



# Activity Plan

## 1. Activity name

Making a Sandwich

## 2. Materials

Bread, peanut butter, jelly, plastic knife (for each child participating)

## 3. Environmental arrangement

Each child has personal area at the snack / meal table to make his or her sandwich; a plate with two slices of bread, a dab of peanut butter, a dab of jelly, and a plastic knife is positioned at each area. The children may choose to sit or stand. Adults should be available to assist as needed by the children.

## 4. Sequence of steps

### Beginning

The interventionist will explain to the children that they will be making their own sandwich for snack/lunch. The children and adults will wash their hands prior to going to the table area. Once everyone is finished and the interventionist has everyone's attention he or she will go through the sequence of what to do first, second, third, and last, modeling the steps while verbally explaining.

### Middle

The interventionist will instruct the children to first put one slice of bread to the side of their plate, then second, use the knife to spread the peanut butter on the other slice of bread. Third, spread the jelly on the peanut butter, and last, put the top slice of bread on top of the jelly.

### End

Once each child has completed making his or her own sandwich, the interventionist or other adult cuts each sandwich in two, placing it on a clean paper plate with each child's name printed on the plate. The children may eat the sandwiches for snack/lunch following the activity.

Following the activity the interventionist can ask who remembers how to make a sandwich. If the children need assistance he or she can repeat the sequence of the activity and then ask the children to repeat the sequence as it was stated.

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## 5. Embedded learning opportunities

Along with Adaptive A Goal 2.0, this activity provides opportunities to embed the following:

- Cog A G1.0 Initiates and completes age-appropriate activities
- Cog A G2.0 Watches, listens and participates during small group activities
  
- Cog A G3.0 Watches, listen, and participates during large group activities
- Cog D G1.0 Follows directions of three or more related steps that are not routinely given
- Cog E G1.0 Recalls events that occurred on same day, without contextual cues
- SC A G1.0 Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions

## 6. Planned variations

The interventionist may choose to have only a small number of children doing the activity at one time in order to provide additional assistance. Other ingredients can be used in place of peanut butter and jelly, such as lunchmeat and cheese.

## 7. Vocabulary (Signs and approximations)

(First, second, third, last), sandwich

## 8. Peer interaction opportunities

The children work independently for this activity because of the need for cleanliness. They may, however carry on conversation with peers, especially if they have questions about what to do next.

## 9. Caregiver involvement

Parents may be involved in the classroom activity by assisting their child and other children, or caregivers may carry over the activity to home, allowing their child to do the same or a similar food preparation activity.