

Spot It!

What should be included:

- Spot It! Game cards
- Floor is Lava (spots and action cards)
- Crayons
- Paper
- Book – (**Bear in Mind**) Sharing

Play Plan:

Spot It! is a game of **LOOKING for a purpose**. This game is a fun way to help your child practice an important skill that will be very useful for learning. Before playing the Spot It! game, take the game cards out of the container and take time to look through them with your child. Talk about how each card has something on it that matches another card, as well as, naming the different objects on each card. This will help the game be a lot more fun when it is time to play.

- Twins – this is a good introduction game to Spot It!
 - To begin place all the cards face down in a pile. Then you take the top 2 cards off the top of the pile and lay them down where your child can see both cards and have him/her find the 2 objects that match on both cards and name what he/she sees. Continue this until your child has found a match on each pair of cards in the pile.
 - For more of a challenge, you can take turns turning over 2 cards off of the pile and when the cards are turned face up try to be the FIRST one to locate and name 2 matching objects on the cards. Who ever is the first to find the match gets to keep the 2 cards. Continue this process until the cards are gone and then count the cards that each of you have – the one with the most cards is the winner.
- The Well – in this game you try to be the first person to get rid of all of his/her cards.
 - To begin place one card face up where you and your child can see it and then divide the remaining cards between you and your child. Each of you place your cards face down in a stack – this is your personal pile of cards that you are trying to get rid of before the other person gets rid of his/her pile of cards.
 - To play this game you and your child each flip the top card from your personal pile over so that you can see the objects on your card and the card in the center. Each of you are looking for an object that matches on your card and the card in the center. Be the first to locate and call out the name of the object that matches and you get to lay your card on top of the center card. If you were the first to call out the match and get rid of your card, you get to take the next card off your personal pile and try to find the next match first and get rid

of another card. If you were not the player who found the match first then you have to use the same card to try to match – the first one to get rid of all the cards in his/her personal pile is the winner.

Book Activity:

Read the book ***Sharing*** with your child.

- Sharing is something that children often have a hard time doing. This book has some great discussion questions and ideas to help your child have a better understanding what sharing is and what it should look like.
- After you and your child, have read the book several times and discussed some things that might be good to share, have him/her draw something he/she would like to share.
- When your child is finished ask him/her to describe the picture to you and then write a few words on the picture to say what he/she told you. (It can be a sentence, just labeling parts of the picture or anything in between.)
***The point of this activity is to introduce your child to the understanding that what we say when we read is represented by words, which are skills he/she will be working on in Kindergarten.**

Big Body Movement:

- **The Floor Is Lava**

- To set up the game spread out the colored stepping stones - not too far apart for your child to jump back and forth between stones.
- Then call out a color of a stone for your child to start on and have your child go and stand on it. Then have your child do what is written on one of the action cards. When the task has been completed, tell your child the next color of stone he/she has to move to and stand on – your child then jumps from stone to stone until he/she reaches the color you asked him/her to find. At this time have your child preform what is written on the next action card. Continue this play until your child has completed the task on each action card.
- Practice following 2-3 step directions – This variation of the Floor is Lava can help your child practice hearing and completing more than one step directions. Instead of telling your child just one color of stone to jump to next, name a sequence of 2-3 (or more) for your child to follow before stopping on the last color in the sequence to do the task on the next action card. To make sure your child is remembering and following the correct sequence of stones, each time your child lands on the next color of the stone sequence he/she will call out that color – this is needed because according to where the stones are located your child may have to step on other colors as he/she is trying to get to the next color in the sequence. Example: The color sequence you give your

child is – green, red, blue. Your child is close enough to the first color (green) to jump straight to a green stone (he jumps on the green stone and says “green”). The next color in the sequence you gave your child is (red) but is too far away for him/her to jump directly, so your child jumps on a blue and a yellow stone to get to the red stone. When your child lands on the blue and yellow stones he/she does not say those colors because those are not the next color in the sequence, however, when he/she gets to the red stone he/she says “red” and continues on to find the final color of the sequence -blue (which is the next color he/she says even if it’s not the next color that is stepped on). This is where he/she will complete the task on the next action card.

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