

Rethinking Circle Time

Sequencing/Conditionals:

Simple Conditional Logic + Literacy:

If You Give a Pig a Pancake



Lesson Summary	In this literacy and CT lesson, students work on sequencing and conditionals in a story using a book: If You Give a Pig a Pancake by Laura Numeroff. The book gives various directions and events on what will happen if a pig receives a pancake. Students will use their literacy skills to support the performance in computational thinking.
Grade Level	K-2
Subjects Addressed	Literacy, Computational Thinking
Standards	CCSS-ELA: <ul style="list-style-type: none">● RL.K.7, RI.K.3, SL.K.2● RI.1.3, SL.1.2● RL.2.7 CS (CSTA): 1A-DA-06, 1A-DA-07, 1A-AP-09, 1A-AP-10, 1A-AP-12, 1A-AP-14
Learning Objectives	Students will be able to: <ul style="list-style-type: none">● Literacy - identify the sequence of the events in the story.● Computational Thinking - present simple conditional logic using cards and a circle diagram.
Teacher Background and Content Information	<p>Sequencing - Sequencing in this lesson focuses on the reading strategy, which means to identify the components of the story and retell the events in order.</p> <p>Conditionals - In computational thinking, conditionals make decisions based on conditions. Depending on the conditions, different events will be performed. Conditionals are presented as "If... then..." statements. For example, If the score is greater than 100, then say "Congratulations!" Students should know that the next event will not be executed if the conditions are not fulfilled. This activity is meant to explore how sequencing in literacy supports students' performance of conditionals in computational thinking.</p>
Differentiate/ Inclusion	<p>For lower grades: The activities can be designed as collaborative group work instead of individual work.</p> <p>For upper grades: Encourage students to use long sentences to retell the story. Recreate a similar story and encourage students to lead the final step back to the first step. Include written activities.</p>
Materials	Direction cards, picture cards, and a circle diagram.

Online book resource:

- [If You Give a Pig a Pancake](#)

Overall Description - Version 3: If You Give a Pig a Pancake

Launch/ Engage

1. **Discuss sequencing.** Ask: *If I give you a pancake, what will you do then?* Let one student answer the question and ask another student based on the previous student's response to create a cause and effect chain. Make sure to use the "If... then..." statement. The teacher can write keywords, draw pictures, or ask students to write or draw on the blackboard depending on students' grade levels. This activity can prepare students for the Explore activity.
2. **Introduce the book.** Say: *Today I want you to help me with something. We are going to read the book, If You Give a Pig a Pancake by Laura Numeroff, do you know that book? Have you read it before?*
3. **Read the book aloud.** Remind students to be aware of how the events are sequenced in the story.

Explore

1. **Introduce the direction cards.** After reading the story, students will start to use cards to explore sequencing and conditionals. In this activity, the teacher can decide whether this is individual or collaborative group work based on students' level. Make sure the direction cards are out in front of the students but mixed up. Ask: *What do you think about these direction cards? Do you find it familiar when you see the pictures on it? What do you think the arrows mean?*
2. **Introduce the activity for the direction cards.** Say: *I am going to need you to help me to identify the order of the direction cards based on the book we read.* In this activity, students will lay out the direction cards in the way that makes sense to them. Give students 5 - 10 minutes to complete the task. Watch what the student does and do not help them unless they are stuck. If they can't get anywhere or become frustrated here are some different ways to help:
 - Say: *Tell me what you are thinking.*
 - Say: *What do you see when you look at the pattern in the direction cards?*
 - Say: *I can read the page first and see if it will help you find the next card.* (Once the student is confident again go back to the original of finding the next card then reading).
 - Keep the guidance open-ended to see what they do. Don't give them hints. Rather help them self-assess and think about what had worked previously.
3. **Have students share their story (optional).** The teacher can ask a student/one group of students to share the story based on their sequence of direction cards. Ask: *Why did you decide to lay out the direction cards in this way? Do you think the direction cards help you to remember the story?*
4. **Introduce the picture cards and the circle diagram.** Ask: *What do you think we are going to do next? What can you tell me about this circle diagram? Have you seen anything like it before?*
5. **Introduce the activity for the picture cards and the circle diagram.** Say: *Now that we have the direction cards laid out in the correct order, let's put the picture cards*

into the correct order on the circle diagram. Give students 5 - 10 minutes to complete the task. Watch what the student does and do not help them unless they are stuck. If they can't get anywhere or become frustrated here are some different ways to help:

