



Let's Play!

2024 | AAC Literacy Planner

WELCOME TO THE PRC-SALTILLO AAC LITERACY PLANNER: LET'S PLAY!

Everyone wins when AAC learners connect with others! Stories in this planner focus on turn-taking, commenting, sharing, and being a good friend. Encourage your AAC learners' communication as they develop lifelong play and leisure skills.

You'll find monthly lessons based on books about play and friendship.

Use the corresponding lists of target words to teach and model core vocabulary. Some are intentionally repeated for practice in different activities. Feel free to add more words based on your learners' needs.

Try extension activities for more opportunities to practice target words.

Games, crafts, sensory activities, writing prompts, and smart charts are just a download away! Share smart charts to remind communication partners of words to model throughout the day.

Did you know there are different levels of play? Download the developmental information and consider ways to help your students grow.

Some AAC learners need visual support to help them learn expectations for gameplay and friendship. Download the Social Skills Support Set, which includes a social story about playing games, specific smart charts of target words for commenting during games, and turn-taking cards.

Are you supporting older students using AAC who are also emergent literacy learners? Follow the QR code to Tar Heel Reader, a free website that hosts online books you can read from your computer or tablet. You'll find books written specifically for each lesson so you can teach the same content with a more age-respectful design.



The main goal of this year's planner is to have fun and make friends! So, let's play!

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Ask an Ambassador! We asked our PRC-Salttillo Ambassadors, individuals who use our speech-generating devices/apps, what they like to do in their free time. Make sure to check out their responses.

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Thank you to Easterseals Redwood for welcoming us to their facility! Easterseals Redwood's mission is to advance 100% equity, access and workforce inclusion for people with disabilities, people facing disadvantages, and veterans. Easterseals Redwood was formed on 8/1/2022 when Easterseals Siring Greater Cincinnati and Redwood merged to become one. Our services impact the lives of people throughout their lifespan - and the lives of their families, their communities and society at large.

What's in the Planner?

Comprehensive and interactive monthly lesson plans:

- + a set of target words to teach and model along with a bonus skill
- + learning objectives to customize based on your learner's needs
- + extension activities for games and play, crafts, sensory, and writing
- + supplies list for all activities
- + numerous resources to download, including a blank template to create activities for your favorite books
- + plus, play adaptations for students with physical challenges



The **M** you'll see throughout the lesson plans features tips for modeling words and phrases.

How Do I Get Started?

At the beginning of each month, read the story and check out the target words, lesson plans, and extension activities.

View and download literacy planner supports online at <https://www.prentrom.com/caregivers/implementation-activities> or scan the QR codes below. You'll find vocabulary smart charts for LAMP Words for Life® Full, Unity® 84 Sequenced, and WordPower® 60 Basic along with numerous lesson plan handouts.

You can also create your own smart charts by using the Smart Chart Generator on the AAC Language Lab® <https://aaclanguagelab.com/resources/smart-chart-generator-instructions> or by downloading ChatEditor™ or PASS Software, our free software emulation programs to your Windows® computer.

Gather needed supplies including reusable tools from the Social Skills Support Set.



Use the read-aloud versions of the story on our YouTube channel as another way to interact with the content.



Scan to download 2024
Planner Supports



Scan to access the AAC
Language Lab Smart
Chart Generator



Scan to download PASS
Software for Minspeak
vocabularies



Scan to download
ChatEditor for
WordPower
vocabularies

GETTING STARTED: MORE RESOURCES

Resources to Support Your AAC Learner

The Social Skills Support Set includes resources you can use over and over:

- + developmental stages of play
- + ideas for adaptive play
- + a social story about playing board games
- + visual supports to download, laminate, and keep handy each month

Visual Supports

Visual supports are concrete clues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine activity, behavioral expectations, or skill demonstration. They may include pictures, words, arrangement of the environment, visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts.*

Visual supports are evidenced-based, meaning that their use has been thoroughly researched and is widely accepted as an effective intervention strategy for individuals with autism. Everyone uses visual supports. Cell phones give quick access to calendars and reminders, images and videos. The internet shows how to complete home repairs, cook a new recipe, or better pack a suitcase. These supports help make language visible for those who have difficulty listening and understanding verbal speech due to other challenges, including anxiety, cognitive impairments, and English language learners.

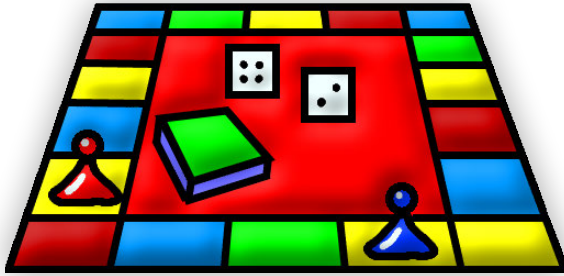
Incorporate simple visual supports into activities and help your emerging AAC learners better understand how to play!

Go and Wait Turn-Taking Visuals

Download and print several copies of these cards on cardstock, laminate and keep them near the games. Pass out wait cards to players who are waiting for their turn. Give the go card to the player who is taking the turn. Once their turn is over, the student exchanges cards with the next person so they now have a wait card and the current player has the go card. Repeat the process throughout the game as long as needed.

*Sam, A., & AFIRM Team. (2015). Visual supports. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://files.eric.ed.gov/fulltext/ED595398.pdf>





Playing Games with Friends Social Story

Download and print the story and keep it near the games. Before you play a game, read the story. By making it a habit to read the story before playing games, you offer reminders about turn-taking as well as good sportsmanship.

Stages of Play



Unoccupied -
Babies learn about their bodies by moving arms and legs.



Solitary -
Plays alone and is not interested in others.



Onlooker -
Watches others but doesn't get involved.



Parallel -
Plays alongside others but doesn't interact.



Associative -
Plays alongside others with some interaction but are not playing together and may not be playing with the same items.



Cooperative -
Plays together with others and is interested in the activity as well as the other children during play.

2024 AAC Literacy Planner *Parten's Stages of Play © 2023 PRC-Satillo. All Rights Reserved.


The Stages of Play

Refer to these developmental stages to find out where your AAC learner's play skills fall and identify next steps for growing language through play.


Adaptations for Play

Consider adaptations that may make it easier for your AAC learner to participate in activities


Using Art Supplies



Use larger items that are easier to grip. Wrap a piece of rough Velcro® on the item and place a terry cloth sweat band around the student's hand. Position the item in the palm of the hand so it sticks to the sweat band. Build-up handles of paint brushes and markers by adding a foam curler around them.




Keep toys from falling on the floor by placing them on non-slip placemats. Attach mallets and other parts of toys to the base with elastic straps so they can be more easily grabbed if they fall.




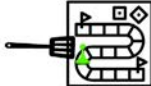
Add watered-down paint to battery-operated squirt guns and activate with a switch.

Switch-adapted animals can be used to walk through paint to make tracks. For those using the Accent® with Empower®, use the IR Remote feature to control an infrared dinosaur to walk through the paint. Follow the QR code to learn how to do this.




Playing Board Games

Build up game pieces using a foam curler. Use a large kitchen spatula as a reacher to move game pieces. Use a bingo wand and magnetic chips for game pieces. For those using the Accent® with Empower®, use the List-O-Matic feature to add word lists, colors, numbers, names to be selected in random order. Follow the QR code to learn how.

Directing Others



Move red two

Directing others how to move game pieces, which color to move and how many spaces, or where to place an item.

Use the AAC system to ask Alexa to choose a color, number, or play music.

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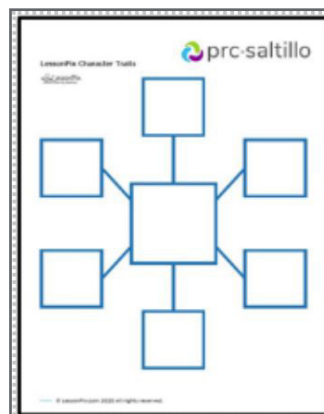
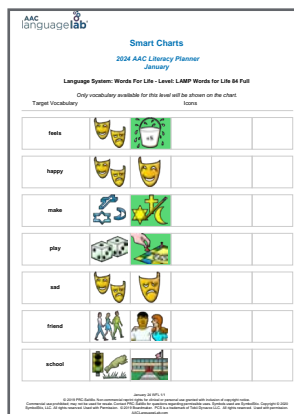
Adaptations for Play

Consider ways to adapt activities so everyone is included.

GETTING STARTED: MORE RESOURCES

Themed Monthly Resources

Themed monthly materials, including smart charts and activity-based handouts, can be downloaded when you are ready to teach the specific story that goes along with them.



Level-up Your Literacy Learning

When you see the alphabet symbol, remember to plan for alphabet and sound awareness activities.

- + Count how many times you hear a word, find target letters in print in the story, or go on a sound scavenger hunt to look for items that begin with the target sounds
- + Encourage sound play with vocalizations and encourage students using speech-generating devices to go to the phonics page and make letter sounds

Write Away

When you see the speech-generating device with the spelling page, remember to offer daily, independent writing opportunities with the alphabet. Encourage your AAC learner to select letters on the spelling page as they experiment with sounds.

