

Attainment's

TELL ME

AAC in the
Preschool Classroom



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CONTENTS

Program Manual

Introduction	5
Book-at-a-Glance	10
Shared Reading Lessons	13
Shared Writing Lessons	27
Infusion Activities	41
Implementation–Fidelity Checklists	55
Home Extension Activities	59
TELL ME Book List	61
TELL ME Core Word List	
Alphabetical Order	62
Parts of Speech	62
References	63
Appendix Materials	67

Book Packet 1 I Went Walking

Contents	77
Book-at-a-Glance	79
Shared Reading Lessons	81
Shared Writing Lessons	97
Infusion Activities	111
Implementation–Fidelity Checklists	121
Home Extension Activities	143
SHARE Packet	145
Appendix Materials	151

INTRODUCTION



Welcome to the **TELL ME** program! TELL ME stands for Teaching Early Language and Literacy through Multimodal Expression. This program is designed for preschool classrooms serving children with limited oral language who use or would benefit from augmentative and alternative communication (AAC). TELL ME uses literacy learning and other activities to build language skills in young children with significant communication difficulties and blends information from special education with speech-language pathology (SLP). It's designed to help preschool classrooms integrate appropriate language and literacy learning into daily activities and routines. The TELL ME program is designed for multilevel instruction so that teachers and SLPs can tailor their intervention to the specific needs of each child.

Research suggests that the use of AAC supports the speech and language development of children with developmental disabilities (e.g., Cress & Marvin, 2003; Millar, Light, & Schlosser, 2006; Ronski & Sevcik, 2005; Schlosser & Wendt, 2008). Preschoolers who have limited oral language due to a disability may benefit from speech generating devices (SGDs, also called AAC devices), communication boards, communication books, manual signs, and the use of visual supports. Decisions about which AAC tools to use and what specific goals to target are best made by the team serving a particular child. The TELL ME program is not specific to a particular kind of AAC device, SGD, app, or symbol set. On the contrary, it can be used with whichever form of AAC the team decides is best for a given child.

Here are some central concepts in the TELL ME program:

- 1.** Language and literacy learning happen all day long. These are not compartmentalized skills confined to one or two activities, but rather are taught and practiced in many activities throughout the day.
- 2.** Children with significant communication difficulties need high-quality instruction to learn and use basic vocabulary. TELL ME helps them master some of the 300 to 500 words used most frequently by preschoolers. This forms a strong foundation for later language development.
- 3.** The TELL ME program focuses on core words. These core words are chosen carefully and are infused in all learning activities.
- 4.** This program is based on repeated readings of carefully chosen storybooks and focuses on a new book every two weeks. Each book includes ten shared reading and writing lessons that last two weeks. During each two-week period, the program proposes numerous reading and writing activities related to the book. Reading, writing, communicating, listening, playing, moving, singing, and many other activities are involved, using key concepts from each target book.

5. Children with significant communication difficulties need frequent opportunities for learning and practice. They need dozens of carefully planned opportunities to use their new words EACH DAY.
6. Continuity is an important part of learning. Core words are reviewed and practiced repeatedly throughout TELL ME so that children build their habitual use of those words.
7. Children will learn best if a consistent representation of core vocabulary is visible throughout the day. Consider having a poster-size communication board that is rich in core vocabulary displayed in a prominent place for shared reading and writing lessons. Word/symbol cards, that have symbols and text for target words, can be placed in their appropriate location on the classroom communication board.



THE ROLE OF CORE LANGUAGE

Core words are those 500 or so words that we use frequently throughout the day. They are the foundation of language. Children may say these words with their natural speech, manual signs, pictures, or an AAC device. We value each one because each word is an integral part of our language! By mastering a few hundred core words, children are able to say many things. Consider these core word examples: I, you, do, see, tell, not, that, it. These words are so flexible they can be used in any activity, with any materials, and in any context. They are the glue that makes our language cohesive and give us many opportunities to learn and practice! Contrast that with more specific words like bubbles, pop, and Ms. Amy. While useful, those words are more limiting; they are only appropriate in specific situations.

Core words are power words. Teach mastery of those words and we can communicate effectively in a variety of situations.

