

Siblings Sara and Sunny
love their grandmother's pet dog, Fluffy,
and want to take it home.
Their mother reminds them that a pet requires
more than just love, but lots of care and attention.
With Grandma's permission, the siblings take Fluffy home
to look after it for a week.
They will learn the ways of being a responsible pet 'parent'.
If they are ready to own a pet,
there might be a surprise for them!

Sara and Sunny Learn to be Pet Parents For a Week!

Written by Neil Humphreys
Illustrated by Cheng Puay Koon

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National Parks Board
1 Cluny Rd
Singapore Botanic Gardens
Singapore 259569

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Child Educational Co. Pte Ltd

15-6 Jalan Riang
Singapore 358987
www.childed.com.sg
Tel: (65) 62811128
info@childed.com.sg

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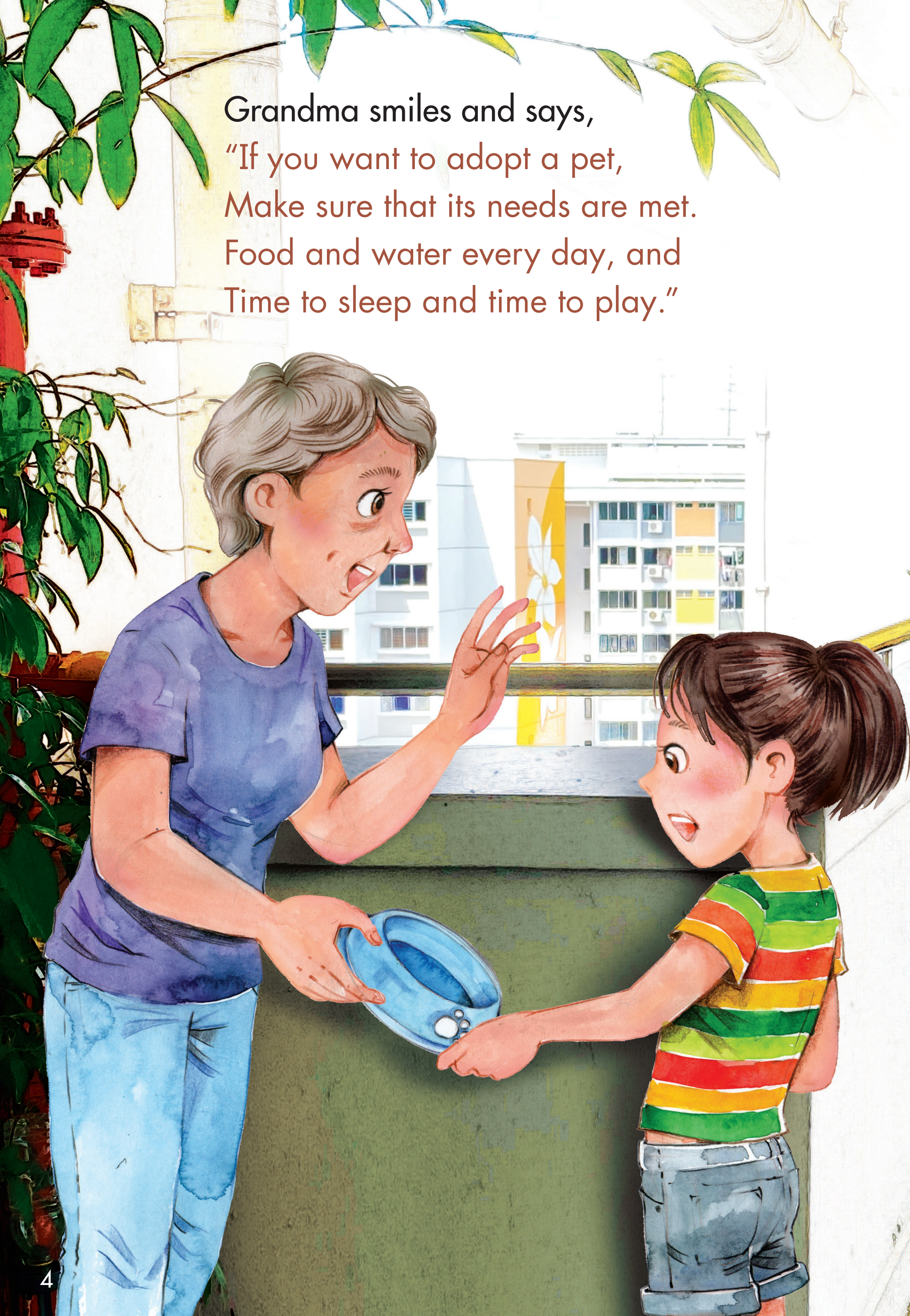


Sara and Sunny love Fluffy.
But there is a little problem.
Fluffy lives with Sara and Sunny's Grandma.
The children ask if they can take Fluffy home.



