



FEATHERS AND HAIR, WHAT ANIMALS WEAR

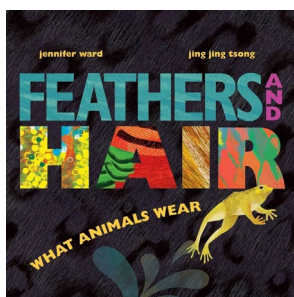
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



Feathers and Hair, What Animals Wear is a book written by Jennifer Ward and illustrated by Jing Jing Tsong. Different **animals** have different "**clothes**", like **feathers** and **hair**, to protect their bodies and keep them **warm**. What else do you think animals can 'wear'?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Science

Feathers and Hair, What Animals Wear

By Jennifer Ward



Complete a sentence

"Lions have hair around their face. This is called their ____." (mane)



Recall

"What animal wore armor in the book?" (armadillo)



Open-ended questions

"Why would an animal have thick skin?"



WH questions

"Where would you find an animal that had scales?"



Distancing questions

"What kind of 'clothes' does your favorite animal wear?"

STEM Words & Ideas to Explore

- Animals
- Hair/Fur
- Feathers
- Colors
- Textures





FEATHERS AND HAIR, WHAT ANIMALS WEAR

ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



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.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

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

- Feathers
- Toy animals (to show the animal's parts)
- Seashell (to show "armor" or the turtle's shell)
- Ice pack (to show "cold")

This adaptation can also be used to:

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

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Pictures, Symbols, Signs, or Icons:

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

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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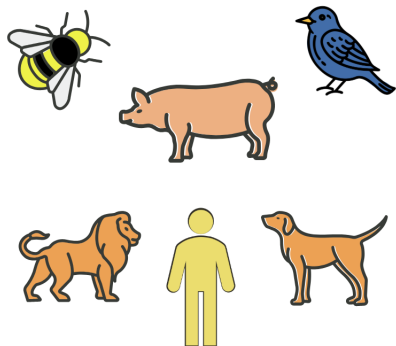
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

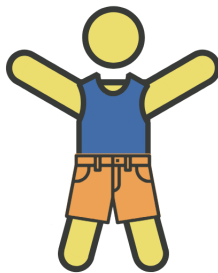
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

[A Guide to Visual Supports.](#)