TEACHING CORE LANGUAGE



TELL ME emphasizes a set of two to six core words within each book. We call these **BOW WOW** words: Book Of the Week Words Of the Week. The dog you see here is the symbol for the BOW WOW words. These words are taught daily in two group lessons called Shared Reading and Shared Writing, and in many other activities. For example, in addition to being highlighted in circle time, BOW WOW words are practiced during outside play, snack, table time, centers and other scheduled routines. Core language learning is infused throughout the day.



Some children need a larger set of words each week. They may have entered the program with stronger receptive language skills, or they may be learning at a faster rate. To ensure that we can meet their needs, additional core vocabulary words are selected from each book. These are called **Tiger Talk** words and are represented by the striped tiger. The BOW WOW word set contains the most important core words. All children learn to use these words by participating in activities. Only those children who are learning language at a faster rate engage in practice with

Tiger Talk words. All core words in the current book are highlighted in **yellow**. If the core word was learned in a previous book, it's highlighted in **blue**.

TELL ME BOOK PACKETS

Program activities are explained in detail in book packets, which are specific to each story. Each packet covers ten days worth of activities for each part of the preschool day.

Book packets contain:

- 1.** A **Book-at-a-Glance** table
- 2.** Ten **Shared Reading** lessons
- 3.** Ten **Shared Writing** lessons
- 4.** Suggested **Infusion Activities** for centers and other classroom routines
- 5.** Two packets of **Home Extension Activities** and resources (one for each week) that include:
 - A cumulative list of TELL ME words covered so far
 - Four sets of core word/symbol cards (PCS, Pixons, Smarty Symbols, and manual signs) for the BOW WOW and Tiger Talk words
 - Strategies and activities parents can use to help their child practice the core words learned in school
- 6.** Printable word/symbol cards for each core word represented in different AAC symbols
- 7.** An appendix with printable templates used in the activities for the book

Each of these items will be explained later in this book.



TELL ME MATERIALS

TELL ME activities use song boards, posters, and props created by teachers and therapists. Many of these, like the items listed below, are used throughout the program. Use word/symbol cards and other visual supports from the stories to create these posters, boards, and visual displays. These can be displayed on classroom whiteboards, chalkboards, pocket charts, and felt boards. In addition, classrooms can display and use poster-size communication boards throughout the day.

- **WHO and WHAT Posters**—use pictures that portray characters or actions from the story
- **Story Map**—a visual depiction of the settings or sequences of major events or actions of story characters
- **Song Poster**—words of a song with visuals depicting core words and/or song actions
- **Special Letter Song Boards**—an enlarged version of the Special Letter Song, handwritten onto chart paper or poster board
- **Quick Quack Question Chart**—displays student responses to the Quick Quack Questions, emphasizing that what students communicate is important and is being recorded for all to see. The chart is also used to dialog about the questions and student answers by using as many core words as possible. A Quick Quack Duck template is located on page 67.


- **Piggy Pointer**—a pointer used to engage students in the content by pointing to specific items. A Piggy Pointer template is located on page 67.
- And more...

WHO is in the book?





No, David!
story map


climbed up




messy




David




mommy




NO!





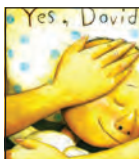
sad



I love you.



WHAT happened?

First	Then	Last
		
David made a mess and did not listen to Mommy!	David's mommy was angry.	Mommy hugged David and said, "I love you."

Quick Quack Question

Who has fruit in their snack?

fruit

Amber

Jackson

Sammy

Lilly

no fruit

Simon

Jorge

Olivia

I Went Walking

I went for a walk and what did I see?
E - I - E - I - O

I saw a _____ looking at me.
E - I - E - I - O

With a _____, _____ here,
And a _____, _____ there,
_____, there a _____,
_____, _____,
_____ and what did I see?
O

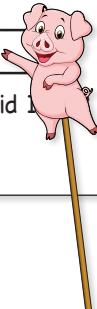
Special Letter
S

S says "s"

S says "s"

Every letter makes a sound

And S says "s"



predictable chart

What We Saw on Our Walk

On the walk, I saw a bird." Ms. Amy

On the walk, I saw Leaves." Amber

On the walk, I saw a dog." Joe

On the walk, I saw the sun." David

On the walk, I saw a bug." Mila

On the walk, I saw flowers." Lilly

The above posters and boards are examples of simple teacher creations, displaying special letters of the week, WHO and WHAT visuals, and anything else you'd like to share with students throughout the day.