"Fluffy and Grandma live together," says Mummy.
"Would you like to adopt your own pet?"
"Yes, please!" say the children.
"Then listen to what Grandma has to say,"
says Mummy.

Grandma smiles and says,
"If you want to adopt a pet,
Make sure that its needs are met.
Food and water every day, and
Time to sleep and time to play."



The children will see if they can look after Fluffy
for one week.

"We can definitely do this," says Sunny.

"We will be the best pet parents ever," says Sara.

"Remember to be kind and patient with Fluffy,"
says Grandma.



On Saturday, Sara and Sunny cannot sleep.
Fluffy keeps barking!
The children do not know what is wrong.
But they do not want to stay awake all night!



Mummy explains that Fluffy misses Grandma's home.
Sara pulls out a surprise.
It's Fluffy's favourite toy.
Fluffy nibbles his toy and falls asleep on his blanket.
"His toy really does make him a happy boy," she says.

On Sunday, Sara and Sunny take Fluffy out for a walk.
But they get a big surprise in the lift.
Fluffy lifts a leg and soon leaves a puddle
on the floor!



Fluffy is only trained to go to the toilet
at Grandma's home.

"When Fluffy's in a place that's new, he may
not know just what to do," says Mummy.

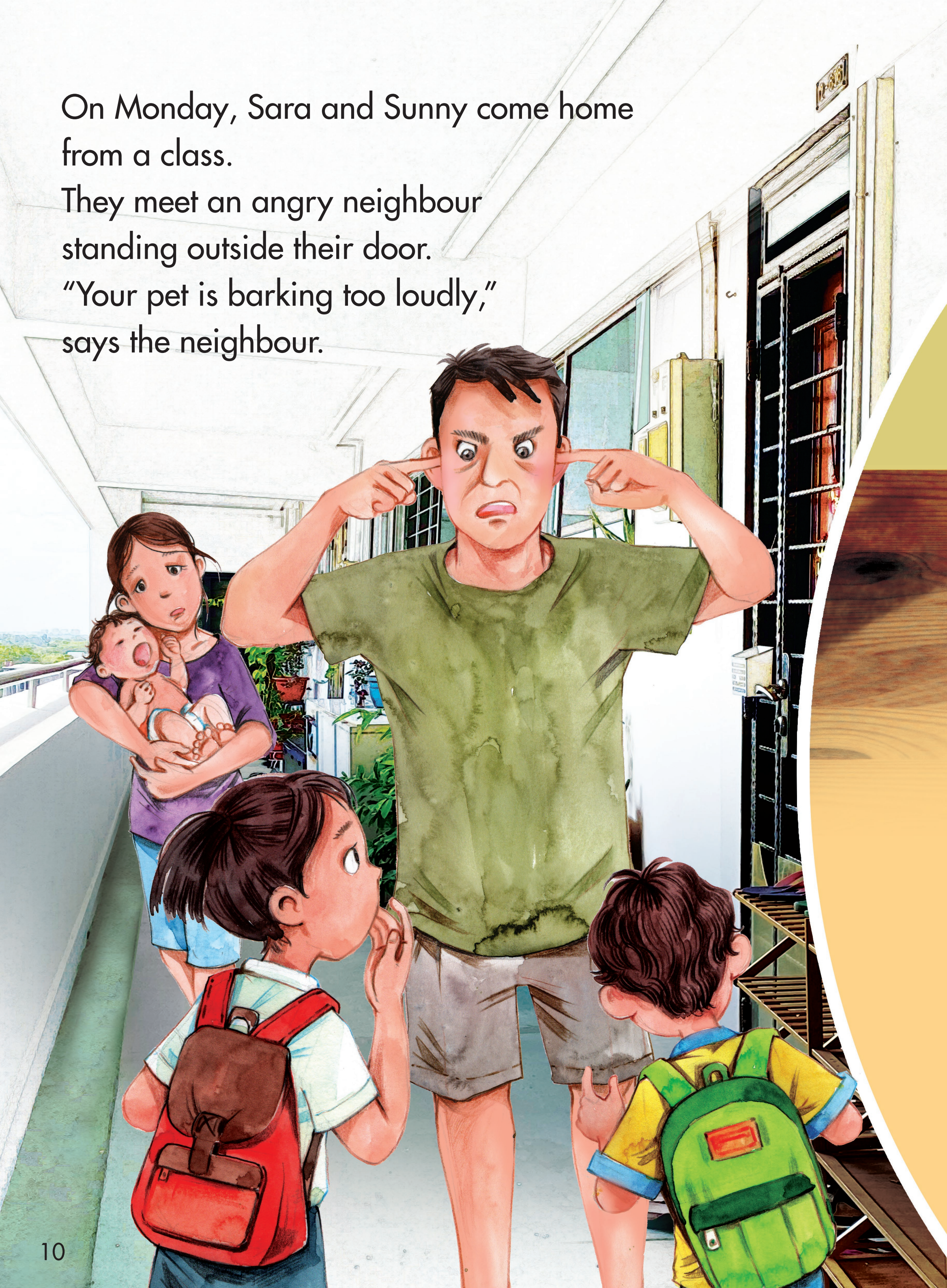
"We must teach Fluffy to pee in new places,"
says Sunny.

