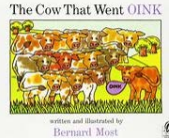


AKA Summer Activity Weekly Guide

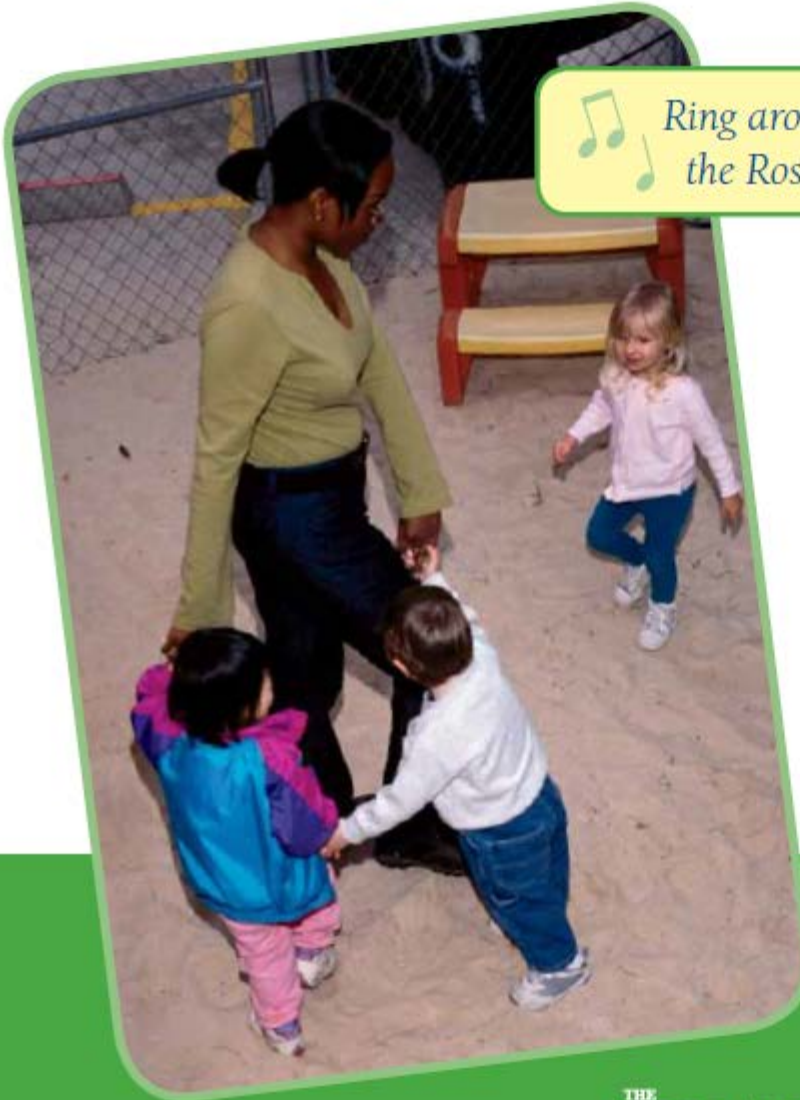
OVERVIEW:

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>The Cow That Went Oink</p> <p>https://www.youtube.com/watch?v=Al6lszWXIX0</p> 
<p>SONG</p>	<p>The Farmer in the Dell:</p> <p>https://www.youtube.com/watch?v=2XOQL6GFBz0</p>
<p>GROSS MOTOR</p>	<p>Family Circle Games: Game 70</p>
<p>ACTIVITY</p>	<p>See, Say, Show: Game 67</p>
<p>SOCIAL EMOTIONAL SUPPORT</p>	<p>Positive Descriptor Acknowledgement: Connect it with a desired character trait, value, or expectation. When a child does something that is an example of a character trait, value or expectation, add the expectations language to the comment. For example, if a child has put away toys on the floor say, "You cleaned up the blocks. You are keeping the area safe." Or if they helped a friend you might say, "You gave Yoon Seo the fire truck. That's being friendly." Expectations language provides definitions for the character words, builds self-efficacy (belief that you have the ability to succeed at a task), and helps the child to internalize the behaviors.www.cainclusion.org</p>

Family Circle Games

♪ Ring around
the Rosie! ♪



Invite your child to join
in a family game.

Having fun in a group
helps your child feel
loved and supported by
his family.

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Why this is important

Your child will learn how to get along in the world as he participates in activities with family or a group of friends. Feeling secure in a warm and loving group helps your child get ready to try new games. As he feels encouraged to participate, he will trust his own abilities to contribute to a group. Group activities help him learn how to interact with and be more confident with adults and his peers.

What you do

- Make time in your day to play games with your child and other family members or friends.
- Play simple group games such as "Ring Around the Rosie" or "Duck, Duck, Goose". When singing or listening to music, form a band and invite the whole family or group to participate. Give each member a pan and spoon to bang with, or use whistles, bells, or horns.
- Invite each family member to make up a silly dance for the others to try. Hold hands with your child as you dance together. *Watch me hop around the circle. Can you hop, too?*
- Give your child a chance to invent a game for everyone to play together.
- Use family time as an opportunity to share love and support.

Another idea

Think of other parts of the day that can be spent together as a family. Family activities can include meal times, art projects, travel games, and quiet time reading together.

Let's read together!

I Like It When
by Mary Murphy

See, Show, Say

*Show me a
purple lunchbox.*



As you read with your child, invite her to look at, point to, and talk about what she sees on the page.

Reading interactively helps your child stay interested in a book and learn.

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Why this is important

Young children who pay close attention to and talk about books are more engaged in learning. Engaging your child in the story helps increase her vocabulary and comprehension, which are important early literacy skills.

What you do

- Sit comfortably with your child to establish a loving reading routine. Pay attention to her eyes as you read a familiar book. If she looks at something on the page when you read about it, pause and describe it. *You see that big, red truck.*
- Continue to read her favorite books to her. As long as she is actively looking and listening she will be learning from the experience.
- Invite her to participate during reading. *There is a bicycle. Can you put your finger on the bicycle?* Or, *Which coat is blue? Can you find the blue coat?* Encourage her to repeat a few words such as *blue* or *coat*.
- Ask questions when she feels comfortable with the book. *What is the little boy holding? Where do you think they are going?* Give your child time to talk about the picture before moving on.
- Think of seeing, showing, and saying as three levels of response to a story, each one more challenging than the last. Start a new book with simply asking your child to notice the pictures. On pages where she cannot name objects, invite her to point. If she can say the names of the objects, ask questions so she will answer with words and not actions.

Let's read together!

Find the Puppy
by Phil Roxbee Cox

Another idea

Give your child time to ask questions about the book. Answer her questions in ways that extend her involvement with the book. *The fire truck is going to put out the fire. Let's make the sound of the siren together. Rrrr.*