

Kids Camp, Sample Lesson Plans

Small Group

Age Range: 4- 15

Number of Students: 13, 2 Groups of 6-7 (Pre-Beginner and Beginner Levels)

You may need to download files before you go since some sites may be blocked or internet and technology may not be available.

2 Weeks

Daily Schedule

- 1:00 - 1:20 *Open Play (Table games, conversation, ball game)*
- 1:20-1:30 *Large Group (Opening songs, distribute name tags, announcements)*
- 1:30- 1: 50 *Group 1, Section 1*
- 1:50-2: 00 *Break*
- 2:00- 2:20 *Group 1, Section 2*
- 2:20-2:30 *Break*
- 2:30-3:00 *Group 2, Section 1*
- 3:00 -3:10 *Break*
- 3:10-3:30 *Group 2, Section 2*
- 3:30-4:00 *Large Group (Snacks, Games, Closing songs, Pick up name tags)*

Kids Camp, Sample Lesson Plans

Songs for Activities and Reading/ Application Section:

<https://drive.google.com/file/d/1XTgRe3jIVYb-LtC4JepxywR2rxUVjBcC/view?usp=sharing>

“Good Bye Song”

<https://drive.google.com/file/d/1XNJIZKTES0Jj8extw-DvILLDnQWiPPqM/view?usp=sharing>

“Head, Shoulders, Knees, and...”

<https://drive.google.com/file/d/1XbwOqqM6HUY4jgrkmhByDdsElanByxY7/view?usp=sharing>

“ABC SOUND Song”

<https://drive.google.com/file/d/1X1Uo3Ko5J6kzjryaz1tKMMTHcT3KPe8/view?usp=sharing>

“Row, Row Row Your Boat: /b/ and vowel sound practice.

<https://drive.google.com/file/d/1XcgzLejoglhUi5fCAidvNYdnyg09oi8c/view?usp=sharing>

“There are Seven Days in a Week”

https://drive.google.com/file/d/1XCdTjrOMZYL5x0_tTSEf3xSoVo23iCq4/view?usp=sharing

Kids Camp, Sample Lesson Plans

Videos for Application / Reading Section:

Brown Bear, Brown Bear

[A Read Aloud of Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr.](#)

[Brown Bear, Brown Bear, What Do You See - Animated Children's Book](#)

(Over time, turn off sound but with captions)

[Brown Bear, Brown Bear, What Do You See?](#)

The Very Hungry Caterpillar

[The Very Hungry Caterpillar Animated Film](#)

[The Very Hungry Caterpillar - Read Aloud Picture Book | Brightly Storytime](#)

(Over time, turn off sound but use captions)

Kids Camp, Sample Lesson Plans

Day 1 Topic: Introductions

Objectives: Teachers and students will make introductions. Students will be encouraged to use complete sentences and appropriate tenses accordingly. The group will become comfortable with the teacher's language delivery. Teachers will be able to determine future class composition, lesson objectives and materials.

Activities and Strategies:

Large Group (30 minutes)

1. **Introduce class procedures/ hand gestures** Bilingual translation.
2. **Names tags, lanyards:** Pre-written. Stress need to be worn at all times on campus.
3. **Go over general class procedures:** .Attendance/ Name tags. Bathrooms, items NOT needed in class (food, toys), class/ activity changes, emergencies
4. Introduce songs: Model and practice. "Hello, Hello"

5.What about you? (10- 15 minutes)

Teacher model:What's your name? My name is... Students copy in unison.

Individual students will reply following model or supplying an appropriate alternative.

Ball toss: "What's your name" toss

Who likes...? Pictures of three foods, sports, colors... place in different section of room. on count, students go (walk, hop, crawl) to picture of choice. In small group teacher goes over names with students. Change pictures do the same.

6. Who is the same as you? : See / Do. For each question: Timed.

Choose a group to say their names.

Who likes the same food as you?

Who is as tall as you?

Who is wearing the same color as you?

Who is the same age as you?

Whose name has the same number of letters in English as you?

Small Groups (30 minutes each group)

Group 1: Reading and TPR

Songs "Hello. What's your name?"

"What is it?"

"If you're happy and you know it..."

Simon Says.... Review "Class actions" listen, raise your hand, sit down,

Reading? -- Short Story

Game: Hangman with student names. Or classroom items (book, pencil...)

Craft : Illustrate your name. Student creates a picture using name (English name must somehow be included)

illustrated with 3 or more things that make them happy.

Kids Camp, Sample Lesson Plans

Group 2: Grammar and Writing Introduction Dialogs.

