






Kindergarten Oral Language Activity Calendar

Week 2

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I-Spy	Rhyme Time	Story Talk	Nature Walk	Hide and Seek
<p><i>"I-Spy" is a great game to play to support your child's language development, expose your child to new vocabulary words and model rich descriptive language.</i></p> <ol style="list-style-type: none"> 1. Think of an object or item for your child to guess. 2. Provide your child with clues about the object, including: <p>Location: <i>where is it found?</i> (e.g., in the kitchen, outside, in the bathroom)</p> <p>Function: <i>what is it used for?</i> (e.g., we play with it, we use it to clean ourselves)</p> <p>Physical attributes: <i>describe it!</i> (e.g., colour, shape, size, category membership)</p> 3. Encourage your child to pick their own object for you to guess. Have fun! <div style="text-align: center;">  </div>	<p><i>Recognizing rhymes helps children develop an awareness of sounds in words and supports early literacy skills. Listen for familiar patterns in words while engaging in these fun activities together!</i></p> <ol style="list-style-type: none"> 1. Read familiar rhyming books. Listen for and talk about the words that rhyme and how they sound the same at the end. Make sure to emphasize the ending sound, not the spelling. <p>Book ideas: Dr. Seuss books, Llama Llama Red Pajama, There was an old lady who swallowed a fly.</p> 2. Sing songs and nursery rhymes together. Pause and wait as you approach the final word in a sentence, giving your child the opportunity to fill-in the rhyming word. <p>Song ideas: Twinkle Twinkle Little Star, The Itsy Bitsy Spider, Baby Beluga, Down by the Bay.</p> <div style="text-align: center;">  </div> 	<p><i>Being able to understand stories and to tell stories is an important oral language skill. Having conversations about the story while reading to your child helps develop oral language and literacy skills.</i></p> <ol style="list-style-type: none"> 1. Encourage your child to talk when you are reading a book - pause when turning the page or after an event in the story - wait for your child's reaction/comment 2. Look to where your child points and listen to your child's comments then, take your turn - talk about the picture or add to the comment. 3. Ask thinking questions during and after the story: <ul style="list-style-type: none"> - What went wrong? - How can he/she make it better? - Why do you think...? - How would you feel if...? - What would you do? - What could happen next? - What else could he/she do? - What was your favourite part? <div style="text-align: center;"> <p>No need to read all the words, you can read again another day!</p>  </div> 	<p><i>Time to enjoy the fresh air while exploring outside and expanding your child's vocabulary!</i></p> <ol style="list-style-type: none"> 1. Make a list/ draw pictures of items you are likely to find outside in nature (e.g., rock, fern, stick, leaf, dirt, pinecone). 2. Search for the items with your child in your yard or during your walk. 3. Use physical attributes as you touch or hold the item in your hand (e.g., 'Feel the end of the stick, it's sharp! or 'Oh wow, his rock is smooth!'). Use specific words. 4. Compare and contrast items you have collected together, or to their drawing (i.e., two different rocks). Encourage your child to identify similarities and differences. 5. Next time, make a list of describing words (i.e., tiny, bumpy, rough, soft, pointy). Search for items that have that physical attribute. <div style="text-align: center;">  </div>	<p><i>A solid base in concept knowledge supports children's ability to understand directions, participate in classroom routines, engage in conversation and learn in school. Try this game to practice spatial (location) concepts.</i></p> <ol style="list-style-type: none"> 1. Choose a stuffy, toy or object. 2. While your child covers their eyes and counts to 10, place the item somewhere in the room. 3. Ready, set, go! Have your child look for the item. If your child needs clues to find it, give examples of location concepts: (e.g., look under the table! Or look beside the chair!) 4. Ask your child to point to the item when found and to tell you where it is. 5. Encourage your child to use a location concept such as on, in, under, beside, between, behind to describe where the item is. 6. Give choices to your child if needed (e.g., Is it under the books or between the books?) <div style="text-align: center;">  <p>HIDE & SEEK</p> <p style="color: blue; text-decoration: underline;">More ideas with concepts!</p> </div>