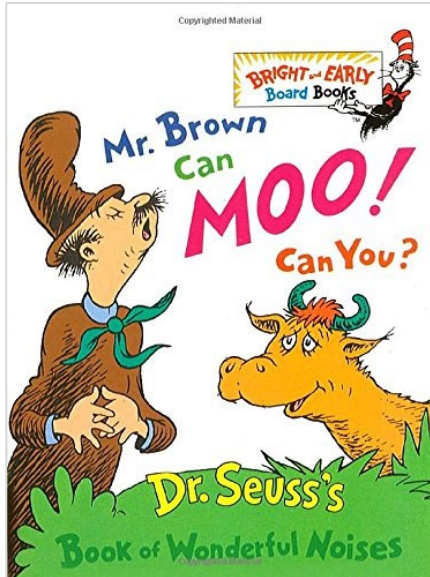




# MR. BROWN CAN MOO! CAN YOU?

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?

*Mr. Brown Can MOO! Can You?* is a book written and illustrated by Dr. Seuss.

The book is written in rhyme and **repeats sounds** that are fun to say. Which of the noises can you and your child make together?

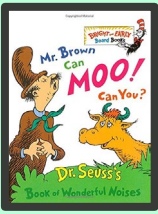
- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

[https://www.youtube.com/watch?v=cC8qyn\\_J\\_eU](https://www.youtube.com/watch?v=cC8qyn_J_eU)

- 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.

- Or find it online:

<https://archive.org/details/mrbrowncanmoocanseus00seus>



# MR. BROWN CAN MOO! CAN YOU? 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

### Mr. Brown Can MOO! Can You?

By Dr. Seuss



Point to pictures



Be Expressive!



Model correct answers  
"Owl. Say, 'Owl'."



WH questions  
"What is that animal?"



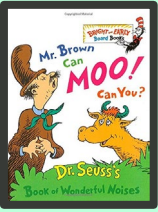
Do not rush  
Wait for a response after a comment or question

## STEM Words & Ideas to Explore

- Animals
- Sounds
- Colors



[stemie.fpg.unc.edu](https://stemie.fpg.unc.edu)



# MR. BROWN CAN MOO! CAN YOU?

## ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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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:

- Animal toys (e.g., stuffed animals or animal figures)
- Clock



Image credit: Adobe Stock

#### This adaptation can also...

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



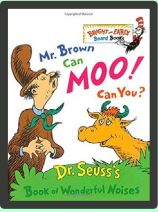
*Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.*



*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.*



# MR. BROWN CAN MOO! CAN YOU? ADAPTATIONS

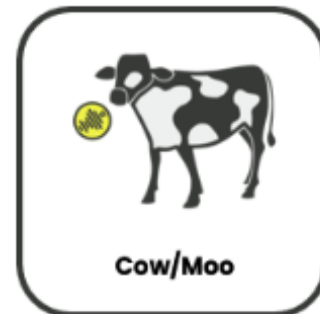
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## SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

### 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



Cow/Moo



Horse/Neigh

Image Credit: STEMIE

### This adaptation can also...

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



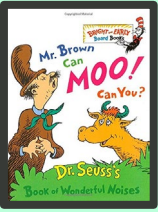
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# MR. BROWN CAN MOO! CAN YOU? ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

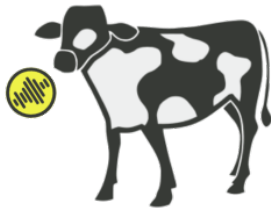
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VISUAL CUES:  
USE TO PROMPT

## HOW TO:

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

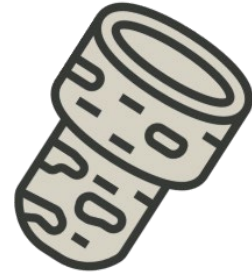
**Step 2:** As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



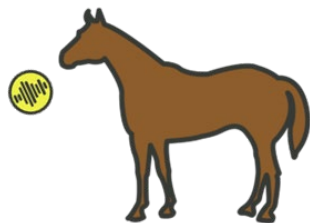
Cow/Moo



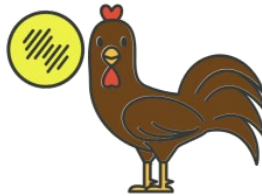
Bee/Buzz



Cork



Horse/Neigh



Rooster/Cock-a-doodle-doo



Owl/Hoot



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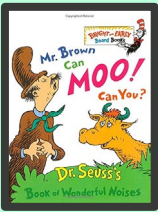


Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



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





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Rain/Drip



Butterfly/Flutter



Thunder/Bang



Clock/Tick-tock



Knock



Goldfish



Hear



Sound



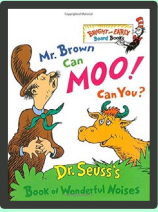
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# MR. BROWN CAN MOO! CAN YOU?

## EXPLORATION I

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### Animal Sounder

**Description:** Help your child notice and make sounds. Encourage your child to imitate and make sounds while playing with stuffed and/or toy animals.

#### What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to build with blocks. Help your child make a connection between animals and sounds and real-life experiences, while developing creativity and collaboration skills.

While stuffed/toy animals, describe what sounds the animal makes. Say, for example, "The lion says, Roar!"

Make the wrong sound for an animal (e.g., "Oh look at the dog! It says meow!") and see if your child notices your mistake and helps you fix it!

While children are learning how to express words, they may already have numerous ways to communicate! Watch for their cues as they may express their curiosity and interest by turning toward or pointing to the stuffed/toy animal. Using open-ended questions offers an opportunity for children to explore the stuffed/toy animal that they are interested in.



# MR. BROWN CAN MOO! CAN YOU?



## ADDITIONAL ACTIVITY IDEAS

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- Give your baby a wooden or plastic spoon and a variety of different containers (pots, Tupperware, pans) to experiment with banging together to make different **sounds**.
- Look for common **animals** in the world around you. Depending on where you live, you and your child might go for a walk and look for different types of **dogs (big, furry, small)**, different kinds of **birds (various colors and songs)**, **squirrels and bugs**. Describe how the **animals move and look and see if your child can help you name some attributes (color, shape, size)**.
- Go on an animal "scavenger hunt". Give your child a list of animals (with pictures) that you might see around your home. Drive, walk, or ride around to see how many animals you can find! This activity can be especially fun and useful if you plan on visiting a zoo!
- While reading this book and other books about animals, ask your child if they have ever seen or heard the animals mentioned in the stories.

