

Amazing Animals

Kit contains: City Animals book, Virginia Foundation Blocks for Learning, Letter Rods, Picture Rods, Roll up Felt Mat, Foam Geometric Shapes, Sorting Cartons, Sorting Mat, Giant Manipulative Sorting Circles, City Scapes Literacy Amazing Animals Bag, Large Tape Measure, City Scapes Literacy Amazing Animals Bag, City Scapes Math Amazing Animals Bag, Go Talk Button.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p>Oral Expression: Retell the story using Dress up materials, Roll ups, and Felt Mat.</p> <p>Students can make up their own animal story by using the snapshots pictures included in the kit (with book).</p>	<p>Visual (book & cards) and Gestural Cues (act out story while retelling following sequence)</p>	<p>Bookworm (programmed to read the story).</p>	<p>Simplify by having students act out 1-2 pages (or cards) of the story rather than the entire story in sequence.</p>	<p>Let students choose which manipulative to use (dress up, cards, books, etc...)</p>	<p>Voice output device (not included in the kit) programmed with parts of the story. Example: Big Mack, Cheap Talk, Tech Talk, etc...</p>	<p>Peer assists the child to activate the device.</p>	<p>Modeling and visual cue.</p>
<p>Vocabulary: The Animal Says... game (Simon says game acting out actions of animals from story).</p> <p>Example: Crawl like a turtle, bark like a dog, etc....</p> <p>Pocket chart for vocabulary words that go with this story that has a picture for</p>	<p>Verbal and Visual Cues</p> <p>Pictures (Picture This software)</p>	<p>Non-ambulatory child directs students to the movements verbally, by showing pictures of movements or by pushing a switch programmed with directions.</p>	<p>Duplicate pictures (student can match picture to picture).</p>	<p>Students pick actions from the story.</p>	<p>Use voice output device (randomizer) programmed with movements to allow student (nonverbal) to lead activity.</p>	<p>Use peers to assist those who need help by activating voice output device or showing pictures if needed.</p>	<p>Modeling and visual cues</p>

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each word glued to a sentence strip. (Attachment 1A)							
Phonological Awareness: Animal alphabet matching. Students match the name of an animal from the story to its picture.	Visuals of animals from the story and their names. Sentence strips Pocket chart	Voice output device to include a nonverbal child.	Have students match picture to picture (each picture should include name also).	Student chooses partner for activity.	Voice output device and tactile/visual cues (highlighting tape). Device can be programmed with “it’s a match.”	Hand-over-hand. Peer would also assist student in activating the device if necessary.	Verbal prompting and modeling.
Letter Knowledge: Use pictures of animals / items from the story along with corresponding first letters and allow students to match. (Attachment 1B)	Book Completed examples of some pictures with their corresponding letter.	Visual cues (use matching highlighted colors of word and its corresponding letter).	Have students identify the picture as the words printed on them are pronounced.	Students can choose partner in activity.	Visual cues (highlighting tape).	Students partner up with matching activity.	Multiple repetitions, visuals of matching word and letter.
Print/Book Awareness: <i>City Animals</i> book;	Manipulatives from kit (cards, dress up	Create own interactive book using Picture	Use a big book version of <i>City Animals</i> .	Child chooses story manipulative.	Interactive story Voice output	Peer assist s student with	Tell a story using interactive

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address illustrator, author, etc.	materials, etc...).	This software. Place the pictures on a literacy strip and use as manipulatives. Tactile cues to follow text with finger.			device programmed with various phrases from the story.	activating the device if necessary.	book, manipulatives, and dress up clothes; conduct a retelling of the story.
Written Expression: Story Map: After the story has been read several times, students help to complete a story map. Make a map on a large sheet of chart paper by writing the title of the book and the author inside a circle in the middle of the page. Make more circles radiating out from the circle including: characters, beginning, middle and end of the story.	Pictures (Picture This software) of characters, settings, objects, actions, etc...from the story.	Picture cues for activity and instructions.	Limit number of pictures and use prompting to encourage students to add pictures to the story map.	Students choose pictures and words to add to story map.	Voice output device for child to make choices of picture(s) he/she wants.	Peers assist students with activating the device if necessary.	Verbal prompting.

