

PRC-Saltillo AAC Literacy Planner:

# Fun with Food

2023

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# Welcome to the PRC-Saltillo AAC Literacy Planner: Fun with Food

This year we are having fun with food! Food plays an important role in our daily life: we plan for it, we prepare it, we talk about it, and we eat it. Even individuals with complex medical needs, who don't get their primary nutrition through oral feeding, are around food every day. We can talk about how food looks, smells, and tastes as well as the temperature and texture we feel in our mouth. Eating is a social activity! Sitting around the table and sharing a meal or snack gives us the opportunity for conversation about our day and time to make connections with family and friends.

Each story in this planner is about a kind of food or cooking experience. Along with each story, you'll find a small list of target words to teach and model. You'll notice several of the words are repeated across different stories for opportunities to use the same words in different activities. Feel free to add more words based on your AAC learner's needs. Be aware of food allergies or dietary restrictions that your students may have and never force anyone to try any food. We want this to be fun!

Extension activities are provided so you can offer more opportunities to teach and model the target words each month. By completing cooking, sensory, writing, and craft/fine motor activities, your AAC learner will have many chances to use these words in a variety of situations. But don't stop there! You can teach and model these words and others throughout your daily interactions.



Use the included links and QR codes to read stories about food on Tar Heel Reader, a free, online resource for digital books. These stories have been written specifically for this planner and include simple recipes you can make with your AAC learner.

## Your AAC Literacy Development Team



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Don't miss all the tips from our Ambassadors about being a great communication partner! Just look for this symbol.

# What's in the Planner?

You'll find everything you need in this planner to support your emergent learners who use AAC! There are twelve monthly lessons based on children's storybooks about food. Each month has information about the featured book, a set of target words to teach and model, a list of needed materials for the activities, and extension activities for using the vocabulary during cooking, sensory, writing, and crafts/fine motor activities. Sample learning objectives are also provided. Make sure to customize them based on your specific students' needs and include measurable outcomes. Use the blank template to plan activities for your favorite book.

Look for the  throughout the lesson plans for hints on modeling the target words for your AAC learner.

## Getting Started



Get Smart Charts for Unity®, LAMP Words for Life®, and WordPower® here

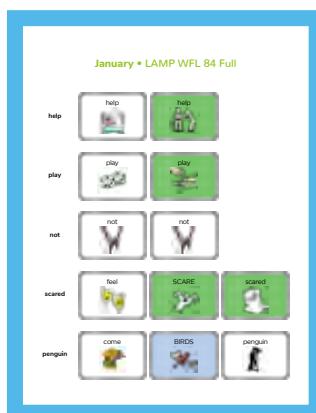
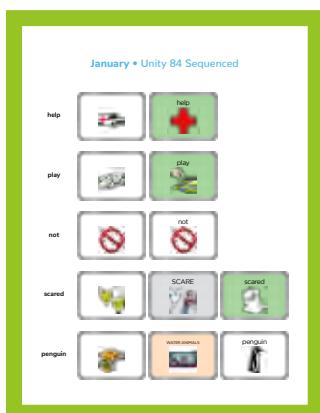
At the beginning of each month:

1. Familiarize yourself with the target words and the lesson plan
2. Download Smart Charts and any other handouts you may need from our website
3. Gather needed supplies

Are you supporting an AAC learner using WordPower® on NovaChat® or TouchChat®? Download Smart Charts for WordPower60 Basic and the monthly lesson plans from our website.



Make sure to check out the read-along version of the story available at the beginning of each month on our YouTube Channel.



### Smart Charts

Download monthly Smart Charts for the lesson to help communication partners teach and model target words. Need a Smart Chart for a different vocabulary? Download our free PASS software or use the Smart Chart generator on the AAC Language Lab to create your own.

