

**IF YOU GIVE A PIG A PANCAKE ACTIVITIES**  
THIS KIT INCLUDES VARIOUS MATERIALS RELATED TO THE PIG THEME

| <b>Activity</b>  | <b>Environmental Support</b>                            | <b>Material Adaptations</b>  | <b>Simplify the Activity</b>                                       | <b>Child Preferences</b>                                   | <b>Special Equipment/AT</b>  | <b>Peer Support</b>                                | <b>Adult Support</b>                                |
|--|---|--|--|--|--|--|---|
| <b>Oral Expression:</b><br>Read <u>If You Give a Pig a Pancake</u> using literacy strip and story attachments to identify objects and actions in story | Literacy strip and Velcro attachments<br><br>Pig Puppet | Pig Switch<br><br>Literacy strip with attachments  | Limit number of choices for story attachments                      | Allow children to choose which attachment they want to add | Pig switch<br><br>Velcro literacy strip                                  | Peer would assist the child to activate the device | Modeling and visual cue                             |
| <b>Vocabulary:</b><br>Read <u>3 Little Pigs</u> interactive book and label objects and actions in the story  | Picture cues  | Trifold literacy strip   | Limit number of choices  |  | Interactive book<br><br>Pig switch                                       | Use peers to assist those who need help            | Modeling and visual cues                            |
| <b>Phonological Awareness:</b><br>After reading <u>If You Give a Pig a Pancake</u> , make a chart of “p” words   | “P” chart listing words beginning with that sound       | Voice output device to include nonverbal child   | Use picture cards to prompt “p” words                              |  | Pig switch with pre-recorded “p” words<br><br>Picture cards of “p” words | Assist with activating the switch                  | Multiple repetitions, visuals of “P” words          |
| <b>Letter Knowledge:</b><br>Match upper and lower case Zoophonics letters  | Zoophonics letters and Velcro literacy strip            | Verbal cues for letters  | Extending activity over several days to allow for more instruction | Choose the letters they want to match                      | Velcro literacy strip  | Work as teams                                      | Modeling correct sound                              |
| <b>Print/Book Awareness:</b><br>Read <u>If You Give a Pig a Pancake</u> and discuss the parts of the book  | Easel for big book; pointer                             | Interactive story books...characters are manipulatives/<br>Create own interactive book using Boardmaker<br><br>Tactile cues to follow text with finger | Use a big book version   | Child chooses which object manipulative they want to be    | Interactive story<br><br>Cheap Talk so child can make choices            | Partner activities                                 | Tell story using interactive book and manipulatives |

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| <p><b>Written Expression:</b><br/>           Print letters of name in various materials discussed in the story <u>If You Give a Pig a Pancake</u> (syrup, soap, glue, etc)</p>                 | Visual of student's name   | Use glue or colored/glitter glue to write child's name for them to trace | First letter of child's name<br><br>Glued shape or line<br><br>Trace their name already written  | Choose material used                              | Adapted brushes  | Pair students with same letters in name or letters made with straight vs curved lines | Prewrite name for student or hand-over-hand                            |
| <p><b>Number and Number Sense:</b><br/>           Counting seeds, ducklings, number of farm items seen on a field trip, etc Create finger play about the farm using "Five Little Pumpkins"</p> | Pointer for student to point to each item as counted<br><br>Felt board, magnetic board       | Photographs of the trip<br><br>Smartboard                                | Using 2 man prompt to give them the answer Tell them how many and they have to count that amount | Choose animal or item they are counting           | Pointer<br>Digital Pictures<br>Voice output device with numbers on it<br><br>Communication Board | Use peers as the 2-man prompt   | 2-man prompt<br>Hand-over-hand for counting                            |
| <p><b>Computation:</b><br/>           Use farm animal paper plates made into a puppet Each student is an "animal"...how many pigs, etc do we have?</p>   | Paper plates and tongue depressors for puppets/<br>Preferential seating<br><br>Counting sets | Grippers on handle of puppet to make easier to hold                      | Use fewer animals to start with  | Let them choose the animal puppet they want to be |  | Buddy up  | Modeling and visual cues   |
| <p><b>Measurement:</b><br/>           Sort animals by size (big/little), measure pumpkins</p>  | Real items (pumpkin) and manipulatives   |  | Limit sets...ex big/little only  | Measure own pumpkin                               | Voice output device, manipulatives of farm animals for sorting                                   |   | Model which items are big and little... sorting activity to begin with |