- + Choose a picture or topic as a writing prompt
- + Suggest that students use letters on their AAC language system's spelling page without telling them what to say
- + After writing, provide informative feedback to help shape learning: "You wrote some b's. Your picture is you playing ball. Ball begins with 'b.'" "You wrote a lot of m's. Let's count how many."



Book List with Target Words

January Target Words

Core: feels, happy, make, play, sad

Fringe: friend(s), school

Bonus Skill: Teach additional words to describe feelings (worried, sad, excited)

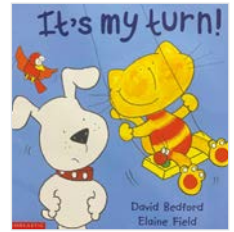


July Target Words

Core: my, your, go, stop, turn, wait

Fringe: playground

Bonus Skill: Teach comments, such as “awesome, yay, okay”

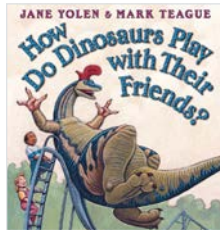


February Target Words

Core: bad, does, he, nice, not

Fringe: dinosaur(s), friend(s)

Bonus Skill: Teach the +s marker to make plural forms of nouns



August Target Words

Core: I, you, can, play, with, who

Fringe: fun

Bonus Skill: Teach use of questions beginning with “Can I?”

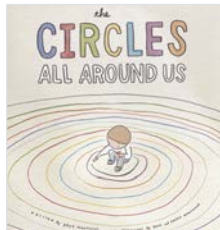


March Target Words

Core: they, big, make, in, who

Fringe: circle(s), family

Bonus Skill: Teach comparative/superlative forms of words with the +er and +est word endings

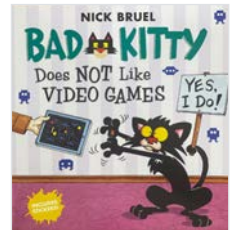


September Target Words

Core: she, draw, mad, play, read, what

Fringe: game(s)

Bonus Skill: Teach the use of to + verb



April Target Words

Core: he/she, playing, read, same

Fringe: poem(s), story

Bonus Skill: Teach more prepositions, such as “up/down, in/out, on/off”

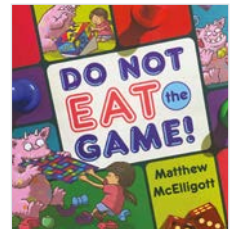


October Target Words

Core: my, your, don't, move, turn

Fringe: game, piece(s), monster

Bonus Skill: Teach additional possessive pronouns “his, hers, mine, theirs”

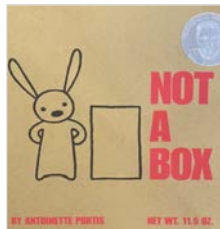


May Target Words

Core: it's, do, fun, not, pretend, what

Fringe: box

Bonus Skill: Teach the present progressive grammar marker +ing

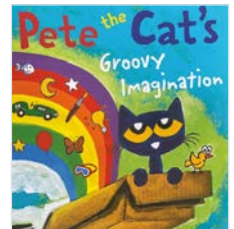


November Target Words

Core: he, do, something, think, awesome

Fringe: imagination

Bonus Skill: Teach verb forms of the word “imagine” (imagines, imagined, imagining, to imagine)

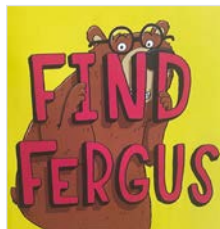


June Target Words

Core: he, find, hide, try, where

Fringe: bear

Bonus Skill: Teach more prepositions



December Target Words

Core: they, it, boring, exciting, making, oops

Fringe: rock(s)

Bonus Skill: Teach past tense verb forms, such as bored, excited, and made



AMANDA MCCARDIE

Let's Play!

A Book About Making Friends

Core Words

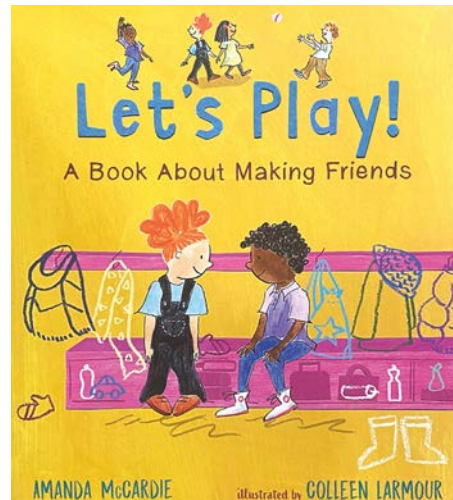
feels, happy, make, play, sad

Fringe Words

friend(s), school

Bonus Skill

Teach additional words to describe feelings, such as worried, sad, and excited



Plan for Alphabet
and Sound Awareness

Summary

Suki's family moves and she starts at a new school. Suki feels shy and lonely until she learns how to make friends.

Objectives

1. Students will use one- and two-word phrases to describe emotions of others using their AAC system
2. Students will use one- and two-word phrases to comment about activities using their AAC system
3. Students will use words to describe a character from the story using their AAC system with varying levels of support

Materials

Sandpaper, cotton balls, construction paper, glue, art supplies, bingo chips. Download "Compliment Bingo" boards, cards, and smart charts.

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

Here are two girls sitting down together. It looks like they're at school. This story is called "Let's Play! A Book About Making Friends." What do you think this story will be about?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the **CAR** method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator's comment
- M** Model single words: Sukie is at her new **SCHOOL**. She wants to **MAKE** friends. They like to **PLAY**. She's not **SAD** anymore. Now she is **HAPPY**.
- M** Model two- and three-word phrases: Sukie **FEELS SAD**. She wants to **MAKE FRIENDS**. They are **HAPPY** when they **PLAY** together.

Game: Compliment Bingo

- + Download the "Compliment Bingo" boards, cards, and "Game Playing" smart chart
- + Print bingo boards and two copies of the draw cards on cardstock providing one board to each player and placing the draw cards face down on the table; review the words before playing.
- + Players take turns drawing a card and looking for the word on their AAC system and/or using it in a phrase; when students find a compliment word on their AAC system, they can cover it with a chip on their bingo board
- + Use the "Game Playing" smart chart for words to model during play; discuss the compliment and how it could be used.
- M** Model one-, two-, and three-word phrases: Let's **PLAY** a game. Listen for the word. We will **GO AGAIN**. **MOVE** a bingo chip to your **GAME** board when you hear the word.

Sensory: Cotton and Sandpaper Words

Pass out cotton balls and ask students to squeeze them. Encourage students to use words to describe cotton. Then pass out pieces of sandpaper and ask students to touch them and tell how they feel. For students who have difficulty holding the items, you can gently rub them on their hand or arm. Make connections to the story. Talk about how Suki felt when friends said mean things to her. How did they feel when they said nice things to her?

- M** Model one-, two-, and three-word phrases: Let's **MAKE** something with cotton. It **FEELS** nice. **FRIENDS MAKE** us **FEEL** soft and comfy when they use nice words. We want to use words that **MAKE FRIENDS FEEL HAPPY**.

Writing: Compliment a Friend

After playing bingo, ask students to add an adjective to a sentence frame using their AAC system to compliment a friend. Help your learners identify someone to compliment and practice. Consider sponsoring a Compliment Day in your school and encourage everyone to spread kindness on this day!

Open a new 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 AAC system, such as "You are _____." AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

Craft: Sensory Collage

Use sandpaper and cotton balls from the sensory activity to make a collage. Provide students with construction paper and glue and encourage them to glue the items to the paper. Review how the textures remind us about soft, kind words and rough, mean words.

- M** Model one-, two-, and three-word phrases: Let's **MAKE** something with cotton. It **FEELS** nice. It **FEELS** comfy. It **FEELS** soft. It reminds me of Suki and her **FRIENDS**. We can **FEEL SAD** or **FEEL LONELY** when we hear mean words. Sandpaper **FEELS** rough like mean words **MAKE** us feel. We want to use words that **MAKE FRIENDS FEEL HAPPY**.



Scan to download
monthly smart charts
and activity-based
handouts.



Provide time for independent writing



Ask-an-Ambassador

"What do you like to do in your free time?"

"I like to listen to music, read books, and go for walks."

— Himani Hitendra



JANE YOLEN & MARK TEAGUE

How Do Dinosaurs Play with Their Friends?

Core Words

bad, does, he, nice, not

Fringe Words

dinosaur(s), friend(s)

Bonus Skill

Teach the +s marker to make plural forms of nouns

Summary

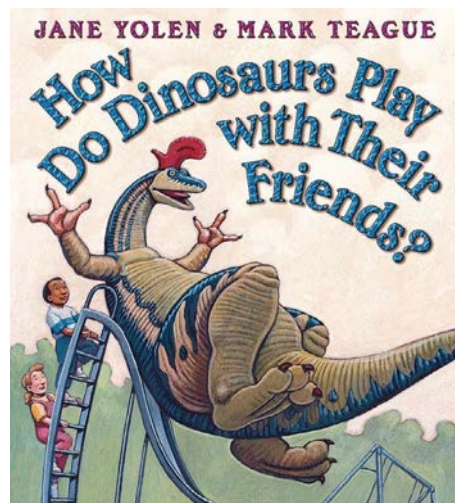
What are the skills dinosaurs use when playing with friends? Do they hide their toys, or do they share? Learn about play skills in this story.

