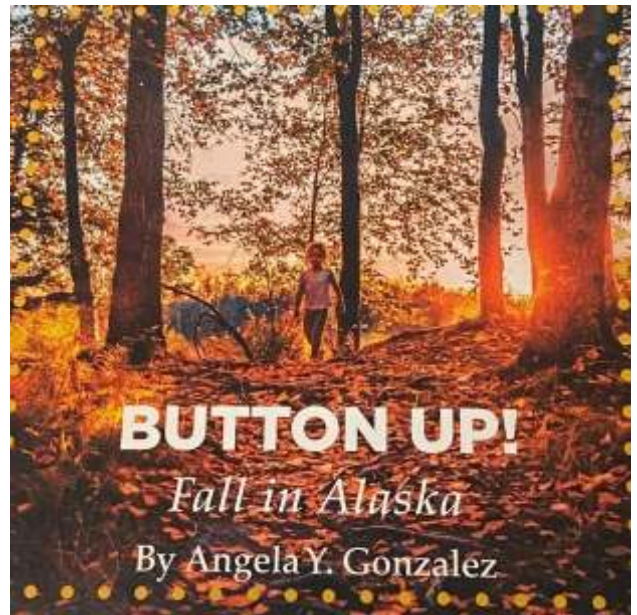


Button Up!

Caregiver and Teacher Guidance For Supportive Interactions



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This guide provides suggestions for supporting development and learning when sharing the book Button Up! Fall in Alaska with children birth to three years of age.

The guide includes:

- Strategies for supporting children's learning in key areas of development with

 - Suggestions for supportive interactions

 - Questions to help you observe and document children's learning

- Strategies for extending the experience by connecting the book to children's everyday lives.

- A "picture vocabulary" with words and phrases in both Yugtun and English.

Children will enjoy sharing this book with you over and over. Each time you read together, try choosing one or two ideas from the guide – you don't have to do everything at once! As you choose which strategies to use, consider...

- Children's ages, backgrounds, interests and experiences

- Words or pictures they're beginning to recognize

- One or more of the areas of development you'd like support, observe and/or document.

The most important thing to remember is to make each read-aloud a warm and joyful experience that supports positive relationships!



SOCIAL AND EMOTIONAL DEVELOPMENT

Areas to Support <ul style="list-style-type: none"> Relationships with Adults* Relationships with Other Children* Emotional Functioning Sense of Identity and Belonging 	Interaction Opportunities <ul style="list-style-type: none"> Use words to describe possible relationships seen in the book: mother, father, aunt, uncle, sister, cousins, etc. Talk about activities/objects in the book that children may recognize from their own lives. <i>Examples: "I saw you riding on your Mommy's back." "We have a drum like that"</i>
Observe and Document <ul style="list-style-type: none"> What sounds, words or gestures do children use as you talk about different relationships? How do children respond as you talk about familiar activities and objects? 	

PHYSICAL DEVELOPMENT

Areas to Support <ul style="list-style-type: none"> Perception Gross Motor Fine Motor* Health, Safety and Nutrition* 	Interaction Opportunities <ul style="list-style-type: none"> Help children use their fingers and hands to pretend to "pluck ducks" or "pick berries". Talk about things families are doing to stay healthy and safe, such as dressing for the weather or wearing a helmet.
Observe and Document <ul style="list-style-type: none"> How do children use their hands, fingers and thumbs when imitating actions? How do children respond as you talk about staying safe and healthy? 	

APPROACHES TO LEARNING

Areas to Support <ul style="list-style-type: none"> Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning)* Initiative and Curiosity* Creativity 	Interaction Opportunities <ul style="list-style-type: none"> Before turning a page, try saying "Wait..." then "Now let's turn!" Pause before you start reading or talking about a particular page to give children an opportunity to initiate or lead the interaction. Ask children "What do you see?" and watch where their eyes go or what they touch.
Observe and Document <ul style="list-style-type: none"> How do children respond when you say "Wait..." before turning the page? What expressions, actions, behaviors or words do children use when given an opportunity to initiate or lead an interaction related to the book? Describe what children focus on or touch when asked "What do you see?" 	



COGNITIVE DEVELOPMENT

Areas to Support

- Exploration and Discovery*
- Memory
- Reasoning and Problem-Solving*
- Emergent Mathematical Thinking
- Imitation and Symbolic Representation and Play*

Interaction Opportunities

- Point out and name colors or shapes in the pictures and then help them point to/find objects with similar colors or shapes in the room around you.
- Help children imitate some of the actions in the book: riding an ATV, picking berries, beating a drum.

Observe and Document

- How do children respond when you talk about colors or shapes?
- What types of actions do children imitate with or without your help?

LANGUAGE AND LITERACY DEVELOPMENT

Areas to Support

- Attending and Understanding*
- Communication and Speaking*
- Vocabulary*
- Emergent Literacy*

Interaction Opportunities

- Talk about some of the words that rhyme in the book. Play with the rhyming words by singing or chanting them.
- Rhymes to explore/share include: pluck/duck; house/grouse; yummy/tummy; leaves/sleeves; grow/snow; fox/rocks and dry/sky.
- Comment on something you see in the picture. Wait for children to respond with words, sounds or gestures. Expand on their response by repeating what they say or describing what they

Observe and Document

- What sounds, words, or gestures do children use as you explore some of the rhyming words together?
- What do children do when you make a comment and wait for them to respond?

STRATEGIES FOR EXTENDING THE EXPERIENCE

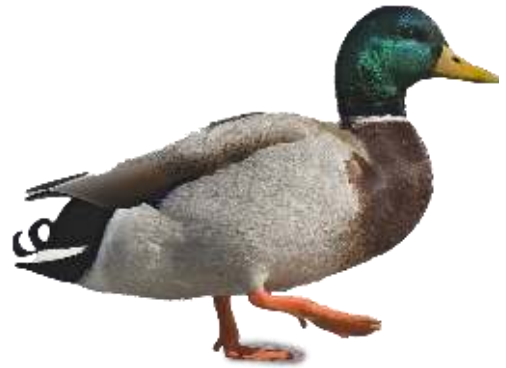
- Provide some toy ducks (or ducks cut out of cardboard or felt) of different sizes. Use a piece of blue cloth or paper to represent water. Describe what the children are doing as they explore the ducks.
- "You're putting the big duck beside the little duck."
- "You put most of the ducks in the pond, but there's one little one on the shore."
- Make simple drums out of containers or use real drums from friends or family. Encourage children to explore the drums. Show them how to tap the drums with their hands or a drumstick.
- Show older toddlers and twos how to use clothespins and let them experiment with attaching doll clothes to a line.



Vocabulary to Explore



Amirluut - Clouds



Uqsuqaq - Mallard Duck



Curat - Blueberries



Nunapik - Tundra



Cuyat - Leaves



Tuntuvak - Moose



Aklut - Clothes

