: *CLOTHES AND SEASONS*

General objective: For the children to learn different types of clothes which match the four seasons.

Specific objective: To be able to put the four seasons in order and to match the type of clothes according to the four seasons

Vocabulary:

Seasons	Weather	Clothes	Accessories
Spring	Sunny	Coat	Umbrella
Summer	Rainy	Raincoat	Gloves/Mittens
Winter	Cloudy	Sweater	Sunglasses
Fall	Cold	Socks	Hat/Cap/Tuque
	Hot	Pants	Scarf
		T-Shirt	Rain boots
		Skirt	Belt
		Shirt	Earring
			Necklace
			Bracelet

Your birthday

Time: ± 30 minutes

Principal objective: To learn the vocabulary related with the days, months and seasons.

Secondary objective: To say and write their birthday.

Material: markers or chalk

Explanation: First, you have to write your birthday on the board. Then, ask the kids if they can see a difference between the way we write birthday in English and in French. Also ask the kids in which season their birthday is. When all the kids gave their birthday dates, ask “whose birthday comes first” and the write them in order on the board. Complete with the months that were not given by the kids.

Summer Tag

Time: ± 30 minutes

Principal objective: To review the seasons.

Secondary objective: To understand the difference between the different seasons.

Material: Garandache

Explanation: Divide the group in two. One team will be the summer team and the other the winter team. Each team is going to choose their tag. To identify the teams draw a sun or a snowflake on their cheek (depending on which team they are). The sun team has to touch the winter team and vice versa. When the summer tag touches the other team’s players, they have to pretend there are melting and when the winter tag touches the sun team’s player, the latter have to freeze. The summer tag can “unfreeze” its team and the winter tag can “re-freeze” its own as well. The game finishes when one team is completely frozen or melted.

Season’s four corners

Time: ± 20 minutes

Principal objective: To review the seasons.

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Secondary objectives: To understand by the given definition what the season is.

Material: none

Explanation: Each corner of the field represents one season. When you describe the season the kids have to go to the right corner, those that are not in the right corner, can be touched by the person who is "it".

Switch Place

Time: ± 20 minutes

Principal objective: To review how to write a date.

Secondary objective: To recognize the different dates and months.

Material: papers with dates

Explanation: Give the kids a paper with either a number or a month on it. Then, give a date and the kids that have the same information on their paper (either the month or the date) will have to join together as quickly as possible and to form the date correctly. The quickest team will win.

What has disappeared?

Time: ± 15 minutes

Principal objective: To learn the different pieces of clothing.

Secondary objective: To guess what has disappeared. To associate names with objects.

Material: different pieces of clothing that can be taken in the costume box.

Explanation: Use the different pieces of clothing after reviewing them. Spread them out on a desk or on the floor. Then get the kids to close their eyes and while they aren't looking, take away a few. Tell them to open their eyes and then say 'What's missing?' and they have to tell you which piece you took away. Repeat as many times as you like, taking different pieces away, and at the end take all of them away.

Loose win or draw

Time: ± 20 minutes

Principal objective: To review the pieces of clothing.

Secondary objectives: To draw the different body parts that go with their pieces of clothing. .

Material: chalks or markers

Explanation: Make two teams. Taking turns, one kid of each team will go to the board and draw the piece of clothing you will tell him/her. The kids have three chances to guess the word. If they guess it, they have one point. The team with the most points wins.

**ALTERNATIVE: Have them 'walk the runway' while another kid explains what the child is wearing.

Have you seen my monkey?

Time: ± 15 minutes

Principal objective: To review the pieces of clothing.

Secondary objective: To describe someone using what they learned.

Material: none

Explanation: Start the game by describing one of the kids: "It is a girl. She is wearing a blue shirt, white trousers, white stockings and red shoes. Who is it?" The kids have to guess who it is. If one wants to increase the kids' motivation, one can make a competition: make two groups. Each group has to choose a kid, who will be "the secret spy". Each group has to find out who is the other group's spy, asking questions like: *Is it a girl? Is she wearing a skirt? Has she got glasses?*

Changing chairs

Time: ± 15 minutes

Principal objective: To review the pieces of clothing.

Secondary objective: To build questions.

Material: chairs

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Explanation: All the kids sit in a circle. There will be one chair missing, so one of the students will have to stand up. The latter will start the game. When the kid says 'Who is wearing a blue shirt?' all the kids with a blue shirt have to stand up and switch chairs, and the student in the middle tries to get a chair. Then, the student that ends up without a chair has to ask a new question. The questions can be general (*Who is wearing the colour blue?*) or specific (*Who is wearing yellow socks?*)

Inside outside circle

Time: ± 20 minutes

Principal objective: To review the pieces of clothing. Learn the name of the seasons and the weather.

Secondary objective: To associate the right pieces of clothing with the right weather, season.

Material: pieces of clothing previously used in the first activity.

Explanation: Bring a suitcase filled of all kinds of different clothes. Discuss the weather outside, the time of the year (winter, fall, spring or summer). Begin by pulling out the clothes and have the children tell you what time of year they belong in. Ask four kids to be mannequins or models, representing the four seasons. As you pull out the clothes and discuss what season they belong to, the children take turns putting them on the kid that represents the season.

Day 4: WRAP-UP

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

Specific objective: Put into practice the vocabulary previously learned.

*** COUSELORS' BIG GAME DAY ***

Suggestions:

Bring me...

Time: ± 45 minutes

Material: A list of objects for the counselor and 4 buckets.

Explanation: The children will be separated into 4 teams, each team represents a season and must create a team scream linked to an animal which is active lives during their season. Once the teams are created and they all have their team scream, the counselor will distribute a previously prepared list of things each team will have to bring him/her. The teams can all have the same list or each team can have a different one. The first team to have all the items on the list wins. In order to make it harder or more fun, the items on the list can be information about other counselors or questions they have to ask to the counselors. The items or information must be linked to the vocabulary seen during the week. Also, the counselor could ask the children to walk, run, or jump like a specific animal.

“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). 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.