

## At- Home Language Learning Activities

**Set Two: April 20-24 2020**

The following activities are examples of things that you can do with your children to continue learning language at home. They focus on oral communication, require little preparation and are a lot of fun!

Your child's language instructor is happy to help you with these activities, check your email often. If you have any questions please contact your child's instructor. Go to [www.ileprograms.ca](http://www.ileprograms.ca) for more information.

### Do you know the names of things? (Fruit)

This activity helps to build memory skills and to practice their pronunciation.

#### All Ages/Levels

1. Everyone sit in a circle.
2. Review the words and phrases – use google translate to help
3. The first person uses the phrase and picks what they bought. Example: I went to the grocery store and I bought a mango.
4. The next player adds the first player's sentence. Example: I went to the grocery store and I bought a mango and a pineapple.
5. The game continues until everyone has added to the shopping list items.
6. **Trick!** You cannot say the same fruit that someone else has already added. If you do then you are out for that round. The winner is the person who is left at the end without repeating.
7. After the game, children can make a poster using grocery flyers, pictures in magazines or they can draw pictures.

#### Suggestions for different ages/levels:

- Children can sort and categorize fruits by likes/dislikes, colours, shapes or size (biggest to smallest) etc.
- Children can choose their favourite and least favourite and explain why they feel that way.
- Children can do some research online first and then give details on this specific fruit in the poster.

#### Idea:

You can play this game using many kinds of vocabulary.

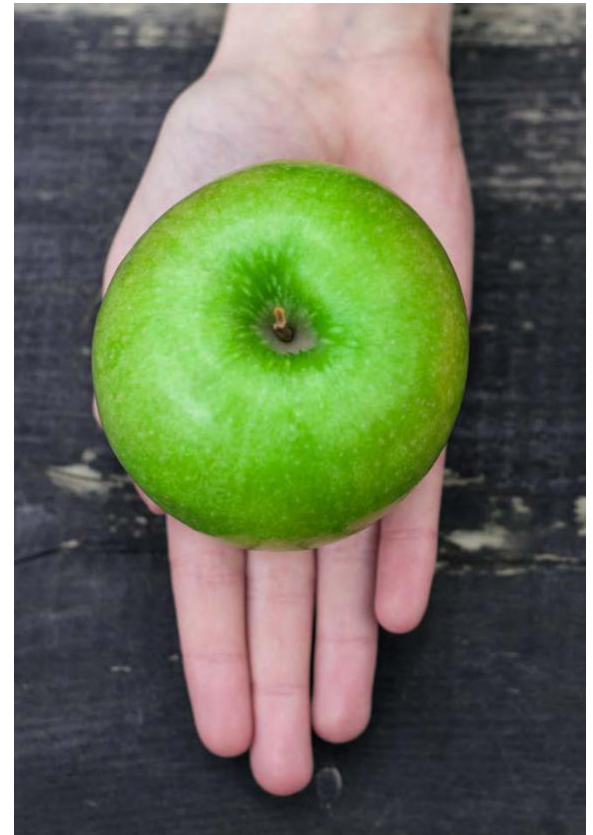
- Examples: vegetables, animals, jobs, things in your kitchen, colours, verbs etc.

#### Example Word Bank

Cherry (Cherries)      Banana  
Apple      Mango  
Pineapple

#### Example Phrases

I like      I do not (don't) like  
I think \_\_\_\_\_ because \_\_\_\_\_  
I went and I bought \_\_\_\_\_



## Family Olympics

This activity will help get everyone moving and using their muscles including their brain muscle.

### All Ages/Levels

1. Think of some different exercises that you will use.
2. Learn the names of the exercises in the target language (Ex. Push-up, sit-up, balance, lie down, sit feet to feet, hula hoop, jump rope etc). Use google translate to help.
3. Find a big, safe space to play. Warm up first.
4. Compete individually, in a pair or as a team to see who can complete the exercises the fastest, the best etc.

