

Speaking with your child in your home language(s) and sharing your culture and experiences with them helps strengthen their learning of English. Use these fun games and activities in any language to support their overall language development.

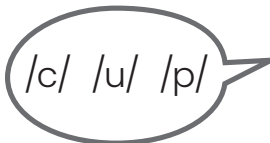


## Fun with Sounds

Words are made up of sounds. Think about the different sounds that are part of words you know.

1. Pick one item around you.
2. Say that item to your child.
3. Break up the word by sounds.
4. Ask your child to tell you what sound they heard first and last.

**Example:** *This is a cup. The sounds are: /c/ /u/ /p/. The first sound is /c/. The last sound is /p/.*



## Listening Lab

Read out loud or tell a story. Need story ideas? Pick one of these:

**mystery**  
**a story with a lesson**  
**funny story**

**family story**  
**childhood story**  
**newspaper story**

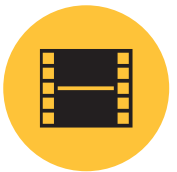
Then ask questions:

- How many \_\_\_\_\_ are there?
- What color is \_\_\_\_\_?
- What size is \_\_\_\_\_?
- What shape is \_\_\_\_\_?
- What is the story mostly about?
- What do you see in your head?

Encourage your child to answer in complete sentences.

**Example:**

*What color is the ball? It is red.*



## Act It Out

1. Choose an activity from the list.
2. Have one player act it out.
3. The other players should take turns guessing the activity using complete sentences.

**Example:**

*Are you dancing? You are dancing!*



**skating**



**dancing**



**eating**



**singing**



**sleeping**



**jumping**

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #1



## Get Moving

Go outdoors with your child. Talk about the things you see. Use the following questions to guide your conversation:

- What are those?
- What size is it?
- What shape is it?
- What color is it?
- How many are there?
- What do you see?



## Photo Booth

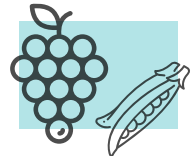
Compare two pictures: your favorite animal and your child's favorite animal. Talk about what is the same and different.

You can also compare...

places in the world



fruits & vegetables



musical instruments



plants



## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing things that are **red**.
3. Then ask each other about the drawings. Use the following questions to guide your conversation:

**What is this?**

**What are those?**

**What size is it?**

**What size are they?**

**What shape is it?**

**What shape are they?**

Encourage your child to answer in complete sentences.

### Examples:

*This is an apple.*

*It is small.*

*It is round.*

Next time, pick a different color.



## I Spy

Pick a player to start. That player silently chooses an item that everyone can see and then gives clues that describe it. The other players should guess what the object is.

Things to describe:

**color shape position location size**

### Examples:

*I spy something on the table.*

*I spy something orange.*

*I spy something small.*

*I spy something round.*



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## Fun with Sounds

Compound words are made up of two smaller words. Think about words you know that are joined together to make a compound word.

- Pick one of the following compound words:

<b>butterfly</b>	<b>flagpole</b>	<b>rainbow</b>
<b>cartwheel</b>	<b>hotdog</b>	<b>starfish</b>
<b>earring</b>	<b>milkshake</b>	<b>sunflower</b>
<b>firefly</b>	<b>pigpen</b>	<b>timeline</b>

- Say the word to your child.
- Have your child separate the word into its two smaller words.
- Talk about the meaning of each smaller word and the larger compound word.

### Example:

*spiderweb* = *spider* + *web*



## Card Talk

- Make a set of cards using the prompts below.
- Place the cards face down in a pile.
- The first player should pick a card from the pile, read the prompt, and choose another player to answer it.
- Keep the game going until all of the cards have been used.

### Prompts:

- Describe what you do at school.
- What do you think \_\_\_\_\_ is going to be like?
- Do you like \_\_\_\_\_?
- If you could \_\_\_\_\_ or \_\_\_\_\_, which one would you choose?
- Suggest two things we could do this weekend.
- Describe how we get to \_\_\_\_\_.

Next time, make a new set of cards with different prompts!



## Get Moving

Go outdoors with your child. Talk about the things you see. Use the following questions to guide your conversation:

- Where is your \_\_\_\_\_?
- How does it get there?
- What are those/these?
- Whose \_\_\_\_\_ are those/these?
- How many \_\_\_\_\_ are there?

