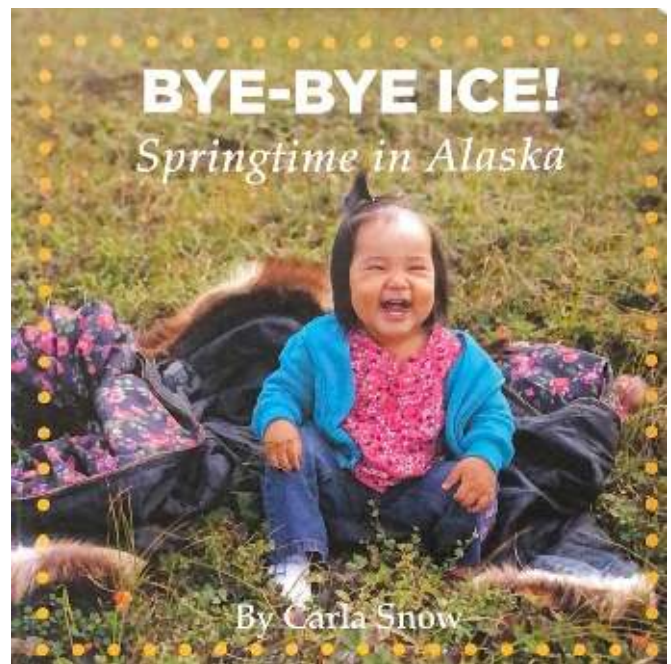


Bye - Bye Ice

Caregiver and Teacher Guidance For Supportive Interactions



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This guide provides suggestions for supporting development and learning when sharing the book *Bye-Bye Ice! Springtime 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

- Relationships with Adults*
- Relationships with Other Children*
- Emotional Functioning
- Sense of Identity and Belonging*

Interaction Opportunities

- On pages that talk about relatives, take a moment to say the names and talk about some of the children's family members.
- Help children "find all the babies" in the book. Talk about whether the children are older, younger or about the same age as

Observe and Document

- How do children respond when you say the names of different family members?
- What do children do when they see a picture of a child who is similar in looks or age?

PHYSICAL DEVELOPMENT

Areas to Support

- Perception*
- Gross Motor
- Fine Motor*
- Health, Safety and Nutrition

Interaction Opportunities

- Say "I see..." and point to your eyes and then point to and name something in the book. Encourage children to look at you then the picture.
- Provide a "just right" amount of support to help children as touch pages or pictures in the book. *Examples: Some children may need you to hold and guide their hands, some may imitate where you point, and others may point independently.*

Observe and Document

- Note where children look as you talk about and point to things together.
- What level of support do children need to touch things in the pictures? How do they use their hands, fingers or other body parts to interact with the pictures?

APPROACHES TO LEARNING

Areas to Support

- Emotional and Behavioral Self-Regulation*
- Cognitive Self-Regulation (Executive Functioning)
- Initiative and Curiosity
- Creativity*

Interaction Opportunities

- Talk about the warm adult/child interactions pictured in the book.
- *Example: "The baby looks happy lying beside the mommy." "The little boy is safe and secure in his Ap'a's lap."*
- Offer children objects to handle and explore that are similar to things in the book. *Examples: a wooden egg, a box to use like a camera, or different types of balls.*

Observe and Document

- How do children respond as you talk about the adult/child interactions in the book?
- How do children explore or play with different objects you hand to them?



COGNITIVE DEVELOPMENT

Areas to Support

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

Interaction Opportunities

- Help children explore the concept of open and closed. While the book is open, say cheerfully, "Open!" Close the book (firmly enough to make a sound) and say "Closed!" Repeat the words and actions, giving children an opportunity to respond to or imitate your actions.
- Explore the number one by pointing out something there's just one of in some of the pictures. **Examples:** "I see one seagull egg... one baby... one ulu..."

Observe and Document

- What actions, sounds, or words do children imitate or use as they explore opening and closing the book?
- How does the child respond as you talk about "one ____"? (Watch for where they look, what they touch, gestures or sounds they make, etc)

LANGUAGE AND LITERACY DEVELOPMENT

Areas to Support

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

Interaction Opportunities

- Engage children in back-and-forth conversations. Their "turn" in the conversation may be non-verbal (facial expressions, gestures, signs) or verbal (sounds and words).
- Encourage children to look at, point to or name familiar people, animals, or objects they see in the book.

Observe and Document

- Describe how children respond to or initiate the conversations. Count how many back-and-forth exchanges (including non-verbal responses) as you focus on a particular picture.
- What people, animals or objects do children look towards, point to or name?

STRATEGIES FOR EXTENDING THE EXPERIENCE

- Provide small boxes as play cameras. Help children focus on different things around them and pretend to take pictures. Don't forget to say "1, 2, 3!" before taking each picture.
- Show children the picture of the Mommy and baby snuggling with books. Show them an area in your room where they can find and look at books with you or on their own
- Gather all the "Alaska Seasons" books. Show children the small pictures of the books on the back cover of Bye-Bye Ice! Help them match the other books to the ones on the back cover.



Vocabulary to Explore



Kalikat - Books



Kayangut - Eggs



Mangtak - Maktak



Piipiq - Baby



Angqaq - Skin Ball



Nunapik - Tundra



Tuntuak - Moose



Cetuaq - Beluga

