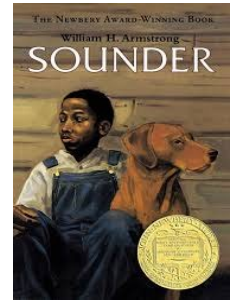









Book Title: Sounder




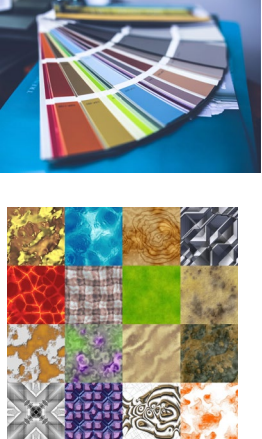
Author: William H. Armstrong

Grade Level: 5-8

Brief Plot Synopsis: Join a boy and his dog as they try to survive on very little. The boy and his dog go hunting each night and return home with nothing. One night, that changes and they return to warm ham cooking. The police come to the house. What will happen? Who will go missing? Read as they make it through some difficult times.



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
Dog stuffed animal with a real dog collar on it 	When the dog, Sounder, is mentioned in the story.	<u>Motor</u> : Students can reach to grab dog. Students can touch and feel fur to identify characters. <u>Academic</u> : Identifying main character.
Piece of denim fabric 	Whenever the boy is mentioned.	<u>Motor</u> : Students can reach to touch the piece of denim to identify the boy. <u>Academic</u> : Identifying main character.
Picture of a barred jail cell (can add texture to bars with raised fabric paint) to represent a jail cell 	Whenever the father is mentioned	<u>Motor</u> : Students can reach to touch the piece of denim to identify the boy. <u>Academic</u> : Identifying main character, or sequencing events in the story. Talk about events in history or community helpers and what police or a jail cell is. <u>Visual Skills</u> : Students can gaze at the picture to identify the character or to sequence events of a story.
Small book to represent how the mother always tells the boy stories 	Whenever the mother is mentioned.	<u>Motor</u> : Students can reach to touch the book to identify the mother. <u>Academic</u> : Identifying main characters.
Audio clip of siren. 	Whenever the police arrest the father, or deputies are mentioned.	<u>Auditory</u> : Using a siren audio clip, 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 character is in trouble. Students can also learn about community helpers.
Band Aid or bandage wrap 	Whenever someone is hurt (like when Sounder gets shot by police). 	<u>Motor</u> : Students can reach to grab band Aid to identify characters and/or events. <u>Academic</u> : Identifying main character and/or events.
Lock	To represent the work/action of stealing	<u>Motor</u> : Students can reach to grab the lock to identify or sequence events.

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
		<u>Academic:</u> Identifying main events.
Coins 	To represent the money that the family earns for working.	<u>Motor/Academic:</u> Students can put money into a container and take out an item that is in the container. Or the students can move coins with Velcro from one side of a felt board to another to show an exchange or purchase of a good like food.
Small house toy or doorknob 	Whenever the cabin or house are mentioned in the story.	<u>Motor:</u> Touch or reaching to identify the setting or whenever the cabin is mentioned. Can turn a doorknob. <u>Academic:</u> Students can identify the setting or events of the story being the cabin.
Textured and/or different color swatches for beginning, middle, and end on a high contrast background. 	When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick)	<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. .