"Good idea," says Sara.

On Monday, Sara and Sunny come home from a class.

They meet an angry neighbour standing outside their door.

"Your pet is barking too loudly," says the neighbour.



The children hurry inside and call Grandma for help. Grandma says,

"Always make time for him in a new home,
So he can feel comfortable and not feel alone."

The children play 'catch' with Fluffy and he stops barking.

On Tuesday, Fluffy goes for an evening walk in the park.

When Sara and Sunny are not looking, Fluffy leaves a poop on the grass!

"Oh no," says Sara. "What shall we do?"



Sunny thinks that the mess can be left on the grass. "It's getting dark. No one will see," he says. But Sara disagrees and says,

"We cannot be mean.
We must keep the park clean."

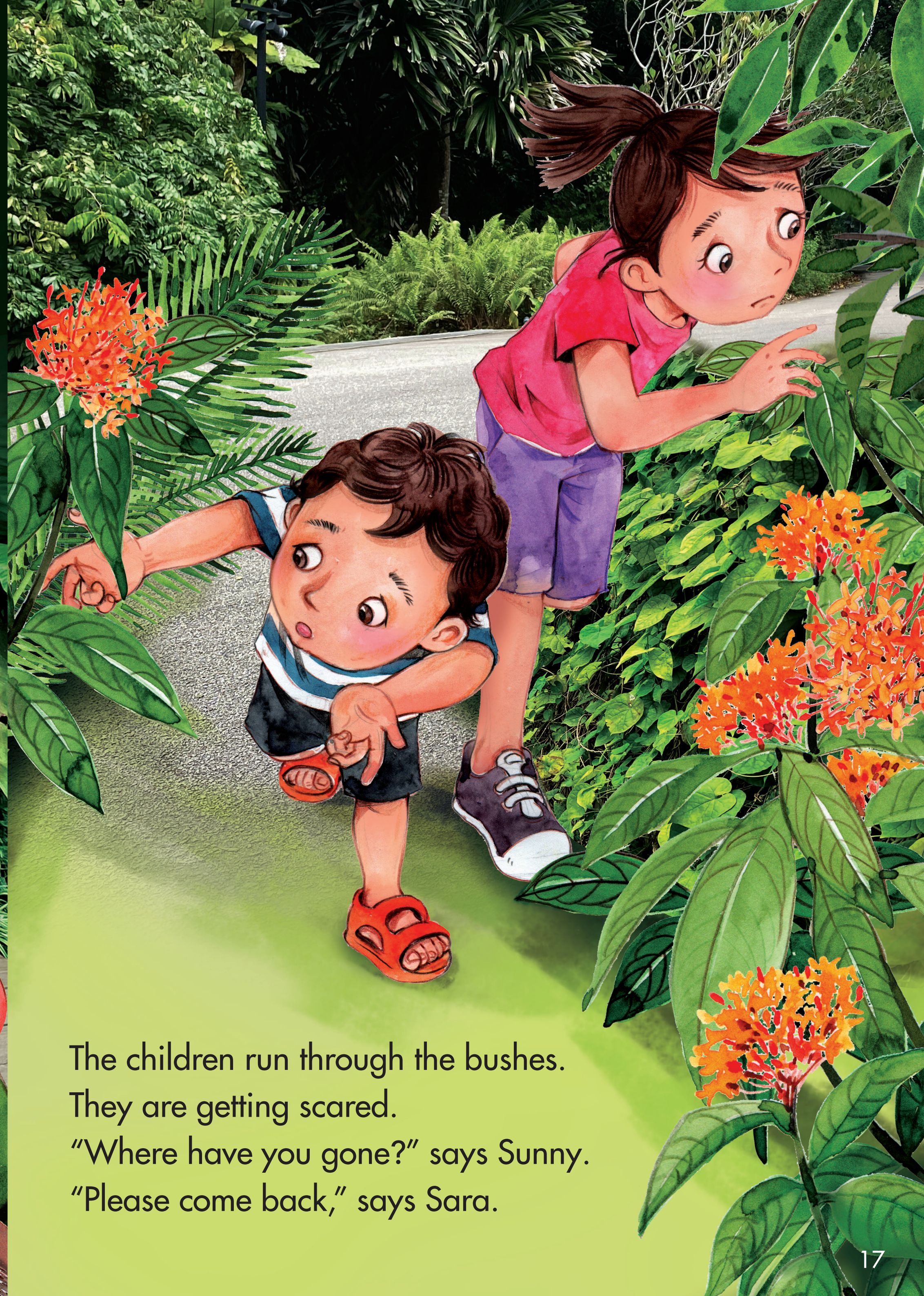
On Wednesday, Sara and Sunny think it would be fun to show Fluffy around their City in Nature. They feed some treats to Fluffy, but some hungry pigeons think the tasty snacks are for them, too!



