



**SUPPORTING A MULTI-SENSORY APPROACH TO
LITERACY FOR CHILDREN WITH VISION IMPAIRMENTS**

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Sighted children develop a huge amount of knowledge and experience through incidental learning. During the first few years of life they have exposure to a vast range of visual symbols that convey meaning. This access to the literate environment doesn't occur naturally for the child with visual impairment. Our goal is to expose the child with visual impairment to a rich variety of concrete experiences, involving as many objects, people, places and activities as possible. This should be done systematically, as early as possible and as often as possible.

Building this solid foundation of reading readiness skills and fun experiences from infancy is critical. Using a theme-based approach during the emergent stages of literacy development enables us to offer a multitude of rich, meaningful literacy learning opportunities linked to everyday situations, as well as ensuring we maximize the literacy opportunities from within fictional books.

We are surrounded by a vast array of learning opportunities which can be used to support the learning development of children with visual impairment. These start in the home, in the kitchen, in the bathroom, in the garden and beyond. A holistic approach harnessing the child's everyday environment, embraced by professionals and parents offers the opportunity for exciting, creative and fun ways to develop the child's skills. These skills- all crucial to the child's emerging literacy pathway include: auditory and language skills, concept development, tactile and fine motor skills, book and story skills.

Key to concept development is that you 'milk' and 'reinforce' each learning opportunity as much as possible. You are teaching the child about objects, their characteristics and qualities, how they are made, where they are stored and what their purpose is in different contexts. The child needs to feel, smell, taste (if appropriate) and look at objects and develop appropriate and meaningful language to support their understanding. I call this the 'ness' of the object.

A popular Positive Eye concept building activity to demonstrate this is the 'woodenness of wooden spoons'. Gather a collection of wooden spoons (different lengths and types); explore how they are made, where they are kept, what they are used for and where they can be bought from. Investigate

the sounds that can be made, explore the textures and feel of each spoon and taste food from them. We are looking at developing a clear understanding of 'Process, Form, Shape and Purpose'.

Experience and maximise the learning opportunities by organising spoons from the shortest to longest, thinnest to widest, or smallest head to biggest; or measure using each spoon as a unit of measurement. Visit your local store and buy a wooden spoon, wash it, feel it when it is wet, dry it, put it in the drawer. Make beans on toast, feel how many beans fit on the spoon, try eating the beans from the spoon, does the spoon fit in your mouth? If not, whose mouth does it fit in?



Then, building on this approach, collect a Basket of Everyday Objects, and develop and progress to include greater concept development, tactile discrimination and fine motor skills. Use different textures, make sounds, play and extend the learning – rattle the spoon in the cup, fill the cup and the jug with water and find out which holds the most, squeeze water from the sponges, match the socks or categorise the brushes, such as toothbrushes and paintbrushes.



These approaches form the way in which Story Buckets work. They offer a fun, creative way of cueing the child into enjoying a meaningful literacy experience linked to either a story or everyday learning opportunity or both. A practical example of this approach is Positive Eye's 'Marvin's Market Adventure and Grandma's Special Birthday Picnic'.

This is a story about Marvin who was a kind a little boy. He loved to visit his Grandma and help her to look after her beautiful garden. One day he decided he would surprise her as it was her birthday and he want to make her a special picnic. He wrote his list of all the things he would need for the picnic and set off to the market to make his purchases. He would buy a beautiful flower for her garden and a little shiny fish for her pond... little did he know that he was in for a surprise when he arrived at the market!



Our story demonstrates how to support and develop a theme based approach using a fictional story, based on the rich learning opportunities within the everyday experience of the market place. It embraces the 'marketness' of the market place.

Using an appropriately sized bucket with a bucket apron fitted around it provides a convenient portable carrier and a place from which to bring the story to life. The pockets of the apron create exciting storage spaces to place the objects for the child to find, whilst larger objects can fit into the bucket itself. Blank credit cards with large print and Braille labels are attached with Velcro to each pocket to encourage the child to read the label, letter/word.

Here is a list of some of the things gathered for the story bucket:
Bucket, bucket apron, Marvin (boy doll), sunflower with tatty leaves, silver fish, vegetables and fruit. Piggy Bank, purse, shopping list, shopping bag, real or plastic flowers. Bread rolls, gingerbread men, cake, lots of little and big shiny fish cut out in card, picnic cloth, bottle of lemonade, big and little plastic boxes for big and little fish, real vegetables and fruit. Red hat and apron, flat cap and apron, fisherman's hat and wellington boots, baker's apron and hat, paper bags, birthday candles.



As the story is told the child is cued into the critical features of the objects as they are introduced. With encouragement and support they can locate, explore, feel, press, touch, lift, hold, grasp, look, smell and taste (as appropriate). Talk to the child and use meaningful language to describe and explain purpose, shape, form and process as the story unfolds.

Here are some examples of the wonderful learning opportunities that lie within Marvin's story. There are many more besides.

Main story

- Read the story and give the child the real objects to hold whilst they listen
- Provide labels for all the items and have the child match the Braille/print label to the item
- Dress up and role play the story
- Make a simple model of a market stall
- Make a book of main characters and key words
- Make a shopping list; handwrite, type, record using audio labeller
- Count money into wallet, sort coinage



Flora Flower's Stall

- Plant flowers and vegetables - measure growth
- Feel the parts of the flower, petals, stalk, leaves
- Talk about how flowers are used to signify different occasions: birthdays, weddings, saying thank you



Veg Man Vernon's Fruit and Vegetable Stall

- Buy and explore real fruits and vegetables, count, sort, categorise, discriminate, smell, taste, cut, cook, eat
- Make vegetable prints, add sand to paint to create texture
- Explore a vegetable patch, grow own vegetables

Fishman Phil's Stall

- Visit a fishmonger, buy a fish, feel and explore, smell, cook and eat!
- Talk about where fish live, pond, seas, rivers, lakes



Grandma's picnic

- Make/buy/decorate a birthday cake
- Make gingerbread people: count, buy ingredients, make, bake and eat
- Lay table for picnic, count how many plates, glasses, spoons are required



To sum up, literacy opportunities are all around the child waiting to be explored and experienced. Remember to add 'ness' onto everything you talk about, the 'bucketness' of buckets, the 'fishness' of fish, the 'cakeness' of cakes and more! Keep it concrete and purposeful with learning maximised to the full, but most of all keep it fun!

