



lit de camp

activity booklet



Réseau réussite
Montréal

Conçu
par :



MISSION LECTURE
Saguenay-Lac-Saint-Jean

5-8 years

before əˈɒɪə



- Introduce the book's theme to the group.
- Draw out the campers' prior knowledge on the theme.
- Use elements like the title, cover, and images to make predictions about the book.

during ˈdʊɪŋ



- Vary your voice and intonation
- Ask the campers questions.
- Connect the story to their own experiences.

after ˈɑːftər



- Ask questions.
- Encourage discussion.
(E.g., Would you have done the same thing?
Why do you think that character did that?)



5

quick ways to introduce reading to a camp

- Build a fort and do the reading inside.
- Turn out the lights and use a flashlight to read.
- Bring the story to life by assigning the campers characters from the story and having them act it out.
- Build a reading nook during a trip to the park or over the lunch break.
- Use reference books during camp activities (e.g., experiments, sports rules, nature guides).



Look for this icon for
reading suggestions.



Activity 1

Alphabet hopscotch

material

• Cardboard • Pencils

preparation

1. Write the letters of the alphabet on large pieces of cardboard.
One letter per piece of cardboard.
2. Spread the letter cards out on the floor. Use all the letters or just the ones you want.
3. Say a letter out loud and have the campers move to the letter in the manner you indicate (e.g., while making a monster sound, by hiding one eye like a cyclops, by walking like a monster.)

objective

Have the campers form a word with the letters collected.

Variation : Use chalk to write the letters on the ground.

j

d

p

E

A

V

C

m



Activity 2

Stone monsters

material

• Paint • Arts and crafts materials (stick-on eyes)

preparation

Take the students outside and have them find small rocks (two or three per camper).

Have them paint and decorate the rocks like monsters.





Look for this icon for
reading suggestions.



Activity 1

Insect idioms

material

None

preparation

In teams or individually, test the campers' knowledge about insect-related idioms by having them guess their meaning.



To be wasp-waisted

- to be thin -

To put a bug in someone's ear

- to give them a hint about something -

To have ants in your pants

- to be excited or impatient (can't stop moving) -



To have a bee in your bonnet

- to be obsessed about or fixated on something (a bonnet is a kind of hat) -

**To have butterflies
in your stomach**

- to be nervous, scared, or anxious about something -



To want to be a fly on the wall

- to want to hear something without being noticed -

Take the activity further : By looking for insects in nature with the help of a reference guide. And why not invent some insect idioms of your own!

Activity 2

Bug Olympics

material

• Hoops

preparation

Split the campers into teams and have a competition.

grasshoppers

1. Place a series of four or five hoops on the ground.
2. The little grasshoppers have to jump from hoop to hoop without letting their feet go outside.

earthworms

1. Have the campers lie on their stomachs and form a line.
2. At the signal, the race begins, and the campers must slither around the racecourse.

The winner is the team that crosses the finish line first.

ants

1. Position the campers on a line on all fours.
2. The race begins at your signal.

The winner is the one who crosses the finish line first.

snails

1. Place all the campers in a row, one beside the other.
2. When the race starts, they must cover the predetermined distance as slowly as possible.

The winner is the one who crosses the finish line last.

Attention! The campers' feet must always be moving.
Campers who do not move or stop are eliminated.

millipede

1. The campers stand one behind the other, with their hands on the shoulders of the person in front of them.
2. When the race starts, the campers must try to move with all of them walking with the same foot.

different?
or same?



Look for this icon for
reading suggestions.



