

ELD Activities for Language Practice at Home

Dear Parents and Families:

This resource offers several learning menus with activities that parents can do with their children without having a computer or device. Each menu is centered around a topic that should be familiar to you and your family. Our hope is that these activities give students opportunities to practice and build their language skills in English (or in any language) by interacting with family members in the household. Enjoy these activities as you help your students practice English in a fun way at home!

Estimados padres y familias:

Este recurso ofrece varios menús de aprendizaje con actividades que los padres pueden hacer con sus hijos sin tener una computadora o dispositivo. Cada menú enfoca en un tema que debería ser familiar a ustedes y sus familias. Esperamos que estas actividades traigan a los estudiantes oportunidades para practicar y desarrollar sus habilidades lingüísticas en inglés al interactuar con los miembros de la familia en el hogar. ¡Disfruten en estas actividades mientras ayudan a sus estudiantes a practicar inglés de una manera divertida en casa!



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Parts of Speech Tips

Parts of speech help us organize ideas into sentences.

Part of Speech	What it is	Examples
NOUN (n)	A noun is a person, place, thing, or idea.	mom, house, book, friendship, kindness
PRONOUN (pro)	A pronoun is a word used in place of a noun.	<i>she, we, they, it, I, he</i>
VERB (v)	A verb expresses action or being.	<i>jump, talk, is, write, become, walk</i>
ADJECTIVE (adj)	An adjective modifies or describes a noun or pronoun.	<i>pretty, interesting, old, round, blue, smart, tall</i>
ADVERB (adv)	An adverb modifies or describes a verb, an adjective, or another adverb. They often end in -ly, but not always.	<i>gently, extremely., carefully, well, gracefully, quietly</i>
PREPOSITION (prep)	A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.	<i>by... with.... about... until</i>
PREPOSITIONAL PHRASE (pp)	A preposition is always part of a <u>prepositional phrase</u> . A prepositional phrase is a group of words containing a preposition, a noun or pronoun object, and any words that modify the object.	The book is by the chair. The girl sits near the window. The kids ran around the park.

Watch a TV Show/Video/Movie

Naming Nouns:

What are five things you saw?
(use 5 nouns)

I saw _____.
I saw _____.
I saw _____.
I saw _____.
I saw _____.

I saw a shark.

(PII.B.4)

Using Verbs:

What were five things happening? (use 5 verbs)

The _____ was _____-ing.
The _____ was _____-ing.
The _____ was _____-ing.
The _____ was _____-ing.
The _____ was _____-ing.

The shark was swimming

(PII.B.5)

Super Sentences:

Add details to one of your sentences from the left:

The _____ (+adj) _____ (n)
hungry shark

is/was _____ -ing (v)
swimming

_____ (+adv) _____ (+prep. phrase).
quickly under the sea

(PII.B.5)

Share Your Opinions:

Did you like/enjoy the show?
Why or why not?

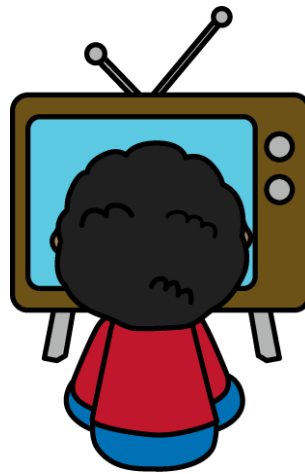
I liked the show _____ because _____.

I enjoyed the show because _____.

I did not like the show _____ because _____.

I did not enjoy the show because _____.

(PI.A.3, PI.C.11)



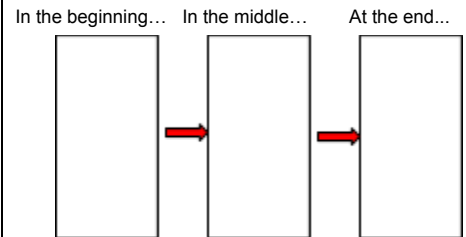
Free Choice:

What other activities can you do when watching a show?

Sequence:

What happened at the beginning?
What happened in the middle?
What happened at the end?

Create a Flow Map or graphic organizer or Timeline to help you.



(PII.A.1, PII.A.2)

Tell a Summary:

Tell someone in your home about the show you watched. Include important details.

