

Play & Wonder with Pip and Chip

Three little adventures for curious kids ages 3-6
and the grown-ups beside them.



Choose. Try. Share an idea.

Who Goes First? | Help Chip Find a Way
Pack for a Space Adventure

Use these pages on a screen or print them. A grown-up can read the prompts. No writing, cutting or special supplies are required.

You imagine. Pip helps. We learn together!

A grown-up's quick start

Ages 3-6 | Pointing, words and signs are welcome

Choose one little adventure

Follow your child's interest. You can use a single page, take a break or stop whenever you like.

Read, then leave some room

Read one question at a time. Wait for a look, a point, words or signs. There is no need to answer every prompt.

Listen to the actual idea

Try "What makes you choose that?" Reflect what your child tells or shows you. You do not have to supply a reason for them.

Try another possibility

The wagon and space questions allow different choices. Chip's route lets you check whether a plan reaches the ball. A changed idea is welcome.

Make it simpler or explore further

Start with two pictured options or one direction. For a longer conversation, ask what another character might think or whether a different plan would work.

Find your pages

Who Goes First? - pages 3-4

Help Chip Find a Way - pages 5-6

Pack for a Space Adventure - pages 7-8

Who Goes First?

Ages 3-6 | Enjoy with a grown-up

Bear arrived first. Bunny has never had a wagon ride. The wagon holds one toy at a time. **Both will get a turn.** How should Pip decide who rides first?



Bear arrived first.



Bunny has never tried it.



Bear first

Keep the waiting order.



Bunny first

Try something new first.



Use a spinner

Give both the same chance.

Which plan would you choose? Why?

Or draw or tell another idea.

You can point to a plan. A grown-up can listen.

Explore the first-turn question

Ages 3-6 | Pointing, words and signs are welcome

Start with the story

Bear arrived first; Bunny has never ridden. Both will get a turn. Ask which reason to use for the first turn, rather than which toy is "better."

Bear first

This keeps the waiting order. Bunny will ride next. Ask: "How might Bunny feel about waiting?"

Bunny first

This gives Bunny a first experience now, while Bear waits longer. Ask: "What could Pip say to Bear?"

Use a spinner

Two equal sections give each toy the same chance at the first turn, without promising who will win. Ask: "Would both toys agree to use it?" You can discuss this without making a spinner.

Another idea is welcome

Ask: "Does each toy get a turn? How would you decide who goes first?" If your child suggests riding together, revisit this wagon's one-passenger limit or imagine a different wagon.