Phonics / Writing

Alphabet recognition. Letter/ Phone me. "What is it?" It's an...."

Spell/ Write your name. More advanced group.

Target writing a short closed paragraph about yourself.

Large Group (30 minutes) Snack, Songs, review Class procedures.

Songs:

"Hello Hello" Song

ABC Sound Song

Good Bye Song

Video:

Brown Bear Brown Bear for Reading

Materials:

name tags

pens / markers / pencils

White paper

ABC Poster and flashcards.

Video of Conversation 1

Kids Camp, Sample Lesson Plans

Day 2 Topic: Greetings

Objectives:

Warmer: Using individual note pads, students will locate Day 1 and write their first name three times in English. Note appropriate capitalization and line placement.

1. Review: a. "What's your name?"

"My name is" Use loud and soft voices. Alternate.

Activities and Strategies:

1. Students will be introduced/ practice alphabet letter names versus sound and order.
2. Students will practice Introductions.
3. Students will practice/ review classroom directions and procedures
4. Classroom commands using TPR.
 - raise your hand.
 - write
 - repeat
 - point to (the door, the chair, the letter)
 - sit down
 - stand up
 - fold (the paper)
 - Mix up (the cards)
 - line up

Kids Camp, Sample Lesson Plans

2. Phonics / Writing: "List

- a. Review ABC Chart in order; and out of sequence.
- b. Using ABC card deck, elicit names of letters.
- c. Card Race. Using multiple decks of ABC cards, students work in small groups sorting the cards into a line of correct order. Repeat 2-3 times.

3. Conversation

Introductions.

- a. View video together several times. 1st: Silently, 2nd: Checking for comprehension
 - Comprehension:
 - Where are they?
 - Who are they?
 - What are their names?

b. Practice dialog from video line by line. [Group 2: Note intonation]

Wrap Up (5-10 Minutes): Students complete or begin Name Page Foldable from Day 1.

Materials:

Small notepads used for reinforcement of daily lesson objective and as reward (Teacher stamp)

ABC poster.

ABC card decks.

Video: Let's Go Series, Book 2, Unit 1.

<https://elt.oup.com/student/letsgo/level02/watch?cc=ca&selLanguage=en>

Blank paper for Name Page Foldable (See attached example)

crayons, markers, etc

Kids Camp, Sample Lesson Plans

Day 3

Topic: Greetings

Objectives:

1. Students will review alphabet letter names in and out of order.
2. Students will practice Conversation 1.
3. Students will be introduced to and practice the short vowel sounds (versus letter names) of a,e,i.

Warmer:

Using individual note pads, students will locate Day 2 and write / draw two things they like. Group 2 will write two -four sentences. "I like..." Note appropriate capitalization, spacing and line placement.

Activities and Strategies:

1. Review: Parts of the body and animals (from Reading/ Activity class)

- a. Simon Says
- b. Where is... Point to..." using flashcards taped on wall.
- c. "My name is _____. I like dogs. What about you? (Group 2 include " I don't like...")

2. Phonics / Writing:

- a. Review ABC Chart in order; and out of sequence.
- b. Using ABC card deck, elicit names of letters.
- c. Using individual "Whiteboards", students write the letter of the short vowel sound that they hear. Write correctly on board. Make certain to write the word leaving out only the targeted vowel. (Group 2 include bird, horse and note blend)

bag	cat	bear
beg	fish	leg
big	hand	
bug	head	

Kids Camp, Sample Lesson Plans

3. Conversation

Introductions.

- a. View video together without sound. Evaluate retention of vocabulary as students "guess" what is said.
- b. Practice dialog from video in coral practice and pairs.
- c. Group 2: Using fill-in-the blank of the conversation, students work in pairs replacing words. Check for writing format.

Wrap Up (5-10 Minutes):

Introduce "Hangman" using animals from Reading book "Brown Bear"

Materials:

Small notepads used for reinforcement of daily lesson objective and as reward (Teacher stamp)

ABC poster.

ABC card decks.

Video: Let's Go Series, Book 2, Unit 1.

<https://elt.oup.com/student/letsgo/level02/watch?cc=ca&selLanguage=en>

Fill in the blank copy of Conversation 1.

Whiteboards: Use plastic paper protectors with white paper inserted.

Dry erase markers for students.

Paper towels to erase.

Kids Camp, Sample Lesson Plans

Day 4

Topic: Introductions / Greetings

Objectives:

1. Students will be introduced to practice: "**What is....? It's a**"
2. Students will review / practice letter names/ sounds with emphasis on letters A-L.
3. Students will practice letter formation. Importance of uppercase letters.
4. Students will review and practice animals, colors, and body parts.
5. Students will be introduced to giving apologies. "Sorry, I can't."

