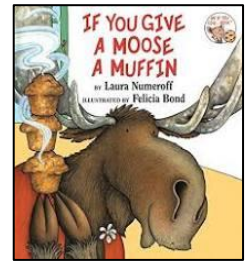







## Book Title: If You Give A Moose A Muffin

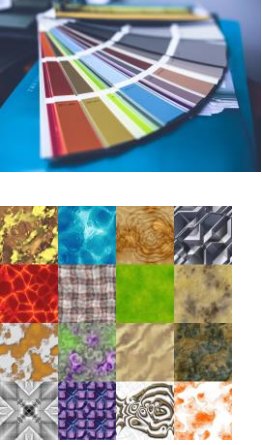
Author: Written by Laura Joffe Numeroff, illustrated by Felicia Bond

Grade Level: PreK-2

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



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
Moose stuffed animal 	When the moose is mentioned in the story.	<u>Motor:</u> Student can reach to grab animal. Students can touch and feel fur to identify characters. <u>Academic:</u> Identifying main character.
Circle face with yellow string to represent boy placed on a high contrast background.	Whenever the boy appears with the dog in the story. 	<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.
Items to represent things the moose is given: -soft cloth drizzled with vanilla extract or sprinkled with cinnamon (muffin) -jar with lid (jam) -fuzzy fabric or real sweater (sweater) -sock (sock puppet) -picture (scenery) -piece of fabric (sheet) -cup of water (washing mess) -clothespin (to hang sheet up)	Whenever an item is given to the moose in the story. 	<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.
Leaves and wooden block. 	Whenever the characters go outside (leaves) or inside (wood block). 	<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.
Textured and/or different color swatches for beginning, middle,	When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)	<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.

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>and end on a high contrast background.</p> 		<p><u>Visual Skills:</u> If a color is representing beginning, middle, and end. Students can match event to the color. .</p>

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