

FARM UNIT

Kit contains: Barnyard Hullabaloo, Old MacDonald, Five Little Ducks books, duck puppet, five little ducks tape, farm puzzle, Old Mac's Farm CD, trial version of overlay maker, switch-adapted battery cow toy, cow switch, puppet with finger animals, nursery rhyme tape, counting game, go talk button, Old MacDonald Interactive book, and literacy strip for hardcover book.

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
Oral Expression: Sing a song to the tune of "Wheels on the Bus" with the animals and their sounds	Visual (picture or gesture) or auditory cue	Voice output device (ex Big Mack)	Limit number of animals and sounds; simplify by type of animals used	Let students choose the next animal in the song	Voice output device	Peer would assist the child to activate the device	Modeling and visual cue
Vocabulary: Use animal movements during transitions (i.e. hop like a frog to the table)	Verbal, visual or gesture cues	Non-ambulatory child can direct students to the movement	Individualize child's movement based on their ability	Let student choose the animal they want to be	Use Cheap Talk to let child choose animal	Use peers to assist those who need help	Modeling and visual cues
Phonological Awareness: Rhymes- i.e. "Peter, Peter Pumpkin Eater and "Peter Piper picked a ____"(emphasizing rhyming words and initial sounds in words)	Tactile cues under written rhyming words	Voice output device to include nonverbal child	Shorten length of the rhyme		Voice Output device and tactile/visual cues	Hand- over-hand	Multiple repetitions, visuals of rhyming words
Letter Knowledge: Use foam/magnetic letters to differentiate which start with /p/ Pick several early letters- brainstorm farm	Choice board	Picture cues for words	Extending activity over several days to allow for more instruction	Choose the letter they want to use Choose color of the letter	Voice output device, choice board, foam letters	Work as teams using colors	Modeling correct sound Assigning of manipulatives

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words w/ initial sounds Sort words by /p/ abd /f/							
Print/Book Awareness: <i>Big Red Barn</i> ; address illustrator, author etc to tune of "Farmer in the Dell"	Easel for big book; pointer	Interactive story books...characters are manipulatives Create own interactive book using Boardmaker Tactile cues to follow text with finger	Use a big book version of <i>Big Red Barn</i>	Child chooses which animal manipulative they want to be	Interactive story Cheap Talk so child can make choices	Partner activities	Tell story using interactive book and manipulatives and conduct the retell of the story
Written Expression: Make letters of own name with pumpkin seeds Use pudding as soil, plant seed in the "soil"	Visual of student's name	Gluing on top of pattern of their name Use glue or colored/glitter glue to write child's name for them to put seeds on	First letter of child's name Glued shape or line Trace their name already written with seeds	Choose color of paper	Use packing peanuts instead of seeds for those with fine motor weaknesses	Pair students with same letters in name or letters made with straight vs. curved lines	Pre-write name for student or hand-over-hand

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Number and Number Sense: Counting seeds, ducklings, number of farm items seen on a field trip, etc	Pointer for student to point to each item as counted	Photographs of the trip	Prompt child by saying, "You found 3 ducks. One, two, Three. How many?"	Choose animal or item they are counting	Pointer Digital Pictures Voice output device with numbers on it	Allow a peer to help children count	Hand-over-hand for counting
Computation: Use farm animal paper plates made into a puppet. Each student is an "animal"...how many pigs, etc do we have?	Paper plates and tongue depressors for puppets Preferential seating Counting sets	Grippers on handle of puppet to make easier to hold	Use fewer animals	Let them choose the animal puppet they want to be		Buddy up	Modeling and visual cues
Measurement: Sort animals by size (big/little/medium)	Various manipulatives	Use large manipulatives for easier handling	Limit sets...ex big/little only	Choose animals they prefer to work with	Voice output device	Teams	Verbal and gestural prompts
Geometry: Find basic shapes around the farm (barn-rectangle, pond-oval)	Digital pictures of farm from field trip	Give students die cut shapes Use 3 dimensional figures as model	Focus on only one shape	Allow child to use their preferred color "shape die cut"	Use shapes with differing textures (i.e. sandpaper, etc.)	Complete tasks with peer from older grade	Verbal and gestural prompts Monitor peer support activity
Data Collection: Predict how many seeds are in a slice	Chart paper, markers, Pumpkins, object	Use SMARTBoard vs. chart paper and markers	Use a very small slice or one with less seeds	Children choose slice to count	Voice output with programmed	Pick out and wash/dry	Verbal prompts, safety, and monitoring

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<p>Matter: Using manipulatives (pig, cow, horse, duck, etc...) students will describe physical properties such as their color, shape, texture, size, weight, and position.</p>	<p><i>Barnyard Hullabaloo</i> book.</p> <p>Easel</p> <p>Pointer</p>	<p>Voice output device to include a nonverbal child.</p>	<p>Provide choice board of words (pictures) that can help students with the vocabulary to describe their item.</p>	<p>Students can choose their manipulative to describe.</p>	<p>Voice output device (program with descriptive words related to the activity)</p>	<p>Hand- over-hand. Peer would assist student in activating the device if necessary.</p>	<p>Modeling and providing visuals.</p>
<p>Life Processes: Keep baby chicks in the classroom and have students discuss changes over time to the chicks. What has changed? What is the same?</p>	<p>Use a life science model of egg to chick.</p>	<p>Provide pictures of the growth process of animals.</p>	<p>Take pictures of the chicks at different times for visual support for students to remember what the chicks looked like before.</p>	<p>Students have opportunity to participate and lead discussion.</p>	<p>Voice output device programmed with questions so that student can assist teacher in discussion. Example: "what changes do you see in our chicks?"</p>	<p>Peer assist with activating voice output device if necessary.</p>	<p>Verbal prompting.</p>
<p>Space Systems: Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard</p>	<p>Manipulatives such as various farm animals and tools etc...</p>	<p>Use larger manipulatives for easier viewing and identification.</p>	<p>Limit number of manipulatives used.</p>	<p>Child identifies which item they see.</p>	<p>Voice output device for the child to identify the items.</p>	<p>Peer would assist student with activating the device if necessary.</p>	<p>Verbal prompting and modeling.</p>