Other TELL ME resources are specific to each storybook and are found on the flash drive included with this program. For your convenience, *I Went Walking* by Sue Williams is included with the TELL ME program. You may need to purchase the additional storybooks if they are not part of your classroom library.

Lessons also incorporate story toys, which help make story reading fun and engaging. In the pages that follow, you will learn more about these and other aspects of this program.

Are you ready to TELL ME??
Let's get started!

USING THE TELL ME MATERIALS

This book contains general information on the TELL ME program and a printed version of the book packet for Book 1. The accompanying flash drive includes many printable files and resources you will need to implement TELL ME in the classroom. The flash drive includes:

1. Eleven book packets that can be viewed on computer, mobile device, or printed. Each book packet contains:
 - Activity materials, such as templates for art activities, alphabet book, and the Froggie Find scavenger hunt
 - Core word/symbol cards specific to the book in a variety of AAC symbols—PCS, Pixons, Smarty Symbols, and manual signs
 - Two SHARE packets to be sent home to parents during the first and second week that the book is used.
2. Additional forms and checklists
3. A Microsoft PowerPoint (PPT) example for Book 1 as a template for creating electronic copies of the books
4. A sample PPT template for creating electronic versions of the predictable charts

HOW CAN YOU CUSTOMIZE TELL ME FOR YOUR CLASSROOM?

You can go beyond the TELL ME framework's scope and sequence. You may have students who need additional review of the same core words or those who are ready to learn additional core words that are not included in this program. You may also want to teach literacy skills and core words using books that are not included in the TELL ME program. If this is the case, you can use the TELL ME framework to extend the application. Each book packet outlines a similar sequence of lessons and activities. Use this sequence and review the same core words the students have already learned. Or you can teach new core words along with similar but new activities within the same framework.

There are many early childhood books that can be applied to this framework. Look for books that will provide many opportunities to engage students in core word practice throughout the day.

HOW CAN YOU REPEAT TELL ME IN YOUR CLASSROOM?

You may teach students for two or more years in a row. How can you use the TELL ME program again with those students while, at the same time, teaching first-time students? How can you meet the needs of ALL students? TELL ME is all about individualizing teaching goals and strategies! Use the TELL ME framework and simplify as needed. Conversely, you can add words, activities, and steps in the lessons to meet the needs of more advanced skills. BOW WOW words offer practice for students who are new to the program or who continue to practice the basic core words. Tiger Talk words are slightly more challenging and offer students a chance to learn at a slightly faster pace. Individualize for your students so that all learners are engaged!

BOOK-AT-A-GLANCE

Repeated reading of storybooks is at the heart of the TELL ME program. Each book has its own set of specific instructions. These book packets begin with a table, the Book-at-a-Glance, outlining ten days of activities for each particular book.

This handy resource can be posted in the classroom to provide a quick reminder of the plan for the day. We also suggest that you keep a copy of each Book-at-a-Glance close by for easy access. This will tell you the specific BOW WOW and Tiger Talk words for that book, along with a reference to the shared reading, shared writing and infusion activities.

This manual includes a generic Book-at-a-Glance table, on page 11, for experienced TELL ME teachers who would like to modify the suggested routine. There is also a generic Book-at-a-Glance Materials Checklist, on page 12, that classroom staff can use to prepare for the upcoming week.

BOOK-AT-A-GLANCE

BOW WOW Words:

Tiger Talk Words:

	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Shared Reading Shared Writing					
Infusion Activities					
Arrival					
Circle Time					
Centers					
Work Time					
Outside					
Snack					
Goodbye					
	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Shared Reading Shared Writing					
Infusion Activities					
Arrival					
Circle Time					
Centers					
Work Time					
Outside					
Snack					
Goodbye					

