

# PRC-Salttillo AAC Literacy Planner

Supporting Unity® & LAMP Words for Life®



Animal Talk

# Welcome to the PRC-Salttillo AAC Literacy Planner: Animal Talk!

This year's AAC Literacy Planner highlights books with animals as the characters. Use the included resources to model and teach five target words with students using speech-generating devices (SGD) as you read each story. See how to model target words while reading the selected book-of-the-month, in addition to completing writing, arts/crafts, sensory, and motor activities. For an added bonus: You can choose to teach a new word form or skill each month as well! Use the links to watch real animals on animal webcams and YouTube videos!

**Don't forget to use the included blank lesson template to create individualized lesson plans using your favorite books and activities.**

Watch your students' communication skills grow!

## Your Literacy Planner Development Team



**Lisa Timm**  
M.S., CCC-SLP

Training & Implementation Manager



**Beth Waite-Lafever**  
M.A., CCC-SLP, ATP

Training & Implementation Specialist



**Deb Gress**  
Marketing Specialist



**Cortney Maholtz**  
M.A., CCC-SLP

Training & Implementation Specialist



**Jane Odom**  
M.Ed.

Training & Implementation Specialist  
AAC Language Lab



**Kally Mavromatis**  
Marketing Specialist

## Introduction

- 02** Getting Started
- 03** Using the Tools
- 04** Our Consultants
- 05** AAC Definitions
- 06** Where to Start
- 07** Book List
- 09** Why & How to Model AAC

## Monthly Pages

- 11** January
- 13** February
- 15** March
- 17** April
- 19** May
- 21** June
- 23** July
- 25** August
- 27** September
- 29** October
- 31** November
- 33** December

## Tool Pages

- 35** Smart Charts
- 43** How to Make Smart Charts
- 44** Resources
- 45** Language Stages Overview
- 46** Communication Profile
- 47** Lesson Plan Template
- 49** Contact Us
- 50** Lite-tech Boards

Check out the 2022 Read Aloud Playlist at YouTube>PRC Brand for monthly read-aloud versions of the stories that incorporate the target words using Smart Charts.





January 2022 Be Brave, Little Penguin

**GILES ANDREAE**  
**Be Brave, Little Penguin**

**Core Words**  
help, play, not, scared

**Fringe Word**  
penguin

**Bonus Skill**  
Teach the concept of plurals by using the plural marker to say the word "penguins."

**Summary**  
A little penguin wants to swim with his friends, but he is afraid of the water. With some encouragement from his friends, he braves the sea to play and try new things.

**Objectives**

- Students will use single words to comment or direct others in activities using the AAC system.
- Students will add a word to sentence frame during a writing activity using the AAC system.
- Students will use the plural marker on the AAC system to say the plural form of a noun.

**Materials**

- Ice cubes and a shallow pan
- Plastic penguins or other plastic toys
- White, black, and orange paper
- Cotton balls
- Glue
- Scissors
- Be Brave site (downloaded at [prenton.com/prenton/implementation/activities](http://prenton.com/prenton/implementation/activities))
- Smart Chart of target words
- Little Tech core board/tell chart and/or speech-generating device

**Introduce the Story**

- Talk about the cover and author. Make predictions and model. This book is called "Be Brave, Little Penguin." There is a **PENGUIN** on the cover. What do you think it means to be brave? Can you take a picture with your phone? Briefly look through some of the pages and talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
- Model single words. He is **SCARED**. Pip does **NOT** want to swim. His friends **PLAY** in the water. His mommy wanted to **HELP** him. I see a lot of **PENGUINS**.
- Phonics brain and three-word combinations: Pip is a **SCARED PENGUIN**. He does **NOT** want to **PLAY** in the water. The other **PENGUINS** don't **HELP** him. Pip was sad and **SCARED** to **PLAY** in the water. Being brave means trying new things, even if you are **SCARED**. His mommy came to **HELP** him and he is **NOT SCARED** anymore.
- Repeat the story several times this month. Provide students choices to learn, practice, and independently use the words.

**Sensory: Penguin Play**

Put ice cubes and water in a shallow pan and place on a table covered with a plastic tablecloth. Add plastic penguins or other small plastic toys. Place a small piece of ice on the hands of students unable to independently place their hands in the pan. Be sensitive to students who may not like cold temperatures and don't force anyone to attempt this activity. It's ok to resist and use your words to comment on what others are doing.

- The water that **PENGUINS** swim in is cold like ice. Would you feel **SCARED** to jump into cold water like that? Can you see why Pip needed his mommy to **HELP** him **NOT** be **SCARED**?

**Amazing Animal Adventure Pack**  
Download the Amazing Animal Adventure Pack to learn fun facts about penguins.

11 • Be Brave, Little Penguin

**Watch Penguins Play**  
Visit the Pittsburgh Zoo Penguin Cam to watch Penguins play and swim.  
Those **PENGUINS** like to **PLAY**.  
Those **PENGUINS** are **NOT SCARED** of water.

**Watch penguins in action!**  
[pittsburghzoo.org/penguin-webcam](http://pittsburghzoo.org/penguin-webcam)

**Craft/Fine Motor: Cotton Ball Penguin**

- Cut 2 large circles (one black, one white)
- Cut 5 small circles (one black, one white, one orange)
- Glue the small, white circle on top of the large, white circle to form the body.
- Cut the large, black circle in half and glue on either side for wings.
- Use half of the small, black circle for the top of the head.
- Cut a small, orange circle in half and glue on for the feet.
- Glue on cotton balls, eyes, and nose.
- Can you **HELP** me make a penguin? My **PENGUIN** is **NOT SCARED**.

**Writing: Be Brave!**

- Download and assemble the Be Brave site at [prenton.com/prenton/implementation/activities](http://prenton.com/prenton/implementation/activities). Tell students you'll be using words to describe what you would do, say or think when trying to be brave about a new experience. Give an example from your life.
- Open a new slide show or document on the computer for this writing activity. At the top of the slide "What would you do to try to be brave?" Under this, write the phrase "I would..."
- Adults go first. Roll the dice and read the prompt out loud. Adult models words on the AAC device. "If I were lost and needed directions, I would ask someone for **HELP**."
- Students take turns rolling the dice. If they cannot physically roll it, you can help or ask them to choose a color and read the corresponding prompt.
- Write down the words. If using an SDO, you can use Google Docs and voice typing to transcribe the words into text or connect your Assistive device to a computer.
- Read all the sentences once everyone has had a turn. Show the prompt as a challenge to show to the group and share with others. Read out the slides to make a book for everyone.

**tip**  
If I knew then what I know now, I would have...  
...emphasized the fact that you cannot work on AAC without also teaching literacy. Communication and reading and writing go hand in hand, you can't have one without the other.  
- Hege Johnston, M.S., CCC-SLP, KTR

Be Brave, Little Penguin • 12

## Getting Started

The planner includes twelve monthly lessons that are based on specific children's storybooks with animals as characters. Each month has information about the featured book, core and fringe words to target, a list of materials needed for teaching the activities, suggested student objectives, and ideas for using these words during crafts, sensory, motor, and writing. The objectives are provided as examples but do not include measurable outcomes. Please customize them as needed for your specific learner.

Look for the **M** for guidance on how to model the target words for your students in each activity.

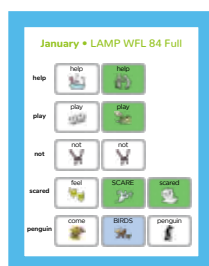
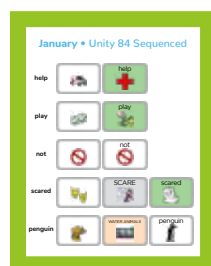
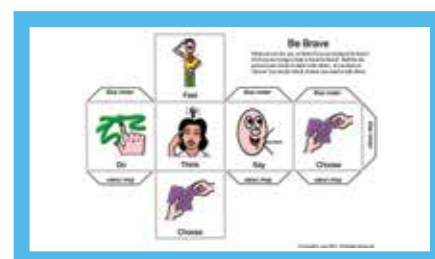
At the beginning of each month, familiarize yourself with the target words and use the Smart Charts to learn where they are located. Review the student objectives and gather the necessary materials for each lesson.

While each month provides target words for the featured book, feel free to introduce additional vocabulary to teach and model based on your student's individual needs.



Have you ever thought **"If I knew then what I know now... I would have done things differently!"**

Learn what our PRC-Salttillo Ambassadors and professionals say they wish they had known when getting started with AAC.



## The Tools section has supports you need to complete the lessons.

Smart Charts show the icon sequences for the target words in both Unity® 84 and LAMP Words for Life® vocabulary. Smart Charts can be removed, laminated, and stored in a notebook or worn on a lanyard for easy access by staff.

- A lesson plan template to create your own activities with your favorite books
- Resources for making your own Smart Charts with different vocabulary sets
- Numerous links to online resources to download that support learning
- Lite-tech Core Boards for LAMP Words for Life and Unity 84 can be used as lite-tech AAC options when teaching without a device available. They can be printed in a smaller size and also worn on a lanyard for easy access by staff.

Helping you find the most appropriate AAC Solution is of the utmost importance to us here at PRC-Salttillo!

Here are some of the many ways we can assist you:

- On-site device consultations
- Lifetime device support
- Assistance with the funding process
- Obtaining a trial device
- Implementation support for parents & professionals
- Device setup & training



## Your PRC-Salttillo Consultants are Here to Help!

Supporting Communication. Creating Connections.



### The following terms are important to know when working with individuals who have complex communication needs and benefit from augmentative and alternative communication strategies.

- **AAC:** Augmentative-Alternative Communication offers individuals a set of tools and strategies that can add to or replace speech.
- **Core Vocabulary:** Approximately 300 words we use most often, in lots of different situations and activities. Core vocabulary accounts for up to 80% of what we say each day. Examples of core words include: I, you, like, give, want, go, more, good, finished, no, come, etc.
- **Fringe Vocabulary:** The words specific to us and particular situations and activities. These are typically nouns and represent the names of people, places, and things. Examples of fringe words include: dog, pizza, dig, elevator, mountain, Aunt Claire, scissors, etc.
- **Emergent Literacy:** The actions, understandings, and misunderstandings of learners as they experience print creation or use. It includes the activities experienced before learners are conventional readers/writers.
- **Independent Reading (also called Self-Selected Reading):** A time for students to explore and read books of their own choosing independently at their level. The goal is for the learner to see himself as a competent, engaged reader.
- **Independent Writing with Access to the Full Alphabet:** Emerging AAC communicators may use alternative pencils (alphabet boards, keyboard of devices/apps, magnetic letters) to experiment with all 26 letters as they learn about print by placing letters in various order to “scribble.” Students self-select a photo for a writing prompt, and adults make meaning from their writing attempts to shape their learning.
- **Modeling:** Communication partners point to or touch symbols on an AAC system as they speak so that learners experience how their AAC system can be used to communicate. Other names to describe similar strategies include: Aided Language Input, Aided Language Stimulation, and Partner-Aided Input.
- **Speech-Generating Device (SGD):** When an AAC system uses voice output, it is often referred to as a speech-generating device or SGD.
- **Shared Reading:** An interactive reading experience for those learning to read and communicate at the same time. Someone reads the text and encourages communication by supporting the emergent reader with communication and meaning making.
- **Shared Writing:** The communication partner acts as a scribe to write the learner’s thoughts while modeling the process of writing. Predictable chart writing and dictated writing are forms of shared writing. Using a speech-generating device to recall pre-stored words that are printed/transcribed to a document by either a communication partner or computer is another example of shared writing.
- **Smart Charts:** Visual representation of icon sequences used to represent various vocabulary words. Smart Charts are organized by language system and key configuration.

