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PRC

2020 AAC
Literacy Planner

EMPOWERING TODAY. INSPIRING TOMORROW.

Table of Contents

This planning guide has been designed to help you teach 5-6 targeted vocabulary words each month with students using speech generating devices (SGD). You will learn how to model target words while reading the selected book-of-the-month, in addition to completing writing, arts/crafts, music, sensory, and motor activities.

There are Smart Charts to help you learn where the words are located in the SGD as well as websites related to the book selection for the month. Watch your students' communication skills grow!

To quickly scan the QR codes throughout the planner, simply open the camera on your Apple or Android device and hover over the QR code. A popup will appear directing you to the corresponding link.

January 2020 The Mitten

JAN BRETT

The Mitten

Core Words
come, how, over, want

Fringe Word
mitten/mittens

Summary
After a boy drops his mitten in the forest, animals begin to make it their home. Finally a mouse moves in and his actions cause the rest to move out.

Objectives
1. Student will use single words to comment or direct others in activities using the AAC system in 8/10 opportunities.

2. Student will write a word to caption his mitten, with varying levels of support, using the AAC system.

Materials
- Paper, paint, glitter, stickers
- Paper mitten cutouts or real pairs of mittens
- One large mitten with small objects
- Smart Chart of target words
- Low-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 The Mitten. I think it will be about a MITTEN. Do you have MITTEN(S)?
- 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: He dropped his MITTEN. They WANT in. HOW will they all fit?
- **M** Model 2-3 word combinations: They need to MOVE OVER. He wants to COME in the MITTEN. HOW will he find his MITTEN? They WANT to COME in the MITTEN.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Sensory Feel and Guess
- Put small objects of different textures (balls, animals, blocks) in a mitten.
- Pass it around and let each student feel inside and try to guess what he/she is touching.
- **M** I wonder what's in the MITTEN? COME look inside. HOW will we see what's in the MITTEN? I WANT to take something out of the MITTEN.

13 • The Mitten

Music
"If You're Wearing Red Mittens, Clap your Hands"
- Pass out different colored mittens, (either real ones or use paper cut outs)
- Watch the video and sing the song
- Pause the video and model MITTEN(S)
- **M** Model color words RED MITTEN(S), GREEN MITTEN(S), etc.
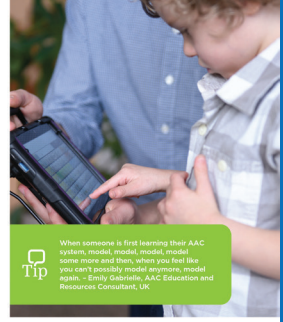- Ask students to hold up different colored mittens.

SCAN FOR MUSIC

Craft Make Your Mitten
- Trace each students' hand in the shape of a mitten
- Decorate with glitter, paint, stickers
- **M** HOW will we draw your MITTEN? MOVE your fingers together. What color do you WANT to make your MITTEN?

Writing Caption the Mitten
- The student will use a single word for a caption to describe his/her mitten.
- The adult models the process by using a single word on the AAC system to describe his/her mitten. This doesn't have to be one of the target words: i.e.: Mine, Fun, Like
- Ask the student to use a word to describe his mitten using the AAC system. Do not tell the student what to write; the goal is for him to learn that his words can be written down rather than telling him words to write
- Write the word. The adult can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document. See how to connect the Accent device to a computer by scanning the QR code below.
- Print off the caption and let student glue it to his mitten.

When someone is first learning their AAC system, model, model, model, model some more and then, when you feel like you can't possibly model anymore, model again. –Emily Gabrielle, AAC Education and Resources Consultant, UK

Tip

Notes

connect Accent to a computer

*Refer to the AAC Prompt Hierarchy on page 51 if needed for help to encourage interaction.

Getting Started

The planner includes twelve monthly lessons that are based on a specific children's book. Each month will have information about the featured book, core and fringe words to focus on, materials needed for teaching the activities, suggested student objectives, and ideas for using these words during music, crafts, sensory, motor, and writing.

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.

There is also a section for you to take notes about extension activities or other ideas that come to mind as you plan and teach these lessons.

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.

Check out the tip from a professional, parent, or individual using AAC for helpful hints and inspiration.

Lastly, there is a blank template so you can create individualized lesson plans using your favorite books and activities.

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 on a notebook ring or worn on a lanyard for easy access by staff.

- The AAC Prompt Hierarchy to assist communication partners.

- The Profile Chart to keep information about individual student communication strategies, language system, speech-generating device, name and Language Stage.

- Low Tech Core Boards for LAMP Words for Life and Unity 84 can be used as a low tech AAC option when teaching without a device available. They can also be printed smaller and worn on a lanyard for easy access by staff. When not used, store in the convenient pocket in the front of the planner.

Our Consultants

Our consultants are here to help! PRC has a national team of AAC professionals with in-depth knowledge of language development and augmentative communication who work with therapists, device users, and families. Many PRC consultants are trained educators or SLPs with years of education and therapy experience.

To locate your Regional Consultant, visit prentrom.com/consultants or call (800) 848-8008.

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AAC Definitions

The following terms are important to know when working with individuals who have complex communication needs who require augmentative-alternative communication strategies.

AAC

AAC stands for Augmentative & Alternative Communication. Augmentative means to supplement or add to existing abilities. Alternative means to use something in a different way. So, Augmentative and Alternative Communication (AAC) offers individuals a communication system 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, mountain, Aunt Claire, scissors, etc.

Modeling

The communication partner points to/ touches symbols on an AAC system as they are speaking, 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.

Smart Charts

Visual representation of icon sequences used to represent various vocabulary words. Smart charts are organized by language system and key configuration.
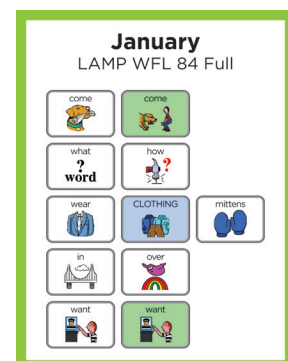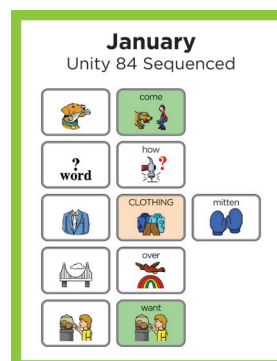
exploreaac

Low-Tech AAC (Low Tech)

An object or paper AAC system designed for communication, such as a manual communication board or Picture Exchange Communication System (PECS).

High-Tech AAC (High Tech)

An electronic computer-based AAC system with voice output that can be either dedicated (e.g., only used for communication) or computer-based (e.g., laptop computer, iPad, Tablets). Examples include Accent devices from PRC and NovaChat devices from Saltillo.

Speech Generating Device (SGD)

Electronic augmentative and alternative communication (AAC) systems used to supplement or replace speech or writing for individuals with severe speech impairments, enabling them to verbally communicate.

To learn more about AAC, go to **exploreaac.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. They learn to direct activities, request, and label.

Stage 2
Talking with two and three word phrases: The person learns more words. He or she 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: He or she 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 of 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 student's 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
1/01/20	Ex. Allison	Blink for "yes", Facial expressions, low tech board with partner scanning	Accent table top mount Wheel Chair mount	Unity 60 sequenced	2

em

JANUARY

The Mitten
Jan Brett

CCSS.ELA-LITERACY.RL.K.10
CCSS.ELA-LITERACY.SL.K.6

Core: come, how, over, want
Fringe: mitten/mittens

FEBRUARY
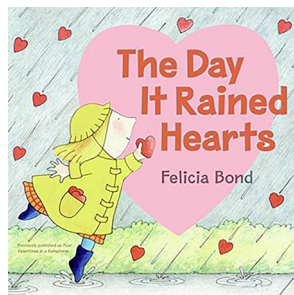
The Day it Rained Hearts
Felicia Bond

CCSS.ELA-LITERACY.SL.K.4
CCSS.ELA-LITERACY.L.K.1.F

Core: different, get, make, same
Fringe: heart

MARCH
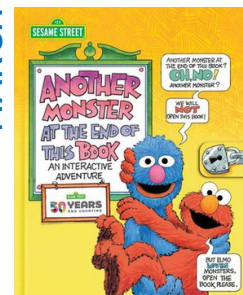
Another Monster at the End of This Book
Jon Stone

CCSS.ELA-LITERACY.SL.K.6
CCSS.ELA-LITERACY.L.K.1.B

Core: not, turn, it, scary
Fringe: *monster

APRIL
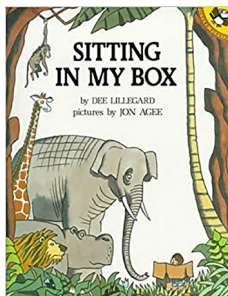
Sitting in My Box
Dee Lillegard

CCSS.ELA-LITERACY.L.K.1.E
CCSS.ELA-LITERACY.RL.K.9

Core: in, let, me, we
Fringe: box

MAY
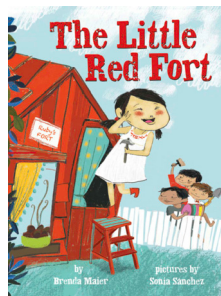
The Little Red Fort
Brenda Maier

CCSS.ELA-LITERACY.L.K.1.D
CCSS.ELA-LITERACY.L.K.1.B

Core: busy, help, she, who
Fringe: fort or house

JUNE
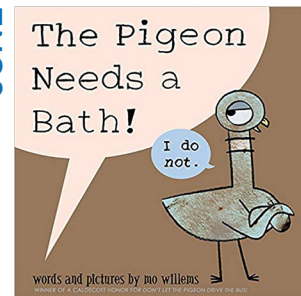
The Pigeon Needs a Bath!
Mo Willems

CCSS.ELA-LITERACY.SL.K.4
CCSS.ELA-LITERACY.W.K.2

Core: clean, dirty, he, stinks
Fringe: bath

JULY
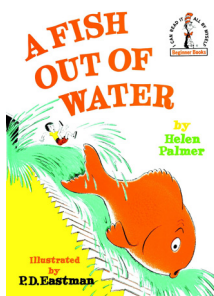
A Fish Out of Water
Helen Palmer

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

Core: all, down, put, stop
Fringe: fish

AUGUST
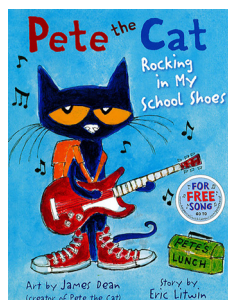
Pete the Cat: Rocking in My School Shoes
Eric Litwin

