My Day – Activities and Ideas to support the books

Materials:

* Clothing cards – large cards and small deck of cards for clothing/colours and activities
* Language blocks – activity cards (walk, sleep, eat, play)
* Poster – things in the kitchen (provided on website) AND red one with the things in the home (stove, fridge etc.) (provided in your kit)
* Set of clothes that kids can dress up into – can be silly
* Elder puppets

Books:

* My Day
* Goıng to Grandmas’
* What I wear Insıde
* Thıngs ın the Kıtchen
* What I Do at Home

 **Activity 1: Clothing in my Bag**

* Start with yourself as the model and say, “I am wearing a \_\_\_\_\_\_”. And point to each of the things you have on. Change it up with saying, “I am wearing a \_\_\_\_. And then ask, ‘What are you wearing?” and point to a child that also has the same things as you. Go back and forth with students until they’ve practiced some of the socks, sweater, shoes, shirt, hat etc.
* Have ready a large bag with a bunch of clothes inside that will fit the kids (socks, shirt, dress, sweater, slippers, parka, hat, mitts etc.)
* Randomly pull out a clothing item and ask, *what is this?* Ex. a sweater
* Students should be able to answer and then put it on and say, *I am wearing a sweater.*
* Repeat with each item and dress the kids in the clothing.

**Activity 2: What do the Elders wear?**

* If you have the Elder puppets, get them ready. If not, use another doll or puppet.
* Ask the students, what does (name of your Elder woman) wear?
* Invite a student to come up and name her sweater, socks, skirt, scarf etc. The student could name just one or be able to say a full sentence, *The Elder wears a purple skirt, brown slippers, a red scarf and blue socks.*
* You can use this opportunity to reinforce the word, AND, as they name the items as well as ensuring the students get the word order correctly (skirt purple) etc.
* Remember the Prince of Wales has a wonderful doll kit with Northern dolls and lots of traditional clothing.

**Activity 3: Verb game - What are you doing?**

This game can be played in small groups of four or with a whole class. The whole class version of the game is played with two lines facing each other in single file near a white board. The first two people take turns asking each other “*What are you doing?”*

Students must correctly say the action they are doing and provide a physical action while saying the phrase. *I am …(action word).*

For example if a student says, *I am sleeping* they can put their hands together and rest their head on their hands. If a student says *I am eating* they can pretend to eat with their hands.

A student should continue do the action and then ask the next student what they are doing. When a student is unable to say a new phrase they move to the back of the line.

Example: Partner A: *What are you doing?* Partner B*: I am eating*. Partner B: *What are you doing*? Partner A: *I am playing.* Partner B: *I don’t know what to say* (in the language) so then Partner B has to go to the back of the line. Partners are switched out once someone is unable to think of a new action word.

Variations: Beginners to the game should be given multiple opportunities to play and do actions. As players become better you can keep score and make it a competition; each side getting points for correctly saying the phrase and making an action. Verbs should not be repeated so that students can develop their vocabulary once they move beyond the beginner level.

Suggested Verb List English

I am sleeping, I am eating, I am sitting, I am drinking, I am walkıng, I am crawling towards, I am cooking, I am dancing, I am hunting, I am pushing, I am running, I am cleaning, I am sweeping, I am playing, I am reading, I am listening, I am packing, I am brushing (my hair), I am hugging

This verb game will prepare the children for the book of what they do at home.

**Activity 4: Items in the House**

* Have ready the red posters that have small pictures of items in the house AND poster of items in the kitchen poster (this is only on the website but you are free to print as many as you need)
* You will find all the items from the book in the items in the kitchen poster. If you’re using the red poster, the top picture of the kitchen does have a small sink – point to the sink when you teach the word – the other items from the book include: stove, fridge, cupboard and counter – the poster does NOT have a clock – you can point to the clock in your classroom to ensure they know that word before they read the book
* Go through the items in the poster and have the students identify the items

**Activity 5: Use Centres for Review**

1. Have three centres set up using language blocks with pictures of the animals AND the preposition of place pictures from the black box – (it’s a girl standing beside a table, under a table etc.)
	1. First Centre: two **language blocks** – put the pictures clothing cards one language block (slippers, dress, sweater, socks, skirt, shirt) and in a second language block put the people that represent pronouns – ask students to roll the dice and put phrases together using the verb to wear – *you are wearing blue socks, I am wearing red sweater* etc.
	2. Second Centre: **posters** of the **items in the kitchen** (the red one with small pictures) – have dry-erase markers (for the older students) at the centre with the posters and a set of dictionaries if possible. Either as a competition or as a group activity they can have a race to name as many items as they can on the poster.
	3. Centre Three: **Barrier Games –** get **two dolls** or puppets and two sets of doll cloths. Students can give directions to dress the doll with items that both students have. When they’ve given the instructions life the barrier and see if the dolls are dressed the same.
	4. Centre Four: **Go fish with the clothing cards**: To remember the clothing but also the verb, to have: Give a couple of children or up to five the small deck of cards of the clothing to play go fish. To play: Deal 3 cards to each player, the first player chooses another player and asks, *Do you have a*…and then names one of their cards with the clothing such as, boots? The player they ask either says, *yes I have boots* and gives them the card or says, *I don’t have boots. Go fish*. Play continues until one player doesn’t have any cards left or until all the cards are gone. Winner is the one with the most pairs (but all are winners if they can say the phrases ☺)
	5. Centre Five: **Mystery Bag** – similarly to the idea of the mystery box but use the large back with clothes suggested in Activity 1: students can practice with different items in the bag for names of clothing – you could change the items in the bag for different seasons

**Activity 6: My Day routines**

* As a routine ask, **“**what day is it today?” and the students will be replying with, “Today is…M, T, W, Th, F” Use the daily song that is on the website to change up your routine but still teaching the days.
* Ask, **“**what is the weather like today?” and expect the students to reply without reading or using prompts in the classroom.
* Next ask one or two students “what are you doing today (after school)?” Students can respond with “today I am going to go for a walk” (class will have to learn some common activities in advance to respond with). Use the activity cards if they don’t already know the activities.
* Students should ask the person beside them, and what about you? What are you doing today?

**Activity 7: Reading the Books**

* Book 1: What I Wear Inside
* Book 2: Things in the Kitchen
* Book 3: What I do At Home
* Book 4: Going to Grandma’s
* Book 5: My Day
* Select any of the 5 books listed above to read with the students – they are listed in order of complexity
* Follow the same process of engaging the learners – ask them questions about what they see in the book – use the verbs you’ve been practicing in the verb game and nouns for the kitchen, clothing, what they wear etc.
* You can read the English books to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you’ve been working on
* Partner the children up and have them read the books to each other

**Possible Project: My Day books**

* As a project to work towards students can make their own, My Day book modeling on the one they have been reading.
* Alternatively they could make My Day videos to share with the class. For example, you could have them enact, ‘what are you doing?” with the answer and action, “I’m sleeping.” Or, “We are walking to the store”.