**Book Title:** If You Give A Moose A Muffin  
**Author:** Written by Laura Joffee 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?

<table>
<thead>
<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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</table>
| Moose stuffed animal | When the moose 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. |
| 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 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. | **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. |
| 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, | 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. |
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<td>and end on a high contrast background.</td>
<td></td>
<td>Visual Skills: If a color is representing beginning, middle, and end. Students can match event to the color.</td>
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