CCSS.ELA-LITERACY.RL.K.10
CCSS.ELA-LITERACY.SL.K.2

Core: go, in, my, no, where
Fringe: school

SEPTEMBER
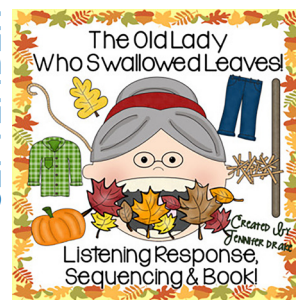
The Old Lady Who Swallowed Leaves
Lucille Colandro

CCSS.ELA-LITERACY.SL.K.1.B
CCSS.ELA-LITERACY.RF.K.2.A

Core: bad, eat, that, why
Fringe: sneeze

OCTOBER
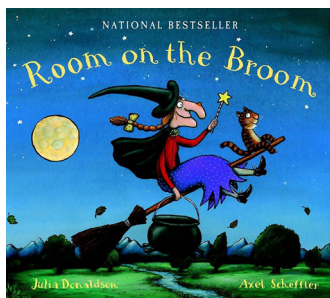
Room on the Broom
Julia Donaldson

CCSS.ELA-LITERACY.RL.K.2
CCSS.ELA-LITERACY.RL.K.3

Core: off, look, need, less
Fringe: broom

NOVEMBER
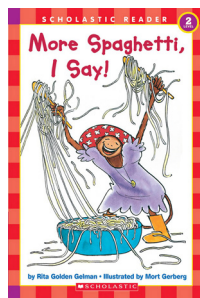
More Spaghetti, I Say!
Rita Golden Gelman

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.L.K.1.F

Core: I, can, more, play
Fringe: spaghetti

DECEMBER
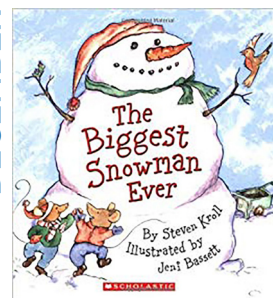
The Biggest Snowman Ever
Steven Kroll

CCSS.ELA-LITERACY.RL.K.3
CCSS.ELA-LITERACY.RL.K.9

Core: big, biggest, want, work
Fringe: snow

JAN BRETT

The Mitten

Core Words
come, how, over, want

Fringe Word
mitten/mittens

Summary

After a boy drops his mitten in the forest, animals begin to make it their home. Finally a mouse moves in and his actions cause the rest to move out.

Objectives

1. Student will use single words to comment or direct others in activities using the AAC system in 8/10 opportunities.

2. Student will write a word to caption his mitten, with varying levels of support, using the AAC system.

Materials

- Paper, paint, glitter, stickers
- Paper mitten cutouts or real pairs of mittens
- One large mitten with small objects
- Smart Chart of target words
- Low-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 The Mitten. I think it will be about a **MITTEN**. Do you have **MITTEN(S)**?
- 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: He dropped his **MITTEN**. They **WANT** in. **HOW** will they all fit?

(M) Model 2-3 word combinations: They need to move **OVER**. He wants to **COME** in the **MITTEN**. **HOW** will he find his **MITTEN**? They **WANT** to **COME** in the **MITTEN**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Feel and Guess

- Put small objects of different textures (balls, animals, blocks) in a mitten.
- Pass it around and let each student feel inside and try to guess what he/she is touching.

(M) I wonder what's in the **MITTEN**? **COME** look inside. **HOW** will we see what's in the **MITTEN**? I **WANT** to take something out of the **MITTEN**.

Music

"If You're Wearing Red Mittens, Clap your Hands"

- Pass out different colored mittens, (either real ones or use paper cut outs).
- Watch the video and sing the song.
- Pause the video and model **MITTEN(S)**.
- **(M)** Model color words **RED MITTEN(S)**, **GREEN MITTEN(S)**, etc.
- Ask students to hold up different colored mittens.

Craft Make Your Mitten

- Trace each students' hand in the shape of a mitten.
- Decorate with glitter, paint, stickers.
- **(M)** **HOW** will we draw your **MITTEN**? **MOVE** your fingers together. What color do you **WANT** to make your **MITTEN**?

Writing Caption the Mitten

- The student will use a single word for a caption to describe his/her mitten.
- The adult models the process by using a single word on the AAC system to describe his/her mitten. This doesn't have to be one of the target words: i.e.: Mine, Fun, Like
- Ask the student to use a word to describe his mitten using the AAC system. Do not tell the student what to write; the goal is for him to learn that his words can be written down rather than telling him words to write.
- Write the word. The adult can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document. See how to connect the Accent device to a computer by scanning the QR code below.
- Print off the caption and let student glue to his mitten.
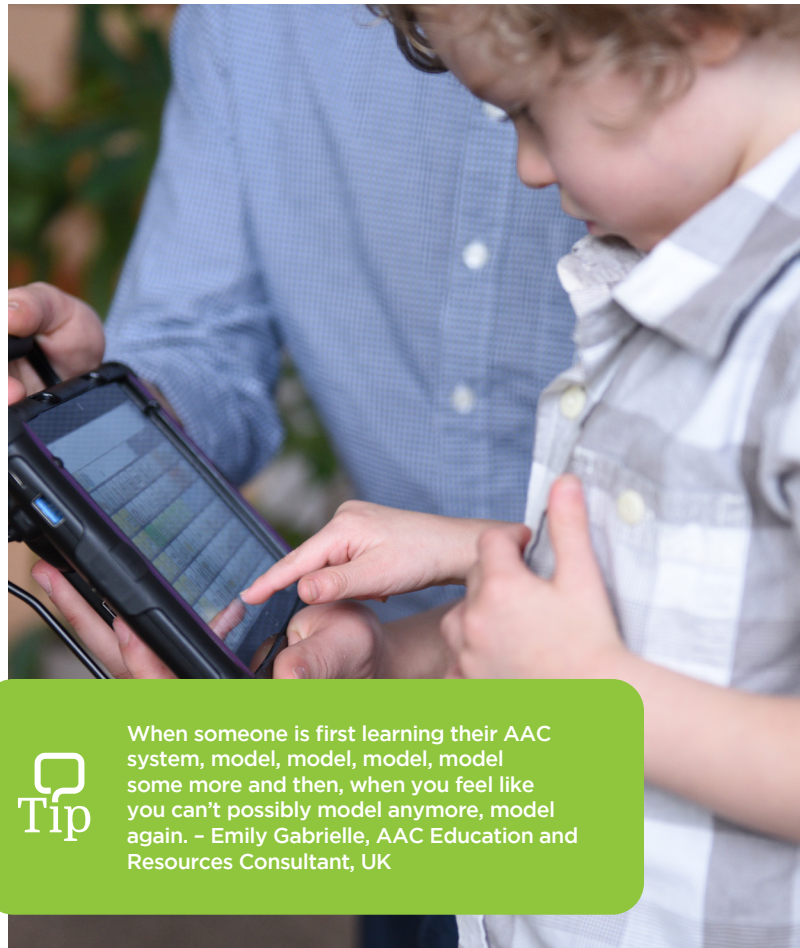
Tip When someone is first learning their AAC system, model, model, model, model some more and then, when you feel like you can't possibly model anymore, model again. – Emily Gabrielle, AAC Education and Resources Consultant, UK

Notes

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connect Accent to a computer
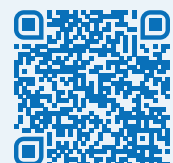
FELICIA BOND

The Day it Rained Hearts

Core Words
give, make, same, different

Fringe Word
heart

Summary
When it rains hearts the day before Valentine's Day, Cornelius Augusta collects them to send to her friends.

Objectives

1. Student will use single words to comment about the story and related activities using the AAC system in 8/10 opportunities.

2. Student will use at least 3 words with varying levels of support on the AAC system to write a list poem to describe a self-selected valentine card.

Materials

- White tissue paper squares, glue, red construction paper, string, scissors, tape, cardstock or cardboard (try empty cereal boxes)
- Paper heart cutouts of various sizes
- Valentine cards
- Smart Chart of target words
- Low-tech core board/wall chart and/or speech generating device
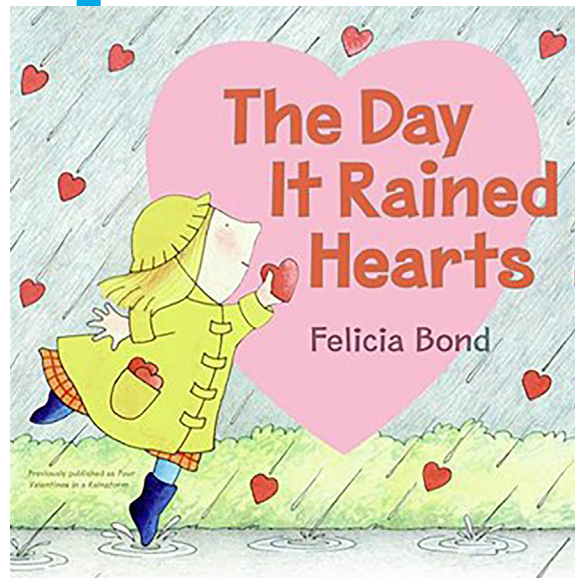
Introduce the Story

- Talk about the cover and author. Make predictions and model "She is holding a **HEART**."
- 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: **MAKE** the hearts. **GIVE** valentines, They are the **SAME**, These are **DIFFERENT**.

(M) Model 2-3 word combinations: **MAKE** them the **SAME**. **GIVE** the **HEART** to a friend, Her friends **MAKE** a **HEART** for her.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Trail of Hearts

- Leave a trail of various colored hearts on the floor around the room/building to follow.

(M) Model single words: I see a **HEART**. These two are the **SAME** color. It is **DIFFERENT**.

(M) Model two and three words: This **HEART** is **DIFFERENT**. Should we **GIVE DIFFERENT HEARTS**?

SCAN FOR MUSIC

Craft Cloud Raining Hearts

- Cut out cloud shapes from cardstock/cardboard.
- Crumple tissue paper and glue on the cloud.
- Tape 6 lengths of string to the back of the cloud.
- Tape hearts cut-outs to the underside of the string.

