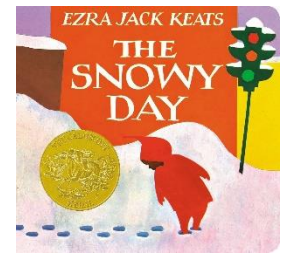








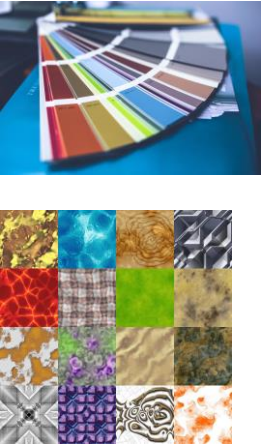
Book Title: The Snowy Day

Author: Ezra Jack Keats

Grade Level: PreK-2 Brief Plot Synopsis: When Peter wakes up to his town covered with snow, he sets out on an adventure to explore. He creates footprint tracks, and creates in the snow. What will he come across on his journey?



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>Cut-out circle on high contrast background with red fabric or red mylar.</p> 	<p>When Peter is mentioned in the story. Later in the story add a new circle with blue fabric for Peter's friend.</p>	<p><u>Motor</u>: Student can reach to grab character. Students can touch and feel fabric to identify characters. <u>Academic</u>: Identifying main character. Identifying types of clothing to wear when it is cold or gear that is needed when playing in the snow. <u>Visual skills</u>: Students can identify character by gazing at the red fabric or red mylar.</p>
<p>Stick</p> 	<p>When a stick appears and makes an extra track. Also a soft banging can be demonstrated when Peter smacks the tree with the stick.</p>	<p><u>Motor</u>: Students can use a pencil to make a third track, they can also lightly bang the table to identify an event in the story. <u>Academic</u>: Identifying descriptive words: slow, pointed out, pointed in, fast. Sequencing events.</p>
<p>Crunchy packing peanuts, small Styrofoam balls or an audio clip of crunching in the snow.</p> 	<p>Whenever snow is mentioned or when the sounds that snow makes are mentioned. Can use with the ice cubes.</p>	<p><u>Auditory</u>: When handling the packing peanuts, it will make a crunching sound, this will help students when identifying setting and Peter walking and exploring in the snow. <u>Motor</u>: Student can work on reaching for packing peanut and/or on strengthening their hand grip <u>Academic</u>: Identifying events and setting of the story, sequencing events in the story.</p>
<p>ice cubes.</p> 	<p>When cold temperatures are mentioned. Also can be used when one starts to melt.</p>	<p><u>Motor</u>: Touch and feel a physical explanation of being cold. <u>Academic</u>: The student can identify the setting as being during a cold time of the year. Identifying solid to liquids and melting.</p>

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<p>Foam that keeps shape of hand when pushing down to make a form.</p> 	<p>Representing an angel when Peter makes snow angels.</p>	<p><u>Motor</u>: Student can work on reaching for for foam and/or on strengthening their hand grip <u>Academic</u>:Identifying events, sequencing events in the story.</p>
<p>Large white pompom</p> 	<p>Representing the snowball fight.</p>	<p><u>Motor</u>: Student can work on reaching for packing peanut and/or on strengthening their hand grip <u>Academic</u>:Identifying events and setting of the story, sequencing events in the story. Showing knowledge of positional words (on top,next to, on the bottom).</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.). A different textured can also be used to represent when Peter points his toes and drags his feet slowly in the snow (sandpaper or something bumpy)</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>