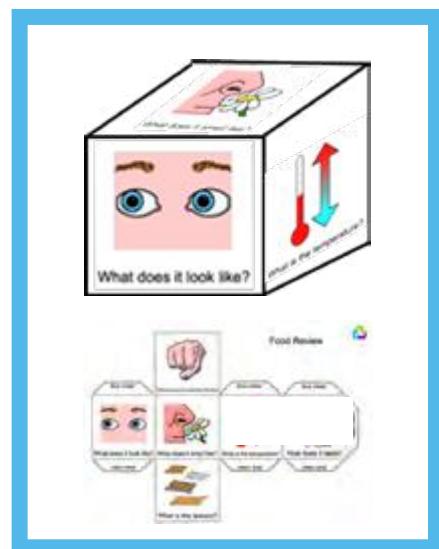
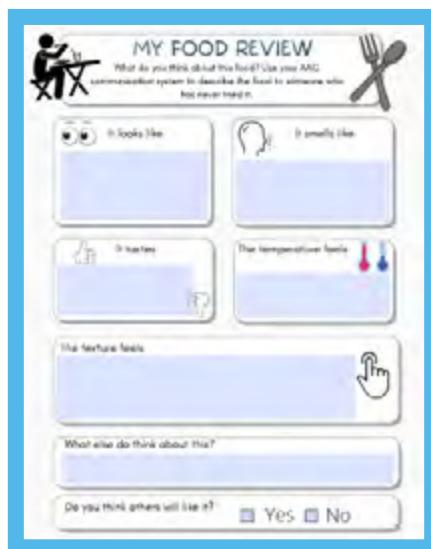
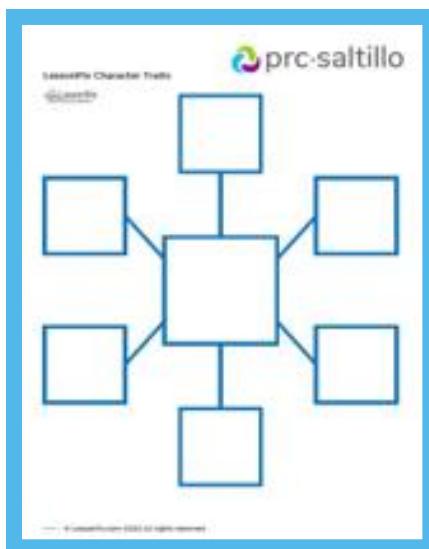


### 3 Smart Ways to Use Smart Charts

1. Scan the QR code to download monthly Smart Charts
2. PASS Software available here: [prentrom.com/prc\\_advantage/free-software-download-pass](http://prentrom.com/prc_advantage/free-software-download-pass)
3. AAC Language Lab Smart Chart Generator:  
[aaclanguage.com/resources/smart-chart-generator-instructions](http://aaclanguage.com/resources/smart-chart-generator-instructions)

## Getting Started: Even More Resources!

Download the support materials you need to complete the monthly activities from our website.



## Plan More Literacy Activities Each Month

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

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

Each day, highlight different letters and sounds.

- Find target letters in print in the story
- Count how many times you hear it in a word
- Look for names of classmates and adults with the target sound
- Encourage students with speech-generating devices to go to the phonics page and make the letter sound



When you see the Accent® with the spelling page throughout this planner, remember to offer daily opportunities for independent writing on the speech-generating device (SGD). Allow time for exploration of letters and letter sounds as you make connections from the “scribbles” on an SGD to real-life situations and people.



### Did you know?

The Voice Typing Feature in Google Docs will transcribe the spoken output from a speech-generating device into a document. This is useful for communicators using iPad® solutions with apps or the Accent® with Empower®.

# Strategies for Shared Reading with an Emergent Communicator using AAC

## 1 Build background knowledge before reading.

- Look at the picture on the cover of the book.
- Encourage your reader to talk about the picture and guess what the book could be about.
- Take a picture walk! Skim through some of the pages and talk about the pictures.
- Encourage your reader to guess what the story may be about. This is a great way to introduce new vocabulary.

## 2 During reading: Follow the CAR\*: This is a research-based shared reading strategy for early literacy learners that provides a structure for interaction while encouraging communication.

Read the text on the page and...

- **Comment** about the picture, modeling target word(s) on the communication system. Pause up to 10 seconds to allow the AAC reader to respond.
- **Ask** a question or make a comment. Avoid asking lots of questions. Instead, use “I wonder” statements and pauses to allow the AAC reader to comment. Pause 5 to 10 seconds.
- **Respond** by making meaning from the AAC learner’s comment and adding more.

