



PETE THE CAT AND HIS FOUR GROOVY BUTTONS

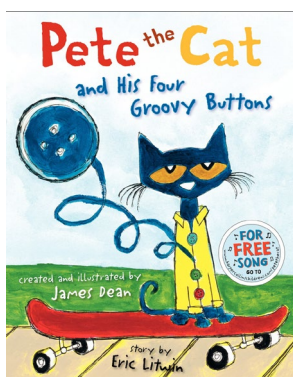
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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



Pete the Cat and His Four Groovy Buttons is a book written by Eric Litwin and illustrated by James Dean. Pete, the cat, sings about his shirt and **counts** his **four** groovy buttons. When some **fall** off, Pete has to **subtract** and **count** again! Can you help Pete **count** his changing **number** of buttons?

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 | S, T, & M

Pete the Cat and His Four Groovy Buttons

By Eric Litwin

Complete a sentence



"My buttons, my buttons, my four groovy _____." (buttons)

Recall



"How many buttons did Pete start with?"

Open-ended questions



"What should Pete do about losing his buttons?"

WH questions



"What shape are the buttons?" (circle)

Distancing questions



"How would you know you had a button missing on your shirt?"

STEM Words & Ideas to Explore

- | | |
|----------------------|------------------------|
| • Numbers & Counting | • Repetition & Looping |
| • Forces & Motion | • Sound |





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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.

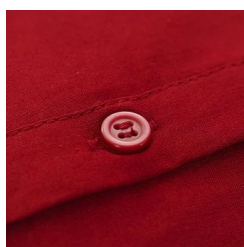


Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



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:

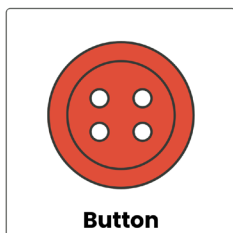
Select corresponding items and place them in a container or a box. Items may include:

- Loose buttons
- Toy cat
- Braille number blocks

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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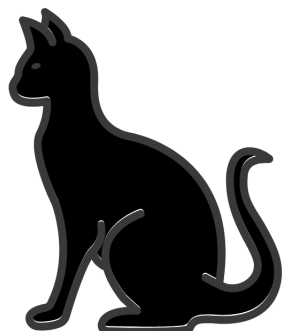
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

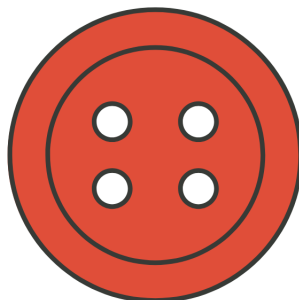
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

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

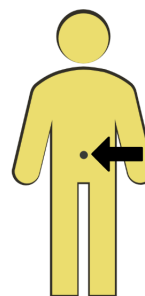
[A Guide to Visual Supports.](#)