What was the show about?
What did you learn?

I watched _____.
It was about _____.
I learned _____.
I remember _____.

(PII.A1)

Critic's Review:

Write a summary of the show/movie/video you watched. Include your recommendation of whether others should watch it or not.

I would recommend this show because _____.

I would not recommend this show because _____.

(PI.C.10)

Presenting:

After watching your show, stand and use your "public voice" to tell someone in your home about what you watched. Include your recommendation.

Let me tell you about _____.
What I enjoyed most about _____ was _____.
What I disliked most about _____ was _____.

(PI.C.9)



BONUS:
Arts: Create a drawing/painting/illustration about the show/movie/video you watched.
Add labels to some of the objects in your drawing/painting/illustration.



Look at a Family Photo

Describe the Photo:

Say aloud two or three sentences to describe the picture.

Who is in the photo?

_____ *is in the photo.*

My mom

Describe what someone in the photo is wearing.

_____ *is wearing* _____.

My mom a purple dress

Describe how someone in the photo looks.

_____ *looks* _____.

My mom pretty

Join two of those sentences with the word AND to make a longer sentence.

My mom looks pretty and is wearing a purple dress.

(PI.B.6, PI.C.12, PII.A.2)

Emotional Emojis:

What does the photo represent for you?

The photo represents _____.

a fun time

How does this photo make you feel?

The photo makes me feel _____.

happy

Draw or point to three emojis to describe how the photo makes you feel.



About the Photo:

Where was the photo taken?

The photo was taken (in, on, at)

_____.

at the park

When was this photo taken?

The photo was taken (in, when, during, around, before, after, while)

_____.

during the wedding

Who took this photo?

This photo was taken by _____.

my cousin

_____ *took this photo.*

My dad

(PII.4, PII.5, PII.6)



Free Choice:

What other activities can you do after looking at a family photo?

Share a Story:

Tell or write a story about the day this photo was taken. The people in the photo are the characters in your story.

(PI.C.12, PII.A.1)

Naming Nouns:

Who or what do you see?
(name 5 nouns)

I see _____.

Mom

I see _____.

my sister

I also see _____.

an old car

I see _____ *and* _____.

my grandma

my grandpa

_____ *is in the photo.*

My brother

(PII.B.4)

Using Verbs:

What was happening?
What were people doing?
(name 5 verbs)

They were _____ *-ing.*

They were _____ *-ing.*

_____ *was* _____ *-ing.*

_____ *was* _____ *-ing.*

_____ *was* _____ *-ing.*

Now add more details:

They were sitting at the table. They were

talking to each other. They were

celebrating together.

They were having fun.

Mom *was at the park with the family.*

They were celebrating and having fun together.

(PII.B.5)

BONUS:

Draw a picture of one activity you enjoy doing with your family. Label who is in the photo and write a sentence about what you are doing. OR, draw a picture showing what you think might have happened right after this photo was taken.



Observe Something Outside

Describing:

What do you notice about what you found?

The _____ is _____.
flower yellow

It is _____. (shape)
round

I see _____ on its _____.
black stripes body

The _____ looks like a _____.
cloud turtle

It feels _____.
slimy

(PI.B.6, PII.B.4)

Same or Different?

The _____ is the same as the _____,
tree grass
because they are both _____, but the
plants
_____ is _____ than the _____.
tree taller grass

It is faster/slower than a _____.
snail

There are more/less of these than _____.
birds

It's about the size of a/an _____.
apple

It is more/less colorful than a _____.
moth

(PI.B.6, PII.B.4,6)

Wonderful Wonderings:

What are five questions you have about what you observed.

What is _____?

What does _____ do?

What is it doing?

What would happen if _____?

What do you think would happen if this did not exist? (animal, plant, etc.)

What do you wonder? What do you notice? What questions do you have?

I wonder if/about _____?

(PI.B.5, PII.B.3,5)

Sharing Opinions:

How do you feel about this thing, animal, or plant?

I like/don't like _____
because _____.

I also like/don't like _____
because _____.

The _____ makes me _____
because _____.

(PI.C.11, PII.B.6)



Free Choice:

What other activities can you do after observing something outside?

Guessing Game:

Play 20 Questions to see if someone can guess what you observed outside.