Activity 1

The end of the story

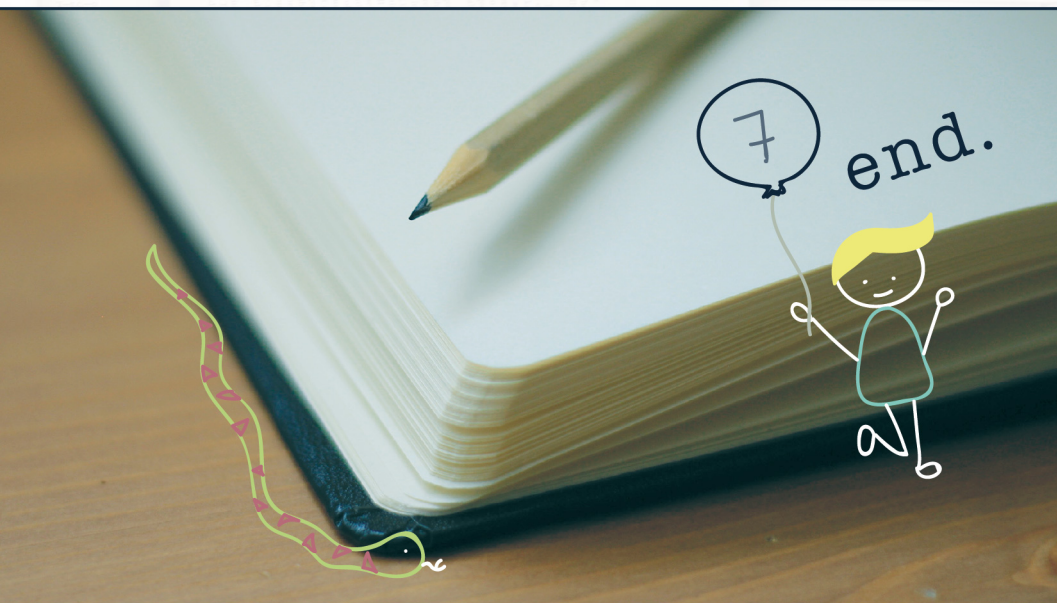
material

None

preparation

1. Begin reading a book of your choice that broaches the theme of difference.
2. Stop before the end and have the campers create a play depicting the end of the story.

Then finish reading the story and compare it with the campers' creations.



different?
or same?



Activity 2

Birds of a feather flock together...

or opposites attract...

material

None

preparation

1. Have the campers split up into teams of three or four.

Have them talk to each other to find three characteristics they have in common and three that set them apart.

This activity is a great opportunity to demonstrate that despite our differences, we have many things in common. Share the different teams' results with the whole group.

Variation : Do the same activity but using the aspects of nature.

This will allow the campers to compare things like leaves and rocks.

patience

sense of
humour

brown
hair





Look for this icon for
reading suggestions.



Activity 1

Namaste!

material

• Yoga manual • Beach towel (if necessary)

preparation

Why not do a yoga session outdoors.

Use a yoga manual to learn the postures and show them to the campers.



monkey



butterfly



cobra



cat



flamingo



dog



Activity 2

Word race

material

None

preparation

1. Use the list below or make your own.
2. Split the campers into two teams and position them several metres away from you.

One at a time, have the campers run to you for a word, which they then have to make the other campers guess using charades or facial expressions.

The first team to find the word gets a point.

The game ends when there are no more words to guess.

hockey

tennis

bicycle

karate

freestyle skiing

fencing

baseball mitt

figure skiing

synchronized swimming

Variation : Use the book Sport-O-Rama and do the activity using images from the book instead of a list of words.



Look for this icon for
reading suggestions.



Activity 1

Arts and crafts with recycled objects

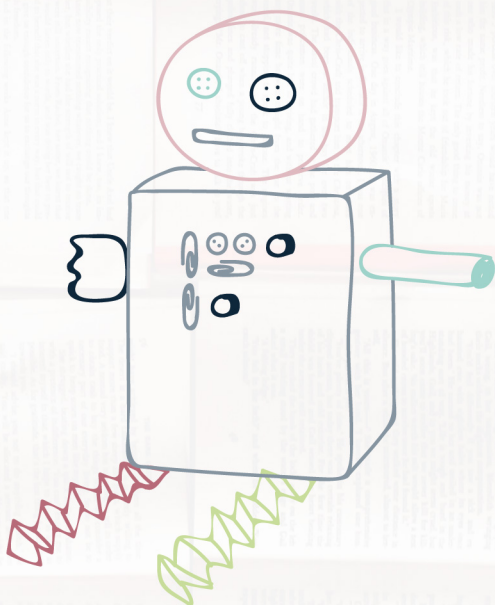
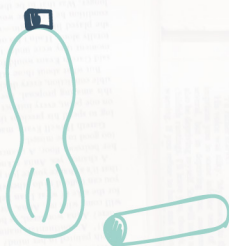
material

• Recycled items

preparation

The day before, ask the campers to bring recycled objects from home, such as a cereal box, empty yogurt tub, plastic bottle, or egg carton.