Objectives

1. Students will use one-, two-, and three-word phrases to describe actions of others using their AAC system
2. Students will use the word “not” to express negation using their AAC system
3. Students will make the plural form of nouns using the +s marker on their AAC system

Materials

Sensory bins materials (beans, rice, sand, spoons, cups, magnifying glass, etc.) paper, paint and supplies, plastic dinosaurs. Download the “Dino Spinner,” “Character Trait Map,” and smart charts.



Plan for Alphabet and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
 - + Invite your reader to make story predictions by commenting using their AAC system
 - + Find connections between their comments, the picture on the cover, and the title
- The dinosaur is going down the slide. Look at the children on the slide. This story is called “How Do Dinosaurs Play with Their Friends.” What do you think it will be about?*

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
 - + **Ask** a question and pause to give your AAC learner time to think and reply
 - + **Respond** to your AAC communicator’s comment
- M** Model single words: The **DINOSAUR** has all the toys. Does **HE** share? That is **BAD**. His **FRIENDS** want to play. That is **NICE**.
- M** Model two- and three-word phrases: **DOES HE** share? He would be a **BAD DINOSAUR**. HE is **NOT BAD**. He is a **NICE FRIEND**. **DINOSAURS** make nice **FRIENDS**.

Game: What Will Dino Do?

Download the “Dino Spinner” and assemble. Students take turns spinning the spinner to see what action the dinosaur will do. Your AAC learner can call out the actions using their AAC system. Students then either act out the actions themselves or use a plastic dinosaur.

- M** Model one-, two-, and three-word phrases: Let’s play a **DINOSAUR** game. What **DOES HE** do next? He is **NOT** a **BAD DINOSAUR**.

Sensory: Digging for Dinos

Put a variety of plastic dinosaurs, rocks, magnifying glass, shovels, rakes, spoons, cups, etc. in a sensory bin with sand, beans, or rice. Encourage students to dig in the sand to find dinosaurs.

- M** Model one-, two-, and three-word phrases: Look for **DINOSAURS**. It's **NOT** there.
DOES HE like to hide in that? **HE DOES NOT**.

Writing: Describe a Friend

Download the "Character Trait Map" and use it to describe the qualities of a good friend. Customize by having students choose a specific friend to write about and include a photo on the handout. This is a wonderful way to review the compliment words learned last month. Your AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

- M** Model one-, two-, and three-word phrases: Let's think about words that describe what **FRIENDS** do. What do **NICE FRIENDS** do?

Craft: Dinosaur Footprints

- + Give each student a piece of paper and an assortment of plastic dinosaurs
- + Pour different colors of paint onto a paper plate
- + Dip the dinosaurs' feet into the paint
- + Make dinosaur tracks on the paper

- M** Model one-, two-, and three-word phrases: Let's make **DINOSAUR** footprints. Do **NOT** spill the paint. That would be **BAD**. What a **NICE** picture.
DOES this look **NICE**? **HE** is **NOT BAD**.



Scan to download
monthly smart charts
and activity-based
handouts.



Provide time for independent writing



 tip



Ask-an-Ambassador

"What do you like to do in your free time?"

*"I like to get on my computer.
I like to play games on my phone
and play softball."*

— **Danny Gonsalves**



BRAD MONTAGUE

The Circles All Around Us

Core Words

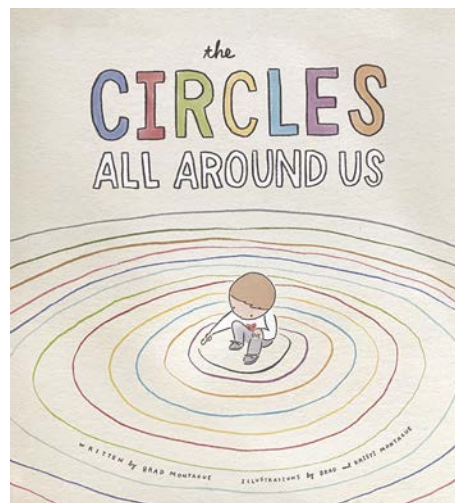
they, big, make, in, who

Fringe Words

circle(s), family

Bonus Skill

Teach comparative/superlative forms of words with the +er and +est word endings



Plan for Alphabet and Sound Awareness

Summary

This story illustrates the different circles around us and the people included in them. Themes include feelings, emotions, making friends, and getting along with others.

Objectives

1. Students will use one- and two-word phrases to describe emotions of others using their AAC system
2. Students will use one- and two-word phrases to comment about activities using their AAC system
3. Students will use the correct word endings to make the comparative form of adjectives (e.g., bigger, happier) when provided with varying levels of support

Materials

Cardstock, vegetable oil, food coloring, cups, forks, spoons, a large, shallow dish, colored mats, plastic cones, hula hoops, rope. Download the life-size game board handout, the "Thank You Note" template, and smart charts.

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

I see a child. It looks like he drew a lot of circles around him. This story is called "The Circles Around Us." I wonder what it will be about.

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator's comment
- M** Model single words: We all have **CIRCLES** around us. **WHO** is in your circle? We love our **FAMILY**. **THEY** are in our circle. We make our circle **BIGGER** when we let friends in.
- M** Model two- and three-word phrases: We have **CIRCLES** of people who **LOVE** us. When we let others **IN** our circle, it gets **BIGGER**. We decide **WHO** we let **IN** our **CIRCLES**. When we **MAKE BIG CIRCLES**, **THEY** include more people.

Game: Life-Size Chutes and Ladders®

Work alongside your gym teacher, occupational therapists, and physical therapists to create a life-size Chutes and Ladders game. Download the handout with instructions.

- M** Model one-, two-, and three-word phrases: We can **MAKE** a **BIG** game board. **WHO** goes first? **THEY** go **IN** the **CIRCLE** and have to go back to the beginning.

Sensory: Circle Fidgets

Cut circles of assorted sizes from materials of different textures (furry cloth, plastic placemats, corrugated cardboard, etc.). Let students feel them and select one to keep with them to provide sensory input when needed.

- M** Model one-, two-, and three-word phrases: We are going to feel some **CIRCLES**. You can pick one to keep **IN** your desk. **WHO** wants to feel this **CIRCLE**? **THEY MAKE CIRCLES** fun to feel.

Writing: Thank You Notes

Talk with students about the importance of thanking people in our circles for nice things they do for us. Either as a group or individually, identify someone you could thank with a kind note. It could be a teacher, school custodian, bus driver, school administrator, or family member. Download the "Thank You Note" template. AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

- M** Model one-, two-, and three-word phrases: It's important to let people in our **CIRCLE** know we appreciate them. Think about **WHO** is **IN** your **CIRCLE**. **WHO** will **YOU MAKE** your note for?

Craft: Ripple Marbled Art

This activity reinforces the idea that we are all connected and have an impact on each other; just as the colors come together to make something magical.

- + In a small cup, mix a small amount of vegetable oil and drops of food coloring; stir quickly with a fork
 - + Pour an inch of water into a shallow baking dish and use a spoon to drop the colored mixtures into the dish
 - + Lay a piece of paper into the water and lift it back out to see the marbled colors (the paper will seem oily); let it dry overnight
- M** Model one-, two-, and three-word phrases: Let's **MAKE** an art project. When we put the oil **IN** the water it **MAKES CIRCLES**. Together **THEY MAKE** a beautiful picture.



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handouts.



Provide time for independent writing



Ask-an-Ambassador

"What do you like to do in your free time?"

"I like doing artwork on the Mac!"

— Kristy Lipe



MARILYN SINGER

A Stick Is an Excellent Thing

Core Words

he, she, playing, read, same

Fringe Words

poem(s), story

Bonus Skill

Teach more prepositions, such as up/down, in/out, on/off.

Summary

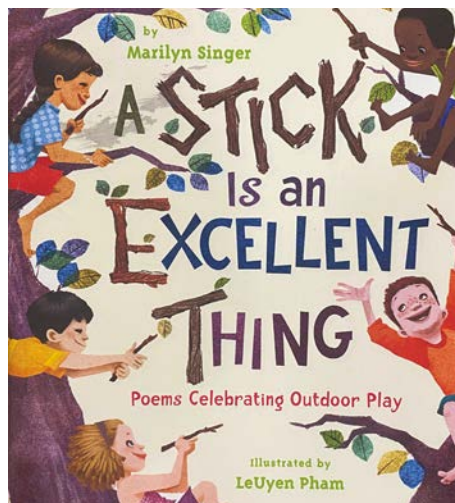
This is a collection of short poems that celebrate imaginative and outdoor play. You can choose how many poems to read at one time.

Objectives

1. Students will use one- and two-word phrases to make comments using their AAC system
2. Students will identify if words have the same ending sounds using their AAC system
3. Students will use prepositions to tell the location of items/people using their AAC system

Materials

One or two branches or twigs per student, photos of students engaged in activities, pictures of their favorite items, or natural elements (pinecones, leaves), colored yarn, glue, and outdoor toys/activities. Download the “Nature Sensory Scavenger Hunt Map” and smart charts.