## 3 After reading:

- Complete some of the extension activities, such as cooking, sensory, writing, or craft/fine motor.
- Model target words to provide practice in different situations.



You can laminate the Smart Charts and attach to a lanyard for convenience.

This way, staff will have access to the words for use throughout the day and can provide repetition with variety.

\*Notari-Syverson, A., Maddox, M., & Cole, K. (1999). Language is the key: A multilingual language building program for young children. Accompanying videos: Talking and Books, Talking and Play. Seattle, WA: Washington Research Institute.



# Descriptive Teaching Method

## What do you do if the words you need are not in the speech-generating device?

Use the words in the device to describe the action or item. It's not possible to have every word programmed into a device; but by describing the word with more commonly-found words, our AAC communicator can still participate in the conversation. Sometimes as the communication partner, we also need to re-phrase our questions and comments so the AAC communicator can use his vocabulary to describe items or a process using the words available to him.

### Cooking and Food Words with Descriptions

Instead of...	You can say...
Batter	Wet mix/mixture
Chop	Cut in little pieces
Measure	How much to put in
Recipe	Read how to make it
Ingredients	What we put in
Spicy	Hot taste
Texture	What does it feel like
Temperature	Warm, hot, cool, cold
Whisk	Stir fast



### Talk Around the Table

When we share a snack or meal, what do we talk about? It's not all about the food. We share experiences, talk about the day's events and what we'll be doing later. We share stories and jokes. We make connections. Mealtime is a great time to share what you did during the day. Telling stories about funny things that happened, sharing news about the people and places we spent time with, as well as making plans for later are all wonderful topics of conversation. You can have these conversations during a snack, at school when eating with classmates, or during dinner with your family. Share a genuine conversation with your AAC learner by teaching and modeling phrases about your day.

“

I had a great day.

Me too. We went to music today.

What did you do today?



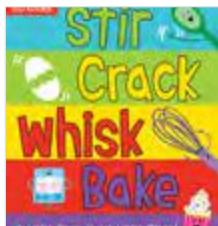
## January

Target Words

Core: Bake, delicious, in, mix, they

Fringe: Bowl, cupcake(s)

Bonus skill: Teach the concept of plurals by using the +s marker



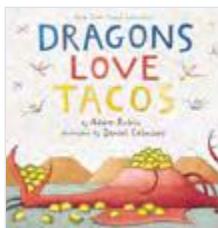
## February

Target Words

Core: Don't, eat, love, that

Fringe: Dragons, taco(s)

Bonus Skill: Teach the concept of plurals by using the +s marker



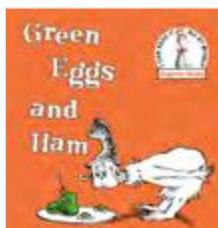
## March

Target Words

Core: Eat, like, not, you, try

Fringe: Eggs, green, ham

Bonus Skill: Teach adverbs "here" and "there"



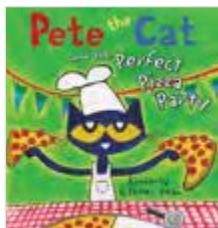
## April

Target Words

Core: He, different, make, taste

Fringe: Party, pizza

Bonus Skill: Teach additional pronouns: you, she, his, hers, theirs



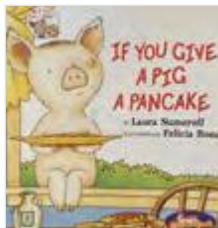
## May

Target Words

Core: Ask, give, more, she

Fringe: Pig, pancakes

Bonus Skill: Teach the concept of third person plural by using the +s marker



## June

Target Words

Core: Found, he, my, want(s)

Fringe: Hot dog, pigeon

Bonus Skill: Teach personal pronouns "I" and "you"



## July

Target Words

Core: Cook, go, eat, they, what

Fringe: Food, trucks

Bonus Skill: Teach the present progressive grammar marker +ing



## August

Target Words

Core: Good, grow, put, in, wash, we

Fringe: Vegetable(s), soup

Bonus Skill: Teach the present progressive grammar marker +ing



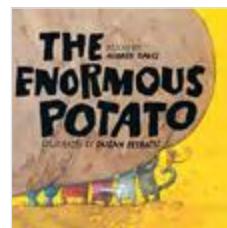
## September

Target Words

Core: Big, help, not, out

Fringe: Farmer, potato

Bonus Skill: Teach the adverb "very"