On the arts and crafts day, make all the recycled items available and have the campers create something out of the objects.



in the
great outdoors



Activity 2

Forest gatherers

material

Things found in nature

preparation

In teams, have the campers gather objects or items from nature, such as rocks, pine needles, bits of dead wood, flowers, etc.

Then the teams should show their found objects to another team, but with their eyes closed or blindfolded.

The campers have to guess what the object in their hand is.

You could turn this into a race.

You might also want to use reference books to identify the collected objects.





Look for this icon for
reading suggestions.



Activity 1

Some charades !

material None

preparation

Creating charades allows you to play with words without any materials.
Here are some suggestions to explain to children how it works and to practice them a little.
Now challenge them to create their own food-themed ones.

1.

The first syllable in my name is a playing card worth one point.
The second syllable is a set with two identical elements.
The third syllable is the letter that follows F in the alphabet.
I am a vegetable that grows in early spring in Canada.

2.

The first syllable in my name sounds like a program downloaded to a cell phone.
The second syllable sounds like a verb that means the opposite of "push".
I am a fruit harvested at the end of summer.

3.

The first syllable in my name sounds like the name of a tube-shaped object we put in a drink.
The second syllable is the name of a family of small fruits.
I am a small red berry.

4.

The first syllable in my name sounds like the slang word for something good .
The second syllable sounds like something on which a meal is served.
I am a sharp-tasting small vegetable.

5.

The first syllable in my name is a stick used to lean on when walking.
The second syllable refers to a variety of small fruits.
I am a red fruit harvested by flooding fields.

Variation : Create a map of your camp to show your campers where the charades are, instead of telling them where they are.
Like in a real treasure hunt!



mmm...
delicious !



Activity 2

Word chain

material

None

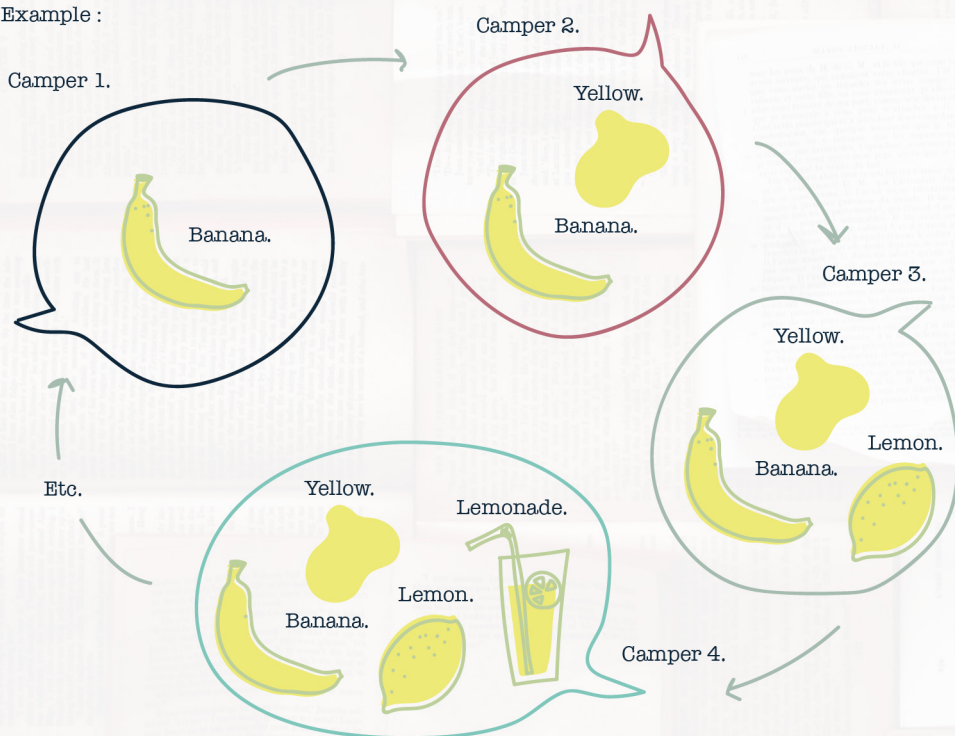
preparation

Have one camper name a word related to the theme. Then have the other campers, in turn, say the first word that comes into their minds.

