



ROSIE'S WALK

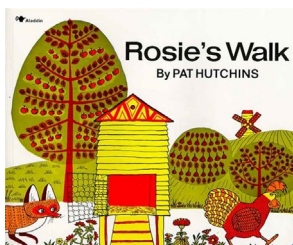
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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



Rosie's Walk is a book by Pat Hutchins. Unaware the fox is following her, Rosie leads him into one accident after another. Will the fox manage to catch her, or will Rosie outwit him?

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 & Math

Rosie's Walk

By Pat Hutchins

Complete a sentence



"Rosie walked under the ____." (beehives)

Recall



"Tell me where Rosie went for a walk." (First, next/then, last)

Open-ended questions



"What do we know about bees?"

WH questions



"What happened when the fox stepped on the rake?"

Distancing questions



"What would you do if you were the fox?"

STEM Words & Ideas to Explore

- Spatial positioning
- Animals





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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:

- Small animal toys (hen, fox)
- Hay (in a taped shut bag if child has allergies)
- Baskets or boxes

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:

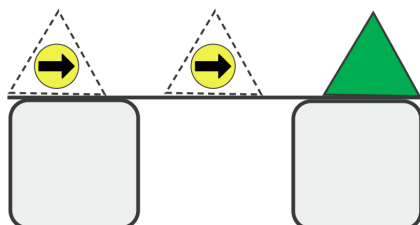
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

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

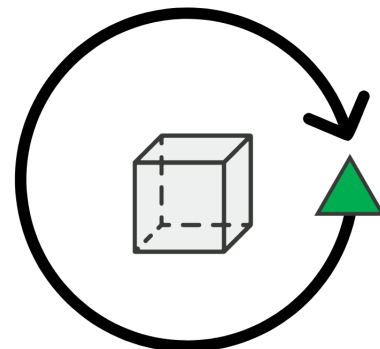
[A Guide to Visual Supports.](#)



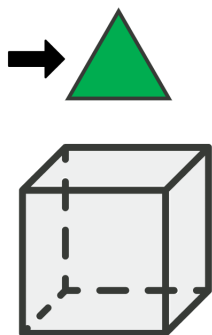
Hen



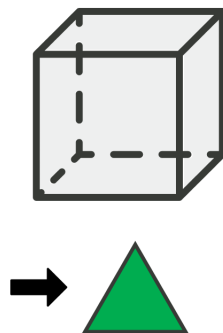
Across



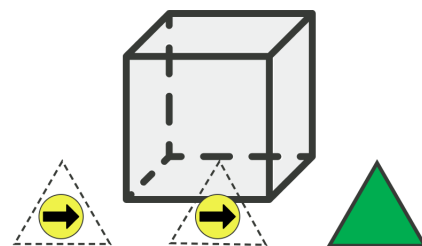
Around



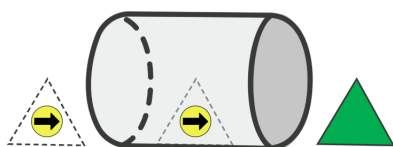
Over



Under



Past



Through



Fox



Yard



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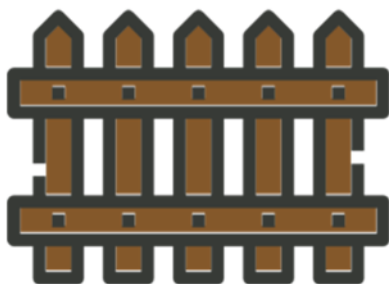
Pond



Haystack



Mill



Fence



Beehive



Rake



Walk



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

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?"

FOLLOWING DIRECTIONS

Description: Help your child to recognize **where** objects are in their environments by playing **directional** games.

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.

Ask your child to do the opposite or bring you an opposite object of one you name. For example,

- "I have a **big** pillow. Bring me a **small** one."
- "I am going to crouch down **low**. Can you jump up **high**?"
- "I am going to hide **under** the blanket. Can you make sure I stay **under** by sitting **on top**?"

Games like "Simon Says" are a great opportunity to imitate, learn **directional words**, and **follow simple instructions**:

- "Stand **on** one foot."
- "Put your bear **next to** your body."
- "Hop **up** and **down**."



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

TESTING FALLING OBJECTS

Description: Help your child **explore force and motion** with objects and **actions** your child can do to **make them 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.

Find out why and how different objects can **move** through the **air fast** and why others cannot! Encourage your child to crumple one piece of paper into a ball and keep one flat. Ask "Which one will **drop faster**?"

Take the two pieces to the top of a stair and drop them. Record which one dropped faster. Ask "Why did the crumpled paper drop faster? What might make it float more slowly?"

Explore how different physical objects **move** (like the rake the fox stepped on) when **pressure is applied**.

- "What happens if you push down on the tip of a fork?"
- "Or if you share a seesaw (teeter-totter) with a friend?"
- "Or if you push a ball down a hill?"

ADDITIONAL ACTIVITY IDEAS:

- Going for a walk and doing a nature scavenger hunt is a fantastic way to practice **sequencing**. Collect several items (leaves, flowers, rocks) and then re-tell the **order** you found them in. You can also play games with the items you collect with **space and direction**. For example, you can ask your child to put the leaf **on** the rock, or **under** the rock. Or see if the child can climb on top of a rock or tree trunk in nature.
- Dressing for the walk can also be another way of practicing **sequencing**. **First**, check the weather and decide what clothes are needed to be comfortable and protected. **Next**, put-on socks. **Then** put on shoes. **Then** put on a coat if it is cold or sunblock and a hat if it is hot and sunny. It might be interesting to do one of the **steps out of order**, like putting on shoes before socks. **Problem-solve** with your child how to fix it!

