

There was an Old Lady who Swallowed a Fly

Kit contains: There was an Old Lady who Swallowed a Fly book, Virginia’s Foundation Blocks for Early Learning, Big Book “There was an Old Lady who Swallowed a Fly” supplemental item, My Grandmother went to Market Memory Game, Traditional Songs and Nursery Rhymes on Tape, Pocket cat book, Pocket Pony book, Old Lady Puppet with 7 bean filled animals, Teachers guide, Picture This software and go talk button, and Communication Waist Apron.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
<p>Oral Expression: Retell the story using Old Lady Puppet and Dress up materials</p>	<p>Visual (book & puppets) and Gestural Cues (act out story while retelling following sequence)</p>	<p>Bookworm (programmed to read the story).</p>	<p>Simplify by having students act out 1-2 pages of the story rather than the entire story in sequence.</p>	<p>Let students choose which manipulative to use.</p>	<p>Voice output device (not included in the kit) programmed with parts of the story. Example: Big Mack, Cheap Talk, Tech Talk, etc...</p>	<p>Peer assists the child to activate the device.</p>	<p>Modeling and visual cue.</p>
<p>Vocabulary: The Old Lady Says... game (Simon says game acting out actions of animals from story).</p> <p>Example: Fly like a bird, crawl like a spider, bark like a dog, etc....</p> <p>Pocket chart for vocabulary words that go with this story that has a picture for</p>	<p>Verbal and Visual Cues</p> <p>Pictures (Picture This software)</p>	<p>Non-ambulatory child directs students to the movements verbally, by showing pictures of movements or by pushing a switch programmed with directions.</p>	<p>Duplicate pictures (student can match picture to picture).</p>	<p>Students pick actions from the story.</p>	<p>Use voice output device (randomizer) programmed with movements to allow student (nonverbal) to lead activity.</p>	<p>Use peers to assist those who need help by activating voice output device or showing pictures if needed.</p>	<p>Modeling and visual cues</p>

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each word glued to a sentence strip. (Attachment 1A)							
Phonological Awareness: Animal alphabet matching. Students match the name of an animal from the story to its picture.	Visuals of animals from the story and their names. Sentence strips Pocket chart	Voice output device to include a nonverbal child.	Have students match picture to picture (each picture should include name also).	Student chooses partner for activity.	Voice output device and tactile/visual cues (highlighting tape). Device can be programmed with “it’s a match.”	Hand-over-hand. Peer would also assist student in activating the device if necessary.	Verbal prompting and modeling.
Letter Knowledge: Use pictures of animals / items from the story along with corresponding first letters and allow students to match. (Attachment 1B)	Book Completed examples of some pictures with their corresponding letter.	Visual cues (use matching highlighted colors of word and its corresponding letter).	Have students identify the picture as the words printed on them are pronounced.	Students can choose partner in activity.	Visual cues (highlighting tape).	Students partner up with matching activity.	Multiple repetitions, visuals of matching word and letter.
Print/Book Awareness:	Old Lady puppet and	Create own interactive book	Use a big book version of	Child chooses story	Interactive story	Peer assist s student	Tell a story using

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<i>There was an Old Lady who Swallowed a Fly</i> book; address illustrator, author, etc.	other manipulatives of animals from story.	using Picture This software. Place the pictures on a literacy strip and use as manipulatives. Tactile cues to follow text with finger.	<i>There was an Old Lady who Swallowed a Fly</i> .	manipulative.	Voice output device programmed with various phrases from the story.	with activating the device if necessary.	interactive book, manipulatives, and dress up clothes; conduct a retelling of the story.
Written Expression: Story Map: After the story has been read several times, students help to complete a story map. Make a map on a large sheet of chart paper by writing the title of the book and the author inside a circle in the middle of the page. Make more circles radiating out from the circle including: characters,	Pictures (Picture This software) of characters, settings, objects, actions, etc... from the story.	Picture cues for activity and instructions.	Limit number of pictures and use prompting to encourage students to add pictures to the story map.	Students choose pictures and words to add to story map.	Voice output device for child to make choices of picture(s) he/she wants.	Peers assist students with activating the device if necessary.	Verbal prompting.

