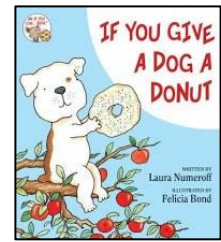






**Book Title: If You Give A Dog A Donut**

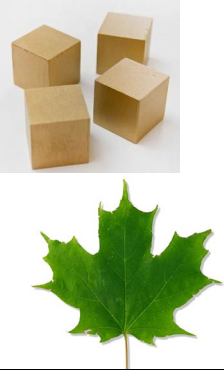
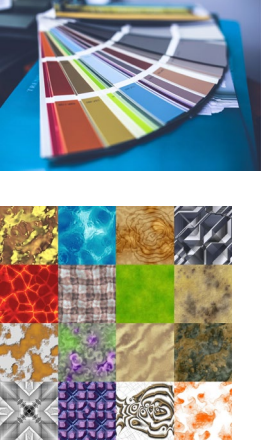
Author: Written by Laura Numeroff, illustrated by Felicia Bond

Grade Level: PreK-2

Brief Plot Synopsis: What kind of adventure will you go on if you give a dog a donut?



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives?
<p>Dog stuffed animal or audio clip with barks recorded.</p> 	<p>When the dog is mentioned in the story.</p>	<p><u>Motor</u>: Student can reach to grab animal. Students can touch and feel fur to identify characters.  <u>Academic</u>: Identifying main character.  <u>Auditory</u>: Students can identify the dog character by pressing an audio clip recorded on a device or switch to identify the character.</p>
<p>Circle face with yellow string to represent boy placed on a high contrast background.</p> 	<p>Whenever the boy appears with the dog in the story.</p>	<p><u>Visual</u>: The student can identify the character in the book.  <u>Motor</u>: Reaching to touch the yellow yarn to identify the character.  <u>Academic</u>: The student can use the face representation to identify a character.</p>
<p>Items to represent things the dog is given:</p> <ul style="list-style-type: none"> <li>-Donut shaped plastic toy or small inner tube.</li> <li>-Cup</li> <li>-Apple</li> <li>-ball</li> <li>-bandana (pirate)</li> <li>-musical toy, or music clip (dancing)</li> <li>-Small kite</li> </ul>	<p>Whenever an item is given to the dog in the story.</p> 	<p><u>Motor</u>: Reaching for the items to sequence events in the story.  <u>Academic</u>: The student can use the object if talking about, sorting, or sequencing events in the story, types of food, or nouns.  <u>Auditory</u>: Students can press music on a toy or device to identify when the dog dances in the story.</p>
<p>Musical toy, or music clip</p> 	<p>When other forest friends appear in the cave. Make sure each named animal is represented by a different texture (ex. Badger-claws, rabbit-stiff fur or cotton ball tail, mouse-smooth tail, raven-rough textured beak)</p>	<p><u>Motor</u>: Student can reach to grab animal. Students can touch and feel fur to identify characters.  <u>Academic</u>: Identifying main character.  <u>Auditory</u>: Students can identify the dog character by pressing an audio clip recorded on a device or switch to identify the character.</p>

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Leaves and wooden block.</p> 	<p>Whenever the characters go outside (leaves) or inside (wood block).</p>	<p><u>Motor</u>: Touch or reaching to identify the setting. <u>Academic</u>: Students can identify the setting of the story being inside and outside.</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p> 	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</p>	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story. <u>Academic</u>: Identifying and/or sequencing events in the story. <u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color. .</p>

## **Disclaimer**

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**Paul V. Sherlock Center on Disabilities / RI College**  
600 Mt. Pleasant Avenue, Providence RI 02908  
[www.sherlockcenter.org](http://www.sherlockcenter.org)