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #2



## Act It Out

1. Choose an activity from the list:

**drawing**

**baking**

**learning**

**playing sports**

**eating fruit**

**making music**

2. Have one player act it out.
3. The other players should take turns guessing the activity using complete sentences.

### Example:

*Do you like playing baseball?*

*Yes, I do like playing baseball.*



## Photo Booth

Complete a daily activity with your child, such as cooking. Take a picture at the beginning, middle, and end of the activity.

Then, use the pictures to order the events from the activity. Encourage your child to use words like first, next, then, finally, and lastly.

Daily activities to try:

- Washing the car, dishes, or laundry
- Taking out the garbage
- Getting ready for school
- Getting ready for bed



## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing things that are **big** and **small**.
3. After each turn, ask each other about what was drawn. Use the following questions to guide your conversation:

- What is this? / What are those?
- What size is it? / What size are they?
- How many \_\_\_\_\_ are there?

Encourage your child to answer in complete sentences.

### Example:

*These are a pair of shoes.*

*They are big.*

*There are two shoes.*



## I Spy

Pick a player to start. That player will secretly choose an item everyone can see and give clues that describe it. The other players should guess what the object is.

Things to describe:

**color**   **shape**   **position**  
**location**   **size**

### Example:

*I spy something down the street.*

*I spy something near the street corner.*

*I spy something big.*



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## Speak Up

Good speakers make their voices sound natural as they read, as if they're having a conversation. Help your child develop their oral language skills with this fun activity.

1. Work together to select a short text for them to read aloud.
2. Have them practice speaking clearly and with expression.
3. Then, encourage them to record themselves to create audiobooks for friends and family.



## Get Moving

Plan a shopping trip with your child. Together, make a list of things to buy. Invite them to ask you for items to add to the list.

### Example:

*Can we buy cookies?*

*Yes, we can buy cookies.*

When you are done shopping, ask them to tell you what was bought. Encourage them to use complete sentences. Use the following prompts to guide the conversation:

- What did we buy?
- We bought \_\_\_\_\_.



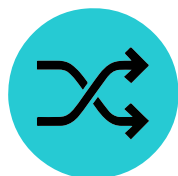
## Photo Booth

Go outside and take pictures of different plants. Then, talk about the different parts of each plant.

Use the following questions to guide your conversation:

- Does the plant have fruit?
- Does the plant have vegetables?
- Does the plant have thorns?
- Does the plant have flowers?

Encourage your child to answer in complete sentences.



## Super Sort

1. Have each player choose or draw an item based on temperature.
2. Compare the items each player chose or drew and sort by ascending temperature (hot, hotter, and hottest).
3. Then, sort the items by descending temperature (cold, colder, coldest).

Next time, sort the items in a different way:

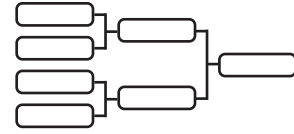
- size (biggest, smallest)
- speed (fastest, slowest)
- height (tallest, shortest)

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #3



## Tournament Time



Host a poetry tournament! Each contender should find a poem online that's read aloud by the poet and create a tournament bracket—like the ones used for basketball playoffs—with poem titles instead of team names. Each contender should then read their poem aloud. Two contenders should be picked to match against each other. Have family members vote for the champion of the tournament.



## Listening Lab

Read out loud or tell a story. You can talk about:

- |                              |                            |
|------------------------------|----------------------------|
| <b>an interesting place</b>  | <b>animals</b>             |
| <b>your home country</b>     | <b>an inventor</b>         |
| <b>helping the community</b> | <b>a person in history</b> |

Then ask questions:

- Why did \_\_\_\_\_ become a \_\_\_\_\_?
- How often does \_\_\_\_\_?
- Why does \_\_\_\_\_ have to \_\_\_\_\_?
- How did \_\_\_\_\_ feel about the \_\_\_\_\_?
- What is/are \_\_\_\_\_ doing next \_\_\_\_\_?
- What happened first/last?
- What is the story mostly about?
- What do you see in your head?