- Say: *Tell me what you are thinking.*
- Say: *What do you see when you look at the pattern in the direction cards?*
- Say: *I can read the page first and see if it will help you find the next card.* (Once the student is confident again go back to the original of finding the next card then reading).
- Keep the guidance open-ended to see what they do. Don't give them hints. Rather help them self-assess and think about what had worked previously.

6. **Check with other students (optional).** Have students visit other groups/students' work and observe if others' works are the same. Give students opportunities to self-correct mistakes.
7. **Retell the story using the "If...then..." statement.** Invite students or groups to take turns retelling the story. They should use a short sentence with the "If... then..." statement. For example, *If a pig gets a pancake, then she will want some syrup to go with it.*

Summarize/ Explain

1. **Reflect on the activities.** Ask:
 - *How do you feel about this activity?*
 - *Which part of the activity do you think is the most challenging one?*
 - *Did you encounter any problem during the activities? How did you solve them?*
2. **Link the concept of reading strategy - sequencing with computational thinking - conditionals.** Ask:
 - *Why do you think you can remember the story so clearly?*
 - *If I gave you the picture cards and the circle diagram before the direction cards, would it be more challenging for you to remember the sequence of the story?*
 - *This story has a beginning and end. Take a look at your circle diagram and tell me what is the beginning and what is the end. Are they the same?*
 - *What if I change the story? For example, if I give a mouse a muffin, do you think the story will be the same? If the mouse didn't get a cookie, he probably wouldn't ask for a glass of milk to go with it, right?* The purpose of this question is to clarify the logic of the conditionals.

Apply/ Extend

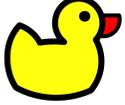
1. **Act out the story.** In this activity, students will act out the story. Say: *We are going to act out the actions in the book, If You Give a Pig a Pancake. Each of you will be given a picture card to hang around your neck that represents a part of the story. I also have some direction cards that I am going to put here for you to see. The book and the direction cards will help us figure out what order we should put ourselves in.*
2. **Give directions.** Say: *As I read it, put yourselves in the circle in the order your item comes in the book.*

