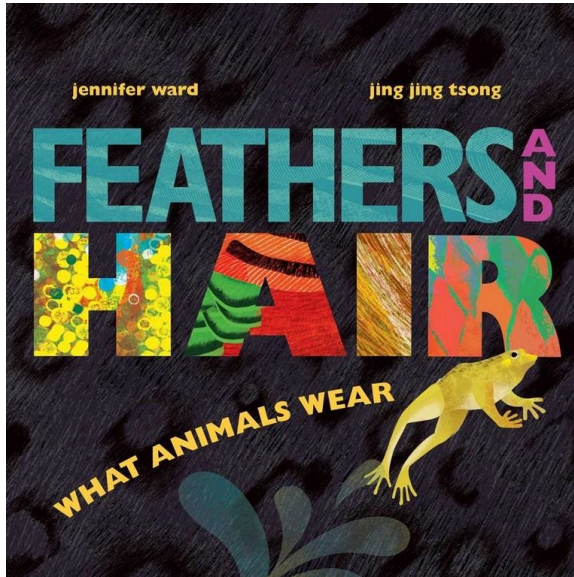




FEATHERS AND HAIR, WHAT ANIMALS WEAR

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?

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’?

- 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=a2BG0doPGf8>

- 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.



FEATHERS AND HAIR, WHAT ANIMALS WEAR BOOKMARK

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use additional Prompts if needed, Evaluate and Expand your child's answers, and Repeat the prompts.
- 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.



Expanding | Science

Feathers and Hair, What Animals Wear

By Jennifer Ward

C

Complete a sentence

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

R

Recall

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

O

Open-ended questions

"Why would an animal have thick skin?"

W

WH questions

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

D

Distancing questions

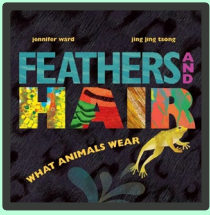
"What kind of 'clothes' does your favorite animal wear?"

STEM Words & Ideas to Explore

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



stemie.fpg.unc.edu



FEATHERS AND HAIR, WHAT ANIMALS WEAR 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:

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



Image Credit: Clipart-Library.com

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.



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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

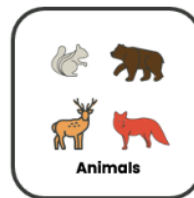


Image Credit: STEMIE

This adaptation can also...

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



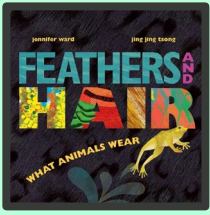
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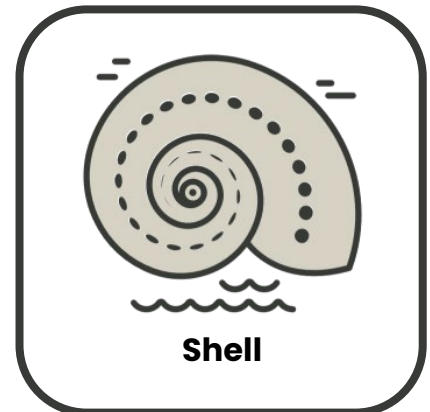
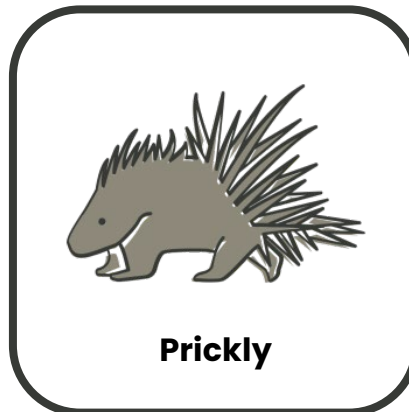
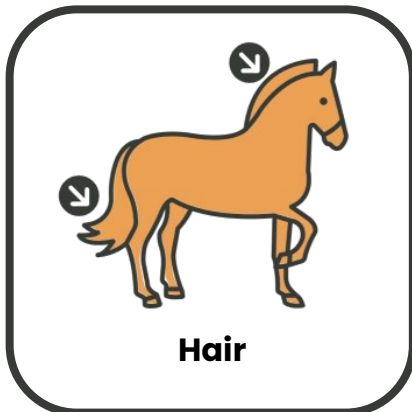
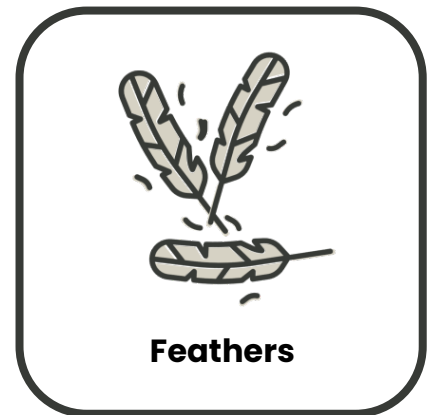
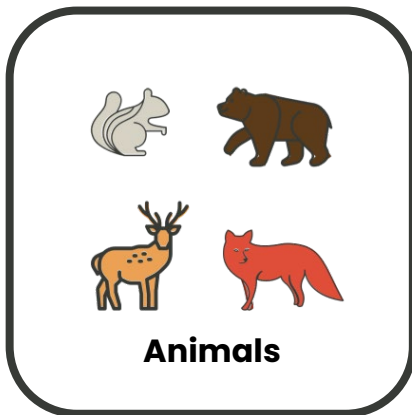
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VISUAL CUES:
USE TO PROMPT

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.