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Number and Number Sense: Use snapshots cards to lead discussions in small groups of number and number sense.	Visuals (snapshot cards)	Three-dimensional animal manipulatives.	Have children identify and count the amount.	Let students choose cards to discuss.	Voice output device with numbers on it.	Use peers to assist those who need help with activating the voice output device.	Prompting and hand-over-hand for counting.
Computation: Grouping and counting sets of different animals from the story.	Chocolate chip cookies.	Grippers on handles of puppets to make them easier to hold.	Use fewer cookies to start with.	Let students get their own cookies.	Go Talk button programmed with numbers.	Peer assists student in activating device if necessary. Work in small groups	Modeling and verbal cues
Measurement: Sort story manipulatives by size (big/little), and measure.	Manipulatives that represent animals, objects, and actions from the story	Visual, tactile cues on rulers.	Limit to comparison of big/little only.	Measure item of their choice.	Go Talk Button programmed with “that one is big.”	Work in small groups. Peers assist those who need help.	Model which items are big and little.
Geometry: Use different geometric shapes (included in kit) to create different	Pictures of different animals and animal homes.	Attach ruler or gripper to geometric shapes for those who have more	Limit number of shapes.	Choose which shapes to work with and which animal, animal home to create.	Grippers for cookie cutters.	Partner activity	Model activity and show examples of different

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animals, animal homes, etc....		significant fine motor difficulty.					shapes.
Data Collection: Chart your favorite animal.	Chart board	Choice board or voice output device.	Fewer choices of animals.	Child chooses their favorite animal.	Voice output device with animal choices.	Peer assist with student placing animal on chart if needed.	Modeling and verbal prompting of instructions and counting total number of animals.
Patterns and Relationships: Make patterns with manipulatives and pictures in the corresponding order of the book and have students repeat those patterns. Use Snapshots cards (Math) to discuss patterns seen on different animals.	Pictures with different numbers of on them for patterning.	Go Talk button with "Which comes next?" recorded on it.	AB pattern vs. ABCD pattern	Choosing which pattern they want to repeat.	Voice output device. Go Talk button with "Which comes next?"	Peer assist to those students who may need it.	Samples and verbal prompting.

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<p>Scientific Investigation: Students will explore the properties of water and then discuss why water is important to animals.</p>	Water table, animal water bowl, shampoo, etc...	Smaller bowl of water.	Provide each child with a small bowl of water to investigate.	Let students lead discussion of the importance of water.	Voice output device (not included in the kit) programmed with descriptive words. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists child to activate the device. Hand over hand assistance.	Modeling and visual cue
<p>Force, Motion, Energy: Use magnets to explore items around the classroom that are magnetic and non-magnetic. Student will discuss items and if they are important for any animals discussed in the book.</p>	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a container to avoid having to travel around looking for things in the room.	Let students work in small groups of 2-3.	Use voice output device programmed with “this one sticks to the magnet, this one doesn’t stick to the magnet.” (not included in the kit) Example: Big Mack, Cheap Talk, Tech Talk, etc...	Use peers to assist those who need help manipulating the magnets or activating the voice output device.	Modeling and visual cues
<p>Matter: Using manipulatives</p>	<i>City Animal</i> book and	Voice output device to	Provide choice board of words	Students choose manipulative to	Voice output device.	Hand-over- hand.	Modeling and

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(or snapshots cards) of items in the story students will describe physical properties such as their color, shape, texture, size, weight, and position.	Snapshots Cards Easel Pointer	include a nonverbal child.	(pictures) that can help students with the vocabulary to describe their item.	describe.	(Programmed with descriptive words related to the activity.)	Peer assists student in activating the device if necessary.	providing visuals.
Life Processes: Students sort animals from the story based on baby/adult.	Provide pictures of steps to this process.	Provide student with visual cues by color coding baby animals and adult animals.	Have a small group of students work together.	Choose which group of animals they want to sort.	Go Talk button programmed with “this is a baby/adult animal.”	Work as small groups.	Modeling and verbal prompting.
Space Systems: Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various animals from the story. Cast shadows on the screen by holding the cardboard in front of the	Manipulatives of animals from the story.	Use larger manipulatives for easier viewing and identification.	Limit number of manipulatives used.	Child identifies which item they see.	Voice output device for the child to identify the items.	Peer would assist student with activating the device if necessary.	Verbal prompting and modeling.

