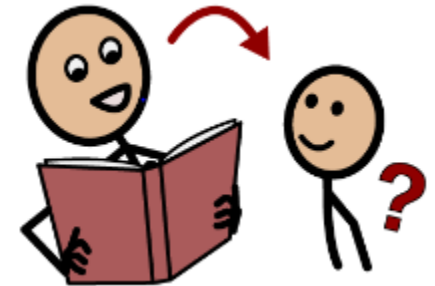


Choosing Activity First



Choosing Core:

selecting activity first

- We have created this tool to help you think through activities and target use of core vocabulary.
- Some activities are filled out. These are just ideas, feel free to adapt to the child's and your style/level.
- You will also find a document for moving beyond one word. This will include communication scripts to help you think through the communicative functions to participate in the activities.
- Steps to complete:
 - Pick a motivating activity/topic
 - Fill in words in the different sections
 - Think through the script: what does the communication partner need to say to elicit the targeted vocabulary? Consider the different language functions.
 - Have Fun!

Scripts



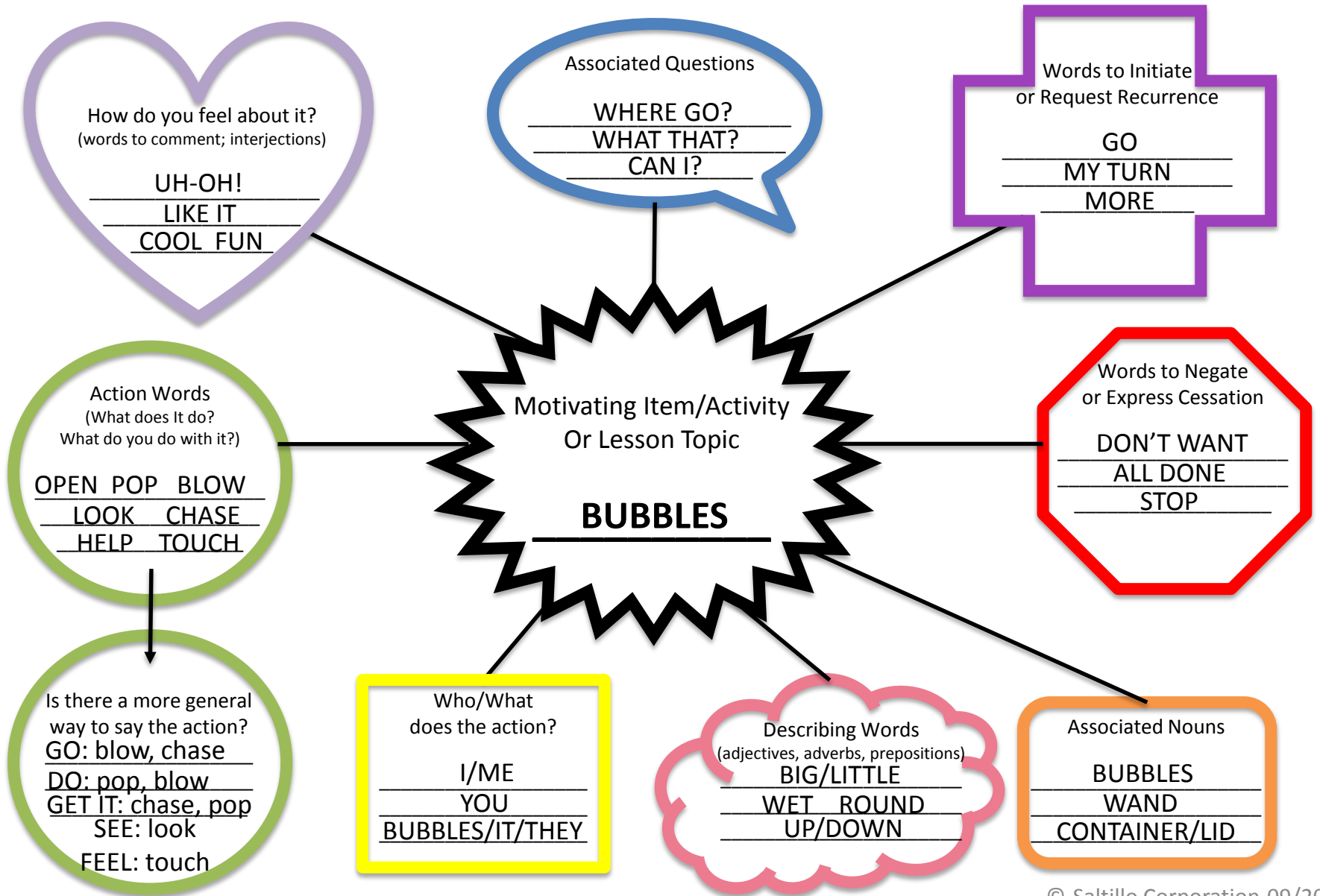
- Scripts are a great way to help us think through the activity.
- They might help others to work with the student. (SLP, OT, PT, parents, assistants, nurse, Teacher, etc)
- After we have used scripts for awhile, it will be easier to think about our communication role in other activities that are not planned out.
- The first couple activity scripts are filled out as an example. We all have learning and teaching styles. Feel free to adapt to your teaching style and your clients learning style. They are started with some simple thoughts. Expand on what client knows and what you are targeting.
- The goal is help foster language growth through open ended questions and statements that lead our client to a variety of language functions and vocabulary growth. This can help us to think beyond requesting and yes/no questions.



Other tips

- Place items in a container or opaque bag so student needs to ask “what” or “help” or “look”
- Teach the student how to “direct” you in the activity. (What do you want me to do?)
- Make comments and model the vocabulary on the device.
- Respond! Respond! Even accidental hits need a response!
- Have fun!

