

# Puppy Dog

## What Should be included:

- Puppy dog
- Doctor Supplies
- Bouncy Dog
- ABC Cards
- Book – Biscuit Book

## Play Plan:

It is your child's turn to be the vet and give our puppy a good check-up. Please help your child to know what each of the doctor's tools are and what they are used for during the check-up. When your child has had a chance to explore the puppy and the doctor supplies, then you can begin acting out some of the scenarios below:

- You bring the puppy to the vet and say that "my puppy woke up this morning with a bad cough, can you help my puppy?" (let your child check the puppy and do whatever he/she wants to do). When he/she is finished ask your child if he/she remembers why you said you brought the puppy to the vet today.
- You bring the puppy to the vet and say that "my puppy has a tummy ache and will not eat his food; can you help my puppy?" (let your child check the puppy and do whatever he/she wants to do). When he/she is finished ask your child if he/she remembers why you said you brought the puppy to the vet today. \* If your child just checked the puppy, but didn't mention anything about what to do for your puppy's tummy ache ask – "doctor what should I do for my Puppy's tummy ache?"
- You bring the puppy to the vet and say that "my puppy fell out of a tree house and now his front leg hurts; can you help my puppy? (let your child check the puppy and do whatever he/she wants to do). When he/she is finished ask your child if he/she remembers why you said you brought the puppy to the vet today. \* Again, question for more details if your child didn't address the issue or looked at the puppy's back leg, etc.
- You can continue with scenarios of your own 😊

**\*While this is just "PLAYING" to your child, you are helping him/her to develop skills needed to be successful in school as well as in everyday life, such as listening for a purpose, thinking skills and drawing conclusions just to mention a few.**

## **Book Activity:**

Read the *Biscuit* book to your child

- Talk to your child about the book as you are reading it (such as – **Predicting** what he/she thinks might happen next or **asking why** something happened)
- Have your child talk about the book, such as: one thing that happened, how did the story begin, how did the story end, how did Biscuit feel in a certain part, etc.)
- Then have your child point to **particular parts** in the book, such as:
  - a picture
  - the print (explain that's how you know what to say when you read)
  - one word
  - a letter of a word (any letter, the first letter, the last letter, name a letter, etc.)

**\*The point of these activities is to introduce your child to the understanding that what we say when we read is represented by words, and words are made of letters which are skills he/she will be working on in Kindergarten.**

## **Big Body Movement:**

\*Before trying the activities below give your child some time to just bounce around on the “Bouncy Dog”

- **Jump and Count** - Begin by giving your child a starting point and then say bounce to a certain spot in your house (example: bounce to the couch) and have your child count how many bounces it took to get from the starting spot to the couch.
  - Then give your child a 2- step set of directions, such as: Bounce from here to the couch and then to the table – have your child continue to count the bounces to both destinations together (example: it took 5 bounces from the starting spot to the couch and then keep counting 6,7,8,9 for the four bounces it took from the couch to the table).
  - Next give your child a 2-step set of directions, such as Bounce from here to the couch and then to the table – this time have your child start over counting as he/she leaves the couch to go to the table so that the two **distances can be compared** as to how many jumps each destination took and to which one took “more” / “less” jumps (example: count 5 bounces from the starting spot to the couch and then start back at one and it took 4 bounces to get from the couch to the table – then compare the two amounts)
  - You can continue by giving 3-step directions and counting all together (to count higher numbers) and starting over each stop (to compare) \*These are important skills for school.

- **Alphabet Jump** – Begin by laying out the alphabet cards around your play area (you can start off with just a few and change those out with different letters or add to them until all the letters have been used) and have your child bounce from one letter to the next. Each time he/she lands on a letter he/she must tell you the letter's name before bouncing to the next one.
  - Next tell your child to bounce to a **particular letter** and then from that letter tell him/her the next letter you want them to find and bounce to that one.
  - Try naming 2 or 3 letters in a row before you let your child start to bounce to the next destination – very good practice for listening to more than one direction at a time and then carrying the directions out.
  - You can continue play by giving your child the **sound** the letter makes and having him/her bounce to the correct letter
  - Try giving your child a **word** and having him/her bounce to the letter at beginning of that word.

These are just a few suggestions. A child learns best through play and hands on experiences, feel free to be CREATIVE and have FUN 😊!