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beginning, middle and end of the story.							
Number and Number Sense: Use an Old Lady pattern and attach a bag (included in kit), jar, or box. Provide various different pictures of animals/items from the story. Students count the appropriate number of animals into the old lady. (Attachment 1C)	Visuals Horse that neighs. (Students make horse sound to signal completion.	Three-dimensional manipulatives.	Have children identify and count the amount.	Let students choose which cookie jar to start with.	Voice output device with numbers on it (i.e. “this jar has 5 cookies”)	Use peers to assist those who need help with activating the voice output device.	Prompting and hand-over-hand for counting.
Computation: Grouping and counting sets of different animals from the story.	Chocolate chip cookies.	Grippers on handles of puppets to make them easier to hold.	Use fewer cookies to start with.	Let students get their own cookies.	Go Talk button programmed with numbers.	Peer assists student in activating device if necessary. Work in small groups	Modeling and verbal cues
Measurement: Sort story manipulatives by size (big/little),	Manipulatives that represent animals,	Visual, tactile cues on rulers.	Limit to comparison of big/little only.	Measure item of their choice.	Go Talk Button programmed with “that one	Work in small groups.	Model which items are big and

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and measure.	objects, and actions from the story				is big.”	Peers assist those who need help.	little.
Geometry: With pictures students can create different shape books in groups for the different animals in the story (ex. A circle book about spiders, a square book about flies, etc...)	Cookie cutters Cookie dough Pictures of different shapes	Attach grippers to the cookie cutters.	Limit number of cookie cutters.	Choose cookie cutter.	Grippers for cookie cutters.	Partner activity	Model activity and show examples of different shapes.
Data Collection: Chart your favorite animal.	Chart board	Choice board or voice output device.	Fewer choices of animals.	Child chooses their favorite animal.	Voice output device with animal choices.	Peer assist with student placing animal on chart if needed.	Modeling and verbal prompting of instructions and counting total number of animals.
Patterns and Relationships: Make pattern with	Pictures with different numbers of on	Go Talk button with “Which comes next?”	AB pattern vs. ABCD pattern	Choosing which pattern they want to repeat.	Voice output device. Go Talk button	Peer assist to those students	Samples and verbal prompting.

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manipulatives and pictures in the corresponding order of the book and have students repeat those patterns.	them for patterning.	recorded on it.			with “Which comes next?”	who may need it.	
Scientific Investigation: After reading <i>There was an Old Lady who Swallowed a Pie</i> Pie Investigation Students will describe how the pie looks, feels, and smells in frozen and cooked forms.	Pie Spoons, napkins, baking sheet, etc...	Weighted spoon for investigating the pie.	Provide each child with a small bowl of frozen pie to investigate.	Let students help with putting the pie on the baking sheet for cooking.	Voice output device (not included in the kit) programmed with descriptive words. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists child to activate the device. Hand over hand assistance.	Modeling and visual cue
Force, Motion, Energy: Using a large drawing of an Old Lady with a cutout mouth with a large bag attached in the back use a sticky magnet to attach to her mouth and have	Verbal Cues	Use a larger magnet on a stick for easier manipulation.	Limit the number of items tested and place them in a container to avoid having to travel around looking for things in the room.	Let students work in small groups of 2-3.	Use voice output device programmed with “this one sticks to the magnet, this one doesn’t stick to the magnet.” (not included in the	Use peers to assist those who need help manipulating the magnets or activating the voice output	Modeling and visual cues

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students investigate a variety of different items to see which ones are magnetic and which are not. The old lady can eat only the magnetic things.					kit) Example: Big Mack, Cheap Talk, Tech Talk, etc...	device.	
Matter: Using manipulatives of items in the story students will describe physical properties such as their color, shape, texture, size, weight, and position.	<i>There was an Old Lady who Swallowed a Fly</i> book. Easel Pointer	Voice output device to include a nonverbal child.	Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.	Students choose manipulative to describe.	Voice output device. (Programmed with descriptive words related to the activity.)	Hand-over-hand. Peer assists student in activating the device if necessary.	Modeling and providing visuals.
Life Processes: Students sort animals from the story based on baby/adult.	Provide pictures of steps to this process.	Provide student with visual cues by color coding baby animals and adult animals.	Have a small group of students work together.	Choose which group of animals they want to sort.	Go Talk button programmed with “this is a baby/adult animal.”	Work as small groups.	Modeling and verbal prompting.
Space Systems: Shadow screen Suspend a sheet	Manipulatives of animals from the story.	Use larger manipulatives for easier	Limit number of manipulatives	Child identifies which item they see.	Voice output device for the child to identify	Peer would assist student	Verbal prompting and

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<p>between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various animals from the story. Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the items from the story.</p>		<p>viewing and identification.</p>	<p>used.</p>		<p>the items.</p>	<p>with activating the device if necessary.</p>	<p>modeling.</p>
<p>Earth Patterns, Cycles, and Change: Using pictures sequence animals in the order they were eaten from the book and discuss changes. Discuss when people eat and the changes within the day associated with the different times we eat</p>	<p>Pictures that represent characters, objects, etc... from the book.</p>	<p>Realistic pictures of day/night</p>	<p>Limit the number of pictures used.</p>	<p>Choose what pictures they want to use to sequence.</p>	<p>Literacy strip to be used with pictures that represent things from the story.</p>	<p>Partner activity.</p>	<p>Modeling and verbal prompting.</p>