Choosing CORE Vocabulary: "Activity-First" Approach



1 Copy the Words from “Choosing CORE Vocabulary” Worksheet

Like, it, cool, fun, pop, blow, look, chase, touch, go, do, get, see, feel,
 where, go, what, that, can, I, me, you, my, turn, more, want, all done,
 stop, uh-oh!, open, help, up, down, round, big, wet, little,

3 Write what the communication partner needs to say/do in order to get the child to say the phrase on the right.

COMMUNICATION SCRIPT

*I have something in my bag.

*Bubbles! What should we do?

*(blowing bubbles) Where should the bubbles go? Big or little?

*What do you think?

*I like little bubbles. How does they feel?

*Should we do more or stop?

2 Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.

PHRASES/SENTENCES

What in/side? open I look

Open help play blow see

Up down big bubble little

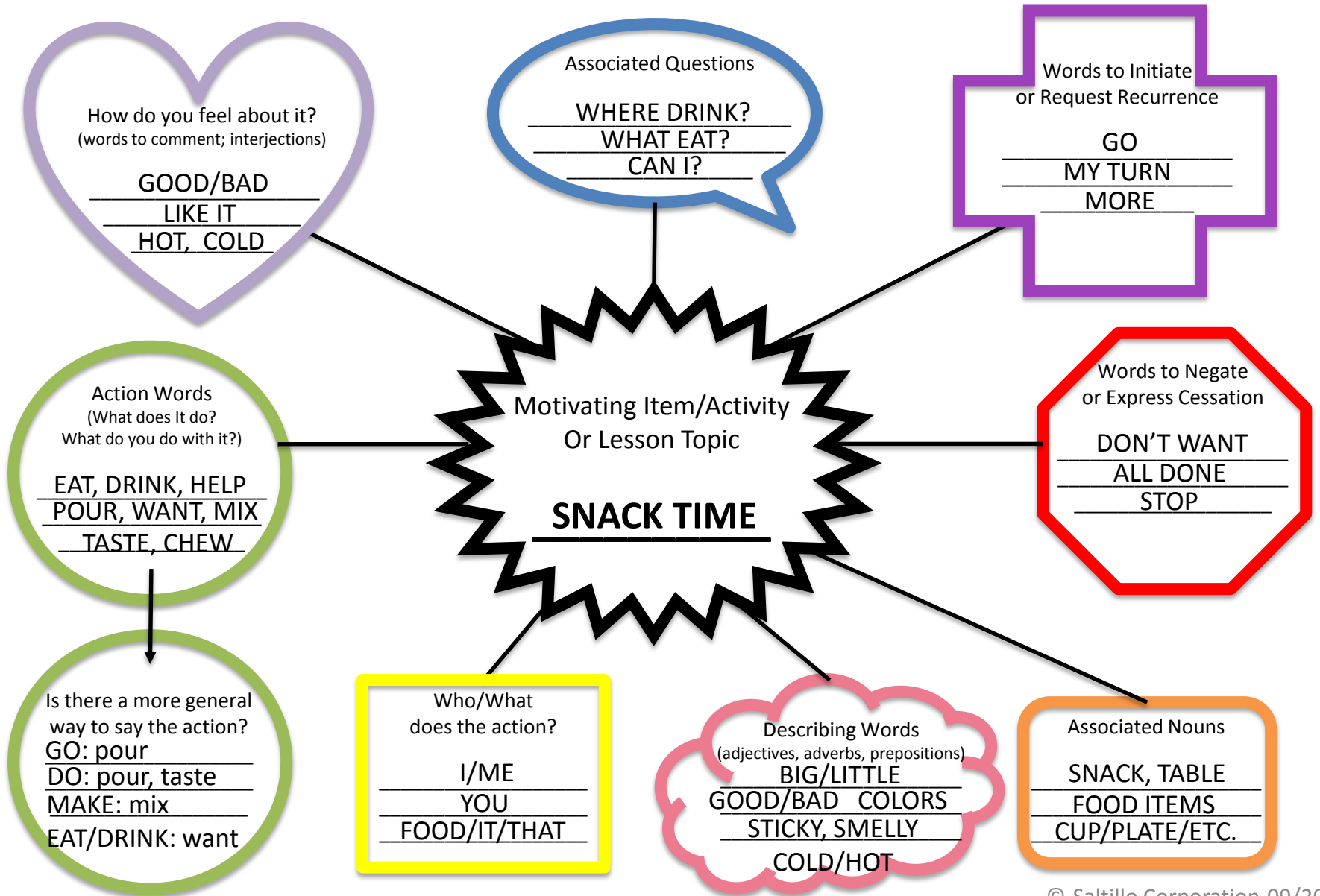
I like it! Cool! This is fun. See up

Feel wet touch more get wet

I want touch do more my turn

4 Review the phrases and make sure you have included several different functions of communication:
 Request (Object, Action, Help, Recurrence), Comment, Ask Question, Accept/Reject, Label, Exclaim, Express Feelings, Call/Greet

Choosing CORE Vocabulary: "Activity-First" Approach



1 Copy the Words from “Choosing CORE Vocabulary” Worksheet

good, bad, I, like, it, more, all done, hot, cold, taste, want, chew, eat, drink, sticky, smelly, make
Mix, don't, help, red, green, yellow, big, little, snack, cookie, pretzel, cup, plate, that, juice

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COMMUNICATION SCRIPT

*I am hungry! We should have a
snack. We could have cookies or
pretzels. Hmmm.

*I'm thirsty! What should I do? Eat or
drink? Are you thirsty? What do you
need?

*My cookie tastes good. How is your
cookie?