To increase the difficulty, have each successive camper recite the entire chain of words before adding their own word.

To increase the action of the game, have the campers form a circle and kick a ball to the next player. If a camper makes a mistake in the list, they are eliminated.

Example :



this is how
I feel...



Look for this icon for
reading suggestions.



Activity 1

Two-faced agent

material

• Model of a face

preparation

While reading a book, put the head in the middle of the group, along with different eyes and mouths.

By turns, the campers can change the face based on what is happening to the main character. This will help the campers identify what the character is experiencing and encourage them to listen actively.



this is how
I feel...



Activity 2

Body full of emotions

material

- Large sheet of paper
- Pencils or chalk

preparation

Use a large sheet of paper and have a camper lie down on their back, then trace their body outline (or trace it on the pavement with chalk). When the camper gets up, have the others use the outline to identify an emotion that the human body can have.

In turns, they explain the emotion drawn on the body and what they might feel when it occurs. The campers might express positive emotions or negative emotions. If the latter, they should explain what they do to overcome it.

You could also make an outline of every camper and let them draw how they feel that day.





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reading suggestions.



Activity 1

Living mirror

material

None

preparation

This is a simple game that is played in pairs. Split the campers into teams of two and have them stand facing each other.

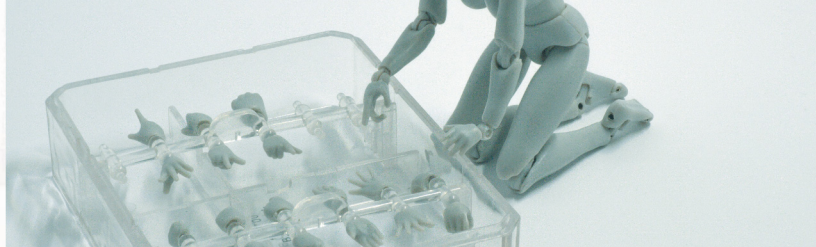
One camper per pair starts the game by slowly miming an action. The other camper tries to imitate the first so that someone watching can't tell who has initiated the movement (like a mirror).

The counsellor can start by suggesting actions to mime, drawing inspiration from books on the human body (e.g., imitate a virus, trace the path of a drop of water through the body, etc.). Or just suggest simple gestures such as scratching your nose, brushing your teeth, or combing your hair.



Have the campers change roles after a minute.
Then rotate the campers to change the pairs.

Variation : Do the game with one pair at a time in front of the other campers, and have the audience try to guess who is initiating the gesture and who is following. Feel free to allow the campers to initiate the kinds of gestures to perform, rather than naming them yourself.



