




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! https://www.uniteforliteracy.com/swhd/rar/book?BookId=1439</p> 
<p>SONG</p>	<p>Sunny Day</p> 
<p>GROSS MOTOR</p>	<p>Move and Say Game 125: "Invite your child to maneuver around a small obstacle course while you describe his body motions. Your child will gain experience using position words to talk about what he is doing."</p> 
<p>ACTIVITY</p>	<p>Match and Name Pictures Game 105: "Mix up pairs of identical pictures and ask your child to find matches and name them. Your child will learn to recognize which pictures are the same and may say the name of each one."</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." www.cainclusion.org</p>

Match and Name Pictures

Yes! You found two that are the same. What are those called?

Mix up pairs of identical pictures and ask your child to find matches and name them.

Your child will learn to recognize which pictures are the same and may say the name of each one.



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Why this is important

Your child will learn to recognize similarities between pictures as he learns the name of each pictured object. Although your child may not clearly name the pictures at first, he will learn to recognize and match them as you say the names. By first hearing and then repeating the name, he may begin to link pictures to various sounds, ideas, and vocabulary.

What you do

- Gather two identical copies of 10 or more pictures. Attach the pictures to cards to make them sturdy.
- Place four cards (two of them identical) face up in front of your child. Invite him to find the two that are the same. He may point to or pick up the cards.
- Respond to his choice by saying: *Yes, these two are alike. These are called tomatoes.* You do not need to label the other pictures.
- Shuffle the cards back into the original stack and play again.
- Encourage your child to name the pictures after becoming familiar with the game. *What are these called?*
- Tell him the word for the picture if he needs help: *You know what it looks like to me? It looks like a bulldozer. Can you say bulldozer?*
- Encourage him to stack each matching pair so that he builds a pile of matching cards.

Let's read together!

The Very Hungry Caterpillar
by Eric Carle

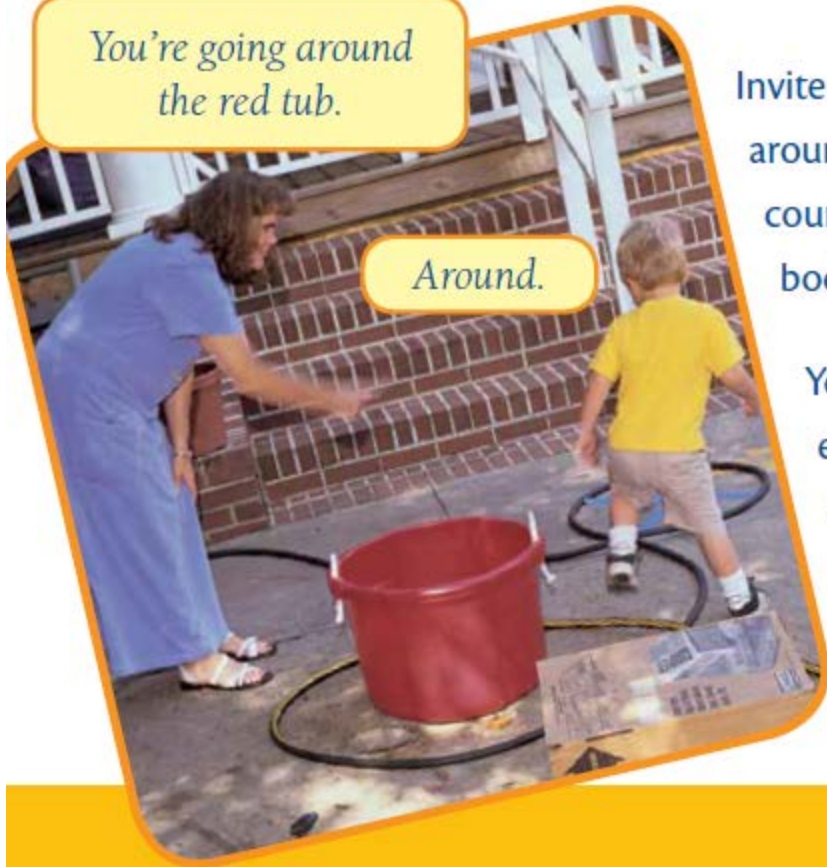
Another idea

As he gets comfortable with the game, add more pairs to each round. Try three or four pairs of cards, and space them so that he must look thoroughly to find each matching set. Encourage him to name all the pictures as he plays.

Move and Say

*You're going around
the red tub.*

Around.



Invite your child to maneuver around a small obstacle course while you describe his body motions.

Your child will gain experience using position words to talk about what he is doing.

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Why this is important

The best way for your child to learn action words is to hear them and say them just at the moment he is engaged in doing them. Performing the actions increases his understanding of positions in space. Knowing the words for spatial relationships increases his understanding of situations and instructions. For example, *Go around the puddle to the car* is quite different from *Go to the car*.

What you do

- Use a garden hose or rope to mark an interesting path for your child to follow.
- Describe his movements as he moves along the path: *through the box tunnel, under the bench, over the block*.
- Invite him to say the words first with you and then encourage him to describe his position by himself. *Where will you go next?*
- Add new challenges to the path to increase his physical skills. Try incorporating a small plastic lid that he can stand on with one foot or a one-inch wide tape for walking on a line.
- Describe more subtle movements such as *walk next to the box, jump away from the paper, go around the puddle, or tiptoe along the line*.
- Periodically, reposition the obstacles to provide new actions and help him learn new positions.
- Walk him through the path the first time you use the new position words.

Ready to move on?

Play a game with one rule: Your child must say the word that describes his action as he does it.

Let's read together!

Copy Me Copycub
by Richard Edwards