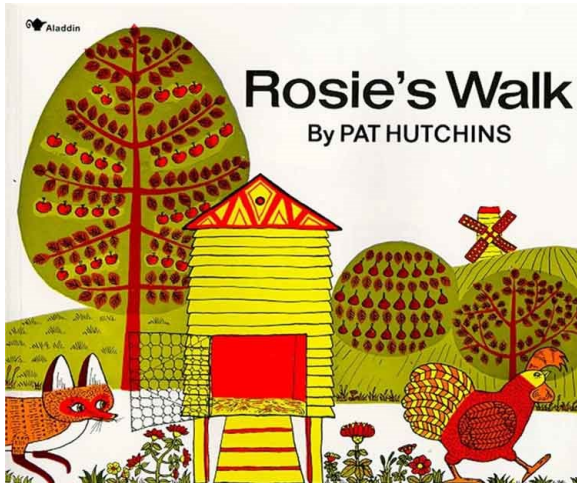




ROSIE'S WALK

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?

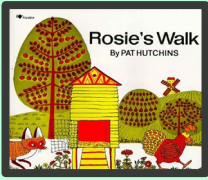
Rosie's Walk is a book written by Pat Hutchins.

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?

- 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=AlwIWII5NTU>

- 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/rosieswalk0000hutc>



ROSIE'S WALK BOOKMARK

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Print this page and cut around the edges.
- **Technology** is the introduction of underlying concepts of building or creating technology, including **computational thinking**, which is the basic logic underlying computer science (U.S. Department of Ed/U.S. Department of Health and Human Services, 2016).
- **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 & Technology

Rosie's Walk

By Pat Hutchins

C

Complete a sentence

"Rosie walked under the _____." (beehives)

R

Recall

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

O

Open-ended questions

"What do we know about bees?"

W

WH questions

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

D

Distancing questions

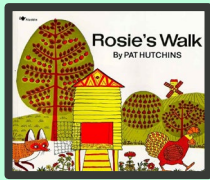
"What would you do if you were the fox?"

STEM Words & Ideas to Explore

- Sequencing
- Spatial positioning
- Cause & effect
- Force & motion
- Living things



stemie.fpg.unc.edu



ROSIE'S WALK

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:

- Small animal toys (i.e., hen, fox)
- Hay
- Baskets or boxes



Image credit: Adobe Stock

This adaptation can also...

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



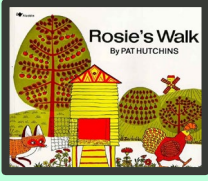
Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.



ROSIE'S WALK ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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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' learning
- Support children who are deaf/with hearing impairment



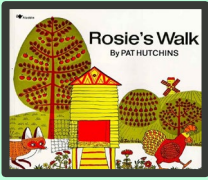
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ROSIE'S WALK ADAPTATIONS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

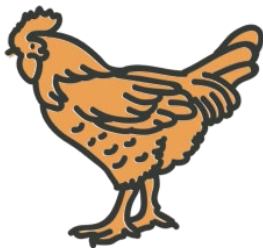
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VISUAL CUES: USE TO PROMPT

HOW TO:

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

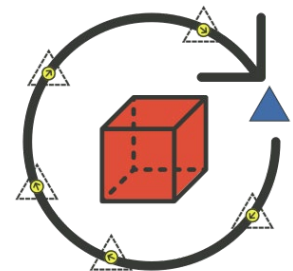
Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