Is it an animal, a plant, or an object?

Answer: It is a/an _____.
animal

What color is it?

Answer: It is _____.
white

How does it move?

Answer: It moves by _____.
crawling

Is it bigger than a/an _____.
shoebox

It is smaller than a/an _____.
plate

Where is it found?

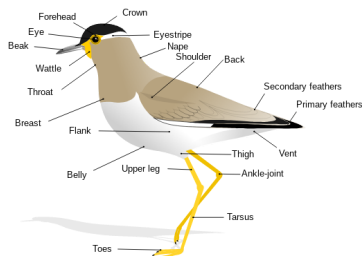
Answer: It is found in a _____.
tree

(PI.B.5, PII.B.4,5)

Drawing Fun:

Create a drawing, painting, or illustration about what you observed.

Add labels to your picture.



(PI.A.2)

Write & Say:

Create clues you can use to help someone find objects outside.

It starts with the letter _____.
S

It begins with the _____ sound.
/sss/

Look _____ the _____.
under bush

It has _____.

It is _____.

It's shape is _____.

(PI.A.1, PII.B.3, 4, 5, P.III)



BONUS:
Act like what you found outside. How would you move (or not move?)
What would you say? How would you feel?



Talk about Everyday Objects at Home

Draw the Object:

Using the object you chose, label its parts with the name of the object. Tell someone about the object you drew.



(PII.B.4, PII.B.5, PII.C.6)

Write About It:

Write about why this object is important in your household. Tell what it is used for. Use as many adjectives and adverbs as you can to describe it.

It is a silver fork. It is used to eat delicious food. I can eat carefully with my fork.

(PII.B.4, PII.B.5)

Talk About It:

The object is called a/an _____.

We use the object to _____.

_____ use/s the object.

_____ do not/does not use the object.

The object can be found in/on the _____.

(PII.B.3, PII.B.4, P.II.B.5)

Be a Detective:

Where would you find this object?
Describe the room that the object is in.

I found the object in _____.

The object is in the room that is used for _____.

Describe the object.

Three ways that I could describe the object are:

1. *The object is _____.*
2. *The object has _____.*
3. *The object does _____.*

(PI.B.6, PII.B.4)



Free Choice:

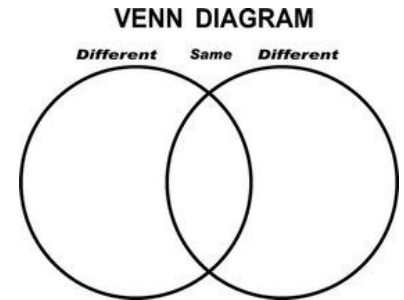
What other activities can you do after observing an object at home?

Comparing Objects:

Draw this diagram on a paper and compare this object with another object from your house.

The objects are different because _____.

The objects are the same because _____.



(PII.B.4, PII.B.5)

Combine Sentences:

Now try to make one sentence by combining your descriptions of the object.

Use connecting words such as **and** or **but** to put your sentences together.

*The object is _____, **and** it is also _____.*

*The object is _____, **but** it is _____.*

(P11.C.6)

Move the Object Around:

Talk about where you move the object using prepositional phrases (pp).

The object is on the _____.

The object is under the _____.

The object is below the _____.

The object is on top of the _____.

The object is in the _____.

(PII.B.4, PII.B.5)

Have Fun With Language:

Try to use as many adjectives & adverbs as you can in your fun sentences.

The _____ is very _____ and it makes me _____ every time I see it.

The _____ is _____ but it is also _____. We should be _____ when we use the _____ because it can be _____.

(PII.B.3, PII.B.4, P.II.B.5, P11.B.6)



BONUS:
Write an advertisement for this object. Include a picture and description for the object.
Try to make it convincing so someone would want to buy it!



Go on a Scavenger Hunt

Location, Location!

Where did you find _____?

I found _____ under _____.

I found _____ on top of _____.

I found _____ behind _____.

I found _____ in the _____.

(PI.A.1, B.6, PII.B.4,5)

I Looked and Looked:

Where did you look for _____?

I looked inside the _____ for _____.

I looked around the _____ for _____.

I looked on _____ for _____.

