**Book Title:** Jumanji  
**Author:** Chris Van Allsburg  
**Grade Level:** 6+  
**Brief Plot Synopsis:** Peter and Judy find a board game called Jumanji and decide to play while their parents are out of the house. They quickly learn that with each roll of the die comes a consequence that turns to life. They have to follow the rules of the game and finish before their parents come home.

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<th>Object to Be Used</th>
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| Dice                       | Each time Peter or Judy rolls for a new turn on the board game.                                              | **Auditory:** Student can listen to dice being shaken in a container.  
**Motor:** Student can roll the dice and let them drop onto the table or a board. Student can also shake the dice in a closed container. |
| Furry material             | When Peter rolls the dice and a lion appears in their house.                                                  | **Motor:** Student can reach for/feel the fur.  
**Academic:** Student can express what the material feels like; soft, fuzzy, rough, etc. |
| Banana (be aware of student allergies) | When Judy rolls the dice and monkey’s appear in their kitchen.                                                | **Visual:** Student can view the banana on a contrasting background.  
**Motor:** Student can feel/reach for the banana with and without the peel.  
**Communication:** Student may try the banana and identify if they liked it or didn’t like it. |
| Rain stick or rice in a water bottle | When Peter rolls the dice and it starts to rain in their house.                                              | **Motor/Auditory:** Student can shake, tip, and turn the rain stick and listen to the “rain” fall.        |
| Rough faux leather         | When Judy rolls the dice and a rhinoceros breaks all the furniture.                                         | **Motor:** Student can reach for/feel the faux leather/material and feel it’s texture.  
**Communication:** Student can express what the material feels like, soft or rough, bumpy. |
| sequin pillow or pretend snake | When Peter rolls the dice and snakes appear in the living room.                                              | **Motor:** Student can reach for/feel the snake or make the sequins on the pillow move.  
**Visual:** Student can look at the sequins on a contrasting background |
| Warm water in a squirt bottle | When the volcano erupts and steam blows through their house.                                                | **Auditory:** Student can listen to the sound of the water being sprayed  
**Motor:** Student may squeeze the water bottle to spray the water on their hand/face. Student can reach for/feel the umbrella and open/close it. |
| Project core symbol for “not” or all done picture | When Judy rolls a 12 and all the animals go away and the game is over.                                       | **Motor:** Student can feel the project core symbol  
**Visual:** Student can view the “all done” picture when presented on a contrasting background. |