BOOK-AT-A-GLANCE MATERIALS CHECKLIST

Book-Specific Materials

- | | |
|--|--|
| <input type="checkbox"/> Book: _____ | <input type="checkbox"/> Week 2 SHARE packets for families |
| <input type="checkbox"/> Song poster for this book | <input type="checkbox"/> Mini books for each child |
| <input type="checkbox"/> Book images for WHO/WHAT posters and story map | <input type="checkbox"/> Pictures for collage-making |
| <input type="checkbox"/> Story toys | <input type="checkbox"/> Language Master cards |
| <input type="checkbox"/> Art materials and patterns | <input type="checkbox"/> Theme table toys |
| <input type="checkbox"/> Visual schedule for art activity | <input type="checkbox"/> Cooking supplies |
| <input type="checkbox"/> Word/symbol cards with PCS, Pixons,
Smarty Symbols, manual signs | <input type="checkbox"/> Visual schedule for recipe |
| <input type="checkbox"/> PowerPoint version of the book | <input type="checkbox"/> Monkey See/Do pictures |
| <input type="checkbox"/> PowerPoint version of shared writing chart | <input type="checkbox"/> Froggie Find lists |
| <input type="checkbox"/> Week 1 SHARE packets for families | <input type="checkbox"/> Vocabulary bingo materials |
| | <input type="checkbox"/> Alphabet book and pictures |
| | <input type="checkbox"/> Letter activity materials |
-

AAC Materials

- Shared classroom SGD and/or communication board: Overlay for Shared Reading, Week 1
- Shared classroom SGD and/or communication board: Overlay for Shared Reading, Week 2
- Shared classroom SGD and/or communication board: Overlay for Shared Writing, Week 1
- Shared classroom SGD and/or communication board: Overlay for Shared Writing, Week 2
- Shared classroom SGD and/or communication board: Overlay for infusion activities
- Personal SGD and/or communication board or no-tech aid for each child

Name:

Name:

Name:

Name:

Name:

Name:

General Materials

- | | |
|---|--|
| <input type="checkbox"/> Word/symbol card board | <input type="checkbox"/> Chart paper for shared writing |
| <input type="checkbox"/> WHO poster | <input type="checkbox"/> Piggy Pointer |
| <input type="checkbox"/> WHAT poster | <input type="checkbox"/> Froggie Find visuals |
| <input type="checkbox"/> Story map | <input type="checkbox"/> Letter/Picture/Word/symbol cards for
direct instruction in reading |
| <input type="checkbox"/> Special letter song board | <input type="checkbox"/> Pocket chart |
| <input type="checkbox"/> Quick Quack Question chart | |
-

SHARED READING LESSONS



This section contains basic information about the shared reading lessons. More detailed instructions on how to apply this to each specific book are provided in the book packets.

Note: Use primarily lowercase letters in creating word/symbol cards and other materials. Children see mostly lowercase letters when reading, so these are prioritized. Conventional rules of capitalization, such as capitalizing first words of sentences and all proper nouns, continue to be observed. However, try to use lowercase letters whenever appropriate.

Total Lesson Time

To guide lesson planning, the approximate time it should take to complete each part of a lesson is suggested in the Lesson-at-a-Glance tables. The time frame can be modified based on the number of students, their ability levels and behavioral needs, teaching style, and personal preference. Times listed in each segment of the lesson tables can and should be varied to maximize effectiveness.

LESSON 1



LESSON-AT-A-GLANCE		
LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 2 minutes	Introduce new core words	Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 1 minute	Introduce book	Shared SGDs and/or communication boards
Follow-Up Activity 2 minutes	Core word practice (words from current and previous book)	Book Story toys

SETTING THE STAGE

Introduce the Core Words

Introduce the two to six words for this book, holding each word card up and pointing to the picture/text on the card. After saying each word, ask the students to repeat the words. Using the Say and Repeat strategy, you can say, “Get ready! Everybody say ____.” Students will participate using their natural speech, manual signs, communication boards, and/or speech generated devices, or SGDs. Prior words are reviewed in this same way. You may repeat this process depending on the students’ ability to attend and their level of engagement. Facilitators will support students as necessary.

GETTING READY

Introduce Book

Introduce the book by saying, “Here is our new book. We will look at it tomorrow. This book has our special words.” Model by saying any BOW WOW or Tiger Talk words, and hold up the corresponding word/symbol cards. Support the use of communication boards and/or SGDs to say those words. Note that you will not read the book today. It will simply be introduced.