Encourage your child to answer in complete sentences.

### Example:

*Why did Ellen Ochoa become an astronaut?*

*She became an astronaut because she wanted to explore space.*



## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing what you did that morning/afternoon/evening.
3. After each turn, ask each other about the pictures. Use the following questions to guide your conversation:
  - How was your morning/afternoon/evening?
  - What did you do?
  - How did you feel about \_\_\_\_\_?

Encourage your child to answer in complete sentences.

### Example:

*I had a great time at the show.*

*I went to see my favorite singer perform.*

*I was excited to hear her sing live.*





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## Beat the Clock

1. Take turns asking these questions:
  - Would you rather read a book or watch TV?
  - Would you rather go shopping or go to the park?
  - Would you rather listen to music or watch a video?
  - Would you rather fly or have super speed?
  - Would you rather explore the ocean or explore the mountains?
  - Would you rather play with a panda or play with a lion?
2. Have one player answer as many questions as they can in 30 seconds.
3. Players should answer the question in a complete sentence.

### Example:

*Would you rather swim in the ocean or swim in a pool?*  
*I would rather swim in the ocean.*

Next time, create your own set of questions!



## Card Talk

1. Make a set of cards using the prompts below.
2. Place the cards face down in a pile.
3. The first player should pick a card from the pile, read the prompt, and choose another player to answer it.
4. Keep the game going until all of the cards have been used.

### Prompts:

- What is \_\_\_\_\_ doing next week?
- How are bees and bats similar?
- Did people drive cars in the 1800s?
- Do inventors build on each other's ideas?
- How do you know if a shape is a rhombus, a quadrilateral, or a triangle?
- Would you rather read about horses or giraffes?

Encourage your child to answer in complete sentences. Next time, make a new set of cards with different prompts!



## Speak Up

Talk to your child about a time you, a family member, or a friend moved. Help your child interview them to learn more about the move. Use the following questions to guide your conversation:



- When did you move from \_\_\_\_\_ to \_\_\_\_\_?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- How are \_\_\_\_\_ and \_\_\_\_\_ different?
- Explain what happened to \_\_\_\_\_.

Next time, talk about a future trip or move!

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #4



## Act It Out

1. Choose an activity from the list:
  - playing sports
  - going to the movies or a concert
  - visiting a friend or family member
  - attending a festival
  - going to the doctor
  - going shopping
2. Have one player act it out.
3. The other players should take turns guessing the activity using complete sentences.

### Example:

*What is Sara doing next week? She is going to the doctor next week.*

Next time, talk about what you will do next month or next year!



## I Spy

Go outside and pick a player to start. That player will secretly choose an item or animal everyone can see and give a clue that **describes** it. The other players have to guess what the item or animal is.

Things to describe:

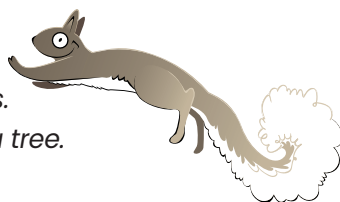
color shape position texture  
location size attributes

### Examples:

*I spy something furry.*

*I spy something with four legs.*

*I spy something that lives in a tree.*

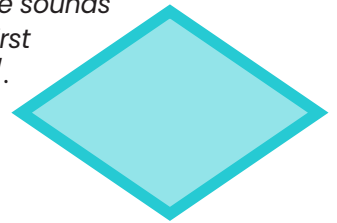


## Fun with Sounds

Words are made up of sounds. Think about the different sounds that are part of words you know.

1. Pick one shape around you.
2. Say that shape to your child.
3. Break up the word by sounds.
4. Ask your child to tell you what sound they heard first and last.

**Example:** *This is a rhombus. The sounds are: /r/ /o/ /m/ /b/ /u/ /s/. The first sound is /r/. The last sound is /s/.*



## Super Sort

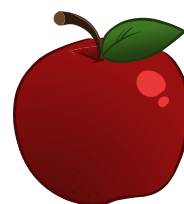
1. Have each player choose or draw two animals.
2. Each player should compare the animals in a complete sentence:
3. Then, players should exchange one of their animals with another player and continue the game until everyone has had a turn.

