

# LANGUAGE DEVELOPMENT AND PRE-ACADEMIC BOOK ACTIVITIES GUIDE

Knuffle Bunny by Mo Williams  
Activities created by Stacy Vinciguerra, M.Ed.

# Table of Contents

Preface	4
How to use the materials:	4
Blue Level	5
Day 1 - Picture Walk	5
Learning Targets	5
Activity	5
Day 2 – Load the Washing Machine	7
Learning Targets	7
Activity	7
Craft Materials	8
Day 3 – First Laundry, Then Movie	10
Learning Targets	11
Activity	11
Day 4 – Hide and Seek Bunny	12
Learning Targets	12
Activity	12
Day 5 - Sequencing	16
Learning Targets	16
Activity	16
Pink Level	18
Day 1 - Picture Walk	18
Learning Targets	18
Activity	18
Day 2 – Load the Washing Machine	19
Learning Targets	19
Activity	19
Craft Materials	20
Learning Targets	23
Activity	23
Day 4 – Hide and Seek Bunny	24
Learning Targets	24
Activity	24
Day 5 - Sequencing	28
Learning Targets	28

Activity	28
Green Level	29
Day 1 - Picture Walk	29
Learning Targets	29
Activity	29
Day 2 – Load the Washing Machine	31
Learning Targets	31
Activity	31
Craft Materials	32
Day 3 – First Laundry, Then Movie	33
Learning Targets	35
Activity	35
Day 4 – Hide and Seek Bunny	36
Learning Targets	36
Activity	36
Day 5 - Sequencing	40
Learning Targets	40
Activity	40

Welcome to the Language Development and Pre-Academic Book Activities! These activities are meant to build language and pre-academic skills in children in a fun and enjoyable way. As a former Special Education , this basic structure is something we did daily in my classroom. My goal is to get a week's worth of materials to you each month.

## How to use the materials:

- On day 1, take a “picture walk” through the book. Don’t read the words; just look at the pictures with the child(ren) and comment/ask some of the questions that I have provided.
- On days 2-5, read the book to the child(ren) each day, and then complete the accompanying activity. It may even inspire ideas in you about how you can incorporate language learning in other areas of your teacher kid’s day!

The materials are divided into 3 levels. The following is a rough description of a child at each of the levels. These are not complete or strict guidelines. Use your best judgment and your knowledge of your own teacher kid when choosing a level.

### Blue Level:

A child for whom the blue level is appropriate may not say any words at all, or he or she may say a few words. This child might be able to point to an object when asked to, or maybe not. This child may or may not be able to imitate sounds that you ask them to imitate. Sign language options will be periodically available in the activities at this level; if you choose to sign with the child, make sure that you are also saying the word as you sign to encourage future vocal language. It may be difficult for this child to sit and listen to an entire book in one sitting and may need your undivided attention to do so.

### Pink Level:

The pink level is set up for the child who can say between 20-300 words and is beginning to speak in two-word utterances. Regarding pre-academics, this child is beginning to be able to sit with a sibling or friend and pay attention to the book long enough to finish it. He or she can sort items by color or shape, and is beginning to be able to identify what category something is in (e.g. point to the animal, which one is red, etc.)

### Green Level:

A child at the green level has at least a 300 spoken word vocabulary (likely you’ve stopped counting at this point!). This child may be working on things such as: speaking in complete sentences, properly using pronouns and prepositional phrases, and following 2-3 step instructions. He or she is beginning to be able to participate in back and forth conversation. Pre-academically, this child may recognize some letters and numbers, and may be able to write his or her own name. He or she is beginning to be able to count items and can categorize things at a more complex level (e.g. point to the picture of something that you eat that is red).

## Day 1 - Picture Walk

### Learning Targets

Identifying and saying/signing the words: “Bunny” and “eyes”, sitting and attending



### Activity

Page #s	Teacher	Child
1-2	Teacher touches the image of the bunny “Bunny. Touch bunny”	Child touches the image of the bunny
3-4	“Where is the bunny?”	Child touches the image of the bunny
5-6	Teacher touches the image of the bunny “What is it?”	Child attempts to say or sign “bunny”, or teacher helps the child sign “bunny”
9-10	“Where is the bunny?”	Child touches the image of the bunny
11-12	Teacher touches Trixie’s eyes “Eyes. Touch eyes”	Child touches eyes
13-14	“Show me eyes”	Child touches eyes
15-16	Teacher touches Trixie’s eyes “What are these?”	Child attempts to say or sign “eyes”, or teacher helps the child sign “eyes”
17-18	“The baby is crying”	No response required from child
19-20	“What’s wrong, baby?”	No response required from child
22-23	Teacher points to the family running “Running”	No response required from child
26-27	Teacher touches Trixie’s eyes “What are these?”	Child attempts to say or sign “eyes”, or teacher helps the child sign “eyes”

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22-23 Teacher touches the image of the bunny  
“What is it?”

Child attempts to say or sign “bunny”, or teacher  
helps the child sign “bunny”

# Day 2 – Load the Washing Machine

## Learning Targets

Echoing words and sounds, requesting, labeling common items, following instructions, sitting and attending

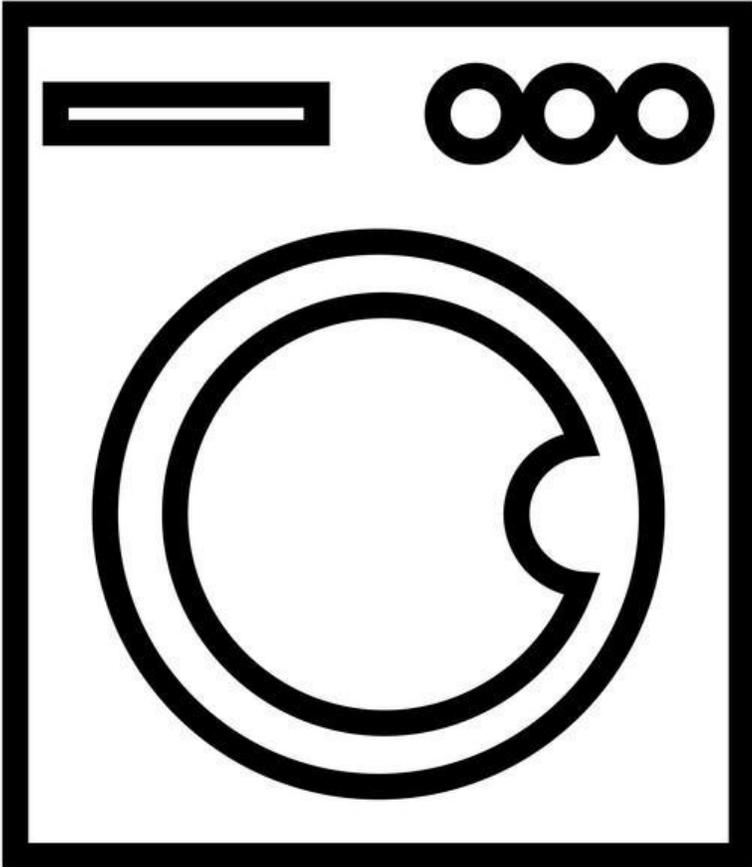
### YOU WILL NEED:

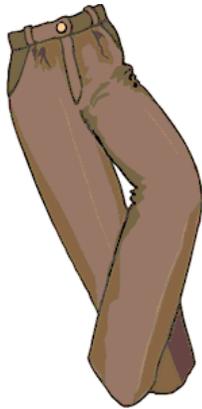
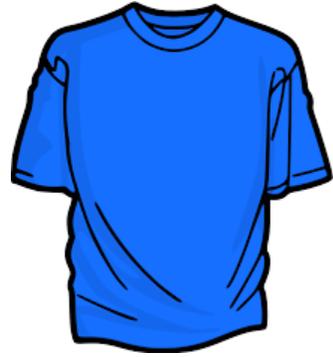
- ✓ An empty Kleenex Box
- ✓ Printable cut outs of: Washing Machine, Clothes, and bunny (figures 1-11)
- ✓ Glue



## Activity

1. Print and cut out all materials. Color the washing machine if you want.
2. Partially cut out the “door” of the washing machine so that one side is still attached & resembles a working “door”
3. Remove any plastic from the tissue box hole.
4. Glue the washing machine face onto the Kleenex box, lining up the “door” with the opening as much as possible.
5. Allow the glue to dry
6. Read Knuffle Bunny to the child
7. Sit with the child and pick up any of the shirt images. Say “Shirt” and give a 2-3 second pause allowing for time for the child to attempt the word.
  - a. If the child DOES make any attempt at the word, praise him or her and immediately give her the shirt and tell him or her to “put in” opening the homemade “washing machine” for him or her.
  - b. If the child does NOT make any attempts at the word, then repeat this process two more times. One the third time, give the child the shirt and tell him or her to “put in”, opening the homemade “washing machine” for him or her.
8. Repeat this activity with one more shirt.
9. Line up Infront of the child picture of a shirt, a pair of pants, a hat and gloves. Touch the shirt and say “shirt”, then instruct the child to “get shirt”. Instruct the child to “put in” while opening the washing machine “door” for him or her.
10. Repeat step 6 with one more shirt (go ahead and change out the other clothing items for variety).
11. Pick up one more shirt and ask, “What is it?” (If they have not yet made any attempts at saying the word, you can skip this step.
12. Repeat step 4 with each of the other items. When you get to the bunny, you may sign “bunny” while you say “bunny” and help the child sign “bunny” if appropriate.
13. Allow the child to play with the items and/or “look for the bunny” as much as he or she likes.







# Day 3 – First Laundry, Then Movie

## Learning Targets

Identifying and labeling “bunny” and “eye”, following instructions, sitting and attending.

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### YOU WILL NEED:

- ✓ An electronic device to watch this video on:  
<https://vimeo.com/18025570>
- ✓ A basket of dirty laundry (clothes)
- ✓ Washing Machine
- ✓ Laundry Detergent
- ✓ A stuffed bunny if you have one. If not possibly some other bunny toy (e.g.: plastic toy or puzzle piece that is a bunny)



## Activity

1. Hide the bunny at the bottom of the pile of laundry
2. Instead of reading the book today, there will be a video of the book. Tell the child “First laundry, then movie” (or whatever words he or she will best understand (e.g.: video – vs – movie, washing machine – vs – laundry))
3. Have the child help you do the load of laundry. Take each item and label them for the child and tell them to put it in the washer (i.e.: “Shirt. Put shirt in”). Once you get to the bottom of the pile, let the child discover or show the child the bunny and ask, “What is it?” Help the child sign “bunny” if he or she is not ready to say the word.
4. When the laundry activity is done, watch the video, pausing a few times to ask the child to “touch bunny” or “touch eyes” and other times, point to either the bunny or Trixie’s eyes and ask “What is it?” help the child sign the word if he or she is not ready to say the word.

## Day 4 – Hide and Seek Bunny

### Learning Targets

Matching identical items, matching by color, matching by sample, sitting and attending

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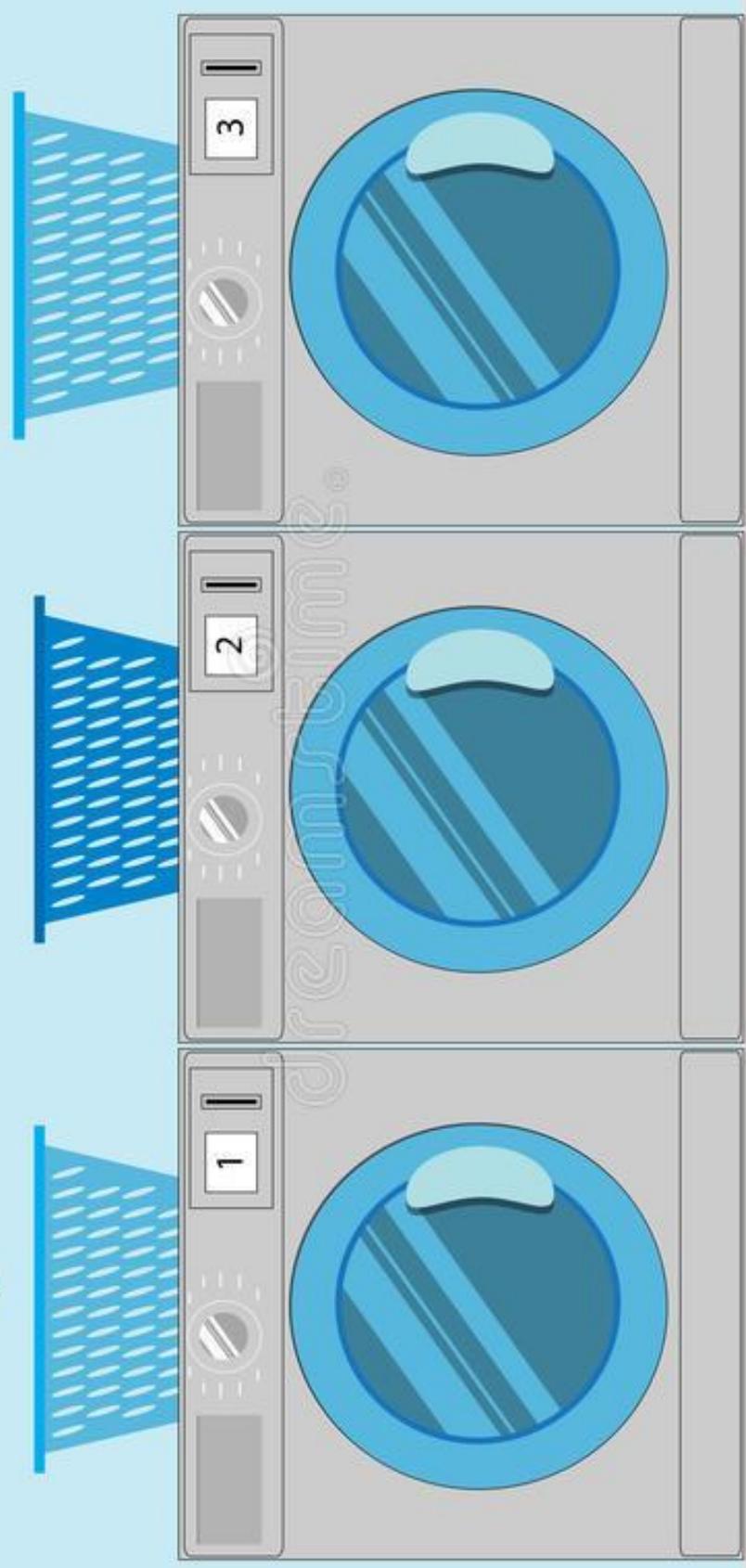
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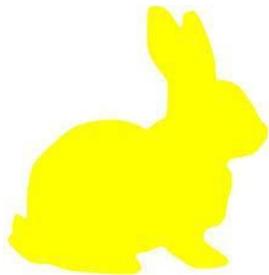
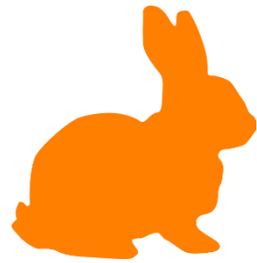
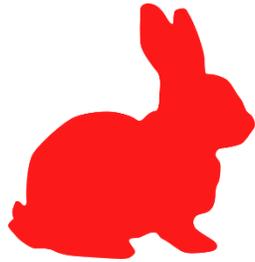
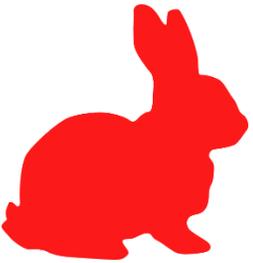
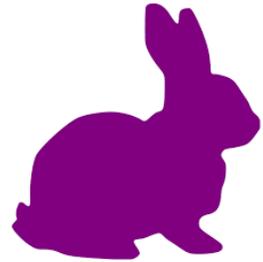
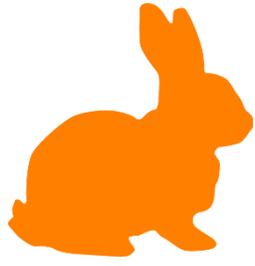
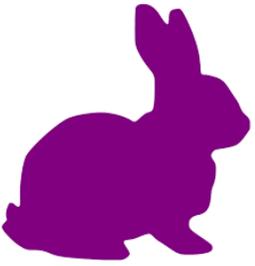
- ✓ Printed out Laundromat and bunnies (figures x-x)  
Cardstock is ideal, but not necessary
- ✓ Glue stick

