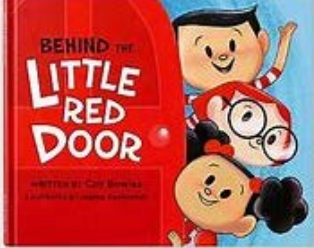


AKA Summer Activity Weekly Guide

OVERVIEW:

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

BOOK	Behind the Little Red Door https://www.youtube.com/watch?v=QsAJ9hpdNwI	
SONG	Imagination Song https://www.youtube.com/watch?v=iCbIMljmT6U	
GROSS MOTOR	Run And Walk Together Game 98	
ACTIVITY	What's Gone Game 94	
SOCIAL EMOTIONAL SUPPORT	Offer Limited, Reasonable Choices: Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice. www.cainclusion.org	

Run and Walk Together



Let's run!

Talk about what is happening as you and your child run fast, walk slowly, gallop like a horse, or shuffle like an elephant.

Your child will learn words at the same time he learns to coordinate his body and control his actions.

THE CREATIVE CURRICULUM®
LearningGames™

Copyright 2007 Joseph Sparling



Why this is important

Playing outside provides an opportunity for your child to develop his skills in running and moving. When you talk about each motion, you help him learn the words for his actions. Becoming aware of his body movements is an important first step in forming an intentional plan about how to move and when. Moving quickly from running to walking makes him aware of his body and how to direct it.

What you do

- Go outside with your child and show him a few special ways of moving.
- Exaggerate your walking steps and say, *Look at me walking.*
- Start to run as you say, *Now I am running.*
- Take your child's hand and repeat the motions with him.
- Use the words *run* and *walk* as you perform the action so that your child will remember the difference between the words.
- Encourage your child to invent some special ways of moving such as running in a circle, galloping like a horse, running in circles, or walking very slowly.
- Listen for the words *run*, *walk*, *fast*, and *slow* in your child's speech. Offer an encouraging response when he uses them. *You're right, Jeremiah. We walk inside and run outside.*

Another idea

Let your child lead in a game of "Follow the Leader." Encourage him to try new ways of moving such as walking backwards or walking sideways.

Let's read together!

Run, Jump, Whiz, Splash
by Vera Rosenberry

What's Gone?

Let's see if I can remember all the toys.

You've hidden something.



Take away a toy from a group and let your child tell you which one is gone.

Your child will notice things a little more carefully and begin to remember and name something when it is missing.

THE
CREATIVE CURRICULUM[®]
LearningGames[™]

Copyright 2007 Joseph Sparling



Why this is important

In the past, your child may not have had a reason to remember a missing item. Playing this game encourages her to pay attention to her surroundings, and to notice and remember objects. Knowing what is missing is a sign that her memory is developing.

What you do

- Leave two toys on the table or floor during clean-up time.
- Name each item and talk about them. *I see a green ball and a brown teddy bear on the floor.* Invite your child to name the toys.
- Ask your child to close her eyes. Remove one toy while her eyes are shut.
- Invite her to open her eyes and tell you which toy is missing. If she cannot remember, put the item back and play again.
- Give your child a chance to lead the game by hiding a toy for you to notice.
- Add more items to the game as she becomes skilled at noticing the missing object. She may name the absent object before you prompt her.

Another idea

Try to play the game throughout the day: You can purposely give her one sock with two shoes or put out her toothbrush and ask her what is missing. Talk about family members who are not present. *I'm here, you're here; who's gone?*

Let's read together!

Five Little Ducks
by Dan Yaccarino