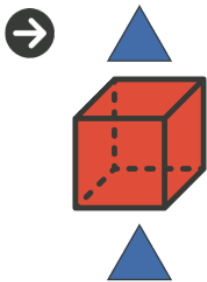
Hen



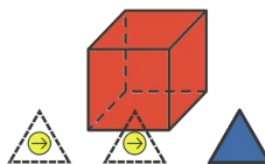
Across



Around



Over



Past



Through



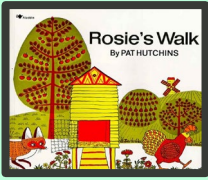
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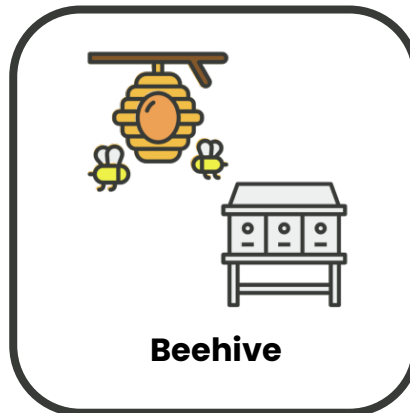
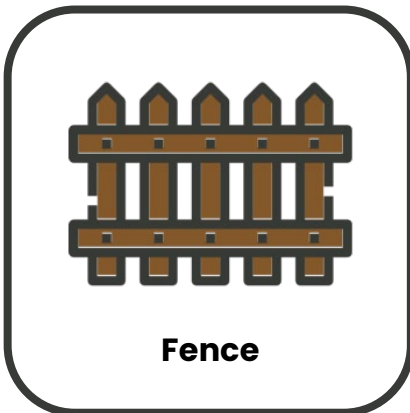
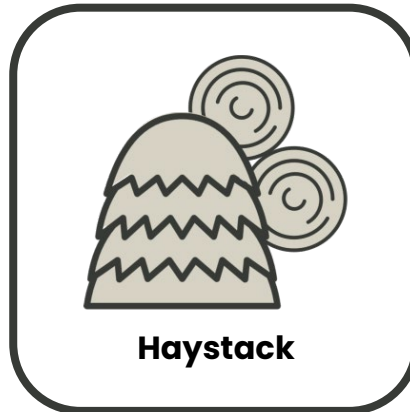
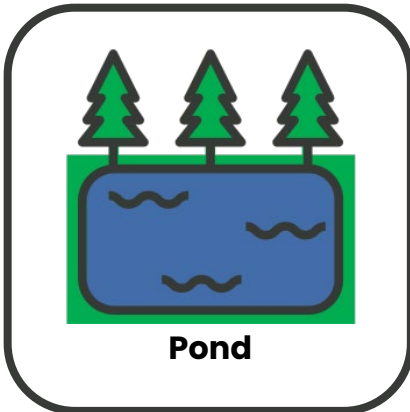
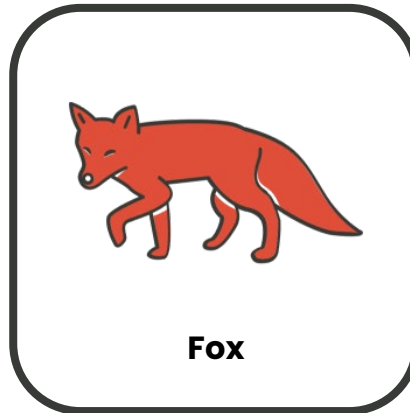
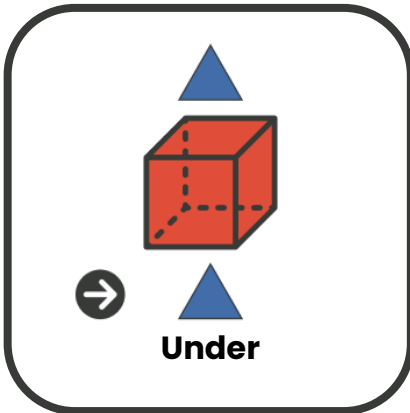
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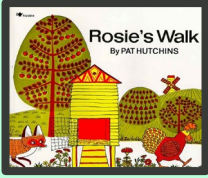
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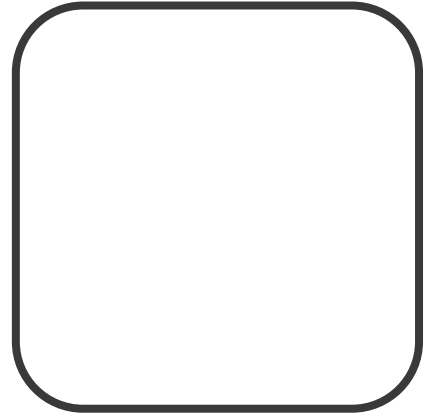
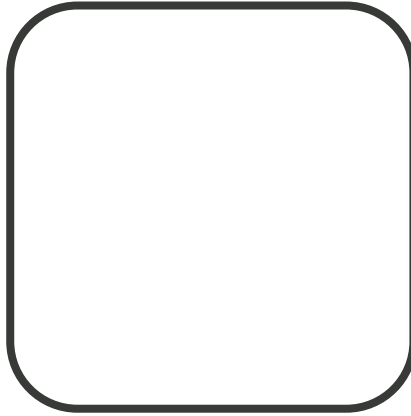
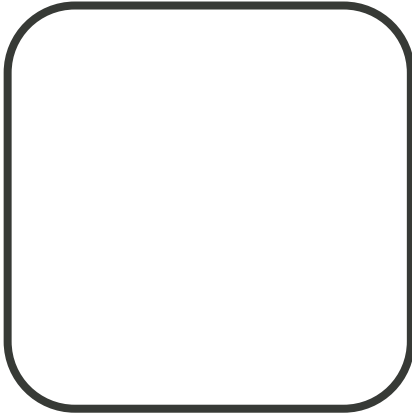
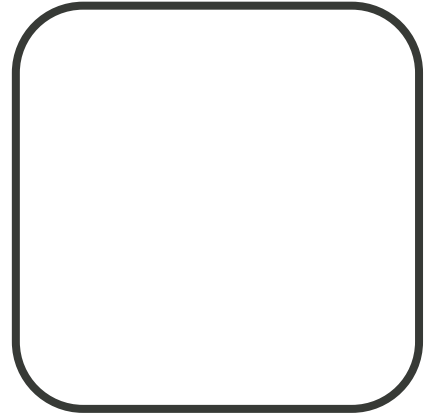
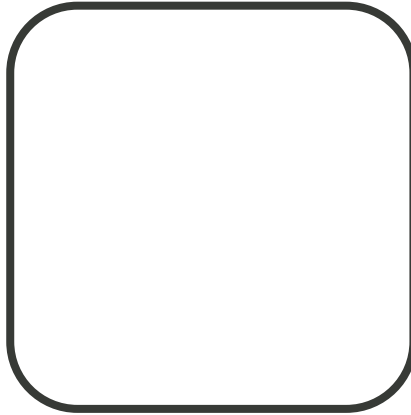
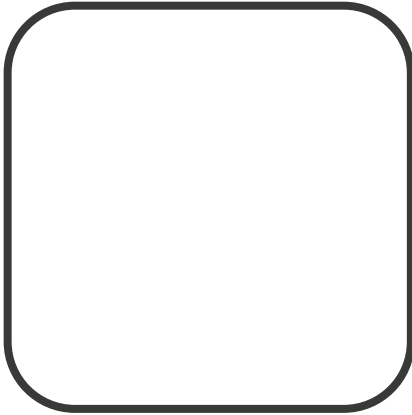
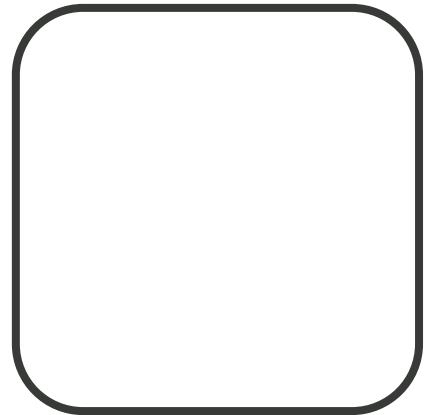
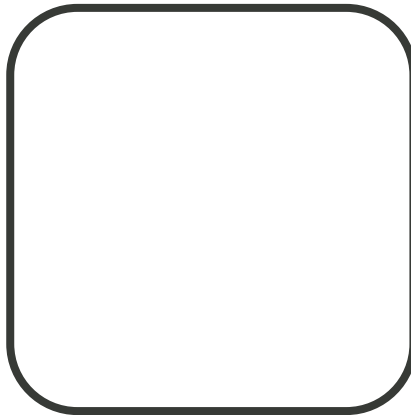
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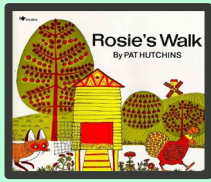
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ROSIE'S WALK

EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Nature Walker

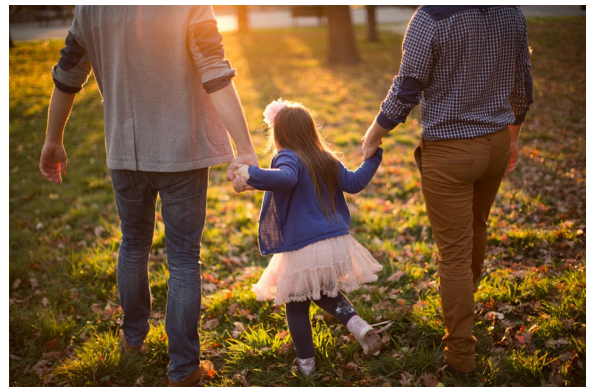
Description: Help your child **notice and identify living things**. Go on a walk together and encourage your child to be aware of any **animals** or places animals might **live**. Discuss why the **animal might live where they do**.

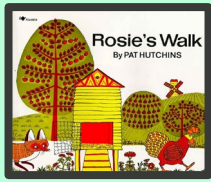
What My Child Is Learning!

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.

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?"





ROSIE'S WALK

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Directions Follower

Description: Help your child to recognize where objects are in their environments by playing **directional** games. Encourage your child to follow the directions of the game. Use visual cues to help your child follow the directions.

What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to **follow directions** in their daily activities. Help your child make a connection between words and real-life experiences, while developing creativity, problem-solving, as well as foundational spatial math skills.

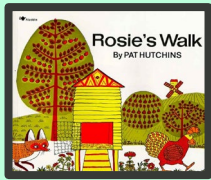
Ask your child to do the opposite or bring you an opposite object of one you name. For example,

- "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**."





ROSIE'S WALK

EXPLORATION III

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Force Tester

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 are naturally curious about their environment. Help children make a connection between **objects and actions**. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

Find out why and how different objects can move through the air quickly 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?"



ROSIE'S WALK



ADDITIONAL ACTIVITY IDEAS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- 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!
- Check out our Daily Routine Explorations for Daily Steps
- Make a dance! **Plan** with your child a **sequence of movements** with specific spatial directions (e.g., place your hand **on** your head, **go under** the table, turn **around and around**, etc.) Combine the movements in a plan and then carry out the dance. You can switch it up or make a song to go with it too!

