

Over in the Meadow Literacy Kit

Kit contains: Over in the Meadow big book, frog switch and duck battery operated switch toy, 15 farm animal finger puppets, 56 letter rods, go talk button, egg, tadpole, and frog life cycle illustrated book, and life cycle of a frog science model puzzle

Activity	Environmental Support	Material Adaptations	Simplify the Activity	Child Preferences	Special Equipment/AT	Peer Support	Adult Support
Oral Expression: Retell story using finger puppets.	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.	Voice output device	Peer would assist the child to activate the device	Modeling and visual cue
Vocabulary: Act out words such as swim like a fish, hop like a bunny, nibble like a squirrel, buzz like a bee, etc.	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: Play "Down by the Bay." Make rhymes such as pig with wig, etc.	Tactile cues under written rhyming words	Voice output device to include nonverbal child	Shorten length of the rhyme	Let student choose next rhyming word	Voice Output device and tactile/visual cues	Hand-over- hand	Multiple repetitions, visuals of rhyming words
Letter Knowledge: Create a sound box with letter "M" words such as monkey, mommy, mouse, etc.	Choice board	Picture cues for words Use letter rods to make simple 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
Print/Book Awareness: Over in the Meadow; address illustrator, author, front cover, back cover, and spine.	Easel for big book; pointer	Interactive story books...characters are manipulatives Create own interactive book	Sing the text.	Child chooses which animal manipulative they want to	Interactive story Cheap Talk so child can make choices	Partner activities	Tell story using interactive book and manipulatives and conduct

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		using Boardmaker Tactile cues to follow text with finger		be			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
Number and Number Sense: Count seeds, count animals on each page of book.	Pointer for student to point to each item as counted Felt board, magnetic board	Use flashlight to count the animals.	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 Digital Pictures Voice output device with numbers on it Communication Board	Use peers as the 2-man prompt	2-man prompt Hand-over-hand for counting
Computation: Dress like favorite animal. Come forward when animal is called. Class mimics child.	Paper plates and tongue depressors for masks	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	Communication Board	Buddy up	Modeling and visual cues

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	Preferential seating Counting sets						
Measurement: Sort animals by size (big/little), count corn kernels, measure spider legs	Real items (corn) and manipulatives	Use sorting trays with picture cues.	Limit sets...ex big/little only	Measure items of choice	Voice output device, manipulatives of farm animals for sorting	Peer can hold measuring tool.	Model which items are big and little... sorting activity to begin with
Geometry: Find basic shapes around the meadow (pond-oval, fence square) Build fence using craft sticks; draw animals using shapes	Pictures from magazines or books of animals in story. Bring in a gold fish.	Give students cut out shapes and a model to follow 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) Software that makes animals from shapes	Peers can help with blocks and cutting.	Modeling and samples of shape animals
Data Collection: Predict how many nuts in a jar, how many carrots in a bag.	Chart board 3-D animals	Choice board or voice output device	Fewer number of nuts in jar. Give choice of number of nuts in a jar.	Child chooses nuts or carrots	Voice output with choices, roll dye.	Peer can role dye.	Models and samples
Patterns and Relationships: Make pattern using animal manipulatives. Which one comes	3-D manipulative puppet	Voice output device with "which comes next"	AB pattern vs. ABCD pattern	Choosing the puppet	Voice output		Samples and models
Scientific Investigation,	Ruler, string	Construction paper cutouts of	Read the book "The	Child can choose	Voice output device	Peer would assist the	Modeling