### Activity

1. Before you do this activity with the child, glue one bunny of each color onto the laundromat scene. It doesn't matter what order if it is one of each color. There are 3 washing machines and 3 baskets; put one bunny in/on each.
2. Place the rest of the bunnies randomly on the table
3. Read Knuffle Bunny to the child
4. Depending on the skill level of the child, do one of the following:
  - a. Have the child glue each matching bunny on top of your existing example bunnies (ed: red bunny gets glued on top of red bunny) Ask the child to "match" or "put with same" - you may need to help with the first one so that they get the idea.
  - b. Print out an extra laundromat and have the child replicate your example (e.g.: red bunny in their laundromat goes in the same location as the red bunny in your laundromat. Ask the child to "match" or "put with same" - you may need to help with the first one so that they get the idea.

# Wash & Dry





# Day 5 - Sequencing

## Learning Targets

Identifying and labeling “bunny”, following instructions, fine motor, informal introduction to sequencing

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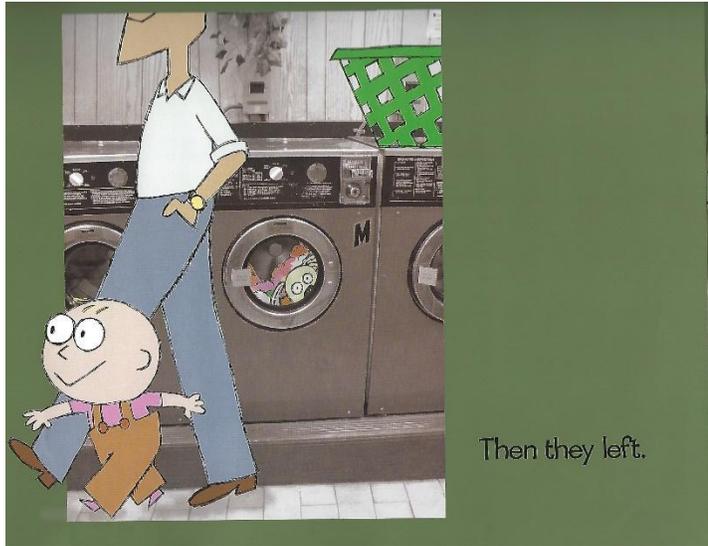
### YOU WILL NEED:

- ✓ 3ft of yarn or rope of any kind
- ✓ Two chairs, or other objects that you can tie the yarn/rope to.
- ✓ 3-6 Clothespins
- ✓ Printouts of story action (fig 1-3) \*preferably on cardstock\*

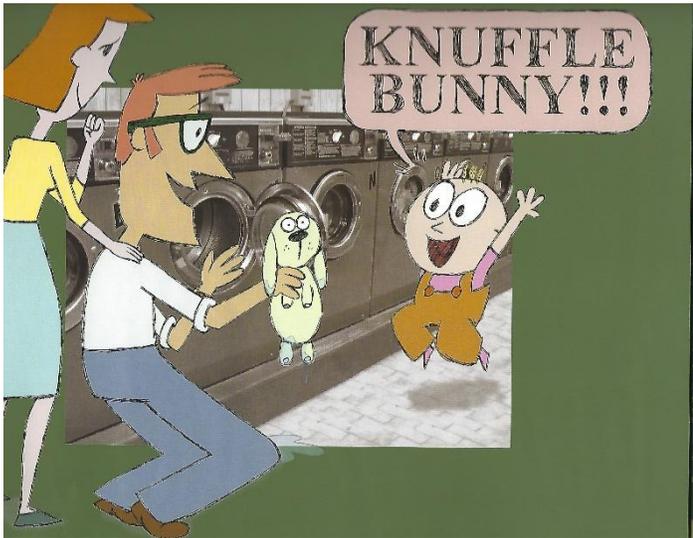


## Activity

1. Tie the yarn or rope to two chairs, or two other heavy objects.
2. Cut out the three action scenes
3. Set the story action scenes out where the child can see them.
4. Read Knuffle Bunny to the child
5. Pick up the “going to the laundromat” scene, point to the bunny and say “bunny, touch bunny”
6. Tell the child to “put on” and show him or her how to attach the story scene to the yarn using a clothespin
7. Pick up the “bunny is in the washer” scene and tell the child to “touch bunny”
8. Tell the child to “put on” and allow them to do so as independently as they can do so
9. Pick up the “bunny is found” scene, and point to the bunny and ask, “what is it?” Help the child sign “bunny” if he or she does not readily say the word.
10. Tell the child to “put on” the last scene.



Then they left.