M I'm going to **GIVE** you paper. This is the **SAME**. This one is **DIFFERENT**. **GIVE** a **HEART** to her, **MAKE** it a **DIFFERENT HEART**.

Writing Valentine List Poem

- Student and teacher both choose a valentine card or related photograph as a writing prompt.
- The adult models the process using his/her photo. On an AAC system, model 3 single words to describe the valentine. These do not have to be the target words. DO not make a sentence; use single words, such as "like, good, red." Read your poem out loud.
- Encourage the student to recall single words on the AAC system.
- Write down the words. If using a speech-generating device, you can use Google Docs and Voice Typing to translate the words into text, or connect the device to a computer. See how to connect the Accent device to a computer by scanning the QR code below.
- Print the words and attach to the valentine/photo.
- Read the poems out loud.
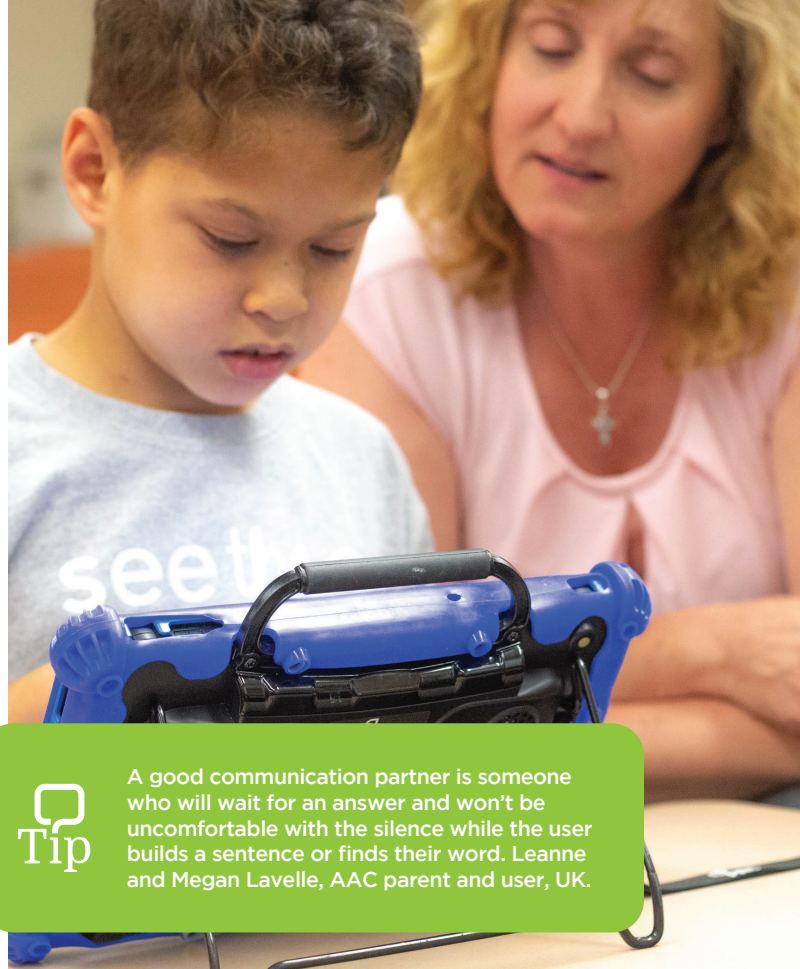
> **Tip** A good communication partner is someone who will wait for an answer and won't be uncomfortable with the silence while the user builds a sentence or finds their word. Leanne and Megan Lavelle, AAC parent and user, UK.

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

JON STONE
Another Monster at the End of This Book

Core Words
not, turn, it, scary

Fringe Word
*monster

Summary

Grover tries to keep Elmo from turning the pages of the book because there is a monster at the end of the book.

Objectives

1. Student will use the word "not" to indicate negation in 8/10 opportunities.

2. Student will use at least 4 words with varying levels of support to write a list poem to describe his/her monster.

Materials

- Colored paper, paint, pipe cleaners, glue, scissors, toilet paper rolls/cardboard tubes, googley eyes,
- Shaving Cream, Corn Starch, plastic tub or tray
- Smart Chart of target words
- Low-tech core board/wall chart and/or speech generating device
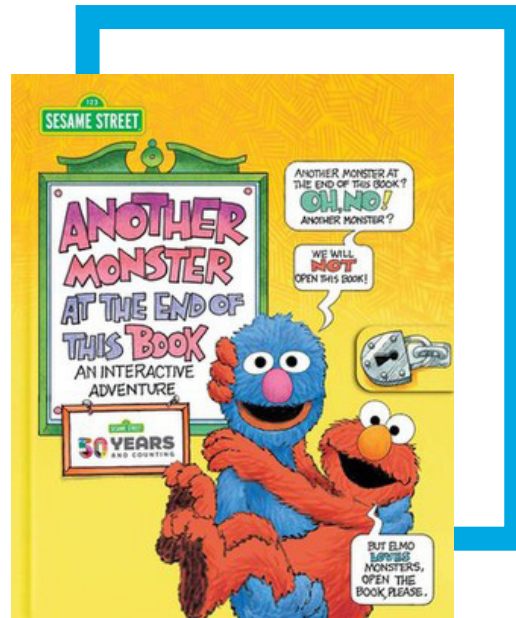
Introduce the Story

- Talk about the cover and author. Make comments and model "This book is about a **MONSTER**."
- 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: Should we **TURN** the page? Do **NOT**! Grover thinks this is **SCARY**. Grover says there is a **MONSTER** at the end.

    (M) Model 2-3 word combinations: **TURN IT**. He says do **NOT TURN** the page. Do you think **IT** is **SCARY**? Do **NOT TURN IT**!

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Monster Mash

- Spray a can of shaving cream in the tub. Add corn starch, little by little, and mix with your hands until it can be formed into a ball.
- Mold the mixture into balls and make monsters. Add googley eyes and pipe cleaners for arms and hair.

    (M) Model words: **MY TURN**. Roll **IT**. Your **MONSTER** is **SCARY**. Do **NOT** drop your **SCARY MONSTER**.

Music

KIDZ BOP Kids - "Monster Mash"

(M) Model the words while watching the video.

(M) Pause the video to use words to describe and comment **TURN** it up, The **MONSTER/IT** is **SCARY**.

Craft Make Monsters

- Paint or cover the toilet paper rolls/cardboard tubes in colored paper.
- Glue on the eyes.
- Poke holes for arms and legs and insert pipe cleaners.
- Glue pipe cleaners inside the top for hair or use paper strips.

(M) **IT** is scary. It is **NOT** scary. My **TURN** to make a **SCARY MONSTER**.

Writing Describe a Monster

- Write about your Monster.
- The adult models the process using his/her monster. On an AAC system, use words to describe the monster out loud and write or type each word (Make, Like, Scary, Go).
- Encourage the student to recall single words on the AAC system to describe his/her monster.
- The adult writes the words, connects the student's speech generating device to a computer, or uses Google Docs Voice Typing to translate the device speech into words. See how to connect the Accent device to a computer by scanning the QR code below.
- Print out the poem and display with the monster.

LAMP WFL in NuVoice™, PRiO or the app

LAMP WFL in Empower

| make | HOLIDAYS | monster |
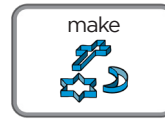
**Note: The word "monster" is not programmed into LAMP WFL; however, you can add it. It could be associated with Halloween words. For directions on programming a key on an Accent device in NuVoice, PRiO or the app, go to:

www.prentrom.com/support/lamp-words-for-life

Tip — WE need to encourage support staff to learn and use the device. – Felicia McGuinn, IL

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

DEE LILLEGARD

Sitting In My Box

Core Words
in, let, me, we

Fringe Word
box

Summary

A boy playing with an empty box finds himself surrounded by animals as they join him one-by-one. Thanks to a small flea, the boy finds himself alone in his box at the end of the story.

Objectives

1. Student will use the pronoun we to answer "who" questions on the AAC system in 4/5 opportunities.

2. Student will use 1-2 word combinations on the AAC system to direct others in 8/10 opportunities.

Materials

- Cardstock, yellow/gold and brown paint, markers, glue, scissors
- Large cardboard box with plastic animals or pictures of animal pictures from the story
- Backpack
- Large cardboard boxes
- Smart Charts of target words
- Low-tech core board/wall chart and/or speech generating device
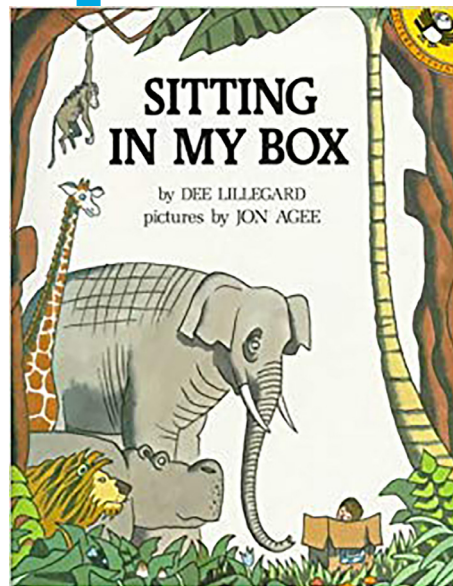
Introduce the Story

- Talk about the cover and author. Make predictions and model.
- 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's sitting in his **BOX**. The giraffe wants **IN**. **WE** move over.

  (M) Model 2-3 word combinations: **WE LET** him in. The lion says **LET ME** IN. **WE** are **IN** the **BOX**. The animals said **WE LET** them **IN**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Sitting in a Box

- Cut the top and bottom out of a large box
- Give student the chance to sit in the box by placing the box around him/her

  (M) Present an animal to him and pretend the animal uses the speech generating device to say words, such as: I want **IN**, **LET ME** sit in the **BOX**.

  (M) Give the student the chance to say "Come **IN**," or "**NO**" (You may want to model these choices for him or her).

Craft Handprint Lion

• Student paints his/her hand in yellow or gold paint on cardstock.

• When dry, turn the handprint upside down so the fingers become the legs. Help student make lines on fingers for claws.

• Cut out a lion's mane from cardboard and paint a yellow circle for the face

• Fill in the face, whiskers and ears with a marker, or provide cut-outs for the student to glue on.

M **WE** are making a lion. Put your hand **IN** the paint. **LET ME** help.