2 Come up with as many different 2+ word combinations using the above words and write them below. Add words as needed.

PHRASES/SENTENCES

I want pretzels/cookies please
I like cookies eat cookies

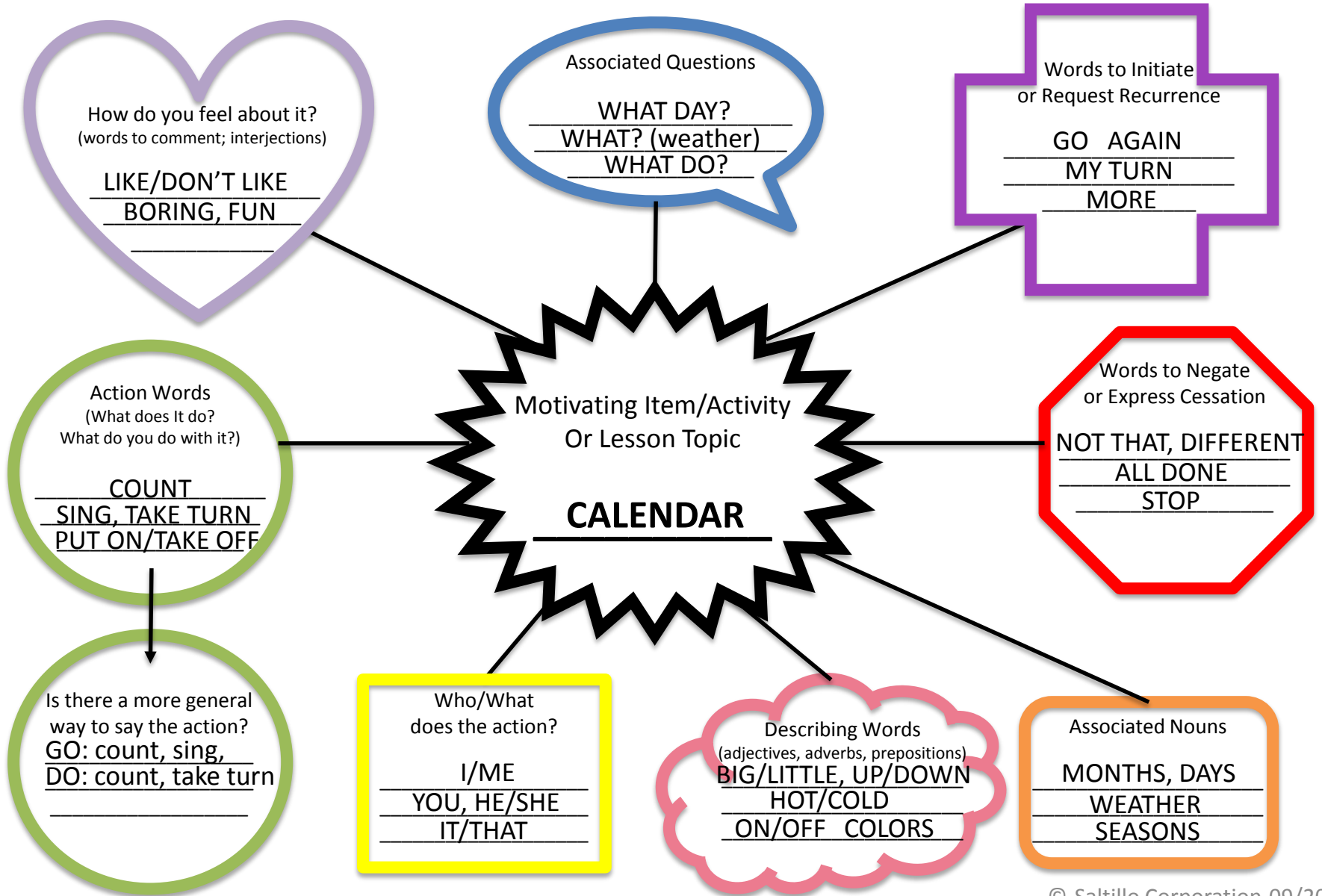
You drink. You need drink. I need
drink. Drink juice. Want cold drink.
Want orange drink

Like it. Taste good. Taste bad. Don't
like. Smelly.