Warmer: Using individual note pads, students will locate Day 3 and write three sentences / draw two animals that they like/ don't like.

Activities and Strategies:

1, Review: Using pictures from Brown Bear, quick review of animal vocabulary.

2. Phonics / Writing:

Using ABC poster, point out animals and note time to initial letter.

Introduce Hangman using animal names and body parts.

Have students copy individually as words are done.

As a group "spell out word" and "sound out word"

Kids Camp, Sample Lesson Plans

3. Conversation:

a. Introduce Conversation 2.

Play video "Let's Talk" Unit 1, last part. Scott walking home.

Note He says "Sorry" and "See you later Alligator"

Inviting, Apologizing, Saying Goodbye.

a. View video together several times. 1st: Silently, 2nd: Checking for comprehension

* Comprehension:

Where are they?

Who are they?

Can Scott play? Group 2: Predictions: Why (maybe)? What can Scott do?

Scott can't play. What does he say? Sorry is important. It's "Kind".

b. Practice dialog from video line by line. [Group 2: Note intonation]

4. Extension:

What can you do? Use Name Paper from Day One to make Group conversations. "I can...."

Simon Says: Review actions from previous lessons. Include mix, fight (boxing), clean, eat, fold

Wrap Up (5-10 Minutes):

Play Uno in small groups.

Materials:

Small notepads used for reinforcement of daily lesson objective and as reward (Teacher stamp)

ABC poster.

Brown Bear book visuals or animal pictures include Alligator; colored papers or something for basic colors.

Conversation 2 (second half of video) Print out of Conversation

Video: Let's Go Series, Book 2, Unit 1.

<https://elt.oup.com/student/letsgo/level02/watch?cc=ca&selLanguage=en>

Name Page Foldable (See attached example)

pencils/ paper for Phonics/ Writing during Hangman.

Kids Camp, Sample Lesson Plans

Day 5 Review Week 1

Topic: Review

Objectives:

1. Students will review alphabet names with emphasis on A-L. short vowel sounds of a,e,i.
2. Students will practice Conversation 2 (Second half of Video 1)
3. Students will review

Warmer: Using individual note pads, students will locate Day 4

"What did you learn this week?" I know (animals, body parts, play a game...)

and write/ draw 2 things..

[Group 2 will write two -four sentences. "I can or I know..."

Note appropriate capitalization, spacing and line placement.

Activities and Strategies:

1. Parts of the body and animals (from Reading/ Activity class).

Use animal; body flashcards.

a. Group drill "What is it?"

b. Where is... Point to..."Use primary colors. MAYBE have two teams one member finds something of that color.

Kids Camp, Sample Lesson Plans

2. Conversation

In group, practice Conversation 2 using copies

In pairs, students practice and demonstrate

3. Extension

Act out spilling something, falling, car accident...)

One says "Sorry" and shows resolve to help.

Have students create / act out.

Remainder of Day 5 is Camp Review Games

Materials:

Small notepads used for reinforcement of daily lesson objective and as reward (Teacher stamp)

ABC poster.

Brown Bear book visuals or animal pictures include Alligator;

Body part flashcards.

Conversation 2 (Second half of video) Print out of Conversation

Brown Bear Links:

Song: <https://youtu.be/27z2RiN5aFI>

Read Along: <https://youtu.be/Mc9My7TnxFU>

Attachments • Scanned by Gmail

Preview YouTube video Brown Bear, Brown Bear, What Do You See?



Preview YouTube video Brown Bear, Brown Bear, What Do You See - Animated Children's Book



Kids Camp, Sample Lesson Plans

Week 2

Day 1 Topic: Food

Objectives:

1. Introduce new vocabulary Days of Week
Weekend
Numbers 1-10
Food
2. Students will practice distinctions in: /b/, /d/, /p/
3. Students will discuss grammar and sentence structures in Conversation 3.

Warmer: Using Notepads, students locate Week 2, Day 1. Write your name four times in English starting with a capital letter and then lower case. Use different colored pencils/ markers/ pens. (Group 2, write two sentences about yourself.)

Activities and Strategies:

Phonics

1. Do quick review of ABC's using poster/ flashcards. Review names/ sounds. Have students spell names aloud.
2. Do quick review of body parts using Simon Says...
3. Do quick review of colors and animals using flashcards/ Brown Bear pictures.
4. Introduce differences in: b / d / p /
How do they look? Do " eye glasses" for /b/ /d/ and flip up/down for /b/ /p/
How do they sound? (lip placement and air flow)
5. Practice recognition of letters. Students "point to " letter with the sound
bear, pizza, paper, deer, bird, pear, plum, dog, purple, black, back,
(Group 2) do medial and final sound placement words)
6. Using sets of cards (b, d, p) in pairs/ groups, call out a word and the students try to grab the correct card first.