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<p>Reasoning and Logic: Students will use various sizes of fish to measure and compare sizes</p>		fish.	Little Fish That Got Away.” Compare the sizes of each fish	object of their choice to measure.	programmed to with “This one is shorter, this one is longer”	child to activate the device. Hand over hand.	
<p>Force, Motion, Energy: Place magnet on end of a fishing pole and children can catch fish from the pond.</p>	Verbal cues.	Larger magnets at end of string. Shorter string at end of pole.	Limit the number of fish to catch	Let students work in small groups.	Use voice output device programmed with “This one sticks to the magnet,” and “This one does not stick to the magnet.”	Use peers to assist those who need help.	Modeling
<p>Matter: Using manipulatives (15 farm animal puppets), students will describe physical properties such a color, shape, texture, size, etc.</p>	Magic box to place puppets in and have children guess which animal they have grabbed.	Picture cues of the different animals in the box.	Limited number of items in the box.	Let children choose the animals to put in the box.	Use voice output device programmed to say, “Find the sheep.” Have only that animal in the box.	Use peers to assist those who need help.	Modeling, visual cues, verbal prompts.
<p>Life Processes: Compare the growth of a person to the growth of the frog.</p>	Have parents send in pictures of each child when they were a baby.	Picture cues of the life cycle for people and frogs.	Use the life cycle of a frog science model puzzle.	Use the life cycle puzzle or read the frog life cycle illustrated book.	Use the frog switch. Child can push the switch when the tadpole becomes a frog.	Use peers to read the life cycle illustrated book.	Bring in personal pictures of own life cycle from baby to teen to adult.
<p>Space Systems:</p>	Use cardboard	Use large stuffed	Limit	Child	Voice output	Peer would	Verbal

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Match the shadows of each animal finger puppet.	shapes and a strong light source.	animals for easier viewing and identification	number of animals used.	chooses the animal to be used for the shadow.	device for the child to identify the animal.	assist student with activating the device.	prompting and modeling.
Earth, Patterns, Cycles, and Change: Use the frog life cycle illustrated book and life cycle of a frog science model puzzle to discuss change over time of a frog.	Use the life cycle book to demonstrate the stages of frog development.	Use large, simple, and colorful sequence pictures for children that may have difficulty discriminating pictures from the book.	Limit the number of pictures used.	Children choose the book or the puzzle to be used in the discussion.	Pictures can be placed on a key ring for easy access during this unit.	Peer can assist with key ring. They can also help assemble the puzzle, or hold up picture cards.	Modeling and verbal prompting.
Resources: Discuss water conservation and pollution, and the animals that live in water or on the land.	Use the classroom sink to demonstrate the best way to save water.	Use the finger puppets to discuss which animals live in water and which animal lives on land.	Limit the number of finger puppets.	Let the children pick the finger puppet.	Use picture bins to sort the animals that live in water or on land.	Use peers to assist those who need help sorting the finger puppets.	Modeling and verbal prompts.
History Similarities and Differences: Have children discuss the differences and similarities of the animals in the story.	Use the big book and the finger puppets.	Use pictures and visual boundaries for the students to place the animals in different categories.	Use fewer pictures	Let children re-tell the story using the big book.	Voice output device programmed with a specific section (line) from the story so that the student can participate in	Peer would assist student to activate device if necessary.	Modeling and verbal cues.

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					the retelling.		
History/Change over Time: Discuss how people and animals change over time.	Have the children bring in baby pictures.	Use pictures from a baby magazine and other magazines to show how people grow.	Use a book on baby animals to show the change in time of all creatures.	Let the children choose animals to discuss.	Voice output device with a few animal sounds programmed to make a choice.	Peer would assist student to activate device if necessary	Modeling and verbal prompting.
Geography/Location: Describe living in the country vs. living in the city.	Read the big books "In the City and In the Country."	Use pictures from books or magazines of city and country life.	Allow students to bring in pictures of their residence.	Let the children choose the book	Voice output device with choices of city vs. country living.	Student assists with voice output device	Modeling and verbal prompting.
Geography/Descriptive Words: Animals that live in the water vs. animals that live on the land. Animals that can sit on a fence vs. animals that could go under a fence.	Felt board with pictures of water, fences, and animals.	Pointer, flashlight	Pick either lives in water/land, or sits on the fence/goes under a fence.	Let the child choose animal	Voice output device to select animal.	Peer assists with voice output device	Modeling and picture cues.
Economics/World of Work: Discuss the jobs people living on a farm might have.	Pictures and props for workers and worker tools.	Read the book "The Big Red Barn." Discuss how each of the animals helps the farm.	Use a few pictures of familiar animals such as a pig, cow, and rooster and discuss how they help the	Let the children pick animals to discuss	Voice output device to select an animal	Peer assists with voice output device.	Picture cues.