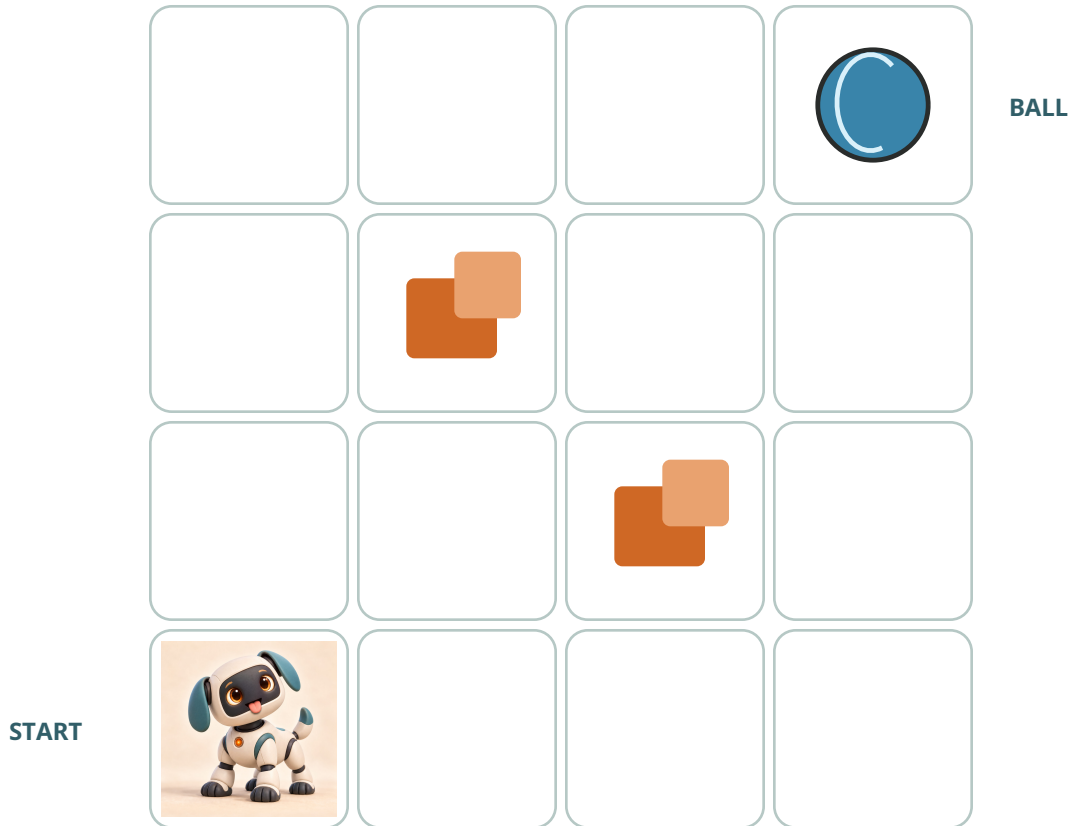
Keep it welcoming

Offer two options first if that helps. Accept pointing. For more discussion, ask what the other toy might say. Different ideas can be discussed kindly. Optional: act out two plans with familiar toys.

Help Chip Find a Way

Ages 3-6 | Enjoy with a grown-up

Help Chip reach the blue ball. Move one square for each arrow. Go around the orange blocks. Trace a route with your finger first.



Tell, point or draw your arrows.



Try a step. What happened? What could you change?
More than one route can work.

Plan and try a route

Ages 3-6 | Pointing, words and signs are welcome

One step means one square

Chip starts at the bottom left. The ball is at the top right. Up, right, down and left refer to the page, not to turns relative to Chip's face.

Look, plan, try

Let your child trace a route. Say or draw a few arrows, then try them with a finger. If a step reaches a block or the mat's edge, Chip stays in the previous square.

Describe the result

Try: "There are blocks in that square. What could we change?" At the ball: "Your route worked. Could a different route work too?"

Start small

Use one arrow at a time and help point to the next square. It is fine to try only the first two steps. A grown-up can draw the arrows.

Explore further

Plan the whole route before testing it. Compare how many steps two routes use. Up, up, up, right, right, right works. Right, right, right, up, up, up also works. Each uses six steps.

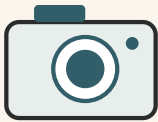
About the idea

This practices planning, checking and changing a sequence. It is a fixed-rule pretend robot game, not a model of every kind of AI. Optional: build a route for a favorite toy using paper squares.

Pack for a Space Adventure

Ages 3-6 | Enjoy with a grown-up

Pip and Chip are taking a pretend rover to explore space rocks. There is room for **two exploring tools**. Which two would you bring?



Camera

Keep pictures of what you find.



Magnifying glass

Look closely at little marks.



Scoop

Pick up loose pretend samples.

Point to two tools, or draw them here.

ROVER TOOL SLOT

ROVER TOOL SLOT

What would you like to discover?
What will you leave behind?

Choose tools for a mission

Ages 3-6 | Pointing, words and signs are welcome

Name what each tool helps you do

A camera keeps pictures. A magnifying glass helps show small details. A scoop picks up loose pretend samples. There are three tools and two spaces.

Camera and magnifying glass

You can look closely and keep pictures. The scoop stays behind. Ask: "How could your pictures help you remember a rock?"

Camera and scoop

You can keep pictures and bring back loose pretend samples. The magnifying glass stays behind. Ask: "What would you choose to photograph?"

Magnifying glass and scoop

You can look closely and bring back loose pretend samples. The camera stays behind. Ask: "How else could you remember what you found?"

Let the reason guide the choice

There is no winning pair. Accept ideas such as drawing a discovery instead of photographing it. Start with two tools at a time if three choices feel like a lot.

Change the mission

For more discussion, ask: "What if we wanted pictures of tiny marks?" Would your pair still fit? Optional: draw an imaginary discovery. No real equipment is needed.