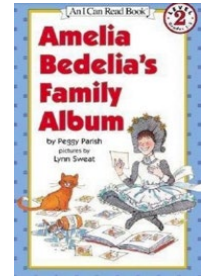






Book Title: Amelia Bedelia's Family Album




Author: Peggy Parish

Grade Level: 4-6

Brief Plot Synopsis: Mr. and Mrs. Roger's tell Amelia Bedelia to invite her family over for a party. Amelia Bedelia shows Mr. and Mrs. Rogers her family album and tells them all about her family and their jobs.



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Photo Album or picture of family</p> 	<p>-to represent the photo album Amelia shows Mr. and Mrs. Rogers</p>	<p><u>Motor</u>: Student can reach for/feel the album or pictures.</p> <p><u>Academic/Communication</u>: Teacher can use this opportunity to have the student make their own family album. This may be done with pictures or textures that represent each of their family members. Students can write/talk about their family members.</p> <p><u>Visual</u>: Student can view pictures of their family members in their own photo album</p>
<p>Toy phone or real phone</p> 	<p>To represent Amelia's Dad's job as a telephone operator</p>	<p><u>Motor</u>: Student can reach for/feel the phone, pressing the buttons and noting it's attributes.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc.</p> <p><u>Auditory</u>: If using a real phone, student could listen to the phone ringing.</p>
<p>Slice of bread</p> 	<p>To represent Amelia Bedelia's Mom's job as a baker.</p>	<p><u>Motor</u>: Student can reach for/feel the bread, noting it's attributes.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc.</p>
<p>Board game piece</p> 	<p>To represent Amelia's uncle who is a game hunter.</p>	<p><u>Motor</u>: Student can reach for/feel the game piece, noting it's attributes.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc. (Example: Amelia said her uncle hunts games. Do you think that is a real job?).</p>

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Small cardboard box 	To represent Amelia's cousin who is a boxer.	<p><u>Motor</u>: Student can reach for/feel the cardboard box.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc.</p>
Checkbook 	To represent Amelia's cousin who balances checkbooks on her hands	<p><u>Motor</u>: Student can reach for/feel the checkbook.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc.</p>
Trash bag 	To represent Amelia's uncle who collects trash.	<p><u>Motor</u>: student can reach for/feel the trash bag, crinkling it and noting it's attributes.</p> <p><u>Academic/Communication</u>: verbally or using a "yes" and "no" bin if student is non-verbal, student can indicate whether the object represents a real job. Student can place it in the yes or no bin or discuss what they think the job is, what the job entails, etc.</p> <p><u>Auditory</u>: Student can listen to the crinkling of the trash bag</p>