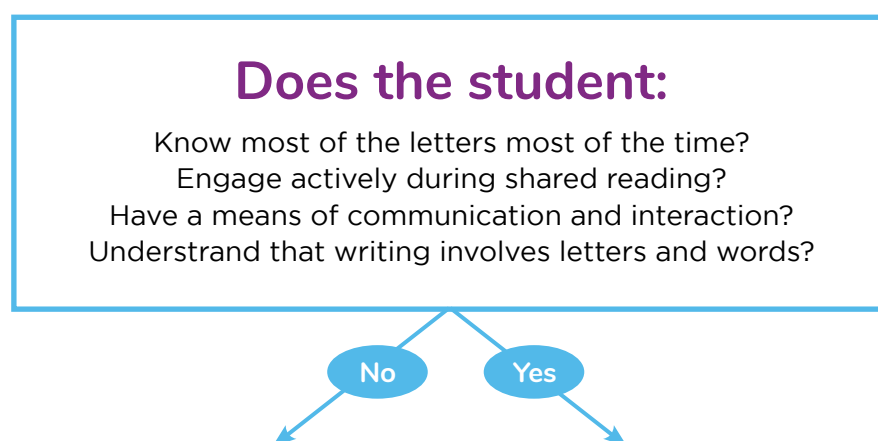


To learn more about AAC,  
go to [exploreaac.com](http://exploreaac.com).



# I'm ready to offer literacy activities to my AAC learners. Where do I start?

First, it is important to know if your AAC communicator is an emergent or conventional literacy learner. You can find this out by asking yourself the following questions:



## Daily Emergent Interventions:

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with Access to Full Alphabet
- Independent Reading
- Symbol-based Communication (with few exceptions)

## Daily Conventional Interventions:

- Guided Reading
- Word Identification and Decoding
- Writing
- Independent Reading
- Communications with Symbols + Spelling

This Planner has been designed to support AAC communicators at the emergent literacy level. Resources help you provide shared reading and shared writing experiences while you teach vocabulary to your AAC learner. As you complete these activities make sure to add in the other elements suggested for daily emergent interventions.

- Find ways to talk about the alphabet and sound awareness while reading, writing, or completing a craft.
- Encourage your learners to choose books for exploration and sharing with others.
- Provide access to the full alphabet by using an alternative keyboard (magnetic letters, alphabet manual board, or spelling page of a speech-generating device/app) for exposure to scribbling with letters. Let your learners choose a favorite photo to write about and make meaning from the letters they write to shape learning.



JANUARY



## Be Brave Little Penguin

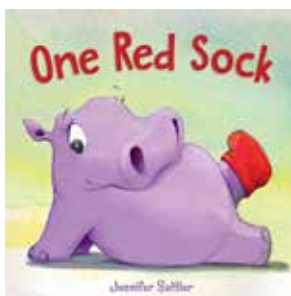
Giles Andreae

CCSS.ELA-LITERACY.SL.K.6  
CCSS.ELA-LITERACY.L.1.1.E

Core: help, play, scared, not  
Fringe: penguin  
Bonus: Teach the concept of plurals by using the plural s marker to say the word “penguins.”

**National Penguin Day is January 20th.**

FEBRUARY



## One Red Sock

Jennifer Sattler

CCSS.ELA-LITERACY.RI.K.1  
CCSS.ELA-LITERACY.RI.K.5

Core: different, same, another, where  
Fringe: sock  
Bonus: Teach color words under the “rainbow” icon.

**World Hippo Day is February 15th.**

MARCH



## Chu's First Day of School

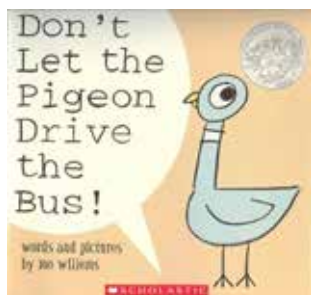
Neil Gaiman

CCSS.ELA-LITERACY.L.1.1.E  
CCSS.ELA-LITERACY.RI.K.5

Core: do, like, you, worried  
Fringe: school  
Bonus: Teach the concept of future tense with the word “will.”

**National Panda Day is March 16th.**

APRIL



## Don't Let the Pigeon Drive the Bus

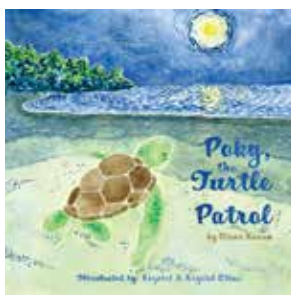
Mo Willems

CCSS.ELA-LITERACY.RI.K.1  
CCSS.ELA-LITERACY.L.1.1.E

Core: don't, drive, let, me  
Fringe: bus  
Bonus: Teach past tense by using the past tense marker to say the word “drove.”

**International Bird Day is April 1st.**

MAY



## Poky, The Turtle Patrol

Dianna Kanan

CCSS.ELA-LITERACY.RL.K.3  
CCSS.ELA-LITERACY.SL.1.1.A

Core: they, go, in, where  
Fringe: turtle  
Bonus: Teach past tense by using the past tense marker to say the word “went.”

**World Turtle Day is May 23rd.**

JUNE



## Giraffes Can't Dance

Giles Andreae

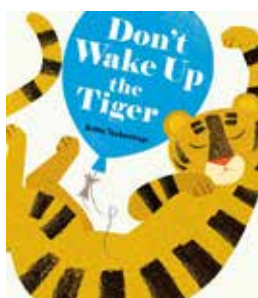
CCSS.ELA-LITERACY.W.K.2  
CCSS.ELA-LITERACY.RL.1.4

Core: not, dance, they, sad  
Fringe: giraffe  
Bonus: Teach the word “can't” using the symbol for N'T to make a negative contraction.

**World Giraffe Day is June 21st.**



JULY



## Don't Wake Up the Tiger!

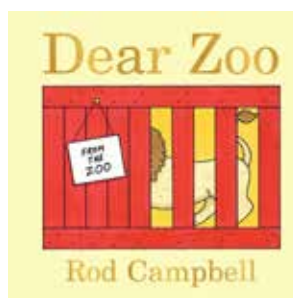
Britta Teckentrup

CCSS.ELA-LITERACY.W.K.3  
CCSS.ELA-LITERACY.L.1.1.E

Core: don't, up, wake, uh oh  
Fringe: tiger  
Bonus: Introduce interjections such as yikes, oh, oops.

**Global Tiger Day is July 29th.**

AUGUST



## Dear Zoo

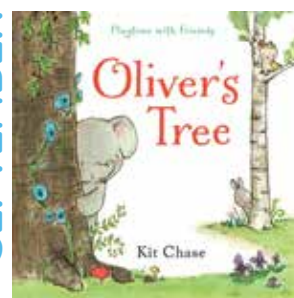
Rod Campbell

CCSS.ELA-LITERACY.RL.K.10  
CCSS.ELA-LITERACY.L.1.1.E

Core: he, look, send, they  
Fringe: zoo  
Bonus: Teach past tense by using the past tense marker to say the word "sent."

**Celebrate the Zoo and Zookeepers this month.**

SEPTEMBER



## Oliver's Tree

Kit Chase

CCSS.ELA-LITERACY.RL.K.10  
CCSS.ELA-LITERACY.RL.1.4

Core: big, he, play, sad  
Fringe: elephant  
Bonus: Teach additional pronouns (I, she, they).

**Elephant Appreciation Day is September 22nd.**

OCTOBER



## Nuts to You!

Lois Ehlert

CCSS.ELA-LITERACY.L.K.1.B  
CCSS.ELA-LITERACY.SL.K.2

Core: he, go, look, in  
Fringe: squirrel  
Bonus: Teach the concept of plurals by using the plural s marker to say the word "squirrels."

**October is Squirrel Awareness Month.**

NOVEMBER



## Bear Snores On

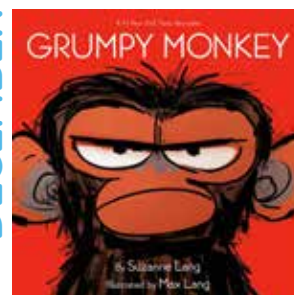
Karma Wilson & Jane Chapman

CCSS.ELA-LITERACY.W.K.3  
CCSS.ELA-LITERACY.RL.1.3

Core: cold, in, sleep, snore (loud)  
Fringe: bear  
Bonus: Teach the concept of third person plural by using the +s marker to say the word "snores."

**Celebrate bears this month.**

DECEMBER



## Grumpy Monkey

Suzanne Lang

CCSS.ELA-LITERACY.SL.K.1  
CCSS.ELA-LITERACY.RL.1.4

Core: bad, feel, grumpy, why  
Fringe: monkey  
Bonus: Teach the comparative and superlative word forms of "grumpier" and "grumpiest."

**Monkey Day is December 14th.**

# Why and how do I model AAC?

Whether you call it aided language input, partner augmented input, or modeling, using the vocabulary of the AAC system to talk with the child using AAC helps in many ways.

When we model on the SGD/app/lite-tech board, we show children how to use the words in their vocabulary for communication. They see what it looks like to communicate using their vocabulary in real life.

Modeling shows children where words are located and provides a “model,” or example, of what they could say. It should never serve as a requirement of what they HAVE to say.

During a shared reading activity we model a few target words from the story as we make comments. We use these words on the vocabulary to interact with the communicators as we show them where those words are found and how to use the words in a real conversation. It serves as an invitation to encourage communication.

Modeling Strategies – the words in red below are modeled on the SGD/app/lite-tech board.

We can use expansion when we model. Expansion means we add a word to the communicators original comment when we model.

Child: LIKE

Adult: You **LIKE IT**? So do I.

Child: READ MORE

Adult: Let's **READ MORE** of the **BOOK**.

We can use recast to model correct grammar without interrupting the flow of conversation or making the child repeat his words. Learning happens naturally without forced repetition.

Child: CAR GO

Adult: That **CAR** is **GOING**

Child: I WANT READ

Adult: I **WANT TO READ** too.

# What do I use for modeling?

## Device/App

Use the child's speech generating device/app. Always get permission before touching the individual's device.



## Modeling Apron

Make a modeling apron. Have the manual board printed on an apron at a photo center.



## Wall Poster

Use a wall poster. Ask your consultant for a poster or download a free file from the AAC Language Lab and print at a photo center.



## Screencast

Screencast the free PASS software from a PC to a whiteboard for the entire group to use. This lets everyone have a turn.



## Apple TV

Screencast LAMP Words for Life using Apple TV.



**Other options:** Print the manual board on a blanket, towel, pillowcase, or tote bag. Add it to a kickboard for water play, laminate it and put near the bathtub. What else can you use to model vocabulary?



Download and print your very own lite-tech board at AAC Language Lab>Resources>Manual Boards. You can even take or send the download to your local photo or print center!



GILES ANDREAE

## Be Brave, Little Penguin

### Core Words

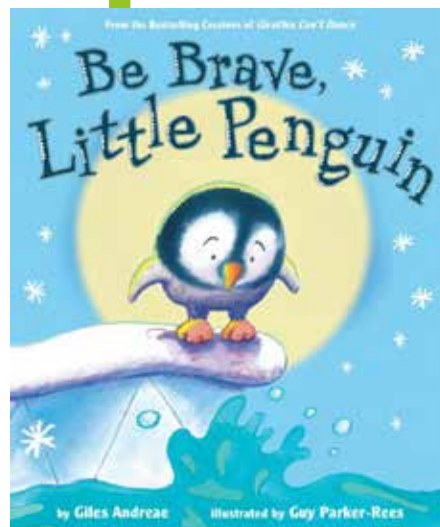
help, play, not, scared

### Fringe Word

penguin

### Bonus Skill

Teach the concept of plurals by using the plural s marker to say the word “penguins.”



