

Let's Play Out!

Caregiver and Teacher Guidance For Supportive Interactions



Cover art used by permission (c) 2020 Best Beginnings.

This guide provides suggestions for supporting development and learning when sharing the book Let's Play Out! Summer 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 and 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 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

- Describe things children and adults are doing together. *Example: "The mommies, daddies, grandparents and children are working together to bring in the fish!"*
- Talk about how children pictured in the book are similar or different to the children you're reading to. *Example: "That little girl likes berries, just like you!"*
- Point out smiling faces in the pictures. Smile at the children as you make eye contact as and talk about smiles.

Observe and Document

- How do children respond to the pictures of other children? Are there particular children or faces that seem to attract their attention?
- How do children react to smiles in the book? How do they react when you smile at them?

PHYSICAL DEVELOPMENT

Areas to Support

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

Interaction Opportunities

- Help children imitate some of the actions in the book such as pedaling a bike or pulling up a net. For babies who aren't mobile yet, gently move their arms and legs for them.
- Point out things that are keeping chil-

Observe and Document

- How do children move their bodies as you explore actions in the book?

APPROACHES TO LEARNING

Areas to Support

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

Interaction Opportunities

- Talk about/imitate actions that involve a delay, such as waiting for someone to say "go" or putting on a life jacket before getting in a boat or a helmet before getting on an ATV.
- After finishing the book, sing a song together (or make one up) about a raven or another animal.

Observe and Document

How do children respond when imitating actions that involve a pause or delay?
What do the children do when you sing with 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

- Talk about times children may have eaten dry fish, berries, or akutaq.
- Help children touch things in the picture as you count. **Examples:** *"There's one girl in the boat."* *"There are three people on the ATV – 1, 2, 3."* *"There are two people sitting on the log singing*

Observe and Document

- How do children respond when you talk about familiar foods?
- What sounds, words or gestures do children use as you count together?

LANGUAGE AND LITERACY DEVELOPMENT

Areas to Support

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

Interaction Opportunities

- Read some of the words in a quiet voice. Say the words/phrases in bold print in a strong voice. Pause to let children look at you and/or respond with their own sounds, words or gestures.
- Show the children the front of the book and read the title. Wonder out loud about what you might see in the book.
- Run your fingers underneath the print-

Observe and Document

- How do children respond when you use a quiet or strong voice?
- How do children respond when you show them the front of the book and wonder about what you might see?
- What do children do with their eyes or fingers as you run your finger along the printed words?

STRATEGIES FOR EXTENDING THE EXPERIENCE

- Gather small balls to represent berries. Give children buckets and other containers that they can fill with the "berries" and then dump back out again.
- Let children help make, taste and talk about akutaq.
- Offer children a variety of things to explore that are soft, white or fluffy, like the cotton grass. Options could include balls, fabric swatches, stuffed animals, or even snow.
- Show children the "Let's go play by the water" page. Invite them to explore a container of water (set up inside or outside) and safe, interesting beach related objects such as smooth stones, shells or driftwood.



Vocabulary to Explore



Qaltaq - Bucket



Ingriq - Mountain



Tulukaruk - Raven



Neqa - Fish



**Aknircaikutar -
Helmet**



**Agluryaq -
Rainbow**



Amirluut - Clouds



**Neqerrlluk -
Dried Fish**



**Melquruaq -
Cotton Grass**



Pugtaqutaq - Life Jacket



Naunrat - Berries



Meq - Water