### Example:

*Bees and bats are similar because they both have wings.*

Next time, compare:

countries fruits flowers  
sports vehicles seasons





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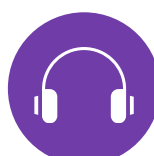
## Speak Up

Talk to your child about natural disasters that could affect the area where you live. Work together to come up with a plan of what your family can do before, during, and after a natural disaster. Then, help your child present the plan to the rest of the family.

Use the questions below to guide your conversation:

- What happens when a \_\_\_\_\_ hits?
- What may happen if you \_\_\_\_\_?
- Where should we put [a/an] \_\_\_\_\_?

Next time, talk about ways you can help the community in times of need.



## Listening Lab

Read or tell a story. Need story ideas? Pick one of these:

a skill you learned  
a person you met  
your home country  
a special event

a challenge you overcame  
an interesting place  
helping the community  
your favorite sport

Then ask questions from the list below:

- When did \_\_\_\_\_ \_\_\_\_\_?
- What happened when \_\_\_\_\_?
- What have/has \_\_\_\_\_?
- Tell me about \_\_\_\_\_.

Encourage your child to answer in complete sentences.

### Example:

*Tell me about your dog. He is more active than my cat.*



## Beat the Clock

1. Take turns comparing these objects:
  - pizza and hamburgers
  - video games and outdoor games
  - roller coasters and playgrounds
  - cheetahs and gorillas
2. Have one player compare the first two objects in 30 seconds.
3. Switch and have the other player compare the next two objects in 30 seconds.

4. Players should compare the objects using complete sentences.

### Examples:

*Pizza is better than hamburgers.*

*Pizza is cheesier than hamburgers.*

*Pizza is tastier than hamburgers.*

Next time, create your own set of items to compare.



# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES #5



## Get Moving

Take a walk outdoors with your child. Talk about their day at school. Use the following questions to guide your conversation:

- When did you \_\_\_\_\_?
- What did you do when \_\_\_\_\_?
- Was/were \_\_\_\_\_?
- Do/does \_\_\_\_\_?
- Was it enjoyable? Was it difficult?
- Tell me about \_\_\_\_\_.

Encourage your child to answer in complete sentences.

### Example:

*What did you do when you were at recess? I played soccer while I was at recess.*



## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing different patterns.
3. After each turn, ask each other about the patterns. Use the following questions to guide your conversation:
  - Tell me about what you drew.
  - What pattern do you see?
  - What is the next object in this pattern?

Encourage your child to answer in complete sentences.

### Example:



## Photo Booth

Complete a daily activity with your child, such as cooking. Take pictures during the activity. Then, use the pictures to describe the process. Use the following questions to guide your conversation:

- What must you get out when you begin?
- What is the name of this ingredient?
- What may happen if I \_\_\_\_\_?
- What happened when I \_\_\_\_\_?
- Tell me about \_\_\_\_\_.

Encourage them to answer in complete sentences.

### Example:

*What happened when I turned the heat down on the stove? The water stopped boiling when you turned the heat down on the stove.*



## I Spy

Pick a player to start. That player silently chooses an object or animal everyone can see and then gives clues that describe it by comparing and contrasting it to other objects or animals. The other players should guess what the object or animal is.

Things to compare and contrast:

color      shape      size      attributes

### Examples:

*I spy something as blue as the sky.  
I spy something bigger than a chair.  
I spy something scarier than a spider.*



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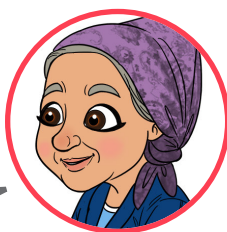
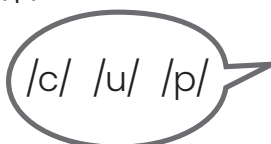


## Fun with Sounds

Words are made up of sounds. Think about the different sounds that are part of words you know.

1. Pick one item around you.
2. Say that item to your child.
3. Break up the word by sounds.
4. Ask your child to tell you what sound they heard first and last.