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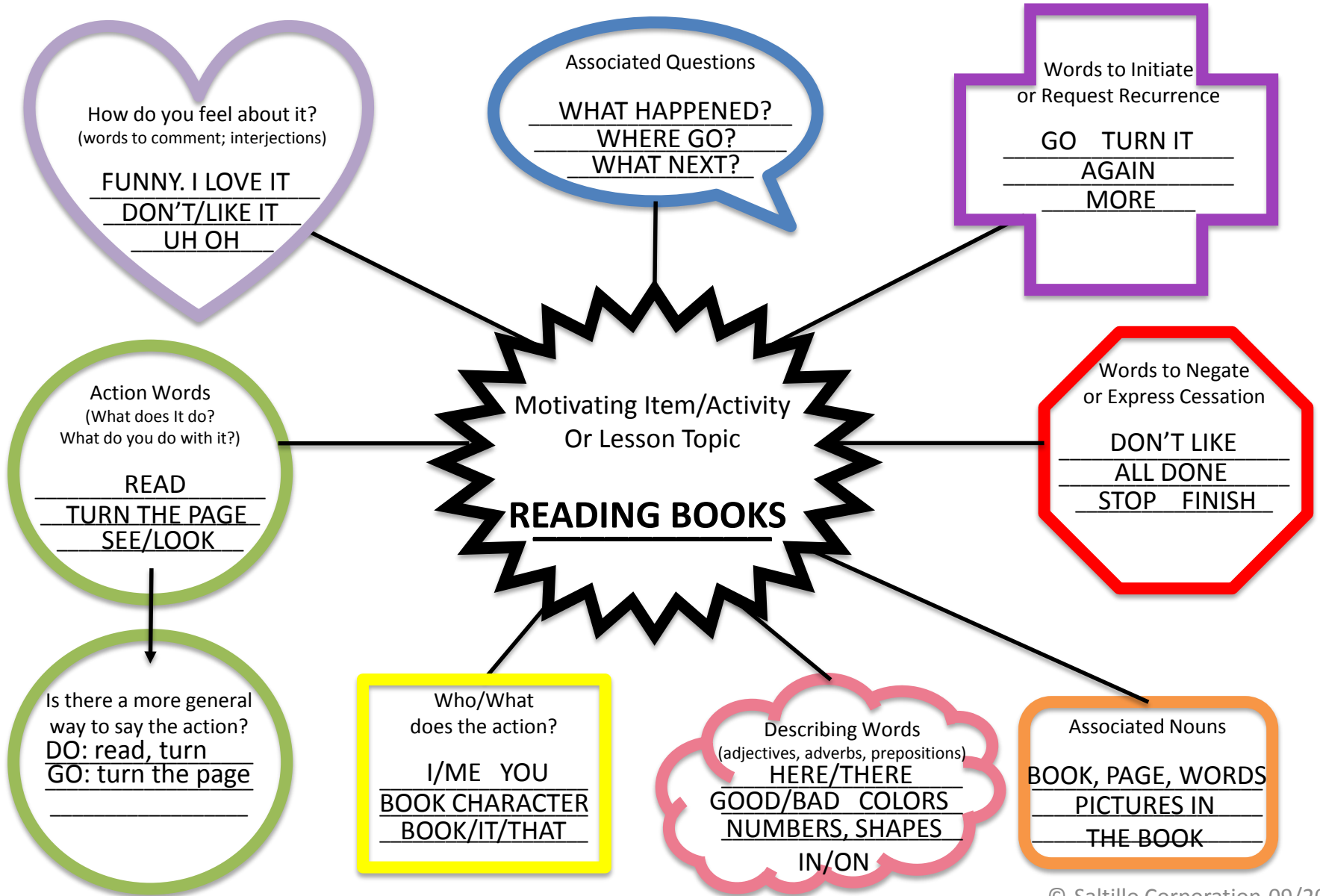
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