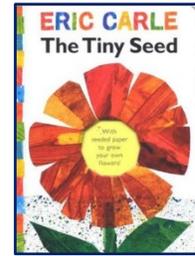


**Book Title: The Tiny Seed**

Author: Eric Carle

Grade Level: PreK-2

Brief Plot Synopsis: Follow a seed through its life cycle. As a wind blows the seed from place to place, the reader will learn what the seed needs to grow and how the seed changes.



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>pinwheel.</p> 	<p>When wind is mentioned to blow the seed from place to place.</p>	<p><u>Motor</u>: Reaching for the pinwheel to represent the event of the wind blowing the spider. <u>Academic</u>: The student can use the pinwheel to identify an event or sequence events in a story. A student can also make the connection between beginning of the story being a gust of wind blowing the spider.</p>
<p>Sunflower seeds.</p> 	<p>When the seed is mentioned during its journey in the story.</p>	<p><u>Motor</u>: Students can reach out to touch the seed to identify an event. They can also move the seed from place to place as the seed travels on its journey. <u>Academic</u>: Sequencing events from the story. The student can also demonstrate 1: correspondence by placing one seed at each different setting (ice, felt sun, etc.)</p>
<p>Audio clip of children laughing.</p> 	<p>Whenever children are mentioned in the story.</p>	<p><u>Auditory</u>: Using an audio clip of children laughing, the students can identify events that take place (when children are near the seed or plant).. <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 identify when the children appear (beginning, middle, or end).</p>
<p>Various objects to represent settings and/or seasons.</p>     	<p>When other settings, and seasons are mentioned during the seed journey, have objects to represent the settings. Ice cube-ice Soft felt-sun cup of water-ocean Sand-desert Fake/real grass Spring-flower winter-ice pack Summer-water toy fall-leaf</p>	<p><u>Motor</u>: Students can touch and feel the key texture or feature of the toy to identify settings or seasons as they appear in the story. <u>Academic</u>: Identifying settings, events, seasons in the story. Students can make connections and learn about the seasons (types of weather, clothes to wear, what they might see). <u>Visual Skills</u>: If a color is the key feature, a student can use their visual color recognition skills to identify the season.</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>small planted flower with leaves.</p> 	<p>Whenever the seed grows into a plant and as the plant is mentioned in the story.</p>	<p><u>Motor</u>: Touch or reach to identify the seed growing into a flower. <u>Academic</u>: Students can identify the life cycle of a seed and what the seed needs to grow.</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>