**Example:** *This is a cup. The sounds are: /c/ /u/ /p/. The first sound is /c/. The last sound is /p/.*



## Listening Lab

Read out loud or tell a story. Need story ideas? Pick one of these:

**mystery**  
**a story with a lesson**  
**funny story**

**family story**  
**childhood story**  
**newspaper story**

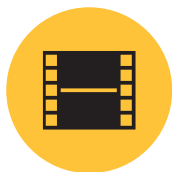
Then ask questions:

- How many \_\_\_\_\_ are there?
- What color is \_\_\_\_\_?
- What size is \_\_\_\_\_?
- What shape is \_\_\_\_\_?
- What is the story mostly about?
- What do you see in your head?

Encourage your child to answer in complete sentences.

**Example:**

*What color is the ball? It is red.*



## Act It Out

1. Choose an activity from the list.
2. Have one player act it out.
3. The other players should take turns guessing the activity using complete sentences.

**Example:**

*Are you dancing? You are dancing!*



**skating**



**dancing**



**eating**



**singing**



**sleeping**



**jumping**

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #6



## Get Moving

Go outdoors with your child. Talk about the things you see. Use the following questions to guide your conversation:

- What are those?
- What size is it?
- What shape is it?
- What color is it?
- How many are there?
- What do you see?



## Photo Booth

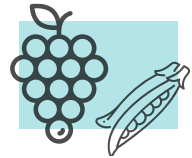
Compare two pictures: your favorite animal and your child's favorite animal. Talk about what is the same and different.

You can also compare...

places in the world



fruits & vegetables



musical instruments



plants



## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing things that are **red**.
3. Then ask each other about the drawings. Use the following questions to guide your conversation:

**What is this?**

**What are those?**

**What size is it?**

**What size are they?**

**What shape is it?**

**What shape are they?**

Encourage your child to answer in complete sentences.

### Examples:

*This is an apple.*

*It is small.*

*It is round.*

Next time, pick a different color.



## I Spy

Pick a player to start. That player silently chooses an item that everyone can see and then gives clues that describe it. The other players should guess what the object is.

Things to describe:

**color shape position location size**

### Examples:

*I spy something on the table.*

*I spy something orange.*

*I spy something small.*

*I spy something round.*



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## Card Talk

1. Make a set of cards using the prompts below.
2. Place the cards face down in a pile.
3. The first player should pick a card from the pile, read the prompt, and choose another player to answer it.
4. Keep the game going until all of the cards have been used.

### Prompts:

- Describe what \_\_\_\_\_ does at \_\_\_\_\_.
- Suggest two places to visit this year.
- Where does \_\_\_\_\_ practice \_\_\_\_\_?
- How often does \_\_\_\_\_ go \_\_\_\_\_?
- What is \_\_\_\_\_ doing next?

Next time, make a new set of cards with different prompts!



## Listening Lab

Read or tell a story. Need story ideas? Pick one of these:

- an important person in your/your child's life
- an interesting person you've heard about
- a memory from your childhood
- a surprising or funny incident
- a time someone helped you

Then ask questions from the list below:

- Why did \_\_\_\_\_?
- When did \_\_\_\_\_ happen?
- What happened when/while \_\_\_\_\_?
- Describe what you like about \_\_\_\_\_.
- Tell me about \_\_\_\_\_.

Encourage your child to answer in complete sentences.

### Example:

*Why did she become a scientist? She became a scientist because she loved solving puzzles.*



## Tournament Time

Host an activities tournament! Each player should brainstorm a list of activities that the family could do together. Create a tournament bracket—like the ones used for basketball tournaments—with activities in place of team names.

Two contenders should be picked to match up against each other. Players should take turns asking

each other: **Would you like to \_\_\_\_\_ or \_\_\_\_\_?**

Players should explain why they think the family should do their activity.

When all activities have been considered, have family members vote for the winning activity and then do it together!

### Example:

*Would you like to go to the library or listen to music? I would rather go to the library because there is a new book I want to read.*



## Beat the Clock

1. Take turns describing these categories:

trees

cities

animals

sports

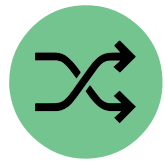
families

vegetables

2. Have one player describe the first category in 30 seconds.
3. Switch and have another player describe the next category in 30 seconds.
4. Players should use complete sentences to describe each category.

