**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?

<table>
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<tr>
<th>Object to Be Used</th>
<th>What part/page of the story does it apply to?</th>
<th>What are possible learning objectives?</th>
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| Dog stuffed animal or audio clip with barks recorded. | When the dog is mentioned in the story.                                                                       | Motor: Student can reach to grab animal. Students can touch and feel fur to identify characters.  
Academic: Identifying main character.  
Auditory: Students can identify the dog character by pressing an audio clip recorded on a device or switch to identify the 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.                                                            | Visual: The student can identify the character in the book.  
Motor: Reaching to touch the yellow yarn to identify the character.  
Academic: The student can use the face representation to identify a character. |

| Items to represent things the dog is given:  
-Donut shaped plastic toy or small inner tube.  
-Cup  
-Apple  
-ball  
-bandana (pirate)  
-musical toy, or music clip (dancing)  
-Small kite | Whenever an item is given to the dog in the story.                                                               | Motor: Reaching for the items to sequence events in the story.  
Academic: The student can use the object if talking about, sorting, or sequencing events in the story, types of food, or nouns.  
Auditory: Students can press music on a toy or device to identify when the dog dances in the story. |

| Musical toy, or music clip | 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) | Motor: Student can reach to grab animal. Students can touch and feel fur to identify characters.  
Academic: Identifying main character.  
Auditory: Students can identify the dog character by pressing an audio clip recorded on a device or switch to identify the character. |
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| Leaves and wooden block. | Whenever the characters go outside (leaves) or inside (wood block). | **Motor:** Touch or reaching to identify the setting.  
**Academic:** Students can identify the setting of the story being inside and outside. |
| Textured and/or different color swatches for beginning, middle, and end on a high contrast background. | When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.) | **Motor:** Students can touch and feel key texture to identify when events happen in the story.  
**Academic:** Identifying and/or sequencing events in the story.  
**Visual Skills:** If a color is representing beginning, middle, and end. Students can match event to the color. |