Experiences typically gained through daily activities:

1. Doing or making things (crafts, physical activity, cleaning up)
2. Experiences with friends --- pretending (friends, games, competition, playing, party)
3. Working together, sharing, helping (helping, teams, sharing)
4. Looking for or finding something (mystery, treasure, finding something or someone)
5. Experiences in the community (community, cities, occupations, places in the community, parade, circus)
6. Experiences at home (parts of and things in houses, clothes, cleaning up, sleeping)
7. Experiences with living creatures (animals, pets, birds, frogs, penguins, bears, buffalo, whales)
8. Experiencing emotions and a sense of well being (feelings, sick, growing, freedom, imagination, jealous)
9. Exploring nature, plants, insects (things in the sky, outdoors, insects, water bodies, flowers, plants, forest)
10. Traveling or visiting others (traveling to visit relatives, friends, or places)
11. Experiences with books (fairy tales, legends, reading, writing, books)
12. Getting into trouble (breaking things, fighting, teasing, tricks)
13. Experiences with family and family traditions (family members, birthday, presents, special days)
14. Experiences with weather (weather, flooding, climate, storms)
15. Experiences with eating (food, meals, cooking, eating, fruit and vegetables)
16. Going to a farm (farm, fishing, hunting)
17. Learning about people who are different (blindness, Braille, deaf, disability)
18. Exploring the arts (dancing, singing, instruments, music)
19. School experiences (school, rules practicing, alphabet, classroom, drawing)
20. Using different forms of transportation (transportation, flying, train, ships)
21. Learning and content areas (countries, common and uncommon objects, royalty, cities, Native Americans)
22. Understanding specific concepts (time concepts, sensations, colors, position, size, body parts, actions, counting, measurement)

J. Koenig, A & Farrenkopf, C. (1997). Essential Experiences To Undergird the Early Development of Literacy. *Journal of Visual Impairment & Blindness*. 91.



AUDITORY AND LANGUAGE DEVELOPMENT



FINE MOTOR SKILLS



CONCEPT BUILDING



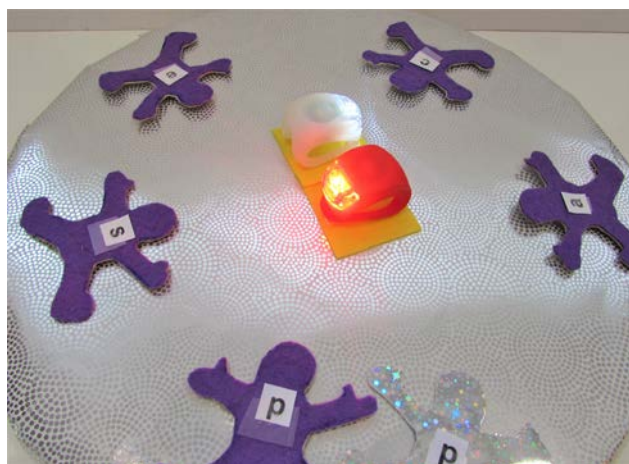
TACTILE DISCRIMINATION SKILLS



BOOK AND STORY SKILLS

LIST OF LITERACY ACTIVITIES TO INCLUDE DURING THE DELIVERY OF A STORY

- Create a story about an everyday situation
- Create an alphabet book about the everyday situation
- Child to participate in the experience, collect objects
- Be involved in re-creating the story
- Tell the story, sequencing events, offer objects to hold
- Make key word books
- Create role-play and physical play opportunities
- Mark making, counting
- Model making and labelling
- Music and singing using role-play clothes
- Use technology, audio resources – e.g. talking pegs



Top Tips for Concept Development

- ✓ Provide real objects, concrete experience of places, activities, processes

Allow time and opportunity:

- ✓ To explore and find out not just what things are, but also what they do
- ✓ To explore what the objects, processes, activities feel like using fingers, hands, feet, toes
- ✓ To explore the texture, shape, colour, weight, flexibility and malleability of different objects
- ✓ To use manipulative skills to push and poke, squeeze and squash, pull and twist the different objects to see what can be done with them
- ✓ To find out which parts of an object move and which stay still, whether objects will roll or bounce
- ✓ To find out whether things will stack on top of one another
- ✓ To find out which things will fit inside other things and how objects can be moved from place to place
- ✓ To manipulate things to understand how they move, drop them to see what they sound like and bang them on a hard surface to see if they change shape
- ✓ To smell, to taste, to listen to find out what noise the object, process makes

Remember...

- ✓ Always give child the real object to explore tactilely and provide clear description to support further understanding
- ✓ The child is only able to access that which is under their finger pads at that moment
- ✓ Child has to mentally link all the parts of the object, graphic or page content together
- ✓ They don't have the full view of the object/process in one glance as is the case when accessing by visual methods
- ✓ Understanding the world via tactile methods requires high levels of concentration and the child may become very fatigued and will need to take rest breaks
- ✓ Child needs to have their work set out and organised in an accessible way
- ✓ Use divided trays, divided magnetic boards, having things attached with velcro to make it possible to organise them and use them effectively

- ✓ Allow time to explore the steps of an experiment/demonstration before the lesson commences, explain and 'walk through' any specific processes or parts of the experiment
- ✓ Give child prior access to any tactile pictures or equipment that will be used so that when doing the activity they can focus on the task not on the interpretation of materials



Fill bags or boxes or make a book with articles (on each page) relating to an 'experience' e.g. Going shopping, making a pizza, staying at Nana's house, having a friend for tea.

Teach and review (relive) concepts

After an experience book/bag/box is made you can go back and "relive" what happened. This helps to review the important steps/concepts that are being taught.