### Example:

*Trees always have roots and branches. Trees sometimes have flowers and fruit.*



## Super Sort

1. Place 5-10 objects on a table.
2. Each player should select two objects and compare them in a complete sentence using the following words:

smaller

bigger

lighter

heavier

3. Then, players should exchange objects with another player and continue the game until everyone has had a turn.
4. Once everyone has had a turn to compare, work together to sort the objects by size or weight.

### Examples:

\_\_\_\_\_ is smaller than \_\_\_\_\_.  
\_\_\_\_\_ is heavier than \_\_\_\_\_.



## Fun with Sounds

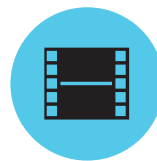
In English, we often add **-ing** to the end of an action word to turn it into the name of an activity. For example, the action word **run** becomes running.

1. The first player picks an action word to say to another player.
2. That player turns the action word into an activity by adding -ing to the end of the word.
3. Both players act out the activity together.

Have players take turns choosing an action word and adding -ing.

### Example:

*swim + ing = swimming*



## Act It Out

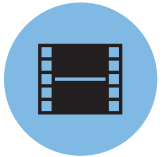
1. Choose an event from the list:
  - a birthday party
  - a family meal
  - the first day of school
  - the last day of school
  - visiting friends
  - a field trip
2. Have one player act it out.
3. The other players should take turns guessing the event using complete sentences.

### Examples:

*Are you opening a gift?  
When did you eat this meal?  
Could you show me where you went on the trip?  
Did this happen inside or outside?*



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## Act It Out

1. Choose something that happened in the past from this list:
  - a family trip
  - a recent day at school
  - running an errand
  - visiting a friend
  - a sports game or match
2. Have one player act it out.
3. The other players should take turns guessing what happened in the past using complete sentences.
4. After a player has correctly guessed the event, discuss the details using the questions below.

### Examples:

*Tell me about the game.*

*Was it fun?*

*When did you go to the store?*

*What happened while you were at school?*



## Tournament Time

Host a tournament to decide where your family should celebrate special occasions. Each player should brainstorm a list of places the family could celebrate different special occasions. Create a tournament bracket—like the ones used for basketball tournaments—with places to celebrate in place of team names.

Two contenders should be picked to match up against each other. Players should take turns asking each other: **Where should we celebrate \_\_\_\_\_?** Players should explain why they think the family should celebrate in that location.

When all activities have been considered, have family members vote for the winning place and then celebrate there together!

### Example:

*Would we celebrate dad's birthday? We should celebrate dad's birthday at grandma and grandpa's house because it is nearby.*



## Card Talk

1. Make a set of cards using the prompts on the right.
2. Place the cards face down in a pile.
3. The first player should pick a card from the pile, read the prompt, and choose another player to answer it.
4. Keep the game going until all of the cards have been used.

### Prompts:

*When did you visit your friend?*

*Where did you go after music class?*

*What has your teacher assigned for the project?*

*Where should we go on Saturday?*

Encourage your child to answer in complete sentences. Next time, make a new set of cards with different prompts!





## Beat the Clock

1. Take turns talking about causes and effects. Ask: What happens/happened when...
  - you help/helped others
  - you do/did your chores
  - you try/tried a new activity
  - you go/went to a new school
2. Have one player describe the effects of the first action in 30 seconds.
3. Switch and have another player describe the effects of the next action in 30 seconds.
4. Players should use complete sentences to describe effects.

### Examples:

*I made new friends when I went to a new school.*

*Sometimes you find a new talent when you try a new activity.*

*When I ask a question in class, the teacher helps me learn.*



## Get Moving

Take a walk outdoors with your child. Talk about how things are going at school. Use the following questions to guide your conversation:

- Tell me about your favorite teacher.
- What have you learned this week?
- When did you have a class visitor?
- What happened when you went to \_\_\_\_\_?
- Do you like science or history?

Encourage them to answer in complete sentences.

