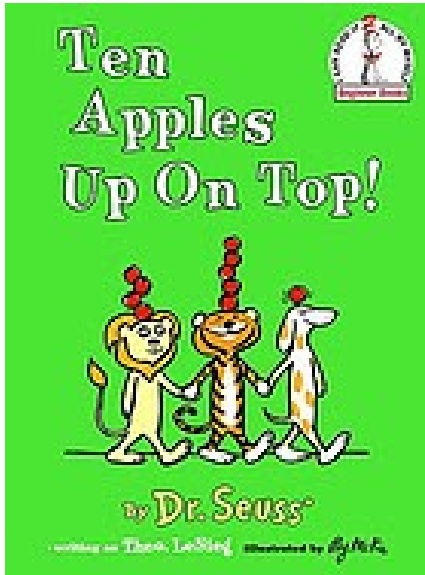




TEN APPLES UP ON TOP

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?

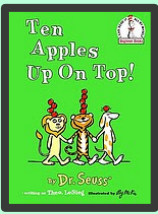
Ten Apples Up On Top is a book written and illustrated by Dr. Seuss.

Three silly animal friends practice **balancing** and **counting** apples on their heads. Others try to knock the apples off while the friends race away.

- 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=2LJQR5b9iuw>

- 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.



TEN APPLES UP ON TOP

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 | Science & Math

Ten Apples Up On Top

By Dr. Seuss

C

Complete a sentence

"The tiger had 5 apples up on ___ (top)."

R

Recall

"How many apples does/did each animal have at the end?" (10)

O

Open-ended questions

"What would happen if lion fell down?"

W

WH questions

"What animal is this? What sounds does it make? What does the animal eat?"

D

Distancing questions

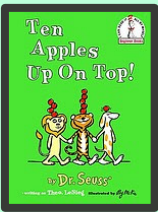
"How many animals have you seen at the zoo?"

STEM Words & Ideas to Explore

- Counting
- Numbers
- Force & Motion
- Quantity (More/Less)



stemie.fpg.unc.edu



TEN APPLES UP ON TOP

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:

- Stuffed/Plush apples
- Braille number blocks
- Toy animals (e.g., lion, tiger, dog)



Image credit: Creative Commons

This adaptation can also...

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



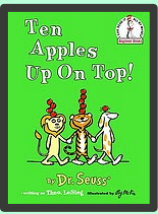
Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



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.



TEN APPLES UP ON TOP 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

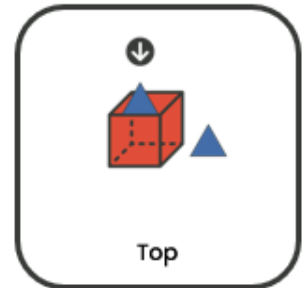
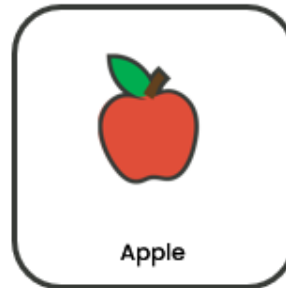


Image Credit: STEMIE

This adaptation can also...

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



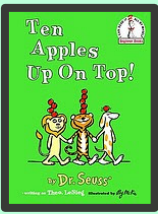
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VISUAL CUES:
USE TO PROMPT

HOW TO:

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

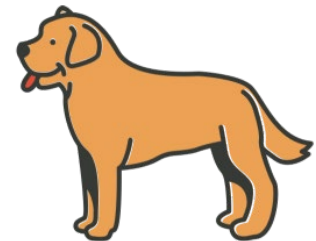
Step 2: As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



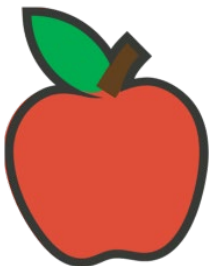
Lion



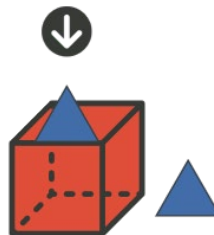
Tiger



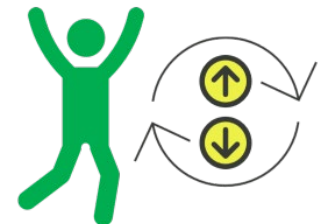
Dog



Apple



Top



Hop



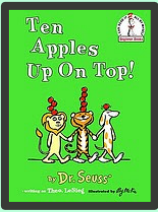
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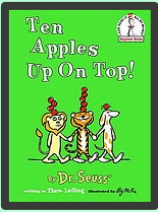
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TEN APPLES UP ON TOP ADAPTATIONS