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(ex. we eat breakfast in the morning, dinner at night, etc...).							
<p>Resources: Teach students to recycle. Talk about objects in that are used to eat with or used to prepare food and whether they can be recycled or not.</p>	Recycling bin in the classroom.	Pictures of things that can be recycled or actual items from breakfast and lunch including container of milk, cans, plates, napkins, etc...	Limit the number of different recycling bins.	Let students choose which recycling bin items belong in.	Pictures that can be placed on the recycling bins indicating which items belong in that bin.	Use peers to assist those who need help sorting the items in the right bins.	Modeling.
<p>History Similarities and Differences: Have children discuss various characters in the stories read and their similarities and differences. Retell the stories by students acting like certain characters.</p>	Old Lady puppet.	Pictures and visual boundaries for students to place manipulatives in similar / different categories for visual representation	Use fewer manipulatives.	Let students choose manipulative to retell the story.	Voice output device with pictures and phrases of different characters from the story for help in retelling story.	Peer would assist student in activating device if necessary.	Modeling and verbal cues

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History Change over Time: Students sequence events of the story using pictures.	Manipulatives and pictures of characters.	Utilize the book and Velcro for student to sequence by placing the pictures on the proper pages.	Limit number of pictures and steps to complete sequence.	Child can choose to use the book to sequence or just sequence from memory and some visual prompts.	Voice output device programmed with pictures and phrases in sequence of the story.	Work in small groups. Peer assist to those who need help.	Modeling and verbal prompting.
Geography: Involve children in creating simple representations of where they may have seen an animal/character from the story through drawings or block construction. Have the students discuss these and the home/neighborhood in the story. (Ex. Picture of home where a child has a dog, etc...)	Realistic pictures of homes, neighborhoods, schools, as well as pets, animals, etc.... from the story from books, magazines, etc...	Pictures that can be used to help create drawing.	Allow student to bring in a photograph that represents their home, neighborhood, or environment with a pet, animal etc. and discuss it.	Choose their drawing or block construction.	Voice output device can be sent home for parent to program information about student’s home/ neighborhood, etc...	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.
Geography Descriptive Words:	Books	Choice board or voice output	Utilize the pictures in the	Student participates in	Voice output device with	Students assist with	Models and samples

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While reading the stories note descriptive and attribute words.	Easel and pointer.	device.	book and manipulatives for verbal prompting.	discussion.	choices.	voice output device.	
Economics: Discuss with students different jobs and workers surrounding different animals in the story (dogs/cats-pet shop, pound, and cow-farm).	Pictures and props for workers and worker tools.	Realistic pictures of jobs and workers.	Limit number of jobs discussed.	Students can choose props and pictures to match workers to their job/tools.	Voice output device with pictures of different occupations and phrases to match.	Peers assist students who may need it.	Modeling and verbal prompting.
Economics Making Choices: Provide choice board for daily center / work time activities.	Chart board Pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses their center and/or work time.	Voice output device with choices.	Peers assist students who may need help with voice output device.	Modeling.
Civics / Citizenship: Establish class rules and expectations. Start the day with a share time where	Pictures that represent class rules and expectations posted in the class	Provide smaller version of class rules and expectations using pictures for individual	Limit pictures and wording to describe rules and expectations. (Keep it simple)	Children help in determining expectations for class	Voice output device used during sharing time programmed with	Peers assist students who may need it.	Modeling and verbal prompting.

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each child may contribute to the class discussion.		student use and reference.	One to three rules		expectations for the class		
Skilled Movement: The Old Lady says (Simon Says game)	Pictures that represent different movements.	Choice board or voice output device.	Fewer choices of movements.	Non-ambulatory child can lead class in movements.	Randomizer to be used to identify the order of movements.		Modeling.
Movement Principles and Concepts: Sing different songs and finger plays related to the story. (Attachment 1B)	Visual and Gestural Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk)	Limit number of gestures Simplify by using repetitive pictures for visual cues	Let students choose which number to start with.	Voice output device (not included in the kit) programmed with parts of the songs. Example: Big Mack, Cheap Talk, Tech Talk, etc...	Peer assists the child to activate the device	Modeling and visual cue
Personal Fitness: What we eat activity. Students can discuss and sort different foods, whether healthy or not healthy.	Pictures and manipulatives of different foods.	Choice board or voice output device for choosing food and deciding which category it belongs in.	Fewer choices	Child chooses the manipulative and/or picture for sorting and discussion.	Voice output device with choices.	Peer assists the child to activate the device	Monitoring and support.

