

## At- Home Language Learning Activities

Set One – April 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.

### Follow the Leader – All Ages

Practice using simple verbs and vocabulary to describe parts of the body, see who can follow along without making any mistakes.

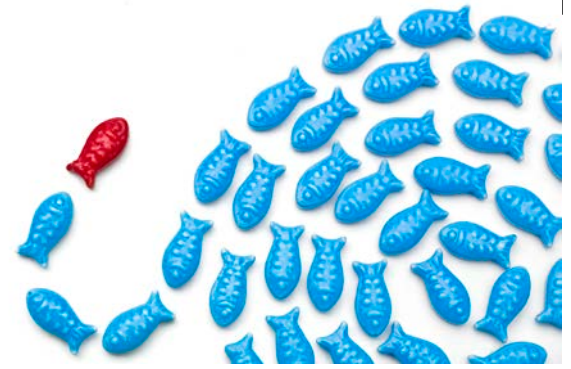
1. Look up some words in the target language.
  - a. Use Google translate to help
2. Stand in a circle.
3. Everyone will have a turn to give a direction for others in the group to follow. Example: Clap your hands. Everyone needs to follow along.
4. Each person adds a new direction to the last person’s direction. Example: Stomp your right foot. Then everyone does both the directions and continues.
5. At the end of the game, ask children if they know how to write down any of the directions that they heard. They can practice their writing.

#### Example Word Bank

Arms	Legs	Feet/Foot
Clap	Stomp	Shake
First	Second	Next
Right	Left	Both

#### Example Phrases

Repeat after me  
 Follow along  
 Put your right foot in



### Leading Others – All Ages

Practice the importance of leadership, build trust and communication skills (listening and speaking) by playing this game.

1. Create a small obstacle course using different materials found at home (Ex Water bottles, boxes etc).
2. Review language that is used for giving directions.
  - a. Use Google translate to help
3. Blindfold one or more person or ask them to close their eyes.
4. Each person who is wearing a blindfold should have a partner who is not blindfolded.
5. Each partner leads their blindfolded partner through the obstacle course using the target language, clear communication and directions 😊

#### Example Word Bank

Right	Left	Forward
Back	Turn	Stop
Bend	Move	Side
Hop	Slow	Listen

#### Example Phrases

Go forward 2 steps.  
 Turn around  
 Turn right and take 3 steps.

Try doing this activity in a big room or the backyard if possible. Play with the whole family. Make a poster with the vocabulary words to help.



## Organize and Categorize: Junk Drawers! – All Ages

Most homes have a drawer, box or basket filled with random items. Many people call this a “Junk Drawer”. In this activity children can practice their language skills by exploring the items inside, describing and organizing them.

1. Locate a drawer, basket or box in your home that has a random collection of items inside.
2. Make sure that all of the items are safe for children to see and touch.
3. Review language that is used for describing and comparing.
  - a. Use Google translate to help
4. Talk with your child/ren about the items.
  - a. What do they see?
  - b. What do they look like?
  - c. Are there items that are similar?
  - d. Can they categorize them by shape, colour etc?
5. Ask your child/ren to name the items, draw and label them. You can work together using the internet to help write a description of items as well.
6. Ask your child/ren to re-organize the items and recycle where possible.

### Example Word Bank

**Adjectives** – including colours, shapes, sizes and texture.

Soft	Blue	Big
Hard	Squishy	Small
Round	Sharp	Metal

### Comparison & Connection Words

Same	Different	Similar
Because	And	So

### Example Phrases

I can see...

It is different because...

It is the same because...



## Song and Movement Challenge – All Ages

Listening to music together can be a lot of fun and a great way to learn new words and phrases. Children can practice their listening, speaking and singing skills through music.

1. Choose some music that your children like and that is appropriate in English.
2. Together, write the lyrics to the song in English.
3. Translate as many of the lyrics into the target language as possible.
  - a. Use google translate to help.
4. Each member of the family thinks of an action for part of the song.
5. Give your action a name in the target language.
6. Teach your action to the other members of the family.
7. Practice the actions and the lyrics in the target language.
8. Record your song and dance and send it to a friend! Challenge them to create their own song and dance in a different language.

### Example Word Bank

First	Then	Next
Slow	Fast	Louder
Softer	Move	Follow

### Example Phrases

First you put your arms up then twist!

Watch me

Follow me

Try it!

Good Job!

Amazing!



## 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.

### 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://mojaskola.rtsplaneta.rs/>

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

### Macedonian

<https://www.youtube.com/watch?v=vcVa0aSuFx0>

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

### Korean

<http://study.korean.net>

<https://www.sejonghakang.org/opencourse/kosnet/courseDescription.do>

### Tamil

<https://www.masteranylanguage.com/c/r/o/Tamil/Games>

[http://mylanguages.org/tamil\\_games.php](http://mylanguages.org/tamil_games.php)

<https://www.youtube.com/watch?v=Cqa1bF4Axb0>

### Chinese

<https://www.youtube.com/watch?v=nn2urCgB9nl>

LINGOBUS <https://www.lingobus.com/>

BETTER CHINESE <https://online.betterchinese.com/>

Little Chinese Readers <http://www.littlechinesereaders.com>

### Greek

<https://www.ellinopoula.com/how-kids-learn-greek/>

<https://www.50languages.com/phrasebook/lesson/em/el/2/>

<http://www.xanthi.ilsp.gr/filog/>

<https://www.loecsen.com/en/learn-greek>

[http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com\\_content&view=article&id=118:margarita-1&catid=102&Itemid=588&lang=el#pdf](http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&view=article&id=118:margarita-1&catid=102&Itemid=588&lang=el#pdf)

### American Sign Language:

<https://vimeo.com/channels/aslstorytelling/159095746>

<https://www.youtube.com/playlist?list=PLM43Rq802SyyLUWzcNpqD3tbPGw8He-J0>

<https://www.convorelay.com/dspvideos>

<https://drive.google.com/file/d/1VBJkmttmj5AJsm73Cs1wstV-uN9qM06H/view>

<https://aslnook.com/>

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.

## Anansi and the Visitor- Oral Story

See attached story board

Take the opportunity while at home as a family to learn and read about traditional stories that teach valuable lessons. Anansi and the Visitor is a good example of a story you can read with your children. Here are a few ideas of what children can do before, after and reading the story.

### 1. Before reading:

- a. Ask children to look at the cover picture.
- b. Ask them to predict what the story might be about.
- c. Go over tricky words that are found in the story.

### 2. During reading:

- a. Ask children to take turns reading aloud.
- b. Ask children to retell what happened so far.
- c. Ask children to guess what might happen next.
- d. Ask children to guess the ending of the story.



### 3. After reading:

- a. Children can write a script for the story and act it out.
- b. Children can re-write the story to have a different ending.
- c. Ask children what the lesson in the story was and discuss its importance.
- d. Children can draw a story board to match the story.
- e. Ask children to think of other stories that they know with similar messages.
- f. Children can write down the parts of story. This includes: Characters, Setting, Plot, Climax, Conclusion and Moral.

### 4. Older Children- Research!

- a. Ask children to use the internet to do some research. Look up:
  - i. The history of a story or the different versions of the story.
  - ii. The origin of the story.
  - iii. If the character from this story appears in other stories.
- b. Children can share their research through conversation or they can make a poster or piece of art using the information that they learned.