## Day 1 - Picture Walk

### Learning Targets

Labeling nouns, verbs, combining noun & verb in 2+ word utterances, labeling by categories, sitting and attending

### Activity

Page #s	Teacher Says:	Child Responses:
1-2	Teacher points to the mom "What's she doing?"	Child says "waving" or "sitting"
3-4	Teacher says, "The baby has a...."	Child answers "bunny"
5-6	Teacher asks, "Who is listening to music?"	Child points to the man with headphones on
7-8	Teacher points to the baby with pants on her head and says "That's silly! You wear pants on your...." "What's something you wear on your feet?"	Child says "legs" or other appropriate response Child points to or says "socks"
9-10	(Teacher gasps) "What's in the washing machine?!" (Teacher can point if the child doesn't seem to understand)	Child says "bunny" or "rabbit"
11-12	"Uh, oh. She looks worried"	No response required from child
17-18	Teacher points to the crying baby. "What's happening?"	"Baby crying" or "She's crying" etc.
23-24	Teacher points to the family running. "Now what's happening?"	"They are running" or "He/She is running" etc.
30-31	What did he find?	Child says "bunny"

## Day 2 – Load the Washing Machine

### Learning Targets

Identifying items by categories (i.e.: colors, functions, size), following instructions, sitting and attending

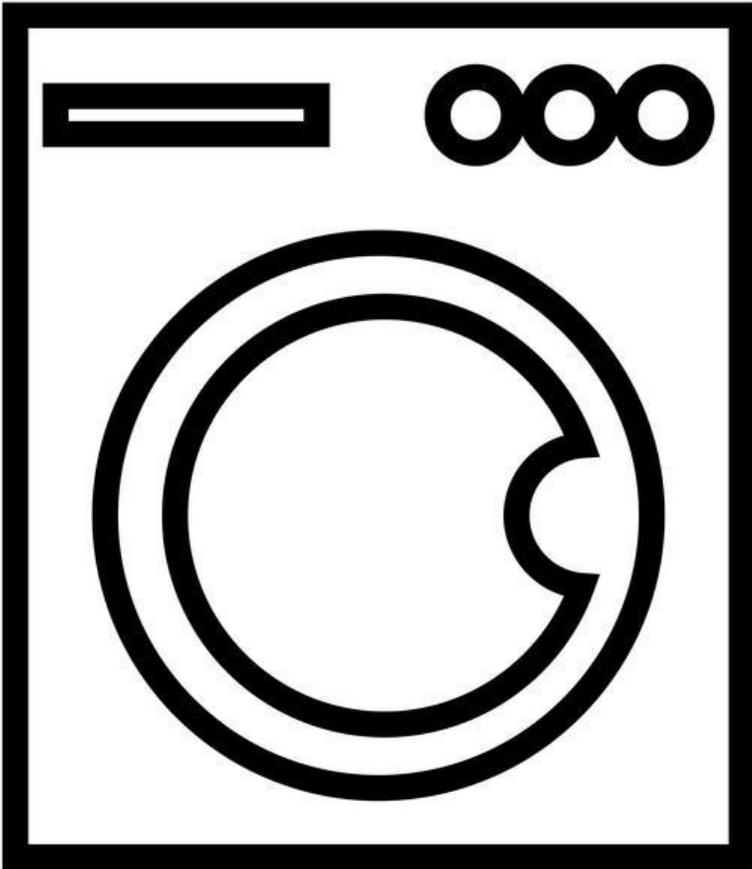
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#### YOU WILL NEED:

- ✓ An empty Kleenex Box
- ✓ Printable cut outs of: Washing Machine, Clothes, and bunny (figures 1-11)
- ✓ Glue

### Activity

1. Print and cut out all materials. Color the washing machine if you want.
2. Partially cut out the “door” of the washing machine so that one side is still attached & resembles a working “door”
3. Remove any plastic from the tissue box hole.
4. Glue the washing machine face onto the Kleenex box, lining up the “door” with the opening as much as possible.
5. Allow the glue to dry.
6. Arrange all the cut-out clothing items and bunny on a table in random order.
7. Read Knuffle Bunny to the child
8. Tell the child you are going to play a game. You will give hints and he or she will find the item and put it in the “washing machine”
9. Give the following “hints” for each item.
  - a. “Something that hops is....”
  - b. “Get a blue one”
  - c. “Something you wear on your hands is...”
  - d. “Get a pink one”
  - e. “Where is little one?”
  - f. “Get the big one”
  - g. “Something you wear on your feet are...”
  - h. “Where is the brown one?”
  - i. “Something you wear on your head is...”
10. Continue in this manner until all the pieces are in the washing machine.
11. Allow the child to play with the items and/or “look for the bunny” as much as he or she likes.





## Day 3 – First Laundry, Then Movie

### Learning Targets

Labeling verbs and/or noun + verbs, identifying items by category and adjectives, following instructions, sitting and attending

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#### YOU WILL NEED:

- ✓ An electronic device to watch this video on: <https://vimeo.com/18025570>
- ✓ A basket of dirty laundry (clothes)
- ✓ Washing Machine
- ✓ Laundry Detergent
- ✓ A stuffed bunny if you have one. If not, possibly some other bunny toy (e.g.: plastic toy or puzzle piece that is a bunny)

### Activity

1. Hide the bunny at the bottom of the pile of laundry
2. Instead of reading the book today, there will be a video of the book. Tell the child “First laundry, then movie” (or whatever words he or she will best understand (e.g.: video – vs – movie, washing machine – vs – laundry))
3. Dump all the laundry out of the basket, except for one piece that is covering the bunny.
4. Make doing laundry a game by asking very similar questions as day 2 – asking for items by their color, size, what body part they go on, or other adjectives you can think of depending on your laundry pile (soft, scratchy, fuzzy, etc.)
5. When the pile is gone, “notice” there is one more piece of laundry in the basket. As you go to get the last piece, “discover” something underneath it (but keep the bunny hidden from the child’s view). Tell the child “There is something else in here! Something that hops! Do you know what it is?” Hopefully, the child will guess “bunny”, but any other hopping creature would still be a “correct response” to the question even if it is not a correct guess. Let the child keep the bunny while they watch the movie if he or she wishes.
6. While watching the movie, pause a few times to ask the child questions, such as “What’s he/she doing” or “What’s happening/What do you see?” when there is an obvious action happening on the screen (e.g.: in the first 30 seconds, there was a man running, a dog sniffing, dog digging, a man riding a bike, a boy listening to music, dad & baby walking, a bird flying, a bird pecking). Just pick some of these, not all of them & space it out throughout the video. The goal is either to get the child to label actions (running, sniffing, etc.) OR, if they are ready for it, noun + verb (man running, dog sniffing).

## Day 4 – Hide and Seek Bunny

### Learning Targets

Joint attention (following eye gaze), identifying items by color, matching by sample, sitting and attending

