



COUNTING KISSES

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

Counting Kisses is a book written by Karen Katz.

This book opens the door for creative ways for parents **to count** with their young child.

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

https://www.youtube.com/watch?v=aJFaD_S8qAg

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.



COUNTING KISSES BOOKMARK

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- Print this page and cut around the edges.
- Reading with babies and toddlers uses strategies such as:
 - Pointing to pictures
 - Using expressive facial features and voices
 - Spending as much time as your child wants on pages, they are very curious about
 - Modeling the right answer to help your child learn new words
 - Asking simple Wh-questions, such as "What is this color?"
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:

<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



Foundational | Science & Math

Counting Kisses

By Karen Katz



Point to pictures



Be Expressive!



Model correct answers

"I see, 1, 2, baby hands!"



WH questions

"What is mommy kissing?"



Do not rush

Wait for a response after a comment or question

STEM Words & Ideas to Explore

- Counting
- Numbers
- Body parts



stemie.fpg.unc.edu



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ADAPTATIONS

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SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

STORYBOX

Select corresponding items and place them in a container/box. Items may include:

- Doll
- Doll's toy bed
- Dog stuffed animal
- Cat stuffed animal



Image credit: Creative Commons

This adaptation can also...

- Increase children's attention and engagement
- Support children with sensory challenges



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.



COUNTING KISSES ADAPTATIONS

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SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

- Select pictures that correspond to items/objects/animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

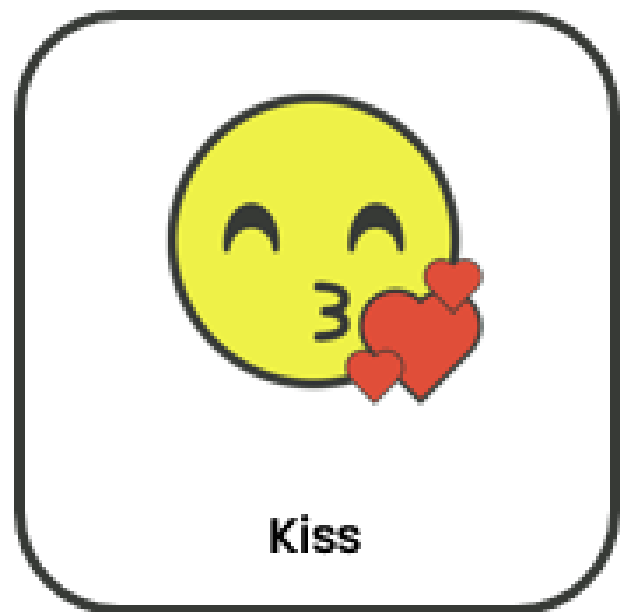


Image Credit: STEMIE

This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



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VISUAL CUES:
USE TO PROMPT

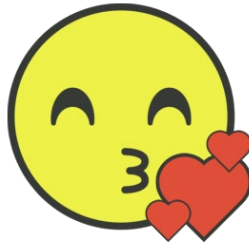
HOW TO:

Step 1: Print and cut out the images. You can also create your own visual cues (empty squares included).

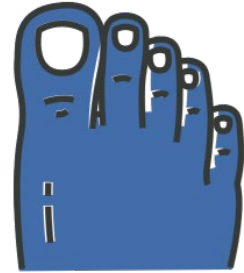
Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



Baby



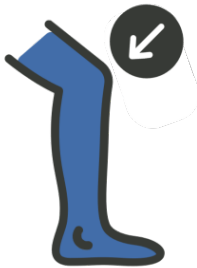
Kiss



Toes



Feet



Knee



Belly



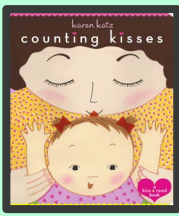
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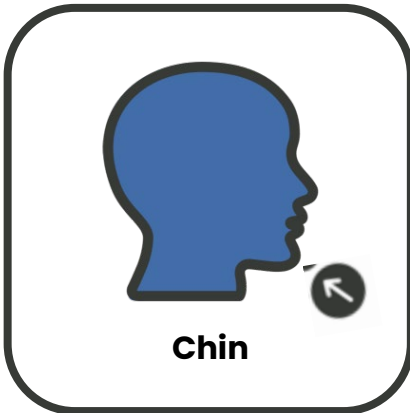
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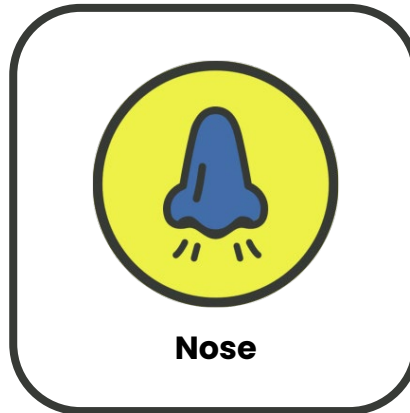
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Chin



