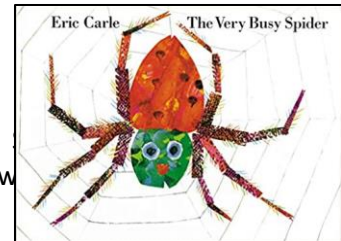






**Book Title: The Very Busy Spider**



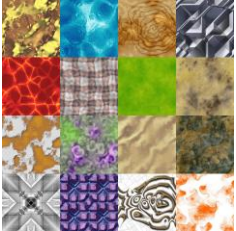
Author: Eric Carle

Grade Level: PreK-2

Brief Plot Synopsis: Many animals come to visit a spider working to weave her web. let the visitors distract her and she stays busy to finish her web. Will she finish her web? animal friend finally distract her?



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
Spider figurine. 	Whenever the spider is mentioned in the story.	<u>Motor</u> : Student can reach to grab spider. Students can touch and feel texture to identify character. <u>Academic</u> : Identifying main character.
Silky feeling thread or yarn. 	When the spider spins her web.	<u>Motor</u> : Reaching for the string to wrap around a container or frame to represent the event of the spider spinning her web. <u>Academic</u> : The student can use the thread to identify an event or sequence events in a story. A student can also make connections between character and what they are doing (spider and web). <u>Visual Skills</u> : If a color is the key feature, a student can use their visual color recognition skills to select a bright or metallic thread as an event in the story.
Picture frame. 	When the spider spins her web, the student can wrap the thread or connect it to a frame form. Frame can also have pieces of velcro to "catch" the tread.	<u>Motor</u> : Reaching for the string to wrap around a container or frame to represent the event of the spider spinning her web. <u>Academic</u> : The student can use the thread to identify an event or sequence events in a story. A student can also make connections between character and what they are doing (spider and web). <u>Visual Skills</u> : If a color is the key feature, a student can use their visual color recognition skills to identify the character.
Various animal toys or audio recorded animal sounds. 	When other animals come to talk to the spider, each named animal is represented by a different texture or sound that they make (ex. Horsehair, cow-smooth, sheep-fluffy cotton, goat-hard plastic, pig-curly pipe cleaner, dog-fur, cat-velvet, duck-feather, etc.)	<u>Motor</u> : Students can touch and feel the key texture or feature of the toy to identify characters as they appear in the story. <u>Academic</u> : Identifying characters and sequencing characters in the story. <u>Visual Skills</u> : If a color is the key feature, a student can use their visual color recognition skills to identify the character. <u>Auditory</u> : Using different audio clips for sounds that animals make. The student can identify characters in the story or can sequence order of the story.

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<p>Pinwheel.</p> 	<p>When a gust of wind blows the spider in the start of the story.</p>	<p><u>Motor</u>: Reaching for the pinwheel to represent the event of the wind blowing the spider. <u>Academic</u>: 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.</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p>  	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sandpaper, slick)</p>	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story. <u>Academic</u>: Identifying and/or sequencing events in the story. <u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color. .</p>