### Summary

A little penguin wants to swim with his friends, but he is afraid of the water. With some encouragement from his friends, he learns he can be brave and try new things.

### Objectives

1. Students will use single words to comment or direct others in activities using their AAC systems.
2. Students will add a word to sentence frame during a writing activity using their AAC systems.
3. Students will use the plural marker on their AAC systems to say the plural form of a noun.

### Materials

- Ice cubes and a shallow pan
- Plastic penguins or other plastic toys
- White, black, and orange paper
- Cotton balls
- Glue
- Scissors
- Be Brave die handout (download at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities))
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called “Be Brave, Little Penguin.” Here is a **PENGUIN**. I think he may be **SCARED** since the title of the book is telling him to be brave. What do you think it means to be brave? Let’s take a picture walk and learn more.* Briefly look through some of the pages and talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
- M** Model single words: He is **SCARED**. Pip does **NOT** want to swim. His friends **PLAY** in the water. His mommy wanted to **HELP** him. I see a lot of **PENGUINS**.
- M** Model two- and three-word combinations: Pip is a **SCARED PENGUIN**. He does **NOT** want to **PLAY** in the water. The other **PENGUINS** didn’t **HELP** him. Pip was sad and **SCARED** to **PLAY** in the water. Being brave means trying new things even if you are **SCARED**. His mommy came to **HELP** him and he is **NOT SCARED** anymore.
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

### Sensory: Penguin Play

Put ice cubes and water in a shallow pan and place on a table covered with a plastic tablecloth. Add plastic penguins or other small plastic toys. Place a small piece of ice on the hands of students unable to independently place their hands in the pan. Be sensitive to students who may not like cold temperatures and don’t force anyone to attempt this activity. It’s ok to watch and use your words to comment on what others are doing.

- M** The water that **PENGUINS** swim in is cold like ice. Would you feel **SCARED** to jump into cold water like this? I can see why Pip needed his mommy to **HELP** him **NOT** be **SCARED**.



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about penguins.

## Watch Penguins Play

Visit the Pittsburgh Zoo Penguin Cam to watch Penguins play and swim.

- M** That **PENGUIN** likes to **PLAY**.
- M** Those **PENGUINS** are **NOT SCARED** of water.



**Watch penguins in action!**

[pittsburghzoo.org/penguin-webcam](http://pittsburghzoo.org/penguin-webcam)

## Craft/Fine Motor: Cotton Ball Penguin

- Cut two large circles (one black, one white)
- Cut three small circles (one black, one white, one orange)
- Glue the small, white circle on top of the large, white circle to form the body.
- Cut the large, black circle in half and glue on either side for wings.
- Use half of the small, black circle for the top of the head.
- Cut a small, orange circle in half and glue on for the feet.
- Cut out eyes from remaining half of the small, black circle. Use a small, orange triangle for the nose.
- Glue on cotton balls, eyes, and nose.



- M** Can you **HELP** me make a penguin? My **PENGUIN** is **NOT SCARED**.

## Writing: Be Brave!

- Download and assemble the Be Brave die at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities). Tell students you'll be using words to describe what you would do, say, or think when trying to be brave about a new experience. Give an example from your life.
- Open a new slide show or document on the computer for this writing activity. At the top put the title "What would you do to try to be brave?" Under this, write the phrase "I would \_\_\_\_\_."
- Adults go first. Roll the die and read the prompt out loud. Adult models words on the AAC device, "If I were lost and needed directions, I would ask someone for **HELP**."
- Students take turns rolling the die. If they cannot physically roll it, you can help or ask them to choose a color and read the corresponding prompt.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...embraced the fact that you cannot work on AAC without also teaching literacy. Communication and reading and writing go hand in hand, you can't have one without the other.

- Maggie Judson, M.S., CCC-SLP, ATP



JENNIFER SATTLER

# One Red Sock

## Core Words

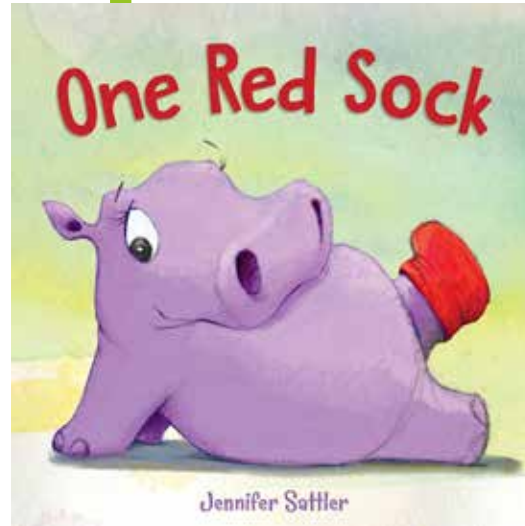
another, different, same, where

## Fringe Word

sock

## Bonus Skill

Teach color words under the "rainbow" icon.



## Summary

A little purple hippo has a problem as she is getting dressed one day. She is missing a red sock. She searches through all her socks looking for her other red sock. Does it really matter if her socks don't match?

## Objectives

1. Students will use one- or two-word phrases to comment or direct others in activities using their AAC systems.
2. Students will use single words to describe their crazy socks during a writing activity using their AAC systems.
3. Students will use color words from their AAC systems to make comments about items.

## Materials

- Knee-high sock for each student
- 6-8 cups of rice per student
- Scoop, funnel, and deep bin
- Essential oils
- Rubber bands
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

## Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called "One Red Sock." I see a hippo wearing a **SOCK**. But she only has one **RED** sock. Could it be that she lost her other **SOCK**? Let's take a picture walk to see what this book will be about.* Briefly look through some of the pages and talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: The hippo only has one **SOCK**. She needs **ANOTHER** one. The **RED** one is missing. I wonder **WHERE** it is.
  - M** Model two- and three-word combinations: She wants her **RED SOCK**. She wants to find **ANOTHER RED SOCK**. **WHERE** do you think her **SOCK** is? That **SOCK** is a **DIFFERENT** color. She tried a **BLUE, GREEN, GRAY, WHITE, and PINK SOCK**. She decided it's **OK** to wear socks that are not the **SAME**. It's ok to be **DIFFERENT**.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

## Sensory/Fine Motor: Sensory Sock

Complete this activity in a large bin to reduce the mess. Using a funnel that fits in the sock works well. Fill a long sock with rice, adding a few drops of essential oil for an extra sensory experience. Secure the end of the sock by tying it in a tight knot or winding a rubber band tightly around it and folding the edges over.

- M** We are making a sensory **SOCK** with rice. **WHERE** should we put the rice? Let's get **ANOTHER** scoop of rice. You have a **DIFFERENT SOCK**. That **SOCK** is not the **SAME**.



## Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about hippos.



## Watch Real Hippos

Visit the Memphis Zoo and watch the Hippo Cam. Hippos may not always be visible, so check back later if you don't see any.

**M** **WHERE** did the hippo go?

**M** That's a **DIFFERENT** one. I wonder if we'll see **ANOTHER** one.



**Watch hippos in action!**

[memphiszoo.org/hippo-cam](http://memphiszoo.org/hippo-cam)

## Craft/Fine Motor: Crazy Sock Mural

- Make a mural for your hallway with photos of students and teachers from all over the school in their crazy socks.
- Use PASS software or the AAC Language Lab Smart Chart Generator to print out the symbols that represent this month's target words.
- Arrange them around your photos so classmates can learn how to use these words on their friends' AAC communication devices.
- Add phrases to the wall to show others how to model.
- M** Remember her crazy **SOCK**? **WHERE** did she get it? Here's **ANOTHER** crazy **SOCK**. They are not the **SAME**.
- M** It was fun to wear a **DIFFERENT SOCK** on each foot.

## Writing: Caption Your Crazy Socks

- Take a photo of the student wearing crazy socks.
- Open a new slide show or document on the computer for this writing activity. At the top, write "My socks are\_\_\_\_\_."
- The adult models a word on the SGD to fill in the blank: "My socks are **SILLY**."
- Students then have a chance to supply a word to describe their socks. They don't have to be words from this month's target list. Make meaning from any words the students offer, even if they aren't descriptive words.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect  
your Accent device to  
a computer.



### If I knew then what I know now, I would have...

...followed the student's lead more often! Some of the best therapeutic moments I've experienced came from when my whole plan went awry, and I adapted to the student's preferences and skills. Sometimes slowing things down and giving the student a chance to show you something more can be the best thing.

- Mikki Ginsburg, M.A., CCC-SLP



NEIL GAIMAN

## Chu's First Day of School

### Core Words

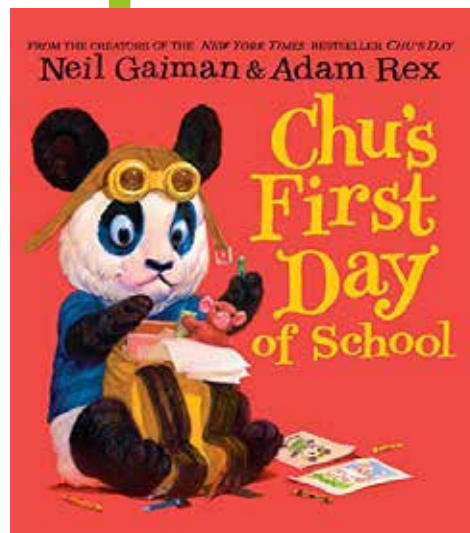
do, like, you, worried

### Fringe Word

school

### Bonus Skill

Teach the concept of future tense with the word "will."



### Summary

Chu is a little Panda who is nervous about his first day of school. Will the others like him? Will they be nice? His classmates can all do something special. What can Chu do?

### Objectives

1. Students will use one- and two-word phrases to comment or direct others in activities using their AAC systems.
2. Students will use a word from their AAC systems to complete at least one of three sections on a story map with varying levels of support.
3. Students will use their AAC systems to express future tense when discussing events in the story.

### Materials

- 2 coffee filters per student
- Black paper and a black marker
- One large craft stick per student
- 2 googly eyes per student
- Rice, black beans, scoops, black and white toys, bin, glue
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called "Chu's First day of School." I see a Panda bear with a backpack and some papers. I think this book will be about **SCHOOL**. Let's take a picture walk to see what this book will be about. Briefly look through some of the pages and talk about the pictures to build background knowledge.*
- Read the book, pausing to model target words.
  - M** Model single words: Chu is **WORRIED**. He's getting ready to go to **SCHOOL**. He doesn't know if others will **LIKE** him. Do you remember how **YOU** felt the first day of school? He wonders if they **WILL** be nice. What will he **DO**?
  - M** Model two- and three-word combinations: Chu is **WORRIED** about going to **SCHOOL**. He wonders if others at **SCHOOL WILL LIKE** him. The others who go to his **SCHOOL** all **LIKE** to do special things. What special thing do **YOU LIKE** to **DO**? It was time to say what **YOU LIKE** to **DO**. What **WILL** he **DO**? Chu isn't **WORRIED** about **SCHOOL** anymore.
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

### Sensory: Black and White Sensory Bin

Place rice and black beans into a sensory bin or large container. Add black and white toys. Encourage students to find hidden items in the rice and beans. Scoop, pour, and feel the different textures. You can place a lite-tech manual board near the bin for easy modeling while playing or use a speech-generating device.

- M** I **LIKE** to play in rice. **DO YOU**? This is one of the things I **LIKE** the most at **SCHOOL**. I wonder if Chu got to **DO** this at his **SCHOOL**. We **WILL** keep the rice in the bin.



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about pandas.

## Watch Real Pandas

Visit the Memphis Zoo Panda Cam to watch Pandas.

- M** What **WILL** they **DO**? Let's watch to see what they **LIKE** to eat.
- M** Would **YOU LIKE** to be a panda? They don't look **WORRIED**.



