

Leaf Man

(Lois Ehlert; adapted by Catherine Woolley)

Through reading this story, the student will be listening and responding to sensory stimuli associated with it. They will use their individual communication systems to communicate whether they want more or to finish, taking some control over their environment and engaging with the supporting adult, who will know how the student communicates.

You will need:

- Real leaves
- A tray (for the leaves)
- A basin containing wet soil
- An electric fan (optional)
- Feathers or a feather fan
- Carrot sticks and/or mashed potato
- Apple or pear: fresh, dried, pureed or lip balm
- Sound effects (e.g. YouTube, MP3): cows lowing; babbling brook-style water sounds; wind blowing
- A scarf (to represent the flapping of a butterfly's wings)
- A bunch of keys
- A bag to contain all of the above and which the student will explore before the story begins

1. Tell the student(s) that they are going to use:
 - Their ears to listen
 - Their eyes to look
 - Their noses to smell
 - Their hands to feelAdult models pointing to each and supports the student(s) to touch their own.
2. Continue by saying we are going to listen to a story. Show each student their story bag allowing them to feel and smell saying, "*(Student's name), it's story time.*"
3. Support student(s) to feel, touch and smell the story bag as a cue to the activity.
4. Introduce the story, telling the student(s) it is a story about an adventure carried on the wind.
5. Read the story slowly, allowing time for the student(s) to lead the session by giving them time to explore.

The Story

Leaf Man used to live near me, in a pile of leaves.

EXPLORE LEAVES IN A SENSORY TRAY.

But yesterday the wind blew Leaf Man away; he left no travel plans.

USE A FAN OR YOUR BREATH TO BLOW THE LEAVES AWAY.

The last time I saw him, he was heading east past the chickens...

STROKE THE STUDENT'S ARM WITH A FEATHER (FAN)

...towards the marsh, over the ducks and geese.

EXPLORE COLD, WET SOIL IN A TUB OR BASIN.

Well, Leaf Man's got to go where the wind blows.

USE A FAN OR YOUR BREATH TO GENTLY BLOW ON THE STUDENT'S ARM.

He blew over the fields, past potatoes, carrots and cabbages in rows.

ALLOW THE STUDENT TO SMELL AND/OR TASTE CARROT STICKS/MASHED POTATO.

Then he blew out of sight. Is he drifting west above the orchards?

ALLOW THE STUDENT TO SMELL AND/OR TASTE APPLE/PEAR (E.G. FRESH, DRIED, PUREED, LIP BALM).

Or over the prairie meadows and past the spotted cows?

Well, Leaf Man's got to go where the wind blows.

PLAY A COW'S LOWING (E.G. A COW NOISEMAKER, SWITCH, YOUTUBE, MP3)

Maybe Leaf Man's gliding on a lake breeze

PLAY BABBLING BROOK WATER SOUNDS (E.G. YOUTUBE, MP3)

Or flying along the river following butterflies going south.

Sensory Story

Well, Leaf Man's got to go where the wind blows.

FLAP A SCARF TO REPRESENT THE BEATING OF WINGS; BLOW GENTLY ON THE STUDENT'S ARM.

When Leaf Man looks down on earth is he longing for a home?

JANGLE A BUNCH OF KEYS.

This I do know! Where a Leaf Man will land, only the wind knows.
So listen for a rustle in the leaves.

PLAY WIND SOUND EFFECTS (E.G. YOUTUBE, MP3); EXPLORE LEAVES IN A SENSORY TRAY.

Tell the student(s) story time is over; support them to help pack their bags as cue to the end of the session.