Mummy stops them and says,
"Both of you do really care,
But pet snacks are not to share.
Other animals should really not be fed.
They can find their own food instead."



On Thursday, Sara and Sunny teach Fluffy how to sit still.
But they do not hold onto Fluffy's leash properly.
Fluffy spots a squirrel and runs away!
The leash slips out of Sunny's hand!



The children run through the bushes.
They are getting scared.
"Where have you gone?" says Sunny.
"Please come back," says Sara.

But Sara and Sunny have a lucky escape.
Mummy calls Fluffy's name and he runs back!
Mummy reminds the children to be careful and says,
"If you do not want to get a fright,
Then hold on to the leash really tight."



The children are confused.
"How did you catch Fluffy?" Sunny asks.
"He came back when I called his name.
You must learn to do the same," says Mummy.
"We still have a lot to learn," says Sara.

On Friday, Fluffy returns home with Grandma.
Sara and Sunny are sad.
“We loved our pet adventure with Fluffy,”
says Sunny,
“But it’s really hard work being a pet parent,”
says Sara.



The next day, the family visits an animal shelter together.
"These animals need loving homes," says Grandma.
"Do you remember what I said about pets?"



The children smile and say:
"If you want to adopt a pet,
Make sure that its needs are met.
Food and water every day, and
Time to sleep and time to play."

Are you and your family ready to keep a pet?

- ☒ Everyone at home agrees to keep a pet.
- ☒ We will give our pet food to eat, space to sleep and toys to play.
- ☒ We will spend quality time with our pet every day.
- ☒ We will learn how to keep our pet healthy and well.
- ☒ We will spend money for things that our pet needs to live.
- ☒ We will look after our pet for life.

"Sara and Sunny, I think you are both ready to keep a pet," says Grandma. "Who likes that idea?"

"We do," say Sara and Sunny.

"What are you waiting for?" says a grinning Grandma.

"Go and choose a pet together."





The children choose a dog with flapping ears.

They name it “Flappy”.

“Look ... Fluffy and Flappy are already best friends,” says Sunny.

“And we are going to do the best for our pets,” giggles Sara.

What a wonderful, happy, Fluffy, Flappy day!

Sara and Sunny Learn to be Pet Parents for a Week!

Through this story, our young learners will understand that having a pet requires commitment and responsibility:

- A pet depends on its owner to provide for its needs to live healthily and happily at home.
- Pet owners also need to be civic-minded as they share the living space with other pet owners, the community and animals in our City in Nature.

Use the following information to supplement the learning experience for the children after reading this book:

Learning Points

1 Pets need proper food and water to live, just as we do.

- A balanced diet for a dog is made up of meat (e.g. canned wet food) and grains (e.g. dry kibble).
- Treats (such as dog biscuits) should only be given in moderation. Too much treats will make your dog unhealthy.
- Do not feed dogs chocolate, grapes, raisins, nuts, onion and garlic as these make them sick.
- Provide clean drinking water for your pet dog at all times of the day to prevent thirst and dehydration.