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light source. Ask children to identify the items from the story.							
Earth Patterns, Cycles, and Change: Using pictures sequence animals in their correct order from the book and discuss changes. Discuss changes associated with the different animals (ex. Butterfly/Caterpillar cycle, etc...).	Pictures that represent characters, objects, etc... from the book.	Realistic pictures of day/night	Limit the number of pictures used.	Choose what pictures they want to use to sequence.	Literacy strip to be used with pictures that represent things from the story.	Partner activity.	Modeling and verbal prompting.
Resources: Teach students to recycle. Talk about trash and how it can affect animals.	Recycling bin in the classroom.	Pictures of things that can be recycled or actual items from breakfast and lunch including container of milk, cans, plates, napkins, etc...	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need helping sorting the items in the right bins.	Modeling.
History Similarities	Snapshots	Pictures and	Use fewer	Let students	Voice output	Peer would	Modeling

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<p>and Differences: Have children discuss various animals in the story and their similarities and differences.</p>	Cards, manipulatives, and book.	visual boundaries for students to place manipulatives in similar / different categories for visual representation	manipulatives.	choose manipulative to retell the story.	device with pictures and phrases of different characters from the story for help in retelling story.	assist student in activating device if necessary.	and verbal cues
<p>History Change over Time: Students sequence events of the story using pictures.</p>	Manipulatives and pictures of animals	Utilize the book and Velcro for student to sequence by placing the pictures on the proper pages.	Limit number of pictures and steps to complete sequence.	Child can choose to use the book to sequence or just sequence from memory and some visual prompts.	Voice output device programmed with pictures and phrases in sequence of the story.	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.
<p>Geography: Involve children in creating simple representations of where they may have seen an animal from the story through drawings or block construction. Have the students</p>	Realistic pictures of homes, neighborhoods, schools, as well as pets, animals, etc.... from the story from books, magazines,	Pictures that can be used to help create drawing.	Allow student to bring in a photograph that represents their home, neighborhood, or environment with a pet, animal etc. and discuss it.	Choose their drawing or block construction.	Voice output device can be sent home for parent to program information about student's home/ neighborhood, etc...	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.

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discuss these and the home/neighborhood in the story. (Ex. Picture of home where a child has a dog, etc...)	etc...						
Geography Descriptive Words: While reading the stories note descriptive and attribute words.	Books Easel and pointer.	Choice board or voice output device.	Utilize the pictures in the book and manipulatives for verbal prompting.	Student participates in discussion.	Voice output device with choices.	Students assist with voice output device.	Models and samples
Economics: Discuss with students different jobs and workers surrounding different animals in the story (dogs/cats-pet shop)	Pictures and props for workers and worker tools. Dress up materials.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their job/tools.	Voice output device with pictures of different occupations and phrases to match.	Peers assist students who may need it.	Modeling and verbal prompting.
Economics Making Choices: Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peers assist students who may need help with voice output device.	Modeling.

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<p>Civics / Citizenship: Establish class rules and expectations.</p> <p>Start the day with a share time where each child may contribute to the class discussion.</p>	Pictures that represent class rules and expectations posted in the class	Provide smaller version of class rules and expectations using pictures for individual student use and reference.	Limit pictures and wording to describe rules and expectations. (Keep it simple) One to three rules	Children help in determining expectations for class	Voice output device used during sharing time programmed with expectations for the class	Peers assist students who may need it.	Modeling and verbal prompting.
<p>Skilled Movement: The Animal says (Simon Says game)</p>	Pictures that represent different movements.	Choice board or voice output device.	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of movements.		Modeling.
<p>Movement Principles and Concepts: Sing different songs and finger plays related to the story. (Attachment 1B)</p>	Visual and Gestural Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose which number to start with.	Voice output device (not included in the kit) programmed with parts of the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists the child to activate the device	Modeling and visual cue
<p>Personal Fitness: Discuss exercise and</p>	Pictures of exercises.	Pictures of exercises for	Fewer choices of exercises.	Child chooses the pictures to help	Voice output device with	Peer assists the child to	Monitoring and