Reinforce language experiences

It is always important to tie language to all experiences. If the child learned the name of the apple when you went to the shop and bought apples, there would be multiple times to use the name of the apple, to make Braille/Print/Audio labels to support learning. An experience book page about the trip to the shop to buy apples would be very helpful.

Individualise

Every child has his/her unique needs. An experience book page can be tailor made to fit these needs. For example, if you have a child with good vision, more detail can be made visually. If the child is a tactile learner more textures can be used.

Important Individual Considerations

Use representative materials and actual objects

Use items that were used in the actual experience and represent what the child found interesting about the activity. Save meaningful items that were used in the activity to use in your book/box/bag.

Learning proceeds from concrete to abstract

Start simple and use objects that the child will understand. For example, in the apple example from above, a concrete object would be the apple. Moving to more abstract, would be a picture of an apple, a drawing of the apple, and then the word for apple written in Braille or Large Print.

Make sure the book relates to the CHILD'S experiences

Remember to show the page as the child experienced the activity, not how you did or wanted him/her to.

Add articles to the bag/box/book during the activity or as soon as possible after the activity

It is important to do the page when the activity is fresh on the child's mind. Hopefully, in doing it quickly, the memories will remain and you can go back periodically and relive the experience with the child. If you wait too long you might forget important details that occurred. The book/box/bag will be more meaningful long-term if the child remembers what he/she did.

Use a variety of approaches to produce pages

Be creative and have fun. Use different colours, textures, pictures, etc., to make the experience activity memorable.

Emphasize important details

- These details are what the child found important in the activity
- Use pictures of the child participating in the activity
- Use real (concrete) items. Save "experience items" (mementoes) of activities done in the community, at home, or at school

Include auditory experiences

Try adding features to the objects using the RNIB Audio Labeller

- Record voices that correspond with the activity
- Record sounds that correspond with the book and pictures
- Use objects that make noise, i.e. crinkly paper, if the paper was part of the experience

To enhance the child's understanding of the concept of the experience book, choose the time and topics carefully.



- Pick a time when the child is best able to attend to the activity
- Initially pick topics that are most meaningful to the child. Meaning comes through participation, so initial pages should be routine activities that the child has experienced often

Advantages of Experience Bags/Boxes/Books

- The objects motivate the child to actively participate in reading a story and retelling
- The objects used help aid in comprehension

Aim: to develop the concept of ‘oneness’

Pictures 1 to 5 explain the text and information presented on each page of this book.

Here are the teaching points to accompany the book.

The child would have had an opportunity to make a real pizza and to handle the real objects presented in the book.

1. Allow the child to hold the model of Tom as the story progresses. Also compare 3-D real foods to the 2-D ones in the story, remembering to use 1 of each whole food and then slice it.
2. Allow the child to construct the pizza which features at the end of the story.
3. Use the pizza to introduce the circle and semi circle, half and a quarter.
4. Use the pizza to introduce new language ‘slices’ ‘pieces.’
5. Design own pizza e.g. Use a chapatti, oatcakes, pancakes etc.
6. Use for inclusive whole class activity. Make vegetarian, sweet, Indian flavoured pizzas etc.
7. The story could be part of the term’s planning e.g. Harvest, picnic.
8. Use for other maths activities e.g. Survey of favourite foods, whose is the heaviest pizza, lightest, smallest, largest.
9. Move onto ‘book of 2’ by putting two pizzas together.

Visit **www.positiveeye.co.uk/shared-ideas** for more ideas and inspiration to support children with visual impairments



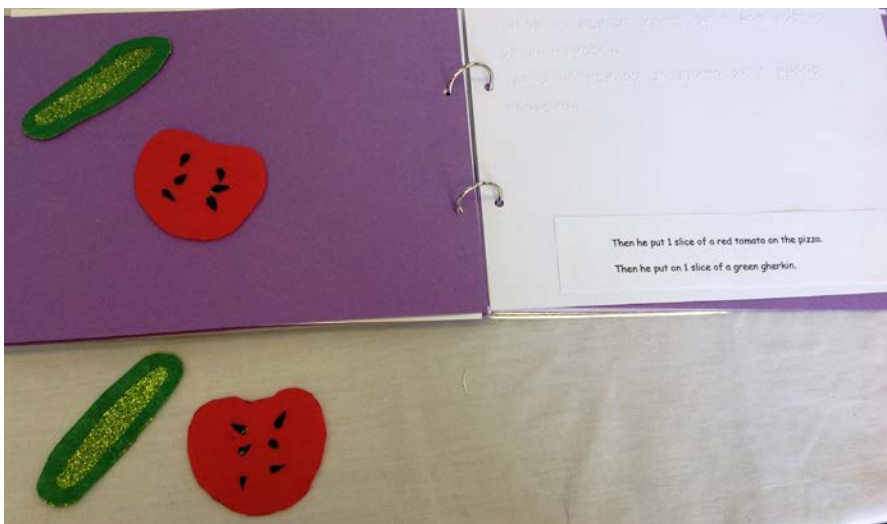
Picture 1

1 little boy called Tom was very hungry so he got 1 round pizza bread.



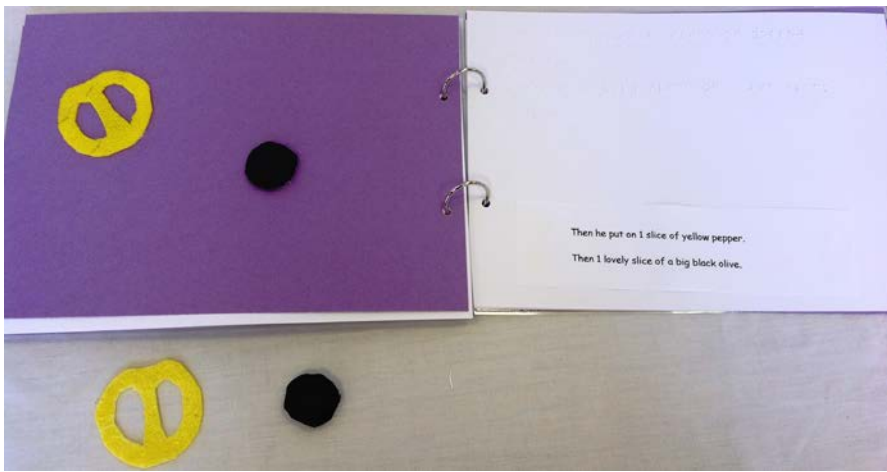
Picture 2

On the pizza bread he put 1 juicy lettuce leaf. Then he put on 1 square slice of cheese.