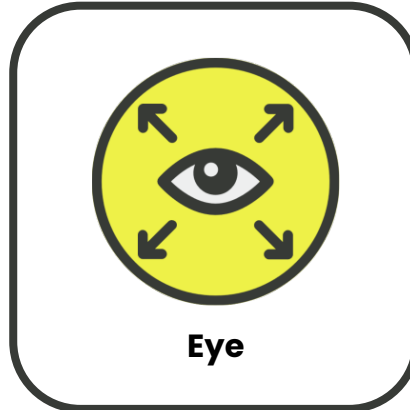
Nose



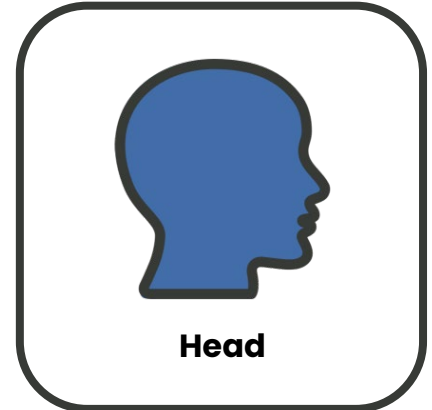
Hands



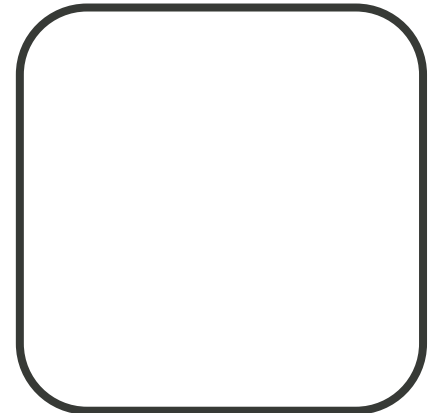
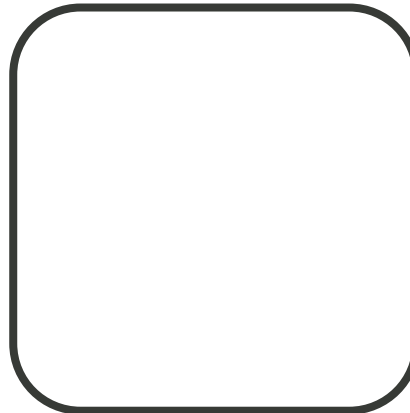
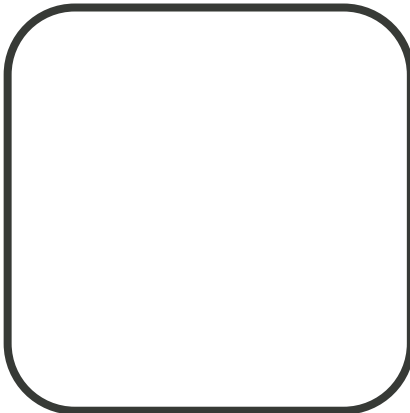
Ear



Eye



Head



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EXPLORATION I

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Count Reciter

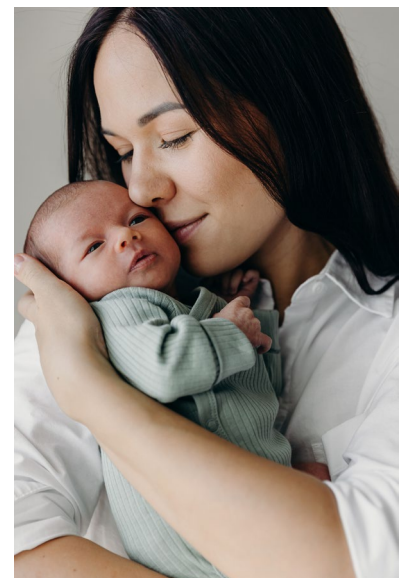
Description: During daily routines, such as sorting the laundry or setting the table, **count** aloud **how many** of each object there is.

What My Child Is Learning!

Children are naturally curious about their environment. Help children make a connection between **numbers** and **counting**.

Model **counting** out loud several times before having your child to count with you if they are able. As your child becomes more familiar with counting, fade out your voice and give them the lead to **count!**

- **Count the number** of socks, shirts, and pants while sorting laundry
- Say, "**One, two, three, go!**" while your fingers to count to three when starting an activity
- Ask, "**How many** plates do you notice on the table?" and have your child **count the number** of plates on the table





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EXPLORATION II

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Body Part Namer

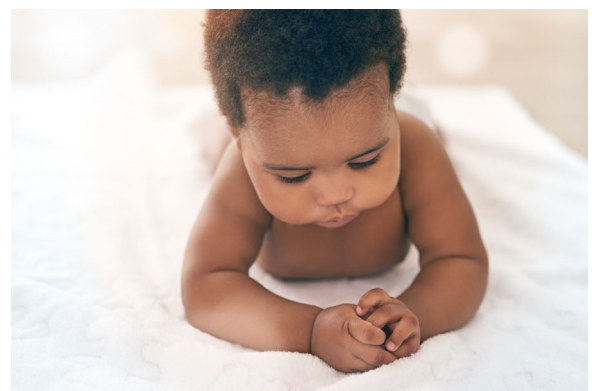
Description: During daily routines, such as sorting the laundry or bath time, name what **body parts** are being used and how they are being used or what **motion** are they making.

What My Child Is Learning!

Children are naturally curious about their bodies. Help children make a connection between **body parts** and **functions or motions**.

During daily life, say the names of body parts and the various **actions** they can do. Point out what they are doing.

- During mealtime, say, "Let's wipe your face." Then increase specifically to "Let's wipe your chin."
- During bath time, say "I see you using your hands to splash the water!"
- Say, "I wonder what movements you can make with your [insert body part]."



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ADDITIONAL ACTIVITY IDEAS

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- Sing "Head, Shoulders, Knees, and Toes"
- Take turns leading "Simon Says." Say the number of times to [action] each body part
- Take your child on a scavenger hunt! Each clue will ask your child to search for a certain number of items.
<https://handsonaswegrow.com/letter-number-scavenger-hunt/>