Writing What Else Can You Do In A Box?

• Provide the sentence frame: "_____in my box" on chart paper or a document on the computer.

• Adult models a word on AAC system "Sleeping in my box."

• Each student then has a chance to fill-in-the-blank with a verb (it does not matter if the student uses an –ing verb; accept any verb).

Write down the words. If using a speech-generating device, you can use Google Docs and Voice Typing to translate the words into text, or connect the device to a computer.

• Read all the sentences once everyone has had a turn. Print them out and staple together to make a book.

• See how to connect the Accent device to a computer by scanning the QR code below.

> **Tip**
> Wait. If you thought you waited long enough, wait longer. The less pressure and rush we put on the individual who uses AAC, the more they tend to share comfortably. If you are working in a group, it is extremely important to remind the other students to remain patient as well. - Emily Fillman, Clarion, PA

Notes

connect Accent to a computer
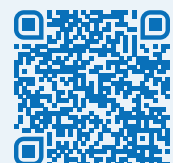
SMART CHARTS • Unity 84 Sequenced

January
Unity 84 Sequenced

	come
? word	how
	CLOTHING	mitten
	over
	want

February
Unity 84 Sequenced

	TAKE	different
	give	
	VALENTINE	heart
	make	
	TAKE	same

March
Unity 84 Sequenced

	it
THIS BELONGS TO	CHARA	monster
	not
	SCARE	scary
	turn

April
Unity 84 Sequenced

	KEEP	box
	in	
	let	
	me	
	we	

SMART CHARTS • LAMP WFL 84 Full

January
LAMP WFL 84 Full

come	come
what ? word	how ?
wear	CLOTHING	mittens
in	over
want	want

February
LAMP WFL 84 Full

make	different △□
me	give
make	SHAPES	heart ♡
make	make
make	same □□

March
LAMP WFL 84 Full
*Remember to add "monster" for this month

it	it
not	not
feel	SCARE	scary
turn	turn
make	HOLIDAYS	monster

April
LAMP WFL 84 Full

put	box
in	in
all	let
me	me
we	we

BRENDA MAIER

The Little Red Fort

Core Words
busy, help, she, who

Fringe Word
fort or house

Summary

Ruby finds some boards and decides to build a fort. She asks her brothers to help, but instead they laugh and tell her she doesn't know how to build a fort. Once Ruby has her beautiful fort built, guess who wants to play in it?

Objectives

1. Student will use the word "she" using the AAC system to refer to the character in the story in 8/10 opportunities.

2. Student will request or offer assistance using the word "help" on the AAC system in 8/10 structured situations.

Materials

- Paper, paint, markers, large cardboard box, glue, packing tape, scissors
- Building materials (smooth wood, sand paper, play tools, small common items)
- Smart Charts of target words
- Low tech core board/wall chart poster and/or speech generating device

The Little Red Fort
by Brenda Maier
pictures by Sonia Sánchez
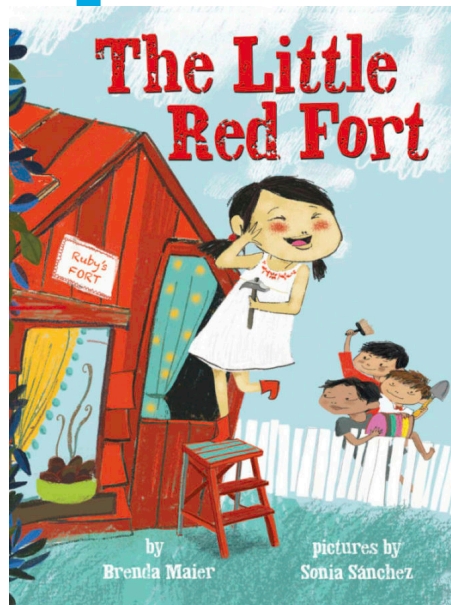
Introduce the Story

- Talk about the cover and author. Make predictions and model **WHO** will build a fort? I think **SHE** will.
- 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: **WHO** wants to help? He said I'm too **BUSY**. And **SHE** did. Here is her **FORT** (or little **HOUSE**).

(M) Model 2-3 word combinations: **WHO** wants to **HELP**? **SHE** is **BUSY**. **SHE** is **BUSY** building a **FORT/HOUSE**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Feel a House

- Put various items in a bag (sandpaper, smooth wood, plastic saw, hammer along with common items not used for building a house).
- Have the student put his hand in the bag to feel items.
- When he pulls it out, talk about what it is used for and if it is used to build a house.
- Act out using the item when possible.

(M) Model single words: **WHO** wants a turn? Can you **HELP** hold the bag?

(M) Model 2-3 words: Did **SHE** use that to **HELP** build her **FORT/HOUSE**?

Music

"Johnny Hammers"

(change the words to Ruby Hammers).

Craft Build a Classroom Fort

- Cut off the flaps of a large box.
- Use brightly colored tape to connect the flaps together to make a triangle for the roof.
- Cut off one side of the box for the door.
- Decorate with markers, spray paint, glue on colored paper for bushes and shutters.

(M) Model single words: Let me know if you want to **HELP**. We are **BUSY**, We're making a **FORT/HOUSE**.

(M) Model 2-3 words: **WHO** can **HELP** me? We are **BUSY** making our **FORT/HOUSE** just like **SHE** did.

Writing Create a Story Map

- Download a Story Map template from www.readingrockets.org/pdfs/storymap_complex3.pdf
- The adult guides the student through the process by "thinking out loud" to discuss the story elements and models words on the AAC system to complete each section.
- Use Descriptive Teaching to talk about story elements:

  o characters mean "who"
  o setting means "where"
  o problem means "what"
  o solving the problem means "how"
  o solution to the problem means "so they"
  o If using a speech-generating device, you can use Google Docs and Voice Typing to translate the student's words into text, or connect the device to a computer. See how to connect the Accent device to a computer below.

Tip IMPORTANT: BACKUP user area (individual's vocabulary) EVERY time you make changes! - D. Jackson, Indiana

Use Descriptive Teaching Strategies

The descriptive teaching approach refers to a strategy using common words (i.e.: core words) to describe, define, and predict rather than referential words (words that mean a specific concept). Using high frequency, core vocabulary that is already in a student's speech-generating device helps him/her learn to use existing vocabulary to explain key concepts. For example, rather than programming the word "fort" into the vocabulary of a LAMP Words For Life user this month, try using words to describe it, such as "little," "brown," "play," "house."

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

MO WILLEMS

The Pigeon Needs a Bath!

Core Words
clean, dirty, he, stinks

Fringe Word
bath

Summary

We are told the pigeon is filthy and needs a bath. The pigeon thinks differently and tries to convince us he doesn't need a bath. Finally, he takes a bath and finds out he loves it!

Objectives

1. Student will use adjectives clean/ dirty to describe the character in the story and items in related activities using the AAC system in 8/10 opportunities.

2. Student will write a word to caption the picture of pigeon, with varying levels of support, using the AAC system.

Materials

- Shaving Cream, washable paint, tray, paint brushes, muffin tins, heavy paper
- Sensory bin for water play, soap, plastic animals
- Smart Charts of target words
- Low-tech core board/wall chart poster or speech generating device

Link to Pigeon Needs Bath Activities. Also check out Pinterest for more!
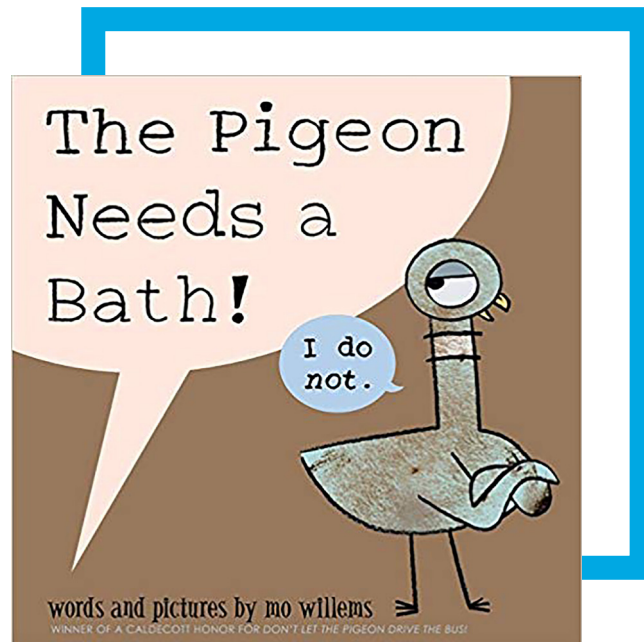
Introduce the Story

- Talk about the cover and author. Make comments and model: The name of this book is The Pigeon Needs a **BATH**. **HE** says, "I do not."
- 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 man said the pigeon is **DIRTY**. He needs a **BATH**. Whew, he **STINKS**. **HE** likes it. Now he is **CLEAN**.

(M) Model 2-3 word combinations: The pigeon needs to take a **BATH** so he can get **CLEAN**. **HE** does not want to take a **BATH**. **HE** is so **DIRTY** that he **STINKS**. After his **BATH**, **HE** is **CLEAN**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Bathtub Play

- Fill a sensory bin with water and soap.
- Talk and model about how **CLEAN** the water looks
- Show the plastic animals. They look **DIRTY**. They need a **BATH**.
- Let the students play with the animals.
- You can model words by projecting the free PASS Software from your computer

Free Software

Visit the Link to download free PASS software from www.prentrom.com by scanning the QR code to the right.

Craft Shaving Cream Painting

- Mix shaving cream and a few drops of washable paint into muffin tins for various colors.
- Use with paint brushes or finger paint to make designs on heavy paper.
- Let dry 1-2 hours.

M This smells **CLEAN**. Do you think it **STINKS**? We need to wash our **DIRTY** hands.

Writing Caption the Pigeon

- The adult models the process by using a single word on the AAC system to describe the photo. This doesn't have to be one of the target words: i.e. Need, Not, Bad, Good
- Ask the student to use a word to describe the pigeon using the AAC system. Do not tell the student what to write; the goal is for him to learn that his words can be written down rather than telling him words to write. Write the word. You can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document.
- Print off all the captions and let students draw a picture of the pigeon or find pictures to download from the Internet.
- See how to connect the Accent device to a computer below.