Plan for Alphabet and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

Here are lots of kids. They are holding sticks and playing near a tree. This book is called “A Stick Is an Excellent Thing.” What do you think it will be about?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator’s comment

M Model single words: This book has lots of **POEMS**. Each one is a short **STORY**. These stories have words that sound the **SAME**. **HE/SHE** is having fun. They are **PLAYING**. What should we **READ** about next?

M Model two- and three-word phrases: Let’s **READ** some **POEMS**. Listen for words that have the **SAME** ending sounds in each **STORY**. Races, Chases, Bases – these words in this **POEM** have the **SAME** ending sounds. **HE/SHE** is **PLAYING**.

Game: Get your students outside

Choose an outdoor activity that works for your learners. It could be playing with a ball or bubbles, drawing with sidewalk chalk, or whatever you choose. Build in activities to listen for words that have the same ending sounds.

M Model one-, two-, and three-word phrases: We are **PLAYING** ball. Before I throw it, tell me if these words have the **SAME** ending sounds. **SHE** caught the ball! We are **PLAYING** the **SAME** game they played in the book.

Sensory: Nature Sensory Scavenger Hunt

To celebrate Earth Day, take the downloadable “Nature Sensory Scavenger Hunt Map” outside and enjoy looking for and feeling the signs of spring. Mark off each item as you work your way through the map.

Writing: A List Poem

Continue providing experiences with poetry and rhyming words by writing a list poem with words that have the same ending sounds. Aim for 4-6 individual words.

- + Encourage your AAC learner to select a topic or image for their writing prompt
- + Open a new document; AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.
- + Talk about their chosen topic and provide rhyming examples, if needed; if your AAC learner is struggling, offer two-word choices and ask if they have the same ending sound
- + When completed, print their poem and share with others

M Model one-, two-, and three-word phrases: Let’s write a **POEM** about this picture. We want to have words with the **SAME** ending sounds. What words have the **SAME** ending sound as the word **READ**?

Craft: Twig Mobile

Make a mobile with twigs and yarn. Help students wrap colored yarn around a twig. Let them select what to hang from their mobile from a group of collected items. Glue the items to the yarn. Hang up and admire!

M Model single words: We are using the **SAME** kind of sticks from our poetry book to make this project. Remember how we **READ** about children **PLAYING** with a stick? **HE** wants green and **SHE** wants red.



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Provide time for independent writing



tip

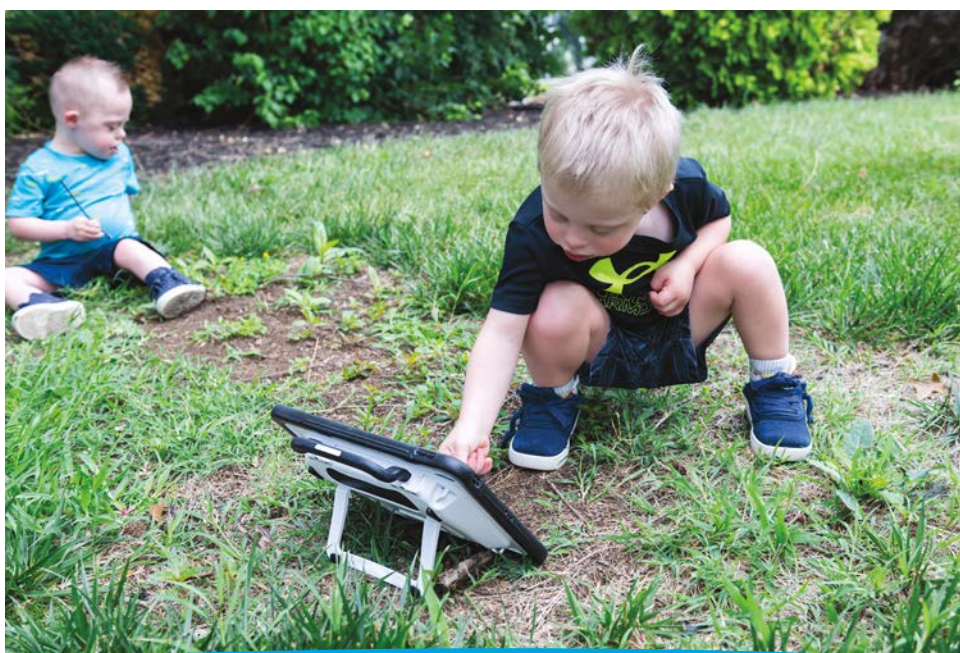


Ask-an-Ambassador

“What do you like to do in your
free time?”

“I like to read books.”

— Mike Hipple



ANTOINETTE PORTIS

Not a Box

Core Words

it's, do, fun, not, pretend, what

Fringe Word

box

Bonus Skill

Teach the present progressive grammar marker +ing

Summary

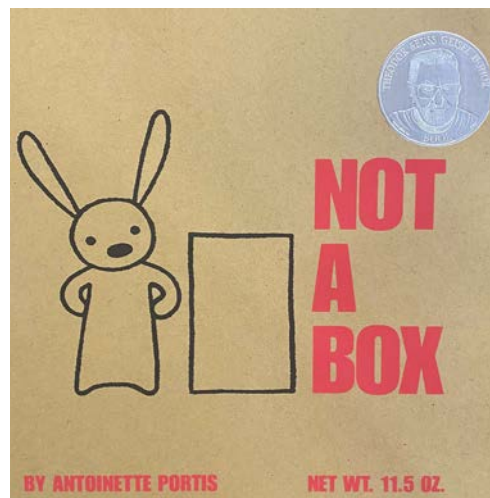
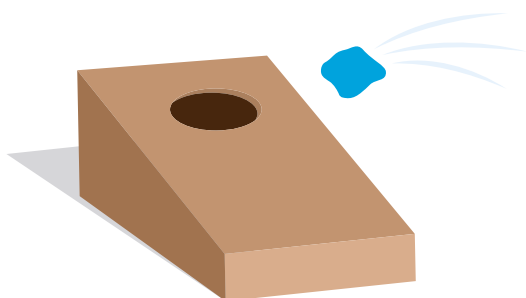
Explore all things a box can be during playtime.

Objectives

1. Students will use one-, two-, or three-word phrases to recall a key detail from the story using their AAC system
2. Students will use the word "not" to express negation using their AAC system
3. Students will add a word to a sentence frame using their AAC system

Materials

A cardboard box for the corn hole game, art supplies, a cardboard box for the treasure chest, items of different textures, shapes, and scents, bean bags/small balls, small boxes for each student. Download the "Design Your Box" planning worksheet, the "Cardboard Box Corn Hole" directions, and smart chart.



Plan for Alphabet and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

I see a bunny standing next to a box. This book is called "Not a Box." What do you think it will be about?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator's comment

- M** Model single words: The bunny has a **BOX**. But he says it is **NOT** a box. The bunny likes to **PRETEND** it is something else. **WHAT** else could the box be? It's **FUN** to think about different ways to play.
- M** Model two- and three-word phrases: The bunny says **IT'S NOT** a **BOX**. **WHAT** is he **DOING** in the **BOX**? **HE** likes to **PRETEND** the **BOX** is something else. **IT'S FUN** to **PRETEND**.

Game: Cardboard Box Corn Hole

Download directions for building your corn hole game. Divide into teams or play as individuals in a small group. Try to throw four bean bags or small balls into the hole from a few feet away. Award two points if the thrown object goes through the hole and one point if it lands on the box. The winner is the first player/team to earn 20 points.

- M** Model single words: This is **NOT** a box. We are **PRETENDING IT'S** a game called corn hole. It will be **FUN** to play. **DO** you want a turn?

Sensory: Guess What's in the Box?

Fill a box with items of various textures and scents. Tell students this is not a box, but a magic treasure chest. Students put their hands inside and find something special by feeling around. Encourage your AAC learners to use their AAC systems to describe what they feel. Ask those with difficulty reaching into the box to look and then describe what they see for others to guess.

- M** Model one-, two-, and three-word phrases: This is **NOT** a box. We are **PRETENDING IT'S** a magic treasure chest. **DO** you want a turn? **WHAT DO** you think you'll find? **IT'S FUN** to **PRETEND**.

Writing: Design Your Box

Download the "Design Your Box" planning worksheet and use it to guide the creation process. Help your AAC learners develop their box design. AAC learners can say words on the AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

- M** Model one-, two-, and three-word phrases: **WHAT DO** you want your **BOX** to look like? We can **PRETEND IT'S NOT** a **BOX**. This is **FUN**. Who **DO** you want to work with?

Craft: Not a Box

Use the "Design Your Box" planning worksheet created during the writing task. Provide students with empty boxes and art supplies and let creativity begin.

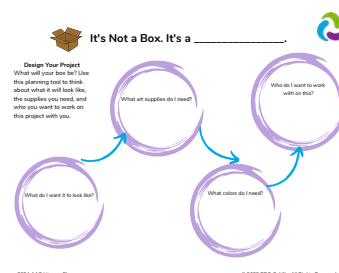
- M** Model one-, two-, and three-word phrases: This is **NOT** just a box. We are making something from a **BOX**. Let's **PRETEND IT'S** something else. **WHAT DO** you want to do with it? **IT'S FUN** to **PRETEND**.