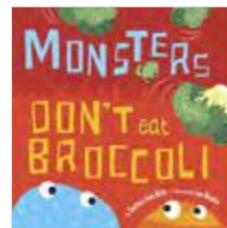
## October

Target Words

Core: Don't, eat, you, like

Fringe: Broccoli, monsters

Bonus Skill: Teach demonstrative words "this" and "that"



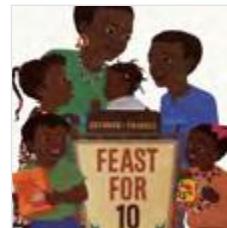
## November

Target Words

Core: Buy, make, in, who

Fringe: Family, food

Bonus Skill: Teach numbers 1-10 as you read the story



## December

Target Words

Core: Bake, he, messy, not, stop

Fringe: Birds, cake

Bonus Skill: Teach interjections "uh oh, oops, yikes, and surprise"



AMERICA'S TEST KITCHEN  
KIDS AND MADDIE FROST

## Stir Crack Whisk Bake

### Core Words

Bake, delicious, in, mix, they

### Fringe Words

Bowl, cupcake(s)

### Bonus Skill

Teach the concept of plurals by using the +s marker

## Summary

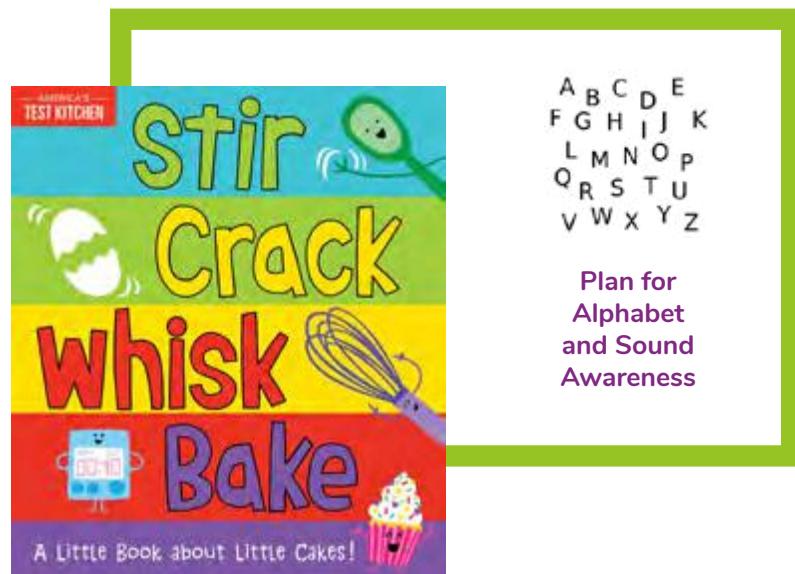
In this interactive book, the reader is asked to help gather ingredients, mix, pour, and ice cupcakes using their fingers as they follow-along in the story.

## Objectives

1. Students will use one- and two-word phrases to direct the actions of others in activities using the AAC system
2. Students will use one- and two-word phrases to comment about activities using the AAC system
3. Students will provide words from the AAC system to describe items with varying levels of support

## Materials

- **Cooking/Snack:** mini cupcakes, frosting, sprinkles
- **Sensory:** Sand, sensory table, spoons, bowl
- **Writing:** Food Review Form and Dice
- **Craft/Fine Motor:** paper cupcake liners, large- and small-colored yarn pom-poms, glue, glitter
- **Optional:** extra glitter, pom-poms, buttons, confetti for decorating craft project
- Smart Charts for target words



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: I see a spoon and a cupcake. I wonder what this story is about? It's called Stir Crack Whisk Bake. Those are things you do when you cook. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the CAR method from page 4 as you read and model
- Pause to model target words as you make comments
  - Model single words: Let's BAKE something. Have you ever made CUPCAKES? Put IN the ingredients. We'll MIX it. How do you think THEY look? I think they look DELICIOUS.
  - Model two- and three-word combinations: It's fun to BAKE CUPCAKES. I wonder what we'll MIX IN next? CUPCAKES with sprinkles look DELICIOUS.