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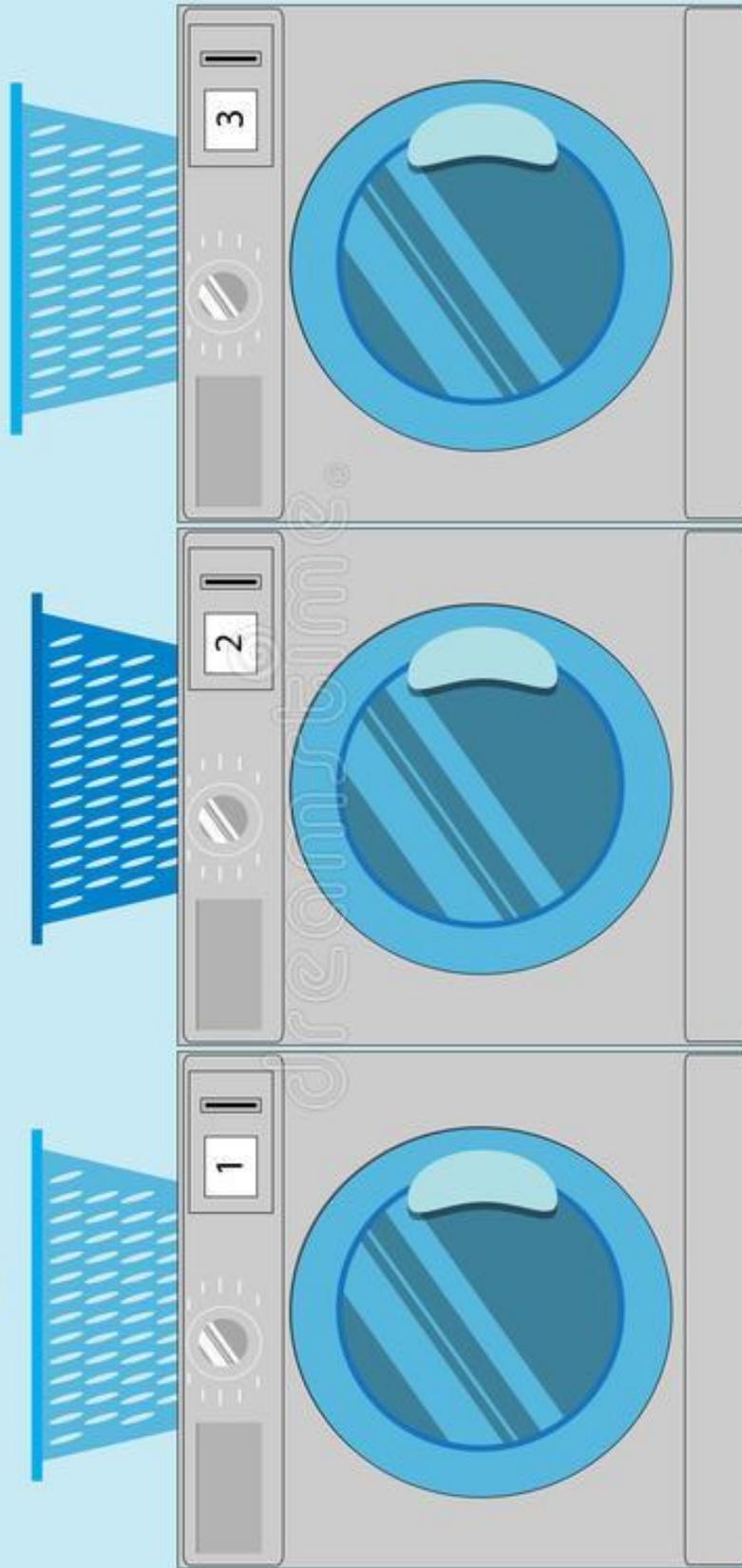
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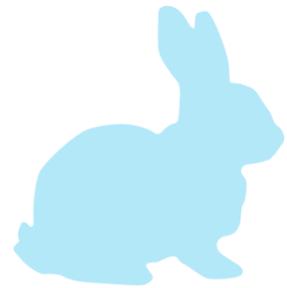
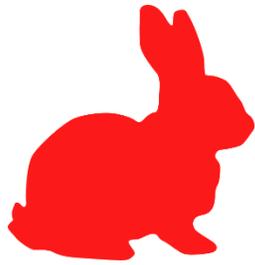
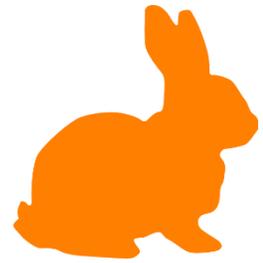
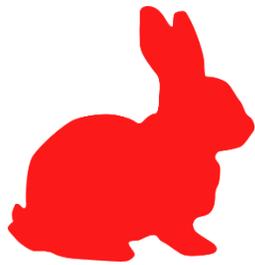
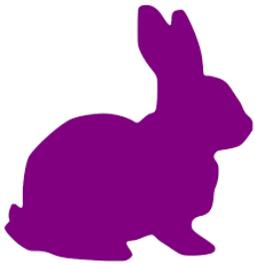
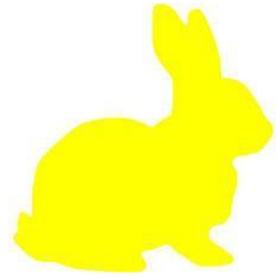
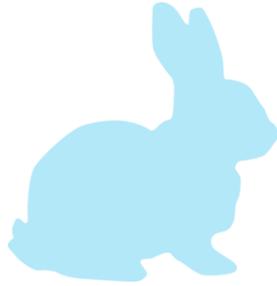
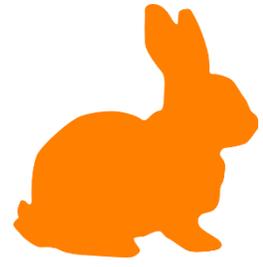
- ✓ Printed out Laundromat and bunnies. Cardstock is ideal, but not necessary
- ✓ Glue stick

### Activity

1. Before you do this activity with the child, glue one bunny of each color onto the laundromat scene. It doesn't matter what order if it is one of each color. There are 3 washing machines and 3 baskets; put one bunny in/on each.
2. Tape the remaining bunnies in obvious places throughout the room (e.g. on different walls at eye level)
3. Read Knuffle Bunny to the child
4. Play a modified version of "eye spy" in which you turn your head and eyes in the direction of a bunny and say "eye spy with my little eye, something \_\_\_\_ (insert color here)" be sure it is the only thing of that color in the general area.
  - a. Have the child follow your eye gaze to find the bunny that you are looking at
5. Have the child match your example regarding what color bunnies go in what locations.

# Wash & Dry





# Day 5 - Sequencing

## Learning Targets

Labeling actions with 2+ words (e.g.: noun + verb), fine motor, following instructions, introduction to sequencing

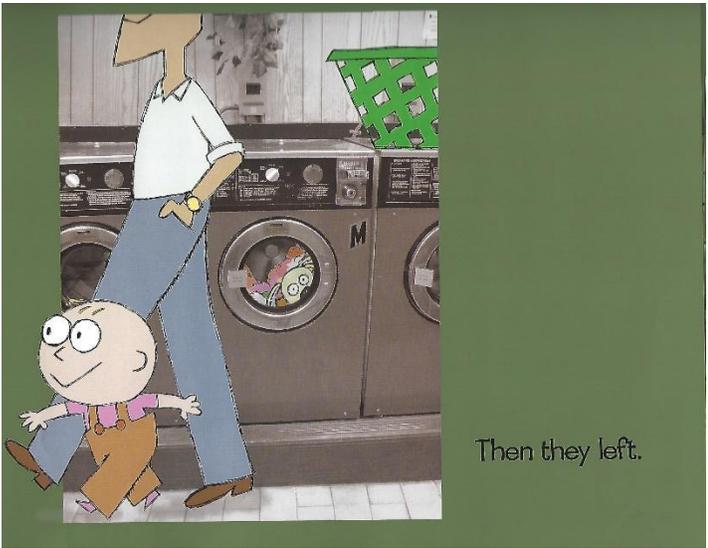
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### YOU WILL NEED:

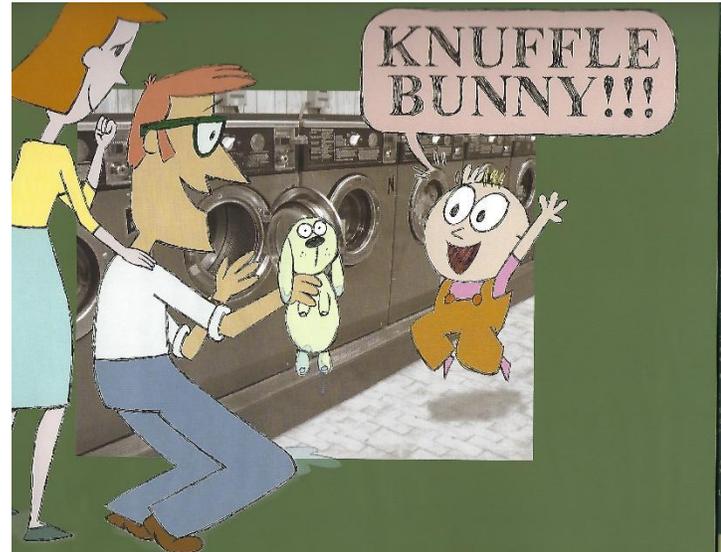
- ✓ 3ft of yarn or rope of any kind
- ✓ Two chairs, or other objects that you can tie the yarn/rope to.
- ✓ 3-6 Clothespins
- ✓ Printouts of story action (fig 1-3) \*preferably on cardstock\*

## Activity

1. Tie the yarn or rope to two chairs, or two other heavy objects.
2. Cut out the three action scenes
3. Set the story action scenes out where the child can see them.
4. Read Knuffle Bunny to the child
5. Pick up the “going to the laundromat” scene, ask the child “what’s happening?” or “what do you see?” any appropriate 2-word response would be considered correct (e.g.: “mommy waving” “baby walking” etc.)
6. Then you describe the scene, starting with the word “first” (e.g.: “first, they walk to the laundromat”)
7. Tell the child to “put on” and show him or her how to attach the story scene to the yarn using a clothespin
8. Pick up the “bunny is in the washer” scene and ask the child “what’s happening?” or “what do you see?” same as above – the goal is a 2-word response
9. Describe the scene, starting with the word “then” (e.g.: “then, the bunny was left in the washing machine”)
10. Tell the child to “put on” and allow them to do so as independently as they can do so
11. Pick up the “bunny is found” scene, and point to the bunny and ask, “What’s happening?” or “What do you see?”
12. Describe the scene, starting with the word “last” (e.g.: “Last, they found the bunny!”)
13. Tell the child to “put on” the last scene.



Then they left.



## Day 1 - Picture Walk

### Learning Targets

Answering multiple questions on a single topic, using pronouns and prepositional phrases, learning about facial cues & emotional expression

### Activity

Page #s	Teacher Says:	Child Response:
1-2	<ul style="list-style-type: none"> <li>Teacher points to the bunny. "Her bunny is a type of ....</li> <li>What type of stuffed animal do you have?</li> <li>What type of stuffed animal does (insert sibling or friend's name here, if applicable) have?"</li> </ul>	<ul style="list-style-type: none"> <li>Child says, "stuffed animal" (OR teacher completes the sentence if the child doesn't seem to know)</li> <li>Child answers "bear" or "dog" or any correct answer</li> <li>Child answers "bear" or "dog" or any correct answer</li> </ul>
3-4	<ul style="list-style-type: none"> <li>"Who is running?"</li> <li>"Which one has a dog?"</li> <li>"Who is reading?"</li> </ul>	<ul style="list-style-type: none"> <li>Child points to the running man</li> <li>Child points to the man with the dog</li> <li>Child points to the man who is reading (pg. 3)</li> </ul>
7-8	<ul style="list-style-type: none"> <li>"That's silly! What do you see here?"</li> <li>"Right! And where are pants supposed to go?"</li> <li>"What else do you see that's silly?" (possibly point to the sock on her hand)</li> <li>"Right, and where are socks supposed to go?"</li> <li>"What is something that you wear on your hands?"</li> </ul>	<ul style="list-style-type: none"> <li>Child uses prepositional phrases and pronouns to say something like "The pants are <i>on her</i> head"</li> <li>Child uses prepositional phrases and pronouns to say something like "<i>On your</i> legs"</li> <li>Child uses prepositional phrases and pronouns to say something like "The sock is <i>on her</i> hand"</li> <li>Child uses prepositional phrases and pronouns to say something like "<i>On your</i> feet"</li> <li>Child says "gloves"</li> </ul>
9-10	<ul style="list-style-type: none"> <li>"What's happening on this page?"</li> <li>Oh, no! Where is the bunny?!!"</li> </ul>	<ul style="list-style-type: none"> <li>Child gives any correct answer in sentence form. E.g.: "They are doing laundry" "She is putting money in" etc.</li> <li>Child uses a prepositional phrase "<i>In</i> the washer"</li> </ul>
11-12	<ul style="list-style-type: none"> <li>Teacher points to the image of worried Trixie. "Her eyes are big, and her mouth is frowning. She looks worried"</li> </ul>	<ul style="list-style-type: none"> <li>No response required of child.</li> </ul>
13-14	<ul style="list-style-type: none"> <li>"I wonder what she is worried about"</li> </ul>	<ul style="list-style-type: none"> <li>No response required of child.</li> </ul>
19-20	<ul style="list-style-type: none"> <li>"What's happening on this page?"</li> </ul>	<ul style="list-style-type: none"> <li>Child gives any correct answer in sentence form. E.g.: "She is crying" "He is carrying the baby" etc.</li> </ul>

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21-22

- “Now what’s happening?”

- Child gives any correct answer in sentence form. E.g.:  
“They are running” etc.

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27-28

- “Oh look! The baby is smiling and looking at her bunny. She looks happy to see her bunny”

- No response required of child.
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# Day 2 – Load the Washing Machine

## Learning Targets

Identifying items by multiple categories (i.e.: colors + size + function), following instructions, sitting and attending

