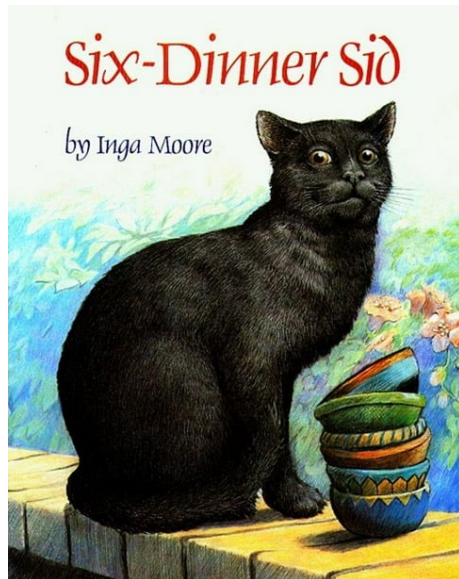




SIX-DINNER SID

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?

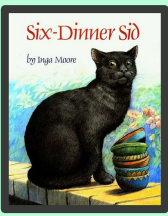
Six-Dinner Sid is a book written by Inga Moore.

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?

- 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=kH4RbKdA6tI>

- 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/sixdinnersid00moor>



SIX-DINNER SID BOOKMARK

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- Print this page and cut around the edges.
- 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 | Math

Six-Dinner Sid

By Inga Moore

C

Complete a sentence

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

R

Recall

"How many names does Sid have?"

O

Open-ended questions

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

W

WH questions

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

D

Distancing questions

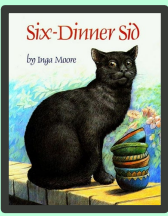
"How many dinners do you eat every day?"

STEM Words & Ideas to Explore

- Counting
- Numbers
- Sequencing
- Problem-solving



stemie.fpg.unc.edu



SIX-DINNER SID

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:

- 1 toy cat
- 6 toy houses
- Braille, or tactile numbers 1-6
- 6 plates or bowls & spoons
- 1 bottle
- 1 toy phone



Image credit: Adobe Stock

This adaptation can also...

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



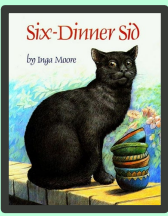
Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.



SIX-DINNER SID 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

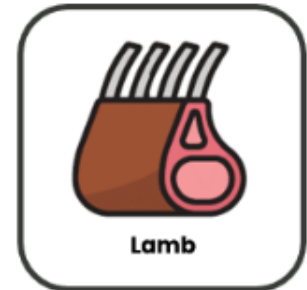
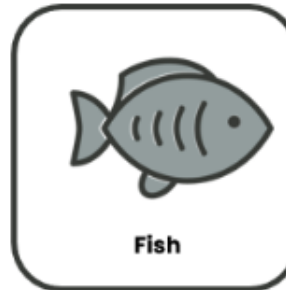


Image Credit: STEMIE

This adaptation can also...

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



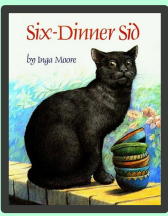
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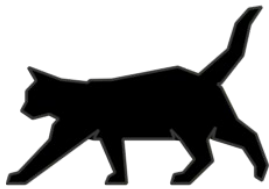
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VISUAL CUES:
USE TO PROMPT

HOW TO:

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

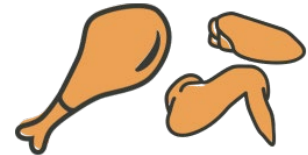
Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



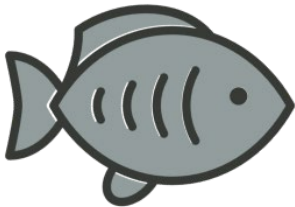
Cat



House



Chicken



Fish



Lamb



Mince



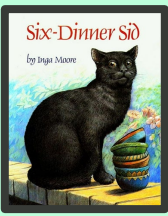
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Beef & kidney stew



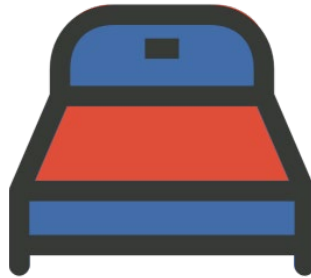
Talk



Chair



Cabinet



Bed



Cat bed



Cardboard box



Basket



Cough



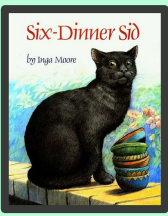
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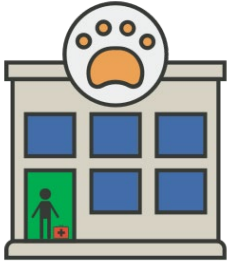
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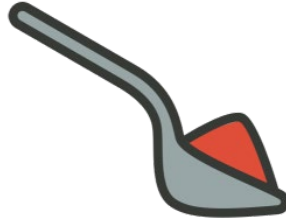
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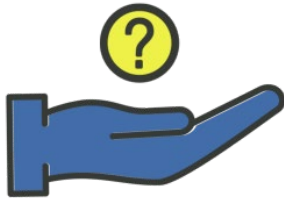
Vet



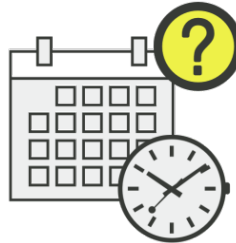
Spoonful of
medicine



Call



What?



When?



Who?



Where?



Eat



How many?



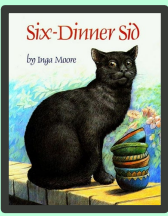
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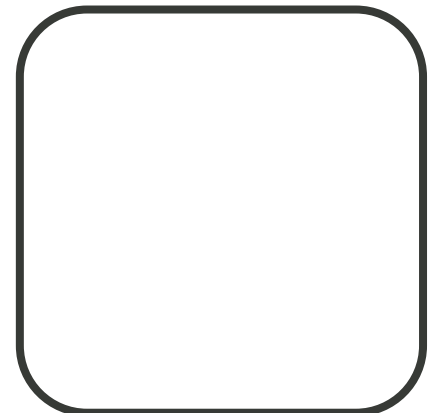
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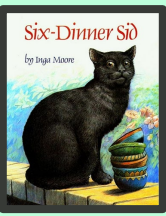
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SIX-DINNER SID

EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Hand Washer

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.

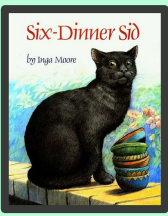
What My Child Is Learning!

Children learn best by interacting with people and objects. Introduce STEM words, ask questions, and encourage them to recognize patterns in their daily routines. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills.

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 (e.g., dry 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.





SIX-DINNER SID

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Food Counter

Description: Help your child learn to **count** during daily routines, such as snack and mealtime.

What My Child Is Learning!

Children are naturally curious about their environment. Help children make a connection between the **numbers and counting**. Help your child make a connection between words and real-life experiences and develop fundamental critical thinking and problem-solving skills, as well as math skills.

Snack and/or mealtime is great opportunity 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?"

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!"

SIX-DINNER SID



ADDITIONAL ACTIVITY IDEAS

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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- 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:
 - Apples
 - Pancakes
 - Cookies
 - Sandwiches
 - Donuts
 - Ice Cream
- 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.