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| <b>Geometry:</b> Find basic shapes around the farm (barn-rectangle, pond-oval) Build barn using blocks; draw animals using shapes | Digital pictures of farm from field trip | Give students cut out shapes and a model to follow<br><br>Use 3 dimensional figures as model       | Give them the easier animal to make with least number of shapes                 | Choose animal they want to make        | Use blocks of different textures (legos, bristle blocks)<br><br>Software that makes animals from shapes |   | Modeling and samples of shape animals |
| <b>Data Collection:</b> Predict how many seeds are in the pumpkin Chart your favorite animal                                      | Chart board<br>Pumpkins<br>3-D animals   | Choice board or voice output device  | Fewer choices of favorite animal<br>Give choice of number of seeds in a pumpkin | Child chooses animal                   | Voice output with choices   |   | Models and samples                    |
| <b>Patterns and Relationships:</b> Make pattern with paper plate puppets “which goes next?”                                       | 3-D manipulative puppet                  | Voice output device with “which comes next”  | AB pattern vs ABCD pattern  | Choosing the puppet                    | Voice output  |   | Samples and models                    |
| <b>Scientific Investigation, Reasoning and Logic:</b> Compare animals using the sense of touch                                    | Use a touch and feel book                | Use large examples so that they can be adapted to child’s needs (i.e. visually, motorically, etc.) | Reduce it to hard or soft   | Allow the child to choose their animal | Record output device to state “this feels slimy”, etc.  | Kids buddy up with the animal they prefer | Prompt vocabulary                     |

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| <b>Force, Motion, Energy:</b> Using magnet wand and magnetic marbles, pull “piggies” through the “mud” (brown paint)  | Magnetic wands and magnetic marbles, brown paint and paper plates | Use magnetic disks if marbles are too mobile                    | Use multiple disks or marbles so it will be easier to move them about the plate | Allow children to choose their own wand                              | Secure plate for children unable to hold plate and wand  | Children will take turns holding one another’s plate        | Model                          |
| <b>Matter:</b> Scavenger hunt in classroom to look for pigs of different attributes (i.e. color, texture, size, etc.) | Pigs with textures, pigs of various sizes, pigs of various colors | Glue corks onto small pigs so that they can be picked up easily | Limit the number of attributes presented  | Allow the “Line leader” to pick what we are hunting for              | Pre-record hints of where things are hidden on voice output devices                                      | Allow children to hold hands while “hunting”                | Give hot/cold cues             |
| <b>Life Processes:</b> Have class pet – guinea pig. Allow children to help care for it.                               | Guinea pig  | n/a   | n/a   | Allow children to take turns feeding the guinea pig                  | Have portable cage that will allow children in wheelchairs to access guinea pig for feeding and handling | Work in pairs   | Model appropriate behavior     |
| <b>Earth/Space Systems:</b> Make shadow puppets   | Opaque projector  | Use colored film on projector to make it visually appealing     | Everyone do the same animal   | Allow children to direct class in forming the animal of their choice | Allow children who are motorically impaired to use die cut   | Allow one child to make a home for the other child’s animal | Use caution with the projector |

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| <b>Earth Patterns, Cycles, and Change:</b> Sequence the life cycle of various pigs using photographs        | Pictures of pig during various stages of life | Magnifying glass for visually impaired children | Limit stages of life                      | Allow children to choose which pig to sequence                          | Use choice board switch so children may choose between two photos  | Have children check one another's sequencing                 | Give visual model first   |
| <b>Resources:</b> Discuss how things are re-used on a farm (pigs eat scraps and field corn)                 | Book on farm life and resources               | Pictures of resources found on farm             | Limit number of resources                 | Allow children to choose the resource they want to discuss              | Felt board to post resources on so children may see what resources are available                               | Work in pairs  | Prompt discussion   |
| <b>Similarities and Differences:</b> Describe unique characteristics of pigs                                | Pictures of pigs, stuffed animal pigs         | Enlarged digital photos                         | Only compare two                          | Allow children to choose the photo/stuffed animal they want to describe | Talking photo card   | Allow children to sit beside a friend that has a similar pig | Have prepared list of words to compare (big, round, hairy, smooth, etc) |
| <b>Change Over Time:</b> Have children draw picture representing pig as a piglet and then again as an adult | Crayons and paper                             | Use chubby crayons or oil pastels               | Provide a sample picture for them to copy | Share pictures at show and tell   | For children who are not able to draw pictures use felt board and offer prepared pictures for them to sequence | Choose if they want to draw or sequence                      | Encourage those who are able to draw pictures                           |

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| <b>Location:</b> Read a story about a farm and then use a flannel board to re-create animals and barn            | Flannel board, farm flannel pieces | Use large clips or clothespins on flannel pieces for children with fine motor delays | Limit number of pieces                                       | Allow children to choose props                              | Use pig switch to label flannel pieces  | Make activity available during centers so that children may work on it together | Give visual model first                          |
| <b>Descriptive Words:</b> Sing songs like the “Hokey Pokey” with pig body parts                                  | Music                              | Use PECS pictures with body parts to cue next song verse                             | Limit song verses  | Let them direct song and choose next body part              | Record body parts on Big Mac for nonverbal children                               | Point to each others body parts   | Point to body parts on self to cue               |
| <b>World of Work:</b> Discuss roles each animal plays on a farm after reading <u>The Big Red Barn</u>            | <u>The Big Red Barn</u>            | Use PECS cards to prompt discussion or for matching animal to role                   | Limit number of animals                                      | Allow child to choose animal                                | PECS cards  | Work in pairs   | Regulate discussion and prompt critical thinking |
| <b>Making Choices:</b> Read <u>The Three Little Pigs</u> and discuss choices made by the characters in the story | <u>Three Little Pigs</u>           | Use manipulative pieces from story to illustrate choices                             | Limit number of choices made                                 | Allow children to discuss choices they might have also made | Program a cheap talk to allow a child with motor and speech delays to participate | Allow children to come up with different outcomes of choices                    | Prompt discussion by providing choices scenarios |
| <b>Citizenship:</b> Bring favorite stuffed animal from home for show and tell.                                   | Stuffed animals                    | N/A  | Encourage children with motor delays to bring larger animals | Stuffed animal choice                                       | Use pig switch toy for nonverbal children to share info about their animal        | Remind each other of respectful listening rules                                 | Provide animals for those who don't bring one    |