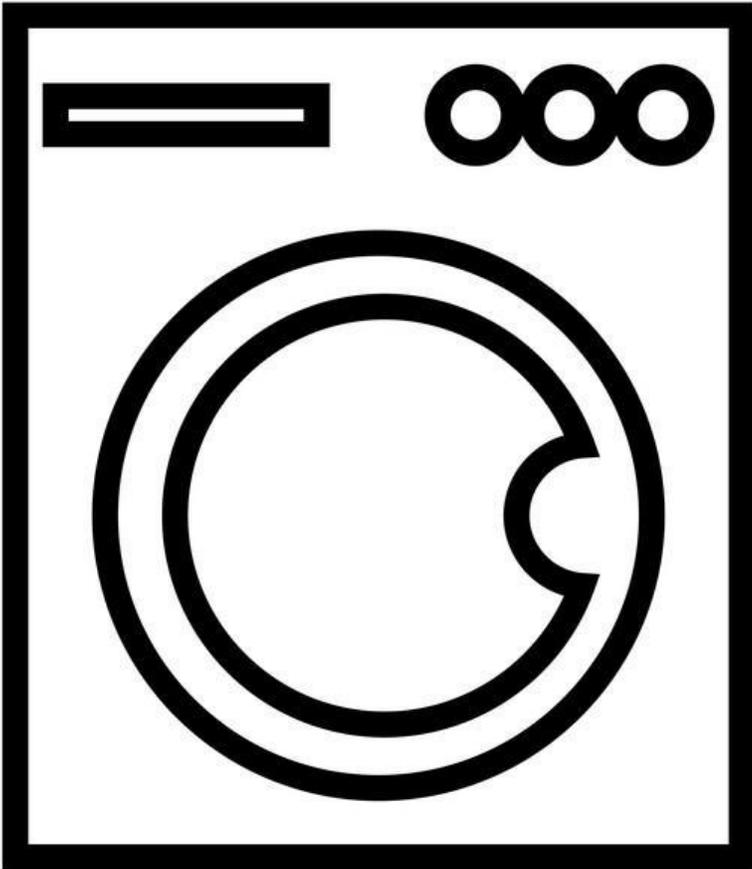
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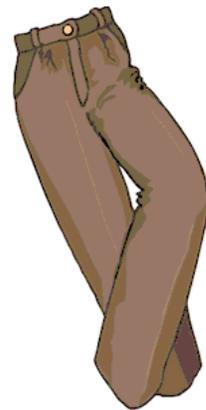
### YOU WILL NEED:

- ✓ An empty Kleenex Box
- ✓ Printable cut outs of: Washing Machine, Clothes, and bunny (figures 1-11)
- ✓ Glue

## Activity

1. Print and cut out all materials. Color the washing machine if you want.
2. Partially cut out the “door” of the washing machine so that one side is still attached & resembles a working “door”
3. Remove any plastic from the tissue box hole.
4. Glue the washing machine face onto the Kleenex box, lining up the “door” with the opening as much as possible.
5. Allow glue to dry.
6. Arrange all the cut-out clothing items and bunny on a table in random order.
7. Read Knuffle Bunny to the child
8. Tell the child you are going to play a game. You will give hints and he or she will find the item and put it in the “washing machine”
9. Give the following “hints” for each item.
  - a. “Get the small yellow one that you wear”
  - b. “Put a big pink one in the washing machine”
  - c. “Where’s the blue one you can wear on your legs?”
  - d. “Which other one can you wear on your legs?”
  - e. “What goes on your head?”
  - f. “Which ones keep your hands warm?”
  - g. “Who can hop?”
10. You will be left with several shirts. Ask the child which one he or she wants next. As much as possible, require the child to be specific (i.e.: big blue shirt instead of blue shirt or just pointing).
11. Continue until all the pieces are in the washing machine.
12. Allow the child to play with the items and/or “look for the bunny” as much as he or she likes.





## Day 3 – First Laundry, Then Movie

### Learning Targets

Answering questions in full sentences, identifying items by multiple descriptors, following multi-step instructions, requesting information.

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#### YOU WILL NEED:

- ✓ An electronic device to watch this video on: <https://vimeo.com/18025570>
- ✓ A basket of dirty laundry (clothes)
- ✓ Washing Machine
- ✓ Laundry Detergent
- ✓ A stuffed bunny if you have one. If not, possibly some other bunny toy (e.g.: plastic toy or puzzle piece that is a bunny)

### Activity

1. Hide the bunny at the bottom of the pile of laundry
2. Instead of reading the book today, there will be a video of the book. Tell the child “First laundry, then movie” (or whatever words he or she will best understand (e.g.: video – vs – movie, washing machine – vs – laundry))
3. Dump all the laundry out of the basket, except for one piece that is covering the bunny.
4. Make doing laundry a game by asking very similar questions as day 2 – giving the child two descriptors per item (e.g.: “the yellow one that goes on your foot” or “the big brown one”) Another good idea is to give the child a list of 3 items to get at once – to practice multi-step directions – in this case, name the actual item (e.g.: get a sock, pants, and a shirt).
5. When the pile is gone, “notice” there is one more piece of laundry in the basket. As you go to get the last piece, “discover” something underneath it (but keep the bunny hidden from the child’s view). Tell the child in an excited voice “There is something else in here!” Hopefully, the child will ask what it is, but if not try one more time, act very excited and say it again. The goal is to get the child to ask what it is. If he or she doesn’t after the second try, you can ask the child if he or she wants to know, and then give hints like “it’s something that hops” etc. until they guess bunny. Allow the child to keep the bunny while watching the video if he or she desires.
6. While watching the video, pausing a few times to ask the child “what is happening here?” when you see a good opportunity. The goal is that the child responds in full sentences (e.g. “They are walking” or “The baby is crying” etc.). Just pick a few times to do this & space it out throughout the video.

# Day 4 – Hide and Seek Bunny

## Learning Targets

Following directions involving prepositional phrases, labeling prepositional phrases, joint attention (following eye gaze)

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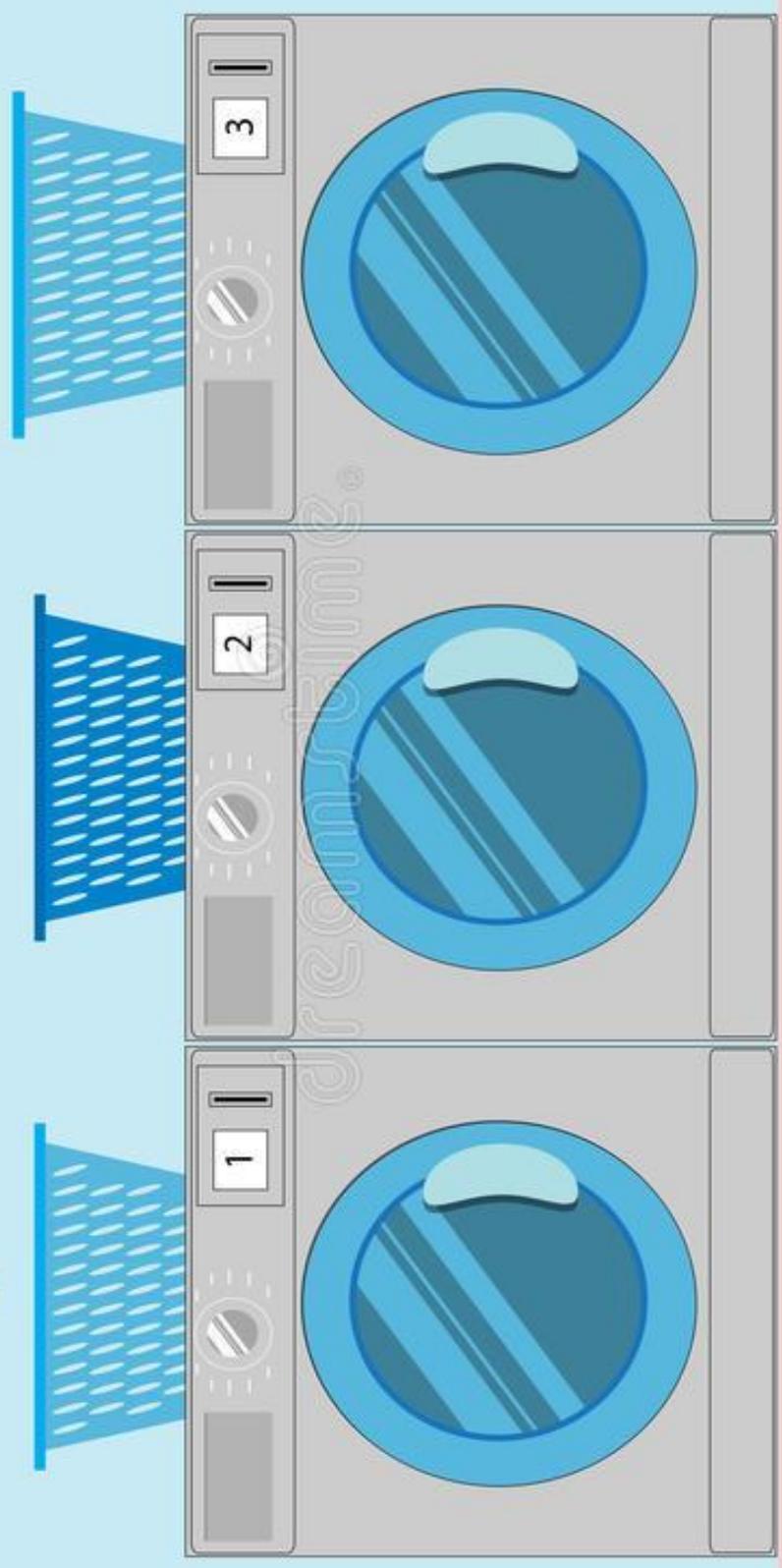
### YOU WILL NEED:

