**Book Title:** *The Tiny Seed*
**Author:** Eric Carle
**Grade Level:** PreK-2
**Brief Plot Synopsis:** Follow a seed through its life cycle. As a wind blows the seed from place to place, the reader will learn what the seed needs to grow and how the seed changes.

<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>
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</table>
| pinwheel.         | When wind is mentioned to blow the seed from place to place. | **Motor:** Reaching for the pinwheel to represent the event of the wind blowing the spider.  
**Academic:** The student can use the pinwheel to identify an event or sequence events in a story. A student can also make the connection between beginning of the story being a gust of wind blowing the spider. |
| Sunflower seeds.  | When the seed is mentioned during its journey in the story. | **Motor:** Students can reach out to touch the seed to identify an event. They can also move the seed from place to place as the seed travels on its journey.  
**Academic:** Sequencing events from the story. The student can also demonstrate 1: correspondence by placing one seed at each different setting (ice, felt sun, etc.) |
| Audio clip of children laughing. | Whenever children are mentioned in the story. | **Auditory:** Using an audio clip of children laughing, the students can identify events that take place (when children are near the seed or plant).  
**Motor:** Reaching for the audio clip whether it is recorded on a switch device, AAC device, or on something like a tablet or phone.  
**Academic:** The student can use the audio clip to sequence the story, or to identify when the children appear (beginning, middle, or end). |
| Various objects to represent settings and/or seasons. | When other settings, and seasons are mentioned during the seed journey, have objects to represent the settings.  
Ice cube-ice  
Soft felt-sun  
cup of water-ocean  
Sand-desert  
Fake/real grass  
Spring-flower  
winter-ice pack  
Summer-water toy  
fall-leaf | **Motor:** Students can touch and feel the key texture or feature of the toy to identify settings or seasons as they appear in the story.  
**Academic:** Identifying settings, events, seasons in the story. Students can make connections and learn about the seasons (types of weather, clothes to wear, what they might see).  
**Visual Skills:** If a color is the key feature, a student can use their visual color recognition skills to identify the season. |
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<td>small planted flower with leaves.</td>
<td>Whenever the seed grows into a plant and as the plant is mentioned in the story.</td>
<td>Motor: Touch or reach to identify the seed growing into a flower. Academic: Students can identify the life cycle of a seed and what the seed needs to grow.</td>
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<td>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</td>
<td>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</td>
<td>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.</td>
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