**Object to Be Used** | **What part/page of the story does it apply to?** | **What are possible learning objectives?**
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Cut-out circle on high contrast background with red fabric or red mylar. | When Peter is mentioned in the story. Later in the story add a new circle with blue fabric for Peter’s friend. | Motor: Student can reach to grab character. Students can touch and feel fabric to identify characters.  
Academic: Identifying main character. Identifying types of clothing to wear when it is cold or gear that is needed when playing in the snow.  
Visual skills: Students can identify character by gazing at the red fabric or red mylar.

Stick | When a stick appears and makes an extra track. Also a soft banging can be demonstrated when Peter smacks the tree with the stick. | Motor: Students can use a pencil to make a third track, they can also lightly bang the table to identify an event in the story.  
Academic: Identifying descriptive words: slow, pointed out, pointed in, fast. Sequencing events.

Crunchy packing peanuts, small Styrofoam balls or an audio clip of crunching in the snow. | Whenever snow if mentioned or when the sounds that snow makes are mentioned.  
Can use with the ice cubes. | Auditory: When handling the packing peanuts, it will make a crunching sound, this will help students when identifying setting and Peter walking and exploring in the snow.  
Motor: Student can work on reaching for packing peanut and/or on strengthening their hand grip  
Academic: Identifying events and setting of the story, sequencing events in the story.

Ice cubes. | When cold temperatures are mentioned. Also can be used when one starts to melt. | Motor: Touch and feel a physical explanation of being cold.  
Academic: The student can identify the setting as being during a cold time of the year. Identifying solid to liquids and melting.
<table>
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| Foam that keeps shape of hand when pushing down to make a form. | Representing an angel when Peter makes snow angels. | **Motor:** Student can work on reaching for foam and/or on strengthening their hand grip.  
**Academic:** Identifying events, sequencing events in the story. |
| Large white pom pom | Representing the snowball fight. | **Motor:** Student can work on reaching for packing peanut and/or on strengthening their hand grip.  
**Academic:** Identifying events and setting of the story, sequencing events in the story. Showing knowledge of positional words (on top, next to, on the bottom). |
| 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.). A different textured can also be used to represent when Peter points his toes and drags his feet slowly in the snow (sandpaper or something bumpy) | **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. |