Tip I wish I had known that….it's really about the child and should be child-led. It's okay to make mistakes because you and the child are learning together.
- Rhiannon Fortenberry, Arkansas

Notes

_____

_____

_____

_____   **connect Accent to a computer**

_____

_____

_____

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

HELEN PALMER

A Fish Out OF Water

Core Words
all, down, put, stop

Fringe Word
fish

Summary

A young boy learns what happens when he feeds his fish more than the man at the pet store advised.

Objectives

1. Student will point to/touch/look at the front cover, back cover, and title page of the book when directed, with various levels of prompts, in 4/5 opportunities.

2. Student will direct the actions of others using 1-3 words on the AAC system in 8/10 opportunities.

Materials

- gallon size freezer bags, inexpensive hair gel, small plastic fish, glitter, blue food coloring, packing tape
- 9" white paper plates
- Smart Charts of target words
- Low-tech core board/wall chart poster and/or speech generating device
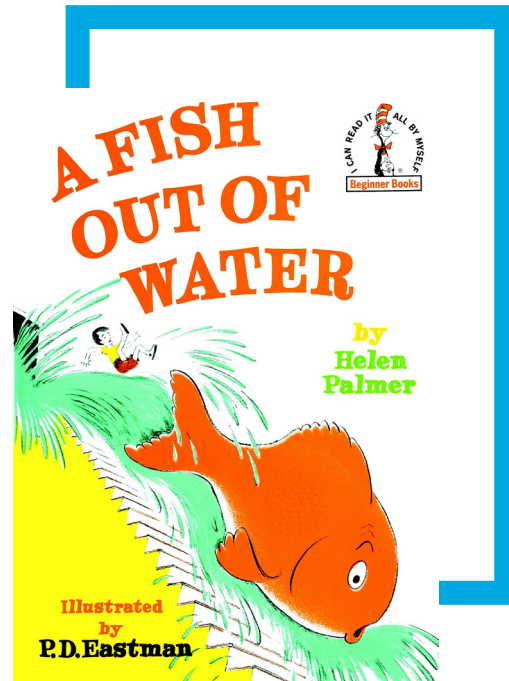
Introduce the Story

- Talk about the cover and author. Make predictions and model "I see a **FISH**."
- 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: I gave him **ALL** the food. I **PUT** him in a pot. **STOP** growing.
- **(M)** Model 2-3 word combinations: **PUT** the **FISH** in the tub. The **FISH** went **DOWN**. **STOP** giving the **FISH ALL** the food!
- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Go Fishing

- Water Sensory Bin with various sizes of plastic fish, cups, and aquarium nets.
- **(M)** Model words based on the student's actions You have a **FISH**. I see you poured **ALL** the water on the **FISH**. It went **DOWN**. You **PUT DOWN** the cup. **ALL** the **FISH** are in the water. Can you **STOP** the **FISH** from going **DOWN**?
- You can put a laminated low tech core board near the sensory area; or a large core word chart/poster to use for modeling.

Music
Ten Little Fishies

Craft Make Fish Sensory Bags

- Gallon freezer bags, inexpensive hair gel, small plastic fish toys (erasers, party favors), packing tape, glitter and blue food coloring.

- Combine all in a freezer bag and secure with tape.

M Model words: **PUT** it in the bag. **ALL** the gel goes in. The **FISH** go **DOWN** to the bottom. The tape will **STOP ALL** the **FISH** from coming out.

Writing Create a Story Wheel

(This could be done as a group by projecting on a screen from the computer in a Word document and writing in it with the students).

- Provide each student with a 9" inch paper plate .

- Divide the plate into 4 sections, leaving a small circle in the middle.

- Write the title and author in the middle.

- Talk about the actions that happened in the beginning, middle, and end of the story.

M The adult models the process by using words from the AAC system while thinking out loud: First he bought a little **FISH**. Then he gave it **ALL** the food. It wouldn't **STOP** growing. Then Mr. Carp when **DOWN** in the pool and made him small again.

- Repeat the sequence, pausing at the target words to allow the student to provide the missing words. Write them in the story wheel. You can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document. See how to connect the Accent device to a computer below.

Tip

A good communication partner has a willingness to try, talk, engage, touch buttons, show how it's done, have fun and have moments. We all want relationships, friendships, groups to be in, places to be and experiences to share.
- Beth Speaker-Christensen

Notes

connect Accent to a computer

ERIC LITWIN
Pete the Cat: Rocking In My School Shoes

Core Words
go, in, my, where, no

Fringe Word
school

Summary

Pete the Cat discovers many places around his school. You can help your students make connections between Pete's school and their school. This months' core words can be used with students throughout their day.

Objectives

1. Student will use single words to ask questions about the story and related activities on an AAC system in 8/10 opportunities.

2. Student will use the pronoun "my" to show possession an AAC system in 4/5 opportunities.

Materials

- Stuffed cat or large photo of Pete
- Footprint cut-outs
- Backpack
- Mini objects, photos/symbols of items from story: book/library, fork/cafeteria, swing/playground. CD/music, pencil/writing, paintbrush/art, numbers/math, bus
- Smart Charts of target words
- Low-tech core board/wall chart poster and/or speech generating device

Link to Pete The Cat Activities. Check out Pinterest for more!
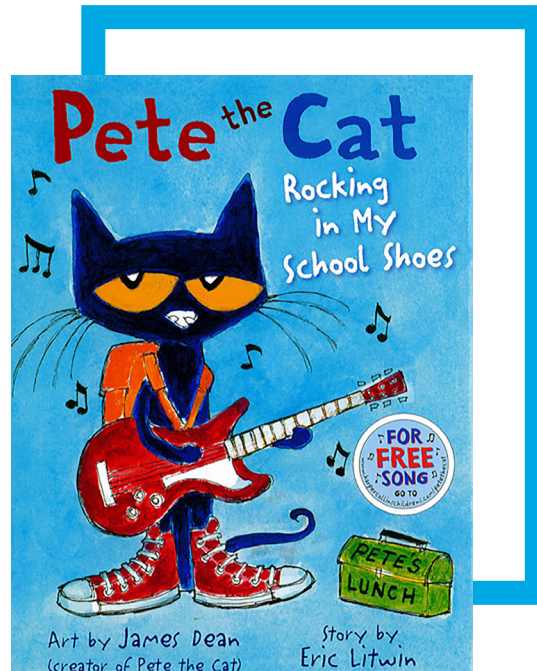
Introduce the Story

- Talk about the cover and author. Make predictions and model "Where will he **GO**?"
- 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: **WHERE** will he go? Does he worry? Goodness **NO**. Pete went **IN** the library. He's rocking **IN** his school shoes. Pete likes **SCHOOL**.

  (M) Model 2-3 word combinations: **WHERE** did Pete **GO**? Did he **GO** here in his **SCHOOL** shoes? Did he **GO** to the store? **NO**. Pete says "I'm rocking **IN MY SCHOOL** shoes.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Feel and Guess

- Fill a backpack with objects from the story and others that were not in the story
- Have the student put his hand in and guess what he feels
- When he takes it out, talk about its use and it if Pete saw it in the story

  (M) Did Pete see this at **SCHOOL**? **NO**, not at **SCHOOL**. **WHERE** would this **GO**?

SCAN FOR MUSIC

Motor Paper Footprints

- Leave paper footprints around the building. Follow the footprints and ask those you meet if they have seen Pete.

(M) "**WHERE** is Pete?" "Did he **GO** in the office?" "**NO**, he's not here."

- Find Pete in the last location.

(M) "He is **IN** the library."

- Afterwards, use photos or symbols of the locations to review where you went and discuss if Pete was there. Ask, "**WHERE** was he?"

Writing Read and Repeat

- Take photos of each student completing various actions.

- Print off each picture with the phrase "I'm (verbing) in school shoes" to explain what the student is doing ("I'm smiling in my school shoes").

- Staple into a book and give a copy to each student.

- Adult reads her page first, pausing at the blank for "my," then modeling it on an AAC system; saying it, and writing it.

- Read each page aloud, pausing at the blank for the student to say "my" with his/her AAC system.

- You can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document. See how to connect the Accent device to a computer below.
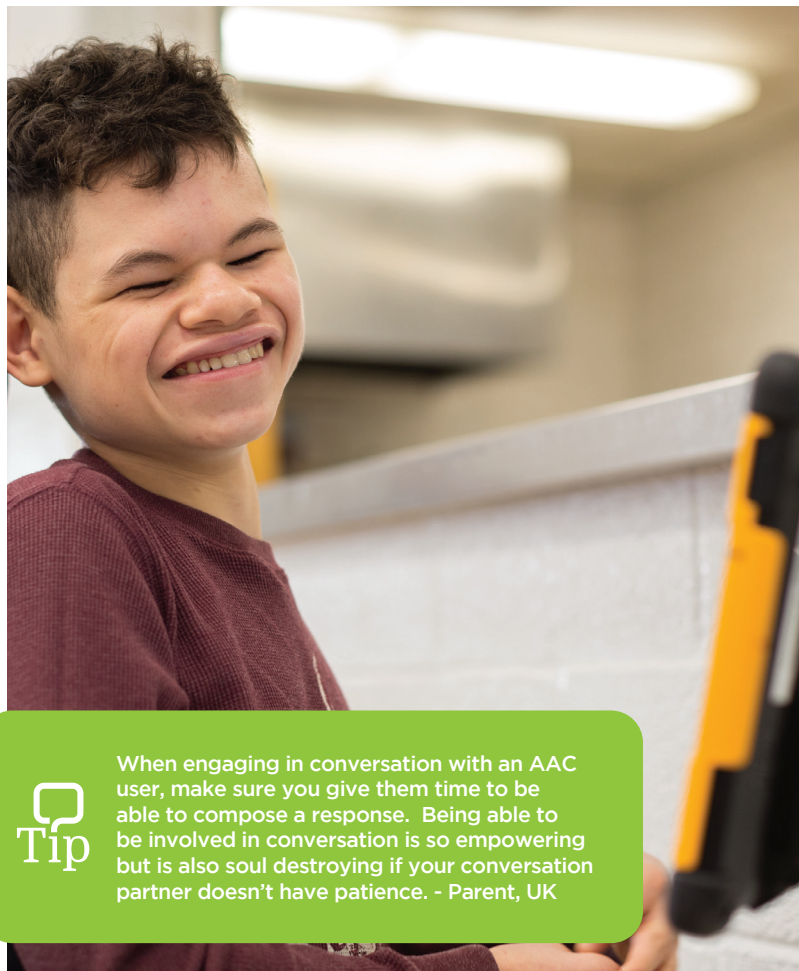
> **Tip**
> When engaging in conversation with an AAC user, make sure you give them time to be able to compose a response. Being able to be involved in conversation is so empowering but is also soul destroying if your conversation partner doesn't have patience. - Parent, UK