### Suggestions for different ages/levels:

- Children can keep track of time while competing and practice their numbers and time telling language (Ex. after, before, quarter, half past etc.).
- Children can design and create awards and medals and use the target language to give them out. (Ex. This award goes to \_\_\_\_\_ for \_\_\_\_\_ etc.).
- Children can categorize the winners list in a table by exercise name.

### Example Word Bank

Numbers 1-100	Hour
Minute	Second
Less	Fast(er)
	Slow(er)

### Example Phrases

Who can do more?  
How many?  
How much?



## I Spy SPRING!

Children can practice their vocabulary and oral communication skills as well as their observation skills to do this activity together.

### All Ages/Levels

1. Look outside the window or in the back yard if possible.  
Name as many items as possible in the target language.
2. Think about things that tell us that Spring is here.
3. Learn the sentences about spring by using google translate to help
4. Play "I spy with my little eyes" with your family members.
  - a. One person secretly picks an item that they see and says something to describe it. The other people try and figure out what they see.
  - b. Example: I spy with my little eye something that is small and green.
5. Draw a picture about spring; label the objects in your picture.

### Example Word Bank

Tree	Grass	Flower
Sprout	Worm	Bird
Rain	Wind	Weather
Spring Colours (Red, Green, Purple etc.).		

### Example Phrases

I spy something that is \_\_\_\_\_.  
I see \_\_\_\_ in \_\_\_\_\_.  
Spring is here  
In Spring time the trees \_\_\_\_\_.



## Listen to Draw

This game requires full attention and the use of active listening strategies. It is fun and easy to play but not easy to win.

### All Ages/Levels

1. Each person needs a piece of paper and a pencil.
2. Everyone is going to draw a picture based on the specific instructions that they hear.
3. First review the vocabulary and phrases in target language.
4. One person gives the instructions. They should have a picture in mind (Example: A spider web, a tree, a car etc.) and the instructions should be ready.
5. Give instructions one step at a time. For example, you might give them instructions like:
  - Draw a square.
  - Draw a circle inside the square.
  - Draw 2 lines through the circle, to divide the square into 4 equal parts.
6. Choose instructions based on the level of children. They can be very simple or more complex.
7. For added fun, get children to draw without looking at what they are doing.

#### Example Word Bank

Above	Below	Next to
Under	Right	Left
Around	Through	Line
Circle	Square	Shape

#### Example Phrases

Next, draw a \_\_\_\_.

Beside that, draw a \_\_\_\_.



## Build a Story

This activity will help students use descriptive language and their imagination.

### All Ages/Levels

1. For this activity children can work as a team to build a story.
2. Each player adds one line to the story, which adds something to the last player's idea.
3. Example:
  - I have a cat.
  - Her name is Kitty.
  - She is one year old.
  - She is black and white.
  - She likes to jump, roll and run.....
4. After everyone has added a few sentences to the story, work as a group, using google translate for help and write down as much of the story as possible.
5. Children can make a story board or draw pictures.
6. Think of different kinds of stories; funny, scary, silly etc.
7. Children can share their stories with friends using email if possible and help each other add to them.

#### Example Word Bank

Character      Plot      Setting

Adjectives (colours, sizes etc).

Emotions (happy, sad, friendly)

Pronouns (He, she, his, hers, it)



## External Non-TDSB Additional Resources- Language Learning

Here are some more websites and video links that you may find helpful in continuing the learning at home.