2 Pets may fall sick and need regular medical check-ups to be healthy, just as we do. We see a doctor for this!

- A doctor who treats animals that are unwell is called a veterinarian, or a vet.
- Vets also conduct medical check-ups and vaccinations to ensure your pet continues to be healthy and even protect it and other animals and people from diseases.
- Keep your pets healthy by keeping them clean and providing the right diet, exercise and ample rest.

3 Pets need to ‘pee’ and ‘poo’, just like we do. We do all that in a toilet!

- Pet dogs like Fluffy should be taught where they can ‘pee’ and ‘poo’; this helps to keep your home clean and pleasant for you and your pet.
- House-train your dog to ‘pee’ and ‘poo’ in a designated area inside the home by lining the area with pee pads or old newspapers.
- Dogs can also be trained to go to the toilet outdoors by going for regular walks daily.

4 Pets can learn to do different things, just as we can! We take time to practise and learn to do something well.

- Pet dogs can be trained to listen to instructions (e.g. ‘sit’), respond to their names, or even learn fun tricks like rolling on their bellies, etc.
- Train your pet regularly so it can remember what it is taught. Encourage your pet by rewarding (with small treats or praise) each time it displays the desired behaviour. Most importantly, have patience as learning takes time!
- Training can
 - Protect your pet from running into danger;
 - Help owners better understand and bond with their pets;
 - Create a conducive living space for you and your neighbours.

5 Pets need time to play, just as we do.

- You can deepen your relationship with your pet by spending quality time together through walks, play, training and even exercise.
- Provide different toys for your dog to relieve boredom and/or stress.

6 Pets need time and space to rest, just as we do. We rest the best in a comfortable home!

- Dogs need between 12 – 14 hours of sleep a day to rest and recharge; puppies sleep for longer as they are still growing.
- Provide your pet dog with a clean, safe and quiet spot with a cosy bed, blanket or rug to sleep on, and familiar toys for comfort. It should also be in a safe area with cables and wires stored away, and cabinets and bins closed.

7 Pets have different ways of telling people and other animals how they feel, just like us!

You can better understand what your pet is feeling and what it needs by learning about its body language:



Friendly
Dog’s body posture is relaxed with tongue sticking out. Its tail wags slowly.



Content
Dog’s body posture is relaxed and its tail stays down.



Defensive
Dog’s body posture is stiff and upright, making itself look big. It shows its teeth and barks to give warning. Its tail is stiff and points upwards.

- When a dog is friendly, it is safe for you to approach to introduce yourself or play.
- When a dog shows signs of distress, give it some space and/or remove the object that may be stressing it.

8 Pet owners should clean up after their pets.

- Bag the poop and dispose of it in the bins.
- Carry a bottle of water to wash off your dog’s waste. Its urine may cause bad smells and stains on the floor.
- Bag your trash and dispose it into the bins to avoid attracting pests.

9 Pet owners should take care not to disturb others around them.

- Leash and keep your dogs close to your side or carry them when walking past others, especially in small or confined spaces (e.g. lifts).
- Don’t let your pet roam to avoid disturbing neighbours who may not be comfortable with animals.
- Train your pet dog to cultivate good behaviour.

10 We should care for the wildlife and birds that inhabit our City in Nature.

- Do not keep wild animals as pets!
 - They belong to and can survive in the wild on their own.
 - We cannot provide them with the special care they need to survive.
 - Taking the animal away from their homes in the wild may harm the survival of endangered species.
 - Wild animals may spread diseases to you, your family and your pets.
- Do not feed wild animals and birds!
 - They know how to find their own food and care for themselves.
 - The animals may associate humans with sources of food and may become aggressive towards humans to obtain food.
 - Our food may also make them sick.
- Keep a safe distance from wild animals and birds.
 - Keep a safe distance and observe them from afar.
 - Do not stress or scare the animal by moving away slowly.

Learning Summary

- Pets need food, a comfortable home, time to play and rest, and regular visits to the doctor to keep healthy and happy! Pet owners have to learn to take care of these needs for their pets, for life. Only get a pet if you and your family are willing to spend enough time and money to care for it. Remember, a pet is for life!
- Everyone wants to live in a clean, comfortable and safe place. Pet owners have to be responsible and be considerate so that people, pets and wild animals can all share and enjoy our City in Nature!

