The Hike

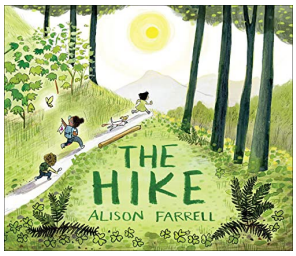
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Did you know reading books is a great opportunity to support STEM learning?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional **P**rompts if needed,
- **E**valuate and
- **E**xpand your child's answers, and
- **R**epeat the prompts.

About this book



The Hike is a book by Alison Farrell. Three curious and intrepid young explorers are enjoying a hike in the woods. They take notes on what they see, look for tracks, collect leaves and twigs, and even get a little bit lost. How will they find their way back?

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

The Hike

By Alison Farrell

C **Complete a sentence**
Wren, El, and Hattie go on a _____ (hike).

R **Recall**
"How many friends went on the hike?" (3)

O **Open-ended questions**
"How are the creek, river, and waterfall different? The same?"

W **WH questions**
"What does the steller jay say?" (shook shook)

D **Distancing questions**
"What do you like to bring along on a hike? What do you like to collect?"

STEM Words & Ideas to Explore

- Liquid & Solid
- Animals
- Plants
- Sort
- Notice
- Record

STEMIE Learning Trajectories

The Hike

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:

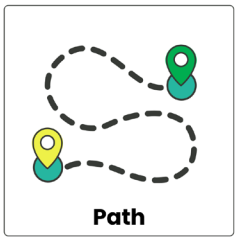
Storybox:
Select corresponding items and place them in a container or a box. Items may include:

- Leaves
- Pine boughs; pinecones
- Snail shells
- Small rocks

This adaptation can also be used to:

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

Support Alterative 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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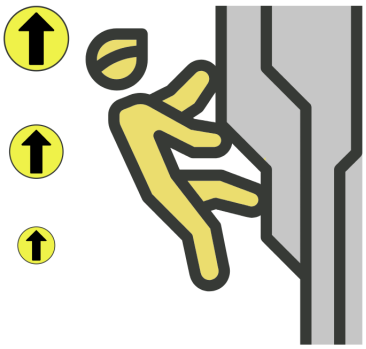
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

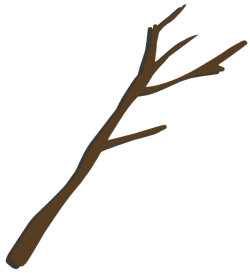
How To Use Visual Cues:

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**.

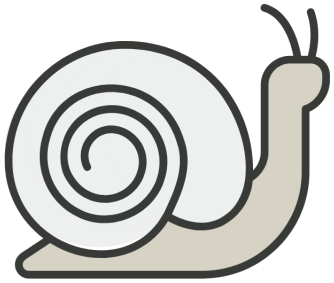


Climb



Stick

Help



Snail

Chipmunk

Blue jay

Berries

Picnic basket

Woodpecker

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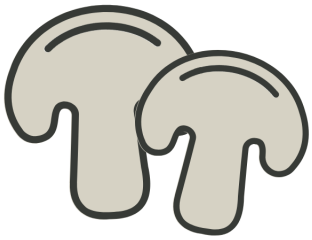
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

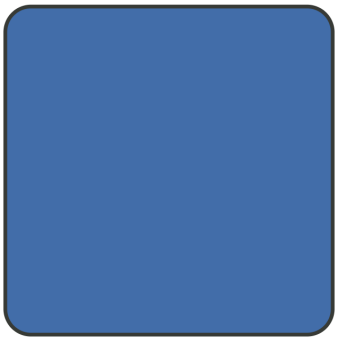
Map



Mushrooms

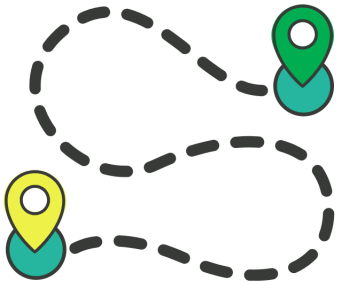
Where

Sketchbook

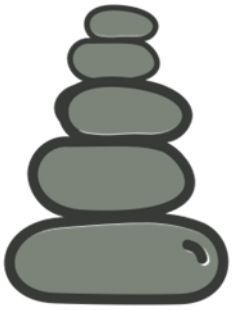


Blue

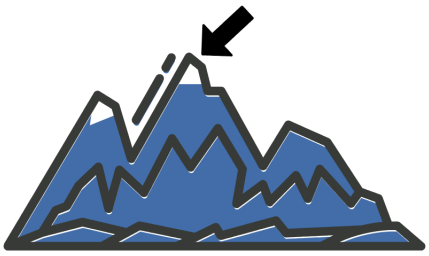
Animal tracks



Path



Cairn



Summit

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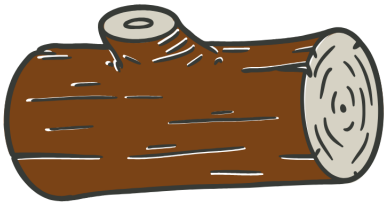
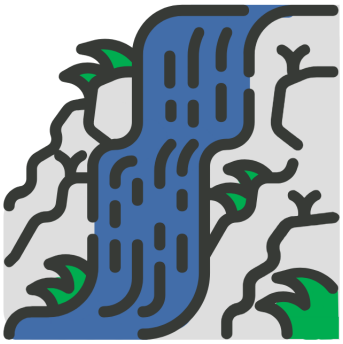
VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