**Watch pandas in action!**  
[memphiszoo.org/panda-cam](http://memphiszoo.org/panda-cam)

## Craft/Fine Motor: Coffee Filter Panda

- Cut two black circles larger than the googly eyes and glue the eyes on them. Then glue the black circles with eyes on the coffee filter.
- Cut two half circles from black paper for the ears and glue on either side of the back at the top of the coffee filter.
- Cut a small, black circle and glue on the coffee filter for nose.
- Use the black marker to draw a mouth.
- Glue the craft stick to the back of the filter, then glue another filter on back.



- M** I **LIKE** making this panda. Do **YOU** like it? He doesn't look **WORRIED**. I wonder what he can **DO**.

## Writing: Story Map

- Download the Story Map template at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities) to show from your computer. Talk about the main events of the story. This can be done individually or as a group.
- Review the story with students. Adults model words to give examples of what happened in the beginning of the story.
- Adult: Chu was getting ready to go to **SCHOOL**. How did he feel?
- Ask students to use their SGD's to tell something that happened during the beginning, middle, and end of the story.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect  
your Accent device to  
a computer.



### If I knew then what I know now, I would have...

...given all my students a "pencil," a way for them to use and explore the entire alphabet. The only requirement to have access to the alphabet is breathing and it is a great communication tool I want them to explore right away.

- Jessica Conrad, M.A., CCC-SLP





MOE WILLEMS

# Don't Let the Pigeon Drive the Bus

## Core Words

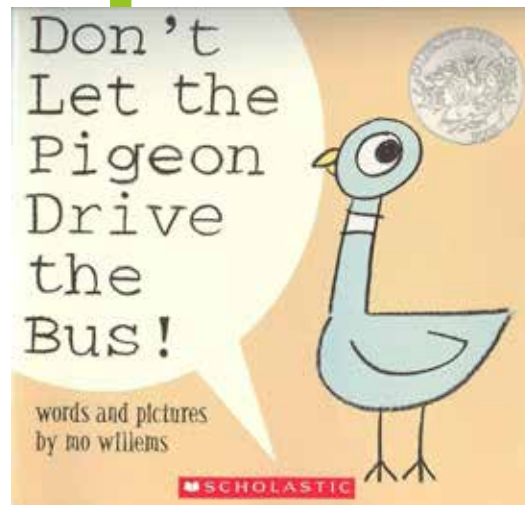
he, don't, drive, let

## Fringe Word

bus

## Bonus Skill

Teach past tense by using the past tense marker to say the word "drove."



## Summary

The bus driver needs to leave his bus. He tells the reader, "Don't let the pigeon drive the bus." But the pigeon really, really wants to drive the bus. Should we let him?

## Objectives

1. Students will use single words to comment or direct others in activities using their AAC systems.
2. Students will add a word to a sentence frame using their AAC systems.
3. Students will use the past tense marker on their AAC systems to say the past tense form of a verb.

## Materials

- Sensory bin
- Bird seed or wheat berries
- Small plastic toys
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

## Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called "Don't Let the Pigeon Drive the Bus." There's a bird. He must be a pigeon. I wonder what he will do. Let's take a picture walk to see what this book will be about. Take a picture walk by looking through the pages and briefly talking about the pictures to build background knowledge.*
- Read the book, pausing to model target words.
  - M** Model single words: The pigeon wants to **DRIVE**. We are not supposed to **LET** him. Do you think **HE** can **DRIVE**? I wonder what would happen to the **BUS** if he **DROVE** it?
  - M** Model two- and three-word combinations: **HE** told us not to **LET** the **PIGEON DRIVE**. Should we **LET** the pigeon **DRIVE** the **BUS**? I have never seen a **PIGEON DRIVE** a **BUS** before. The driver said, "**DON'T LET** him **DRIVE**." I wonder what will happen if we **LET** him **DRIVE** the **BUS**?
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

## Sensory/Motor: Bird Seed Sensory Bin

Fill a large bin with bird seed. Add plastic scoops, shovels, a bus, and other items for play. You can imagine that the pigeon from the story is hungry after the story and comes to play and eat from the bin. Model these words during the activity.

- M** The Pigeon is hungry. Should we **LET** him eat? Be careful! **DON'T** knock the seeds out of the bin. Who will **DRIVE** our **BUS**?



Pigeon Presents website with additional resources by Mo Willems.



## Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about pigeons.

## Be a Bird Watcher

Visit the San Diego Zoo Kids page for bird web cams, activities, stories, and games. Model while learning about and watching all kinds of birds.

- M What do you think would happen if we **LET** that bird **DRIVE**?
- M Real birds **DON'T DRIVE** a **BUS**.

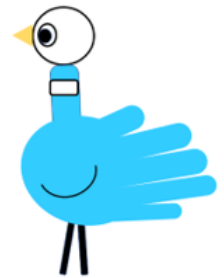


**Watch birds in action!**

[kids.sandiegozoowildlifealliance.org](http://kids.sandiegozoowildlifealliance.org)

## Craft/Fine Motor: Make a Handprint Pigeon

- Trace the student's hand on blue paper and cut out.
- Place the handprint with the thumb up and fingers facing right.
- Draw a black line for the wing in the middle of the handprint.
- Cut a long, skinny, blue rectangle for the neck and a white circle for the head.
- Add a small, white rectangle on the neck and two skinny, black rectangles for legs.
- Add a beak and a googly eye.



- M Model while making the craft: We are making a **PIGEON/BIRD**. **LET** me help you draw around your hand. Should we **LET** your **PIGEON DRIVE** the **BUS**?

## Writing: What if the Pigeon Drove the bus?

- After reading the story, talk about what could happen if the **PIGEON DROVE** the **BUS**. Open a new slide show or document on the computer for this writing activity. At the top, provide a sentence frame for the students to complete with a word from their SGDs.
- If the **PIGEON DROVE** the bus, it would be\_\_\_\_\_.
- An adult provides a model from the SGD like **FUNNY**.
- Each student then has a chance to fill in the blank with an action word. It doesn't have to be words from this month's target list. It could be a word that describes a feeling (scary, funny, silly, nice, bad, good). Make meaning from the student's selection.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...MODELED. MODELED. MODELED. I would have modeled without expectation and expressed the importance of this with my patients' parents more!

- Jamie Burch, MA, CCC-SLP



DIANNA KANAN

## Poky, the Turtle Patrol

### Core Words

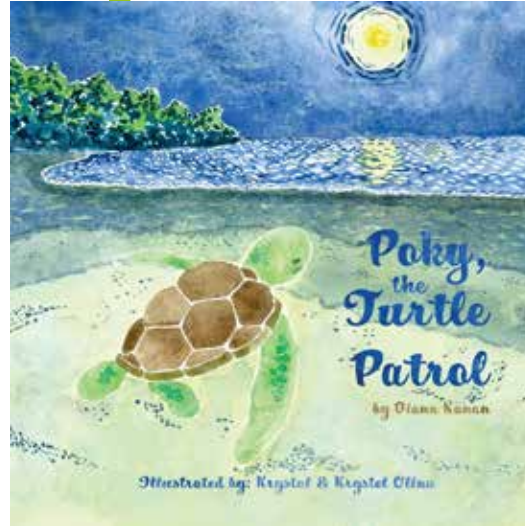
go, in, they, where

### Fringe Word

turtle

### Bonus Skill

Teach past tense by using the past tense marker to say the word “went.”



### Summary

Poky, a baby sea turtle, wakes up to realize he missed the sea turtle race to the ocean. He meets friends along the way who give him advice.

### Objectives

1. Students will use single words to comment about the story and related activities using their AAC systems.
2. Students will use a single word to describe an item during a writing activity using their AAC systems.
3. Students will use the past tense marker on their AAC systems to say the past tense form of a verb.

### Materials

- Zip freezer bags and packing tape
- Plastic ocean animals, seashells
- Liquid blue hair gel, bodywash or hand soap
- Small paper bowls
- Crayons/paints/markers
- Green construction paper or tissue paper
- Black marker
- Glue and scissors
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called “Poky, the Turtle Patrol.” The **TURTLE** is by the ocean. What do you think he’ll do? Let’s take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
- Model single words: The turtles **GO** into the water. Poky doesn’t know **WHERE** his friends have gone. He is a lost **TURTLE**.
- Model two- and three-word combinations: **WHERE** did Poky’s friends **GO? THEY WENT** into the ocean.
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

### Sensory: Ocean in a Bag

Make an ocean in a bag. Pour sand into an upright freezer bag. Add seashells and plastic ocean animals, then add the blue liquid. If you can’t find blue liquid, you can add food coloring. Zip the bag closed and squeeze out all the air. Seal with packing tape. Let the student explore the bag by moving items around. Never leave the student unsupervised with the ocean bag.

- Model single words: Put it **IN** the bag. It **WENT** in the bag. **WHERE** is the shell?
- Model two- and three-word combinations: Is there a **TURTLE IN** the bag? **WHERE** did **THEY GO? THEY WENT IN** the bag.



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about sea turtles.



## Watch Baby Sea Turtles

Watch baby sea turtles leave their nest and head to the ocean.



**Watch turtles in action!**

[fla-keys.com/turtlecam](http://fla-keys.com/turtlecam)

## Craft/Fine Motor: Paper Bowl Turtles

- Have students decorate a paper bowl for the turtle shell. They can tear up pieces of paper to glue on, color, or paint it.
- Cut out five skinny, green ovals for the legs and head.
- Cut out a smaller, green oval for the tail.
- Glue these parts to the bowl.
- Use the black marker to make eyes and a mouth.



- M** Model single words: Legs **GO** here. Put paper on my **TURTLE**. Dip it **IN** the glue.
- M** Model two- and three-word combinations: **WHERE** will it **GO**? **THEY GO** here. My **TURTLE** wants to **GO IN** the ocean.

## Writing: Caption the Turtle

- Open a new slide show or document on the computer for this writing activity.
- Ask students to think of a word to describe their turtles. Adults in the room go first and use an SGD to say their words.
- The students use their SGDs to say their words. Make meaning from the words the students select.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



**Learn how to connect your Accent device to a computer.**



### If I knew then what I know now, I would have...

...learned a Minspeak system right from the beginning.

- Lance McLemore, PRC-Salttillo Ambassador who uses an Accent device.



GILES ANDREAE & GUY PARKER-REES

## Giraffes Can't Dance

### Core Words

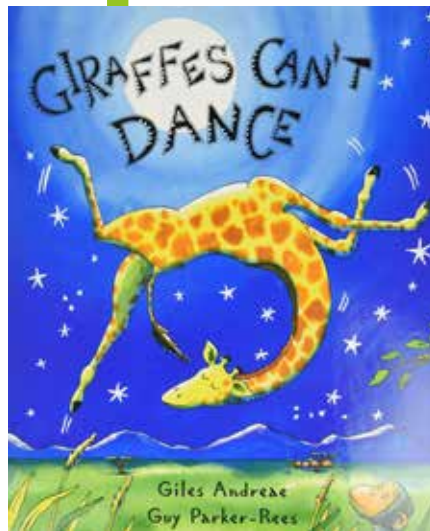
not, dance, they, sad

### Fringe Word

giraffe

### Bonus Skill

Teach the word “can’t” using the symbol for N'T to make a negative contraction.



### Summary

Gerald is a giraffe who wants to dance but just can't do it. His long legs get in the way. The other animals laugh at him every year at the Great Jungle Dance, but this year is different.

### Objectives

1. Students will use one- and two-word phrases to comment about the story and related activities using their AAC systems.
2. Students will recall single words to compliment others using their AAC systems with varying levels of support.
3. Students will use the negative contraction symbol to say words on their AAC systems with varying levels of support.

