

Stephen Hawking Outreach Multisensory story plan for Nafeesa and Yusuf Y4 Shapla

Key objectives for this unit:

- Respond to and use key signs from the story 'Library Lion'
- Use multisensory prompts to join in with 'Library Lion'
- Take part in library role play, using key vocabulary

Text/Story: *Library Lion* by Michelle Knudsen

**Focus 1:
Multi-sensory prompts:**



Paw prints down corridor into the library
 Large photos of lion, mouse, giraffe
 Sponge prints on cardboard to attach to children's feet and make own paw prints
 Paint in black, brown, yellow

**Focus 2:
Multi-sensory prompts:**



Lion hat or similar.
 Lion sound effect on iPad.

**Focus 3:
Multi-sensory prompts:**






Baskets
 Books
 School book stamp

**Focus 4:
Multi-sensory prompts:**



Cardboard boxes and tape

<p>Child: Look at and follow paw prints to library Look in library for who made prints Look at photos 3 animals and identify which one made the prints (pointing, signing, eye-gaze) Choose paint colour (signing/eye gaze) Use paw prints on feet to make own prints</p>	<p>Adult: Encourage children to follow prints Use signs “where do they go?” “Who made them?” Encourage children to look around in library Support children to look at animal photos and model animal name signs (modify to use eye gaze to choose from 2 animals) Model colour names (modify to use eye gaze to choose from 2 paint colours) Model using paw prints on feet to make own prints before supporting children to do the same</p>	<p>Child: Explore lion hat/costume Sign/ press button on IPad to roar at appropriate points in the story</p>	<p>Adult: Encourage children to make link between lion costume/hat and paw prints Read ‘Library Lion’ up to Miss Merriweather on floor Pause to support child to roar/sign/press button on IPad e.g. “Then he roared very loudly.....”</p>	<p>Child: Explore stampers on paper Put one stamp in inside cover each book Fill basket with up to 4 books Take books to library (Use wheelchair as “trolley”) and replace on shelves Return and repeat with more books</p>	<p>Adult: Support child to hold and use stamper Count aloud as books counted into basket Support child to put books back in correct place in library</p>	<p>Child: Explore cardboard boxes Put books into one like a shelf Indicate where boxes should be attached to create shelves prints (pointing, signing, eye-gaze) Choose paint colours to paint prints (pointing, signing, eye-gaze) When boxes dry, fill with books!</p>	<p>Adult: Model signing-books, shelves Model colour names (modify to use eye gaze to choose from 2 paint colours) Support child to use parcel tape/glue gun to attach boxes</p>
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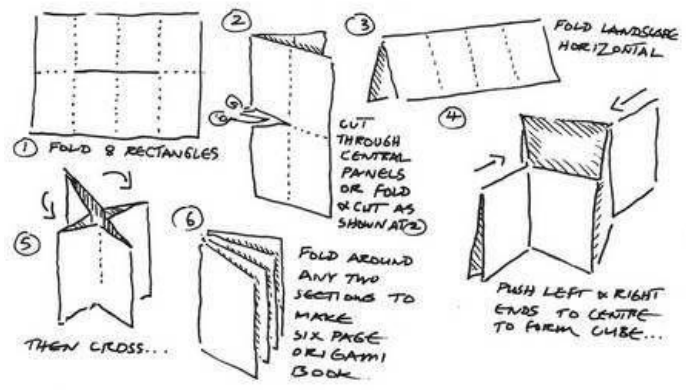
Key phrase (signs highlighted) Where do they go?; who made the prints?; giraffe ; mouse ; lion ; prints; black ; brown ; yellow		Key phrase (signs highlighted) Library ; lion ; roar ; No running! ; Be quiet!		Key phrase (signs highlighted) Basket ; books ; carry ; library ; shelves		Key phrase (signs highlighted) Box , stick ; books ; on ; under ; beside	
Focus 5: Multi-sensory prompts:  		Focus 6: Multi-sensory prompts:  Library role play: Books, stamper, shelves, baskets, computer keyboard, beanbags/cushions, lion hat/costume, glasses and jackets Signs e.g. Library; Be Quiet; No Running					
Umbrellas, water sprays							
Child: Explore umbrellas- putting up and down, hiding under	Adult: Support children to choose an umbrella (differentiated as above-	Child: Explore role play resources Set up small library role play	Adult: Model signs for resources Support child to choose a role by choosing from				

Enjoy water spray on face or umbrella as preferred!	signing/eye gaze) Spray water onto umbrellas (and faces?) Read rest of story.	area with small group peers Take turns playing different roles.	pics in story (or choose from 2 using eye gaze) Support library role play Observe and make notes	
Key phrase (signs highlighted) Rain; lost; library; lion	Key phrase (signs highlighted) Library; books; borrow; choose			

<p>Outcomes noticed (including engagement levels)</p>	<p>Next steps/activities</p> <p>Phonological Awareness/Listening:</p> <ul style="list-style-type: none"> • Loud and soft sound games • Play 'sleeping lions' in a small group • Sing and play 'sleeping lions' (to tune of 'Sleeping bunnies') • Animal sound lotto games <p>Fine motor</p> <ul style="list-style-type: none"> • Curling paper around pencil; threading; pegging; using forks and paint to make lion masks/faces <div data-bbox="864 991 1653 1233" data-label="Image"> <p>The image shows three different lion masks. The first is a yellow paper mask with a black nose and mouth, surrounded by a ring of yellow and orange paper strips. The second is a yellow paper mask with a black nose and mouth, surrounded by orange paper strips. The third is a yellow paper mask with a black nose and mouth, surrounded by orange sticks or straws.</p> </div>
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- Book making and free mark making



- Yellow play dough and googly eyes to make lions by pinching and squeezing
- Following paw prints

- Throw beanbags/balls into lion's mouth
- Book moving/carrying activities



- Make reading den in classroom using blankets, pegs and cushions

Maths

- Count and post objects into lion's mouth (or numerals, shapes)
- Counting in library role play activities
- Comparing library books by holding and using simple balance bigger/smaller; heavier/lighter
- Dice games with a peer: roll 1-3 dice and add that many matchsticks to lion's 'mane' Who has more?
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Writing

- Make book or Our Story by photographing children in class with favourite book and using simple sentence e.g. "Aysha likes this book"
- Sentences from 'Library Lion' using Clicker Connect
- Mark making in library role play area
- Adult to scribe/children to choose photos for Shapla Library Rules

Reading

- See and Learn
- Whole Word reading and sentence building e.g. Look at the lion; look at Miss. Merriweather; I can see the lion.
- Read other stories e.g. *I Like Books* by Anthony Browne; *Bears don't Read* by Emma Chichester Clarke; *Excuse Me but that is my Book* by Lauren Child; *The Incredible Book Eating Boy* by Oliver Jeffers