3. Read the book aloud.

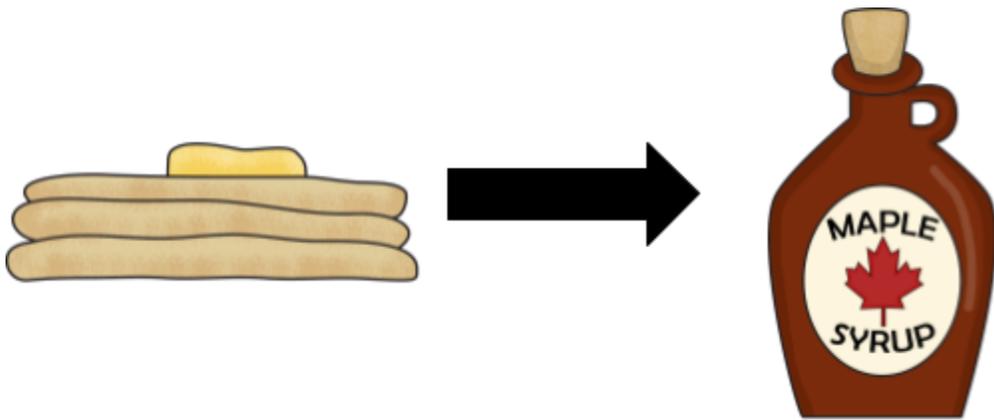
- Start to read the book and pause after the second page (“If you give a pig a pancake, she’ll want some syrup to go with it.”) so that the students can find the direction card and then find the corresponding people to start the circle.
- Then read the next page (“You’ll give her some of your favorite maple syrup. She’ll probably get all sticky, so she’ll want to take a bath.”) and again pause so that the students can find the direction card and set it out next to the first card. Then find the corresponding student to add to the circle.
- Then read one more page (“She’ll ask you for some bubbles”) and again pause so that the students can find the direction card and set it next to the other two cards. Then find the corresponding student to add to the circle.
- Then ask the students to look at the three direction cards. Ask them what they notice about the direction cards laid out.
- Ask them if they can find the next direction card before we continue reading. (Next is “bubbles → rubber duck”). Help them identify this and then read to the point of her family (“The duck will remind her of the farm where she was born. She might feel homesick and want to visit her family”).
- Continue finding the next card then reading and pausing to let the students add the correct student to the circle until all students are sequenced in the circle. Watch what the student does and do not help them unless they are stuck. If they can’t get anywhere or become frustrated here are some different ways to help:
 - Say: *Tell me what you are thinking.*
 - Say: *What do you see when you look at the pattern in the direction cards?*
 - Say: *I can read the page first and see if it will help you find the next card. (Once the student is confident again go back to the original of finding the next card then reading).*
 - Keep the guidance open-ended to see what they do. Don’t give them hints. Rather help them self-assess and think about what had worked previously.

Teacher Notes

Version 3 - Pig and Pancake picture cards:

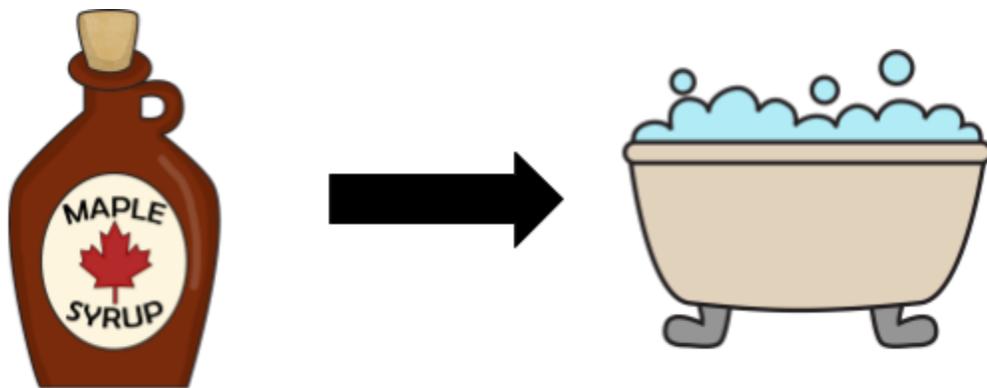
 <p>pancake</p>	 <p>syrup</p>	 <p>bath</p>	 <p>bubbles</p>	 <p>rubber duck</p>
 <p>family</p>	 <p>suitcase</p>	 <p>tap shoes</p>	 <p>something special to wear</p>	 <p>music</p>
 <p>camera</p>	 <p>more pictures</p>	 <p>envelopes and stamps</p>	 <p>mailbox</p>	 <p>wood, hammer, nails</p>
 <p>wallpaper and glue</p>	 <p>syrup</p>			

Version 3 - Pig and Pancake Direction Cards:



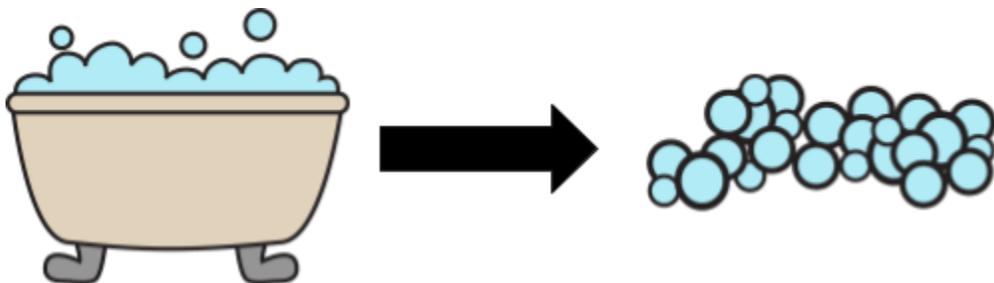
pancake

syrup



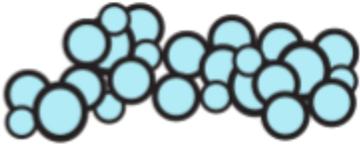
syrup

bath

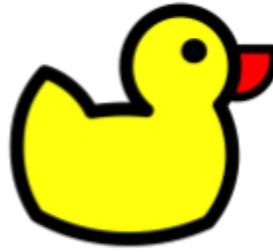


bath

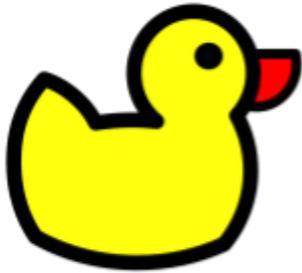
bubbles



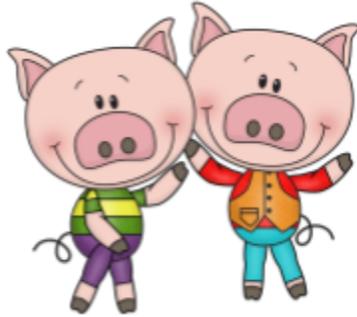
bubbles



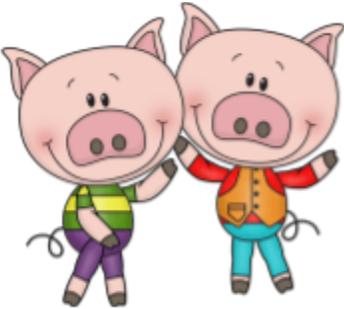
rubber duck



rubber duck



family



family



suitcase



suitcase



tap shoes



tap shoes



something special to wear



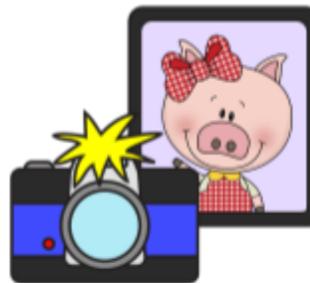
something special to wear



music



music