Introduction

Before reading the story, lead the class to think about:

- What is a pet?
- What animals can people keep at home?
- Do you own a pet?

Yes: What animal is it? Who takes care of the pet?
No: If you could, what animal do you wish to keep?
What name would you give it?

Tell the class that you will be sharing a story with them about two siblings who wish to have a pet of their own.

Reading and Re-reading the Story

Read the story once through, pacing deliberately for clear articulation, using varied tone of voice and rhythm to capture the children’s interest and to stimulate their imagination. Do not pause to ask questions at this first reading.

During re-reading, assess the children’s level of interest and where possible, integrate some of the learning points in your discussions with the help of the suggested questions.

Cover

- Whose dog is this?
- What are Sara, Sunny and Fluffy doing?

Page 2 & 3

- What kind of dog do you think Fluffy is? *Cross-breed (between small dog breeds such as Yorkshire Terrier, Poodle, Maltese, etc.)*
- Does Fluffy look happy? Why do you think so?
- Where do you think we can get a pet? *Adopt from an animal shelter, or purchase from or a pet shop.*
- Why do you think some people buy pets, while others adopt?

Page 4

- What is Grandma holding in her hand? *Fluffy’s bowl*
- What does Grandma say a pet needs? *Food and water every day; time to sleep and play*
- What are some of your favourite snacks?
- Can you eat them every day? Why? **1b**
- What types of food does a dog need to eat to grow healthy and strong? **1a**
- What sort of food do you think is unsuitable for a dog? **1c**
- What happens when you do not drink enough water every day? **1d**

Page 5

- What is Sunny holding in his hand? *Fluffy’s toy*
- What does Grandma remind the children to do when caring for Fluffy? *Be patient and kind*

Page 6/7

- Why does Fluffy keep barking? *It’s his first night with the family; the home is unfamiliar to him; he misses Grandma.*
- How does Fluffy fall asleep in the end? *He was comforted by his favourite toy.*
- Do you also hold something precious to you to sleep? What is it?
- How many hours should children sleep every day? *9 to 10.*
- How many hours do dogs need? **6a**

Page 8

- Have you ever wet your bed before?
- What happens when you wet your bed at home?
- Why do you need to tell pets like Fluffy where to ‘pee’ and ‘poo’? **3a**
- How can you help pets like Fluffy to go to the ‘toilet’? **3b/c**

Page 9

- What are some things you have learnt to do?
- Do you know that pets can learn to do things too? **4a**
- How can you train a pet like Fluffy? **4b**
- Why is it important that our pets learn to behave well? **4c**

Page 10

- Do you think the man likes the sound of Fluffy barking?
- What sounds do you hear in your neighbourhood? *People talking, children laughing, babies crying, workers drilling, buses honking, pigeons cooing, crows squawking, etc.*
- What are the things we can do to keep our neighbourhood pleasant? **9**

Page 11

- Do you like to be left alone at home?
- How do you show your family that you are happy, sad, angry, or scared?
- How can a pet owner know how a pet dog like Fluffy feels? **7**
- Why is it important for owners to learn about animal behaviour? **7**
- What are some things you need to play with your dog? **5**

Page 12

- Can the children ask Fluffy to hold his ‘pee’ and ‘poo’ until they get home? Why not? *Holding in ‘pee’ and ‘poo’ can make Fluffy unwell.*
- Who can help to check that our pets are healthy and not sick? **2a**
- What other services can vets do for pets like Fluffy? **2b**
- What can we do to keep our pets healthy? **2c**

Page 13

- Can Fluffy clean up after pooping?
- What happens if Sara does not pick up the poop? **8**
- What can pet owners do to help keep the neighbourhood clean? **8**

Page 14

- Can these pigeons be kept as pets?
- What wild animals have you seen in our City in Nature?
- Should we keep wild animals as pets? Why not? **10a**
- Why should we not feed wild animals and birds? **10b**
- What happens if we feed them? **10b**

Page 15

- What birds are these? *Javan Myna, House Crow*
- Where do you usually see them?
- What are they usually doing at the food centre? *Pecking on leftover foods on plates or dirty tables*
- What will happen when they dig into our food and poop on our tables and seats? *It dirties the place. The poop can also spread diseases and make people and other animals sick.*
- Do you wish to see this happening?
- What can we do to prevent this? *Do not feed them, clear our plates and do not leave any leftover food behind.*

Page 16

- Where do you think this place is? *Neighbourhood park, East Coast Park, West Coast Park, Punggol Waterway Park, etc.*
- What is the family doing with Fluffy? **5**
- What other animals can you spot on this page?
- What do you think Fluffy was going to do? How can you tell?