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Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment.	Adult monitoring and support.	Voice output device with various choices of outdoor activities.		Student can choose outdoor activity.	Adapted swings, scooter boards, etc...	Pushing swings, pulling wagons	
Responsible Behaviors: Have students draw a picture of what it would look like if we were not responsible in cleaning up our mess after eating breakfast and lunch at school.	Discussion of responsible behaviors in school during and after eating. Pictures and manipulatives.	Provide pre-arranged cut outs for students to pick from to create their picture.	Provide craft materials for creating the mess.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors for class discussion.	Peer assist students who may need help activating the voice output device	Modeling.
Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this	Adult monitoring and support.	Choice board or voice output device for choosing outdoor activities.	Fewer choices of outdoor activities.	Child chooses their outdoor activity.	Voice output device with choices.	Peer assist to those students with motor difficulties.	Monitoring, support, and modeling of good physical activity.

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time children should have access to large open spaces and be able to be active on large appropriate recreational equipment as well as being able to play with balls and other manipulative objects.							
Self Concept: Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan.	Choice board and pictures that represent choices for students.	Provide individualized, smaller choice board.	Limit number of choices for students.	Students choose activities and plans and how to carry out those plans.	Voice output device to identify choices.	Peer assist to those students who may need it.	Modeling and verbal prompting
Self Control: Students should practice responsibility and self control during clean up time after eating.	Child size cleaning materials Visual timer for transitions.	Pictures to represent steps of what to do when students are finished with a meal. Visual timer.	Simple song for transitions. Simple instructions for what to do when students	Child chooses to follow the instructions for clean up and transition 😊	Visual timer.	Peer assist to those students who may need it.	Teacher assigns helper jobs for bigger daily clean up jobs.

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Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another.			are finished eating.				
Approaches to Learning: Students should participate daily in small group planning and discussion.	Structured planning time.	Chart that represents order of students turn for sharing their plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Students choose their plan and discussion.	Pictures and chart for planning time.	Peer assist to those students who may need it.	Modeling.
Interaction with Others: Allow students an opportunity to create their own story where the Old Lady	Pictures Graph of students thoughts and ideas.	Alternative pictures of appropriate interaction strategies.	Identify through positive reinforcement models of appropriate communication	Child chooses their story	Voice output device for interaction from a child with limit expressive	Peer assist with device to those students who may	Modeling and role playing.

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<p>swallows healthy foods. Allow students to use pictures of what they consider healthy food and allow them to create the story using their ideas and thoughts as a group.</p> <p>Model appropriate styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p>		<p>Use solution kit pictures.</p>	<p>and interaction in addition to role-play identification.</p>		<p>language skills.</p> <p>Solution kit pictures.</p>	<p>need it.</p>	

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<p>Social Problem Solving: Student social story. Provide a social story for students to discuss, read (by pictures) and color.</p> <p>Meal time social story.</p>	Different examples of social stories.	Solution kit and additional pictures that represent social problem solving.	Utilize a simple short social story.	Students choose social story.	Voice output device with parts of the social story and pictures to represent them.	Peer assist to those students who may need it.	Modeling and verbal prompting. Lead discussion about the different social stories.

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ATTACHMENT 1A

Lady	Fly	Spider	Bird	Cat	Dog
Horse	Cow	Hungry	Wiggled	Giggled	Swallowed
Old	Fancy	Hog	Eat		

ATTACHMENT 1B

Shoo Fly, Don't Bother Me

Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
For I belong to somebody.

I feel, I feel,
I feel like a morning star,
I feel, I feel,
I feel like a morning star.

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There's a Fly Up in the Air

(tune: "If You're Happy and You Know It")

There's a fly up in the air, in the air.

There's a fly up in the air, in the air.

There's a fly up in the air

It saw _____ and landed there.

There's a fly up in the air, up in the air.

*Use words such as names, color words, etc. in the blank.

Shoo Fly!

(tune: "This Old Man")

1, 2, 3,

Flies bug me.

Shoo, fly, shoo;

Don't bother me.

4, 5, 6, 7, 8, 9, 10,

Shoo, fly, shoo,

Again and again!

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Additional Activities

<http://www.enchantedlearning.com/stories/rhyme/ladyfly/>

<http://www.enchantedlearning.com/rhymes/coloring/ladyfly/>

<http://www.fastq.com/~jbpratt/education/theme/animals/insectsbugs.html>

There was an Old Lady who Swallowed a Fly

Kit contains: There was an Old Lady who Swallowed a Fly book, Virginia's Foundation Blocks for Early Learning, Big Book "There was an Old Lady who Swallowed a Fly" supplemental item, My Grandmother went to Market Memory Game, Traditional Songs and Nursery Rhymes on Tape, Pocket cat book, Pocket Pony book, Old Lady Puppet with 7 bean filled animals, Teachers guide, Picture This software and go talk button, and Communication Waist Apron.