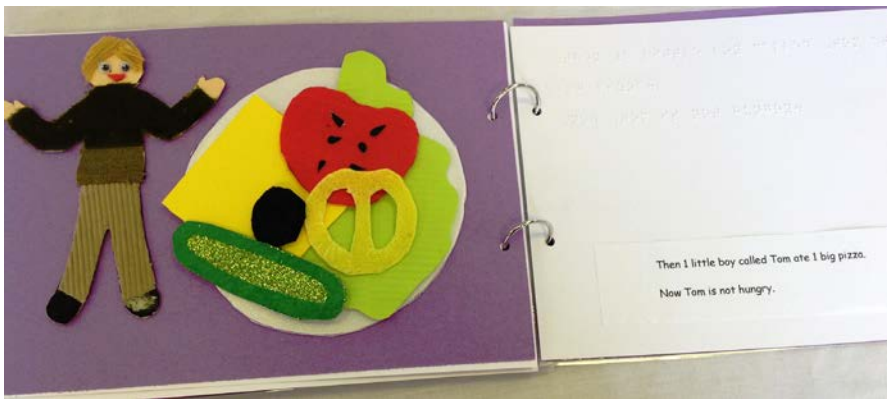
Picture 3

Then he put 1 slice of red tomato on the pizza. Then he put 1 slice of green gherkin.



Picture 4

Then he got 1 slice of yellow pepper. Then 1 lovely slice of a big black olive.



Picture 5

Then 1 little boy called Tom ate 1 big pizza. Now Tom is not hungry anymore.

Hello Kitty's Tea Party!

Whilst it is really important for children with visual impairment to have lots of access to real objects, it is also of equal importance that they too are able to play with what are seen as possibly 'fashionable, current toys,' just as other children do. Here is 'Hello Kitty' used as a toy to play with but also as a learning resource to support Literacy and Numeracy development.

Materials required:

- Hello Kitty toy
- Lazy Sue – covered in shiny paper, or tablecloth (Lazy Sue is from IKEA)
- Dolls Tea Set (I found a Hello Kitty Tea set in a toy shop sale, but any tea set would be suitable)
- Labels for each item used in the play activity (presented in Braille or Large Print)
- Embossing film
- Biro and Geometry Mat' this enables you to create a freehand raised line picture or diagram



<http://shop.rnib.org.uk/reading-and-learning/geometry-mat.html>

Activity suggestions and ideas—depending on the child's development and offered as ideas only

Literacy

- Read the story of Hello Kitty
- Before playing with Hello Kitty, child to match each initial letter sound on the labels (print or Braille) to each tea party object

- Make up a story about Hello Kitty and her friends having a tea party. Tell the story to the child inviting other children to listen to the story and bring along their favourite toy to the tea party
- Talk about how Kitty is feeling at her tea party, is she happy/sad? Will she be smiling if she is happy? What will she be doing if she is sad? What will she sound like if she is happy/sad? Children to pull smiley and sad faces. Make (tactile) or draw smiley and sad faces, say something in a sad and happy voice!
- Speaking and listening: Each child attending the tea party to take it in turns to speak at the table, each child to ask a question of another guest, the guest chosen to listen and to answer and then ask a question of another guest at the table. Focus, model and encourage good body language, turning in the direction of the child's voice, nodding, and showing good listening skills
- Bake the cakes and make sandwiches to eat at the tea party
- Child to make a tally chart of the children's sandwich choices. Child to use a spur wheel and mark lines on acetate paper, or embossing film, (one sheet for chocolate spread, one sheet for Jam and one for cheese – one line marked for each choice made.) Child to use speaking and listening skills to ask each child attending the tea party their sandwich choice
- Fill a Hello Kitty handbag with objects beginning with K for Kitty

Numeracy

- Count out the plates and cups in the tea set
- Set the table (Lazy Sue) for one, two, three or four people. Concept of four cups for four people – 'fourness of four.' How many cups are required for four people, three people etc. How many cakes, sandwiches required for four, three, two people? How many pieces will each sandwich need to be cut into?
- Simple addition and subtraction - add one cake; take one cake away from the table etc.
- Total the lines on each tally chart and make a simple pictogram using tactile graph paper sticking on a different shape for each sandwich filling. One shape = one child's filling choice
- **Remember to maximise the learning opportunities, there are always more there than first appear!**

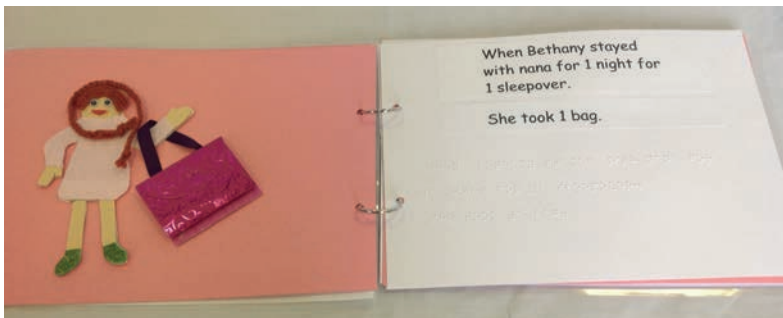
TIPS FOR THE BOOK OF 1: WHEN BETHANY STAYED FOR 1 NIGHT

Aim: To develop the concept of 'oneness'

Developing the oneness of one based on the child's real experience. Make up your own stories with the child to develop the oneness of one, the twoness of two.