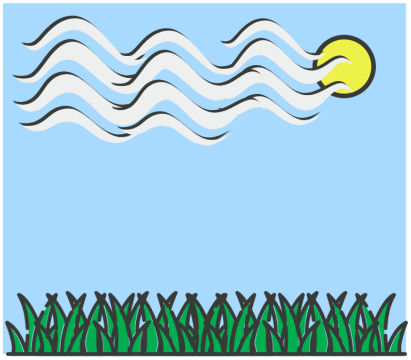
Feathers



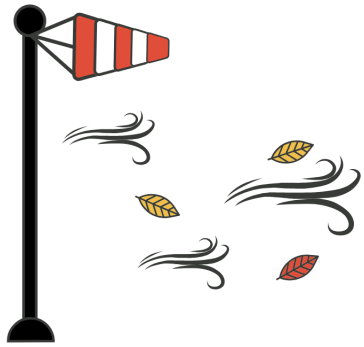
Log



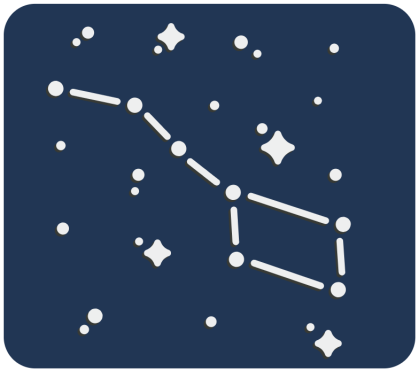
Waterfall



Cirrus clouds



Wind



Constellation

Need more visual cues?

Use the empty squares above to create your own or visit [STEMIE's 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 **animals** might live where they do and why animals might do what they do.

What My Child Is Learning!

Go on a walk together and encourage your child to be aware of any **animals (including bugs)** or **places animals might live**. Examples of questions you might incorporate include:

- "What **animal/insect** is that?"
- "What do you think their **beak/claws/antennae** are for?"
- "Where do you think they **live**?"
- "Are they active in **day** (diurnal) or at **night** (nocturnal)?"
- "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?"
- "How **are rocks and mud different? Similar?**

Exploring Cairns

Description: Help your child **notice** and **build** cairns. A cairn is a stack of rocks used as a trail marker, especially by hikers above the tree line, where trees can no longer grow because conditions are too cold, windy, or rocky.

What My Child Is Learning!

Go on a walk together and encourage your child to look for a variety of **smooth, rough, round, pointy, large,** and **small** rocks to balance with and make a cairn.
Ask: "How can we place a **big** rock **on top** of a **small** rock without it tipping over?"

Explore the purpose and history of rock cairns while hiking:
https://www.nps.gov/articles/rockcairns.htm

Look out for others' cairns as a wayfinding tool the next time you are on a hike!

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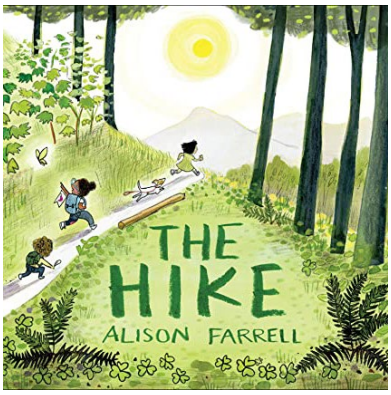
ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD



Additional Activity Ideas:

- Create a collection of items from your hike in a natural journal or box: **https://www.kidsinparks.com/blog/creating-nature-journal**
  - Look for flowers or leaves that can be pressed, small flat rocks that can be taped down, lichen or moss that can be stamped onto the page with ink, feathers, or bark rubbings can be taken. Follow your park's rules about taking items home- many national parks are "leave no trace!"
  - Bring colored pencils or markers and a notebook to draw animals or plants that you discover.
  - Help your child sort the items by living/non-living, different types of non-living things (rocks, sand, dead or dry twigs and branches) and different types of living things (plants, insects, pictures, or feathers from birds you see).
- Check out our **Discovery Play Activities** for Nature Scavenger Hunt

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INNOVATION FOR INCLUSION IN EARLY EDUCATION

The contents of this resource were developed under a Cooperative Agreement between the U.S. Department of Education, Office of Special Education Programs (OSEP) and the University of North Carolina at Chapel Hill. #H327G180006. These contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.