## Cooking/Snack: Cupcakes

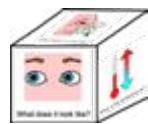
- Provide store bought mini cupcakes or muffins
- Help your AAC learner ice a pre-made cupcake by choosing the color of icing and sprinkles
  - Model single words: This CUPCAKE smells good. Let's MIX the icing. Put your spoon IN the bowl.
  - Model two- and three-word combinations: We don't have to BAKE these CUPCAKES. MIX the icing IN the bowl. CUPCAKES are DELICIOUS.



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Sand Cupcakes

- Put cupcake liners, spoons, and bowls in a sand table or a bin with sand
  - Encourage students to scoop sand into the bowl, mix it, and pour it into the cupcake liners
- M** Model single words: We're making pretend **CUPCAKES**. Put sand **IN** the bowl. **MIX** it. Let's pretend to **BAKE** it. It looks **DELICIOUS**. **THEY** aren't real.
- M** Model two- and three-word combinations: **MIX** sand **IN** the bowl. Pour it **IN** the **CUPCAKE** liner. Let's pretend to **BAKE CUPCAKES**. **THEY** look **DELICIOUS**, but I won't put them **IN** my mouth.



## Writing: Review Your Cupcake

Use the Food Review Form and Dice to review the cupcake from snack. Roll the dice to see which of the questions to answer first and write your answers. You can use the Word Finder feature in Unity® or LAMP Words for Life® to find descriptive words to model during this activity. Go to our YouTube channel to learn about this handy feature.



## Craft/Fine Motor: Pompom Cupcakes

- Let the AAC learner choose the color of the large pompom for the cupcake
  - Glue the large pompom into the paper cupcake liner and add the small red pompom on top for the cherry
  - Optional: May glue glitter or confetti on the top
- M** Model single words: We're making **CUPCAKES**. Put glue **IN** the cupcake liner. **MIX** it around. It looks like a **CUPCAKE**.
- M** Model two- and three-word combinations: Put glue **IN** the **CUPCAKE** liner. Our **CUPCAKES** look **DELICIOUS**. **THEY** are pretend **CUPCAKES**.

Download the Food Review Form, Dice, and Character Trait Map [here](#)



Explore our YouTube channel [here](#)



Provide time for independent writing



### From a PRC-Saltillo Ambassador

"When you talk to me, please wait for my response."

Ami Profeta



**ADAM RUBIN AND DANIEL SALMIERI**

## Dragons Love Tacos

### Core Words

Don't, eat, love, that

### Fringe Words

Dragons, taco(s)

### Bonus Skill

Teach the concept of plurals by using the +s marker

## Summary

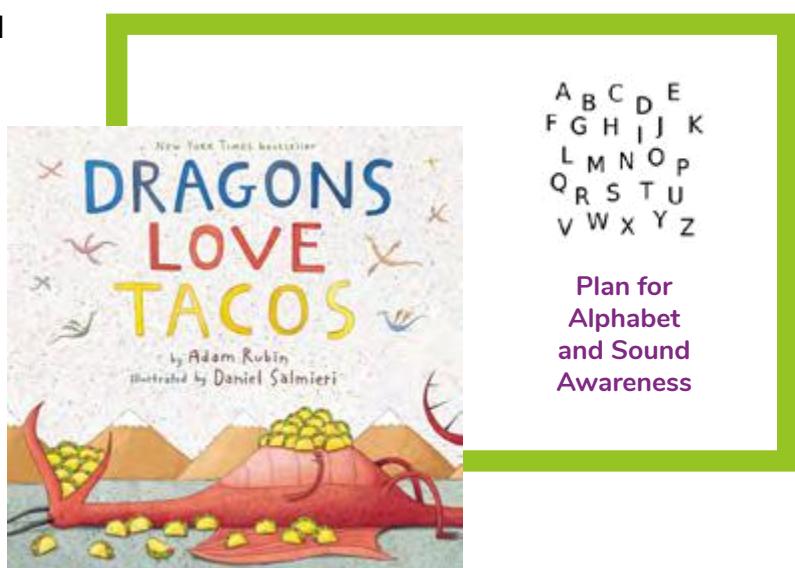
Dragons do love tacos. They love all kinds of tacos. If you plan a party for a dragon, you need to serve tacos. But hold the spicy salsa or there will be trouble!

