

## EARLY YEARS : Language and Literacy Monthly Challenge

| Monday  | Tuesday   | Wednesday   | Thursday  | Friday   | Saturday   | Sunday   |
|---|---|---|---|--|--|--|
| <b>Following Directions/<br/>Listening</b>  | <b>Vocabulary</b>   | <b>Describing</b>   | <b>Sequencing</b>   | <b>Phonological Awareness/<br/>Literacy</b>  |  |  |
| Play a game of <i>Simon Says</i> with a partner. Remember, if you don't say Simon says first, it means <i>don't do it</i> . (e.g., "Simon says to touch your nose!")  | Go through items in your kitchen and sort them into different categories (e.g., meat vs. fruit vs. utensils), size (e.g., small vs. medium vs. big), shape, and/or weight.  | Take turns playing <i>I-Spy</i> . Find something in the room to describe and have your partner guess what you're talking about (e.g., "I spy something that is yellow."). Keeping giving clues until they figure it out!  | Write the steps for how to wash your hands. Draw a picture beside each step.  | Go on an alphabet scavenger hunt! Find items around your house or community that start with each letter of the alphabet (e.g., for "A" you could use an "apple" or an "apron"). Take a picture with each item and its letter. If you can't find an item to go with a letter, you can draw a picture! | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Look for all different types of empty containers in your home (e.g., empty egg cartons, cereal boxes). Play a listening game. Use the containers to make different sounds. Take turns closing your eyes and guessing which container made each noise.   | Use the containers from yesterday to see how many different ways they can be sorted (e.g., size, shape, colour, use).   | Tape together 2 empty toilet paper rolls to make them into binoculars. Look out the window and tell a family member what you can see with your new binoculars. Then go on a walk and see if you can find any animals with your new binoculars. Talk about what the animals around your community look like, and where you might see them. | Read a story with your adult. Tell your adult about the beginning, middle, and ending of the story. You can draw pictures to help you remember!   | Go on a rhyming scavenger hunt! Find as many items as you can that rhyme with each of the following words. Put the items into their different rhyming groups, and take a picture! Rhyming words: "at," "all," "might," "eat," "far."   | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Play Red Light, Green Light with your family. Have someone be the leader who gets to say "red light" or "green light". The leader stands on the opposite side of the yard or room as everyone else. You are trying to make it to the leader first. Remember, <i>red light</i> means stop, and <i>green light</i> means go. See who can make it to the leader first. | Find different kinds of spoons in your house (e.g., use spoons that are different sizes, materials, colors, etc.). Organize the spoons in as many different ways that you can think of (e.g., shortest to longest, lightest to darkest, lightest to heaviest).  | Have someone put random items in a bag. Reach into the bag and describe what you feel. Try to guess the object!   | Draw a picture of a favourite memory you have, (or something you really love doing!) Share the picture with people in your house, and tell them about your favourite memory.              | Write down your first name. Go through each letter in the name, thinking of at least one other word that starts with that letter. How many words did you think up?   | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Play Follow the Leader. An adult can be the leader to start. Add in spins, walking differently, hops, or even saying certain words or sounds. Have fun with it.   | Help an adult with an activity around the house. For example, you can help with cooking, cleaning, or gardening. Your adult can describe to you what they are doing as they are doing it. If there is a word your adult thinks you may not know, they can show it to you. For example, while cooking, they can show you the measuring spoon or measuring cups as they are using them. | Go on a spring scavenger hunt! Write down a list of 10 to 15 things that mean that it is spring in your community (e.g., seeing ducks in the lake, ice break-up). Go for a walk outside and take a picture with each sign of spring as you check it off your list.  | Think of a favourite story or movie and act it out from beginning to end! You can even use different items from around your house as props and put on a play for your family or a friend! | Find 5 objects in your house that start with the sound /d/. Find 5 objects in your house that end with the sound /d/. Start a letter dictionary and write the words you found.   | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |



**Looking for more activities** or have questions for one of the MFNERC speech-language pathologists or literacy coaches? Send us an email at [speechandliteracy@mfnerc.com](mailto:speechandliteracy@mfnerc.com). Please include the name of your student's school in your message.