1. Explore pictures opposite text. Explain to the child what they are and the different parts.
2. Allow child to find real things in a bag as the story progresses.
3. Play staying at Nana's for one night.
4. Follow up by asking the children to bring their own items that they would pack if they were staying the night with Nana.
5. Count who has the most items, count in and out of the children's bags.
6. Choose 1 item to tell everyone about.
7. Sort lightest, heaviest bag, smallest, largest bags.
8. Make a simple bar/tally chart to illustrate.
9. Sort all the toys from the children's bags into hard/soft, wheels/no wheels, colours etc.

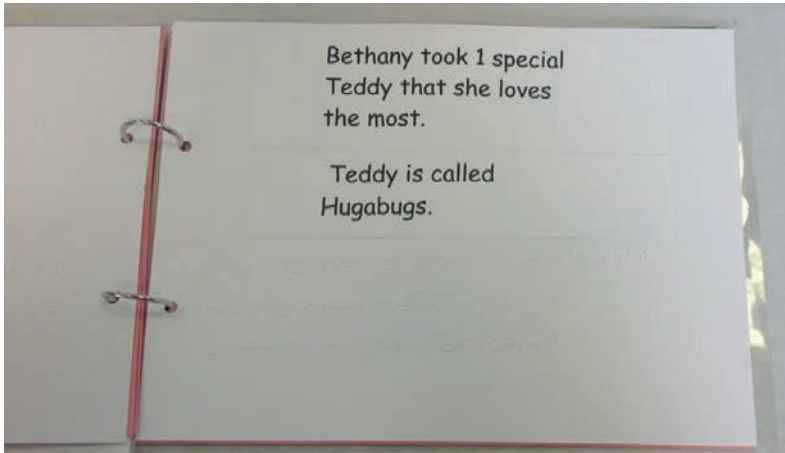
When Bethany stayed for 1 night for 1 sleepover - Book of 1



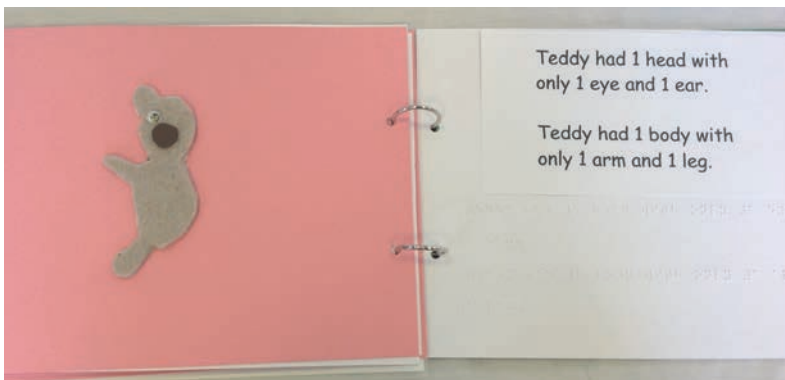
When Bethany stayed with 1 nana for 1 sleepover for 1 night, she took 1 bag.



She took 1 toothbrush. She took 1 book. She took 1 nightdress.



Bethany took 1 special Teddy that she loves the most. Teddy is called Hugabugs.



Teddy had 1 head with only 1 eye and 1 ear. Teddy had 1 body with only 1 arm and 1 leg.

MATCHING BUCKET

You will need:

- 1 bucket (preferably a bright coloured one, this is a metal one from IKEA)
- A selection of objects from around the environment
- A set of tickets naming the objects (laminated if preferred)
- Velcro to attach tickets to outside of bucket
- Shapes to decorate the bucket

The resource is quick to make and can involve the child

Step 1: Decorate the bucket

Step 2: Add your objects to the bucket

Step 3: Make your tickets and Velcro to the outside of the bucket



Learning and development suggestions

✓ Match textures

Velcro textures to the outside and place matching texture in bucket for child to find and explore

✓ Match shapes

Velcro textures to the outside and place matching shape in bucket for child to find and explore

✓ Match objects

Velcro textures to the outside and place matching objects in bucket for child to find and explore

✓ Match sounds

Velcro objects/textures with different sounds to the outside and place matching sound in bucket for child to find and recognise

✓ Match initial letter sounds

Child to match initial letter sound on each ticket to correct object in bucket

✓ Match words

Child to match word on each ticket to correct object in bucket

✓ Collect objects

Collect objects beginning with particular letter

Collect objects with two attributes, three attributes

Collect natural objects (e.g. made of metal, wood, collect different shaped leaves)

✓ **Count objects**

Place number tickets on Velcro spots around bucket. Choose a number and count correct amount of objects, perhaps with a particular initial letter sound into the bucket, from a selection placed on a tray.

✓ **Capacity**

Fill the bucket with water; find out how heavy the bucket is when it is full

Place each object in the water find out which float and which sink

Make a chart on a magnetic board of those that sink and those that float

Fill the bucket with sand and make a massive sandcastle!

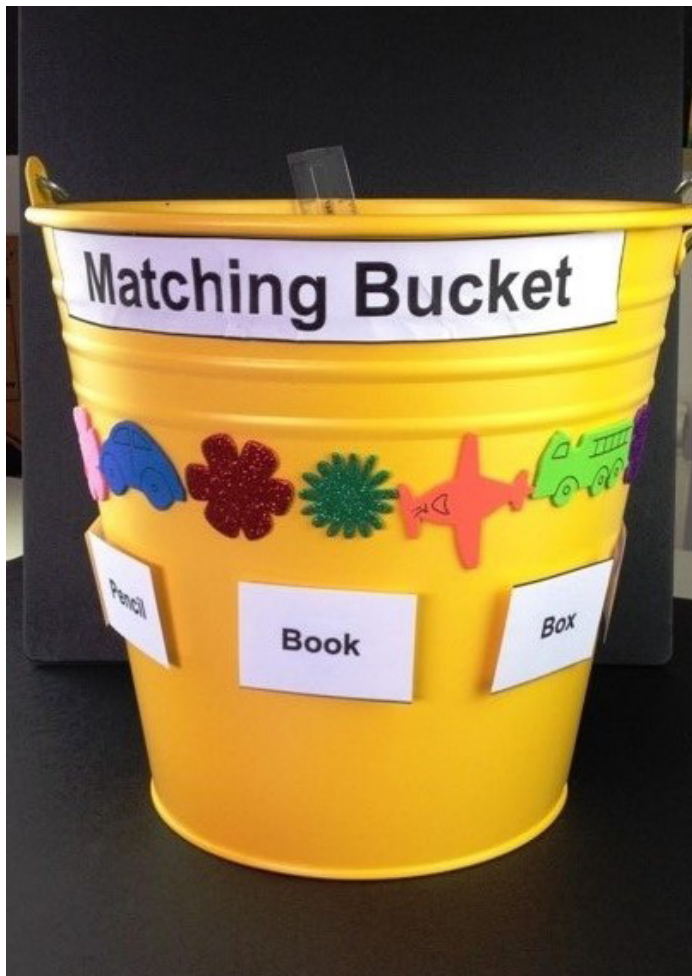
Make a castle using the bucket to make sandcastle turrets