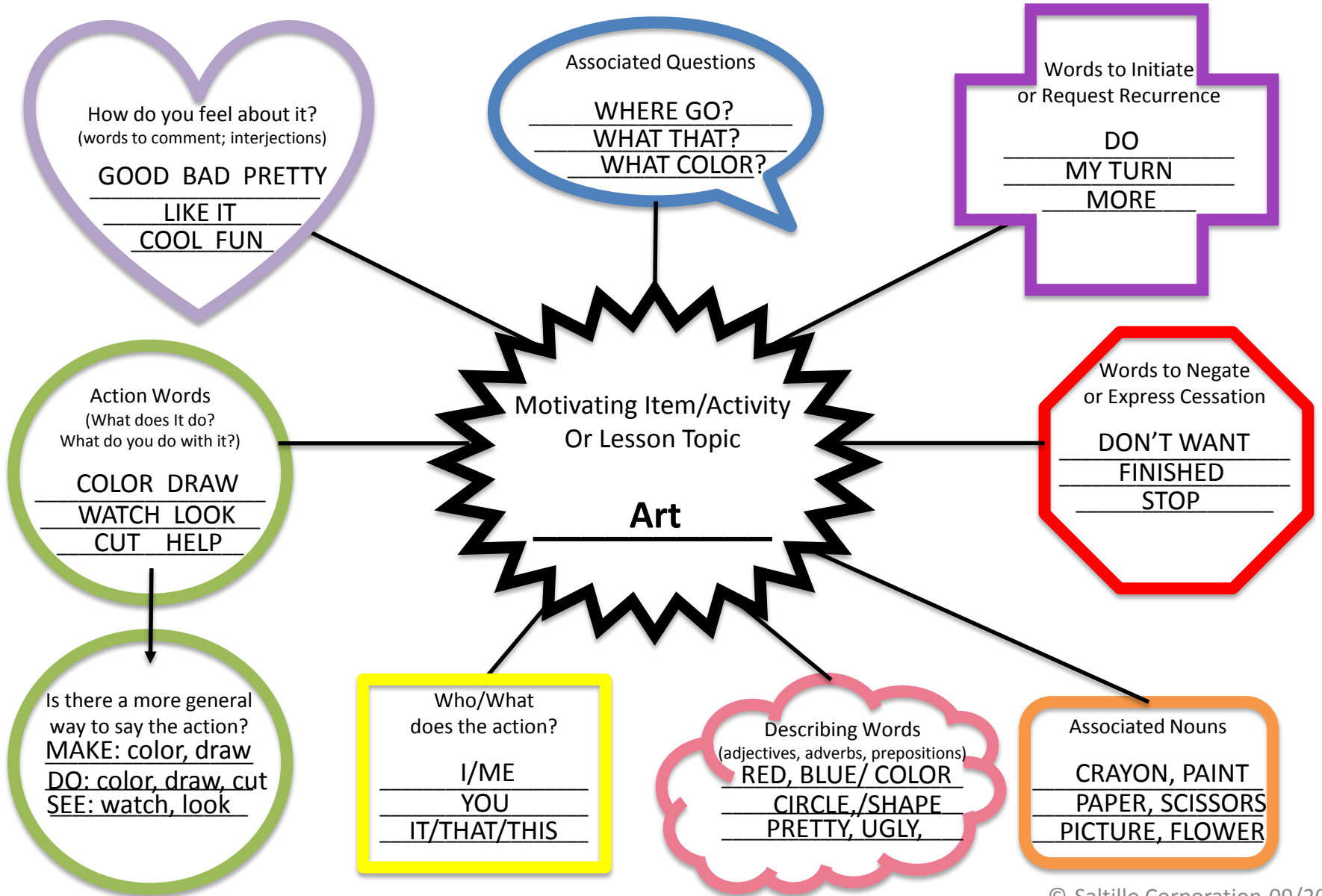
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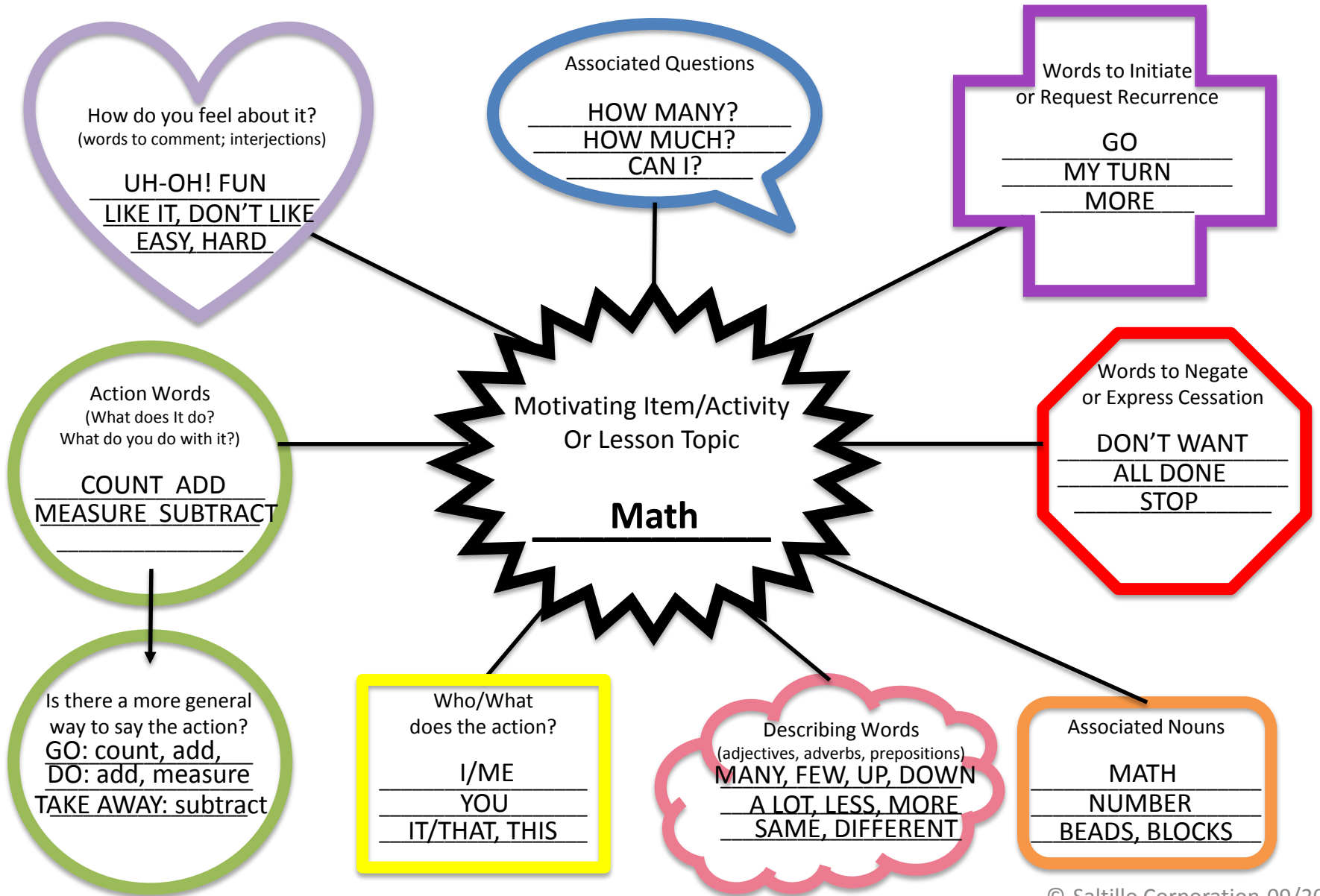
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