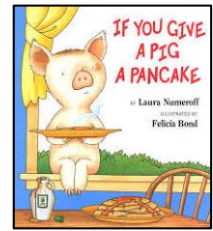









Book Title: If You Give A Pig A Pancake


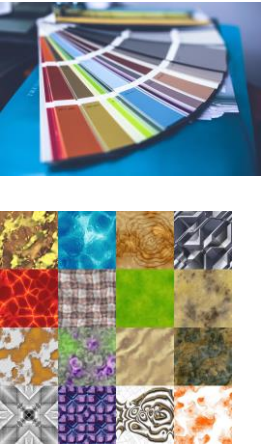
Author: Written by Laura Numeroff, illustrated by Felicia Bond

Grade Level: PreK-2

Brief Plot Synopsis: What kind of adventure will you go on if you give a pig a pancake?



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Pig stuffed animal</p> 	<p>When the pig is mentioned in the story.</p>	<p><u>Motor:</u> Student can reach to grab animal. Students can touch and feel fur to identify characters. <u>Academic:</u> Identifying main character.</p>
<p>Circle face with yellow string to represent boy placed on a high contrast background.</p> 	<p>Whenever the boy appears with the dog in the story.</p>	<p><u>Visual:</u> The student can identify the character in the book. <u>Motor:</u> Reaching to touch the yellow yarn to identify the character. <u>Academic:</u> The student can use the face representation to identify a character.</p>
<p>Items to represent things the pig is given/what the pig does:</p> <ul style="list-style-type: none"> -Circle cloth drizzled with vanilla extract or sprinkled with cinnamon (pancake) -tape or sticky glue dots (syrup) -water or bubbles -rubber duck -towel -dolls (representing family) -hay (farm) -box (suitcase) -musical toy or music clip (dancing) -envelope (to send photo to friends) -wood, hammer, paper, glue (tree house) 	<p>Whenever an item is given to the pig in the story.</p>   	<p><u>Motor:</u> Reaching for the items to sequence events in the story. <u>Academic:</u> The student can use the object if talking about, sorting, or sequencing events in the story. <u>Auditory:</u> Students can press music on a toy or device to identify when the pig dances in the story.</p>  

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Leaves and wooden block.</p> 	<p>Whenever the characters go outside (leaves) or inside (wood block).</p>	<p><u>Motor</u>: Touch or reaching to identify the setting. <u>Academic</u>: Students can identify the setting of the story being inside and outside.</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p> 	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.)</p>	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story. <u>Academic</u>: Identifying and/or sequencing events in the story. <u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color. .</p>

Disclaimer

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