✓ **Musical instrument**

Turn the bucket upside down and play it is a drum with hands, with wooden spoons! Make different sounds from loud banging to quiet tapping

✓ **Make up a story or a poem about the bucket!**

Include the child in thinking about the story, what happened one Saturday when Dad wanted his car washing and the bucket had a hole in it, what happened next...



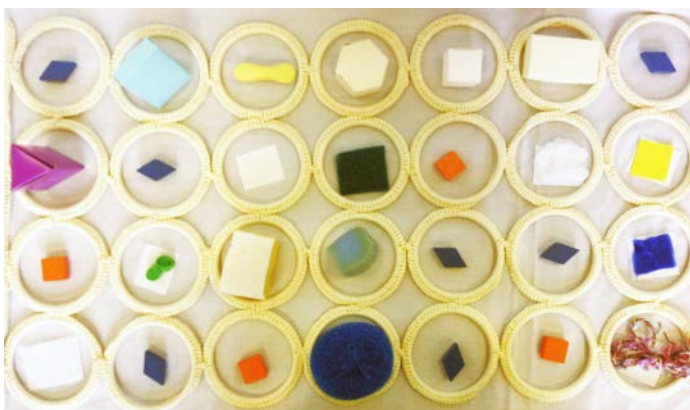
CONCEPT HANGER: B FOR BRACELET

Add objects to the hanger and encourage exploration e.g. a range of chunky, bright coloured bracelets

Alternatives: Collect wooden spoons, metal objects, keys and padlocks, cups and mugs, brushes, sponges.

More ideas for using the hanger:

- Make the collection of objects a fun group/family activity
- Child and classmates/family members to add favourite items of clothing, objects, sounds, texture or smells
 - Record a message about the objects saying the name of the object and why each person likes it
- Collect and hang objects with a specific attribute e.g. round, square, triangular
- Collect and hang objects with two attributes, e.g. round and shiny, square and wooden
- Collect and hang objects used for cleaning
- Collect and hang objects which can be rolled
- Collect and hang noisy objects
- Collect and hang objects which are smaller/bigger than the child's hand
- Collect and hang objects which are long and thin, narrow and wide
- Collect and hang objects which are absorbent/non absorbent



Tactile pattern game

- Position the hanger on a well contrasting background
- Position a range of shapes or textures in each circle area use Velcro to provide a secure hold
- Provide the matching set of textures or shapes on a tray from which the child can find its pair
- Child to make a repeat pattern along the top row for their peer/sibling to match on the next row and vice

versa. E.g. use different shapes, soft and rough textures, objects with a sound

Extension

- Make a number line, place large print/Braille numbers on card in each circle with an object alongside.
- Suggested activity: Child reads the number and then adds that number of objects from a collection presented on a tray in front of them, or extend to find different/same objects/find smaller objects

INITIAL LETTER SOUNDS/BRAILLE CONTRACTIONS/NUMBERS DRAWERS



You will need:

- Set of drawers (from Hobbycraft, the Range, or any other Home base store)
- Printed sticky labels with letters/Braille contractions and numbers for each drawer
- Objects to fit in each box
- Card labels to match the object to the label in Braille/print

How to make

- Label each drawer with an initial letter sound or Braille contraction. Turn the box around and label the other end with a number
- Find objects with each of the phonic or initial letter sounds and add to each drawer
- Make card labels with print/Braille

How to use:

Child can:

- Place correct objects in each associated drawer to match initial letter or phonic
- Place correct number of objects in each associated drawer if turned around to use as a set of number drawers
- Find objects from around their environment to fill the drawers. Sort objects from a large sorting box of objects and place accordingly in the correct drawer
- Match word cards to appropriate object



OTIS - STORY BUCKET AND RESOURCE IDEAS INSPIRED BY THE WELL LOVED KENTUCKY CHILDREN'S STORY OF OTIS BY LOREN LONG



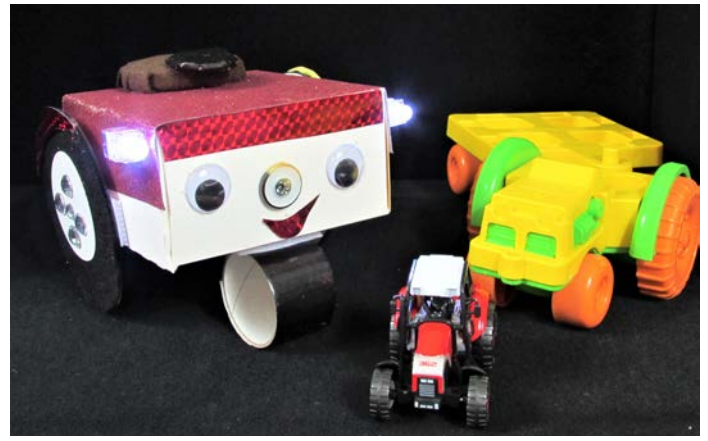
Apple tree

Explore the shape of the apple tree, make, add and build own apple tree, create different textured leaves. Add red round apples and talk about things that are round. Count real red apples, sort large and small apples.



