

## At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

## Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

# **Sam and Dad**

## **Imagine Learning**

Name \_\_\_\_\_



## **Sam and Dad**

**"I'm Sam."**

**"I'm Dad."**

**Sam is good.**

**Dad is not good.**

**Dad is sad.**

**Dad and Sam practice.**

**Now Dad is not sad.**

**Dad is good.**

**Sam is good.**

Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

is

good

not

I'm

where

here

\* New Word

Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

now

and

practice

good

I'm

is

\* New Word

Name \_\_\_\_\_

**Words to Sort**

Write these words under the correct clue word.



**CLUE  
WORDS**

jam

dad

pad

ham

glad

slam



mad

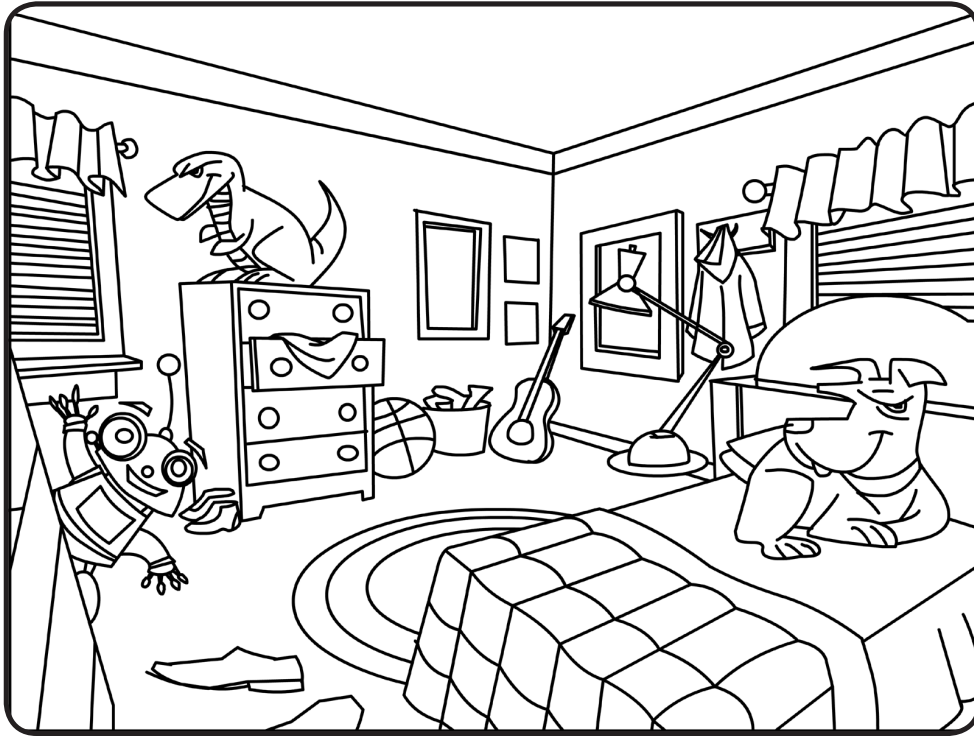


Sam

# **Where Am I?**

## **Imagine Learning**

Name \_\_\_\_\_



## Where Am I?

Where am I?

Here I am!

Where am I?

Here I am!

Where am I?

Here I am!



Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

I

where

here

\* New Word

**LEARNING OBJECTIVE:** Learn to read a calendar.

**LANGUAGE OBJECTIVE:** Use calendar vocabulary to talk about dates and days.

## Activity Overview

Students fill out a calendar and use it to review numbers and calendar vocabulary.

### Materials

- Calendar printout (1 per student, plus 1 for modeling)
- sample calendar
- crayons or markers

## Explain

Introduce the activity: ***You are going to make your own calendar today, and we'll review the words we see.*** Show the class a calendar and turn to the current month. Explain that a calendar shows the weeks and days for each month. Give each student a blank Calendar printout. Use a printout to model each step or create a large, blank calendar on poster paper.

Ask: ***What goes at the top of a calendar page?*** (The month) ***How many months are there in a year?*** (twelve) ***What month is this?*** Write the name of the current month at the top of your calendar poster. Have the students repeat the name of the current month and write it on their calendars.

Ask: ***What goes across the first line of the calendar?*** (days of the week) ***How many days of the week are there?*** (seven) Have the students repeat the days of the week as you write them on your calendar. Have the students write the days of the week on their calendars.

Ask: ***What goes in each box?*** (dates, calendar days) ***How many days does each month have?*** Explain that each month has twenty-eight, thirty, or thirty-one days in it. (See Variation.) Write the numbers for the current month on your poster. Have students write the date numbers on their calendars. When all students have finished writing the numbers, repeat them together.

Fill in any special holidays or activities happening during the month.