Page 17

- How do you think Sara and Sunny are feeling? *Scared, worried, anxious*
- What do you think they should do to find Fluffy back?

Page 18/19

- How do you think Sara and Sunny are feeling now? *Happy, thankful, relieved*
- Why do you think Fluffy runs back to Mummy? *Fluffy recognises Mummy’s voice*
- Do you think Fluffy is happy to return to the family? How can you tell? **7a**

Page 20/21

- What things do your parents have to do for you?
- Let’s count the days when Sara and Sunny are Fluffy’s ‘parents’.
- *Saturday, Sunday, ..., Friday*
- How many days are there in a week?
- Which days of the week do you come to school?
- What do you do during the weekends, on Saturday and Sunday?

Page 22

- Do you know what an animal shelter is? *Refer to the glossary*
- How many of you have visited one? What animals can you find there? *Refer to the glossary*

Page 23

- What do you think the volunteer is saying to Grandma and Mummy?

Page 24/25

- Is it okay to keep a pet if someone in the family does not agree to keep one? Why?
- Is it enough to just give the pet a home and food?
- What else must a pet owner be ready to do?

Page 26 – Closure

- Do you like the story?
- Do you think adopted animals make good pets too?
- Do you think Sara and Sunny have learnt to be good ‘parents’ to Fluffy?
- Why do you think so?
- Why do you think it is hard work to be a pet parent?
- Do you think it is hard work for your parents to take care of you?
- Remind the children that adopting a pet is not just about playing or having fun with it. They need to care for their pet, keep it healthy and happy for life, like parents.

Suggested Activities

1. ‘Finding Fluffy’

Learning areas:

- Aesthetic and Creative Expression
- Social and Emotional Development

Learning goals:

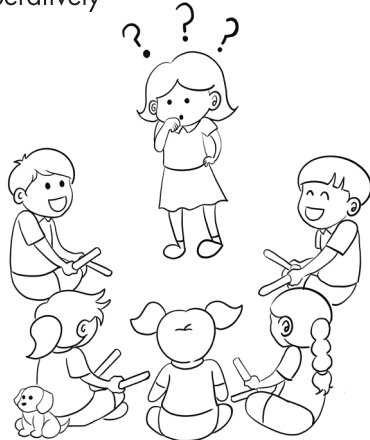
- Express feelings and moods through music and movement
- Communicate and build relationships with others

Learning objectives:

- Children will use simple percussion instruments to demonstrate an awareness of dynamics in music
- Children will learn to play cooperatively

Materials required:

- A small soft toy (Fluffy)
- A scarf for blindfolding
- A pair of claves for each child



Large group activity:

- Sit the class in a circle and select one student (Child A). Child A should look away and count to 10 while the rest of the class decides who Child B is.
- Child B holds on to ‘Fluffy’ and hides it from Child A.
- Child A tries to find ‘Fluffy’ with the help from the class giving cues by striking their claves.
- The class strike their claves as a form of calling out ‘Fluffy’ - softly when Child A is far from ‘Fluffy’ (Child B), and louder when Child A is approaching.
- Child A has three chances to find ‘Fluffy’.

2. ‘Groom My Pet’

Learning area: Aesthetic and Creative Expression

Learning goal: Express ideas and feelings through art

Learning objectives: Children will each create a 3-dimensional ‘pet’ using a variety of materials.

Materials required (for each child):

- 1 PET bottle for the ‘pet’
- Dried beans or seeds to fill the bottle
- 2-metre string for the leash
- Tape (for securing the string to the ‘pet’)
- Construction/crepe paper, cotton wool, coloured feathers, paints, paintbrushes, markers (for decorating the ‘pet’)
- Googly eyes
- Glue

Individual activity:

- Allow the children to create their own ‘pet’.