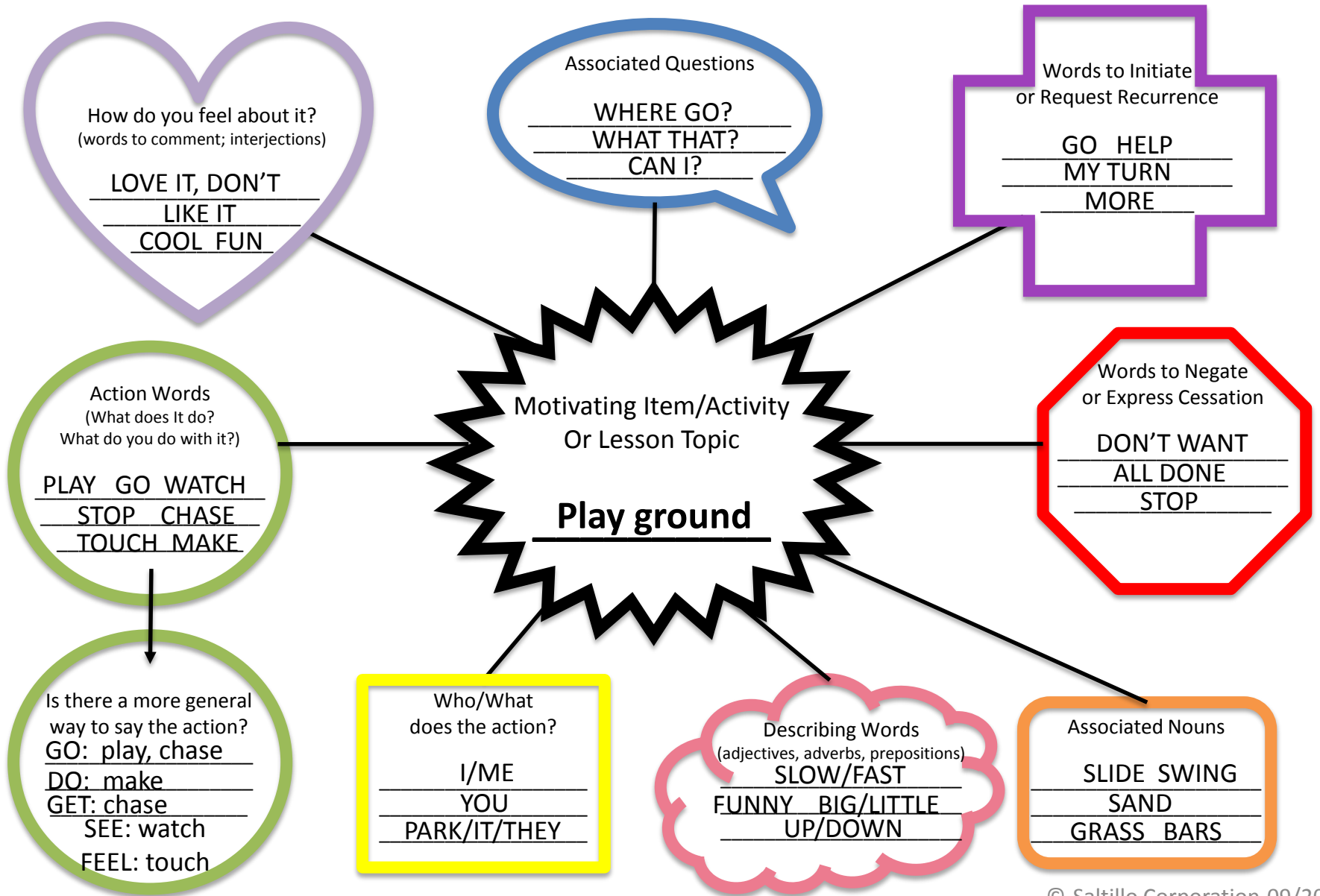
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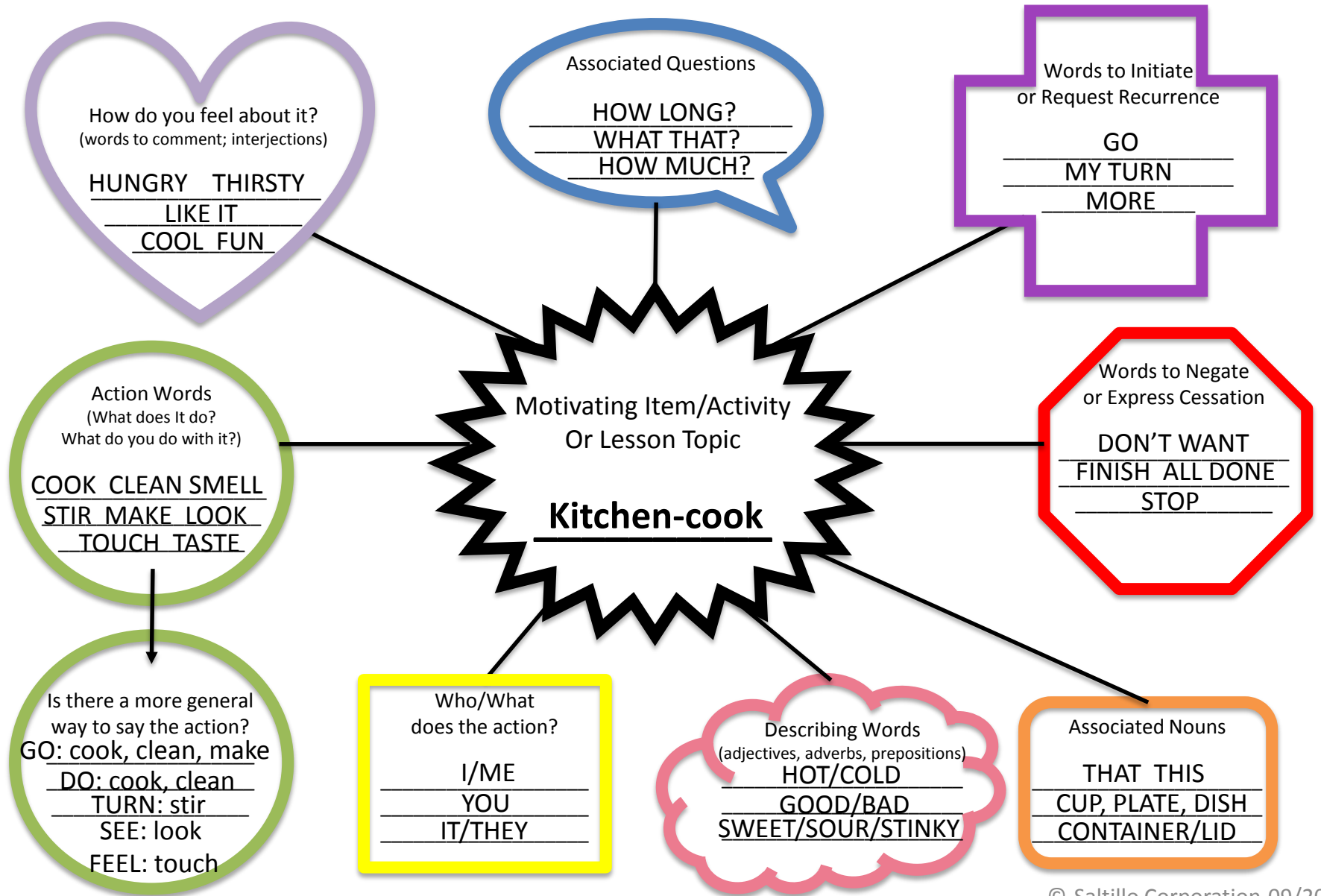