Activity 2

Word hunt

material

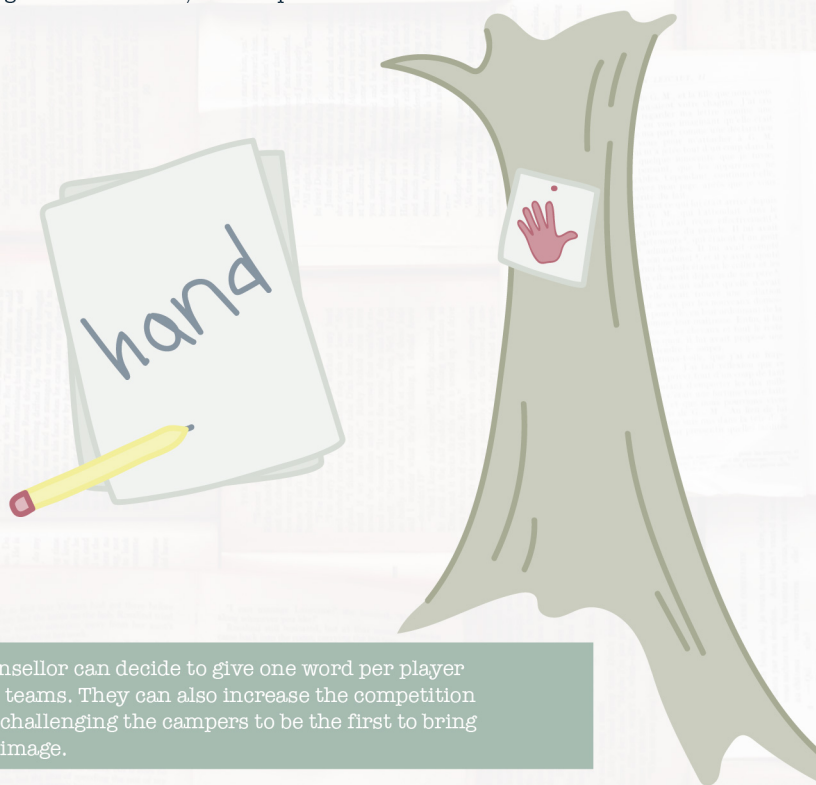
- Stickers of images of the human body (10)

preparation

Before the activity, the counsellor hides images around the camp area.

The activity is a treasure hunt. The counsellor writes down (using any medium they like—on the ground with chalk, on a whiteboard, on a sheet of paper, or simply spelled aloud) a word corresponding to one of the images previously hidden around the camp.

Campers must say the word written out by the counsellor and then go find the image in the camp. Once the image has been found, the campers stand or sit around it.



Variation : The counsellor can decide to give one word per player or make teams. They can also increase the competition level by challenging the campers to be the first to bring back an image.



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Activity 1

Everyday words

material

- Sheet of paper
 - Pencils or chalk
- (activity can also be done with no materials)

preparation

Across Québec, there are 11 Indigenous nations grouped into 55 communities. There are three major language groups: Algonquian, Iroquoian, and Eskimo-Aleut, which themselves comprise multiple different languages. In this activity, we suggest that you learn several everyday words in three Algonquian languages: Innu, Atikamekw, and Cree, which are spoken in the regions of Saguenay-Lac-Saint-Jean, Côte-Nord, and Nord-du-Québec.

suggestions

You can write the words on a sheet of paper or on the ground and have the campers read them. Say the words and try to figure out together what they mean. The campers may know several of them already. Compare the words in all three languages; point out the differences and similarities.

Everyday words	Innu	Atikamekw	Cri
Hello	Kuei	Kwei	Kweih
Thank you	Tshinashkumitin	Mikwetc	Miikwehch
Goodbye	Iame	Matcaci	Waachiye
To love	Tshiminuatitin Tshishatitin	Miririmew	Saachihiiwewan
My mother	Neka	Nikawi	Nikaawii
My father	Nuta	Notawinan	Nuuhtaawii
Family	Nikanish	Peikotenesiw	Peyakutenuu
My grandmother	Nukum	Nokom	Nuuhkum
My grandfather	Nimushum	Nimocom	Nimushum
Nature/in the forest	Minashkuat	Notcimik	

*Activity developed in collaboration with Fanya Fontaine, education consultant at the Institut Tshakapesh.



Activity 2

Common values

material

None

preparation

This activity is a chance to talk to campers about some of the key values that shape the identities of Indigenous communities. After reading one of the suggested albums on this topic, read the quotes about the following topics and have a discussion about the related issues.

Family is :

"Love in its purest state; our family is very important; we do everything as a family."

What does family mean to you?

Our elders represent:

"Knowledge, role models, knowhow, and respect."

Tell us about a good memory with one of your grandparents.

Nature (relationship with the land) is:

"We belong to the land, not the other way around; it does not belong to us."

What do you like to do most in nature?

What is your favourite place in nature?

Traditions are:

"What make us who we are."

What is an unbreakable tradition in your family?

Language is:

"The importance of preserving it for as long as possible; we are lucky to have our own language."

What language do you speak at home? Do you know any words in another language?

*Quotes and activities developed in collaboration with Fanya Fontaine, education consultant at the Institut Tshakapesh.



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5-8 years

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