Kids Camp, Sample Lesson Plans

Conversation

7. Food using flashcards
8. Review Conversation 3 using large paper copy for whole group repetition and practice. Stress individual word pronunciation and sentence intonation/ stress.
9. Ask questions: **Who are they? Where are they? What are they doing...?**
10. "What do YOU like to eat? / do not like?"

Group 2: ...Prompt for complete sentences and intonation of question formation and pronoun. Using flashcards practice question as a group as individuals.

Wrap Up (5-10 Minutes): Dictation of 3-5 sentences.

Group 1. Use Printable Website page to produce sentences.

Group 2. Student practice correct formation of letters and spacing.

As a group, check for spelling on the board.

***Note:** This would be good for multiple days.*

Materials:

ABC poster

ABC card decks.

Video: Let's Go Series, Book 2, Unit 5

. <https://elt.oup.com/student/letsgo/level02/watch?cc=ca&selLanguage=en>

/b/, /d/ /p/ sets of cards.

Food flashcards ([Hungry Caterpillar](#) vocabulary)

Include peanuts, bread

Body parts: include stomach, shoulder

Printable for Writing Group 1, Tracing

<https://www.createprintables.com/word-tracing-practice-worksheet/>

Book:

Hungry Caterpillar

Kids Camp, Sample Lesson Plans

Day 2 **Topic: Food**

Objectives:

1. Students will practice the short vowel sounds (a, e, l) in isolation.
2. Students will practice formation of the upper and lower case letters B, D, P
3. Students will practice: Days of Week sequence and pronunciation.
4. Students will recognize distinctions in: /b/, /d/, /p/ sounds and appearance.
5. Students will practice Conversation 3 in pairs.

Students will substitute new food vocabulary in Conversation 3.

Warmer: Using Notepads, students locate Week 2, Day 1. On the page, they will draw or write two sentences about foods or animals that they like/ don't like

Activities and Strategies:

Phonics

1. Do quick review of ABC's using poster/ flashcards. Review names/ sounds. Have students spell names aloud
2. Do a quick review of colors and animals using flashcards/ Brown Bear pictures.
3. Practice hearing and writing differences /b/, /d/, /p/

Using preselected flashcards of Week 1 and Week 2 vocabulary words, do whole group/ divided group repetition noting these targeted sounds. Sound out.

Bear, pizza, paper, deer, bird, pear, plum, dog, purple, black, back,

Progress to medial and final placement words.

4. Using whiteboards/ paper, have students listen to dictated word and write letter that they hear. Group two writes entire word. Write the correct word on board. Sound out and have students correct, erase and move to the next word. NOT for vocabulary/ comprehension. 😊

pink, purple, black, back, pear, bear, deer, dare, blue, do, beep, deep, peep, apple, pizza happy, food, toad, top, Todd

Kids Camp, Sample Lesson Plans

Conversation

4. Using individual copies Conversation 3, have students practice in pairs, small groups.
5. Distribute flashcards of food items (2-3 for each group). Have them replace in Conversation 3
6. Model and discuss FIRST with whole group. Discuss where this conversation might take place and “actors: (g: school/ snack time. Teacher / student. Restaurant / customer/ dinner)

NOTE: We only did this step as a whole group. We repeated the next day in pairs.

Wrap Up (5-10 Minutes): Play review game... Uno, Simon Says, Where is it?, Hangman.

Materials:

ABC poster

ABC card decks

/b/, /d/ /p/ sets of cards.

Food flashcards (Hungry Caterpillar vocabulary)

Include peanuts, bread

Body parts– include stomach, shoulder

Hungry

Help – helpful

Happy

Snack

Weekend

Individual copies of Conversation 3.

Individual White boards and markers.

Mix of colored pens, markers, pencil

Individual notepads or whatever for daily writing practice (Warmer/ Review)

Conversation 3

Kids Camp, Sample Lesson Plans

Day 3 **Topic: Expressing Likes and Dislikes**

Objectives:

1. Students will practice the short vowel sounds (a, e, l) in familiar words and context.
2. Students will review days of weeks in sequence and pronunciation.
3. Students will practice recognition of vocabulary during Week 1 and Week 2.
4. Students will practice food vocabulary and conversation as it relates to food preparation and restaurants.
5. Students will complete presentations of Conversation 3 constructions from yesterday.