FOLLOW-UP ACTIVITY

Core Word Practice

Engage students in a follow-up activity involving core word practice. The purpose of this activity is to expose the students to additional practice saying and hearing the core words for the book and all previous books. Facilitators will support as needed.

A Note about Core Word Lists:

The ultimate goal of TELL ME is to have children communicating throughout the day with a basic vocabulary of core words. Once taught, core vocabulary is continually reviewed and practiced. The list of core words (BOW WOW and Tiger Talk Words) grows longer with each book. It’s important to incorporate all words from this list and not just the new words for each book. For this reason, daily lessons include old and new core words. All core words in the current book are highlighted in **yellow**. If the core word was learned in a previous book, it’s highlighted in **blue**.

LESSON 2



LESSON-AT-A-GLANCE

LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 5 minutes	Music Review all core words Establish a purpose Introduce concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 5 minutes	Picture walk	Shared SGDs and/or communication boards
Follow-Up Activity 2 minutes	Core word practice (words from current and previous book)	Book Story toys

SETTING THE STAGE

Music

Begin the activity with a song about the particular story. Create a song poster for the book. Using the song poster, follow the words and use story toys to support comprehension. Children will participate in singing with SGDs for core words or shared classroom SGDs for repeated lines.

Review Core Words

Review words from the previous lesson and earlier books, modeling them with the word/symbol cards, and ask the students to repeat the words. Facilitators will support as necessary.

Establish a Purpose

Hold up the book and introduce the picture walk. “We will read the book to see what is in it.”

Introduce Concept of Print

In this lesson, introduce the concept of print. In each subsequent lesson, this concept will be reviewed.

GETTING READY TO READ

Picture Walk

Point out the picture on the cover of the book and then the pictures in the first half of the book. As you point out the pictures, emphasize the core words.

As you turn the pages and show the illustrations, hold up the relevant story toys to correlate the pictures and the object. When you focus on the core words, hold up the corresponding word card. Facilitators can provide additional modeling to children working on Tiger Talk words by showing them the word/symbol cards as you say the words and helping those children use their communication boards and/or SGDs to say them. Note that you will not be reading the book today. You are simply establishing background knowledge by reviewing pictures and modeling core word use.

FOLLOW-UP ACTIVITY

Core Word Practice

Engage students in a follow-up activity involving core word practice. The purpose of this activity is to, again, expose the students to additional practice saying and hearing the core words for the book and all previous books. Facilitators will support as needed.

LESSON 3



LESSON-AT-A-GLANCE

LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 5 minutes	Music Review all core words Establish a purpose Review concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 5 minutes	Picture walk	Shared SGDs and/or communication boards
Follow-Up Activity 2 minutes	Core word practice	Book Story toys

SETTING THE STAGE

Music

Lead the students in singing the story song. As they sing, prompt them to fill in specific words in the song using their natural speech, manual signs, or the SGDs.

Review Core Words

Review the BOW WOW word/symbol cards with the children, and engage them in repeating those words. Facilitators will continue to provide assistance.

Establish a Purpose

Remind children that they are looking at the book to see what's in it. "We will read the book to see what is in it."

Review Concept of Print

Review the concept and emphasize any core words.

GETTING READY TO READ

Picture Walk

Continue the picture walk started in the previous lesson. Point out pictures on the cover and quickly review the pages from the day before. Then lead the students in looking at the pictures in the second half of the book, emphasizing core words and modeling with signs and word/symbol cards. Facilitators will model using the communication boards and/or SGDs and assist children in participating. Again note that you will not be reading the book today. You are simply establishing background knowledge by reviewing pictures and modeling core word use.

FOLLOW-UP ACTIVITY

Core Word Practice

Engage students in a follow-up activity involving core word practice to give students additional practice saying and hearing the core words for the book and all previous books. Facilitators will support as needed.

LESSON 4



LESSON-AT-A-GLANCE

LESSON TIME	ACTIVITY	MATERIALS
Setting the Stage 5 minutes	Music Review all core words Establish a purpose Review concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards
Getting Ready to Read 5 minutes	Picture walk	Shared SGDs and/or communication boards Book Piggy Pointer Story toys
Follow-Up Activity 3 minutes	Highlight core words	Highlight tape

SETTING THE STAGE

Music

Lead the students in singing the story song. As they sing, prompt them to fill in specific words in the song using their natural speech, manual signs, or the SGDs.