### Example:

*What did you learn this week? I learned a new song in music class.*



## Speak Up

Talk to your child about chores that need to be done around your home. Work together to make a plan for who will complete each chore. Then, help your child present the plan to the rest of the family. Use the following questions to guide your conversation:

- What do you need to do before you can do the laundry?
- What must you do when you clean your room?
- What must you \_\_\_\_\_ when you \_\_\_\_\_?
- Can dad clean the bathroom?
- Can \_\_\_\_\_?
- Does your brother want to wash the dishes?
- Do/does \_\_\_\_\_?

Next time, talk about ways you can volunteer in the community!



## Super Sort

1. Place 5-10 cooking utensils on a table.
2. Each player should select two objects and prompt another player to describe how the objects are similar using complete sentences.
3. Then, players should exchange objects with another player and continue the game until everyone has had a turn to prompt and to answer.
4. Once everyone has had a turn to compare, work together to sort the objects by similarities.

### Examples:

*How are \_\_\_\_\_ and \_\_\_\_\_ similar?*

*Describe how \_\_\_\_\_ and \_\_\_\_\_ are similar.*

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## Art Studio

1. Get paper and coloring tools.
2. Take turns drawing scenes from your child's favorite book, movie, or TV show.
3. After each turn, ask each other about the scenes. Use the following questions to guide your conversation:
  - What is happening in this scene?
  - Describe the \_\_\_\_\_.
  - Tell me about his/her \_\_\_\_\_.
  - What happened when \_\_\_\_\_?
  - Why didn't this character \_\_\_\_\_?
  - What was surprising about \_\_\_\_\_?

### Example:

*Why didn't this character go to the store? They were going to go to the store, but they went to the park instead.*



## Act It Out

1. Choose a fictional scenario from this list:
  - meeting a space alien
  - life as a mermaid
  - discovering you have a superpower
  - winning the World Cup
  - life as your favorite book character
  - riding a dragon
2. Have one player act it out.
3. The other players should take turns guessing the fictional scenario using complete sentences.

### Examples:

*Tell me about the spaceship.*

*Explain the importance of the laser beam.*

*How long have you been exploring the galaxy?*

*Did the alien go to the village?*



## Listening Lab

Read out loud or tell a story. Need story ideas? Pick one of these:

- an important event in your life
- a time something unexpected happened
- a challenge you faced
- a big decision you had to make
- the most interesting person you know
- a trip you took somewhere interesting

Then ask questions from the list below:

- Describe \_\_\_\_\_.
- Explain the importance of \_\_\_\_\_.
- Why did/didn't you \_\_\_\_\_?
- What was surprising to me about \_\_\_\_\_?
- What did you do next?

Encourage your child to answer in complete sentences.

### Example:

*What was surprising to me about college? Even though it was a lot of work, it was very fun.*

# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #9



## Speak Up

Plan a meal with your child. Work together to select a recipe and make a shopping list of ingredients you will need. Then, make the meal together and eat it with your family. Use the questions below to guide your conversation:

- Tell me about your favorite food.
- How many \_\_\_\_\_ are \_\_\_\_\_?
- How much salt do we need?
- What can we use to add more flavor?

Encourage your child to answer in complete sentences.

### Example:

*How much flour do we need? We need two cups of flour.*



## 21 Questions

Pick a player to start. That player silently chooses an object. The other players take turns asking questions to gain one clue at a time about the mystery object. Players can ask up to a total of 21 questions before they have to guess.

Here are some questions you can use to gather clues:

- How heavy is the object?
- Is the object hard or soft?
- What will happen to the object if \_\_\_\_\_?
- What is different about the object compared to \_\_\_\_\_?
- What color is the object?

### Example:

*What is different about the object compared to a tree? While a tree has leaves, this object does not.*



## Photo Booth

Take photos of family members completing daily activities, such as cooking or getting ready for school. Then, use the pictures to talk about what each family member is doing. Use the following questions to guide your conversation:

- What is happening here?
- What else can you tell me about \_\_\_\_\_?
- What do you think \_\_\_\_\_ is doing?
- Explain why you think \_\_\_\_\_ is/are \_\_\_\_\_?
- Why was/were \_\_\_\_\_?

Encourage your child to answer in complete sentences.

### Example:

*What do you think your sister is doing? My sister is wearing her pajamas, so she might be going to bed.*



## Get Moving

Explore a local garden or park with your child. Talk about what you see in the landscape. Use the following questions below to guide your conversation:

- Describe the plants.
- What has caused the soil to erode in this area?
- What happened when we cleared away the weeds?
- Explain why you think the bird built its nest there.
- What is surprising about the stream?
- How many squirrels are in the trees?