(PI.A.1, B.5, PII.B.4,5)

Step by Step:

Explain how you can locate an object.

I / you can locate _____ by following the clues.

First, I / you _____.

Next, I / you _____.

Then, I / you _____.

Finally, I / you _____.

(PI.A.1, PII.A.2, B.3)

Big & Bigger:

_____ is bigger than my foot.

The branch

_____ is bigger than my hand.

The ball

This _____ is bigger than my _____

rock

eye

but smaller than my _____.

head

(PI.B.6, P.II.4, 6)



Free Choice:

What other fun activities can you do with a Scavenger Hunt?

Color Hunting:

Find something the color _____.

blue

This _____ is the color of _____.

rock

the sky

This is _____ like _____.

red

an apple

This is brighter than _____.

the yellow sun

This is darker than _____.

the night

(PI.B.6, PII.B.3, 4)

Small & Smaller:

_____ is smaller than _____.

An egg

my hand

_____ is smaller than a _____.

A cookie

toaster

_____ is smaller than my _____ but

My toy

head

bigger than _____.

my hand

This _____ is smaller than _____

rock

my foot

but bigger than _____.

an egg

(PI.B.6, PII.B.3,4, PII.C.6)

Write/Say:

Create clues you can use to help someone find objects inside or outside.

It starts with the letter _____.

S

It begins with the _____ sound.

/sss/

Look _____ the _____ for something

under

bush

that begins with /t/.

It begins with the same sound as _____.

dog

It rhymes with the word _____.

cat

Find something that sounds like _____.

bake

(PI.B.5,6, PII.C.7, P.III)

Shape Search:

Find something that is a _____.

circle

This _____ is a _____.

plate

circle

Something that is _____ is a _____.

square

napkin

Find something that is _____.

round

Find something that is a _____.

triangle

A _____ is round and a _____ is square.

tortilla

box

(PI.B.6, PII.B.3, 4, C.6)



BONUS: What's the first sound of your first name? Find as many things in your house that begin with that same sound. Now challenge yourself to find things that begin with the first sound of the name of another family member.



Read a Book

Warm Up! Before You Read:

Talk about what you see on the cover.

I see _____ on the cover.

I also notice _____.

What do you think this book might be about?

I think it might be about _____.

I predict _____ because _____.

What does this book make you wonder?

It makes me wonder _____.

(PI.B.6,C.11, PII.B.3,C.6)

Read to Understand While You Read:

Turn the pages and read closely.

What do you notice? What do you think is happening?

I notice _____.

I think _____.

Read or listen to a page: Who or what was the page about?

Retell what you understood from that page.

(PI.B.5, 6, PII.B.3)

Think Big Thoughts! Read and Think:

Read or listen to a page.

Who or what was the page about?

This page was about _____.

Tell what you understand from that page.

I understand _____.

(PI.B.6,C.12, PII.3, 4)

Dabble with Dialogue:

If you could talk to any character from or author of the book you read, what would you say?

Imagine a conversation between you and someone or something in the book.

Write a script that shows an imaginary conversation.

I say:

They say:

I say:

They say:

(PI.A.1,4)



Free Choice:

What other activities can you do with a book?

Word Wizard:

Find three new or interesting words from the book that you can share with someone.

Have you heard the word _____?
enjoy

_____ means _____.
Enjoy to have a good time

Can you think of another word that has a similar meaning to _____?
enjoy

Share a sentence about the story using one of your new words!

(PI.C.8,C.12)

Share a Summary:

Tell someone in your home about the book you read. Include important details.

What was the book about?

What did you learn?

I read _____.

It was about _____.

I learned _____.

I remember _____.

(PII.A.1, B.3,4, C.9)

Share an Opinion & Join Ideas:

I didn't like _____.

I didn't like _____.

I didn't like _____ or _____.

I liked the book because _____.

I liked the book because _____.

I liked the book because _____ and

_____.

(PI.A.3, C.11, PII.C.6)

Act it Out!

Choose a scene or section from the book. Act out what a character did, or act out something you learned from the book. Use words and gestures together.

(PI.C.9, 12, PI.B.3,4)



BONUS:

Make a comic book about ANY topic you choose. Make pages that use words and pictures to teach someone all about it or to share one of your own stories.