Review Core Words

Review the BOW WOW word/symbol cards with the children, and engage them in repeating those words. Facilitators continue to provide assistance.

Establish a Purpose

Hold up the book and tell the students that today they will look once more at the pictures in the book to see what the story is about. “Let’s read to see what is in the book.”

Review Concept of Print

Review the concept and emphasize any core words.

GETTING READY TO READ

Picture Walk

Point out the picture on the cover of the book, and review the pictures in the whole book. As you point out the pictures, emphasize the core words. As you go through each page, point out the relevant word/symbol cards and story toys. Again, note that you will not be reading the book today. Reinforce background knowledge and model core word use throughout the picture walk.

FOLLOW-UP ACTIVITY

Highlight Core Words

Help the children find core words in the story, and mark them with highlighting tape. **The focus is not for the students to recognize the text of the core words, but rather to hear the core words repeatedly and practice saying them using their natural speech, communication boards, or their SGDs.** Elicit imitations of the core words and facilitators will assist the children to respond.

LESSON 5

LESSON-AT-A-GLANCE



LESSON TIME	ACTIVITY	MATERIALS
Before Reading 8 minutes	Music Review all core words Locate highlighted words Establish purpose Review concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards Shared SGDs and/or communication boards
Reading 5 minutes	Read the book	Book Piggy Pointer
Follow-Up Activity 3 minutes	Create WHO poster	WHO poster WHO pictures to choose from Story toys

BEFORE READING

Music

Lead the students in singing the story song. As they sing, prompt them to fill in specific words in the song using their natural speech, manual signs, or the SGDs.

Review Core Words

Review the BOW WOW word/symbol cards with the children, and engage them in repeating those words. Facilitators continue to provide assistance.

Locate Highlighted Words

Help the children find core words in the story that were highlighted in Lesson 4, and point to them using the Piggy Pointer. The focus is on hearing the core words repeatedly and saying them using natural speech, manual signs, communication boards, and/or their SGDs. Elicit imitations of the core words and facilitators will assist the children to respond. Facilitators can provide additional modeling to children working on Tiger Talk words by showing the core word/symbol cards whenever you say them. They can help the Tiger Talk children use their communication boards and/or SGDs to say those words when appropriate.



Establish a Purpose

Prior to starting the book, tell the students that they are going to read the book to find out WHO is in the story.

Review Concept of Print

Review the concept and emphasize any core words. Elicit them as appropriate.

READING

Read the Book

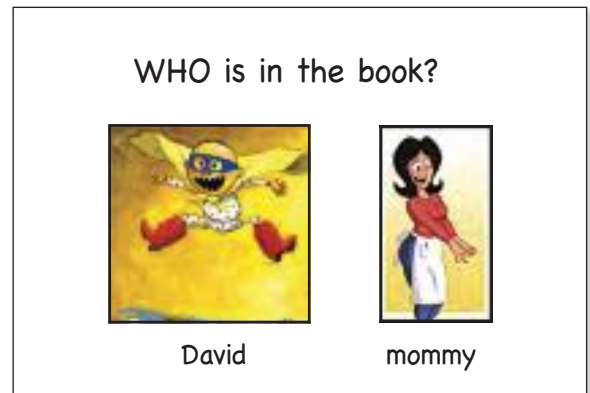
Read the book using story toys to support comprehension. Use the word/symbol cards and SGDs as needed to support and prompt the children to participate. Facilitators will provide modeling and support. Although it's necessary to stop occasionally while reading, read the book

from start to finish with minimal interruption. This will help to maintain student attention and comprehension and will promote reading fluency.

FOLLOW-UP ACTIVITY

Create a WHO Poster

The students can help to create a WHO poster. Provide visual representations of the characters in the book, along with some distracters (i.e., characters that were not in the book), and have the children identify WHO was in the story. They can place pictures of the characters on the WHO poster. Upon completion, review the poster, "Let's tell WHO was in our book."



