



SIX-DINNER SID

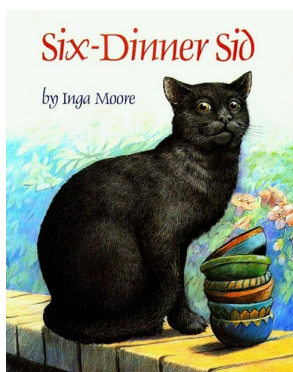
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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



Six-Dinner Sid is a book by Inga Moore. Sid the cat lives at **number one** Aristotle Street. He also lives at **number two, number three, number four, number five, and number six**. Since the neighbors on Aristotle Street do not talk to each other, no one realizes that Sid gets **six** dinners each night. What will happen when Sid gets a cold?

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

Six-Dinner Sid

By Inga Moore



Complete a sentence

"Sid had to go to the vet, not twice, but ____!" (6 times)



Recall

"How many names does Sid have?"



Open-ended questions

"What do you see on this page?" (Sid sleeping on beds)



WH questions

"What did Sid eat two times/twice?" (fish)



Distancing questions

"How many dinners do you eat every day?"

STEM Words & Ideas to Explore

- Numbers & Counting
- Animal Needs





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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:

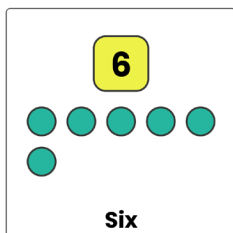
Select corresponding items and place them in a container or a box. Items may include:

- Toy houses
- 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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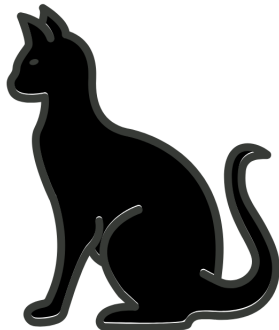
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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

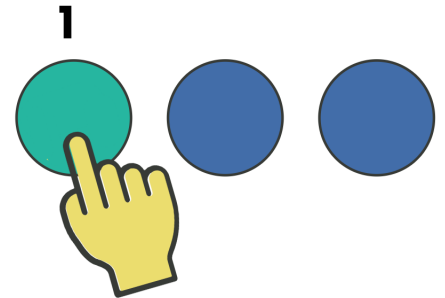
[A Guide to Visual Supports.](#)



Cat



How many



Count

0

Zero

1

One

2

Two

3

Three

4

Four

5

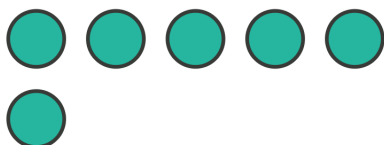
Five



SIX-DINNER SID

VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

6



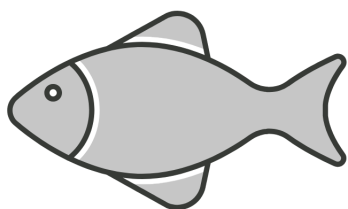
Six



House



Chicken wing



Fish



Lamb



Mince



Stew



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

COUNTING FOODS



Description: Help your child learn to **count** during daily routines and activities. Encourage your child to **count** their food items and other items during mealtimes.

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.

Mealtime is great for practicing number operations, like **addition and subtraction**, and is already a part of a child's daily routine! Ask, "I am giving you **five** crackers to start. I see you ate **two** crackers. **How many** do you **have left**?" "**How many more** do you need to need to have **five** on your plate?"

During mealtime, you can ask, "**How many** blueberries are on your plate? Can you put **one** on my plate and **one** on your sibling's plate?"

Give your child the lead to **count**!

- Ask, "**How many** do you notice on your plate? On my plate?" Encourage your child **count the number** of food items on each plate.
- If children count the food items accurately, ask "So, **how many all together**?"
- Count plates for dinner and ask, "How many plates are there?" "Can you show me the number using your fingers?"
- Support children in understanding the principal of **cardinality** by gesturing to all the food together.
- If children need support **counting one by one**, point to each food item as children count, correcting as needed.

Make sure to provide praise and encouragement for children's efforts and progress. You can say "Wow! I like the way you count. You **counted** the plates by saying the **numbers** aloud. I knew that you could do it!"



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

FOLLOWING HANDWASHING STEPS

Description: Help your child recognize that there are **steps** in daily routines. Encourage your child to follow the steps. "**First**, handwashing, **then** mealtime." Use cues to help your child follow the steps if needed.

What My Child Is Learning!

Computational thinking is the method used to problem-solve by determining 'what', 'how', and 'why'.

Talk about the importance of following **steps**, a type of **sequence**. "By washing our hands **first**, we will know the food we make is safe to eat." Ask, "What do you think **will happen** if we **miss a step**?"

Ask "**What should we do first? Next? Then what? Last?**" It might be fun to do **one step out of order** (like drying your hands before you turn on the water) and see if your child notices. Having pictures to show each step (turn on water, run hands under water, get soap, lather soap, rinse hands, turn off water, get towel and dry hands) can also be really helpful.

ADDITIONAL ACTIVITY IDEAS:

- Following a recipe is a wonderful way for children to learn **sequencing**. Cook something together with your child that you would want to feed Sid if he belonged in your family. Check out our [Daily Routine Explorations](#) for recipes
- **Count** the **number** of doors in your house and say, "**Guess how many doors we have?** - Let's find out!"
- Have a tea party with a favorite stuffed **animal** and "prepare" dinners for the stuffed animal. Start with **one**, **then two, then three**, etc. Help your child make sure that everyone has each item before they start the party!
- Intentionally mix up steps of something that need to be followed in a certain order. For example, if your child eats cereal with milk - and you usually put the cereal in the bowl and then the milk, pour in the milk first and wait with anticipation to see if your child notices. They can then help you **fix it** so the steps are done and the cereal and milk can both fit in the bowl.