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

SMART CHARTS • Unity 84 Sequenced

May
Unity 84 Sequenced

HELPING VERB	busy	
(traffic light)	COMMUNITY	fort
(ambulance)	help	
(girl)	she	
? word	who	

June
Unity 84 Sequenced

(bathe)	BATHE	bath
(clean)	CLEAN	clean
(dirty)	DIRTY	dirty
(he)	he	
(dog)	STINK	stinks

July
Unity 84 Sequenced

(wizard)	all	
(bridge)	down	
(dog)	WATER ANIMALS	fish
(treasure)	put	
STOP	stop	

August
Unity 84 Sequenced

(traffic light)	go	
(he)	my	
(fireworks)	no	
(traffic light)	school	
? word	where	

SMART CHARTS • LAMP WFL 84 Full

May
LAMP WFL 84 Full

am	busy
help	help
live	house
she	she
what ? word	who

June
LAMP WFL 84 Full

help	TOILETRIES	bath
help	CLEAN	clean
help	DIRTY	dirty
he	he	
come	STINK	stinks

July
LAMP WFL 84 Full

all	all	
down	down	
fast	FISH	fish
put	put	
stop	stop	

August
LAMP WFL 84 Full

go	go
my	my
no	no
go	school
what ? word	where

LUCILLE COLANDRO

There Was An Old Lady Who Swallowed Leaves

Core Words
bad, eat, that, why

Fringe Word
sneeze

Summary

An old lady swallows some leaves and then finds herself swallowing other unusual items. Will she sneeze?

Objectives

1. Student will use single words to comment/ask questions about the story and related activities using the AAC system in 8/10 opportunities.

2. Student will tell whether word pairs spoken aloud rhyme using single words (same/different or yes/no) on the AAC system with varying levels of prompts.

Materials

- paper, paint, glitter, stickers, craft sticks, glue, scissors
- Coffee filters, markers, water, leaf template or cookie cutter
- Smart Charts of target words
- Low-tech core board/wall chart poster and/or speech generating device

Link to Scholastic for more activities. Also check out Pinterest for more!
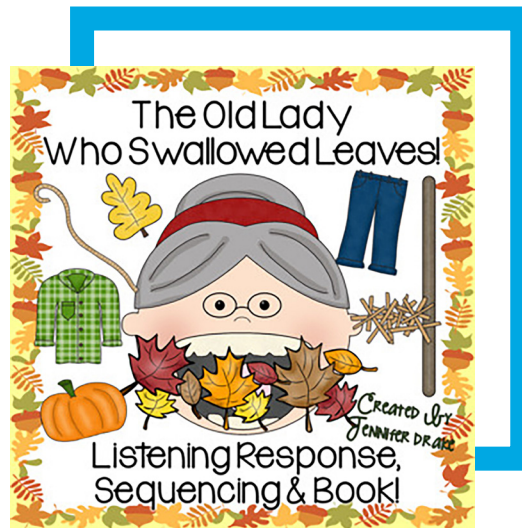
Introduce the Story

- Talk about the cover and author. Make predictions and model. "What is she going to do?" Swallow means **EAT**."

- 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: Yuck, she swallowed **THAT**! I bet leaves taste **BAD**. **WHY** would she swallow a shirt? I hope she doesn't **SNEEZE**.

(M) Model 2-3 word combinations: Can you believe she would **EAT THAT**? It will be **BAD** if she has to **SNEEZE**. She will **SNEEZE** if she tries to **EAT THAT**!

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Craft Coffee Filter Leaves

- Trace a leaf on the coffee filter; use template or cookie cutter. Draw a thick circle with markers in the center of the filter leaf.

- Fold the leaf 3 times (in half, in half, and then in half again) to make a point in the middle of the circle.

- Dip the leaf in a cup of water just far enough to get tip wet then watch the water go up the coffee filter leaf & spread the ink

- Take it out of the water (keeping it folded) and let it dry. Once it is dry, unfold it and see the colors.

(M) Look at **THAT**. Do you know **WHY** it turns colors? Do not **EAT THAT**. It would be **BAD** if she decided to **EAT THAT**.
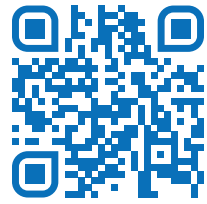
Writing What else could the old lady have swallowed?

- Provide the sentence frame: "The old lady swallowed a _____" on chart paper or a document on the computer.
- The adult models a word on an AAC system to fill in the blank "The old lady swallowed a **CAR**."
- Each student then has a chance to fill-in-the-blank with a noun.
- Write down the words. If using a speech-generating device, you can use Google Docs and Voice Typing to translate the words into text, or connect the device to a computer.
- Read all the sentences once everyone has had a turn. Print them out and staple together to make a book.

Extension Activity
Same/Different, Yes/No

Ask the student to listen as you say word pairs from the story. First, say all the pairs that rhyme. Model using the word **"SAME"** on the AAC system after each pair. Then mix up the pairs, saying word pairs that do not rhyme and model **"DIFFERENT"** after each pair.

Provide opportunities for students to hear pairs that rhyme & those that don't to practice this skill.

Tell the student to listen in his head as you say the words so he can tell you if they sound the **SAME** or **DIFFERENT**. You could also use **YES/NO** if the student understands that response (Are these sounds the same? **YES** or **NO**) leaves/sneeze, hurt/shirt, pumpkin/bumpkin, pole/roll, pants/dance, mope/rope, say/hay.

> **Tip**
> I wish I had known that AAC therapy is just language therapy through a different modality! Don't let technology scare you away. - Jane Bomba

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

JULIA DONALDSON

Room On The Broom

Core Words
off, look, need, yes

Fringe Word
broom

Summary

A witch and her cat are flying through the sky on a broomstick when the wind picks up and blows away her hat, bow, and her wand. She meets three animals who return her items in exchange for a ride on her broom.

Objectives

1. Student will use single words to comment/ask questions about the story and related activities in 8/10 opportunities.

2. Student will use 1-3 single words to direct the actions of others during activities, on the AAC system, in 8/10 opportunities.

Materials

- Star cut-outs, stickers or scrapbook paper and star templates, glue, ribbon, paint sticks or sturdy cardboard, ribbon
- Props: A witch hat, wand, hair bow
- Smart Charts of target words
- Low-tech core board/wall chart poster and/or speech generating device
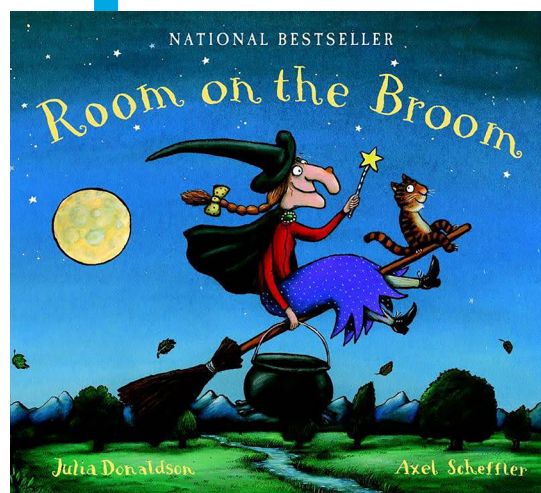
Introduce the Story

- Talk about the cover and author. Make predictions and model. "Let's **LOOK** to find out who wants to ride on her broom."
- 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: Uh oh, it fell **OFF**. They **LOOK** for the hat. The witch said **YES**! They **NEED** to get down.

M Model 2-3 word combinations: They **NEED** to **LOOK** for it. It fell **OFF** the **BROOM**. **LOOK**, It fell **OFF** the **BROOM**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Music

"Witches On Halloween"

- Sing "The Witch Gets On Her Broom" to the tune of "Farmer In The Dell". Use props from the story.

(M) Let the student give directions by telling others to get **OFF** the broom, go down, **LOOK** for items, etc.

Craft Magic Wand

- Use pre-cut stars or trace star templates on scrapbook paper Wrap ribbon around the paint stick or cardboard cut into a shape for the wand handle.

- Decorate the star and glue onto the handle.

(M) Model single words: I **NEED** glue. The wand goes down here. **LOOK** at mine!

(M) Model 2-3 word combinations: **YES**, I **NEED** more. I **NEED** you to **LOOK** down there!

Writing Describe the Witch

- Students use a single word to describe witch from the story.

- The adult models the process by using a single word on the AAC system to describe the witch. This doesn't have to be one of the target words: i.e.: happy, help, fun, on, go.

- Ask the student to use a word to describe the witch using the AAC system. Do not tell the student what to write; the goal is for him to learn that his words can be written down rather than telling him words to write.

- Write the word. You can connect the speech-generating device to the computer or open Google Docs and use Voice Typing to translate the voice output into a document. See how to connect the Accent device to a computer below.

