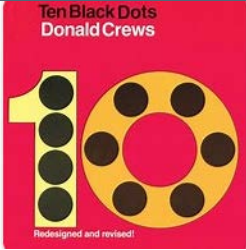


# AKA Summer Activity Weekly Guide

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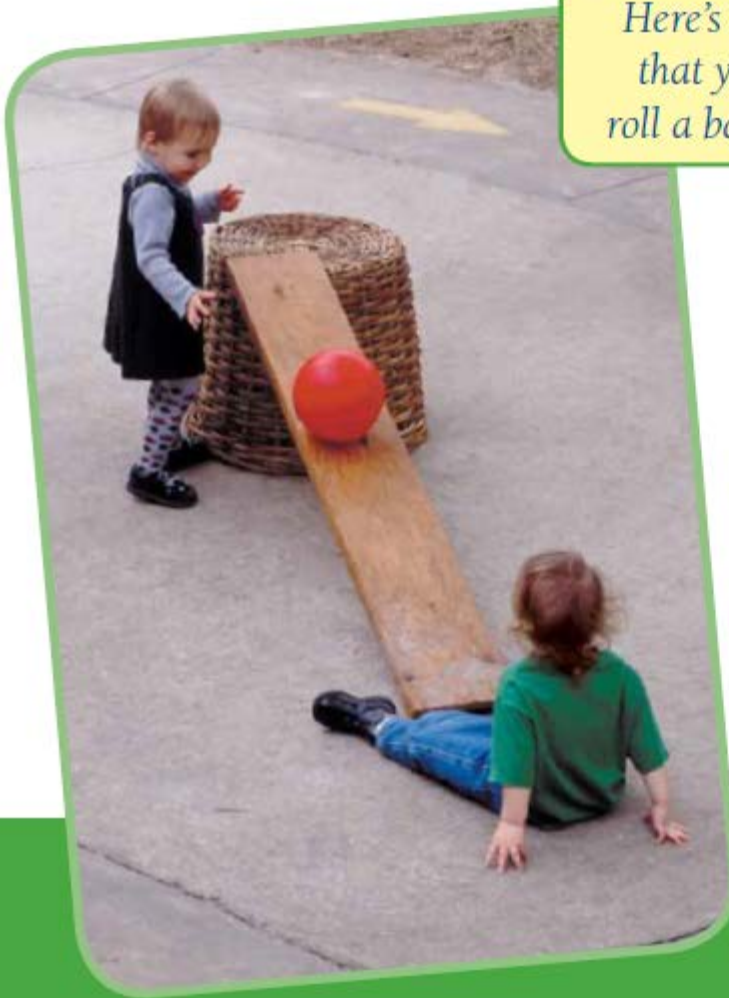
## OVERVIEW:

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

BOOK	Ten Black Dots <a href="https://www.youtube.com/watch?v=uPJEqUB2CxA">https://www.youtube.com/watch?v=uPJEqUB2CxA</a>	 The image shows the cover of the book 'Ten Black Dots' by Donald Crews. It features a red background with a large yellow number '10' on the left and a yellow film reel on the right. The film reel has ten black dots on it. The text 'Ten Black Dots' and 'Donald Crews' is at the top, and 'Redesigned and revised!' is at the bottom.
SONG	10 Little Dinosaurs <a href="https://www.youtube.com/watch?v=TjmGTbNLj6Q">https://www.youtube.com/watch?v=TjmGTbNLj6Q</a>	
GROSS MOTOR	Two Together Game 86	
ACTIVITY	Show One and Two Game 76	
SOCIAL EMOTIONAL SUPPORT	Clearly State Your Expectations in Advance: Some undesirable behavior occurs because your child can't act differently, other times it occurs because your child simply doesn't want to act differently. Either way it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do. <a href="http://www.cainclusion.org">www.cainclusion.org</a>	

# Two Together

*Here's a board  
that you can  
roll a ball down.*



Give both your child and a friend a ball to kick or encourage them to roll a ball down a slanting board.

An open-ended opportunity for play with a peer helps your child learn cooperation skills.

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## Why this is important

When you give two children the chance to have open-ended play together, they can learn to cooperate. Playing with a ball offers your child the chance to practice skills while she learns to play with a peer. Your child will gradually learn how to cooperate first with you, then her peers, and finally larger groups.

## What you do

- Give your child a large, soft ball to play with. Show her how to kick it with her toe and encourage her to practice.
- Offer another ball to a child playing nearby. Let the two children play side-by-side.
- Create a cooperative game for the children after they have each had time to play with their own ball. Find a slanted surface for a ball to roll down, such as a long board with one end propped on a box.
- Show the children how to play together. One child stands at the top of the ramp and rolls the ball as the other waits at the bottom to catch it.
- Provide lots of encouragement as they play. *Jeremy, you are waiting so patiently for Michaela to roll the ball to you. Hooray! You caught it. Now you can give it back to Michaela so she can roll it again.*

## Another idea

Encourage the children to come up with new ways to use the balls or the ramp together. Step back and allow them to create their own game.

### Let's read together!

*Is Your Mama a Llama?*  
by Deborah Guarino

# Show One and Two

*Yes, that plate has two.*



With your child create and talk about groups made up of one, two, or many items.

Your child will gradually begin to understand that one, two, and other numbers mean a particular amount.

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## Why this is important

Helping your child say and use number words strengthens his understanding of the number concepts of *one* and *two*. Grouping objects helps your child see relationships and make comparisons. With practice he may learn that *one* is different from *many*. As he grows he will begin to make more complicated judgments, such as the difference between *a few* and *many*.

## What you do

- Look for occasions when you can talk about *one* and *more than one* with your child.
- Invite your child to play a game with you. Group objects such as small blocks or crackers in bowls or stack them on the table.
- Talk to your child about the groups. *See, this bowl has one cracker. This bowl has many.*
- Ask your child to show you the bowl with one cracker. Respond enthusiastically when he chooses correctly. *You chose the bowl with one!*
- Change the game to finding two, after he feels comfortable finding one object.
- Look for objects around the house that come in pairs such as socks, shoes, and gloves. Count the objects together.

### Let's read together!

*Toddler Two*  
by Anastasia Suen

## Another idea

You can play another game using Cheerios® on a clean table. Separate the Cheerios® into a few piles of one or two. Ask your child to push the groups with two over to one side of the table and the single Cheerios® to the other side of the table. You can add piles of three or more when he is ready for a challenge.