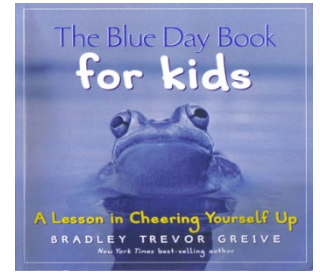







**Book Title: The Blue Day Book for Kids: A Lesson in Cheering Yourself Up**



Author: Bradley Trevor Greive

Grade Level: PK-2

Brief Plot Synopsis: A book to teach children how to deal with their emotions when they are having a bad day.



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>Tactile “sad” symbol</p> 	<p>To represent having a “blue” day</p>	<p><u>Motor</u>: Student can reach for/feel the sad face. Student can imitate the emotion of being sad. <u>Academic/Communication</u>: Student can discuss a time when they had a “blue” day.</p>
<p>Pillow</p> 	<p>To represent resting to feel better</p>	<p><u>Motor</u>: Student can reach for/feel the pillow. Student can imitate the action of sleeping by resting their head on the pillow. <u>Academic/Communication</u>: Student can communicate how resting made them feel, if it changed their mood at all.</p>
<p>Crayons</p> 	<p>To represent being creative to feel better</p>	<p><u>Motor</u>: Student can reach for/feel the crayons. Student can color or write with the crayons. <u>Academic/Communication</u>: Student can write vocabulary words with the crayons or about a time they were sad and cheered themselves up. Student can discuss/communicate how being creative makes/made them feel. Student can discuss if being creative cheers them up.</p>
<p>Maraca</p> 	<p>To represent playing or listening to music to feel better</p>	<p><u>Motor</u>: Student can reach for, feel, or shake the maraca. <u>Academic/Communication</u>: Student can discuss/communicate how listening to and making music makes them feel, and if it cheers them up. <u>Auditory</u>: Student can listen to the maraca being shaken.</p>
<p>Shoe &amp; music</p> 	<p>To represent dancing to make yourself feel better</p>	<p><u>Motor/Auditory</u>: Student can tap the shoe or listen to the shoe being tapped. Student can listen to music being played. If the student is able to, they can dance with the music using any movements. <u>Academic/ Communication</u>: Student can discuss/communicate if dancing makes them happy or cheers them up.</p>

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
Hat, cape, or crown 	To represent playing dress-up and pretending to be someone else to make yourself feel better.	<u>Motor:</u> Student reach for/feel the dress up clothes. Student can put on the dress up clothes and act out any associated actions. <u>Academic/Communication:</u> Student can discuss/communicate whether pretending to be someone else cheers them up or makes them happy.
Tactile “happy” face 	To represent feeling better and being happy	<u>Motor:</u> Student can reach for/feel the happy face. <u>Academic/Communication:</u> Student can discuss what makes them happy when they are having a “blue” day, or, if any of the techniques above make them happy.