LESSON 6

LESSON-AT-A-GLANCE



LESSON TIME	ACTIVITY	MATERIALS
Before Reading 8 minutes	Music Review all core words Locate highlighted words Establish a purpose Review concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards
Reading 5 minutes	Read the book	Shared SGDs and/or communication boards Book Piggy Pointer
Follow-Up Activity 3 minutes	Review the WHO poster	WHO poster Story toys

BEFORE READING

Music

Lead the students in singing the story song. As they sing, prompt them to fill in specific words in the song using their natural speech, manual signs, or the SGDs.

Review Core Words

Review the BOW WOW word/symbol cards with the children, and engage them in repeating those words. Facilitators continue to provide assistance.

Locate Highlighted Words

Help the children find core words in the story that were highlighted in Lesson 4, and point to them using the Piggy Pointer. The focus is on hearing the core words repeatedly and saying them using natural speech, manual signs, communication boards, and/or their SGDs. Elicit imitations of the core words, and facilitators will assist the children to respond. Facilitators can



provide additional modeling to children working on Tiger Talk words by showing them the core word/symbol cards whenever you say them. They can help the Tiger Talk children use their communication boards and/or SGDs to say the words when appropriate.

Establish a Purpose

Review the WHO poster. The students can practice core words in the discussion about who is in the book. Tell the students that they are going to read the book again to find who is in their book. Story toys can be used to support comprehension, if appropriate for the book.

Review Concept of Print

Review the concept and emphasize any core words.

READING

Read the Book

Read the book using story toys to support comprehension. Use the word/symbol cards and SGDs as needed to support and prompt the children to participate. Facilitators will provide modeling and support. Although it's necessary to stop occasionally while reading, read the book from start to finish with minimal interruption. This will help to maintain student attention and comprehension and will promote reading fluency.

FOLLOW-UP ACTIVITY

Review the WHO Poster

Review the WHO poster with the students. Provide visual representations of the characters in the book, along with some distracters (i.e., characters that were not in the book), and have the children identify WHO was in the story. As they did the day before, they will place pictures of the characters on the WHO poster. Upon completion, review, "Let's tell WHO was in our book."

LESSON 7



LESSON-AT-A-GLANCE		
LESSON TIME	ACTIVITY	MATERIALS
Before Reading 8 minutes	Music Review all core words Locate highlighted words Establish a purpose Review concept of print	Song poster Word/symbol cards Word card board Personal SGDs and/or communication boards Shared SGDs and/or communication boards
Reading 5 minutes	Read the book	Book Piggy Pointer WHO poster WHAT poster WHAT pictures to put on the WHAT poster
Follow-Up Activity 3 minutes	Create WHAT poster	Story toys

BEFORE READING

Music

Lead the students in singing the story song. As they sing, prompt them to fill in specific words in the song using their natural speech, manual signs, or the SGDs.

Review Core Words

Review the BOW WOW word/symbol cards with the children and engage them in repeating those words. Facilitators continue to provide assistance.

Locate Highlighted Words

Help the children find core words in the story that were highlighted in Lesson 4, and point to them using the Piggy Pointer. The focus is on hearing the core words repeatedly and saying them using natural speech, manual signs, communication boards, and/or their SGDs. Elicit imitations of the core words, and facilitators will assist the children to respond. Facilitators can provide additional modeling to children working on Tiger Talk words by showing them the words whenever you say them. They can help the Tiger Talk children use their communication boards and/or SGDs to say those words when appropriate.



Establish a Purpose

Briefly review the WHO poster and the characters on the poster. Then tell the students that they are going to read the book to find out WHAT happened in the story.

Review Concept of Print

Review the concept and emphasize any core words.

READING

Read the Book

Read the book using story toys to support comprehension. Use the word/symbol cards and SGDs as needed to support and prompt the children to participate. Facilitators will provide modeling and support. **Although it's necessary to stop occasionally while reading, read the book from start to finish with minimal interruption.** This will help to maintain student attention and comprehension and will promote reading fluency.

FOLLOW-UP ACTIVITY




Create a WHAT Poster

The students will help create a WHAT poster to tell what happened in the story. Provide them with visual representations of three things that happened in the story sequence. Prompt students to place them in the correct order. Attach the pictures onto the WHAT poster. Then review by saying, "Let's tell the story."

First _____.

Then _____.

Last _____.

First	Then	Last
		
David made a mess and did not listen to Mommy!	David's mommy was angry.	Mommy hugged David and said, "I love you."