**Book Title:** Play With Me  
**Author:** Marie Hall Etts  
**Grade Level:** PK-2  
**Brief Plot Synopsis:** A little girl goes to a meadow to try to play with all the animals.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Flowers</td>
<td>When the little girl goes to the meadow</td>
<td>Motor/Communication: Student can touch or smell the flowers (depending on allergies). Student can comment on whether or not they like the smell of the flowers</td>
</tr>
</tbody>
</table>
|                   | Any time an animal does not want to play with the little girl. | Motor/Communication: The student can reach for/feel the project core symbol. The student can also express “no” by shaking their head or saying no.  
**Academic:** Student can answer the question “did the animal want to play with the little girl?” and respond by interacting with the “not” symbol. |
| Spring            | When the little girl meets the grasshopper  
                   | When the little girl meets the frog  
                   | When the grasshopper comes back  
                   | When the frog comes back | Motor: Student can touch/reach for the spring. Student can also make the spring bounce to signify the frog or the grasshopper hopping.  
**Academic:** Student can compare the properties and texture of this animals to those of other animals in the story. Student can sort animals’ textures. |
| Shell             | When the little girl meets the turtle  
                   | When the turtle comes back | Motor/communication: Student can feel the shell and discuss its properties and textures.  
**Academic:** Student can compare the properties and texture of this animals to those of other animals in the story. Student can sort animals’ textures. |
| Faux fur          | When the little girl meets the chipmunk, the bunny, and the deer  
                   | When the chipmunk and the bunny come back | Motor: Student can feel/reach for the faux fur and discuss its properties and textures.  
**Academic:** Student can compare the properties and texture of this animals to those of other animals in the story. Student can sort animals’ textures. |
| Feather           | When the little girl meets the bird, when the bird comes back | Motor: Student can feel/reach for the feather.  
**Academic:** Student can compare the properties and texture of this animals to those of other animals in the story. Student can sort animals’ textures. |
<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>
</tr>
</thead>
</table>
| Faux leather             | When the little girl meets the snake, when the snake comes back                                             | **Motor**: Student can reach for/feel the faux leather  
**Academic**: Student can compare the properties and texture of this animals to those of other animals in the story. Student can sort animals’ textures. |
| Project core symbol for “like”. | At the end when the little girl is happy the animals are playing with her.                                   | **Motor**: Student can feel the project core symbol  
**Communication**: Student can express sounds or words of happiness |