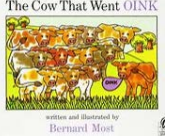


# AKA Summer Activity Weekly Guide

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## OVERVIEW:

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

<b>BOOK</b>	The Cow That Went Oink <a href="https://www.youtube.com/watch?v=Al6lszWXIX0">https://www.youtube.com/watch?v=Al6lszWXIX0</a>	
<b>SONG</b>	The Farmer in the Dell: <a href="https://www.youtube.com/watch?v=2XOQL6GFBz0">https://www.youtube.com/watch?v=2XOQL6GFBz0</a>	
<b>GROSS MOTOR</b>	Syllable Jump: Game 158	
<b>ACTIVITY</b>	Showing What I Know: Game 109	
<b>SOCIAL EMOTIONAL SUPPORT</b>	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. <a href="http://www.cainclusion.org">www.cainclusion.org</a>	

# Syllable Jump

Ma-ri-a.

Maria.



Show your child how to take steps or jump to match the syllables of her own name.

She will increase her awareness of the parts that make up words.

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## Why this is important

The actions of your child's own body can help her pay attention to the sounds of words and parts of words. When a young child learns something through her body as well as her mind she understands it better. Hearing and responding to the smaller sound units in words (syllables) is part of the foundation for reading and spelling.

## What you do

- Write your child's name on a piece of construction paper, allowing plenty of cutting space between each syllable. (If all of your child's names are one syllable, use the name of a favorite person, pet or stuffed animal.)
- Help your child cut the syllables apart. Touch the syllables as you say them. *Kim-ber-ly. Grand-pa.*
- On the floor, ground, or sidewalk, invite your child to help you make a row of connected boxes—like a small hopscotch drawing, going from right to left. The boxes can be made outside with sidewalk chalk or inside with masking tape. There should be one box for each syllable in the child's name.
- Help your child put the cut-apart syllables in the boxes going from left to right.
- Explain that you are going to jump into one box for each syllable of her name. As you slowly repeat her name, hop into a box for each syllable. A bunny hop (jumping with both feet) works well in this game.
- Invite your child to try. Hold her hand for balance if she needs it.

## Another idea

If your child is ready and interested, let her jump on the syllables of some other words, such as her last name, the name of her preschool, or her favorite food.

### Let's read together!

*Chicka Chicka Boom Boom*  
by Bill Martin Jr and John Archambault

# Showing What I Know

*Put your finger on something that's purple.*



Name or describe a picture you see in a magazine or book and invite your child to point to it on the page.

Your child will have an opportunity to practice hearing and understanding many words.

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## Why this is important

Naming or describing the pictures you see and then inviting your child to point to them on the page allows him to practice hearing and understanding words. Reading books with him helps him practice using his ability to understand words. This game can help you and your child become aware of the different kinds of things he knows.

## What you do

- Invite your child to sit with you and look at a book. Choose a children's book or a family magazine, and pause on pages that interest both of you.
- Ask questions that will let your child demonstrate his knowledge, especially knowledge that goes beyond his spoken vocabulary. A few examples of questions are:

*Can you find something that goes fast?*

*Which plate has two cookies on it?*

*Can you point to the spaghetti?*

*Which picture has an open window in it?*

- Observe your child thinking about the question and pointing to the answer.
- Follow your child's lead and adjust the difficulty of the game by choosing a book with many pictures on the page, or continue to use a book with only a few pictures.

### Let's read together!

*Bark George*  
by Jules Feiffer

## Another idea

Play the game many times by varying the books or magazines and the questions. When you come to a picture that you know your child is able to say, let him name it and ask you to point. If your child recognizes any letters, invite him to point to and name them as well.