- Print off or write all the words and make a classroom collage with a picture of the witch.
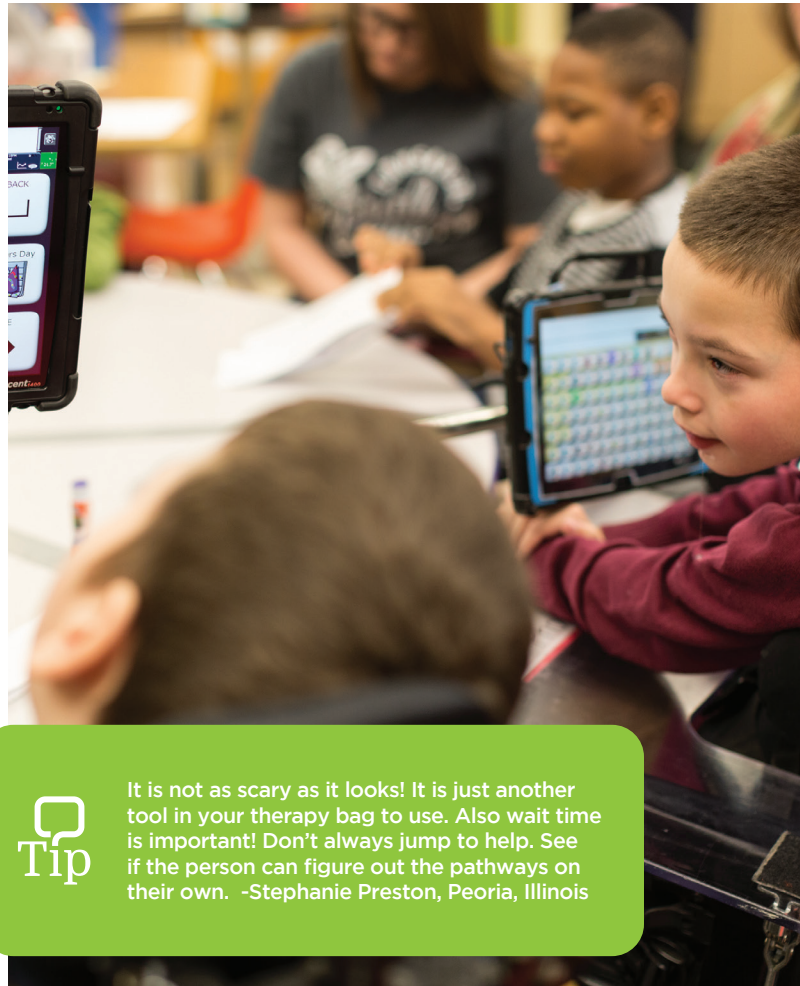
Tip It is not as scary as it looks! It is just another tool in your therapy bag to use. Also wait time is important! Don't always jump to help. See if the person can figure out the pathways on their own. -Stephanie Preston, Peoria, Illinois

Notes

connect Accent to a computer

RITA GELMAN

More Spaghetti I Say!

Core Words
I, more, play, can, not

Fringe Word
spaghetti

Summary

Minnie is too busy eating spaghetti to play with Freddy. She eats so much spaghetti that she makes herself sick.

Objectives

1. Student will use single words on an AAC system to comment/ask questions about the story and related activities in 8/10 opportunities.

2. Student will direct the actions of others by using the word "more" on the AAC system in 8/10 opportunities.

Materials

- Scissors, white or yellow yarn and red paint, brown paper, paper plates
- Cooked spaghetti; food coloring
- Mini objects for sensory bin
- Smart Charts of target words
- Low-tech core board/wall chart poster and/or speech generating device
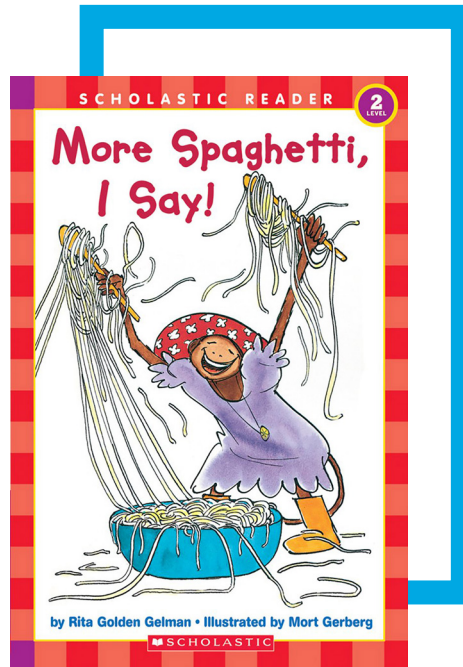
Introduce the Story

- Talk about the cover and author. Make predictions and model. "I wonder what she will eat? Looks like **SPAGHETTI**."
- 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: She wants **MORE**. Freddy wants to **PLAY**. He says **CAN** you play with me?

(M) Model 2-3 word combinations: Minnie wants **MORE SPAGHETTI**. She says **I CAN** jump. He wants to **PLAY** but she wants **MORE SPAGHETTI**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory/Motor Cutting Spaghetti

- Put cooked spaghetti in a large container. Add small objects, tongs, and large spoons. Practice cutting spaghetti using scissors. For added fun, make rainbow spaghetti by putting in plastic bags and adding food coloring – let dry 45 minutes before using.

(M) Let's **PLAY**. We **CAN** find things. Look for **MORE**. It's fun to **PLAY** in **SPAGHETTI**. **I** want **MORE SPAGHETTI**.

Music

"On Top of Spaghetti"

(M) Model preposition words during the song.
ON, **TOP**, **OFF**, **OUT**, **IN**, **UNDER**

Craft Paint with Spaghetti

- Help student paint red "sauce" on the paper plate.
- Drizzle glue all around the plate and add the "spaghetti" yarn.
- Glue on brown circles for meatballs.

(M) Let's make **SPAGHETTI**. I need **MORE** paint/glue. This is **PLAY** spaghetti. I need **MORE** meatballs. We **CAN** make **MORE SPAGHETTI**.

Writing I can_____

- Provide the sentence frame: "I can _____" on chart paper or a document on the computer.
- The adult models a word on an AAC system to fill in the blank: "I can **GO**."
- The student has a chance to fill-in-the-blank with a verb .
- Write down the words. If using a speech-generating device, you can use Google Docs and Voice Typing to translate the words into text, or connect the device to a computer. See how to connect the Accent device to a computer below.
- Read all the sentences once everyone has had a turn. Print them out and staple together to make a book.

Tip

A good communication partner is a person who gives 100% of their attention to her while they are waiting for her to navigate through the device. They don't look away and get impatient or uncomfortable with the void of silence and potentially fill it in with something that will throw off her focus or make what she is saying irrelevant (ask a new question before she has a chance to answer one they just asked, for example). -Anonymous, Parent

Notes

_____
_____
_____
_____
_____
_____

connect Accent to a computer

STEVEN KROLL

The Biggest Snowman Ever

Core Words
he, work, big, biggest

Fringe Word
snowman

Summary

Clayton and Desmond compete to win the prize for building the biggest snowman.

Objectives

1. Student will use 1-3 words to comment/ask questions about the story and related activities using the AAC system in 8/10 opportunities.

2. Student will use targeted adjectives to describe items as "big" or "biggest" using the AAC system in 8/10 opportunities.

Materials

- Cornstarch, hair conditioner, glitter, peppermint extract
- White 9" paper plate
- Jumbo craft stick
- Colored cardstock paper
- Stickers, glue, markers
- Scissors, glue
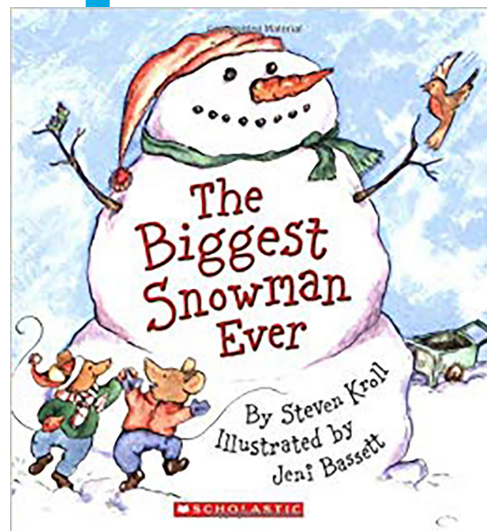
Introduce the Story

- Talk about the cover and author. Make predictions and model "That is a **BIG** snowman."
- 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: That is hard **WORK**. **HE** is making a snowman. It is **BIG**. Who will make the **BIGGEST** snowman?

  (M) Model 2-3 word combinations: It is hard **WORK** to make a **BIG** snowman. His **SNOWMAN** is **BIG**, but this one is the **BIGGEST**.

- **Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!**

Sensory Snow Dough

- Mix 2 cups of cornstarch and 1 cup of hair conditioner
- Optional: glitter, peppermint extract
- Refrigerate for a cold experience

  (M) I'm going to make a **BIG** ball. This one is **BIG**, but this one is the **BIGGEST**. It takes a lot of **WORK** to make a **BIG SNOWMAN**.

Music

"5 Little Snowman Standing in a Row"

"Let It Go" from Frozen
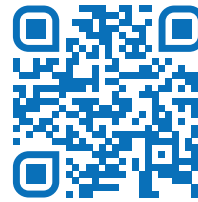
Craft Snowman Paper Plate Mask

• Cut out the middle of a white paper plate, leaving room for the child's face.

• Make and decorate a hat.

• Glue on a jumbo craft stick for the handle.

• Take photos of students being a snowman.

(M) We're going to be a **BIG** snowman. Let's **WORK** together.

Writing Complete a story map

• Download a story map from: readingrockets.org

• Use the story map as a guide to talk about activities at the beginning middle and end.

• Connect the speech-generating device to a computer, use Voice Typing in Google Docs, or write what the AAC user says on his device in the blanks on the form. See how to connect the Accent device to a computer below.

(M) The story was about a contest to make the **BIGGEST** snowman. First, **HE** made one alone. They each made a **BIG SNOWMAN**. With hard **WORK**, they made the **BIGGEST SNOWMAN** together.