Interview Someone at Home

Who Will You Choose?

Think of someone in your household that you could interview. Who is someone interesting that you would like to ask a few questions about their life, things they like, or ideas about something? Write a few sentences about why you think they would be a good interviewee/subject.

(PI.A.3, C.11)

Think and Plan:

Prepare a list of questions you could ask someone else to learn more about them. Use a question prompt such as:

*Who ___? What ___?
When ___? Where ___?
Why ___? How ___?
Can ___? Do / did ___?
Should / would ___?*

(PI.A.1, 4)

Finding Favorites:

In your interview, ask your family member the following questions:

What is your favorite _____?

Share your own opinion and tell why.
My favorite ___ is ___ because ___.

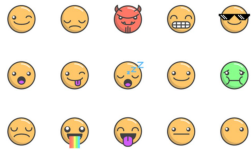
Here are some ideas:

color movie book show performer
food fruit treat restaurant hobby
pizza topping season holiday memory

(PI.A.1, B.5, C.11. PII.C.6)

Emoji Interviews:

Ask several people to select an emoji to describe how they feel today. You may need to explain what the emojis mean. Try to use more academic words to describe the emojis (i.e. *ecstatic* instead of *happy*).



____ means/represents ____.

How are you feeling today?

Today I am feeling ____ because ____.

(PI.A.1,4, B.8, C.12, PII.C.6)



Free Choice:

What other activities can you do with an interview?

Graph the Results:

Using the results from your Emoji Interviews above, create a graph to record the responses. Then use comparison language to explain the results to your family.



More people felt ____.

Fewer people felt ____.

____ and ____ had the same amount.

(PI.B.6, C.10)

Write a Biography:

Use your interview notes to write a short biography about your family member. Create a Table of Contents and divide your writing into sections for each chapter. You can even fold the pages and make it look like a mini-book!

(PI.C.10, PII.A.1)

Asking Opinions:

Select a hot topic (pollution, immigration, unemployment, etc.) to talk about in your interview.

How do you feel about _____?

Why do you feel that way?

What in your experience has influenced this thinking?

(PI.B.4,C.5)

Future Forward:

In your interview, ask your subject what they envision for their life

Where might you be in one year?

What could you do within five years?

What will you do in the next ten years?

(PI.B.5 C.12., PII.B.3)

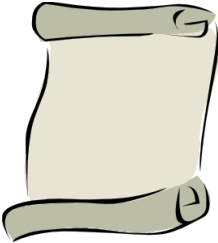


BONUS:
Create a pencil sketch or silhouette profile of the person you interviewed.
If you'd like, add it to the cover page of your Biography mini-book.



Talk About a Family Primary Source or Artifact

A primary source is a document that gives a first-hand account of something that has happened. Some examples are a letter, diploma, journal entry, postcard, recipe book, birth/baptismal certificate, marriage certificate, or invitation.

