
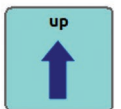
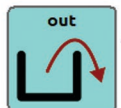



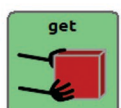




# EMBRACE FAMILIAR ACTIVITIES

## Predictable Opportunities Happen

Take advantage of the repeated opportunities inherent in handwashing, getting dressed, setting the table and getting ready for bed. These routines happen at least daily and are very predictable.

Think about how you can work core vocabulary into these activities to model and provide opportunities for practice. "Good morning! It's time to wake up. When you are up, we can eat breakfast, get dressed and brush teeth. Let's look at our schedule."

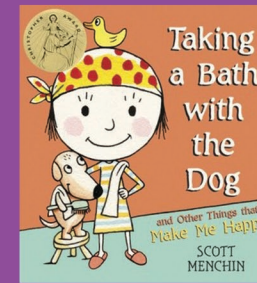
Morning Routine Goals	Target word(s)
 Wake up	
 Get out of bed	
 Eat breakfast	
 Get dressed	 
 Brush teeth	

# SEPTEMBER



SUN	MON	TUES	WED	THU	FRI	SAT
1	2 Labor Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30				<b>Model &amp; Grow Language</b> For AAC learners using single words, scan this code to unlock ideas for expanding beyond the one-word level and nurture language learning! 	

Read **Taking a Bath with the Dog** by Scott Menchin.



What makes you happy? One little girl decides it's time to ask others what makes them happy. You will find your smile through character replies.

Storytime

**Words to Model:**

<b>what</b> 	<b>make</b> 	<b>you</b> 	<b>happy</b> 	<b>don't</b> 	<b>know</b> 
--	--	---	---	---	--

**A Fun Opportunity** to create a personal book about things that **make you happy!**

**Make a HAPPY BOOK**

The process of creating the book provides many opportunities to learn and practice core words using family photos, photos of favorite places, activities and more!

**Materials needed:**

				
Construction paper	Photos	Pictures from magazines	An album, rings or string to bind the book	Glue

**Instructions:**

Determine how many pages are needed for the book (5-7 is a good start).

Page 1: Write the title "**What makes me happy?**"

Pages 2-5: Write a sentence starter on each page and add pictures to match each sentence. Here are some examples:

My favorite place is \_\_\_\_\_. I like to \_\_\_\_\_. I went to the \_\_\_\_\_.

My favorite food is \_\_\_\_\_. This is my \_\_\_\_\_. I like this \_\_\_\_\_.

Page 6: Write "These things **make me happy.**"

Page 7: Write "**What makes you happy?**"



You'll love having this book to introduce kids to their teacher or class, share at show-and-tell or bring to events with family and friends. It is a great way to provide context for conversation about favorite things.

Writing

## Expanding an AAC Learners' Single Words

In typical language development, children acquire a vocabulary of about 50 single words and then they begin to combine two words. As we help AAC learners to develop vocabulary, it is important that we teach different types of words so that the child has a broad vocabulary base to create phrases. For example: *more car, read it, bye-bye Mom, go outside, go away, that hot.*

An AAC learner just getting started at the single-word level needs to see and hear a variety of 2-word combinations modeled, using his language system, before he can begin to imitate them.

Try these strategies to help the AAC learner use 2-word phrases:

1. **Add a word** When a learner says a single word, add a word and model (e.g.- touch) the 2-word phrase back to him.  
Learner says: *bubbles*  
Adult says and models: *open bubbles, bubbles up, no bubbles, bubbles pop, see bubbles, my bubbles* – depending on the context
2. **Provide choices, using two-word combinations**  
*More bubbles or all done bubbles?*  
*Big bubbles or little bubbles?*  
*Isaac blow or Mom blow?*



































































Model short two-word phrases during the day and try to use different types of words. It's best to use grammatically-correct phrases as much as possible. So, say out loud "*You're finished*" even though you may model (touch) the words "*you*" and "*finish*" on the board or device. And remember that repetition with different materials, people, and activities throughout the day is the key to success.

Once a language learner can combine a variety of two-word phrases, begin to introduce longer phrases: *doggie down there, want more cracker, Dad read it again, give me a puzzle.*

Have fun modeling and growing language!



Try out some of the ideas on how to model a variety of word combinations using this month's target words in the chart below (Example shown: WordPower60 Basic SS):

September: Taking a Bath with the Dog by Scott Menchin		
Target words	2 words	3-5 words
<b>what</b>  	<b>what time</b>   	<b>What time is it?</b>       
<b>make</b>  	<b>make it</b>   	<b>What will you make?</b>       
<b>you</b> 	<b>you make</b>  	<b>What did you make?</b>       
<b>happy</b>  	<b>you happy</b>   	<b>Are you happy?</b>       
<b>don't</b>  	<b>don't know</b>    	<b>You don't know that.</b>     
<b>know</b>  	<b>you know</b>  	<b>You will know that.</b>     

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