### Materials

- Musical instruments
- Recordings of various types of music from the story
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *The title of our story is “Giraffes Can't Dance.” I see a **GIRAFFE**. I wonder what he's doing. Let's take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: Gerald is a **GIRAFFE**. **THEY** tell him he can't **DANCE**. That must make him **SAD**.
  - M** Model two- and three-word combinations: Gerald can **NOT DANCE**. He is a **SAD GIRAFFE**. **THEY** tell him he **CAN'T DANCE**. A friend helps him learn to **DANCE**, and he is **NOT SAD** anymore! Now **THEY CAN'T** tell him he can **NOT DANCE!** **THEY** are surprised that he can **DANCE!**
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

### Sensory/Motor: Jungle Dance

Give the students musical instruments. Play various recordings of music (tango, jazz, classical). Let students play their instruments and dance or sway to the music.

- M** Model single words: Who likes to **DANCE** to this music? Who does **NOT** like this music?
- M** Model two- and three-word combinations: He was **SAD** when he couldn't **DANCE**. Then the cricket helped him learn that a **GIRAFFE** can **DANCE** to his own music. **HE** was **NOT SAD** anymore.



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about giraffes.

## Watch Real Giraffes

Watch Giraffes at the Houston Zoo. How do these animals compare with Gerald the giraffe from our story?



### Watch giraffes in action!

[houstonzoo.org/explore/webcams/giraffe-feeding-platform/](http://houstonzoo.org/explore/webcams/giraffe-feeding-platform/)

## Craft/Fine Motor: Dancing Giraffe

- Download and print dancing Gerald handout at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities). (Tip: Cardstock works best.)
  - Students decorate and assemble. Students can use words in their AAC devices to direct others how to put the giraffe together if they have fine motor difficulty. (Tip: For those unable to put the puppet on their hands, consider gluing on a craft stick that they can hold on to.)
  - Students place fingers in the holes to make Gerald dance.
- M** We're going to make Gerald **DANCE**. This **GIRAFFE** can **DANCE**. **HE** is **NOT SAD** anymore.
- Use the puppets with the Sensory/Motor activity and let some students play instruments while others make their giraffes dance.



## Writing: Encourage with Compliments

- Show a picture of Gerald from the book.
- Discuss how Gerald felt when other animals said unkind things. How did he feel when Cricket encouraged him? Help the students think of positive words they could use on their SGDs to encourage Gerald.
- Open a new slide show or document on the computer for this writing activity. The adult models a word/words on an AAC device to encourage Gerald: **NICE, GOOD, YOU DO IT.**
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the words once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...started on the PRC device when I was 3. I will encourage the young parents to educate themselves about the different options of device methods.

- Kerri Adamic, PRC-Salttillo Ambassador who uses an Accent device.





BRITTA TECKENTRUP

# Don't Wake Up the Tiger

## Core Words

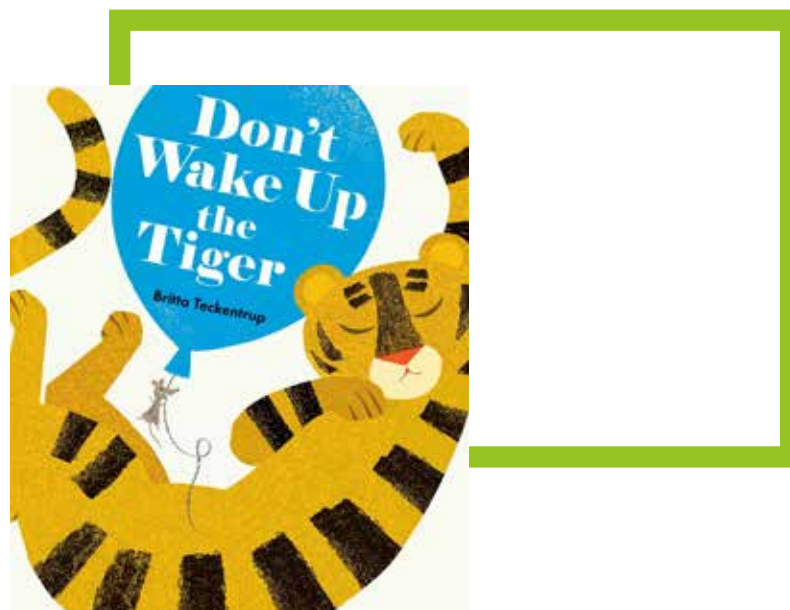
asleep, don't, up, wake

## Fringe Word

tiger

## Bonus Skill

Introduce interjections such as "Uh oh," "yikes," "oh," "oops."



## Summary

The tiger is sound asleep as his friends try to get past without waking her up. Each animal finds a way with the help of the reader. The tiger awakes to a lovely surprise!

## Objectives

1. Students will use single words to comment about the story and related activities using their AAC systems.
2. Students will add a word to a sentence frame during a writing activity using their AAC systems.
3. Students will use interjections on their AAC systems to comment during activities.

## Materials

- Large paper plate
- Orange tissue paper (or construction paper)
- Black/orange/white construction paper
- Glue and scissors
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

## Introduce the Story

- Talk about the cover and author. Make predictions and model. *The title of our story is "Don't Wake Up the Tiger." The **TIGER** is sleeping. I wonder if she will **WAKE UP**. Let's take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: **DON'T** make any noise. The **TIGER** is sleeping. Shhh! She needs to stay **ASLEEP**.
  - M** Model two- and three-word combinations: **DON'T** bother the **TIGER**. We **DON'T** want to **WAKE** her **UP**. Let's help him pass the **TIGER** by so she doesn't **WAKE UP**. The **TIGER** is still **ASLEEP**. The **TIGER** will **WAKE UP** and be surprised!
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

## Sensory/Motor: Don't Wake the Tiger!

Have students reenact the story using a helium filled balloon. One student pretends to be the sleeping tiger and the other students are an animal friend. Tie different plastic animals to the balloon and see if they sink or float. Problem solve with the group different ways to get around the tiger without waking him up.

- M** Model single words: He is a **TIGER**. He is **ASLEEP**. **UH OH!** How will we get past him? Will this animal float **UP**? I wonder how we could get past the **TIGER**.
- M** Model two- and three-word combinations: **DON'T WAKE** him **UP**. **UH OH!** That one didn't go **UP**. The **TIGER** might **WAKE UP**. Let's think of another way to get past him so he doesn't **WAKE UP**.



## Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about tigers.

## Watch Real Tigers

Go to [explore.org](https://explore.org) and watch tigers in action! Use your words to talk about what the tigers are doing.



### Watch tigers in action!

[explore.org/livecams/big-cat-rescue](https://explore.org/livecams/big-cat-rescue)

## Craft/Fine Motor: Paper Plate Tiger

- Cut orange tissue paper into squares or have student tear orange construction paper into pieces.
- Glue loose pieces to the paper plate.
- Cut circles for eyes and ears, a heart for a nose.
- Add thin, black strips for the eyebrows and the mouth.
- Cut thin strips for tiger stripes from black paper.
- Glue these pieces to complete the tiger.



**M** We're making a **TIGER**. **DON'T** spill the glue. **UH OH!** Pick **UP** the papers. Is your **TIGER** sleeping? **DON'T WAKE** him **UP!**

## Writing: Plan a Birthday Party

- Plan a birthday party for the tiger in the story. Talk about the tiger's birthday party and ask students to describe birthday parties they have had or have attended, then make a list of what you need for the party.
- Open a new slide show or document on the computer for this writing activity. At the top, provide a sentence frame for the students to complete with a word from their SGDs: We need \_\_\_\_.
- The adult models a word on an AAC system to fill in the blank: "We need **GAMES**."
- Each student then has a chance to fill in the blank with a word. Make meaning from everyone's word by finding a way to connect it to a party.

- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

... been much more willing to try it. When I started learning how to use my first AAC device I was very hesitant because it was unfamiliar to me and I thought that my new device would be less fun. Now I have discovered all sorts of fun things that I never knew about before.

- James Falahee, PRC-Saltillo  
Ambassador who uses an Accent device



ROD CAMPBELL

## Dear Zoo

### Core Words

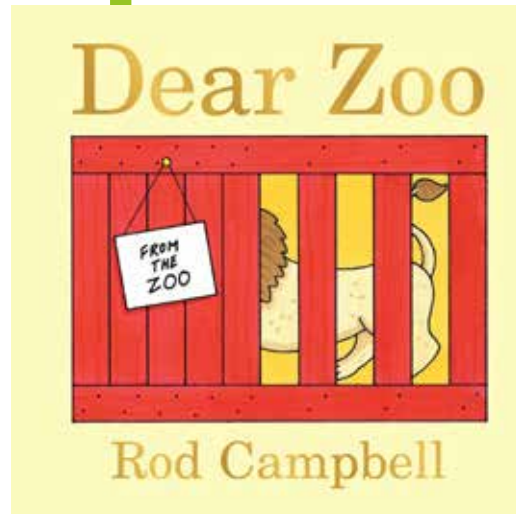
he, look, send, they

### Fringe Word

ZOO

### Bonus Skill

Teach past tense by using the past tense marker to say the word "sent."



### Summary

A child writes to the zoo asking to be sent a pet. Many animals that would not make good pets are sent to him, and he has to send them back. The last one is perfect.

### Objectives

1. Students will use single words to comment or direct others in activities using their AAC systems.
2. Students will add a word to sentence frame during a writing activity using their AAC systems.
3. Students will use the past tense marker on their AAC systems to say the past tense form of a verb.

### Materials

- Animal game spinner
- Green and red construction paper
- Googly eyes
- Crayons, scissors, markers, paint, and glue
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called "Dear Zoo." I see part of an animal - maybe it's a lion. I think this book will be about the ZOO. What do you think? Let's take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: **HE** asked them for an animal. The **ZOO** gave him something. Let's **LOOK** to see what it is.
  - M** Model two- and three-word combinations: **THEY** will **SEND** an animal. **HE** wants to **LOOK** to see what it is. The **ZOO SENT** a scary animal. **HE SENT** it back. What will **THEY SEND** next? **HE** likes what **THEY SENT** this time!
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

### Sensory/Motor: Animal Game Spinner

- Download the animal game spinner at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities).
- M** Assemble and have each student spin. If they can't physically spin, have them choose by color. Each student acts out the animal action. Remember when **THEY SENT** him a monkey? **LOOK** as we scratch like a monkey. The **ZOO SENT** him a lion. Who can roar like a lion at the **ZOO**?



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about Zoos.



## Bring a Zoo to You

Visit the San Diego Zoo Kids page for animal web cams, activities, stories, and games.

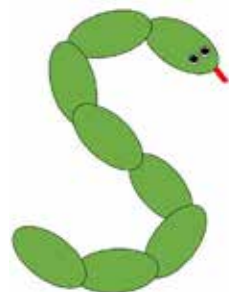


**Bring a zoo to you!**

[kids.sandiegozoowildlifealliance.org](http://kids.sandiegozoowildlifealliance.org)

## Craft/Fine Motor: SSSSSnake

- Provide eight ovals of your color choice per student.
- Students glue the ovals together in the shape of a letter S.
- Glue on googly eyes and paper rectangle shaped as the tongue.
- Have students try to make the SSSSSSSS snake sound by blowing air through their closed teeth.



- M** **LOOK** at all our snakes! What did the boy do when the **ZOO SENT** him a snake?
- M** I wonder what you would do if **THEY SENT** you one!

## Writing: Dear Zoo

- Open a new slideshow in PowerPoint or Google Slides. Title it "Dear Zoo."
- Provide the sentence frame: "Please send me a \_\_\_\_\_." on chart paper, a slide shared on the computer, or shown to the class in person.
- Adult models a word on an AAC system, like "Send me a **MONKEY**," to complete the sentence and then finds a picture to add into the slide from a Google search.
- Each student then has a chance to fill in the blank (it does not matter if it is an animal). Find a photo to match the item.

- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



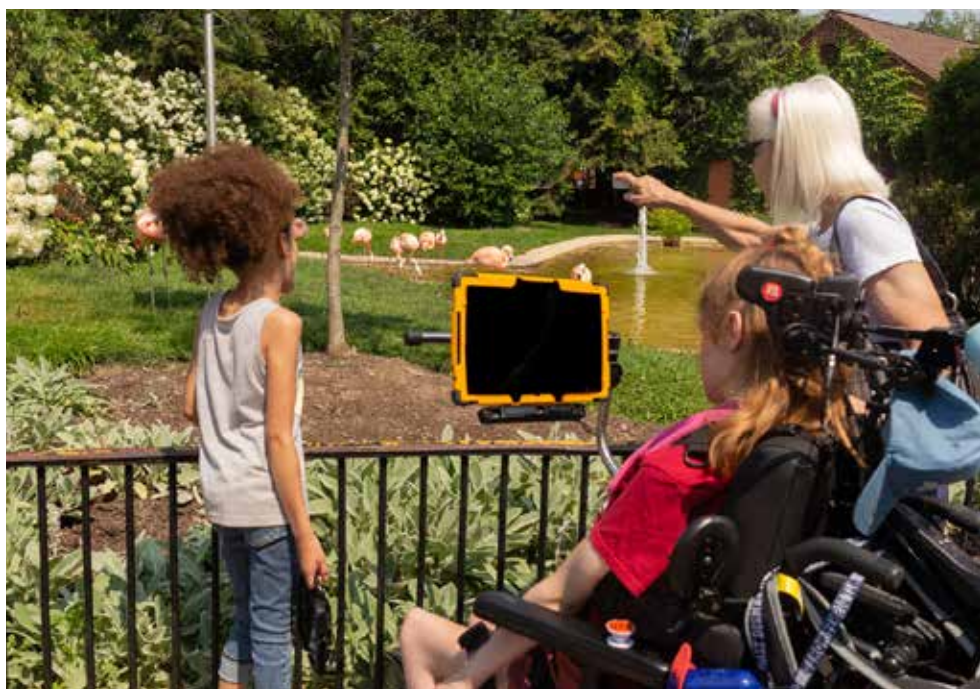
Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...started AAC so much sooner. You will only learn by trying and working with the devices/low tech systems.

- Jennifer Partridge, M.A., CCC-SLP



## KIT CHASE

# Oliver's Tree

### Core Words

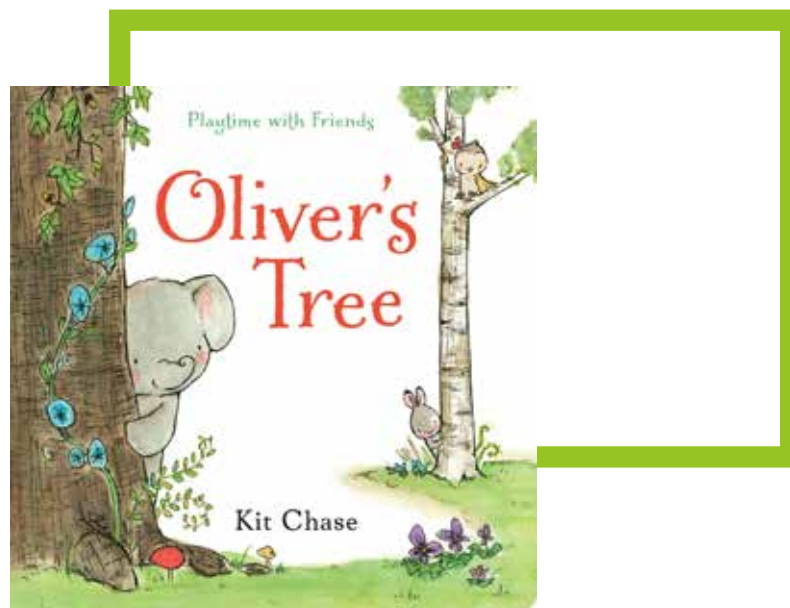
big, happy, he, play

### Fringe Word

elephant

### Bonus Skill

Teach additional pronouns (I, she, they).



## Summary

Oliver the elephant likes to play hide-and-seek with his friends Charlie and Lulu. But, Oliver is much bigger than his friends and can't find a tree large enough to hide behind. Charlie and Lulu come up with a solution.

## Objectives

1. Students will use one- to three-word phrases to comment about the story and related activities using their AAC systems.
2. Students will use a word from their AAC systems to complete at least one of three sections on a story map with varying levels of support.
3. Students will use pronouns from their AAC devices to talk about characters/people.

## Materials

- Large bag
- Small objects of various sizes and textures (plastic animals, blocks, cotton balls, spoon, crayon)
- Plastic alphabet letters of various sizes
- Brown paint/markers
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech generating device

## Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called "Oliver's Tree." The friends want to **PLAY**. I can see the **ELEPHANT** behind the tree. Let's take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: Oliver is an **ELEPHANT**. **HE** wants to hide with his friends. They like to **PLAY** in a tree. Oliver is too **BIG**. He is not **HAPPY**.
  - M** Model two- and three-word combinations: **HE** is an **ELEPHANT**. **HE** wants to **PLAY** in a tree. **HE** is too **BIG**. **HE** is not a **HAPPY ELEPHANT**. **HE** is a sad **ELEPHANT**. **THEY** help their **ELEPHANT** friend find a tree to **PLAY** in with them. **SHE** wants to help him **PLAY**. Now **HE** is a **HAPPY ELEPHANT**.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

## Sensory: Feely Bag

Tell the students there are items hiding in the bag. They will take a turn putting their hands in to feel what's in the bag. They can use words on their SGD to describe what they feel. Students do not have to use the target words for this activity. Then they will be asked to remove the item from the bag to see what they found. The adults will go first to model this activity.

- M** Model single words: I wonder what it is. It feels **BIG**. I think you **PLAY** with it.
- M** Model two- and three-word combinations: I don't think it's **BIG**. I think it is something to **PLAY** with in the tub. I see a **BIG** letter M.



## Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about elephants.

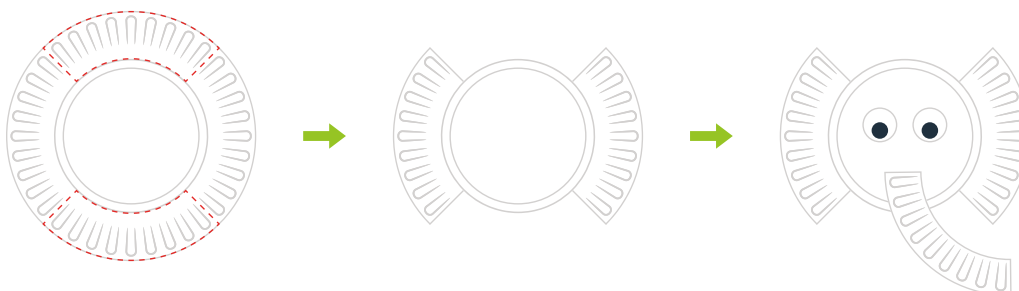
## Watch Real Elephants

Watch Elephants in the San Diego Zoo Safari Park.



### Watch elephants in action!

[sdzsafaripark.org/cams/elephant-cam](http://sdzsafaripark.org/cams/elephant-cam)



## Craft/Fine Motor: Paper Plate Elephant

- Students paint a paper plate with the color of their choice.
- Cut out the side pieces as shown.
- Add one of the extra pieces for the trunk and make eyes.

**M** We're making an **ELEPHANT**. **HE** has **BIG** ears.

## Writing: Story Map

- Download the Story Map template at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities). Talk about the main events of the story. This can be done individually or as a group.
- Review the story with students. Ask them to use their SGDs to tell something that happened during the beginning, middle, and end of the story.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect  
your Accent device to  
a computer.



### If I knew then what I know now, I would have...

...been more comfortable with the silence while waiting for Dan to speak. In the early days, I remember feeling like I was inconveniencing everyone (teachers, doctors, therapists, family, friends) for making them wait for Dan to speak. Somehow, I found the confidence to sit and stare down everyone in the room while waiting for that one word from Dan. Usually it meant that Dan was thinking and generating conversation on his device. Once they understood that, everyone relaxed more and the meetings went faster.

- Kathy Schierenbeck, parent





LOIS EHLERT

## Nuts to You!

### Core Words

eat, get, in, fast

### Fringe Word

squirrel

### Bonus Skill

Use the plural +s marker to make the word “squirrels.”



### Summary

A squirrel living in the city is very interested in the bird seed outside an apartment window. He even makes it into the apartment! Learn some fun facts about squirrels at the end of the book.

### Objectives

1. Students will use single words to comment about the story and related activities using their AAC systems.
2. Students will use one- to three-word phrases with varying levels of support on their AAC systems to write a list poem to describe the squirrel.
3. Students will use the plural marker on their AAC systems to say the plural form of a noun.

### Materials

- Leaves (real or cutouts)
- Acorns (other tree nuts)
- Plastic or cut-out alphabet letters
- Empty plastic milk/water jug
- Stickers, colored tape, markers, paints, scissors
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. “*This book is called “Nuts to You!” The **SQUIRREL** is **IN** the tree. What do you think he will do? Let’s take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: There is the **SQUIRREL**. He’s **IN** a tree. He wants to **EAT**.
  - M** Model two- and three-word combinations: The **SQUIRREL** is **IN** the tree. The **SQUIRREL** wants to **GET IN** the room. Do you think there are more **SQUIRRELS IN** the tree? He is a **FAST SQUIRREL**.
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

### Sensory: Squirrel Sensory Bin

Fill a bin or tub with leaves, tree nuts, and pinecones (beware of student allergies to any of these items). You can use plastic or artificial items. Add alphabet letters. Talk about the items as you explore the bin.

- M** Model single words: Let’s put this **IN** the bin. We don’t want to **EAT** this stuff. The **SQUIRRELS** would like it. I found the letter **B IN** here.
- M** Model two- and three-word combinations: The **SQUIRRELS** would **EAT** this. He would **GET IN FAST**. Let’s pretend the **SQUIRRELS EAT** the nut. How did the letter **W GET IN** here?



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about squirrels.

## Learn More About Squirrels

Learn more about squirrels at National Geographic for Kids.



### Learn about squirrels!

[kids.nationalgeographic.com/animals/mammals/facts/eastern-gray-squirrel](https://kids.nationalgeographic.com/animals/mammals/facts/eastern-gray-squirrel)

## Craft/Fine Motor: Squirrel Feeder

- Cut out the sides of a plastic jug, leaving at least an inch at the bottom.
- Use your favorite art supplies to decorate the jug. Apply a protective coat to seal your design if you use paint.
- Secure on a garden hook or tree branch.
- Add bird or squirrel food to the back of the jug.



**M** **GET** the paint. The **SQUIRRELS** will like this. I wonder how **FAST** a **SQUIRREL** will find our feeder.

## Writing: Squirrel List Poem

- Open a new slide show or document on the computer for this writing activity. Encourage students to provide a word from their SGDs to describe the squirrel from the story.
- The adult models a word on the SGD first: **LITTLE**
- Each student then has a chance to share a word that describes the squirrel. It doesn't have to be words from this month's target list. Make meaning from any word each student offers.
- Add a photo of a squirrel and change the font color and size of the words for drama. Ask students to use their SGDs to direct how they want the size, color, and location of their words to look.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.
- Some students may go "nuts" and decide to make their own list poems by using three or more words on their AAC systems to describe the squirrel!