Yellow tractor and Otis

Explore tractors, different types and shapes. Feel the steering wheel, role play driving Otis, how would it feel? Would the tractor be heavy to drive, how noisy would it be? Count the tractor wheels – how many per tractor, how many wheels on the yellow tractor and Otis in total?



Cow and calf models

Explore models of cow and calf, talk about where they live, talk about models and how they represent animals we can't touch easily.

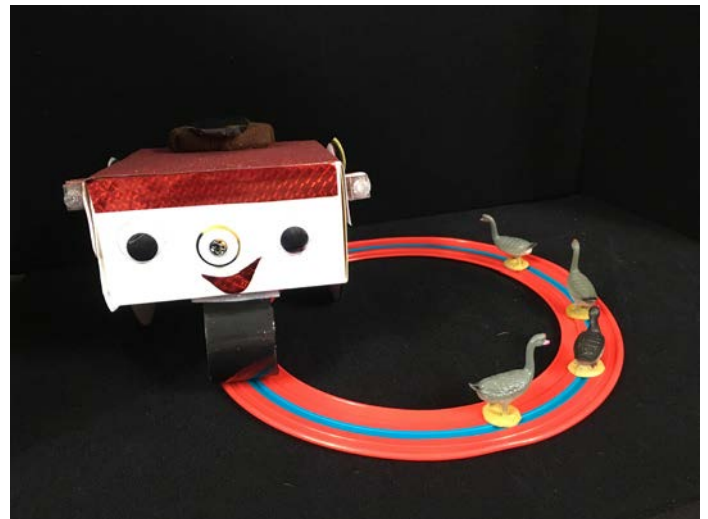
Calf puppet

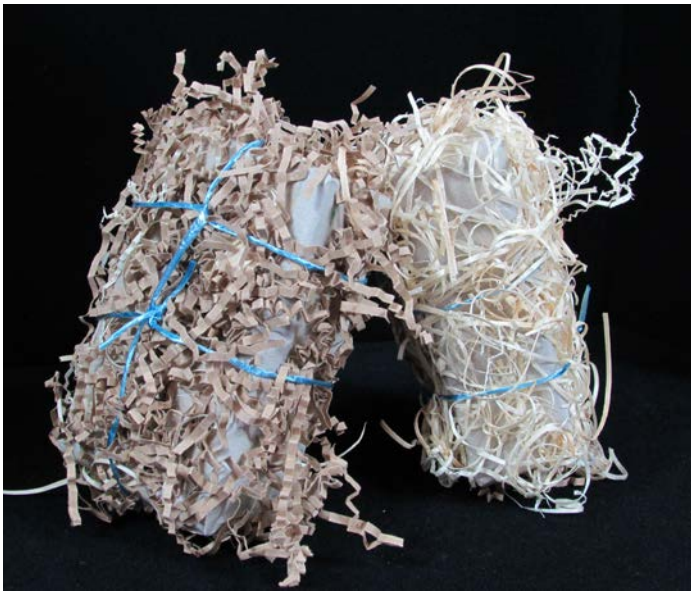
The calf puppet is made with a brown sock and a little bit of felt and two eyes. Enjoy pretending to be the calf in the story and act out what happens with Otis the tractor.

Ring a Ring a Roses

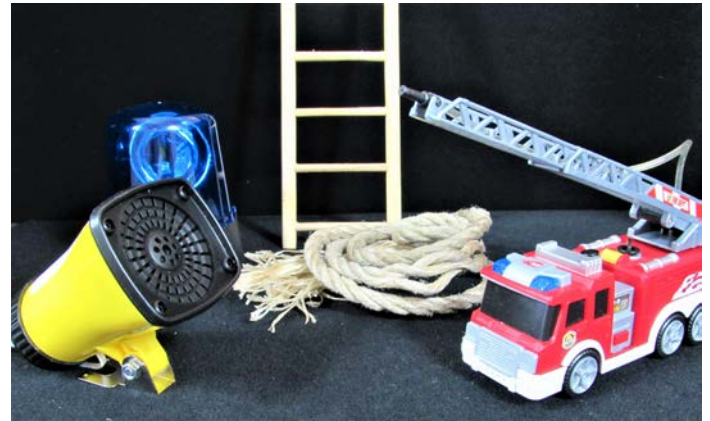
Talk about circles and rings, rings are round. Explain the concept of the song 'Ring a Roses'.

Count the ducks, how many fit around the circle. Place on the Lazy Sue and spin it around as if the ducks are singing 'Ring a Roses' as in the story.





Hay Bales



Fire truck, siren, blue light, ladder.