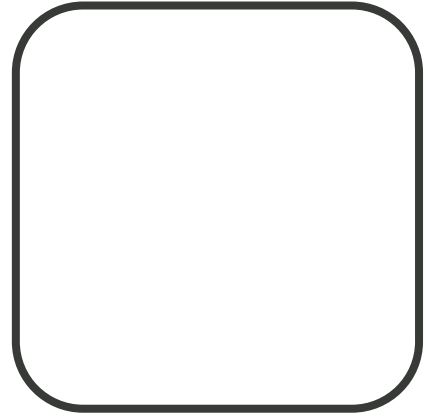
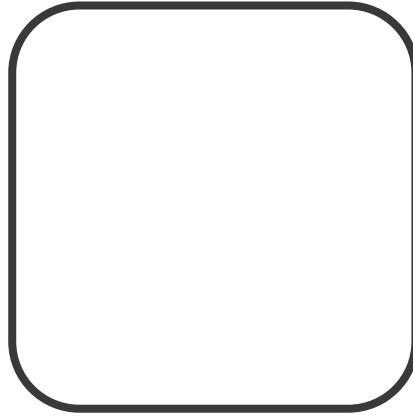
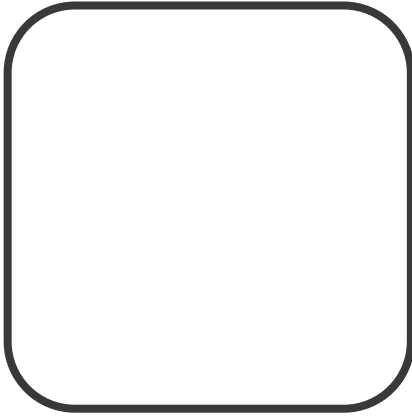
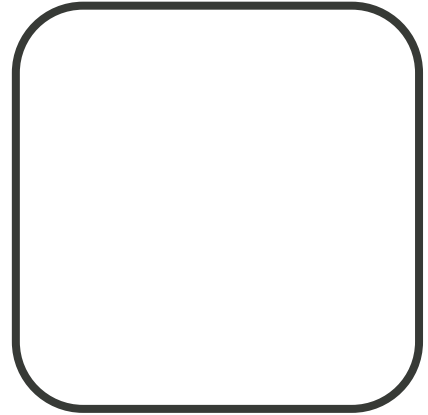
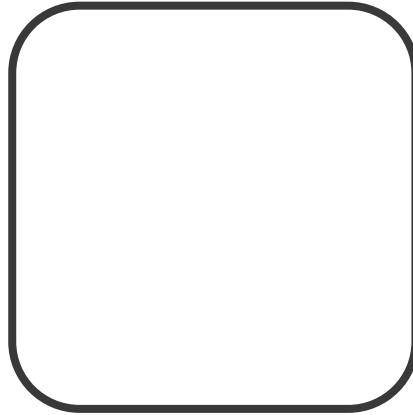
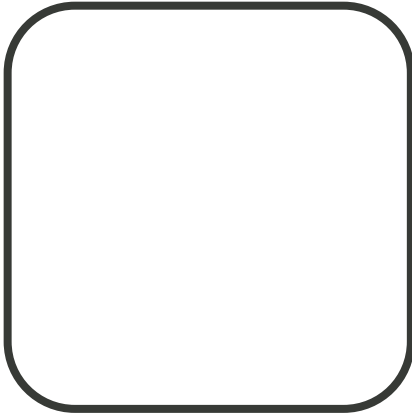
STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Eight

Nine

Ten



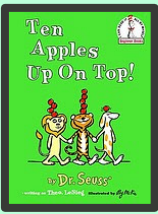
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TEN APPLES UP ON TOP

EXPLORATION I

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Hand Washer

Description: Encourage your child to **follow the steps**. *"First, handwashing, then apples."*

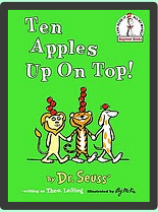
What My Child Is Learning!

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.





TEN APPLES UP ON TOP

EXPLORATION II

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Apple Counter

Description: Cut up apple slices for a healthy snack. Encourage your child to **count**.

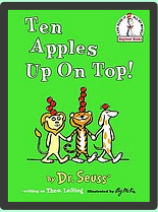
What My Child Is Learning!

Children are naturally curious about their environment. Help children make a connection between the **number** of apple slices **counted** and **how many** apple slices there are in all.

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

- Ask, "**How many** apple slices do you notice on your plate? On my plate?" Encourage your child **count the number** of apple slices on each plate.
- Add one more apple slice to one plate and ask, "Who has **more** apple slices?"
- Add three more apple slices to the other plate and ask, "Who has **less** apple slices? How do you know?"
- Say, "I wonder **how high** you can stack these apple slices. Let's try and find out."
- Ask, "**How many** apple slices are on your plate?"
- If children count the slices accurately, ask "So, **how many all together?**"
- Support children in understanding the principal of **cardinality** by gesturing to all the apple slices together.
- If children need support **counting one by one**, point to each apple as children count, correcting as needed.





TEN APPLES UP ON TOP

EXPLORATION III

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

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Stacker

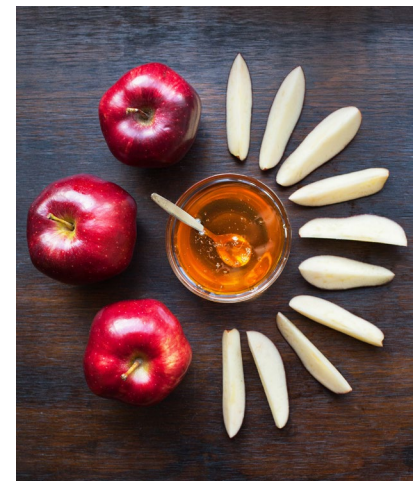
Description: Encourage your child to **balance and stack** different household objects.

What My Child Is Learning!

Children are naturally curious about their environment. Help your child make the connection between **structure and properties of materials** and **force and motion**.

For snack, see who can **stack and balance** the most apple slices and crackers.

Try stacking balls and see what happens. Then stack blocks on a firm, stable surface (like tile or hardwood floor) and then on a soft, moveable surface (like a blanket or a pillow). Ask your child *"What will happen if you move the blanket?"* Experiment with pulling the blanket in different directions. Ask *"Does this direction make the tower fall differently?"*



TEN APPLES UP ON TOP



ADDITIONAL ACTIVITY IDEAS

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- Visit a grocery store and explore the variety of apples
- Visit an apple orchard
- Check out our Daily Routine Explorations: Apples for STEM building activities related to apples. Bon Appétit!
- Check out these books about apples:
 - *Apples* by Gail Gibbons
 - *An Apple's Life* by Nancy Dickman
 - *Applesauce Day* by Lisa Amstutz