## Play

Introduce the game: ***Let's play a find and point game. I'll ask you a question. You point to the answer on your calendar.***

Ask these questions and have students respond by pointing to their calendar. When all students are showing a response, call on a volunteer to say the answer aloud. Then have all students repeat the answer together.

- ***What are the first three letters in the name of this month?*** Point out that the names of the months are often shortened to the first three letters.
- ***What is the third day of the week?*** (the first, the last, the fifth, etc.)
- ***What day of the week comes before Thursday?*** (after Monday, between Tuesday and Thursday, etc.)
- ***What day of the week is the 10th of this month?*** (5th, 23rd, etc.)
- ***What is the date of the 2nd Tuesday of this month?*** (the third Friday, the last Saturday, the first Sunday, etc.)
- ***How many Fridays are there in this month?*** (how many Wednesdays, how many holidays, etc.)
- ***What days do you go to school?*** (what days do you stay home)
- ***What day is your favorite? Why?***

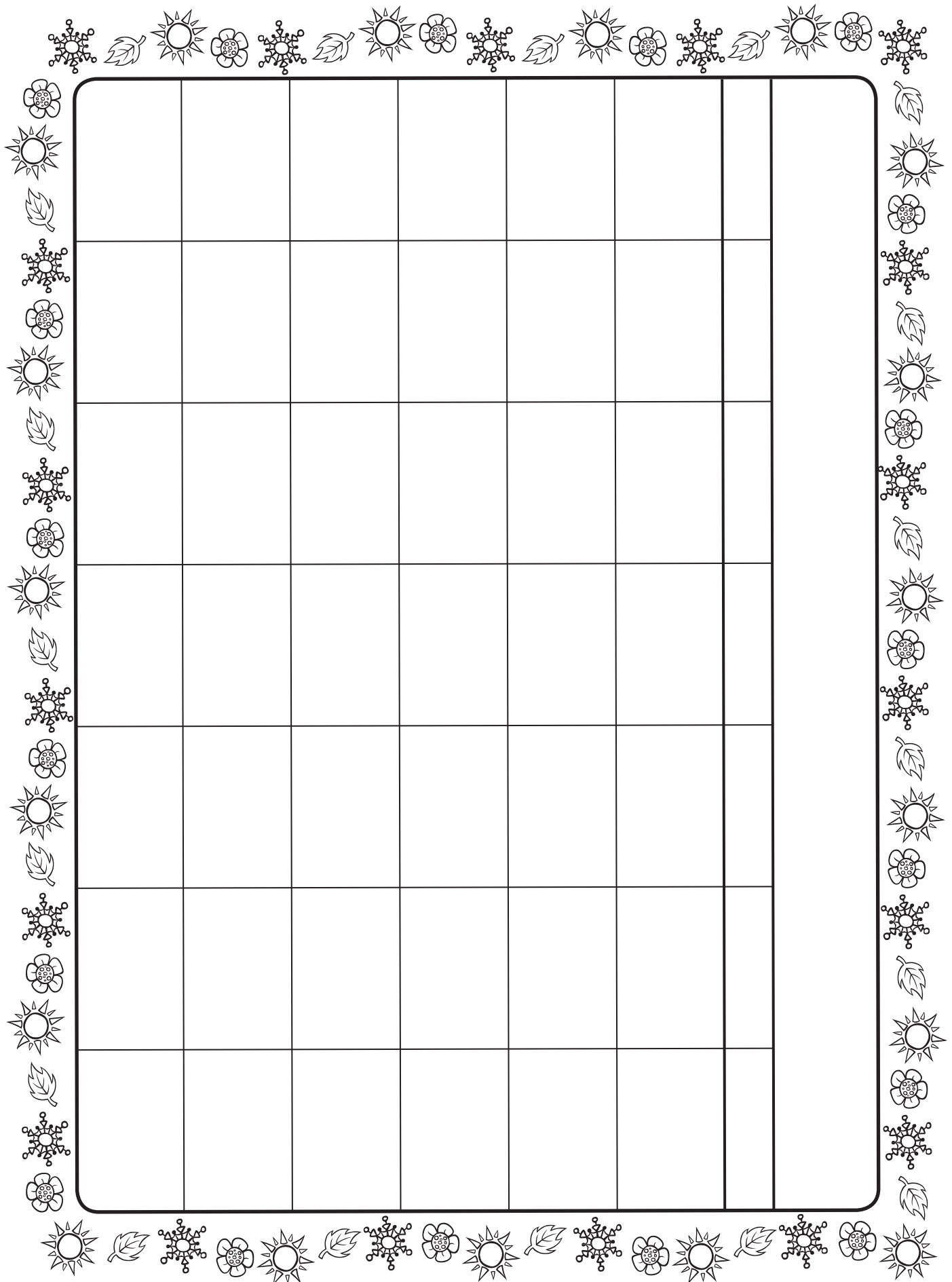
VARIATION: Have the students repeat the words to this poem:

*Thirty days are in September,  
April, June, and November;  
All the rest have thirty-one,  
But February stands alone,  
It has twenty-eight days time,  
In leap years, it has twenty-nine.*

### EXTENSION ACTIVITY

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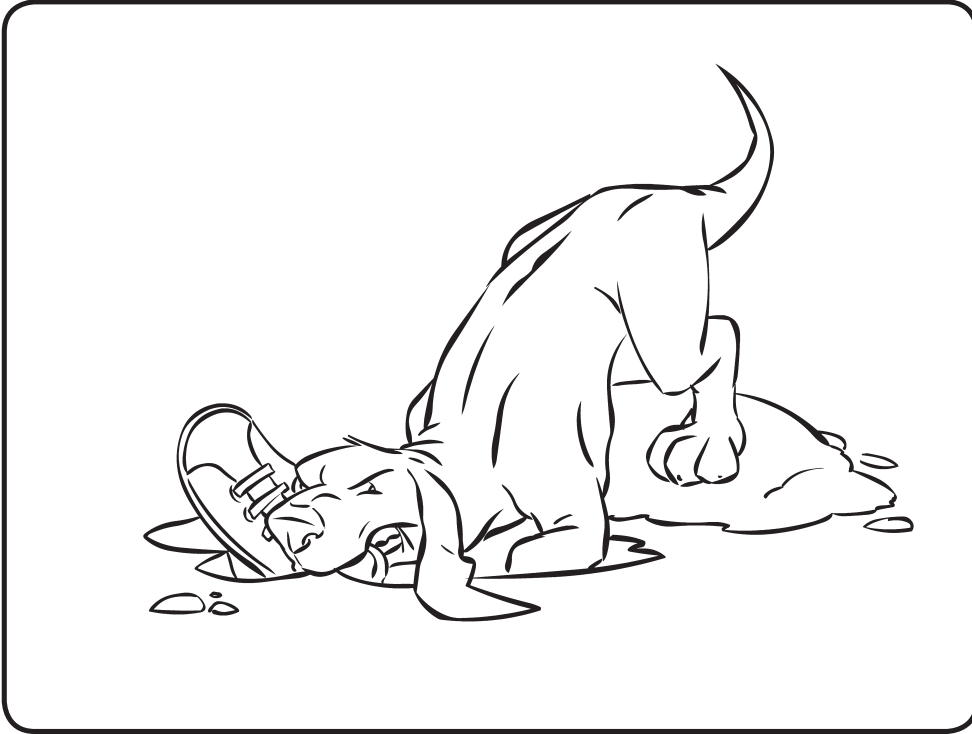
Have students add colors or illustrations to their calendar. At the beginning of each day, ask students to find the current day on their calendars and cross it out.