<p>Discuss Author/Speaker/Creator:</p> <p>Who wrote the document? <i>The document was written by _____.</i> my mom</p> <p>What is/was their occupation/job? <i>My _____'s occupation/job is/was _____.</i> aunt a nurse</p> <p>How does this information help you understand this document? <i>This information helped me _____.</i> understand their role in our town</p> <p style="text-align: right;"><i>(PI.A.1, B.6, PII.3)</i></p>	<p style="text-align: center;">Discuss</p> <p style="text-align: center;">Audience/Listener/Recipient:</p> <p>Who was the document written for? <i>The document was written for _____.</i> my brother and I</p> <p>How does this information help you to understand this document? <i>"This information helped me understand _____."</i> my dad wrote the postcard for his children</p> <p style="text-align: right;"><i>(PI.A.1, B.6, PII.C.5)</i></p>	<p style="text-align: center;">Discuss Historical Context:</p> <p>Where and when was this written? <i>The document was written in/at _____ on _____.</i> The Tulare County Courthouse June 5, 2005</p> <p>What important things were going on at the time? <i>One important thing happening at the same time was _____.</i> my dad got a new job</p> <p>How does this information help you understand this document? <i>This information helped me understand _____.</i> they got married when my dad got a new job</p> <p style="text-align: right;"><i>(PI.A.1, B.6, PII.B.3)</i></p>
<p style="text-align: center;">Discuss Document Content:</p> <p>What is the author saying? <i>"The author said _____."</i> I was born</p> <p>What details are important? <i>"Some important details are _____."</i> my date of birth, weight, my parents' names</p> <p>What is the main idea of the document? <i>"The main idea is _____."</i> to document my birth as official.</p> <p style="text-align: right;"><i>(PI.A.1, B.6, PII.B.3)</i></p>	 <p style="text-align: center;">Free Choice:</p> <p>What other activities can you do with a primary source?</p>	<p style="text-align: center;">Discuss Purpose:</p> <p>Why is the author writing this document? <i>"The author's purpose was _____."</i> my grandmother wanted to share her recipes</p> <p>Does the author want something specific to happen by writing this document? <i>"The author wanted _____."</i> her grandchildren to know her recipes.</p> <p style="text-align: right;"><i>(PI.A.1, B.6,8, PII.B.3)</i></p>
<p style="text-align: center;">Discuss Type of Document:</p> <p>What type of document is it? <i>"The document is a _____."</i> letter</p> <p>How does this information help you understand this document? <i>"This information helped me understand _____."</i> it was written to a specific person.</p> <p style="text-align: right;"><i>(PI.A.1, B.6, PII.B.4)</i></p>	<p style="text-align: center;">Presenting:</p> <p>Using what you have learned about this family primary source, plan an oral presentation to share this information with your family members. <i>Who wrote the document?</i> <i>Where was this written?</i> <i>When was this written?</i> <i>What is the main idea of the document?</i></p> <p style="text-align: right;"><i>(PI.A.1, B.6, C.9)</i></p>	<p style="text-align: center;">Journal Write:</p> <p>Create your own primary source. Write a journal entry of today's events and how you feel about these events.</p> <p>Share your journal entry with someone at home and choose one of the "discuss" boxes to begin a conversation.</p> <p style="text-align: right;"><i>(PI.A.1,2, C.9, PII.B.3,4)</i></p>
<p>BONUS:</p> <p>With permission and the help of someone at home, build a time capsule. Collect three items that will last a long time to represent what today--this time in history--is like. Seal the items tightly into an old bag or recycled box. Label the items. Write a note that tells what you included, how the things are used, and why you chose those. Sign your name. Put a date on the container to tell when it can be opened to reveal what's inside.</p>		



Learn a Poem or Song

Memorize a Poem

Choose a short poem that you or your family knows and memorize it! If you don't have one, here's one to try:

*I like to be first in the playground,
I like to stand by the tree,
I like to imagine that all this space
Belongs entirely to me.*

By June Crebbin

Perform your poem with or for your family and tell them how it makes you feel.

(P.I.C.9)

Write a Poem

Write a poem about yourself. Fill in the blanks with nouns, adjectives and verbs where they make sense. Here is a start for you to use:

All About Me

I am _____.

I love _____, _____ and _____

I need _____, _____ and _____

I want _____, _____ and _____

I dream of _____, _____, and _____

I laugh at _____, _____ and _____

I am _____.

(P.I.C.12, P.II.B.3,4, C.6)

Rhyming Words

What words can you think of to rhyme with these words? Try adding one or two letters in the blanks and see if they make sense

Late __ate, __ate, __ate

Play __ay, __ay, __ay

Nice __ice, __ice, __ice

Cute __oot, __oot, __uit

(P. III)

Song Lyrics

Think of a favorite song that you have sung with your family or at school.

Try to write down the words or lyrics on a paper. Songs are like poems. Sometimes they rhyme and sometimes they don't!

Now practice singing your song by reading the lyrics. Can you add to it and make it an even better song?

(P.II.A.1)



Adjective Poem:

Write an adjective poem using your favorite **noun**. Here is an example with the noun "apple". You use the same noun over and over with new adjectives on each line. Then read your poem and perform it for your family.

Apples (n): Adjective Poem

Apples

Apples

Apples

(adj) _____ apples

(adj) _____ apples

These are just a few.

(adj) _____ apples

(adj) _____ apples

(adj) _____ apples, too!

(adj) _____ apples

(adj) _____ apples

Don't forget the (adj) _____ apples

Last of all, best of all,

I like (adj) _____ apples!