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cutouts of various "farm animals and tools." Cast shadows on the screen by holding the cardboard in front of the light source. Ask children to identify the items.							
Earth Patterns, Cycles, and Change: Use a science model of things that grow on a farm, such as corn, from seed to plant. Discuss the change over time in the corn.	Pictures that represent various stages of the plant growth process.	Provide pictures of this process so that students with limited expressive language skills can participate in discussion.	Limit the number of pictures used.	Students help to choose what pictures they want to use for discussion.	Pictures can be placed on a key ring for easy access during this unit.	Peer assist with pictures.	Modeling and verbal prompting.
Resources: Teach students to recycle.	Recycling bin in the classroom.	Pictures of things that can be recycled.	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.
History Similarities and Differences: Compare how	Unbreakable mirror		Compare children with cows only	Allow the children to choose the	PECS picture cards representing	Children work in teams	Verbal and gestural prompting

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children are alike and different from farm animals				animal they want to compare to	body parts as prompt cards		
History Change over Time: Have children share photographs of themselves when they were babies	Pictures, Scanner, SMARTBoard	Pictures can be adhered to foam for easy handling	Have picture of infancy as well as a current picture posted side by side for easy comparing	Children decide whose turn is next	View scanned pictures on the SMARTBoard for child with a visual impairment	Work in small groups. Peer assist to those who need help.	Scanning pictures, verbal prompting
Geography/ Location: Involve children in creating simple representations of a farm using block construction.	Blocks, real pictures of farm living as prompt cards	Pictures can be adhered to foam for easy handling	Only represent "in the barn" or "outside the barn"	Choose peer to create block construction with.	Pictures and voice output device programmed with choices such as "I want to make a fence."	Students assist those who need support in participating in this activity.	Modeling and redirection if needed.
Geography Descriptive Words: Have a verbal scavenger hunt in the room, including direction words such as <i>on, under, over, behind, near, far, above, below, toward, away</i> , etc.	Die cut animals	Place item at eye level on specific clues and offer these clues to a child who uses a wheelchair	Multiple children hunt the same clues	Children can make up clues	Voice output device with pre-recorded clues	Hunt in teams	Record output device, model and offer cues

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Movement Principles and Concepts: Sing different 'farm' songs / finger plays.	Visual and Gesture Cues (gestures from song/finger play and pictures)	Voice output device programmed with some or all parts of the song.	Limit number of gestures Simplify by using repetitive pictures for visual cues.	Let students choose which song or finger play to start with.	Voice output device (not included in the kit) programmed with parts of the song.	Peer would assist the child to activate the device	Modeling and visual cue
Personal Fitness: Discussion of "healthy foods" and have students sort into healthy and non healthy categories.	Pictures of different foods and manipulatives	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 assist with voice output devices if necessary.	Monitoring and support.
Responsible Behaviors: Discussion of responsibilities in the cafeteria during and after eating. Have students draw a picture of their responsibilities in the cafeteria during and after eating.	Discussion of responsibilities in the cafeteria during and after eating.	Cutouts that can be used for students to create their pictures.	Provide craft materials.	Students choose the color paper they want to use, craft materials, etc...	Visual support and voice output device programmed with various responsible behaviors.	Peer assist to those students who may need it.	Modeling.

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<p>Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this 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.</p>	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.
<p>Self Concept: Dress as farmers and farm animals during centers, allowing children to demonstrate self-direction in the use of materials.</p>	Various clothing items and props for farmers and animals	Offer some items that can be put on simply (big or no buttons, no zippers)	All dress as farmers	Children choose all props without prompts	Pictures on a choice board to represent clothing/prop options	Peer assistance those students who may need it	Be sure to dress up yourself! Modeling and/or verbal prompting

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Self Control: "Clean/care for the barn" using child-sized materials	Broom, dust pan, "water" in buckets, sponges, plastic shovels, brushes, gloves	Pictures representing what it takes to care for a real barn	As a group pretend to care for only one specific farm animal	Allow child to draw a picture of their favorite part of the activity during follow-up	Adapted props (i.e. large handle on bucket, Velcro on brush/glove with Velcro for the child with motor delays)	Clean/care for the barn in teams	Modeling and verbal prompting.
Approaches to Learning: Select and complete a farm puzzle	Various farm puzzles	Offer interlocking puzzles and puzzles with pegs	Work on puzzles in pairs	Students choose when they work puzzles	Record voice output device for child with limited language so they can request "help"	Pairs	Verbal and gestural prompts
Interaction with Others: Demonstrate interaction strategies through role-play with ducks from kit.	Stuffed ducks	None	In a group, discuss appropriate ways to greet others "ducks"	Child chooses whether they are a brother or a sister duck	Voice output device for interaction from a child with limited expressive language skills.	Work in groups, brother ducks and sister ducks	Modeling and role playing.
Social Problem Solving: Write a story regarding a social	Chart paper and markers	Use large print and pictures	Complete activity in very small groups	Students draw pictures	Use SMARTBoard Notebook	Peers offer suggestions to others	Lead discussion about the different social

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situation (waiting your turn)with the class							stories and prompt verbally.