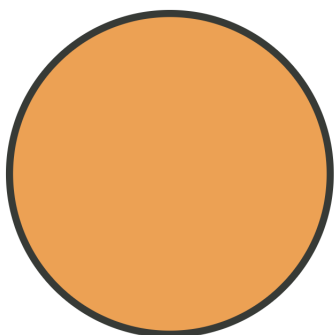
Cat



Button



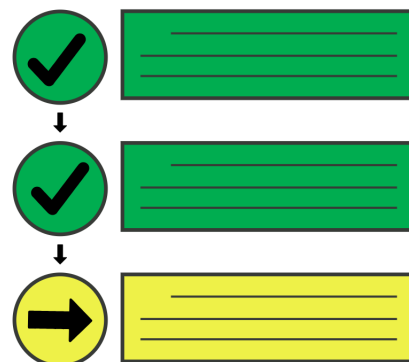
Belly



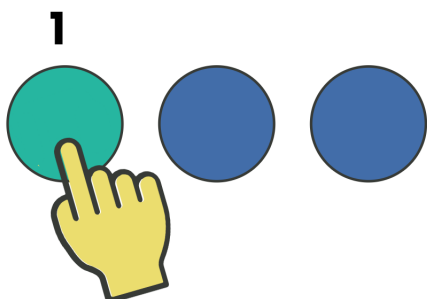
Circle



How many



Last



Count



Zero



One



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

2



Two

3

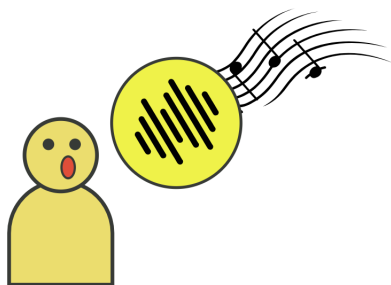


Three

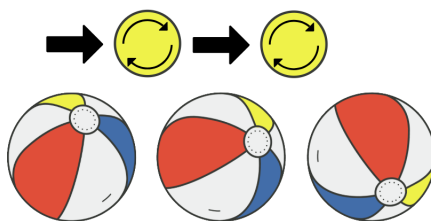
4



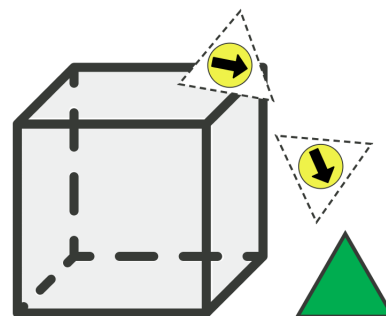
Four



Sing



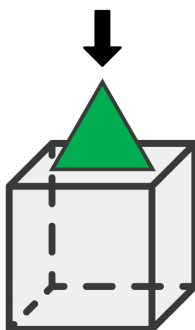
Roll



Fall



Off



On



Need more visual cues?

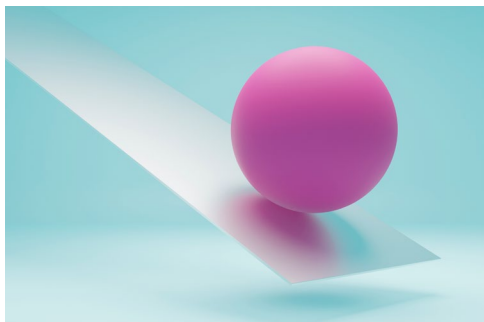
Use the empty square above to create your own
or visit [STEMIE's Visual Cue Library](https://www.stemielearningtrajectories.com/visual-cue-library).



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

IDENTIFYING SHAPES



Description: Help your child notice and **identify shapes**. Label and talk about shapes you notice during your daily routines.

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, as well as math skills.

Provide household items that are different shapes on the floor or table for your child to explore. Allow your child to explore those items in their own way and using different senses. Narrate the actions and experiences as they explore the items. You may say, "What **shape** are you holding?" Build upon the shape exploration and help your child **sort shapes** out by putting **circles together, squares together**. Explore how **shapes** are the **same and different**.

Play a game of *I-Spy* with your child, adding in a rule to say the shape of the object you 'spy'. Go first, so your child has a model of how to incorporate shapes into the game. Begin with simpler shapes then increase the difficulty, just like the author did in the book! Say,

- "I spy, with my little eye, a **big circle**." (clock)
- "Wow, I like how you told me the **shape of the object is a square**. A **square** has **4** sides that are all the **same length**."

Encourage children to search for and name shapes in their environment. Try asking:

- "What objects are shaped like a **circle**?"
- "What can you find in your room that is shaped like a **triangle**?"
- "How many **squares** can you find?"



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

COUNTING BUTTONS

Description: Help your child learn to **count** during daily routines, such as getting dressed.

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, as well as math skills.

Getting dressed and undressed can be a simple time to practice **number operations** like **subtraction**. Give your child the lead to **count**!

- Ask, "**How many** buttons do you notice on your shirt? On my shirt?" Encourage your child **count the number** of buttons on each shirt.
- "You have **six** buttons on your sweater. If you **undo one**, **how many are left**?"
- If children count the buttons accurately, ask "So, **how many all together**?"
- Support children in understanding the principal of **cardinality** by gesturing to **all** the buttons together.
- If children need support **counting one by one**, point to each button as children count, correcting as needed.

ADDITIONAL ACTIVITY IDEAS:

- Try **counting body parts** and clothing with children as they get ready in the morning. "**Count** your pockets!" Ask: "Who has **more**, me or you?" While brushing their teeth, your child can count **how many teeth** they have. Look in the mirror for extra help! When putting on shoes, ask, "**How many** times do your shoelaces cross before being tied?"
- Snack-time is also a great opportunity for practicing **number operations**, like **addition and subtraction**, and is already a part of a child's daily routine! Ask questions like: "I am giving you **five** crackers to start....I see you ate **two** crackers. **How many** do you have left?" "**How many more** apple slices do you need to have **five** on your plate?"
- While out and about, ask your child about **shapes they see**. For example, if you're in the car, talk about wheels on the car, other cars, bikes, skateboards, etc. You can explore with your child why they are the shape they are and what might happen if they were a different shape.