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

... let the child lead. As I gained experience in working with this population, I shifted my therapy focus to a much more natural and play-based approach. While I still plan general activities and targeted vocabulary for my sessions, I don't go overboard with planning every detail. Most of the time it doesn't go as planned anyways and we end up doing something completely different. I am (now) a proponent of letting the child lead and providing more communication opportunities in a more natural situation.

- Amanda DeBord, M.S., CCC-SLP



KARMA WILSON & JANE CHAPMAN

## Bear Snores On

### Core Words

in, loud/snores\*, sleeping, they

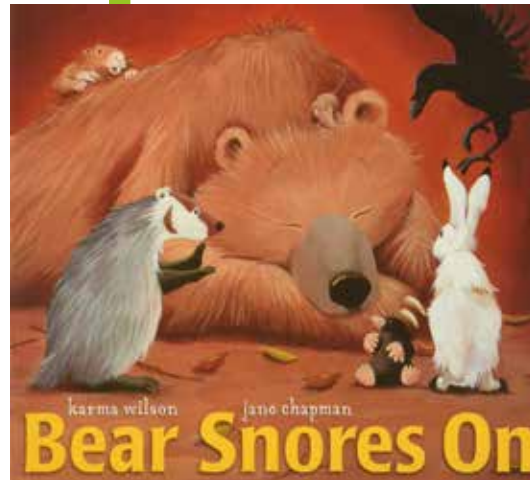
\*This word is not found in LAMP WFL.

### Fringe Word

bear

### Bonus Skill

Teach third person plural with the word “snores.”



### Summary

A bear sleeps through the long winter while his friends share his cave during a storm. Even though his friends sing, dance, and cook, the bear snores on. Until he wakes up!

### Objectives

1. Students will use one- to three-word phrases to comment about the story and related activities using their AAC systems.
2. Students will use a word from their AAC systems to complete at least one of three sections on a story map with varying levels of support.
3. Students will use the +s marker to say third person plural verbs on their AAC systems when talking about characters in the story.

### Materials

- Thin paper plates
- Large craft sticks
- Brown paint/markers
- Bear headband
- Musical instruments
- Story Map template
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

### Introduce the Story

- Talk about the cover and author. Make predictions and model. *This book is called “Bear Snores On.” The **BEAR** is **SLEEPING**. Bears sleep **IN** caves during winter. Some animals are with him. I wonder if he wakes up. Let’s take a picture walk to see what this book will be about.* Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.
- Read the book, pausing to model target words.
  - M** Model single words: The **BEAR** is asleep. He is **LOUD**. Animals come **IN** the cave to get warm. Do you know anyone who **SNORES** or is **LOUD**?
  - M** Model two- and three-word combinations: The **BEAR** is still **SLEEPING**. **THEY** are having a party **IN** the cave. The **BEAR SNORES** (or the **BEAR** is **LOUD**). I wonder if the **BEAR** will wake up. **BEAR** wakes up to see his friends **IN** his cave. Now **THEY** are **SLEEPING** and **BEAR** is awake.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

### Sensory: Wake the Bear

Have students take turns wearing the bear headband while pretending to sleep and snore. Others use instruments or loud sound to try to wake him/her up.

- M** Model single words: He is a **BEAR**. He is **SLEEPING**. Who wants to try to wake up our **BEAR**?
- M** Model two- and three-word combinations: The **BEAR** is **SLEEPING**. He **SNORES/is LOUD IN** his cave.
- M** Who thinks **THEY** can go **IN** the cave and wake up the **BEAR**?



### Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about bears.



## Watch Real Bears

Watch bears at Katmai National Park in Alaska.



### Watch bears in action!

[explore.org/livecams/brown-bears/](https://explore.org/livecams/brown-bears/)

## Craft/Fine Motor: Bear Headband

- Print bear headband handout at [prentrom.com/caregivers/implementation-activities](https://prentrom.com/caregivers/implementation-activities). (Tip: Cardstock works best.)
- Students decorate headband.
- Fasten headband together to fit student's head.

**M** We're making **BEAR** headbands. **THEY** will be awesome. You can be a **BEAR IN** our game.



## Writing: Story Map

- Download the Story Map template at [prentrom.com/caregivers/implementation-activities](https://prentrom.com/caregivers/implementation-activities). You can show it from your computer. Talk about the main events of the story. This can be done individually or as a group.
- Review the story with students. Adults model words to give examples of what happened in the beginning of the story.
- Adult: Let's think about our story. What did the **BEAR** do first? Then what happened? How did the story end?
- Ask students to use their SGDs to tell something that happened during the beginning, middle, and end of the story.

- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...known that vendors were so accessible, making the process much less intimidating. Twenty years ago, as a brand-new clinician, there were no vendors that I had contact with and I was on my own and it was so much to navigate.

- Becky Gerig, M.A., CCC-SLP



SUZANNE LANG

# Grumpy Monkey

## Core Words

bad, feel, grumpy (grouchy\*), why

## Fringe Word

monkey

## Bonus Skill

Teach comparative and superlative word forms for grumpier and grumpiest.

## Summary

A monkey named Jim Panzee is in a bad mood. His friends try to help him, but nothing really works. He learns that sometimes when we feel grumpy, we can still enjoy being with friends.

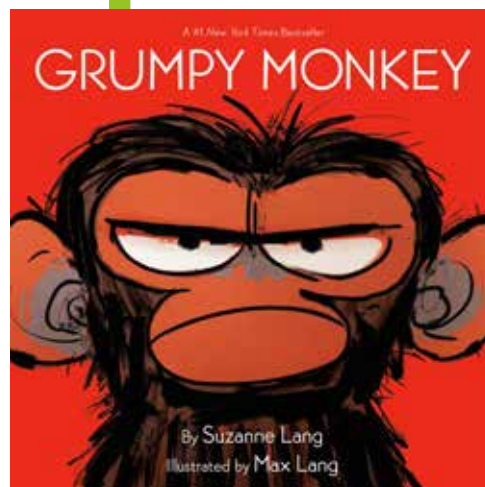
## Objectives

1. Students will use one- to three-word phrases to comment about the story and related activities using their AAC systems.
2. Students will add a word to a sentence frame using their AAC systems during a writing activity.
3. Students will use words with +er and +est endings on their AAC systems to describe characters/events in the story.

## Materials

- Large mirror or tablet with camera
- Large craft sticks
- Brown paint/markers
- Monkey mask
- Cardstock
- Art supplies
- Smart Chart of target words
- Lite-tech core board/wall chart and/or speech-generating device

\*The word “grumpy” isn’t in LAMP WFL. You can use the word “grouchy” and explain that they are similar words. You can also add the words “grumpy,” “grumpier,” and “grumpiest” to LAMP WFL.



## Introduce the Story

- Talk about the cover and author. Make predictions and model. *This story is called “Grumpy Monkey.” The **MONKEY** looks **GRUMPY**. That means he may **FEEL BAD**. I wonder why he is **GRUMPY**. Let’s take a picture walk to see what this book will be about. Take a picture walk. Look through the pages and briefly talk about the pictures to build background knowledge.*
- Read the book, pausing to model target words.
- M** Model single words: Jim is a **MONKEY**. He is **GRUMPY**. He doesn’t **FEEL** good. He feels **BAD**. We can tell he is **GRUMPY** by the way he holds his body.
- M** Model two- and three-word combinations: Jim is a **GRUMPY MONKEY**. We say you are **GRUMPY** when you **FEEL BAD**. **WHY** is he **GRUMPY**? I can tell he is **GRUMPY** by his face. Do you ever **FEEL GRUMPY**? He learned it is ok to **FEEL BAD**.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

## Sensory/Fine Motor: Who’s Grumpy?

Have students look in a mirror and make their faces and bodies look grumpy. Record their actions and play back for the class to watch. Talk about reading body language and how we show people how we feel by the way we make our bodies look. It’s also important to explain that sometimes people can’t control their muscles and they may look grumpy, but that isn’t how they really feel.

- M** Model single words: This is my **GRUMPY** face. My eyebrows are bunched to show that I **FEEL** mad. We can make faces like the **MONKEY**. I can look **GRUMPY** by making a mean face. Who can make the **GRUMPY** face?
- M** Model two- and three-word combinations: Here is how I look when I **FEEL BAD**. My shoulders hunch up and my face looks **GRUMPY** like the **MONKEY**. Show me how you look when you **FEEL GRUMPY**. **WHY** would you **FEEL GRUMPY**?



## Amazing Animal Adventure Pack

Download the Amazing Animal Adventure Pack to learn fun facts about monkeys.

## Watch Real Monkeys

Watch monkeys at the Houston Zoo.



### Watch monkeys in action!

[houstonzoo.org/explore/webcams/chimpanzee-cam/](http://houstonzoo.org/explore/webcams/chimpanzee-cam/)

## Craft/Fine Motor: Monkey Mask

- Download and print the monkey mask template at [prentrom.com/caregivers/implementation-activities](http://prentrom.com/caregivers/implementation-activities). (Tip: Cardstock works best.)
- Students decorate their masks.
- Attach a large craft stick for student to hold or a large loop of paper as a band to secure the mask. Look in the mirror or record your students and then watch the video. Never force a student to wear a mask. Let students take turns wearing their masks and pretending to be Jim while others try to make him feel better.



**M** We're making **MONKEY** masks. I wonder how you will **FEEL** when you wear your mask. Will you be a **GRUMPY MONKEY**? What can we do to help him **FEEL** better?

## Writing: When I'm Grumpy, I Can\_\_\_\_\_

- Write the sentence frame "When I'm grumpy, I can \_\_\_\_\_" at the top of document or slide.
- The adult models a word/words on the speech generating device to fill in the blank: **"PLAY MUSIC."**
- Each student then has a chance to fill in the blank with a word. It doesn't have to be words from this month's target list. Make meaning from any word the student offers.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect your Accent® device to a computer.
- Read all the sentences once everyone has had a turn. Finish the project as a slideshow to show to the group and share with others. Print out the slides to make a book for everyone.



Learn how to connect your Accent device to a computer.



### If I knew then what I know now, I would have...

...wanted to know what I can do with my device once I'm proficient with it. In my case: I can direct my care. I can give speeches that is my business. I can control Alexa.

- Scott Palm, PRC-Salttillo Ambassador who uses an Accent device.