**Stop, Bob,  
Stop!**

**Imagine  
Learning**

Name \_\_\_\_\_



## **Stop, Bob, Stop!**

**Mat is mad.**

**“Stop, Bob. That is bad!”**

**“Stop, Tom. That is bad!”**

**“No, no, Bob.”**

**“No, no, Tom.”**

**Mat is mad.**

**Bob is sad.**

**Tom is sad.**

**Then Mat is sad, too.**

**Mat pats Bob and Tom.**

**Mat is not mad.**

Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

then

too

no

that

what

do

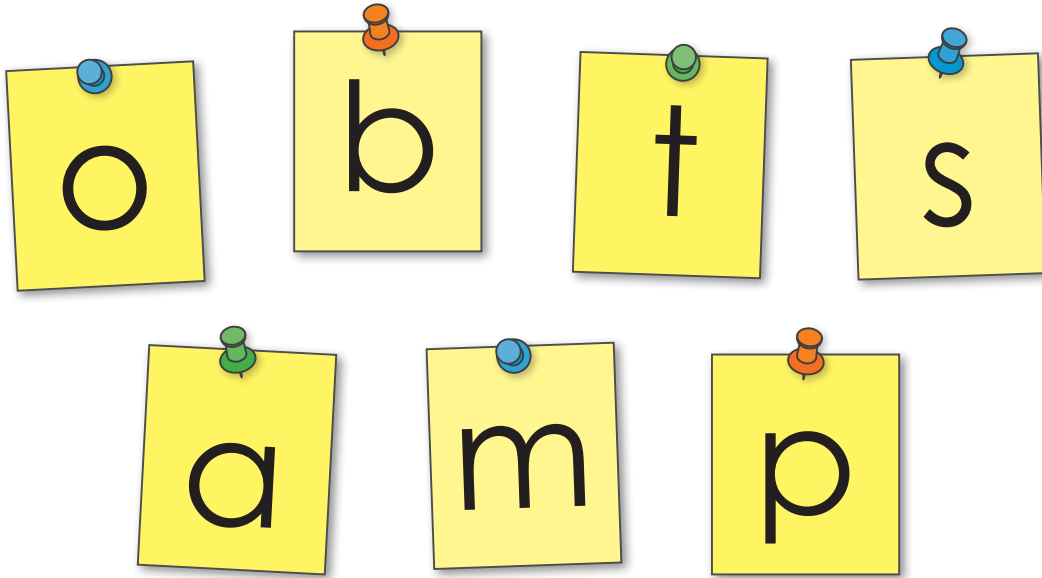
\* New Word

# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



-ob



sob

-op



pop



# Name \_\_\_\_\_

## Words to Sort

Write these words under the correct clue word.



**CLUE  
WORDS**

mat

mob

mop

top

job

hat

crop

slat

glob



sob



stop



sat

**Do Not Tap**

**Imagine  
Learning**

Name \_\_\_\_\_



## **Do Not Tap**

Tap, tap, tap.

“What is that?”

Pat, pat, pat.

“Mat, what is that?”

Tap, tap, tap

“Do not tap, Pam.”

Pat, pat, pat.

“Do not pat, Mat.”

“Do not tap or pat.”

“Now we can tap and pat.”

“I’m good, Mat.”

“I’m good, Pam.”

Name \_\_\_\_\_

**WORD CARDS**

Cut out the cards and practice learning the words.

that

what

do

or

we

can

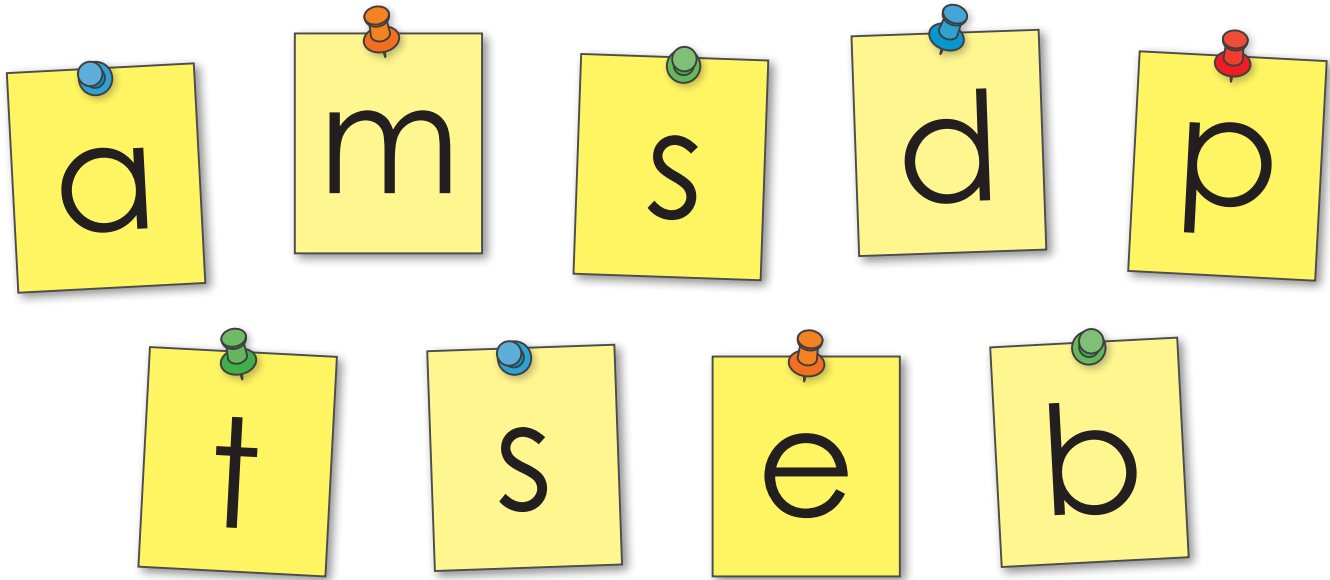
\* New Word




# Name \_\_\_\_\_

ready  
to spell

## Words to Spell

Use the letters below to practice spelling the words from Ready to Spell. Write your words under the clue words. You may use a letter more than once.



<div>-at </div> <div>sat</div>	<div>-ad </div> <div>mad</div>	<div>-ap </div> <div>map</div>
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# Name \_\_\_\_\_



**CLUE  
WORDS**

## Words to Sort

Write these words under the correct clue word.

bat

cap

sad

cat

had

nap

Chad

flat

slap



sat



map



mad