camera



camera



more pictures



more pictures



envelopes and stamps



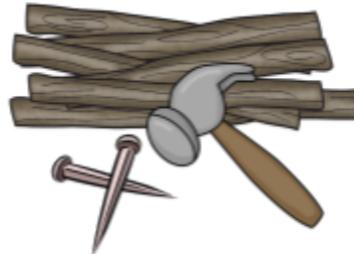
envelopes and stamps



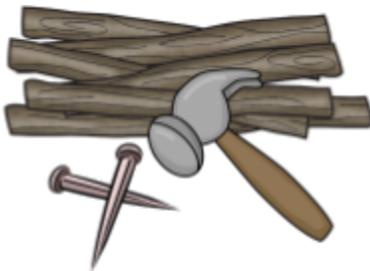
mailbox



mailbox



wood, hammer, and nails



wood, hammer, and nails



wallpaper and glue



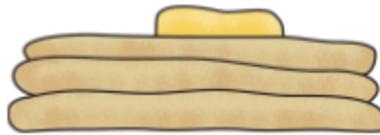
wallpaper and glue



syrup

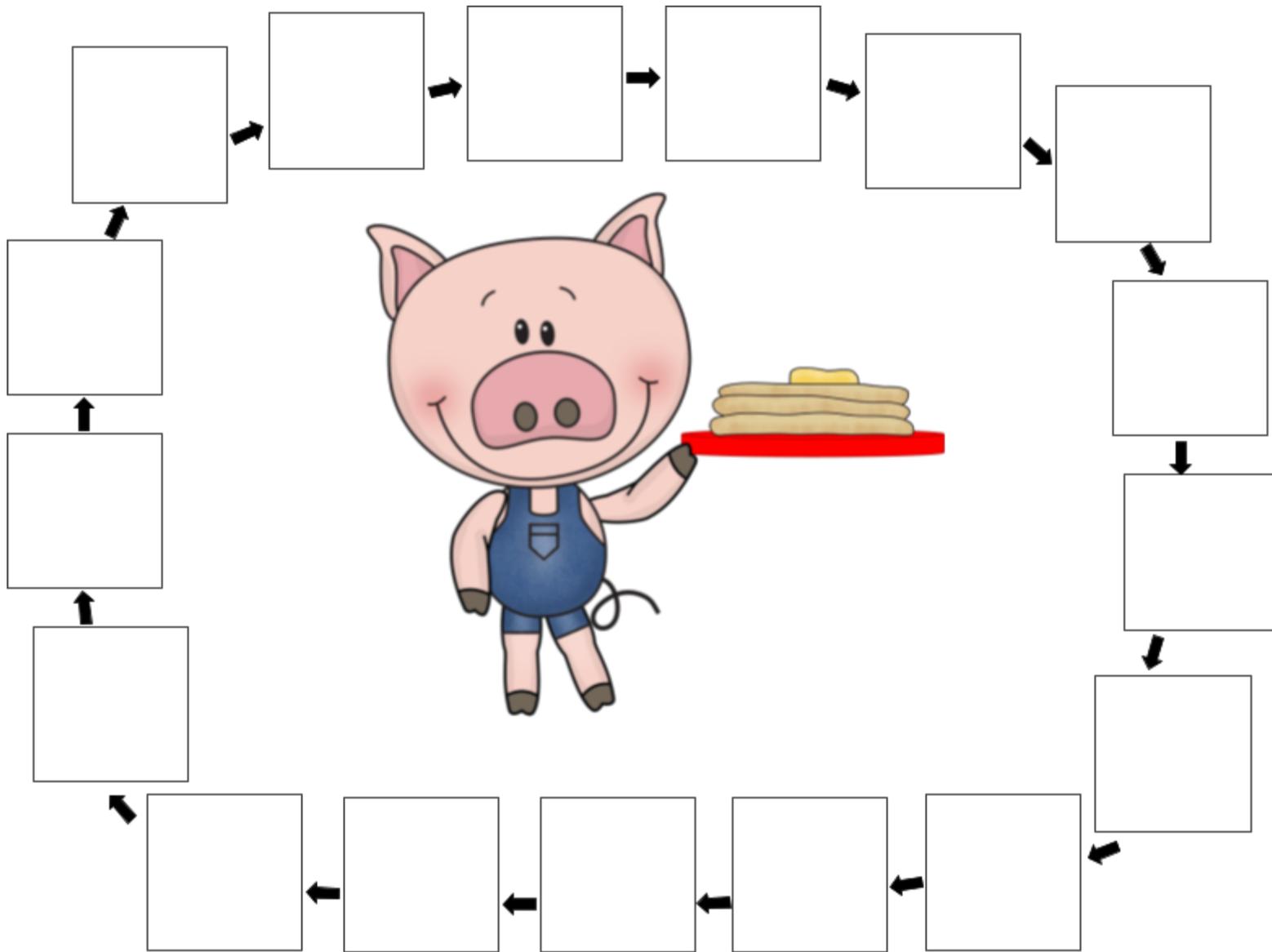


syrup

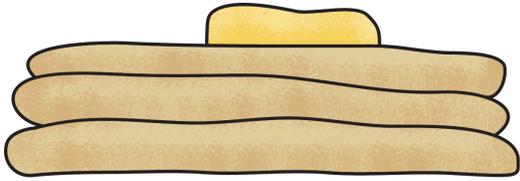


pancake

Version 3: Pig and Pancake Circle Diagram



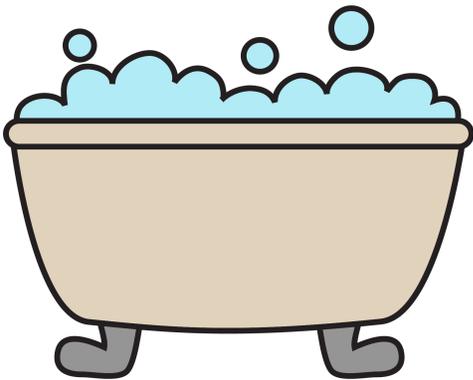