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			farm.				
Economics/Making Choices: Provide choice board for daily center/work activities.	Chart board pictures representing centers and work time.	Choice board and voice output device.	Fewer choices of centers and work time.	Child chooses center and/or work time.	Voice output device with choices.	Peer assists those students who may need it.	Modeling and verbal prompting.
Civics/Citizenship: Establish class rules and expectations.	Pictures that represent class rules.	Provide smaller version of class rules and expectations using pictures for individual use.	Limit number of pictures.	Student picks a rule to discuss with class	Voice output device used to choose the rule to discuss during class discussions	Peer assists those students who may need it.	Modeling and verbal prompting.
Skilled Movement: Kite flying song, ie. Let's Go Fly a Kite song from the CD Musical Scarves	Use scarves for kites with visual cues for gestures.	Pictures of children flying kites	Shorten the length of the song.	Student picks a color of scarf.	Scarf can be wrapped around a ring for easier manipulation.	Peer helps any student who may need it.	Modeling.
Movement Principles and Concepts: Sing different songs that would apply to the meadow theme. For ex: Spring Song (see attachment 1A)	Visual and gesture cues (gestures for song/finger play).	Voice output device programmed with some or all parts of the song.	Limit number of gestures. Simply using picture cues.	Let student choose which verses to sing.	Voice output device programmed with parts of the song. Use the frog switch	Peer would assist child to activate the device	Modeling and visual cues.
Personal Fitness: Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor equipment	Adult monitoring and support	Choice board for choosing outdoor play activities.	Fewer choices of outdoor activities.	Child chooses outdoor play activity.	Voice output devices with choices.	Peer assists students with gross motor difficulties.	Monitoring and support.

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Responsible Behaviors: Provide opportunities for children to explain simple safety rules both inside and outside the classroom.	Explanation and modeling of safe play and space perimeters.	Picture cues of safe play. Tape to outline boundaries.	Place tape to outline boundaries.	Child chooses to play in certain outlined spaces.	Visual support for boundaries.	Peer assists those students who may need it.	Modeling and verbal prompts.
Physically Active Lifestyle: Encourage children to walk, jump, run, and hop. Listen to the song: Listen and Move, by Greg and Steve.	Adult participation and support	Choice board for doing those activities outdoors.	Have children hop, skip, tiptoe, etc. to the activity table or to the line for going outside the class.	Let the child choose which activity they want to do inside and outdoors.	Voice output device with choices.	Peer assists students with motor difficulties	Monitoring, support, and modeling of good physical activity.
Self-Concept: Provide daily opportunities for children to choose an activity, make a choice, and finish what they start.	Choice board, bulletin board for completed work.	Provide individualized choice board and timer.	Limit number of choices for students.	Student chooses an activity and describes what they plan to do.	Voice output device with choices.	Peer assists those students who may need it.	Modeling and verbal prompting.
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 his/her plans, thoughts, and ideas.	Provide opportunity for smaller group planning and discussion time.	Students choose his/her plan and discussion	Pictures and chart for planning time.	Peer assists those students who need it.	Modeling.
Interactions with Others: Model	Photographs of children using	Read the book "D. W.'s Guide to	Focus on a few manners	Child chooses	Voice output device for	Peer models	Modeling and identifying

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appropriate manners. Share different situations where good manners are important. Role play using manners such as, "Please and Thank you."	good manners.	Perfect Manners."	such as, "please, thank you, excuse me."	which manners to discuss.	choosing correct response.	appropriate behavior for those who need it.	appropriate behaviors.
Social Problem Solving: Provide a social story on solving problems. Ex: social story on keeping our world clean and not littering.	Different examples of social stories.	Additional pictures that represent social problem solving.	Utilize a simple short story or hold a discussion on social problem solving and allow children the opportunity to provide input.	Students choose social story	Voice output device with various phrases representing the social story.	Peer assists those students who may need it.	Modeling and verbal prompting.

ATTACHMENT 1A

Spring Song

Sung to: "London Bridge"

Leaves are growing on the trees, on the trees, on the trees,

Leaves are growing on the trees, It is springtime.

All the grass is turning green

See the birdies build their nest

Watch the flowers start to grow