Tip
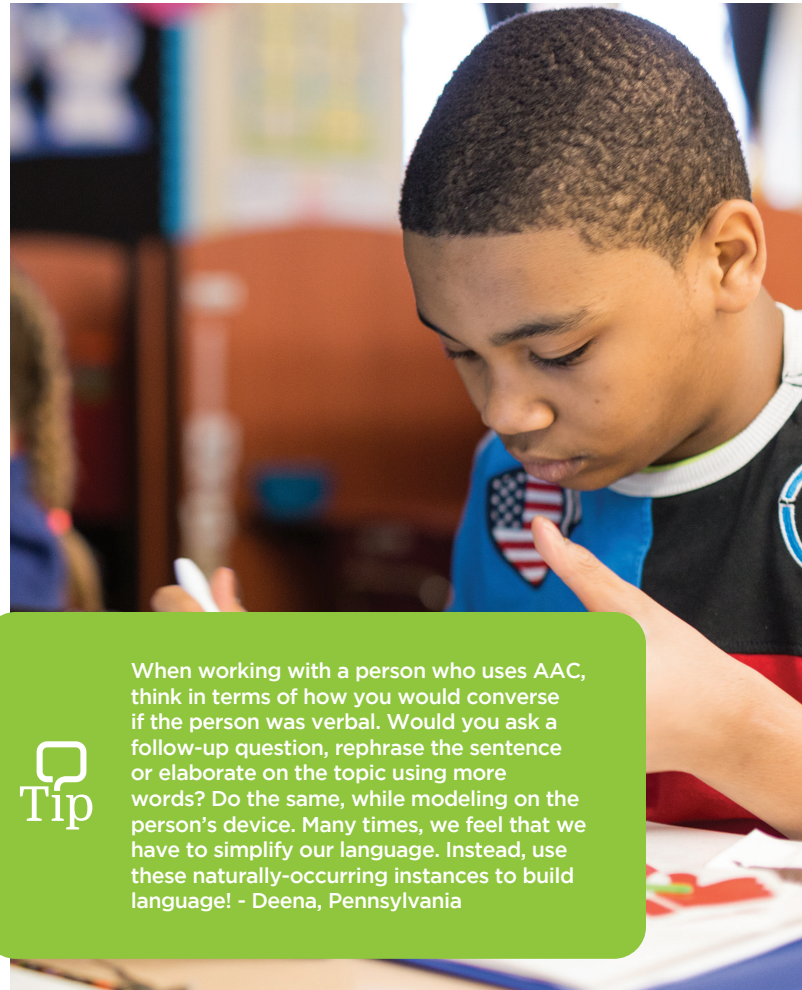
When working with a person who uses AAC, think in terms of how you would converse if the person was verbal. Would you ask a follow-up question, rephrase the sentence or elaborate on the topic using more words? Do the same, while modeling on the person's device. Many times, we feel that we have to simplify our language. Instead, use these naturally-occurring instances to build language! - Deena, Pennsylvania

Notes

connect Accent to a computer

*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

SMART CHARTS • Unity 84 Sequenced

September
Unity 84 Sequenced

	bad
A	eat
	SNEEZE	sneeze
	that
? word	why

October
Unity 84 Sequenced

N	HIT	TOOLS	broom
	look
	need
	off
	yes

November
Unity 84 Sequenced

HELPING VERBS	can
	I
	more
	play
A	ITALIAN & MEXICAN	spaghetti

December
Unity 84 Sequenced

	big
	biggest
	he
N	work
	SNOW	snowman

SMART CHARTS • LAMP WFL 84 Full

September
LAMP WFL 84 Full

bad	bad
eat	eat
help	SNEEZE	sneeze
that	that
what	why

October
LAMP WFL 84 Full

work	TOOLS	broom
look	look
need	need
off	off
yes	yes

November
LAMP WFL 84 Full

am	can
I	I
more	more
play	play
eat	ITALIAN	spaghetti

December
LAMP WFL 84 Full

big	big
big	biggest
he	he
work	work
need	SNOW	snow
follow	man

Lesson Plan Template

Book Title

Author

Core Words

Fringe Word

Summary

Introduce the Story

Objectives

Materials

Music

Sensory

_____
_____
_____
_____
_____
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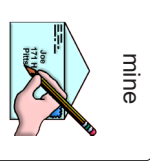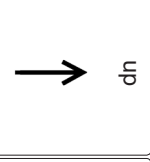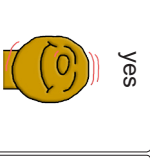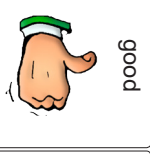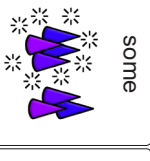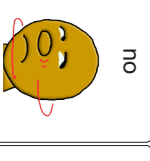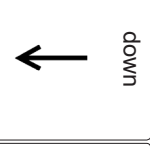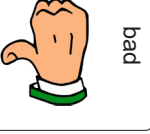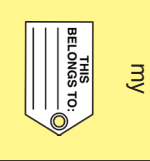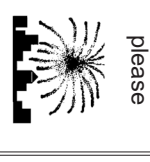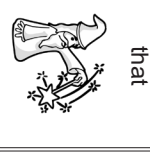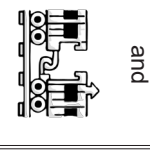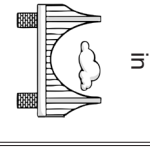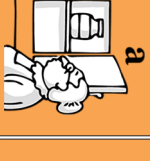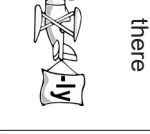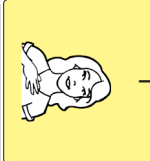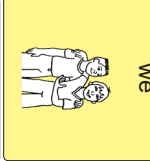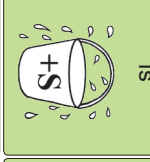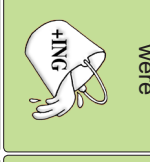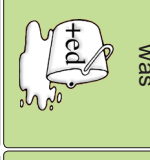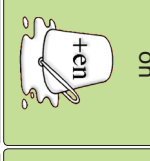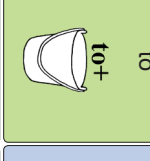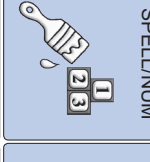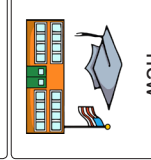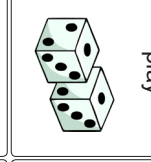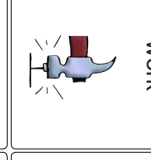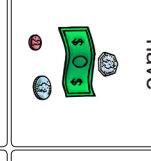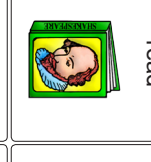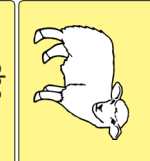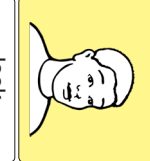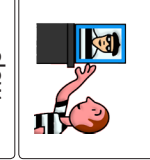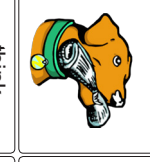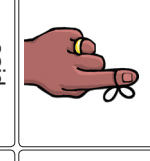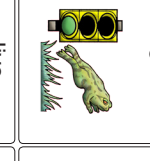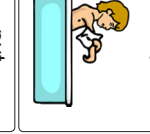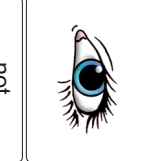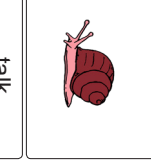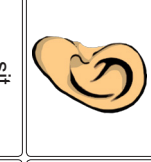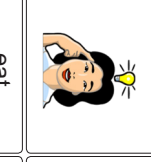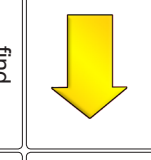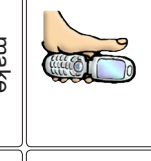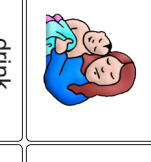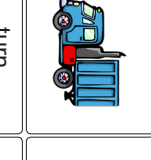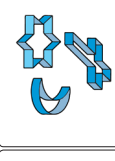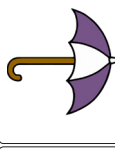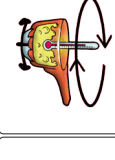
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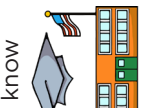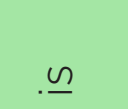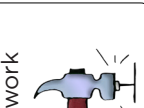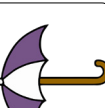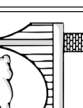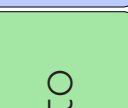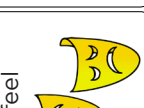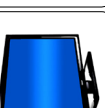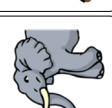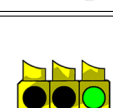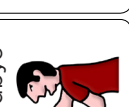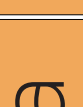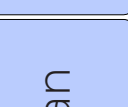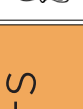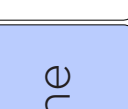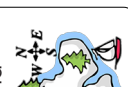
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*Refer to the **AAC Prompt Hierarchy** on **page 45** if needed for help to encourage interaction.

AAC Prompt Hierarchy

LEAST

Pause • Sometimes a pause is all that's needed. It gives the person time to respond. Wait quietly (at least 10-15 seconds).

Non-Verbal Prompt • Use body language and facial expressions to show that you expect a response.

Environmental Cues • Use objects in the environment to show that you expect a response.

Ask Open-ended Questions • What should we do next? What do you need me to do?

Visual Prompt • Gesture or point toward the low-tech board or device without pointing directly to the target word.

Give two choices • Do you want to read or play?

Model • Model an appropriate response on a device or low-tech board.

Partial Physical Prompt • Providing support to the elbow.

Physical Prompt • Hand under hand provides support, but allow the individual to make their own selection.

MOST

PRC

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

PRC

MORE	again	find	stop	wash	help	sleep
	+s	the	fast	COLOR	love	put
goodbye	a	an	more	get	ride	turn
Take care	what ? word	KEYBOARD	read	big	go	drink
Going	PREPOSITIONS	to	feel	think	live	watch
nice meet	and	on	have	do	hear	bad
not good	that	was	work	time	good	need
fine	SOCIAL	were	like	come	call	make
You?	can HELPING VERB	is	play	FAMILY	computer	eat
What?	TALK	are	know	want	slow	change
Hi	my THIS BELONGS TO:	we	they	he	look	don't
me	I	you	it	she	CLEAR	GO BACK

Resources available from PRC to guide you in providing instruction for your students using AAC.

AAC Language Lab
The AAC Language Lab offers real-life solutions in support of language development.

PASS Software
PASS software lets you print visual supports and practice learning the language system.

PRC Brand Channel
For over 50 years, PRC has been providing communication solutions to children and adults.

PRC Classes
Online • In Person Practical, clinically sound product training and AAC implementation classes.

Implementation Activities
Each month, we feature Core Word of the Month activities.

Facebook Groups
AAC Language Lab • Accent Users Group • LAMP Words For Life Users Group
PRAACtical AAC • AAC for the SLP

Other Resources
- **Common Core:** Learn why the Common Core is important • www.corestandards.org
- **Project Core:** A Stepping-Up Technology Implementation Grant Directed by the Center for Literacy and Disability Studies www.project-core.com
- **Reading Rockets:** Story maps & information about literacy • www.readingrockets.org
- **Tar Heel Shared Reader:** Resources for Shared Reading • www.Sharedreader.org
- **Literacy for All:** Instruction for students with Significant needs • www.literacyforallinstruction.ca
- **Praactical AAC:** Website & blog with information about literacy • www.praacticalaac.org