# Monthly Unity® 84 Sequenced Smart Charts



# Smart Charts













## Unity® 84 Sequenced

January - April












### January • Unity 84 Sequenced

help		help 	
play		play 	
not		not 	
scared		SCARE 	scared 
penguin		WATER ANIMALS 	penguin 













### February • Unity 84 Sequenced

another		DIRECT 	another 
different		TAKE 	different 
same		TAKE 	same 
where	? word	where 	
sock		sock 	

### March • Unity 84 Sequenced

do		do 	
like		like 	
worried		WORRY 	worried 
you		you 	
school		school 	

### April • Unity 84 Sequenced











he		he 	
don't		N'T 	don't 
drive		DRIVE 	drive 
let		let 	
bus		bus 	

# Smart Charts













## Unity® 84 Sequenced

May - August




### May • Unity 84 Sequenced

go		go 
in		in 
where	? word	where 
they		they 
turtle		WATER ANIMALS  turtle 












### June • Unity 84 Sequenced

not		not 
dance		DANCE  dance 
sad		sad 
they		they 
giraffe		ZOO ANIMALS  giraffe 

### July • Unity 84 Sequenced

asleep		REST  asleep 
don't		N'T  don't 
up		up 
wake		WAKE  wake 
tiger		ZOO ANIMALS  tiger 

### August • Unity 84 Sequenced

he		he 
look		look 
send		SEND  send 
they		they 
zoo		ZOO 


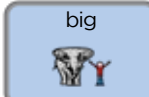



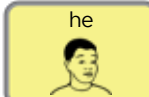







# Smart Charts


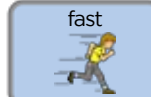

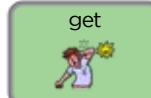

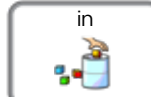



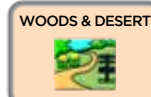
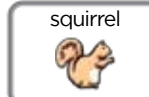
## Unity® 84 Sequenced

# September - December











## September • Unity 84 Sequenced

big		big 
happy		happy 
he		he 
play		play 
elephant		ZOO ANIMALS 
		elephant 





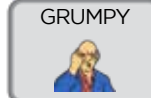
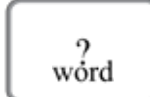
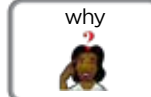

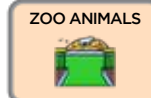

## October • Unity 84 Sequenced

fast		fast 
get		get 
in		in 
not		not 
squirrel		WOODS & DESERT 
		squirrel 

## November • Unity 84 Sequenced

in		in 
snores		SNORE 
sleeping		sleeping 
they		they 
bear		ZOO ANIMALS 
		bear 

## December • Unity 84 Sequenced

bad		bad 
feel		feel 
grumpy		GRUMPY 
why		why 
monkey		ZOO ANIMALS 
		monkey 

# Monthly LAMP Words for Life® Smart Charts




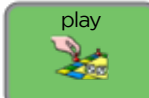










# Smart Charts

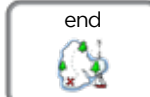
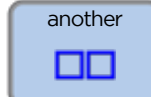

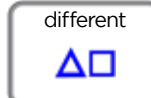


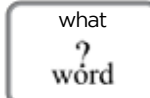



## LAMP WFL 84 Full

January - April




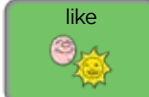
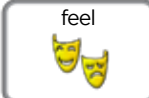
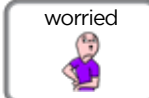
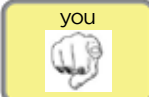



### January • LAMP WFL 84 Full

help			
play			
not			
scared			
penguin			


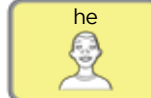



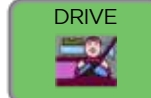
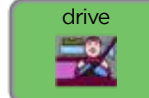

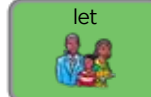


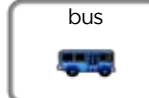
### February • LAMP WFL 84 Full

another			
different			
same			
where			
sock			

### March • LAMP WFL 84 Full

do			
like			
worried			
you			
school			

### April • LAMP WFL 84 Full

he			
don't			
drive			
let			
bus			





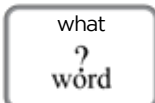

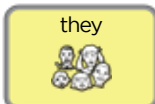


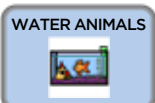
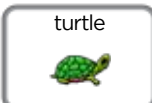


# Smart Charts








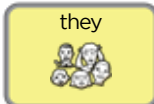




## Lamp WFL 84 Full

May - August













### May • LAMP WFL 84 Full

go			
in			
where			
they			
turtle			




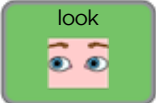







### June • LAMP WFL 84 Full

not			
dance			
sad			
they			
giraffe			

### July • LAMP WFL 84 Full

asleep	sleep 	asleep 	
don't	not 	don't 	
up	up 	up 	
wake	sleep 	WAKE 	wake 
tiger	come 	ZOO 	tiger 

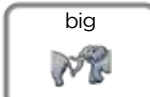






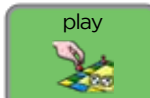



### August • LAMP WFL 84 Full

he			
look			
send			
they			
zoo			












# Smart Charts Lamp WFL 84 Full

## September - December













### September • LAMP WFL 84 Full

big			
happy			
he			
play			
elephant			



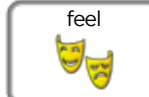

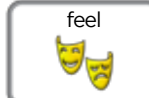


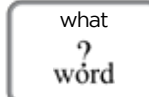
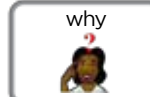
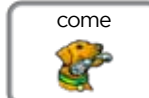


### October • LAMP WFL 84 Full

fast	<div>fast</div> 	<div>fast</div> 	
get	<div>get</div> 	<div>get</div> 	
in	<div>in</div> 	<div>in</div> 	
not	<div>not</div> 	<div>not</div> 	
squirrel	<div>come</div> 	<div>WOODS ANIMALS</div> 	<div>squirrel</div> 

### November • LAMP WFL 84 Full

in			
snores			
sleeping			
they			
bear			

### December • LAMP WFL 84 Full

bad			
feel			
grumpy			
why			
monkey			

## How do I make my own Smart Charts?

There may be times when you want to make your own Smart Charts to go along with your favorite books, or perhaps you are reading one of these stories with a student who is using a different vocabulary (such as Unity® 45 sequenced) and you need a Smart Chart. Here are some ways to make your own versions.

If you have a Windows PC you can download our free PASS software. This lets you create Smart Charts of your target words.

New to PASS? Watch a free on demand class to learn more about the many ways you can use this free software emulator.

## What if I have a Mac, Chromebook, iPad, or tablet?

If you have use one of these platforms, you can use our Smart Chart Generator with your AAC Language Lab (aaclanguagelab.com) subscription. Since this is web-based, you can use any of these devices to make your Smart Charts!

The example below includes target words from Unity 45 sequenced vocabulary for *Be Brave Little Penguin* made with the Smart Chart Generator.



### Download PASS to your Windows PC

The free Windows PC PASS download lets you create Smart Charts of your target words.

[prentrom.com](http://prentrom.com) > PRC Advantage > PASS



### Watch and learn with Your Free PASS

Easy Ways to Make Support Materials for PRC Language Systems

[prentrom.com](http://prentrom.com) > Education > On Demand Recordings > Your Free PASS



### Smart Chart Generator Video Tutorial

The new 'My Lab' feature allows you to create what you need. Watch this video to learn more:

[youtu.be/degDmuM3giE](https://youtu.be/degDmuM3giE)



## Resources to help with using your speech-generating device.



Learn how to add words, use vocabulary builder, and more on the Accent device with Empower software by watching short videos on our Empower Playlist on the PRC Brand YouTube Channel.



Learn how to add words, use vocabulary builder, and more on the Accent device with NuVoice software by watching short videos on our General Operations and Settings: Accent® with NuVoice Playlist on the PRC Brand YouTube Channel.



Learn how to add words, use vocabulary builder, and more by watching short videos on our LAMP Words For Life®: Via® Pro, PRiO®, iPad App Playlist on the PRC Brand YouTube Channel.

## PRC-Salttillo Classes



Online • In Person

Practical, clinically sound product training and AAC implementation classes.

## Other Resources

- **Common Core:** Learn why Common Core is important • [www.corestandards.org](http://www.corestandards.org)
- **Project Core:** A Stepping-Up Technology Implementation Grant directed by the Center for Literacy and Disability Studies • [www.project-core.com](http://www.project-core.com)
- **Reading Rockets:** Story maps & information about literacy • [www.readingrockets.org](http://www.readingrockets.org)
- **Literacy for All:** Instruction for students with significant needs • [www.literacyforallinstruction.ca](http://www.literacyforallinstruction.ca)
- **Praactical AAC:** Website & blog with information about literacy • [www.praacticalaac.org](http://www.praacticalaac.org)
- **LessonPix:** Website for creating custom materials • [www.lessonpix.com](http://www.lessonpix.com)

## Languages Stages Overview

The “Stages” that form the foundation of the AAC Language Lab are a compilation of information on language development gathered from a vast number of resources and organized in a single chart of teachable segments, called Stages. Because the acquisition of new language skills flows gradually from stage to stage, it is not unusual to find skill development overlapping the stage divisions. Therefore, the stages provide a general structure but should not be interpreted rigidly.

### Stage 1

Talking with one word at a time: The person speaks one word at a time and learns to direct activities, request, and label.

### Stage 2

Talking with two- and three-word phrases: The person learns more words and begins to combine words to make phrases.

### Stage 3

Building phrases and early sentences: The person combines words in meaningful order. Use of grammar endings for -ing verbs such as walking, as well as -s to pluralize nouns begins.

### Stage 4

Learning grammar and sentence structure: Asking questions and making negative statements begin. Use of irregular past tense verbs, or those that create their past tense without adding -ed, such as ate, begun.

### Stage 5

Using sentences and phrases with more grammar endings: The person learns to make nouns possessive by adding 's as in mom's car. Both third person present tense verbs which use -s, as in he eats, and the use of -ed to make regular past tense verbs, such as talked, begin.

### Stage 6

Using correct grammar and word order in complex sentences: The person understands most grammar rules. Language continues to grow by adding vocabulary.



Not sure where to start? Use the Language Screener on the AAC Language Lab to help you find out which language stage to start with and for ongoing re-assessment. Then refer to the Stages Chart to plan intervention.

Use this chart to keep track of students' communication strategies, hardware/software, language system, and current language stage.

Use the Language Screener on the AAC Language Lab to help guide you in getting started with each student.

Date	Student	Low Tech Strategies	Device Hardware and Accessories	Vocabulary (language) Configuration	Stage 1-6
1/01/22	Ex. Allison	Blink for "yes", Facial expressions, low tech board with partner scanning	Accent 1400 with table top mount and wheelchair mount	Unity 60 sequenced	2



# Lesson Plan Template

Book Title

Author

Core Words

Fringe Word

Bonus

Summary

Introduce the Story

Objectives

Sensory

Materials

## Watch

---

---

---

---

---

## Craft/Fine Motor

---

---

---

---

---

---

---

---

---

---

## Writing

---

---

---

---

---

---

## Notes

---

---

---

---

---

---

# Contact PRC-Salttillo



## World Headquarters

1022 Heyl Road  
Wooster, OH 44691

## General Information

Phone: 330.262.1984  
Toll-free: 800.262.1984  
Fax: 330.263.4829  
info@prc-salttillo.com

## Sales

Phone: 800.262.1933  
Hrs M-F, 8 a.m. – 5 p.m. ET  
sales@prc-salttillo.com

## Funding

aacfunding.com  
Phone: 800.268.5224  
Fax: 330.202.5840  
Hrs M-F, 8 a.m. – 5 p.m. ET  
funding@prc-salttillo.com

## Technical Service

support.prentrom.com  
800.262.1990  
Hrs M-F, 8 a.m. – 7 p.m. ET  
Sat-Sun, 1 p.m. to 5 p.m. ET  
service@prc-salttillo.com


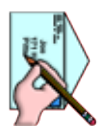


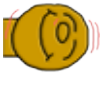













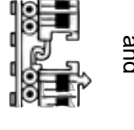
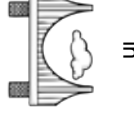






























































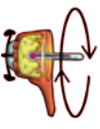

## Ayuda en Español

800.262.1984 ext. 1417  
Hrs M-F, 9 a.m. – 5 p.m. ET  
espanol@prentrom.com

## PRC-Salttillo U.S. Regional Consultants

Toll-free: 800.848.8008  
prcrep@prentrom.com



 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
 me	 my	 wear	 am	 please	 that	 and	 in	 what ? word	 a	 +s	 there
 I	 we	 are	 is	 were	 was	 on	 to	 SPELL/NUM	 an	 the	 end
 you	 they	 new	 play	 like	 work	 have	 feel	 read	 more	 fast	 stop
 it	 he	 want	 all	 come	 time	 do	 go	 get	 big	 color	 help
 she	 look	 slow	 hear	 think	 right	 said	 live	 love	 follow	 ride	 put
 CLEAR	 not	 talk	 sit	 eat	 find	 make	 need	 drink	 watch	 turn	 sleep