Students will substitute new food vocabulary in Conversation 3.

Warmer: Using Notepads, students locate Week 2, Day 2. On the page, they will write two-four sentences/ draw snacks they like / don't like.

Activities and Strategies:

Phonics

1. Do quick review of ABC's using flashcards.
2. Review vowel sounds and consonants using words from Weeks 1-2.
 - a. Divide class into two groups. Write single words on board leaving blanks for targeted letters. Students try to guess what letter is missing.
 - b. Sound out words and students can write words. First team to guess the word wins a point.
3. Review vocabulary. Using "coloring page" have students locate words in each vocabulary group (food, body parts, colors) and have them highlight the words.

Suggestion: Type, cut, paste the words into any coloring page for the kids to find rather than hand-printed.

Conversation

4. Review Conversation 3 using individual copies.

Have groups that didn't do presentations yesterday do presentations.
5. Using props / real items, change conversation to take place between waiter and customer (trays, plates, real food items or have students draw food to use) Include peanuts, peanut butter, bread Group 2, in pairs make up conversations and present.

Kids Camp, Sample Lesson Plans

Wrap Up (5-10 Minutes): Simon Says. Review body parts and actions from class

(Use stomach, lap, shoulder, cut, mix wash, clean, mix, hungry.)

Materials:

ABC poster.

ABC card decks.

/b/, /d/ /p/ sets of cards.

Flashcards:

Food (Hungry Caterpillar vocabulary)

Include peanuts, bread

Body parts– include stomach, shoulder

Hungry

Help – helpful

Happy

Snack

Weekend

Individual copies of Conversation 3.

Mix of colored pens, markers, pencil

Individual notepads or whatever for daily writing practice (Warmer/ Review)

Coloring Page

<https://drive.google.com/file/d/1iUhu93S5gvzsmH9KCoaLu0HjDTT5uXfT/view?usp=sharing>

Kids Camp, Sample Lesson Plans

Day 4 Topic: Final Day / Assessment

NOTE: This was our last day, so we cut our individual class times short so that we would have 45 minutes for Camp Games, awards, and snacks.

Objectives:

1. Students will demonstrate ability to distinguish ABC letters names and some sounds in isolation and in conjunction in some familiar words.
2. Students will demonstrate use and recognition of targeted vocabulary from camp classes.
(days of week, food, animals, colors, numbers 1-10, and actions).
3. Students will demonstrate ability to write upper and lower case letters in names and short sentences.
4. Students will demonstrate ability to distinguish between short vowel sounds /a/, /e/, /i/
5. Students will demonstrate ability to distinguish between: / b/, /d/, /p/.

Warmer: Using Notepads, students locate Week 2, Day 3. On the page, they will write or draw two things that they have learned this week. What can they do?

Activities and Strategies:

Phonics/ Conversation

1. Quick review of ABC's using flashcards.
2. Quick review vocabulary using flashcards. calling on individuals. 3. Review vocabulary.
3. Talk about making snacks and what we have had during the last two weeks. What did they like and dislike?
4. Discuss the materials and steps needed to make peanut butter and jelly sandwiches. Recall jar of..., peanut butter, jam, slice of bread, knife, plate, tray
5. Have students assemble sandwiches for our entire Camp group.
(Use: *cut, mix wash, clean, mix, hungry, clean, plate, spoon*)
6. Collect trays of sandwiches and save for Snack Time.

Kids Camp, Sample Lesson Plans

Wrap Up (5-10 Minutes): Distribute all notepads Name Pages, and work done during camp.

Materials:

ABC poster

ABC card decks.

/b/, /d/ /p/ sets of cards.

Flashcards (**Brown Bear, Hungry Caterpillar**, body parts)

Individual notepads or whatever for daily writing practice (Warmer / Review)

Materials for peanut butter and jelly sandwiches.

<https://www.beyondthechalkboard.org/activity/how-to-make-a-peanut-butter-jelly-sandwich/>

One attachment • Scanned by Gmail

Beginning non-literate reading and writing ideas.

<https://www.kindergartenworksheetsandgames.com/pattern-writing-a-easy-literacy-activity-to-encourage-young-learners/>

Working with Preiterate and Non-Literate Learners, Colleen Shaughnessy, M.A.

Activities for Tutoring a Pre literate Student, Minnesota Literacy Council (Online materials)

Phonics A to Z a Practical Guide Wiley Blevins; 2017; Scholastic

(GREAT book for beginners/ non literate ESL. Phonics)