




# AKA Summer Activity Weekly Guide

## OVERVIEW:

Young children build school readiness skills through meaningful everyday play and authentic experiences. Use this activity guide for fun summer learning.

<p>BOOK</p>	<p>Fun in the Sun! <a href="https://www.uniteforliteracy.com/swhd/rar/book?BookId=1439">https://www.uniteforliteracy.com/swhd/rar/book?BookId=1439</a></p> 
<p>SONG</p>	<p>Sunny Day</p> 
<p>GROSS MOTOR</p>	<p>Cardboard Box Game 54</p> 
<p>ACTIVITY</p>	<p>Hidden Object Game: Feeling, Noticing, and Describing</p>
<p>SOCIAL-EMOTIONAL SUPPORT</p>	<p>Report what you see (narrating). A short, objective statement such as, "You put your dishes in the tub," or "You figured out a solution to the problem," acknowledges children's efforts and allows them to judge for themselves the merits of their achievement. Elaborate on the details of their actions to provide more specific feedback. For example, "It looks like you used blue and green to make an ocean." <a href="http://www.cainclusion.org">www.cainclusion.org</a></p>



## What do we have?

- > Large plastic cup
- > Short, dark sock large enough to hold the cup
- > Collection of small objects pairs (such as keys, jar lids, toy cars, plastic animals, balls, or blocks)
- > Toddler book, perhaps one about missing or hidden objects

# Hidden Object Game: Feeling, Noticing, and Describing

## How do we do it?

1. Push the cup into the sock so it forms a flat bottom.
2. Show your child the objects. Encourage her to play with and name the objects.
3. Ask, "Can you find the ones that are the same?" Give your child some descriptive words. "That one feels bumpy" or "Which one is round?"
4. Take two matched pairs and place one of each pair inside the cup sock. Ask your child to choose one of the objects left. Ask her to describe it.
5. Then ask her to put her hand in the cup sock and – without looking – feel the objects and find the one that is the same.
6. Take turns – let her choose objects for you to find. As she gets familiar with the game you can add more objects in the cup.

## What's in it for us?

- > **Motor:** Feeling objects in a sock helps the small muscles in your child's fingers and hands.
- > **Cognitive:** Your child is learning to see different characteristics and to group things together. This will help her notice the differences of letters and words in order to read them.
- > Your child can play more complicated memory games because her cognitive skills are developing.

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(child skill or parent skill defined by the parent/parent educator)

## Book sharing



*Reading together can be a way to encourage your child to wonder. Books about missing or hidden objects invite your child to closely study the pictures and to notice things that are the same or different. For example, look for the I Spy series at your local library.*



## Safety tip

*This game works best with small objects that fit inside a paper towel tube. If your child is still putting things in her mouth, these toys are a choking hazard. Be sure to supervise her play.*

# Cardboard Boxes

*What a cozy house you have!*



Observe your child as she plays with boxes, and occasionally describe what she is doing.

Allowing your child to play freely gives her the chance to plan her own experience and use her imagination.

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## Why this is important

Your child needs opportunities to plan her play and create her own spaces. A cardboard box provides a place for active and quiet play. When she can make choices about her play she will feel good about herself and her ability to make decisions. She may also benefit from the secluded space the box provides.

## What you do

- Give your child a box in a place where she has plenty of room to play with it. Before play, examine the boxes. **Don't use boxes with staples. Remove any small, loose pieces of paper, cardboard, or other packing materials. During play, watch to be sure that your child doesn't tear off anything that she might put in her mouth and choke on.**
- Lay the box on its side if it is too tall for her to step into. If she gets in the box but cannot get out, gently tip it over so she can crawl out.
- Notice how she manipulates a small box by putting it on her head or filling it with toys. With a large box, she may enjoy sitting peacefully inside, tipping it over, or climbing on it.
- Talk to her about her movements using the words *in*, *under*, *on*, or *out*.
- Allow her to explore without direction, but offer help if needed.

## Another idea

Look for boxes with words printed on them. If she notices the letters, trace them with your finger and talk to her about what the letters say. *This says bananas because bananas were in this box.*

### Let's read together!

*The Birthday Box*  
by Leslie Patricelli