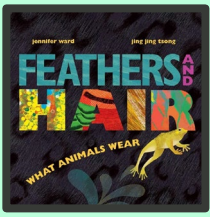
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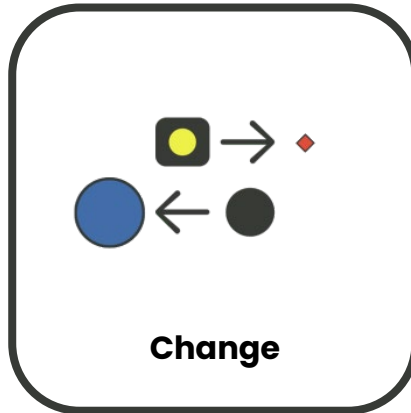
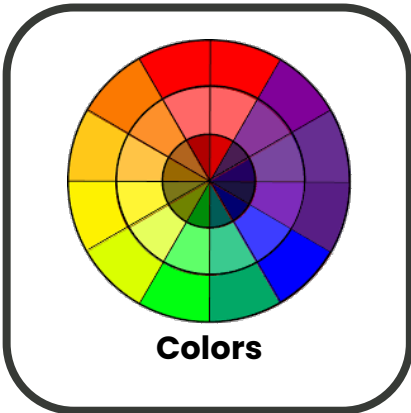
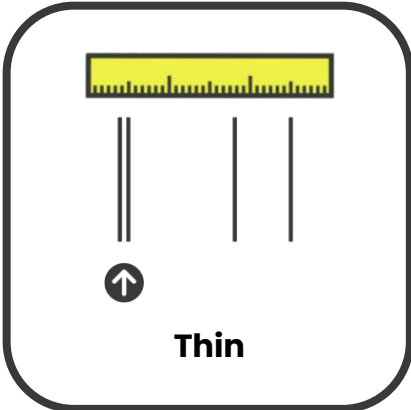
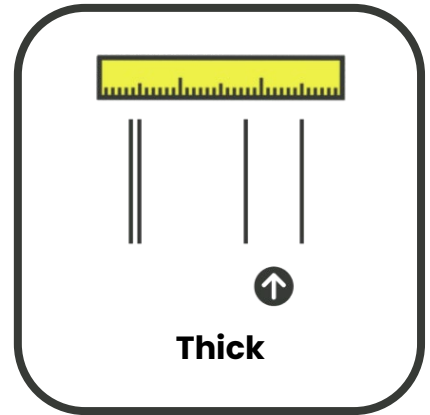
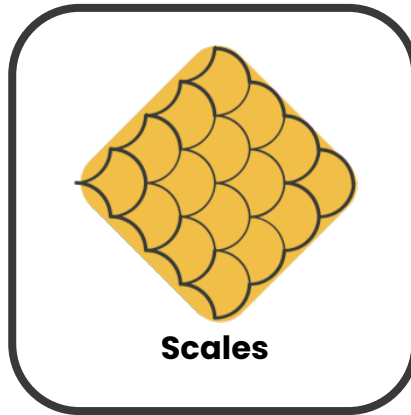
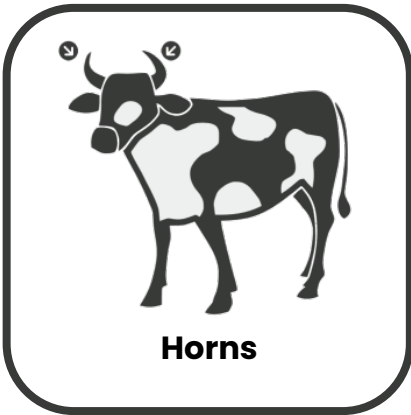
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FEATHERS AND HAIR, WHAT ANIMALS WEAR EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Nature Walker

Description: Help your child **notice and identify living things**. Go on a walk together and encourage your child to be aware of any **animals** or places animals might **live**. Discuss why the **animal might live where they do**. You can also talk about how the animals **move – do they run? Walk? Fly?**

What My Child Is Learning!

Going on a nature walk will facilitate your child's creativity and provide them with an easy way to learn more about animals and their environments. Bring a notebook with you and you and your child can record notes on the animals together. Explore how some animals do things the same way and differently and why that may be.

Discuss why the animal might live where they do. Examples of questions you might incorporate 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?"





FEATHERS AND HAIR, WHAT ANIMALS WEAR

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Texture Explorer

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

Play a guessing game with a box/container, objects and materials with a variety of textures, and, if your child is interested, something to cover their eyes.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to explore various textures. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking skills.

Put something with texture in the box (e.g., cotton). Your child will close and/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!



FEATHERS AND HAIR, WHAT ANIMALS WEAR



ADDITIONAL ACTIVITY IDEAS

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- 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?