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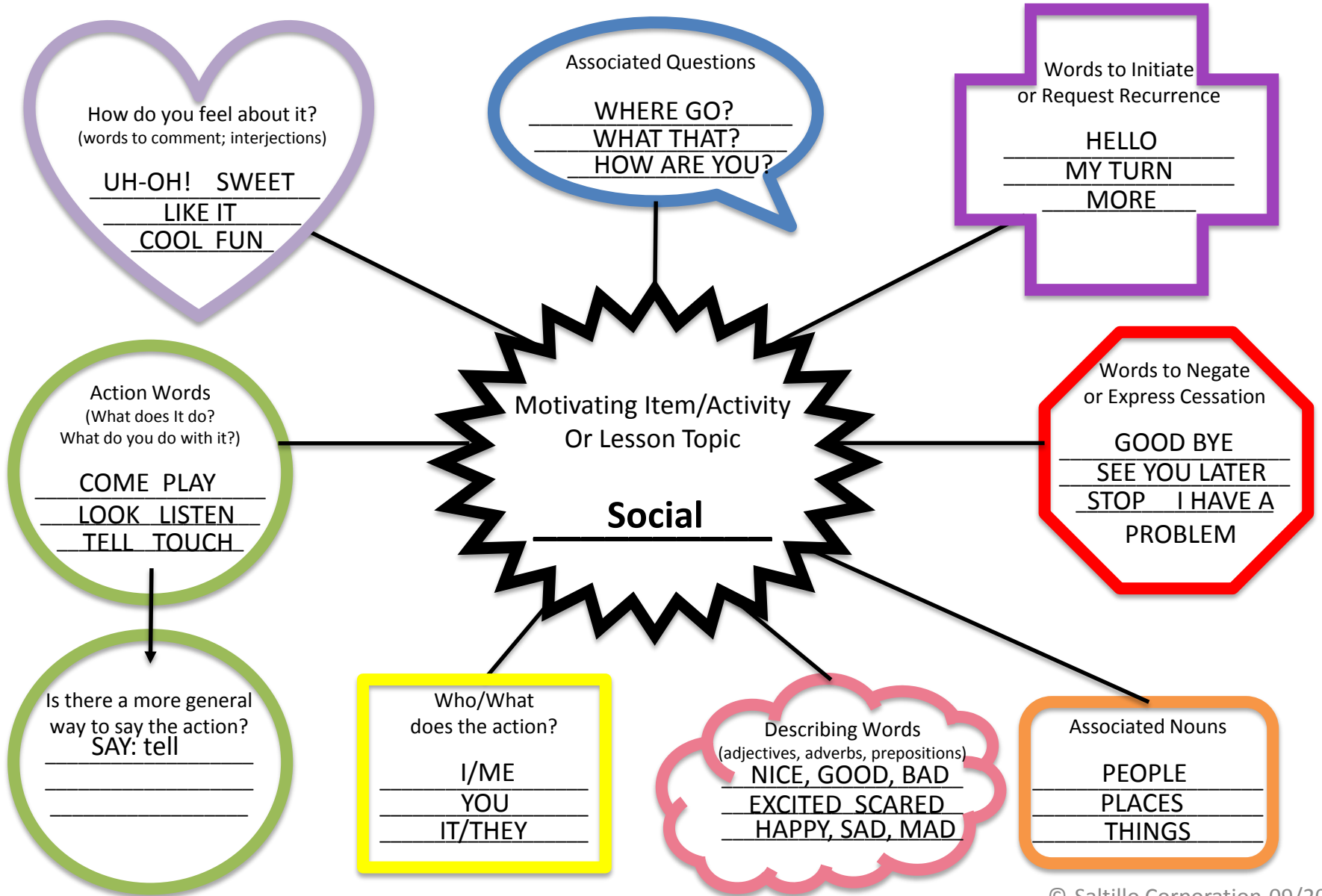
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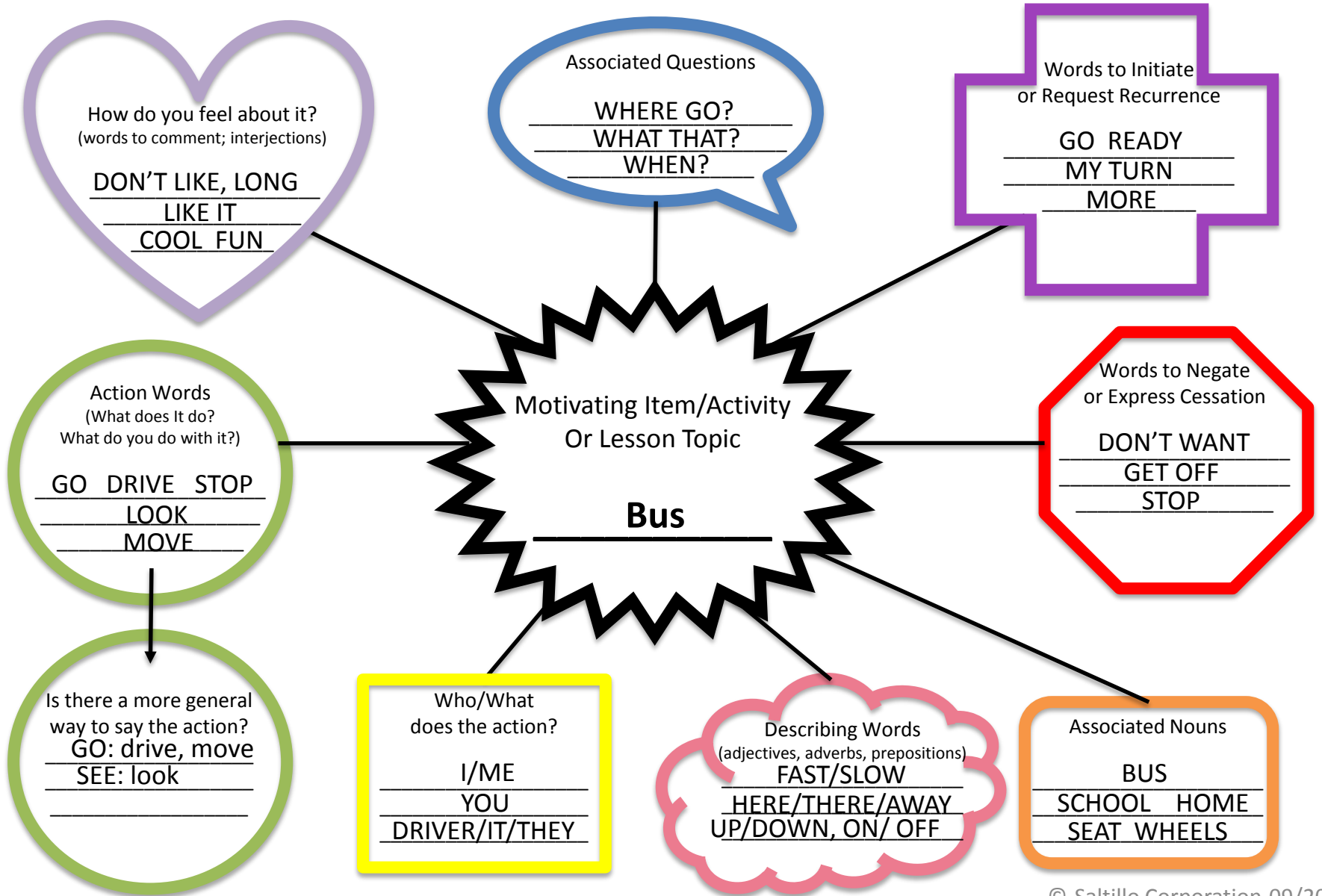