Encourage them to answer in complete sentences.

### Example:

*What will happen to the path if it rains? If it rains, the path will get muddy.*

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## Beat the Clock

1. Take turns making predictions. Say: **Predict whether \_\_\_\_\_ or not.** Fill in the blank with these examples:
  - the school project will be difficult
  - the soccer game will be fun
  - dinner will be delicious
  - the new neighbors will be friendly
  - the puzzle will be easy
2. Have one player make a prediction about the first item in 30 seconds.
3. Switch and have another player make a prediction about the next item in 30 seconds.
4. Players should use complete sentences to describe predictions.

### Example:

*The project will probably not be difficult because it's about my favorite subject.*



## Card Talk

1. Make a set of cards using the prompts below.
2. Place the cards face down in a pile.
3. The first player should pick a card from the pile, read the prompt, and choose another player to answer it.
4. Keep the game going until all of the cards have been used.

### Prompts:

*When do you play with your friends?*

*What can you tell me about \_\_\_\_\_?*

*What do you think of my new haircut?*

*How do you like the school lunch?*

### Example:

*When do you play with your friends? Whenever I have free time, I play with my friends.*

Encourage your child to answer in complete sentences. Next time, make a new set of cards with different prompts!



## 21 Questions

Pick a player to start. That player silently chooses an object. The other players take turns asking questions to gain one clue at a time about the mystery object. Players can ask up to a total of 21 questions before they have to guess. Here are some questions you can use to gather clues:

- What is unique about the secret object?
- Would you say the secret object and \_\_\_\_\_ look fairly similar or quite different?
- Is the secret object as \_\_\_\_\_ as \_\_\_\_\_?

### Example:

*Is the object as big as a person? This object is not as big as a person.*



# SPEAK@HOME

SPEAKING AND LISTENING ACTIVITIES | #10



## Super Sort

1. Gather 5–10 pictures of dogs or cats.
2. Each player should select two pictures and prompt another player to describe how the objects are similar or different using complete sentences.
3. Then, players should exchange one of their pictures with another player and continue the game until everyone has had a turn to prompt and to answer.
4. Once everyone has had a turn to compare, work together to sort the pictures by similarities.

### Example:

*Would you say these cats look fairly similar or quite different? They look quite different because one is black and one is orange.*



## Speak Up

Talk to your child about dealing with challenges. Ask them to think about a time they faced a challenge at home or at school. Then, talk about how they responded, how things turned out, and what they learned from the experience. Use the questions below to guide your conversation:

- How did \_\_\_\_\_ create challenges for you?
- How did you handle \_\_\_\_\_?
- What do you need in order to \_\_\_\_\_?
- What's a better alternative to \_\_\_\_\_?

### Example:

*What's a better alternative to leaving the assignment until the last minute? Starting early instead of waiting is less stressful.*



## Photo Booth

Practice reading maps together! Find an online map or use a paper map if you have one. Then, mark your home plus additional familiar locations (e.g., school, grocery store, park, post office, a friend's home). Talk about each of the locations. Use the following questions to guide your conversation:

- Is the \_\_\_\_\_ as far/close as the \_\_\_\_\_?
- Which is farther from our home, the \_\_\_\_\_ or the \_\_\_\_\_?
- What can you tell me about \_\_\_\_\_?
- What's unique about \_\_\_\_\_?

Encourage your child to answer in complete sentences.

### Example:

*What's unique about the park? The park closest to our home has a big slide.*



## Tournament Time

Host a tournament to figure out your family's favorite food. Each player should brainstorm a list of favorite foods. Create a tournament bracket—like the ones used for basketball tournaments—with foods in place of team names.

Two contenders should be picked to match up against each other. Players should take turns asking each other: *What do you think of \_\_\_\_\_?* Players should explain why they think each food is tastiest.

When all foods have been considered, have family members vote for the winning food and then make and eat it together!

### Example:

*What do you think of Abuela's pupusas? They are the best pupusas I've ever eaten.*

