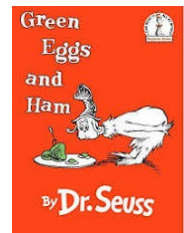


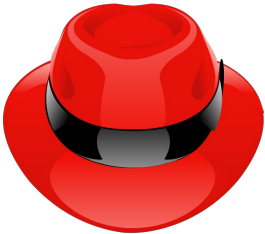



Book Title: Green Eggs and Ham



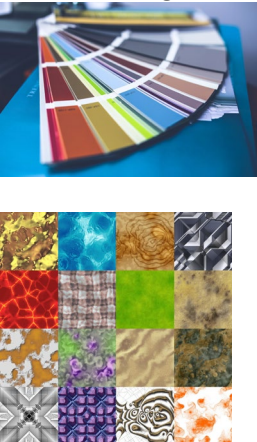
Author: Dr. Seuss

Grade Level: PreK-2

Brief Plot Synopsis: Sam-I-Am tries to get the narrator of the story to try green eggs and ham. Sam-I-Am offers many options and places to enjoy green eggs and ham. Will the narrator agree to try green eggs and ham?



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>Red hat</p> 	<p>When the character Sam-I-Am is mentioned in the story.</p>	<p><u>Motor:</u> Students can reach to touch the red hat to identify characters or make connections to places that Sam-I-Am suggests eating the green eggs and ham. <u>Academic:</u> Identifying main characters, sorting places to eat. <u>Visual Skills:</u> If the color red(hat) is the key feature, a student can identify the character based on reaching for or gazing at the red hat to make a selection.</p>
<p>Black cloth</p> 	<p>Whenever the narrator is speaking.</p>	<p><u>Motor:</u> Students can reach to touch the black cloth to identify characters or to sort things that the narrator says no to. <u>Academic:</u> Identifying characters, sorting events that the narrator says no or yes to. <u>Visual Skills:</u> If the texture is the key feature, a student can identify the character based on reaching for or gazing at the black cloth to make a selection.</p>
<p>Picture of green eggs and ham, or a plastic egg.</p> 	<p>When the green eggs and ham are mentioned in the story.</p>	<p><u>Motor:</u> Students can reach to touch the egg to sort places (where to eat), events from the story, or who to eat them with. If reaching for the egg, hand grip could also be worked on. <u>Academic:</u> Identifying or sequencing events in the story. Positional words can be worked with (above, below, next to, etc).</p>
<p>Various pictures or objects</p> 	<p>Have various objects or pictures to represent where the food can be eaten.</p> <ul style="list-style-type: none"> Box House Mouse Car Tree Fox bowl of water (rain) lidded container (dark) 	<p><u>Motor:</u> Students can reach to touch the picture or objects to sequence or sort events in the story. <u>Academic:</u> Identifying events in the story. Students can match or sort rhyming words and also positional words. <u>Visual Skills:</u> If a key feature is the identifying part of the picture or object, a student can identify the events of the story based on a specific color/texture.</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>Red 'X' made with playdough, or a Project Core not symbol.</p> 	<p>Representing the no, whenever the narrator says no to eating the food.</p>	<p><u>Motor</u>: The student can reach to touch and feel the X to Identify the event of the story. <u>Academic</u>: The student can identify or sort all the options that the narrator says no to. <u>Visual Skills</u>: If a key feature is the identifying part of the picture or object, a student can identify the events of the story based on gazing or reaching to the red 'X' when the narrator says no to food in the story.</p>
<p>Green checkmark made with playdough, or a yes symbol.</p> 	<p>Representing the yes, whenever the narrator says yes to eating the food.</p>	<p><u>Motor</u>:The student can reach to touch and feel the check to Identify the event of the story. <u>Academic</u>:The student can identify or sort all the options that the narrator says yes to. <u>Visual Skills</u>: If a key feature is the identifying part of the picture or object, a student can identify the events of the story based on gazing or reaching to the green check when the narrator says yes to trying the green eggs and ham.</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, sand paper, slick, etc.)</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>