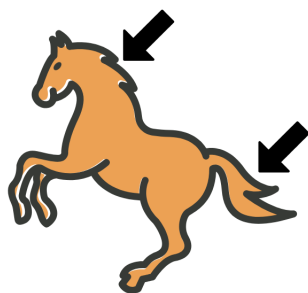
Animals



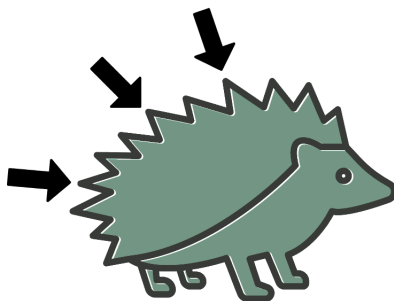
Wear



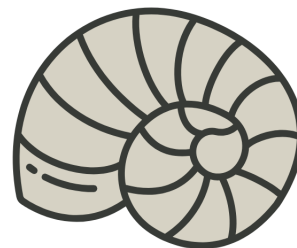
Feathers



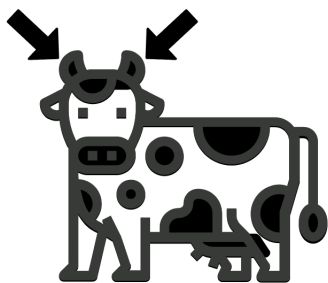
Hair



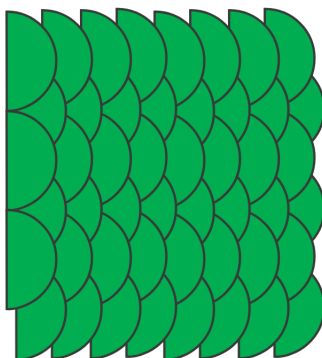
Prickly



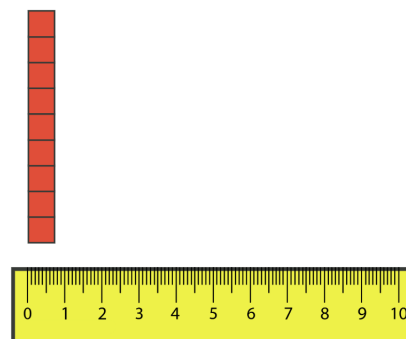
Shell



Horns



Scales

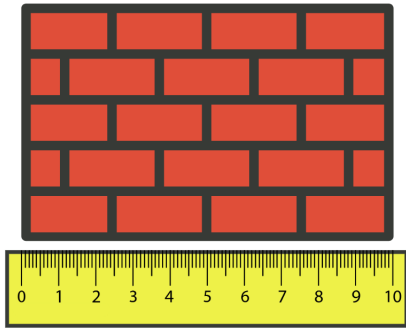


Narrow

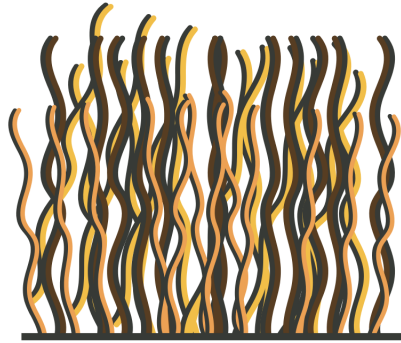


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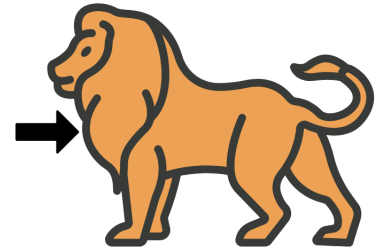
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



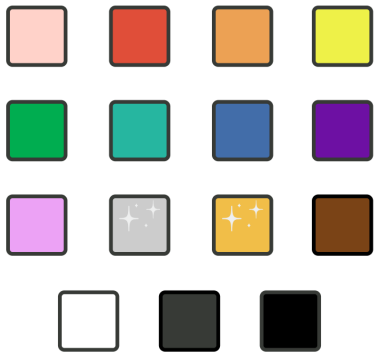
Wide



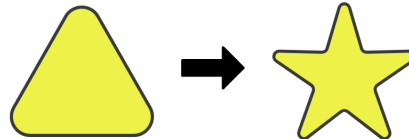
Fur



Mane



Colors



Change



Clothes



Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's Visual Cue Library](https://stemielearningtrajectories.com/visual-cue-library).



FEATHERS AND HAIR, WHAT ANIMALS WEAR

ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

NOTICING ANIMALS

Description: Help your child **notice** and identify **living things**. Talk about why the **animal might live where they do**. Also talk about how they **move**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Go on a walk together and encourage your child to be aware of any animals or places animals might live. Examples of questions you might include:

- "You're right, there is a **bunny** in the **bushes**! Why might it **live** there instead of in **water**?"
- "I see a **worm wiggling** in the **dirt**. Why might it **live** there? Do you think it is **cold or hot** in the dirt?"
- "You pointed at the **bird** in the **tree**. Do you think looking for **food** is easier or harder from up there?"

RECOGNIZING TEXTURES

Description: Help your child **explore different textures through their senses**.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to make connections between words and real-life experiences. This helps children develop fundamental critical thinking and problem-solving skills.

Put something with texture in the box (like cotton). Your child will close or cover their eyes with a blindfold and put their hand in the box. They will "pet" whatever is in the box and describe its texture using their sense of touch. Then, without looking, they will guess what the object is. If they need help, provide clues so they eventually guess correctly, so they can feel successful during the game. Clean the container between rounds of the game. Options of textures and items to include:

- **Wet textures:** water, pudding, liquid soap, slime, sauces/condiments
- **Hard textures:** rocks, toy car, wooden block, soup can, sidewalk chalk, paper, plastic ball
- **Unique textures:** sandpaper, hairbrush bristles, cotton balls, wool socks/clothes

After the child guesses and the material is identified, help the child to **sort** out materials by textures and "record" their findings!



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

ADDITIONAL ACTIVITY IDEAS:

- Take a trip to the zoo or aquarium. Rather than thinking about **animals** that are typical to just your area, have conversations about the animals and their exhibits, comparing and contrasting what you see. Find a zoo or aquarium near you: <https://www.aza.org/search-by-zip-code?locale=en>.
 - Discuss the **temperature** of the exhibits:
 - “Does their home look **hot or cold**?”
 - Ask about **land versus water**:
 - “Why are some of the **turtles** on land and some are in the water?”
 - Why don’t the **lions** live in the water too?”
 - Ask about **food and shelter**:
 - “What are the **giraffes** eating?”
 - Do you think those **leaves** grow where it is **warm or freezing cold**?”
- Make decisions about what your child should **wear** each day by talking about the **weather**. You can log this information with your child and talk about how they **change** what they wear depending on if it’s **sunny, raining, warm, cold**, etc. How is this the **same or different** than **animals**? Do they ever see animals with clothes on?