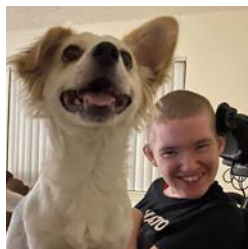
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tip



Ask-an-Ambassador

"What do you like to do in your free time?"

"I like to listen to music."

— James Nassetta



MIKE BOLT

Find Fergus

Core Words

he, find, hide, try, where

Fringe Word

bear

Bonus Skill

Teach more prepositions

Summary

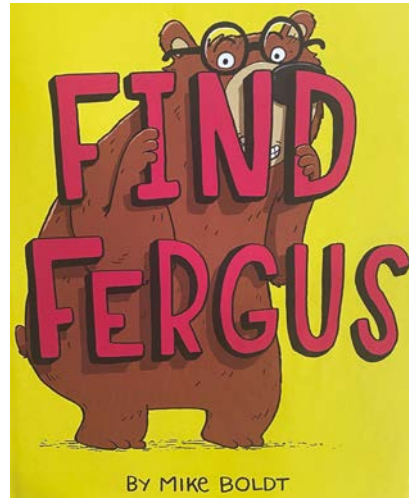
Play hide-n-seek with Fergus. He needs some help learning how to play the game.

Objectives

1. Students will use one-, two-, or three-word phrases to recall a key detail from the story using their AAC system
2. Students will use one-, two-, or three-word phrases to ask questions using their AAC system
3. Students will use one-, two-, or three-word phrases to complete each section of a story map using their AAC system

Materials

Paper plates, construction paper, glue, art supplies, heavy freezer bag that zips to seal, paint, shaving cream, plastic bear counters. Download the “Where is Fergus” mask handout, “Story Map” template, and smart charts.



Plan for Alphabet and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
 - + Invite your reader to make story predictions by commenting using their AAC system
 - + Find connections between their comments, the picture on the cover, and the title
- What do you see on the cover? I see a bear. This book is called “Find Fergus.” What do you think this story will be about?*

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
 - + **Ask** a question and pause to give your AAC learner time to think and reply
 - + **Respond** to your AAC communicator’s comment
- M** Model single words: The **BEAR** is named Fergus. **HE** wants to play. Fergus needs help to **HIDE**. Can you **FIND** him? **WHERE** is he?
- M** Model two- and three-word phrases: The **BEAR** wants to **HIDE**. **TRY** again to **FIND** him. **WHERE** is **HE**?

Game: Hide-n-Seek with Fergus

Students wear their bear masks from the craft activity and take turns hiding. Encourage students to remember the different ways Fergus hid in the book and whether it was easy or difficult to find him.

- M** Model one-, two-, and three-word phrases: Let’s pretend you are the **BEAR**. **HE** wants to **HIDE**. Do you want to **TRY** to **HIDE** him? **WHERE** will we **FIND** him?

Sensory: Bear Hunt Sensory Bags

Pour one color of paint into each corner of the plastic freezer bag. Add a few plastic bear counters. Then add shaving cream to fill the bag halfway. Squeeze air bubbles from the bag and seal. Secure the bag with strong tape. Allow students to feel the bag. As students squeeze the bag contents, the colors will mix. Look for the bears hidden inside.

- M** Model one-, two-, and three-word phrases: We're going to go on a **BEAR** hunt. Let's **HIDE** bears in the bag. **WHERE** are they? **TRY** to **FIND** them. **WHERE** did you **FIND** him?

Writing: A Story Map

Download the "Story Map" template, and show it from your computer or use as a worksheet. Review the events of the story. Model words on an AAC system to give examples of what happened during the beginning, middle, and end of the story. AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

- M** Model one-, two-, and three-word phrases: **WHAT** did Fergus want to do in the beginning of our story? HE wanted to **HIDE**. **WHERE** did we **FIND** him? **HE** had to **TRY** to **HIDE** again. Finally, he was able to **HIDE WHERE** we couldn't **FIND** him.

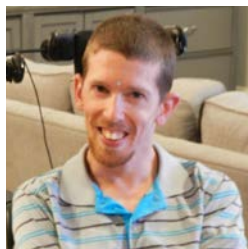
Craft: You are Fergus

Download the "You are Fergus" mask handout. Provide art supplies for students to create their paper plate bear mask. Use your mask to play the hide-n-seek game.

- M** Model one-, two-, and three-word phrases: We are making a **BEAR** mask. **WHERE** is the glue? Think about where you will **TRY** to **HIDE** when we play.



Provide time for independent writing



Ask-an-Ambassador

"What do you like to do in your free time?"

"I like to hang out with friends and family."

— Mattie Matlock



DAVID BEDFORD & ELAINE FIELD

It's My Turn

Core Words

my, your, go, stop, turn, wait

Fringe Word

playground

Bonus Skill

Teach comments (awesome, yay, okay)

Summary

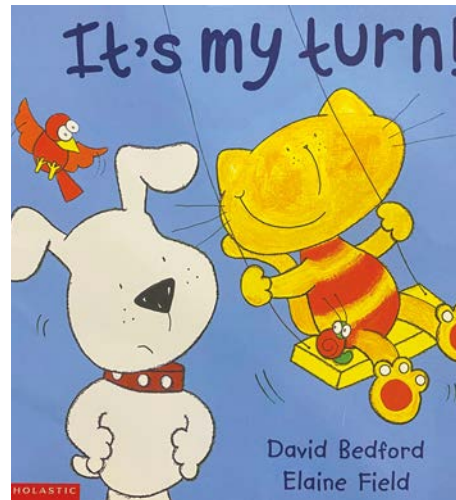
Learning to take turns can be tricky. Two friends at the playground learn how to play together.

Objectives

1. Students will use one-, two-, or three-word phrases on their AAC system to ask for a turn
2. Students will make comments using their AAC system
3. Students will add a word to a sentence frame using their AAC system

Materials

A game of your choosing, coffee filters, washable markers, string, a hanger, and playdough/sensory sand. Download the "Comment Smash Mat" handout, "Coffee Filter Wall Hanging" directions, game visuals located in the Social Skills Support Set, and smart charts.



Plan for Alphabet
and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
 - + Invite your reader to make story predictions by commenting using their AAC system
 - + Find connections between their comments, the picture on the cover, and the title
- I see a cat swinging. Look at the dog. How do you think he feels? This book is called "It's My Turn." What do you think it will be about?*

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
 - + **Ask** a question and pause to give your AAC learner time to think and reply
 - + **Respond** to your AAC communicator's comment
- M** Model single words: They are at the **PLAYGROUND**. Tilly wants to **GO** first. She takes her **TURN** before Oscar. He has to **WAIT**. He asks her "Is it **MY** turn?"
- M** Model two- and three-word phrases: They **GO** to the **PLAYGROUND**. Tilly says, "It's **MY TURN** to swing." It's Oscar's **TURN** to **WAIT**. He wants her to **STOP** so he gets a **TURN**. She tells him "It's not **YOUR TURN**." They each get a **TURN** at the **PLAYGROUND**.

Game: Choose Your Own Game

Play any game your students enjoy. Read the "Playing Games with Friends" story and use the wait and go cards to help with turn-taking. You can also use the commenting smart chart to model comments.

- M** Model one-, two-, and three-word phrases: When it's **YOUR TURN** I can **WAIT**. After you **GO**, I get a **TURN**. **OH NO**, you are ahead. **YES**, I get to move! This was **AWESOME**!

Sensory: Comment Smash Mat

Download and laminate the “Comment Smash Mat” handout or put it in a transparent plastic pocket protector. Follow the directions to play.

- M** Model one-, two-, and three-word phrases: Who wants a **TURN**? It's **YOUR TURN**. We'll **WAIT** for our **TURN**. Now it's **MY TURN** to **GO**.

Writing: Fill-in-the-Blank

Open a new document on the computer and provide the following sentence frame:

“I like to _____ with my friends.” AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

Craft: Collaborative Coffee Filter Wall Hanging

Work together to create a group wall hanging. Provide everyone with a flat, white coffee filter on a paper plate and washable markers. Download the “Coffee Filter Wall Hanging” directions for visual reference and details.

- M** Model one-, two-, and three-word phrases: I'll **GO** get the supplies. Everyone gets a **TURN**. **YOUR** colors are beautiful. After we **STOP** painting, I'll **GO** get the water. Tell me when to **STOP** spraying it. Now we **STOP** and **WAIT** for it to dry.



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Ask-an-Ambassador

“What do you like to do in your free time?”

“I like to bike, take walks, and spend time with family.”

— Mindy Thomas



CHERI J. MEINERS

Join In and Play

Core Words

I, you, can, play, with, who

Fringe Word

fun

Bonus Skill

Teach use of questions beginning with “Can I?”

Summary

Friends in this story learn how to play together, take turns, and be a good sport.

Objectives

1. Students will use one-, two-, or three-word phrases to ask to join in an activity with their AAC system
2. Students will use one-, two-, or three-word phrases to make comments using their AAC system
3. Students will use one-, two-, or three-word phrases to ask a friend questions using their AAC system

Materials

Ball of yarn, sensory balls, paint, white paper, a clear plastic tote with a lid. Download “The Invitation to Play” template and smart charts.