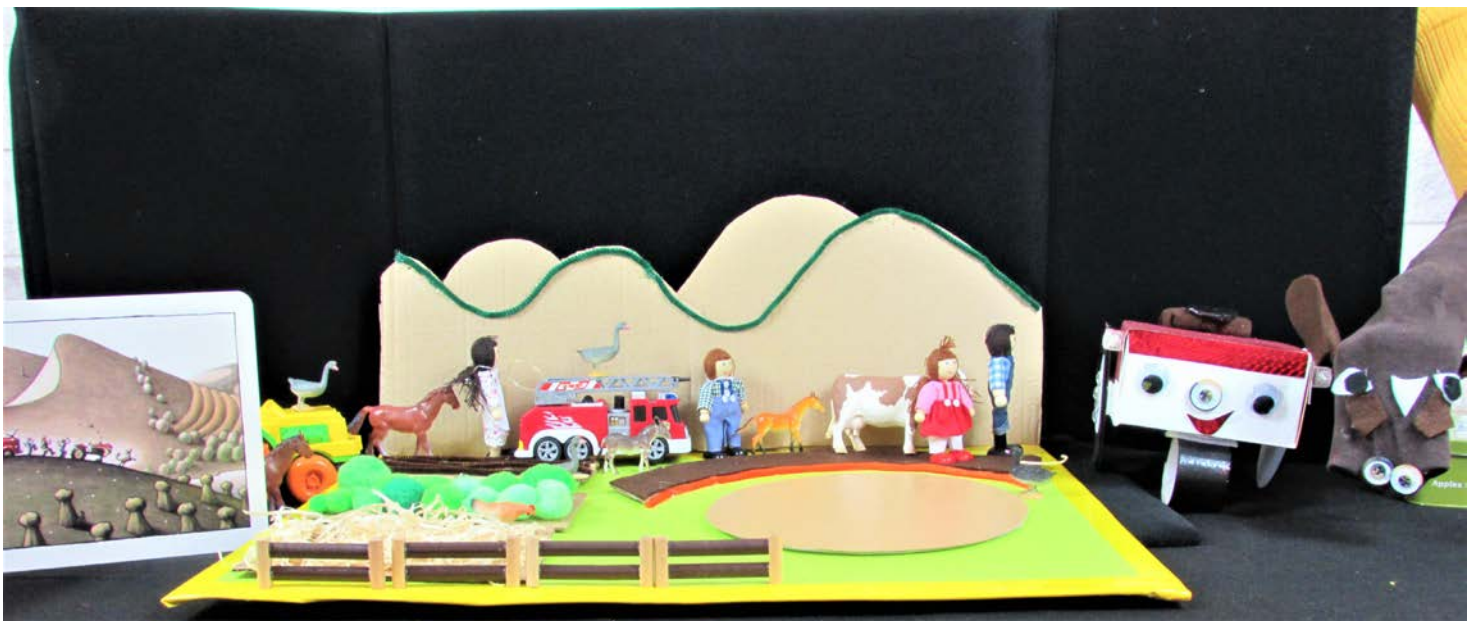
Backdrop: Muddy pool, fields, hills:

Feel edge of muddy pool – circle shape, explore language of circles and curves; feel curved track around the muddy pool. Create a small dish of slime to simulate mud and enjoy exploring the slimy texture.

Use tactile discrimination skills to explore field textures and talk about growing crops, feel crop lines and troughs in ground.

Feel the curve of the hill; use directional language to talk about up and down dale. Place one cut out hill shape in front of the other to understand, further away and nearer.

Create the parade at the end of the story when the calf is rescued from the muddy pond by Otis.



2D Tractor shapes

Sort the tractor shapes into big and little. Create a game on the Lazy Susan using the steering wheel and placing the tractors in a tin in the middle. Spin the Lazy Sue and when it stops pick a tractor shape and post in big tractor bucket or little tractor box.



IKEA hanger activity with tractor wheels

Create a game to develop tactile discrimination skills. Cut circles to fit the size of each circle shape on the IKEA hanger. Add a shape or texture to the centre of each. Create a matching set and pair with its partner located on the hanger.



It has been my great pleasure to create the tactile ideas and resources to bring the well loved Kentucky children's story of Otis to life. I hope you have enjoyed reading this resource sheet and that the ideas are fun to make with the children you work with. My best wishes Gwyn McCormack @Positive Eye UK.

STORY BUCKET AND RESOURCE IDEAS INSPIRED BY HARRY POTTER BY J.K. ROWLING

Story bucket: Fill with Harry Potter resources:

E.g.: Dobby's hat, Harry's spectacles, scarf, scrolls, Hagrid's Wig and Beard, Wizard's hat, bottles of poison, Quirrell's mask, ink pots and quills.



Lightning bolt: cut from yellow card with finger lights added. Set on a background of high contrast fur to increase the tactile experience. Harry Potter's spectacles and crocheted yellow and red scarf (homemade).

Cauldron: Black garden pot; add a cheer leader pompom, a set of lights and a bright coloured snake. Add bright coloured spiders around the cauldron.



Harry's scrolls, letters

Scrolls made by soaking in tea and then dried.



Hogwarts Express Platform Station Sign





Sorting Hat: Basic hat bought on Amazon, eyes and mouth added.

Magic wands: made with sound sticks and bright coloured tape added to each. Finish with glittery star and a finger light.



House emblems: Board made from piece of cardboard with black card added over the top, red duct tape creates high contrast border. House emblems made from shiny papers and sandpaper.

Dobby's hat: Crocheted version bought on Ebay.



Monster book of Monsters: Made using a file box, covered in red fur with four eyes added to the top against a backdrop of long black fur, rubber bats stuck to the edges of the lid (Box filled with creepy crawlies).



Gwyn from Positive Eye modelling Hagrid's Wig

Hagrid's Wig and Beard, plus Hedwig: Wig and beard made from wool and pan scrubs (metal ones unrolled). Wool and pan scrubs stapled to an elastic that sits around the head in each case.



Snitches: Made from polystyrene balls with gold feathers stuck in the sides.

Philosopher's Stone, ink pots, quills, knuts, galleons and Quirrell

Ink pots made using empty make up bottles covered in foam glittery paper. Knuts and galleons made from chocolate money and glued to lid of shiny box. Quirrell is made from a white mask with a long scarf wound around the top and stapled to a piece of elastic.



Harry Potter's tin of spectacles:

literacy activity – each pair of specs has a word added to it. The specs are stored in the tin, place tin on a Lazy Sue to create a fun game to sentence build or practice phonics.



Harry Potter Jumping Frogs: Spell Harry's name out as you flip the frogs into a pot.

Mirror of Erised: Made from a magnetic board and edged with red duct tape.



Wizard's hat, poison bottles, rat and crow: Poison bottles made with empty make up bottles covered with bright coloured glittery foam paper. Rat, crow and hat sourced on internet.

I hope you have enjoyed the collection of resources created and inspired by the Harry Potter story. Enjoy making your creations and making literacy meaningful inclusive of all children.

Photo of Gwyn wearing the Sorting Hat with a homemade Nimbus 2000 and cauldron: Taken at Positive Eye UK 2018.



'The cupboardness of cupboards'
Model of the cupboard under the stairs at 4 Privet Drive.



Gwyn dressed as Harry Potter role playing how he may have felt sitting in the cupboard under the stairs.



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