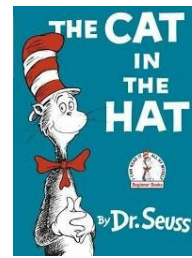








Book Title: The Cat in the Hat








Author: Dr. Seuss

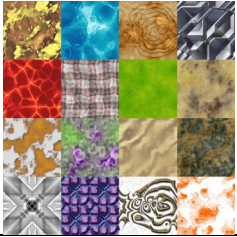

Grade Level: PreK-2

Brief Plot Synopsis: Sally and Sam go on many adventures in this story with The Cat in the Hat himself. What tricks will the cat play on Sally and Sam? Will their mother mind that the cat is in the house?



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>Doll with long hair</p> 	<p>When the character Sally is mentioned in the story.</p>	<p><u>Motor</u>: Students can reach to touch the doll's hair to identify characters.</p> <p><u>Academic</u>: Identifying main characters.</p> <p><u>Visual Skills</u>: If the color yellow (hair) is the key feature, a student can identify the character based on reaching for or gazing at the yellow hair on the doll to make a selection.</p>
<p>Fabric or a shirt.</p> 	<p>When the character Sam is mentioned in the story.</p>	<p><u>Motor</u>: Students can reach to touch the fabric swatch or fabric of a shirt to identify characters.</p> <p><u>Academic</u>: Identifying main characters.</p> <p><u>Visual Skills</u>: If a color is the key feature, a student can identify the character based on reaching for or gazing at the fabric's color to make a selection.</p>
<p>Pictures or figurines: Thing 1 and Thing 2</p> 	<p>When the characters Thing 1 and Thing 2 are mentioned in the story.</p>	<p><u>Motor</u>: Students can reach to touch the picture of the figurine to identify characters.</p> <p><u>Academic</u>: Identifying main characters.</p> <p><u>Visual Skills</u>: If a color is the key feature, a student can identify the character based on reaching for or gazing at the picture's key color to make a selection.</p>
<p>Hat</p> 	<p>Whenever The Cat in the Hat character is mentioned.</p>	<p><u>Motor</u>: Students can reach to touch the hat to identify characters.</p> <p><u>Academic</u>: The student can identify characters or sort what events or actions The Cat in the Hat does.</p> <p><u>Visual Skills</u>: If a color is the key feature, a student can identify the character based on reaching for or gazing at the hat's color to make a selection.</p>
<p>A block to drop or an audio clip of a loud bump noise.</p> 	<p>Whenever the bump noise is made.</p> 	<p><u>Auditory</u>: The block can be dropped by the student or they can listen to the audio clip of the bump noise to start identifying events that take place.</p> <p><u>Motor</u>: Reaching for the block to drop or audio clip whether it is recorded on a switch device, AAC device, or on something like a tablet or phone to work on reaching, crossing midline.</p> <p><u>Academic</u>: The student can use the sound from the block dropping or the audio clip to sequence events in the story.</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
<p>Various pictures or objects that the cat can balance.</p> 	<p>When the cat balances objects such as the fish, a cup, a cake, toy ship. Have small toys to represent each item to stack and show 'balancing.' You may also choose to use pictures of these objects with velcro placed on the back.</p> 	<p>Motor: Students can touch and/or reach for each object that the cat is balancing or they could place photos of the objects on a felt board to stack what the cat is balancing. and feel the key texture or feature of the toy to identify characters as they appear in the story.</p> <p>Academic: Identifying characters and sequencing events in the story. Positional words can be worked on by layering the objects that the cat is balancing (on top, next to, above, below, etc.)</p> <p>Visual Skills: If a color or reflective property is the key feature, a student can reach or gaze at mylar or a color on the object to identify the character.</p>
<p>Small house toy or box or doorknob</p> 	<p>Whenever the setting is taking place inside.</p> 	<p>Motor: Touching or reaching to identify the setting.</p> <p>Academic: Students can identify the setting of the story being inside.</p>
<p>Broom or dustpan and brush.</p> 	<p>When the cat starts cleaning up the mess.</p>	<p>Motor: Students can work on reaching for bush or broom to identify an event in the story or to work on reaching and crossing midline.</p> <p>Academic: Identifying events of the story, sequencing events in the story.</p>
<p>Ice cubes.</p> 	<p>When cold, wet weather is mentioned.</p>	<p>Motor: Touch and feel a physical explanation of cold/wet.</p> <p>Academic: The student can identify the setting as being during a cold and wet day. Students can identify seasons and different types of weather.</p>
<p>Red 'X' made with playdough, or a Project Core NOT symbol.</p> 	<p>Representing the no, whenever the fish says no to the cat.</p>	<p>Motor: The student can reach to touch and feel the X to Identify the event of the story.</p> <p>Academic: The student can identify if something that the cat suggests is a good decision or not.</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high</p>	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</p>	<p>Visual Skills: If a color is representing beginning, middle, and end. Students can match event to the color.</p> <p>Motor: Students can touch and feel key texture to identify when events happen in the story.</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
<p>contrast background</p> 		<p><u>Academic:</u> Identifying and/or sequencing events in the story.</p> <p><u>Visual Skills:</u> If a color is representing beginning, middle, and end. Students can match event to the color.</p>