**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?

<table>
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<th>Object to Be Used</th>
<th>What part/page of the story does it apply to?</th>
<th>What are possible learning objectives?</th>
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| Pig stuffed animal | When the pig is mentioned in the story.       | **Motor:** Student can reach to grab animal. Students can touch and feel fur to identify characters.  
**Academic:** Identifying main character. |
| Circle face with yellow string to represent boy placed on a high contrast background. | Whenever the boy appears with the dog in the story. | **Visual:** The student can identify the character in the book.  
**Motor:** Reaching to touch the yellow yarn to identify the character.  
**Academic:** The student can use the face representation to identify a character. |
| Items to represent things the pig is given/what the pig does:  
- 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) | Whenever an item is given to the pig in the story. | **Motor:** Reaching for the items to sequence events in the story.  
**Academic:** The student can use the object if talking about, sorting, or sequencing events in the story.  
**Auditory:** Students can press music on a toy or device to identify when the pig dances in the story. |
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| Leaves and wooden block.                              | Whenever the characters go outside (leaves) or inside (wood block).                                   | **Motor:** Touch or reaching to identify the setting.  
**Academic:** Students can identify the setting of the story being inside and outside. |
| Textured and/or different color swatches for beginning, middle, and end on a high contrast background. | When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sand paper, slick, etc.) | **Motor:** Students can touch and feel key texture to identify when events happen in the story.  
**Academic:** Identifying and/or sequencing events in the story.  
**Visual Skills:** If a color is representing beginning, middle, and end. Students can match event to the color. . |