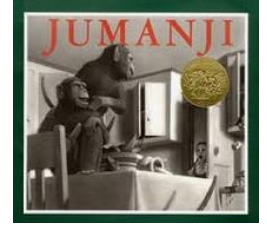










Book Title: Jumanji

Author: Chris Van Allsburg Grade Level: 6+

Brief Plot Synopsis: Peter and Judy find a board game called Jumanji and decide to play while their parents are out of the house. They quickly learn that with each roll of the die comes a consequence that turns to life. They have to follow the rules of the game and finish before their parents come home.



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
 Dice	Each time Peter or Judy rolls for a new turn on the board game.	<u>Auditory</u> : Student can listen to dice being shaken in a container. <u>Motor</u> : Student can roll the dice and let them drop onto the table or a board. Student can also shake the dice in a closed container.
 Furry material	When Peter rolls the dice and a lion appears in their house.	<u>Motor</u> : Student can reach for/feel the fur <u>Academic</u> : Student can express what the material feels like; soft, fuzzy, rough, etc.
 Banana *beware of student allergies)	When Judy rolls the dice and monkey's appear in their kitchen.	<u>Visual</u> : Student can view the banana on a contrasting background. <u>Motor</u> : Student can feel/reach for the banana with and without the peel. <u>Communication</u> : Student may try the banana and identify if they liked it or didn't like it.
 water bottle	When Peter rolls the dice and it starts to rain in their house.	<u>Motor/Auditory</u> : Student can shake, tip, and turn the rain stick and listen to the "rain" fall.
 Rough faux leather	When Judy rolls the dice and a rhinoceros breaks all the furniture.	<u>Motor</u> : Student can reach for/feel the faux leather/material and feel it's texture. <u>Communication</u> : Student can express what the material feels like, soft or rough, bumpy.
 sequin pillow or pretend snake	When Peter rolls the dice and snakes appear in the living room.	<u>Motor</u> : Student can reach for/feel the snake or make the sequins on the pillow move. <u>Visual</u> : Student can look at the sequins on a contrasting background
 bottle	When the volcano erupts and steam blows through their house.	<u>Auditory</u> : Student can listen to the sound of the water being sprayed <u>Motor</u> : Student may squeeze the water bottle to spray the water on their hand/face. Student can reach for/feel the umbrella and open/close it.
 picture	When Judy rolls a 12 and all the animals go away and the game is over.	<u>Motor</u> : Student can feel the project core symbol <u>Visual</u> : Student can view the "all done" picture when presented on a contrasting background.

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