### Portuguese

<https://www.smartkids.com.br/trabalho/portugues>

[https://www.youtube.com/channel/UC9fxSdFjcz5QWDEhYck\\_k1w](https://www.youtube.com/channel/UC9fxSdFjcz5QWDEhYck_k1w)

<https://www.wikihow.com/Speak-Brazilian-Portuguese>

### Romanian

[www.didactic.ro](http://www.didactic.ro)

<https://www.vorbitiromaneste.ro>

### Spanish

<https://www.wikihow.com/Teach-Spanish>

<https://spanish.yourdictionary.com/.../beginning-spanish-worksheets.html>

### Urdu

[https://fac.ksu.edu.sa/sites/default/files/urdu\\_section\\_a.pdf](https://fac.ksu.edu.sa/sites/default/files/urdu_section_a.pdf)

### Serbian

<https://zelenaucionica.com/category/za-vaspitace/predskolsko/>

### Macedonian

<https://www.youtube.com/watch?v=nPYgjzLAt-U>

<https://www.youtube.com/watch?v=NqL-6j6cwYA>

### Tamil

<http://ilanguages.org/tamil.php>

<http://ilovelanguages.org/tamil.php>

### Chinese

<https://www.gameslearnchinese.com/>

<http://www.yes-chinese.com/>

<http://www.morefunchinese.com/>

<http://xima.tv/8N0z5a>

### Dari

[Learn Dari \(Afghan Persian/Farsi\) - Lesson 1 \(Modern Dari Alphabet\)](#)

<https://www.youtube.com/watch?v=kDigXODvGBY>

### Greek

[http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com\\_content&view=article&id=138:margarita-2&catid=102&Itemid=588&lang=el#pdf](http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&view=article&id=138:margarita-2&catid=102&Itemid=588&lang=el#pdf)

[http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com\\_content&view=article&id=144:margarita-3&catid=103&Itemid=566&lang=el](http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&view=article&id=144:margarita-3&catid=103&Itemid=566&lang=el)

[http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com\\_content&view=article&id=145:margarita-4&catid=103&Itemid=566&lang=el#pdf](http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&view=article&id=145:margarita-4&catid=103&Itemid=566&lang=el#pdf)

### Korean

<http://www.ilovekorean.net/index.html>

<https://www.kidsnfm.go.kr>

- [전통놀이 \(Traditional Games\):](#)
- [우리 문화 \(Korean Culture\):](#)
- [동화 모듬 \(Falktails\):](#)
- [색칠하기 \(Colouring\)](#)
- [게임 \(Games\)](#)



The following activity suggestions provide some opportunities for your children to continue their learning about African Heritage.

Your child's African Heritage instructor is happy to help you with this activity and answer any questions you have, check your email often. If you have any questions please contact your child's instructor. Go to [www.ileprograms.ca](http://www.ileprograms.ca) for more information.

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### Hair Love- Video Response

During this time when we are at home, many of us have been spending a lot of time watching movies or surfing the internet. We have an opportunity to look at diverse stories from around the globe. When watching videos, children should have a specific purpose or questions in mind. Here is one example of a video that opens many conversations and ideas for children to discuss.

1. **Before** watching the video, talk about the questions that they will be answering, prepare your child so they can keep track of information.
2. Watch the Oscar winning short film *Hair Love*.  
[https://www.youtube.com/watch?v=kNw8V\\_Fkw28](https://www.youtube.com/watch?v=kNw8V_Fkw28)
3. Children can respond to the video by answering some or all of the following questions.
  - a. The 5 W's (Who, What, When, Where and Why)
    - i. What was the story about?
    - ii. Who was the story about?
    - iii. Where did the story take place?
    - iv. What happened at the beginning, middle and end?
    - v. Why is this story important?
  - b. Children can brainstorm and design a hairstyle, they can draw it and even try it on their own hair if possible (confirmed by the parent/guardian first).
  - c. You can extend this activity by trying different hairstyles on different days. Take pictures and talk about what they like better and why.
  - d. Children can look up hairstyles in different African cultures and research their origin, meaning or stories.



### Suggestion:

- For older children, this video also opens the conversation about family roles and how they are changing. Children can share their opinion about their father doing their hair for example.
- Children can also think about how their hair is part of their identity.
  - How does our hair help tell the story of who we are?
  - Why is our hair so important to us?