(P.II.B.3, P.II.A.2.B.4)

Eleven Word Poem

Write your own 11 word poem. Here is a sample:

White

(Line 1: one color or feeling word)

the clouds

(Line 2: two words, article + noun)

look so fluffy

(Line 3: three words to describe the noun)

I watch them float

(Line 4: four words to describe an action)

Sky

(Line 5: one word to finish your poem)

(P.II.B.3, P.II.B.4)

Free Choice:

What other fun activities can you do with poems and songs?

BONUS:

Write down all the words you can think of that are in rhyming word families. Now use these words to help you make up your own unique poem or song about something important to you and share it with someone!



Create Your Own!

TALK

LISTEN or READ

WRITE

TALK



Free Choice:

What other fun activities can be done to include talking, listening, reading, writing in your day?

WRITE

TALK

LISTEN or READ

WRITE



BONUS:



More Language Fun!

Other Ways a Learner Can Express Their Learning...

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Write a poem• Draw diagram• Paint a picture• Create a model• Act it out• Sketch a story• Make a sign or poster | <ul style="list-style-type: none">• Build with blocks or LEGO• Bake a treat• Create a Dance• Sing a Song• Make a family recipe• Teach something new to a partner• Design a game |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Additional Ways to Use Language at Home

- Practice using your family language out loud with your child. Family languages are important to maintain and keep us connected. Use them when speaking, listening, reading, or writing.
- Talk while preparing or enjoying a meal.
- Talk while doing a chore and share step by step instructions on how to do it.
- Talk about a show or movie your family watches together. What do you predict will happen next? Share your reactions and opinions. What surprised you?
- Share a family story or oral history out loud.
- Read or write a story together.
- Share a song you sang to your child as a baby.
- Tell your child all the things that make them special and cherished. Invite your child to do the same for someone else at home.
- Talk about your day and how you're feeling.
- Take a walk and discuss what you see.
- Share with your child some details about your life as a kid.
- Share details about your work inside or outside the home.
- Share a favorite memory.
- Ask your child questions and invite them to talk.
- Teach your child something new, or ask your child to teach you something.
- Introduce your child to idioms in your home language.
- Play word games and rhymes.
- Talk often and about anything at all!

¡Más diversión con lenguaje!

Otras formas en que pueden expresar su aprendizaje...

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Escribe un poema● Haz un dibujo o un diagrama● Pinta un cuadro● Crea un modelo● Actúa o representa un personaje● Haz un bosquejo de un cuento● Haz un letrero o un póster | <ul style="list-style-type: none">● Construye con bloques● Hornea un postre● Crea un baile● Canta una canción● Haz una receta● Enseña algo nuevo a otra persona● Diseña un juego |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Formas adicionales de usar el idioma en casa

- Practica usando su idioma familiar en voz alta con su hijo. Los idiomas familiares son importantes para mantener y mantenernos conectados. Úselos al hablar, escuchar, leer o escribir.
- Habla mientras prepara o disfruta una comida en casa.
- Habla mientras hace una tarea del hogar y comparte instrucciones paso a paso sobre cómo hacerlo.
- Habla sobre un programa o película que su familia ve juntos. ¿Qué predices que sucederá después? Comparte tus reacciones y opiniones. ¿Qué te sorprendió?
- Comparte una historia familiar o historia oral en voz alta.
- Lee o escribe una historia juntos.
- Comparte una canción que le cantaste a tu hijo/hija de bebé.
- Díle a su hijo todas las cosas que lo hacen especial y apreciado. Invite a su hijo a hacer lo mismo por otra persona en casa.
- Habla sobre tu día y cómo te sientes.
- Habla acerca de sus actividades y experiencias diarias, y de sus sentimientos.
- Toma un paseo y discuta lo que ves.
- Comparte con su hijo algunos detalles sobre su vida como niño.
- Comparte detalles sobre su trabajo dentro o fuera de la casa.
- Comparte un recuerdo favorito.
- Hazle preguntas a su hijo e invítale a hablar.
- Enséñale a su hijo algo nuevo o pídale que le enseñe algo.
- Presenta a su hijo/a dichos en su idioma materno.
- Juega con palabras y rimas.
- ¡Habla diariamente y sobre cualquier cosa!