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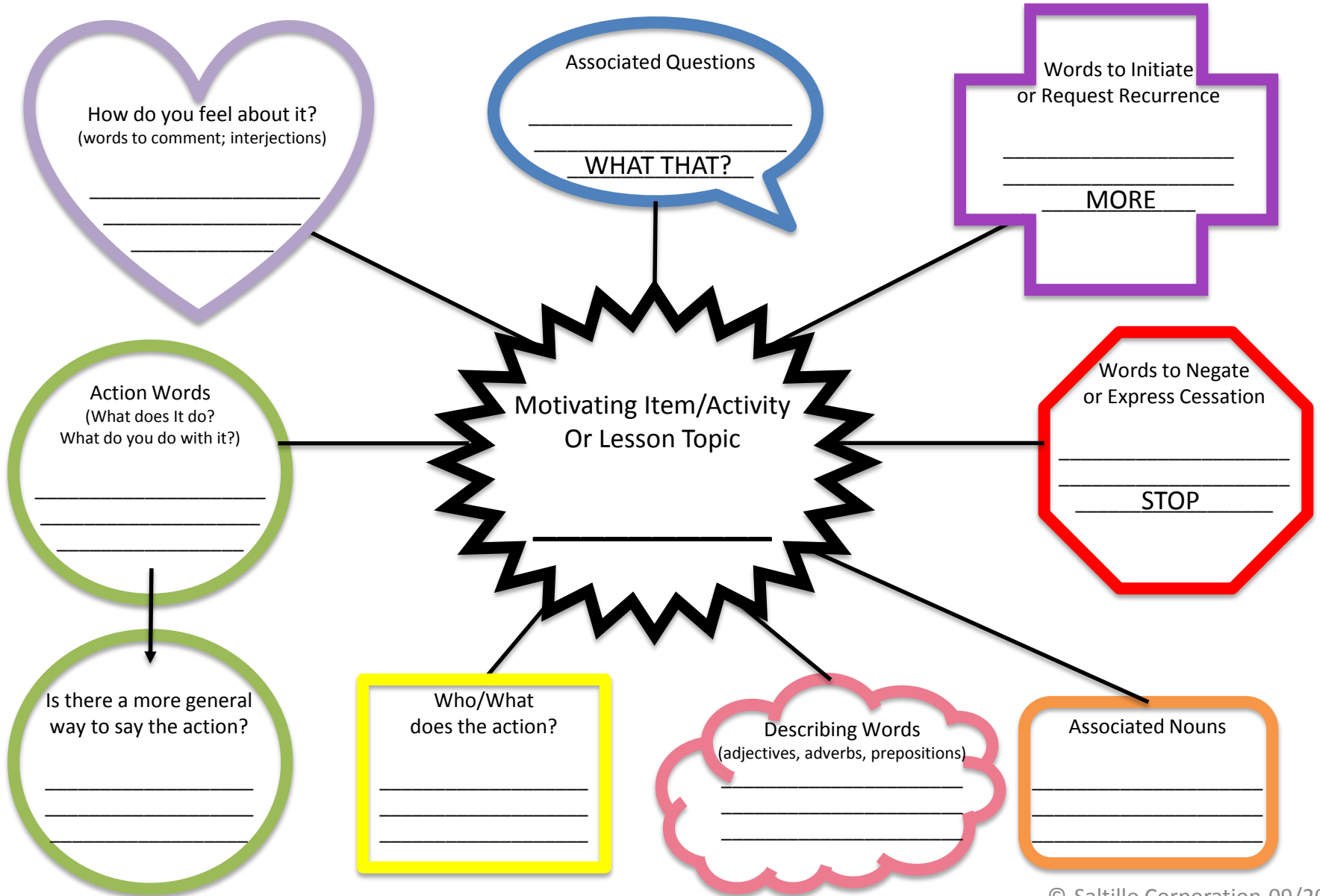
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