Pig and Pancake picture cards for embodied version (17 cards):



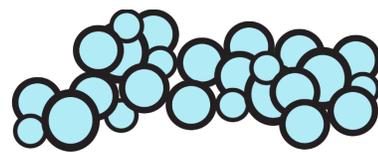
pancake



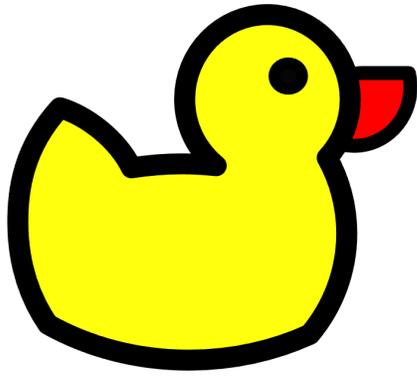
syrup



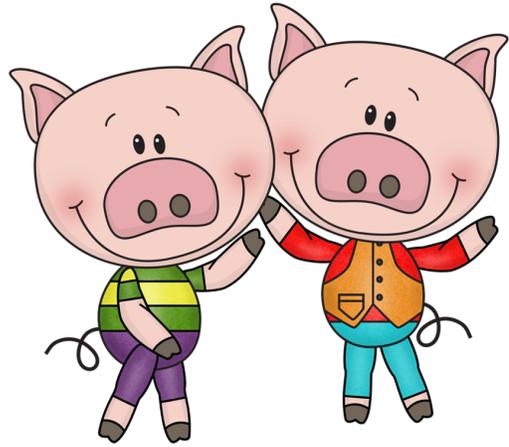
bath



bubbles



rubber duck



family



suitcase



tap shoes



**something
special to wear**



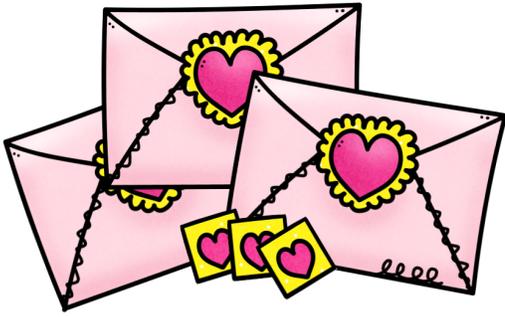
music



camera



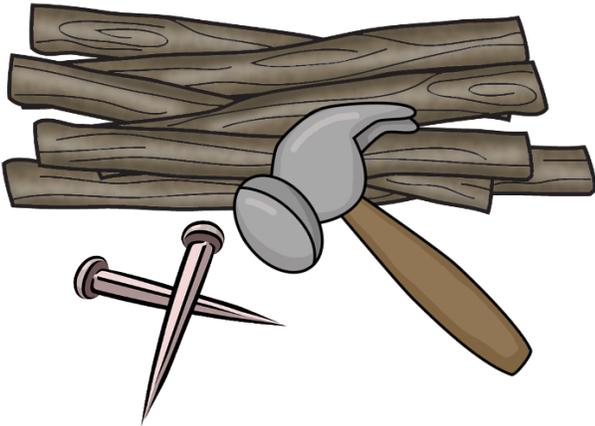
more pictures



envelopes and stamps



mailbox



**wood,
hammer, nails**



**wallpaper and
glue**



syrup