3. ‘Train My Pet’

Learning areas:

- Motor Skills Development
- Social and Emotional Development

Learning goals:

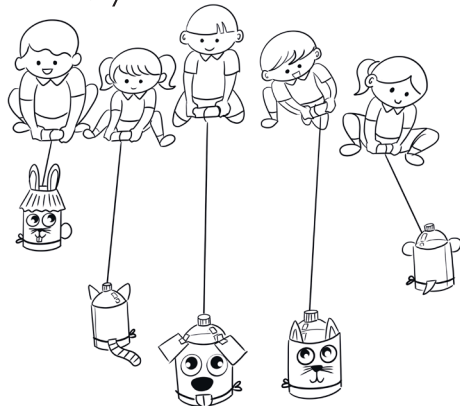
- Demonstrate control and coordination in fine motor tasks
- Show empathy towards animals

Learning objectives:

- Children will manipulate objects with dexterity and use eye-hand coordination to perform fine motor tasks
- Children will learn to be responsible and care for their ‘pets’

Materials required (for each child):

- Self-created ‘pet’ in activity 2
- 1 toilet roll core



Large group activity:

- Have the children tape the loose end of the string to the toilet roll core
- ‘Pets’ are seated on one end while the children sit on the other end of the 2-metre string with the core.
- The children hold on to the core and race to reel their ‘pets’ in towards them.
- The children will learn to control and hold the core as close to the ground as possible to ensure their ‘pets’ remain stable when moving.
- If the ‘pet’ falls or topples, the ‘owner’ has to put down the core, walk towards the ‘pet’ and help it up before continuing.

4. ‘I Spy Animals’

Learning area: Discovery of the World

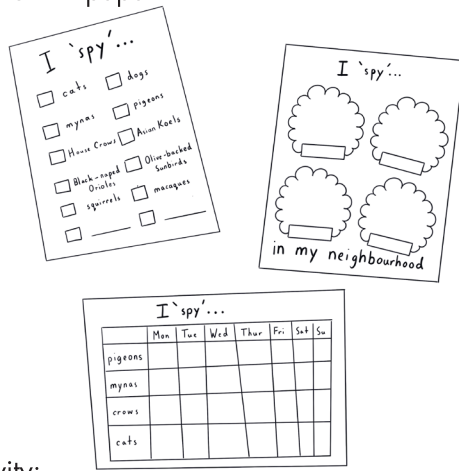
Learning goal: Show an interest in the world they live in

Learning objectives:

- Children will observe and be aware of the animals sharing our neighbourhood
- Children will inquire and talk about their observations and findings

Materials required (for each child):

- 1 sheet of A4 paper



Take-home activity:

- Prepare a recording sheet for the children to record their sightings of animals in the community over one week. Include animals that are frequently seen in the neighbourhood and 2 empty rows for them to add any other ‘surprise’ animals.
- The class may use the information and data collected to pursue more investigative questions. For e.g. Why do I see this animal at Grandma’s neighbourhood but not ours?

5. ‘An Adventurous Week’

Learning areas:

- Language and Literacy
- Numeracy

Learning goals:

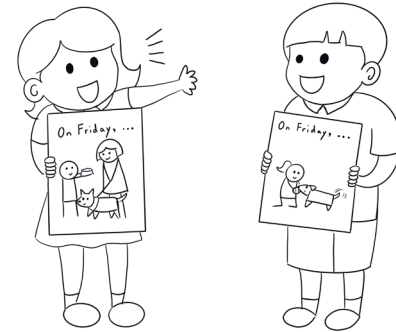
- Listen for information and enjoyment
- Know the order of the days of the week, regardless of the starting point

Learning objectives:

- Children will respond to questions and talk about events in the story
- Children will pronounce and read the days of the week with accuracy
- Children will sequence events in the order of the days of the week

Materials required (each group):

- 7 pieces of A4 drawing paper



Activity for 2 groups of at least 7 children each:

- Help or direct the children to write on the top left corner of the paper, “On Saturday, ...”, “On Friday, ...”, etc, one day on each sheet.
- One group draws what Fluffy did on each day in the story; the other group draws what Sara and Sunny learnt on each day in the story.
- Allow the children to take turns to ‘show and tell’ their drawings, randomly. They may begin by saying, e.g. “On Friday, Fluffy returns home with Grandma”, “On Friday, Sara says it’s really hard work being a pet owner”.
- Use drawings made by each group for the children to practise sequencing the days of the week.

Glossary

Adopt Bringing home and caring for an unwanted animal that needs a new home.

Animal Shelter A temporary home for lost, abandoned, homeless or surrendered animals that are either awaiting return to their owners or adoption. The types of animals may include dog, cat, rabbit, hamster, guinea pig, chinchilla, bird.

Pet A domestic animal that is being kept for companionship.

Wild Animals The animals that live in the natural environment such as natural and green spaces like our forests and parks, and even around urban areas in our city. They do not depend on humans for food, water or shelter.