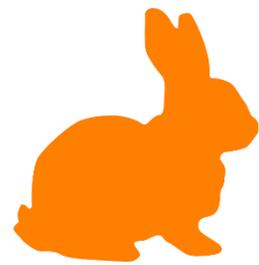
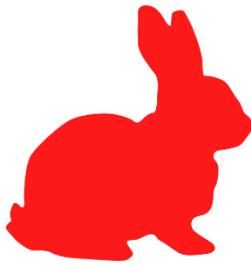
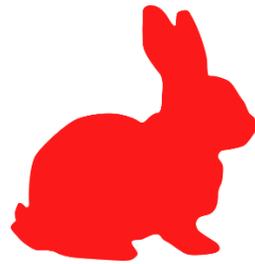
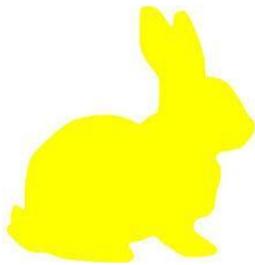
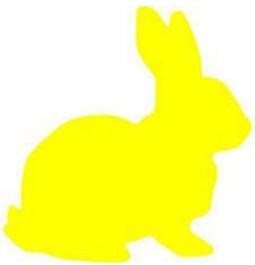
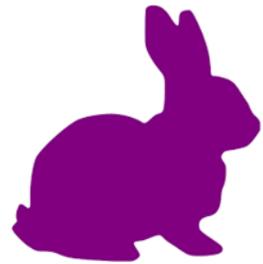
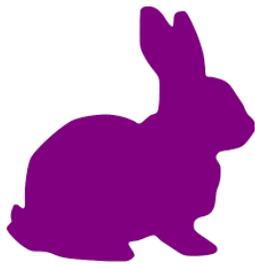
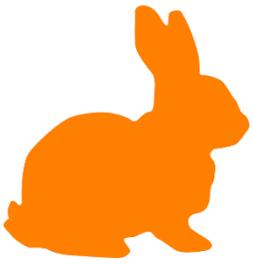
- ✓ Printed out Laundromat and bunnies (figures x-x)  
Cardstock is ideal, but not necessary
- ✓ Glue stick

## Activity

1. While the child is not looking, hide one bunny of each color in various places in a room (the goal here is for the child to work on prepositional phrases, so make sure you hide them in places that you can describe as “over, under’ on, between, beside, etc.) (e.g.: under a chair, between some books, on puzzle, etc.)
2. Read Knuffle Bunny to the child
3. Tell the child that you have hidden the bunnies around the room and that you will give hints to find them. Use the appropriate prepositional word in each of your hints.
  - a. If he or she is struggling, give an additional hint by telling them to follow your eyes and start intently at the location of the bunny.
4. As the child finds a bunny, he or she can glue them any place on the laundromat scene.
5. If he or she wants to play again, there are two more variations that would be appropriate for this level:
  - a. you can have the child hide the bunnies and give you hints (encourage prepositional phrase use when you can)
  - b. You can tape the bunnies in obvious places (e.g.: on all 4 walls in view) and play “eye spy” with the child

# Wash & Dry





# Day 5 - Sequencing

## Learning Targets

Answering questions in complete sentences, following instructions, fine motor, sequencing

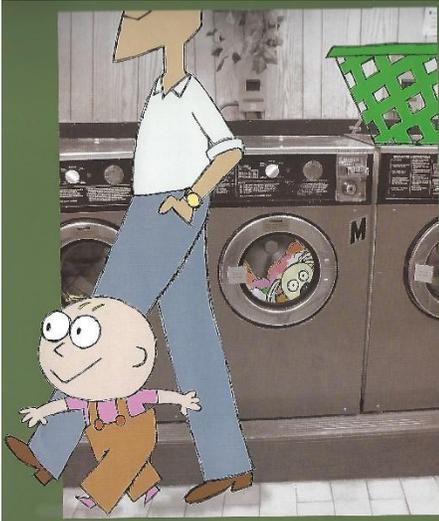
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### YOU WILL NEED:

- ✓ 3ft of yarn or rope of any kind
- ✓ Two chairs, or other objects that you can tie the yarn/rope to.
- ✓ 3-6 Clothespins
- ✓ Printouts of story action (fig 1-3) \*preferably on cardstock\*

## Activity

1. Tie the yarn or rope to two chairs, or two other heavy objects.
2. Cut out the three action scenes
3. Set the story action scenes out where the child can see them.
4. Read Knuffle Bunny to the child
5. Looking at the scenes, ask the child “which happened first?”
  - a. If the child does not readily pick up the first scene, not to worry, this is likely a new skill for them. Simply point to the first scene and move onto the next step.
6. Point to the “going to the laundromat” scene, ask the child “what’s happening?” or “what do you see?” any appropriate complete sentence response is acceptable (e.g.: “The mommy is waving” or “They are walking” etc.)
7. Then you describe the scene, starting with the word “first” (e.g.: “first, they walk to the laundromat”)
8. Tell the child to “put it on the clothesline” and show him or her how to attach the story scene to the yarn using a clothespin
9. Ask the child “what happened next?”
  - a. Same as before, help them if this is a new skill
10. Point to the “bunny is in the washer” scene and ask the child “what’s happening?” or “what do you see?” same as above – the goal is any appropriate complete sentence response
11. Describe the scene, starting with the word “then” (e.g.: “then, the bunny was left in the washing machine”)
12. Tell the child to “put it on the clothesline” and allow them to do so as independently as they can do so
13. Ask the child “what happened last?”
  - a. Same as before, help them if this is a new skill
14. Pick up the “bunny is found” scene, and point to the bunny and ask, “What’s happening?” or “What do you see?”
15. Describe the scene, starting with the word “last” (e.g.: “Last, they found the bunny!”)
16. Tell the child to “put it on the clothesline”



Then they left.