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| <b>Skilled Movement: Locomotor &amp; non-locomotor activities</b><br>Obstacle course set up like a farm                                 | Chairs, tables, mats, tunnels, large rings, tape | Use wider beam                      | Reduce obstacles   | Allow child to choose where they start obstacle course                           | Use scooter board to pull each other through course                                      | Allow the children to offer and hand held support                   | Offer hand support and a model                   |
| <b>Movement Concepts:</b> Use music and rhythmical activities to represent the noises of different farm animals                         | Pre-recorded tape with animal sounds             | Use headphones with distractibility | Use more familiar noises (i.e. moo, baa) or visual cues  | Allow the child to choose from a mystery box the picture that represents a sound | Attach a switch to the tape recorder   | Allow children to select this activity as a center choice           | Offer a verbal model                             |
| <b>Personal Fitness:</b> Allow children to move as farm animals and monitor their breathing rate after                                  | Pictures representing the animals                | Scooter board                       | Verbally present animal children are supposed to imitate | Let the child pick a card that will indicate what animal everyone will imitate   | Record g/animal sounds and let children move to the recorded sounds                      | Help push children in wheelchair to move with the rest of the class | Give examples                                    |
| <b>Responsible Behaviors:</b> Play "Pass the Pig" (variation of Hot Potato) Children pass pig around circle, stopping when music stops. | Plush Stuffed Animal Pig                         | Use large pig for easier handling   | Work in smaller groups                                   | Allow children to choose music played or who goes first                          | Use switch to activate music and allow children with motor difficulties to control music | Allow children to help one another pass pig around circle           | Sit in circle with children to assist in passing |

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| <b>Physically Active Lifestyle:</b> Imitate farm animals and their movements  | Playground or large area for gross motor activity                             | Use scooter board to allow children with motor delays to participate | Limit choices of animals to imitate                        | Allow them to choose an animal for a friend   | Use handheld picture device to demonstrate animal movements  | Children may “compete” to see who imitates each animal best               | Give demonstration of each animals movements                                       |
| <b>Self-Concept:</b> Model how to put on farmer’s clothing in dress-up center and allow children to put on boots, overalls, hat, shirt, etc.        | Dress up clothes  |  | Limit number of clothes in dress up                        | Offer multiple shirts, overalls, hats, etc so that child may pick out outfit              | Use therapeutic aides for getting dressed/<br>Offer chairs in dress up                                       | Allow two or more children to play in dress up together                   | Monitor and assist in dressing and discuss why each piece of clothing is necessary |
| <b>Self-control:</b> Teach appropriate table manners and clean-up procedures by not being a “pig”. Children discuss how dirty pigs and pigpens are. | Pictures of pigs in mud and pigpens.<br>Pictures of dirty table and classroom | Use photos of the classroom and the children clean and dirty         | Hand children a die-cut pig when they don’t clean up.      | Allow child of the day to be the “farmer” or inspector who checks manners and cleaning up | Program a switch to verbalize clean up   | Allow children to help their friends clean up                             | Demonstrate appropriate manner and cleaning up                                     |
| <b>Approaches to Learning:</b> Draw pictures highlighting favorite part of Farm Field Trip  | Paper and crayons   | Allow children to glue pictures on as paper as well as drawing       | Show pictures to give cues about what happened at the farm | Allow children to choose their favorite memory of the trip                                | Use pictures to glue onto paper or adapt crayons by taping to a toy car that can be pushing around the paper | Allow group discussion before beginning drawing to think of what they saw | Provide visual and verbal cues for those unsure about what to draw                 |



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| <b>Interaction with Others:</b> Make a class book from the drawings of the field trip (“Approaches to Learning” activity) as an opportunity for the children to share their thoughts and ideas | Drawings from field trip     | Post drawings on cardstock for easier handling | n/a                           | Allow each child to take the book home and share with their family | Record a Cheap Talk and affix a picture to label drawings | Allow book to be available in reading center and have children read to one another | Putting book together  |
| <b>Social Problem-Solving:</b> Role play typical classroom conflicts while pretending to be farm animals   | Animal costumes or masks     | Allow children to make their masks/costumes    | Use only 2 children at a time | Allow each child to share their suggestion                         | Have prompts of resolutions programmed on switch          | Give verbal praises to peers as they come up with a new resolution                 | Prompt the children to encourage their peers in appropriate ways |