Plan for Alphabet and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

Looks like those kids are playing a game. Where do you think they are? This story is called “Join In and Play.” What are some games you like to play?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator’s comment

M Model single words: **YOU** can play with friends. We can ask to **PLAY**. **CAN I** play? Playing with others is **FUN**. **WHO** wants a turn? I like to play alone sometimes.

M Model two- and three-word phrases: **CAN I** play? It’s **FUN** to **PLAY**. I like to spend time **WITH YOU**. **WHO** wants to **PLAY** this game?

Game: Yarn Ball Conversation

Practice turn-taking in a conversation. Everyone sits in a circle. The first player asks a question, such as “What do you like to play?” while holding on to a piece of yarn and tossing the ball of yarn to another person. That player holds on to a piece of yarn, answers the question, and then asks a question while tossing the ball of yarn to the next person, and so on. The result is a web of yarn between those who had a turn to answer and ask a question.

This visual web emphasizes the connections we have when we communicate. It also highlights when someone is left out and needs to be included. Twist the yarn around a chair arm or leg for those who have difficulty holding it. AAC learners can also direct by telling players who to throw the yarn to next.

M Model one-, two-, and three-word phrases: **WHO** wants to play this game? **CAN I** show you how we **PLAY**? **YOU** and **I CAN** learn about each other. We’ll **PLAY** this game **WITH** the group. It will be **FUN**. **YOU CAN** ask “What do you like to **PLAY**?”

Sensory: Obstacle Course

Work with gym teachers, occupational therapists, and physical therapists to create an obstacle course. Encourage students to help physically arrange or direct the arrangement of mats, tunnels, barrels, cones, etc.

- M** Model one-, two-, and three-word phrases: **WHO** wants to help set this up? **CAN YOU** go through the tunnel? I will go **WITH YOU. YOU** and **I CAN** have **FUN** together!

Writing: Invitation to Play

Plan what you want to do when your friends visit. Download “The Invitation to Play” template and open it on a computer to project it for a group. AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form. Create your invitation, send it, and get ready for fun!

- M** Model single words: **WHO** should we invite to come play? We **CAN** plan some **FUN** activities **WITH** our friends.

Craft: Sensory Ball Painting

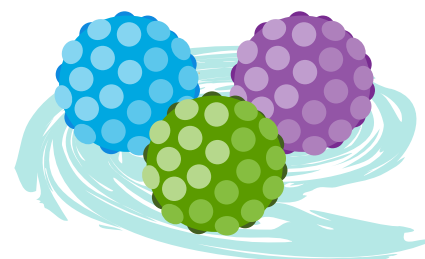
- + Tape a piece of paper in the bottom of a large, clear plastic tote
 - + Pour in different paint colors and throw in several sensory balls of varying size and texture
 - + Secure the lid and have students hold the sides of the tote and shake it to roll the balls around in the paint - the more you shake, the more designs you make
 - + When finished, take off the lid and carefully pull the paper out; display your painting when its dry
- M** Model one-, two-, and three-word phrases: **WHO** wants to help us paint? **CAN YOU** help? We'll put the balls in **WITH** the paint. **YOU CAN** shake it **WITH** me. This is **FUN**.



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Ask-an-Ambassador

“What do you like to do in your free time?”

“I like to listen to music, surf the network on different things for my health or new recipes.”

— Rigoberto Gaona



NICK BRUELL

Bad Kitty Does NOT Like VIDEO GAMES

Core Words

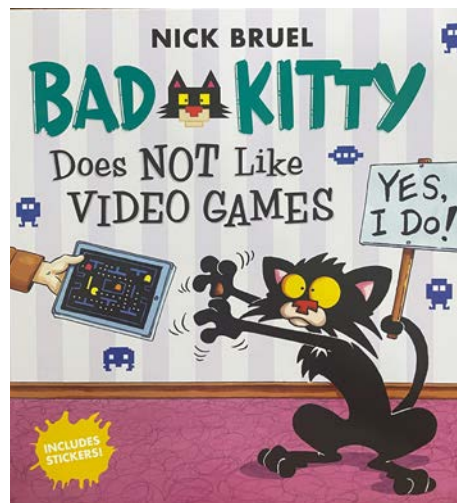
she, draw, mad, play, read, what

Fringe Words

game(s)

Bonus Skill

Teach the use of to + verb



Plan for Alphabet
and Sound Awareness

Summary

Bad Kitty only wants to play video games, but now she needs to stop and try other activities. Will she find something else she enjoys?

Objectives

1. Students will use one-, two-, or three-word phrases to comment using their AAC system
2. Students will use infinitive verb forms, to + verb, on their AAC system to describe actions
3. Students will add single words to fill-in-the-blanks of a story in a writing activity using their AAC system

Materials

Pipe cleaners, black and pink construction paper, art supplies. Download the “Video Board Game” handout, “Bad Kitty Mad-Lib” template, “Kitty Ear Headband” handout, and smart charts.

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

That cat looks funny. What do you think he wants? This book is called “Bad Kitty Does Not Like Video Games.” I wonder what it will be about?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator’s comment

M Model single words: The kitty wants to **PLAY** a game on the tablet. **SHE** needs to stop. The kitty is **MAD**. She likes to **DRAW** pictures. **WHAT** will she try next? She is going to **READ** now.

M Model two- and three-word phrases: The kitty wants **TO PLAY GAMES** on the tablet. **SHE** is **MAD**. She likes **TO DRAW**. **WHAT** will **SHE** do next? **SHE** likes **TO READ** now.

Game: Video Board Game

Download the “Video Board Game” handout. Follow directions to set up and play.

M Model one-, two-, and three-word phrases: This is a new **GAME**. **WHAT** ghost did you gobble up? **WHAT** card did you **DRAW**? You landed on **MAD**. This is a fun **GAME** to **PLAY**. Do you think **SHE** would like to **PLAY** our **GAME**?

Sensory: Copycat

Introduce the idea that when someone imitates the actions of others, they are called copycats. In this game, one player will be chosen as the leader and the rest will imitate their actions.

To determine the leader, put slips of paper with players' names into a container and draw one out. Don't call out the person: instead, whisper to each player, telling them that they are a follower, or they are the leader.

The teacher will start the game with a simple action for all to copy; the player who is the leader will take over by changing the action for all to follow and will continue changing actions until a player identifies the leader. Draw a new name and repeat. Wear your kitty headband for extra fun!

M Model one- and two-word phrases: Let's play a new **GAME**. Watch **WHAT** others do. You **PLAY** by doing **WHAT** others do. I'll **DRAW** a name so we can **PLAY** the **GAME**.

Writing: Bad Kitty Mad-Lib Writing

Download the "Bad Kitty Mad-Lib" template and project it from a computer for a group activity or use printed copies. Through examples and discussion, encourage your AAC learners to provide words representing various parts of speech to complete the story. AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form. Share your stories!

M Model one- and two-word phrases: Let's write about the Bad Kitty and **WHAT** she did. Think about the **GAME** she wanted **TO PLAY** and the other activities she tried.

Craft: Kitty Ears Headband

Make a set of Bad Kitty ears. Download the "Kitty Ear Headband" handout and follow the steps.

M Model one- and two-word phrases: **WHAT** will we need? You can **DRAW** on your ears. We can wear these when we **PLAY** a **GAME**. Are you a happy or **MAD** kitty?



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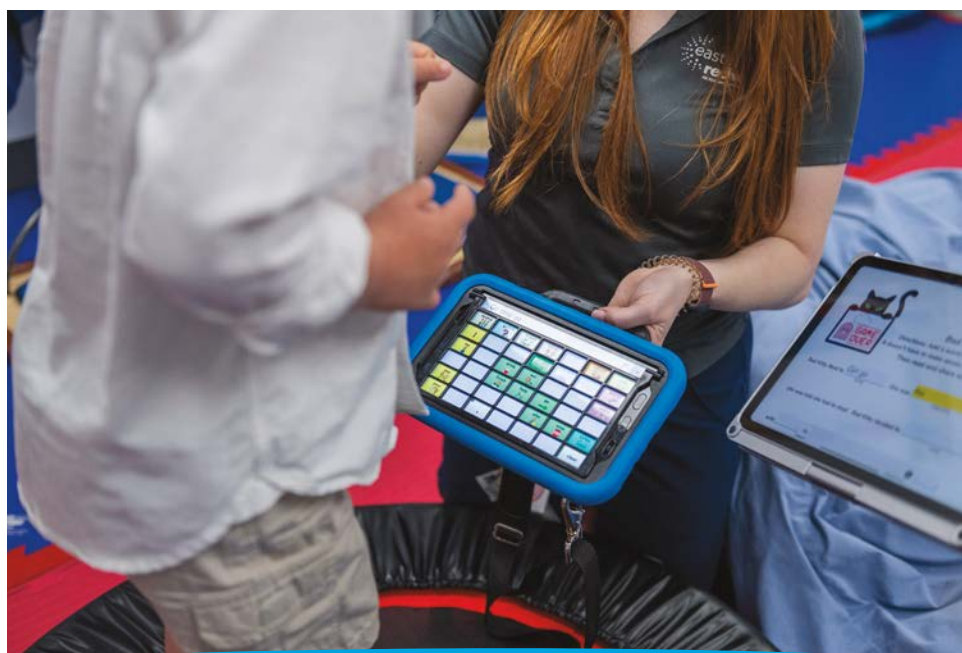


Ask-an-Ambassador

"What do you like to do in your free time?"

