**The Library and Timeless Stories**

Goals: Days 1-6

The student will:

1. Demonstrate reading skills by reading out loud the appropriate reading-level story card.
2. Show comprehension of the story as he tells or summarizes the story out loud with the use of the **lite box** and associated story demonstration materials.
3. Recognize strategies for using the **Calendar Set** from APH.
4. Compare tactual items from the Rigby PM Non-Fiction Books such as: Animal Bodies, Animals on my Street, and Frogs in the Pond to real objects. The child will make a connection between “real” animals and “representational” ones.
5. Read **That Terrible Awful Day** and ask the child to write their own story discussing why their day was awful.
6. Use the **Draftsmen Kit** and illustrate one detail from the story **That Terrible Awful Day** and their own.
7. Poems about Little Pig Shipley from **Building on Patterns**, the student will memorize stanzas from their favorite **Little Pig Shipley** poems.
8. Understand the needs of others with multiple disabilities and discuss strategies involving MIVI students into the community.
9. Use **Tactile Town** and role-play the sequence of how the children walked to the park. For example, Pam lives on the last house on the row, Kim lives a few doors down and Sammy lives by the pond.
10. Recognize and read grade 2 Braille contractions while reading stories.
11. Discuss various degrees of visual impairment and socializing strategies for people who are blind or visually impaired.
12. Take out the **Flexible Rulers** and **Tactile Town** (using the same set-up as the story details). Measure the distance between Pam’s home and the library. Now measure the distance between Kim and the pond.

**Activities: Days 1-6**

1. The student will read aloud the story from the story box and answer comprehension questions like, “Why was Sammy included with the other children when they took a trip to the library?”
2. Using the **lite box** and **story pieces** from The Library and Timeless Stories, the child will retell the story. The student will discuss character emotions and physical attributes of the story characters.
3. The student will set up Tactile Town and recall details from the story. Ask the student questions such as: Where do Pam, Kim and Sammy live? Use the people from **Tactile Town** and demonstrate how the children walked to the library. Who walked out of their house first, second and who was the third person invited?
4. Take out the smaller soft black board and ask your student to setup their own library. Where will they place the books? Where are the tables?
5. Use a slinky and place “real objects” from **The Gingerbread Man** while asking the child to feel of the gingerbread placed in the slinky.
6. Read **The Boy and the Wolf** while the student tracks the story using proper braille or eye tracking techniques.
7. Read poems from poems.com. Ask the student to select a favorite poem and explain why. Tell him to Braille or write the meaning behind the poem.
8. Use the brightly colored yellow trays from the **SAM kit** and place one state from the **United States puzzle** into each tray while reading from the **National Geographic Picture of Atlas of our 50 States**.
9. After reading, **“Little Pig Shipley”**, discuss characteristics of Little Pig Shipley. Use the recipe cards and create a delicious recipe for Pigs in a Blanket.
10. After the student uses the **Compass Rose** from **Tactile Town**, ask him to direct someone using directions, north, south, east, and west to the library.
11. Read **The Gingerbread Man**-Take the storybook characters with the lite box and create dialogue between the characters as the characters once again visit the library. Demonstrate what Braille or Large Print quotation marks look like as the student feels of the opening and closing of a quotation mark.
12. Download other favorite stories using the **Book Port Plus**.

 **The Library and Timeless Stories**

One Saturday Pam called Kim early morning. The girls decided to go to the library and finish their English assignment. Pam and Kim loved Mrs. Sanders’ class because she made learning fun. The class had been studying poetry, and the girls loved to read about **“Little Pig Shipley”**. Pam read the poems in Braille from **Building on Patterns** weekly and loved **Little Pig Shipley**. Pam shared the poems with Kim who simply loved to memorize the poems. While Pam was blind and Kim had low vision, the two girls could pass for twins. Both had long pretty brown hair and dark brown eyes.

 “I will come by your house and we can walk to the library together,” Pam said to Kim. Kim agreed so the two girls walked toward the library, passed the restaurant and pond. Since Pam lived at the end of the street, she walked to Kim’s house first.

 As the two girls were walking, Kim saw one of their friends from school, Sammy. Sammy lived near the pond and was sitting in his wheelchair beside the water with his mother, Ann. Sammy was a cute skinny boy with blonde hair and blue eyes. Sammy looked just liked his mother, Ann.

 Sammy, like Kim, had low vision but Sammy also had other disabilities as well. Ann once told them Sammy had trouble walking which was the reason he was in a wheelchair. The girls loved Sammy because he was funny and they always had fun going places with him.

 “Hi Mrs. Clark,” Pam and Kim called out.

 “Hello, Girls!” she answered as did Sammy.

 “Mrs. Clark, if Sammy wants to go with us to the library, we would love it!” Pam said.

 “Sure, Sammy would you like to go?” Ann asked Sammy.

 Sammy agreed, so Kim pushed Sammy while Pam used her cane and the three friends went to the library.

 The day was beautiful, sunny, slightly cool and a perfect day for a walk.

 Sammy was making the girls laugh and telling more jokes before the three went inside the library.

 After the three friends found a table near the poetry books, Mrs. Lamb broughtfavorite books for the kids.

 “Sammy, I know your favorite book is The Boy and the Wolf and when we get back from the library I will show you real objects from the story using your yellow trays,”Kim smiled.

 “Great!” Sammy said happily.

 Sammy, Kim and Pam stayed most of the day in the library. After the girls finished their poetry lessons for class, they found Sammy scanning a book of **Helen Keller** when Mrs. Lamb told the children it was getting late.

 “I love it when you all are here; however, it is getting late. You three do not want to worry your family, do you?” She said through a smile.

 “I just called our mothers, Mrs. Lamb, and you are correct. It is time to leave, but you will see us again next week,” Pam smiled.

 “I certainly hope I see you every week,” Mrs. Lamb said.

 “Sammy, we stayed too long for our lesson to go over the *Hungry Caterpillar*, but we will do it next time,” Kim said.

 After the friends left the library, Pam, Kim and Sammy went home. Before the girls dropped off Sammy, he began laughing because the books he checked out from the library were falling off his lap.

 The girls laughed because Sammy loved books more than anyone they knew.

 Sammy’s mother, Ann, heard laughing and came out of the house.

 “Another fun day at the library, and I guess we will be reading **The Gingerbread Man** yet another week,” Kim teased.