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<p>how exercise is important to animals too. Discuss how to exercise like the animals do. Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment.</p>	<p>Adult monitoring and support.</p>	<p>students with physical limitations. Voice output device with various choices of outdoor activities.</p>		<p>them with their discussion. Student can choose outdoor activity.</p>	<p>choices. Adapted swings, scooter boards, etc...</p>	<p>activate the device Pushing swings, pulling wagons</p>	<p>support.</p>
<p>Responsible Behaviors: Have students draw a picture of being responsible for our animals.</p>	<p>Discussion of responsible behaviors in taking care of animals and pets. Pictures and manipulatives for taking care of animals (leash, bowl of water, brush, carrying crate, etc....)</p>	<p>Provide pre-arranged cut outs for students to pick from to create their picture.</p>	<p>Provide craft materials for creating their picture.</p>	<p>Students choose the color paper they want to use, craft materials, etc...</p>	<p>Visual support and voice output device programmed with various responsible behaviors for class discussion.</p>	<p>Peer assist students who may need help activating the voice output device</p>	<p>Modeling.</p>

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<p>Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.</p>	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.
<p>Self Concept: Use animal manipulatives allow students to pretend to take care of an animal for a day.</p>	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.	Peer assist to those students who may need it.	Modeling and verbal prompting

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Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.							
<p>Self Control: Students will pretend to take care of an animal (using manipulative – stuffed animal). Students will have to be responsible for their animal.</p> <p>Students should practice responsibility and self control during cleaning up.</p> <p>Model for children what to do when they finish an activity. Have child-size</p>	<p>Manipulatives for taking care of animals (leash, bowl of water, brush, carrying crate, etc....)</p> <p>Child size cleaning materials</p> <p>Visual timer for transitions.</p>	<p>Pictures to represent steps of what to do when students need to clean up and be responsible for themselves. Visual timer.</p>	<p>Simple song for transitions.</p> <p>Simple instructions for what to do when students are finished with activities or eating.</p>	<p>Student can choose which animal they want to care for.</p> <p>Child chooses to follow the instructions for clean up and transition ☺</p>	<p>Visual timer.</p>	<p>Peer assist to those students who may need it.</p>	<p>Teacher assigns helper jobs for bigger daily clean up jobs.</p>

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cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.							
Approaches to Learning: Students should participate daily in small group planning and discussion.	Structured planning time.	Chart that represents order of students turn for sharing their plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Students choose their plan and discussion.	Pictures and chart for planning time.	Peer assist to those students who may need it.	Modeling.
Interaction with Others: Allow students an opportunity to create their own animal story. Allow them to create the story using their ideas and thoughts as a group. Model appropriate	Pictures Graph of students thoughts and ideas.	Alternative pictures of appropriate interaction strategies. Use solution kit pictures.	Identify through positive reinforcement models of appropriate communication and interaction in addition to role-play identification.	Child chooses their story	Voice output device for interaction from a child with limit expressive language skills. Solution kit pictures.	Peer assist with device to those students who may need it.	Modeling and role playing.

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<p>styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p>							
<p>Social Problem Solving: Student social story. Provide a social story for students to discuss, read (by pictures) and color. Animal social story.</p>	<p>Different examples of social stories.</p>	<p>Solution kit and additional pictures that represent social problem solving.</p>	<p>Utilize a simple short social story.</p>	<p>Students choose social story.</p>	<p>Voice output device with parts of the social story and pictures to represent them.</p>	<p>Peer assist to those students who may need it.</p>	<p>Modeling and verbal prompting. Lead discussion about the different social stories.</p>

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ATTACHMENT 1A

City	Squirrel	Scampers	Bushy	Tail	Raccoon
Shiny	Trash Can	Ducklings	Cool	Water	Splash
Turtles	Bumpy	Log	Beak	Wing	Robin
Bird	Pigeon	Nest	Stoplight	Butterfly	Little
Puppy Leash	Pet Store	Zoo			

ATTACHMENT 1B

How Much Is That Doggy In The Window?

How much is that doggy in the window? (bark)

The one with the wiggly tail.

How much is that doggy in the window? (bark)

I do hope that doggy is for sale!

How much is that Kitty in the window? (meow)

The one that purrs so

How much is that Kitty in the window? (meow)

I do hope that Kitty is for sale!

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How much is that Bunny in the window? (hop)

The one that goes hip-ity-hop

How much is that Bunny in the window? (hop)

I do hope that Bunny is for sale!

The Veterinarian

(Sung to: Oh, My Darlin)

Bring your dogs, bring your cats,

Bring your hamsters one by one.

I take care of the animals,

I'm a veterinarian.

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