"I like to play with rubber bands in my free time."

— Lauren Herren



MATHEW MCELLIGOTT

Do Not Eat the Game!

Core Words

my, your, don't, move, turn

Fringe Words

game, piece(s), monster

Bonus Skill

Teach additional possessive pronouns
(his, hers, mine, theirs)

Summary

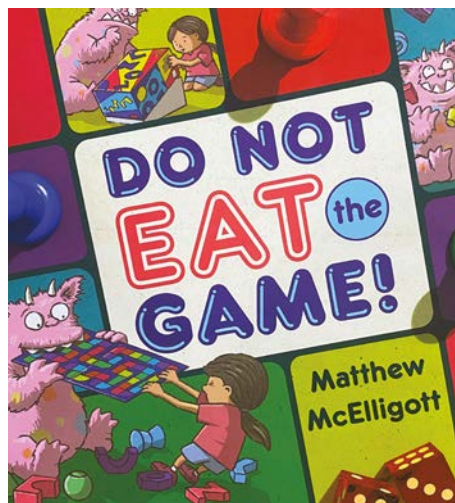
Learn how to take turns, play fair, and be a good sport while playing board games with friends – even if your friend is a monster!

Objectives

1. Students will use the word “don’t” on their AAC system to express negation
2. Students will use one-, two-, or three-word phrases to comment using their AAC system
3. Students will use single words on their AAC system to complete a character trait map

Materials

Heavy paper/cardstock, paint, googly eyes, construction paper, glue, empty water bottles, cooking oil, food coloring, strong glue. Download the “Character Trait Map” handout, game visuals located in the Social Skills Support Set, and smart charts.



Plan for Alphabet
and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

*This book is called “Do Not Eat the Game”. Why do you think it’s called that?
What do you see on the cover?*

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator’s comment

- M** Model single words: She wants to play a **GAME**. First get the **PIECES** out. Tell the monster **DON’T** eat that! He is going to wait for his **TURN**. Now he needs to **MOVE** to the next spot.
- M** Model two- and three-word phrases: The **MONSTER** wants to play a **GAME**. Tell him **“DON’T** eat the **PIECES.”** The **MONSTER** IS going to **MOVE** it. **DON’T** **MOVE** when it’s not **YOUR TURN**. It’s **MY TURN**.

Game: Choose Your Own Game

Play any game your students enjoy. Read the “Playing Games with Friends” story and have the “Wait” and “Go” visuals to help with turn-taking. You can also use the commenting smart chart to model comments.

- M** Model two- and three-word phrases: Let’s play this **GAME**. Who gets the first **TURN**? **YOUR TURN** to **MOVE**. **UH-OH**, **DON’T** **MOVE** that **PIECE**.

Sensory: Monster Sensory Bottles

Fill an empty plastic bottle one-third full of water and add a few drops of food coloring. Then fill the rest of the bottle with cooking oil. Add googly eyes. Secure the lid with strong glue.

- M** Model two- and three-word phrases: We are making **MONSTER** bottles. This is **MY** bottle and here is **YOUR** bottle. **MY TURN** to pour water. **YOUR TURN** to add the eyes. See **PIECES MOVE** in **YOUR** bottle?

Writing: My Monster

Download the “Character Trait Map” handout, print copies, and give one to each student. Encourage your AAC learners to use words from their AAC system to describe their monsters. AAC learners can say words on the AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form. Share the completed story for others to read.

- M** Model one-, two-, and three-word phrases: It’s **YOUR TURN**. How would you describe **YOUR MONSTER**? **MY MONSTER IS** _____.

Craft: Make a Blob Monster

- + Fold heavy paper or cardstock in half and unfold
- + Add ½ teaspoon of paint into the crease, mixing colors if you like
- + Fold the paper again and carefully squish the paint around without forcing it out of the sides of the paper
- + Unfold the paper to dry; then add eyes, antennas, ears, and a mouth
- + Display your monsters for all to see

- M** Model one-, two-, and three-word phrases: Here’s your **PIECE** of paper. It’s **YOUR TURN** to choose a color. **MOVE** the paint around by pressing on the paper. **DON’T** squish **YOUR** paper too hard. **MY MONSTER** has four eyes and **YOUR MONSTER** has three eyes.



Scan to download
monthly smart charts
and activity-based
handouts.



Provide time for independent writing



Ask-an-Ambassador

“What do you like to do in your free time?”

“I like to eat peeps and play Sims.”

— Kyleigh Kramlich



KIMBERLY & JAMES DEAN

Pete the Cat's Groovy Imagination

Core Words

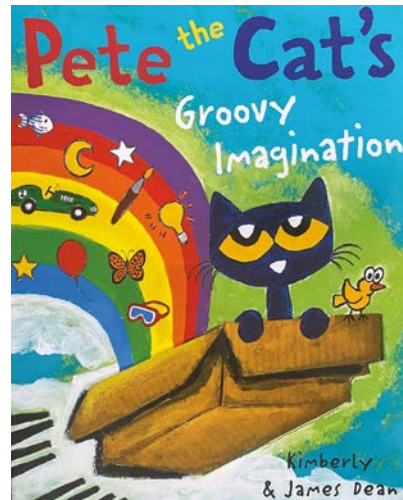
he, do, something, think, awesome

Fringe Word

imagination

Bonus Skill

Teach verb forms of the word "imagine" (imagines, imagined, imagining, to imagine)



Plan for Alphabet and Sound Awareness

Summary

Will Pete the Cat let a rainy day ruin his fun? No, he won't! He finds fun things to do using his imagination.

Objectives

1. Students will use one-, two-, or three-word phrases on their AAC system to make comments
2. Students will use one-, two-, or three-word phrases on their AAC system to direct others
3. Students will add present tense verbs to complete fill-in-the-blanks of a story in a writing activity using their AAC system

Materials

Empty tissue boxes, art supplies, materials for your new game, shampoo, cornstarch, water. Download the "New Game" handout and smart charts.

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

This book is called "Pete the Cat's Groovy Imagination". What do you think he's doing in this picture on the cover?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator's comment
- M** Model single words: **HE** is sad because it is raining. What would you **DO**? Pete finds **SOMETHING** else to do. He uses his **IMAGINATION**. That's **AWESOME**!
- M** Model two- and three-word phrases: **HE** wants to **DO SOMETHING** outside. **HE** has to **THINK** of things to play inside. Pete uses his **IMAGINATION** to **THINK** about other things to **DO**. **HE** is **AWESOME**!

Game: Make Up Your Own Game

Use your imagination to make up a new game. Decide on the goal of the game, materials required, and rules. Will you make a new game board, use one from another game, or will it be a movement game? Write down the directions and invite friends to play.

- M** Model one-, two-, and three-word phrases: Let's **DO SOMETHING** different. Can you **THINK** about our new game? **IMAGINE** what it will look like. **DO** that. It's **AWESOME**!

Sensory: Slime

- + Mix 1 cup of shampoo and ½ cup of cornstarch in a bowl
- + Add 1 tablespoon of water and knead until well mixed
- + Add additional water a spoonful at a time until the slime consistency is achieved
- + Knead an additional 5 minutes
- + Place slime in a plastic container and add small items for students to find

M Model one-, two-, and three-word phrases: I **THINK** this will be fun. We are going to **DO SOMETHING** with this shampoo. What **DO** you **THINK** we will **DO**? **IMAGINE** what this will feel like. This slime is **AWESOME**!

Writing: Rules to Our Game

As you and your students are exchanging ideas for your new game, write down their suggestions to illustrate the brainstorming process. Download the handout “Our New Game” to use as a guide.

M Model one-, two-, and three-word phrases: We used our **IMAGINATION** to make a new game. Let’s **THINK** about how to describe this to someone who has never played it before. We **IMAGINED SOMETHING** new. Who **DO** you **THINK** will win?

Craft: Tissue Box Cars

Provide each student with an empty tissue box and art supplies. Review how Pete used his imagination to make many things from a box. Encourage students to use their imaginations to make cars from boxes.

M Model one-, two-, and three-word phrases: Use your **IMAGINATION** to **DO SOMETHING** different. **THINK** about these boxes as cars. **AWESOME**!



