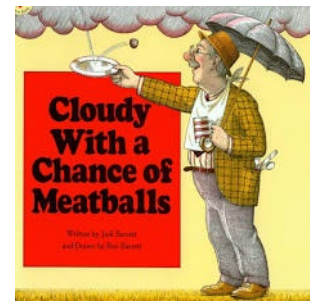






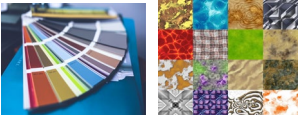
Book Title: Cloudy With a Chance of Meatballs

Author: Judi Barrett and Ron Barrett

Grade Level: PreK-4

Brief Plot Synopsis: How would you feel if food dropped out of the sky like rain does? Would you like if food fell to the ground? What if food fell that you did not like or too much decided to fall? What if everything was a mess, how would you feel?



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>Audio clip of rain</p> 	<p>Whenever the food falls from the sky.</p>	<p><u>Auditory</u>: Using audio clips of rain, the student can identify events that take place. <u>Motor</u>: Reaching for the audio clip whether it is recorded on a switch device, AAC device, or on something like a tablet or phone. <u>Academic</u>: The student can use the audio clip to sequence the story or to highlight when a new food falling event happens in the story.</p>
<p>Various objects or pictures to represent types of weather that falls and container to scoop up food.</p> 	<p>When food falls from the sky (orange juice, bread, meatballs, pancakes and syrup).</p> <p>Container can be used to pick up food and place it somewhere else (representing giving it to an animal or giving the food to something else).</p> 	<p><u>Motor</u>: Students can touch and feel the key texture or feature of the different objects to identify events as they happen in the story. <u>Academic</u>: Identifying events, sequence the story. Types of weather can be studied. Quantities can be talked about (a lot, many, few, little). <u>Visual Skills</u>: If a color is the key feature, a student can use their visual skills to gaze at the object or picture to identify or sequence events.</p>
<p>Glasses and 2 different types of textures or fabric for the grandchildren</p> 	<p>Representing the grandfather who is telling the story, and the 2 grandchildren listening.</p>	<p><u>Motor</u>: Student can reach to grab glasses or fabric . Students can touch and feel to identify characters. <u>Academic</u>: Identifying main characters.</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)</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>