



HELLO, WORLD! WEATHER

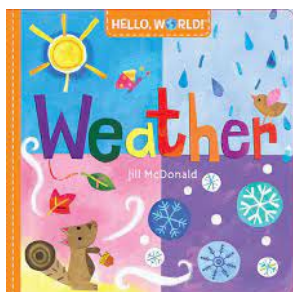
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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

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?"**

ABOUT THIS BOOK



Hello, World! Weather is a book by Jill McDonald. This book uses simple words and colorful pictures to describe what the **weather** is like and what **clothing to wear**. Talk about the weather each day and how it **changes**.

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.



Foundational | Science

Hello, World! Weather

By Jill McDonald

Point to pictures



Be Expressive!



Model correct answers

"Whoosh. Say 'Whoosh'"



'WH' questions

"What is the weather like today?"



Do not rush

Wait for a response after each comment or question



STEM Words & Ideas to Explore

- Weather
- Temperature
- Precipitation
- Clothing items





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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:

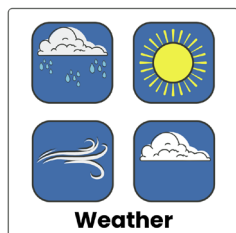
Select corresponding items and place them in a container or a box. Items may include:

- Clothing items
- Shoes
- Umbrella

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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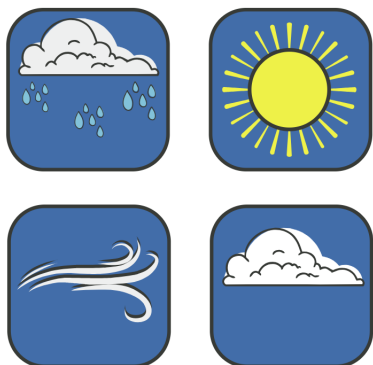
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

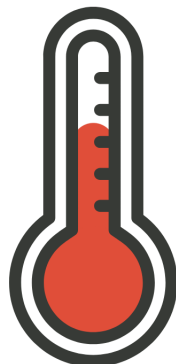
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

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

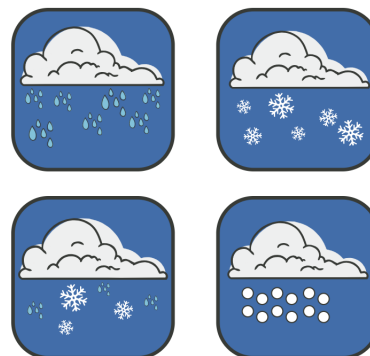
[A Guide to Visual Supports.](#)



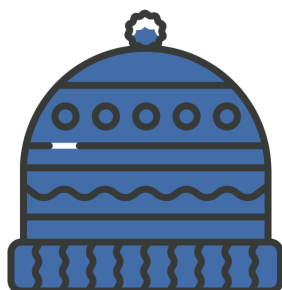
Weather



Thermometer



Precipitation



Hat



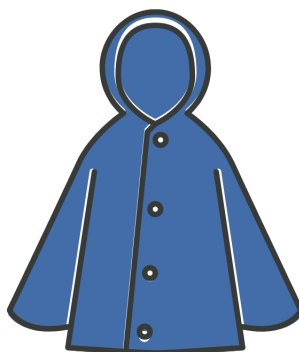
Gloves



Mittens



Rainboots



Raincoat



Sandals



HELLO, WORLD! WEATHER

VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



Scarf



Sunglasses



Sunhat



Sweater



Swimsuit



Umbrella



Winter coat



Need more visual cues?

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



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

FIGURING OUT WHAT TO WEAR

Description: Help your child **observe and investigate the weather** with their **senses**. Talk about **what to wear for the weather**.

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 to the window together and point out what the **weather** is like. Talk about what **clothing items to wear** when going outside. Spend some time exploring why a particular clothing item may (or may not) be needed for the day's weather.

Go on a stroller ride in nature and point out things you and your child are seeing, hearing, and/or smelling, such as the **sun shining, water dripping after a rain, trees swaying in the wind**, and **fragrant flowers**. Say, **"I feel the wind blowing across my skin."** **"The sunshine feels so warm."**

ADDITIONAL ACTIVITY IDEAS:

- Create sensory bottles filled with different materials (see below for ideas) to represent the different types of weather. Bottles should be glued shut for exploration.
 - Cloudy - cotton balls
 - Sun - yellow ball with some yellow straws
 - Thunder and lightning - dark colored cotton balls with yellow or white bent pipe cleaners for lighting, add pebbles for thunder
 - Rain - water with silver glitter or sequins (for an extra twist, glue two bottles together for a tornadic effect)
 - Rain - blue pebbles
 - Snow - felt stickers or small balled up paper
 - Lightning - yellow or white bent pipe cleaners
 - Sunlight - yellow straws
 - Rainbow - layers of tightly packed pompoms
 - Windy - faux leaves in clear shampoo
- Play with weather events during bathtime. When you pour out water, explore with your child how it is like it is raining.