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Provide time for independent writing

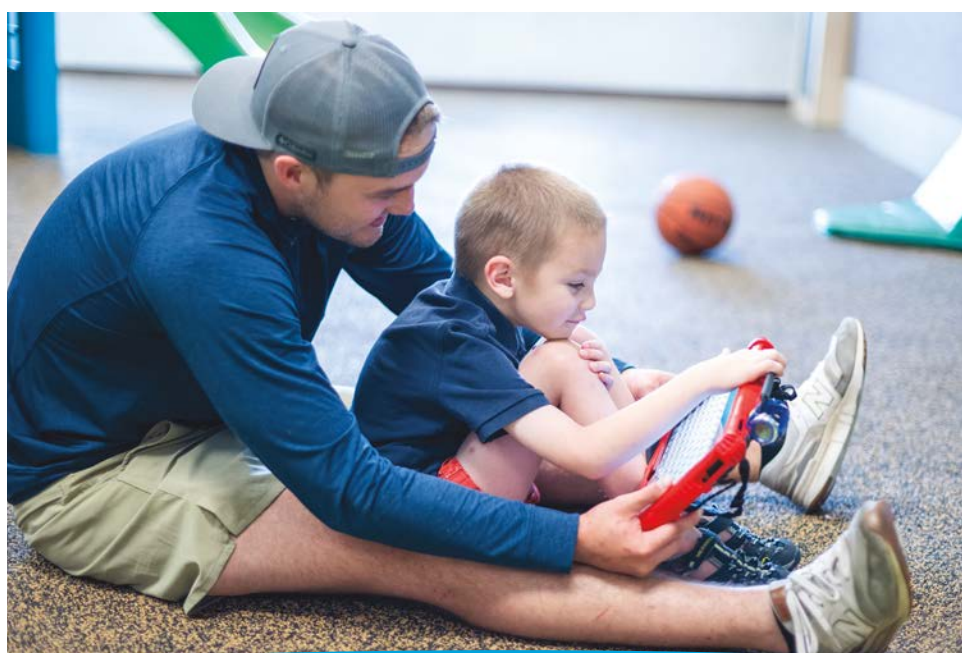


Ask-an-Ambassador

“What do you like to do in your free time?”

“In my free time, I like to swim and hang out with friends.”

— James Falahee



REBECCA LISLE

Game of Stones

Core Words

they, it, boring, exciting, making, oops

Fringe Words

rock(s)

Bonus Skill

Teach past tense verb forms
(bored, excited, made)

Summary

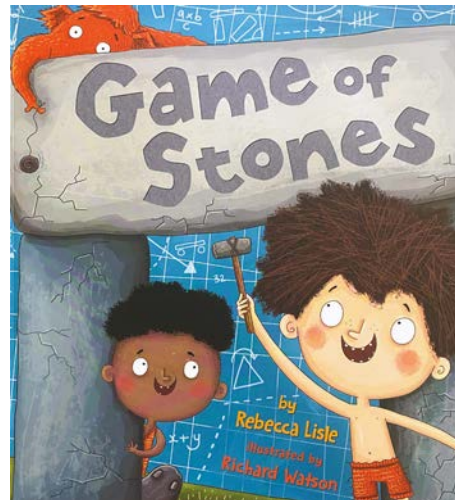
Pod and Hinge are brothers living in the Stone Age. They are bored, so they create some new games.

Objectives

1. Students will use one-, two-, or three-word phrases to make comments using their AAC system
2. Students will use past tense verb forms to describe actions using their AAC system
3. Students will use one-, two-, and three-word phrases on their AAC system to describe an item

Materials

Rocks, art supplies, craft glue, googly eyes, acrylic paint, sock, small stones and sticks. Download the "Pet Rock Story" template and smart charts.



Plan for Alphabet
and Sound Awareness

Introduce the Story

Build background knowledge

- + Talk about the book cover, title, and author
- + Invite your reader to make story predictions by commenting using their AAC system
- + Find connections between their comments, the picture on the cover, and the title

This book is called "Game of Stones". What do you see on the cover? I see two boys and a funny animal. I wonder what this book will be about?

Take a picture walk

- + Look through a few pages and point out pictures representing new concepts

Read the story and follow the CAR method: Comment, Ask, Respond

- + Make a **comment** while modeling a target word or words
- + **Ask** a question and pause to give your AAC learner time to think and reply
- + **Respond** to your AAC communicator's comment

M Model single words: **THEY** don't have anything to play with now. He thinks that is **BORING**. Pod is **MAKING** some new games to play. He is using **ROCKS** and other things from nature. **OOPS!** That is **EXCITING!**

M Model two- and three-word phrases: **THEY** think it is **BORING**. Pod is **MAKING** a new game with **ROCKS**. **IT** is **EXCITING!** **OOPS!**

Game: Sticks-N-Stones Tic-Tac-Toe

Gather at least six stones and six small sticks for each game set. Use a black marker to draw a 3 x 3 tic-tac-toe grid on a piece of paper. Player one chooses either a stone or stick to place in a square; then player two takes a turn and so on. First player to get all three of their items in a row is the winner.

M Model one-, two-, and three-word phrases: We're **MAKING** a game with little **ROCKS** and sticks. **THEY** will be our game pieces. We **MADE IT**. **IT** is **EXCITING**. **OOPS**, it fell over.

Sensory: Rocks in Socks

Place several rocks of varied sizes and textures into a sock. Ask students to put their hand in and feel a rock. Encourage use of their AAC system to describe how the rocks feel.

They may feel hard, rough, smooth, bumpy, big, or little. Take out the rock and continue describing it using AAC.

- M** Model one-, two-, and three-word phrases: How does your **ROCK** feel? We are **MAKING IT EXCITING** by feeling the **ROCKS** without seeing them. Is **IT** rough or smooth? Does your rock look **EXCITING** or **BORING**?

Writing: Your Pet Rock's Story

Each student adds words to the downloadable "Pet Rock Story" template to provide a story for their pet rock. Once completed, share with others. AAC learners can say words on their AAC system to be transcribed using the Voice Typing feature in Google Docs™ or work with a partner to write on the form.

Craft: Pet Rock

Turn a rock into a pet with some googly eyes, feathers, scrap paper, acrylic paint, and brushes. First, wash the rock and let it dry. Next paint the rock. After the paint dries, add personality by making a face, ears, hair, or other features of your choosing.

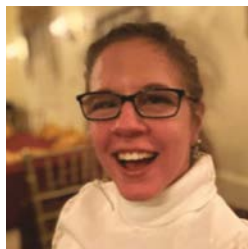
- M** Model one-, two-, and three-word phrases: We are **MAKING** pets. First let's wash the **ROCK**. It is **BORING** now, but **IT** will be **EXCITING** to see our new pet. We **MADE** an **EXCITING ROCK** by turning it into a pet.



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Provide time for independent writing



Ask-an-Ambassador

"What do you like to do in your free time?"

"In my free time I like to text with friends."

— Parr Burton



PLAN YOUR NEXT BOOK

Title

Author

Target Words

Core:

Fringe:

Objectives

Materials

Sensory

Game

Introduce the Story

Alphabet/Sound Awareness

Fine Motor/Craft

Writing

Notes



Creating Connections with Your PRC-Salttillo Consultant

You and your support team can trust
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They're always just a phone call or email away, connecting you to the most appropriate communication solutions and resources for your unique needs.

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aaclearningjourney.com

Your online source for self-paced, eLearning and live, instructor-led courses. Learn about speech-generating devices and apps, vocabularies, get implementation ideas, or watch short video tutorials. Most courses are free. Many offer ASHA CEUs or certificates of attendance.



exploreAAC.com

Review the "What is AAC?" interactive module, read stories about real-life people who use AAC, and check out the glossary to learn AAC lingo. This free website provides a solid foundation of knowledge for anyone new to AAC.



aaclanguagelab.com

Find real-life solutions to support you as you support your AAC learners. Explore language stages, download lesson plans and interactive activities designed for speech-language pathologists, educators, and parents. Many resources are free; however, an annual subscription of \$19.99 gives you access to everything on the AAC Language Lab.



realizelanguage.com

Realize Language analyzes data logs generated by AAC devices and apps and displays this information in easy-to-understand charts and graphs. As weeks and months progress, you'll gain insight for further communication development and have data to help guide goals and implementation needs.



prc-salttillo.com/coaching

AAC Group Coaching – *Exclusively for family members of communicators using AAC*

Improve your communication partner skills by learning with others who can relate to your family's story. You'll complete self-paced, eLearning courses and connect in online group meetings. Your AAC Group Coach will lead your small group through different communication partner strategies. Ask questions, receive encouragement, and inspire others!

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Join a cohort of professionals eager to improve their communication partner skills, learn about new resources, and network with others! You'll explore self-paced, interactive eLearning courses and participate in live online meetings guided by your AAC Coach. Lively discussions, numerous resources, and continuing education are waiting for you!


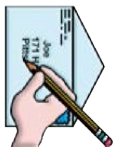

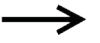




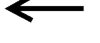




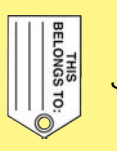


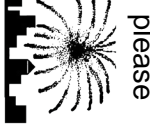

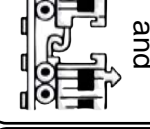
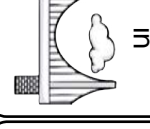











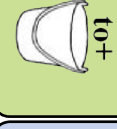






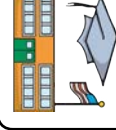


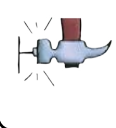























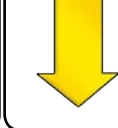


















Additional AAC and Literacy Online Resources

LessonPix: Website for creating custom materials (lessonpix.com)

PrAACtical AAC: Website and blog supporting AAC (praacticalaac.org)

Reading Rockets: Literacy resources, articles, and strategies (readingrockets.org)

PRC-Salttillo Calendar: Another 12 months of implementation activities (salttillo.com/chatcorner)

 finished	 mine	 little	 up	 yes	 good	 some	 no	 down	 out	 off	 bad
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 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