## MIDDLE YEARS : Language and Literacy Monthly Challenge

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday   | Saturday   | Sunday   |
|---|---|---|--|--|--|--|
| <b>Following Directions/<br/>Listening</b>  | <b>Vocabulary</b>   | <b>Describing</b>   | <b>Sequencing</b>  | <b>Phonological Awareness/<br/>Literacy</b>  |  |  |
| Play a game of <i>Simon Says</i> with a partner. Make the directions 2-3 steps (e.g., “Simon says to touch your nose, then jump on one foot.”). If you want to make it extra challenging, try “before” and “after” directions (e.g., “before you touch your nose, jump on one foot”).   | Go for a walk around your community and try to find examples of words that mean the opposite of each of the following words: large, ugly, bent, black, old, under, quiet, short, fast, sad, heavy, dry, wide. (e.g., for the word <i>large</i> you would take a photo of something <i>small</i> like a pebble). Take photos along the way!                                      | Go for a walk and think about the different things you can see, hear, feel, smell, and taste around your community. Write out as many words as you can think of that help describe your community (e.g., noisy, beautiful, dusty).  | Create a comic strip puzzle with a partner. Each of you will need to write a short comic with one important event in each box. After writing and drawing in each box, cut the boxes so the comic strip is no longer connected. Swap each pile of comic strip boxes and try to put the story together. Describe the comic using the words “first,” “then,” “next,” and “last.”                      | Write a story using the descriptive words you thought of on Wednesday and draw a picture about spring.   | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Play a drawing game with a partner. Find a piece of paper and pencil. Make sure you can’t see your partner’s paper. Describe what you are drawing to them. “Draw a big square in the middle of the page.” See how close your drawings are!  | Go on a walk around your community and take a picture of you with something that matches each of the below describing words. Find something: cute, furry, wet, alive, shiny, sharp, wooden, tiny, stinky, broken, new, old, gigantic, strong, delicate, soft, strange, crunchy, hollow.   | Find different kinds of spoons in your house. Talk about what they are made of. Are they made of wood, metal, plastic? What else in the room is made of wood? What about something made of plastic? What is something NOT made from wood?   | Help someone make a snack or sandwich. Make sure you explain each step in the correct order, and don’t leave anything out. The person you are helping should only do exactly what you tell them to do. For example, “first you take two pieces of bread out of the bag and put them on the plate, next you ____, and then you ____.” Keep going until you finished the snack or sandwich.          | Write your first name vertically on a large piece of paper. For each letter, think of a word that helps describe you and write it down. (e.g., “A” for artistic, “S” for silly). | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Find some containers and small objects around the house (e.g., toy cars, a rock, a cup). Take turns with a friend following each other’s directions (e.g., put the rock under the pink cup). To make it even more tricky, use 2 or 3-step directions (e.g., put the rock under the pink cup and the toy car behind the blue cup). | Go on a spring walk around your community! Before you go, write down a list of 10 to 15 things that mean that it is spring in your community (e.g., seeing ducks in the lake, ice break-up). Go for a walk outside and take a picture with each sign of spring as you check it off your list.   | Think of 20 words that describe yourself. Make an art piece using your words - you could glue a picture of yourself to a piece of paper or cardboard and then write your words around it, or you could find the words in a magazine and cut and glue them onto a collage, etc. The options are endless! | Using a piece of paper, create a timeline of your life. Start with the day you were born and draw a line that ends with this year. Think of important events in your life (e.g., the birth of family members, favourite trips, fun memories) and try to put them in order on your timeline. Share your timeline with someone and tell them about all the events in your life from start to finish. | Write a paragraph about a favourite memory you have. Include where it was, who was there, when it was, what you were doing, and why it was such a great memory.                  | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Go on a Listening Hunt. Have everyone close their eyes and listen for 10 seconds. Then talk about what everyone heard during that time. Did you hear the same thing? Did anyone hear something different? Try doing the same activity outside, and see if you hear anything different.  | Help an with an activity around the house. For example, you can help with cooking, cleaning, or gardening. Your adult can describe to you what they are doing as they are doing it. If there is a word your adult thinks you may not know, they can show it to you. For example, while cooking, they can show you the measuring spoon or measuring cups as they are using them. | Make a gratitude journal. Draw a picture or write down 3 things you are grateful for. Talk about why they make you feel grateful.   | Play 20 questions. One person thinks of an item and does not say what it is. The other asks Yes or No questions to try and guess what it is. (e.g., Could it fit inside a backpack?). Can the person guessing find out what the item is by asking less than 20 questions? After the 5th yes or no question, the person who thought of the item can give 1 clue to help.                            | Write a grocery list and put food items into different categories (e.g., fruits, vegetables, dairy, etc.).   | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |



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## HIGH SCHOOL: Language and Literacy Monthly Challenge

| Monday   | Tuesday   | Wednesday   | Thursday  | Friday  | Saturday   | Sunday   |
|--|---|---|---|---|--|--|
| <b>Following Directions/<br/>Listening</b>   | <b>Vocabulary</b>   | <b>Describing</b>   | <b>Sequencing</b>   | <b>Phonological Awareness/Literacy</b>  |  |  |
| Play a listening game with a partner. Make the directions using “if-then” or “before/after.” “If I touch my nose, you clap your hands.” “Before you hop on one foot, stick your tongue out.” See if you can stump your partner!  | Family Game Day: Divide into two teams. Give a broad category (e.g., food & drink, sports, things you see outside, household items). Each group must come up with one word for each letter of the alphabet (e.g., for the category “Food & Drink,” you might have “apples,” “banana”, “coke”). The team to get the most words wins!   | Family Game Day: Get the family together to play a game of charades. Each member writes down 20 words on separate small pieces of paper. Words could be a person (someone famous or maybe even from your family/community!), place, thing, movie, etc. Fold the words so no one can see them and put them in a bowl. Each player takes a turn pulling out a word and acting it out for the rest of the group to guess. Keep track of who can act out the most words in 2 minutes.                             | Create a poster or front page of a newspaper depicting events in a story, poem, song, or personal event   | Write a letter, draw a picture, or make something for someone who has been influential in your life. Think about why they have inspired you.  | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Play a drawing game with a partner. Find a piece of paper and pencil. Make sure you can't see your partner's paper. Describe what you are drawing to them. “Draw a big square in the middle of the page.” See how close your drawings are!                               | Have one person gather 20 objects from around the house (e.g., pencil, paper, sock, hair tie) and put them on a table covered with a sheet. Lift the sheet for 1 minute so everyone can see the objects. After the minute is up, give everyone 3 minutes to write down or draw all the objects they can remember. Repeat (e.g., lift the blanket again for 1 minute) until someone gets all 20 objects. | Family Game Day: Get the family together to play a game of Pictionary. You need at least two people to play. Take the list of words you came up with for charades. If split into groups, pick one person from each group to be the drawer. Pick a word from the bowl and show it to all the drawers. Don't let the other players see. The drawers have a set amount of time to draw the word. The other players try to guess what is being drawn. If playing in teams, the first group to guess gets a point. | Create a comic strip puzzle with a partner. Each of you will need to write a short comic with one important event in each box. After writing and drawing in each box, cut the boxes so the comic strip is no longer connected. Swap each pile of comic strip boxes and try to put the story together. Describe the comic using the words “first,” “then,” “next,” and “last.”             | Write down your first and last name at the top of the piece of paper. Think of as many words as you can, that can be made using the letters in your name. Make a list and see how many you can get!             | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Hide an item (e.g., special rock, small toy) inside or outside. Give a partner step-by-step directions to find the item. Make it easy or hard depending on who is looking (e.g., little sister vs. a high school friend). Take turns hiding items and giving directions. | Ask an adult or Elder to tell you a story about when they were younger, different activities they did or games they played. For example, if they hunt or trap, you can have them tell you about what you need to know, how you do it, and so on.  | Family Game Day: Everyone gets a chance to pick a category (e.g., food, places, objects, clothing, activities) and a letter of the alphabet. Everyone gets 2 minutes to write down as many items in that category that start with the letter of the alphabet (e.g., food items that start with “S”). Then pick a new category and a new letter of the alphabet and repeat the activity. The person with the most items written down wins the game!  | Help someone make a snack or sandwich. Make sure you explain each step in the correct order, and don't leave anything out. The person you are helping should only do exactly what you tell them to do. For example, “first you take two pieces of bread out of the bag and put them on the plate, next you ____, and then you ____.” Keep going until you finished the snack or sandwich. | Write a paragraph about a favourite memory you have. Include as much detail as possible (e.g., who was there, what was the setting). Try and include 3 reasons for why you like that particular memory so much. | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |
| Listen to a song or TV show and keep track of how many words start with the “B” sound. Keep track with another person and see if you come up with the same number. Repeat with another song or show and choose a new letter sound!                                       | Start your own dictionary. Find 2-3 words that you don't know or aren't familiar with. Write down the word and the definition, then draw a picture of what it means.  | Play 20 questions: One person thinks of an item and does not say what it is. The other asks Yes or No questions to try and find out what the item is. (e.g., Could it fit inside a backpack?). Can the person guessing find out what the item is by asking less than 20 questions?  | Think of your perfect day. Describe or write down exactly what you would do on your perfect day from the moment you wake up to when you go to bed. Be sure to include as many details as you can. What would you do in the morning, afternoon, and evening?   | Read a book, part of a book (if it is a chapter book), or article to a younger family member. Ask them what their favourite part was. They can tell you, draw it, or act it out.                                | Read a book or article (e.g., from newspaper or online) with a family member. Or write your own story. | Tell a family member about 3 things you read or wrote about on Saturday. |

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