## Objectives

1. Student will use one- and two-word phrases to describe items/activities using the AAC system
2. Student will use the plural +s marker to form plural nouns using the AAC system
3. Student will use single words from the AAC system to describe the dragon when completing a character trait map

## Materials

- **Cooking/Snack:** taco meat, taco shells, shredded cheese, salsa, assorted toppings
- **Sensory:** clear school glue, baking soda, red food coloring, colored glitter, saline solution
- **Writing:** Character Trait Map, Food Review Form, Dice
- **Craft/Fine Motor:** paper plates, tan paint, green/red/tan/orange tissue paper, glue
- Smart Charts for target words



## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: I see a dragon. This story is called Dragons Love Tacos. What do you think it will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments:
  - (M) Model single words: **DRAGONS** have a favorite food. It's **TACOS**. They **EAT** them. They **LOVE** parties. **DON'T** give them spicy salsa. What do you like on your **TACO**?
  - (M) Model two- and three-word combinations: **DRAGONS LOVE TACOS**. **DRAGONS DON'T** like spicy salsa. **DON'T** let them **EAT THAT**. **DRAGONS LOVE** parties with **TACOS**. What do you think will happen to **DRAGONS** if they **EAT** spicy **TACOS**?

## Cooking/Snack: Tacos

- Options: Break up taco shells for students to taste or sample mild salsa with your choice of corn tortillas, flour tortillas, or nacho chips
- Offer taco meat, shredded cheese, and assorted toppings
- Use words to describe texture and taste
  - (M) Model single words: Let's **EAT** that. This **TACO** is good. No wonder **DRAGONS** like them. They **DON'T** like spicy salsa. Would you eat **THAT**?
  - (M) Model two- and three-word combinations: **THAT TACO** is good. I **LOVE** **TACOS**. Would you **EAT THAT**? **DRAGONS DON'T EAT** spicy food.

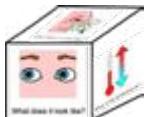


Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Salsa Slime

- Pour  $\frac{1}{2}$  cup of clear school glue into a bowl, adding  $\frac{1}{2}$  cup warm water and drops of red food coloring
  - Stir in colored glitter to represent veggies
  - Add 1 tablespoon of saline solution and  $\frac{1}{2}$  teaspoon of baking soda and stir well
  - Tip: If it is too sticky, add small amounts of saline solution to thin out mixture
- M** Model single words: Put **THAT** in the bowl. **DON'T** spill it. We're making salsa slime but we won't **EAT** it. Do you think **DRAGONS** like to play with salsa slime?
- M** Model two- and three-word combinations: **DON'T EAT** this salsa slime. We can pretend **THAT** is for the **TACOS**. Do you think **DRAGONS LOVE** salsa slime?

Download the Food Review Form, Dice, and Character Trait Map [here](#)



## Writing: Review Your Tacos

Use the Food Review Form and Dice to review your tacos from snack. Roll the dice to see which of the questions to answer first and write your answers. You can use the Word Finder feature in Unity® or LAMP Words for Life® to find descriptive words to model during this activity. Go to our YouTube channel to learn about this handy feature.

### Describe-a-Dragon

Download the Character Trait Map and complete individually or as a group.



## Craft/Fine Motor: Paper Plate Tacos

- Instruct students to paint one side of the paper plate tan
  - After dry, fold it in half to make a taco shell with the tan side facing out
  - Open the plate back up and have students glue the green/red/tan/orange tissue paper to the top edge of the inside of the plate to represent the ingredients
  - Fold the plate to form the taco and staple shut
- M** Model single words: We are making **TACOS**. Do you think **DRAGONS** would like them? We can't **EAT** these. What do you want on your **TACO**? I hope we **DON'T** spill the glue.
- M** Model two- and three-word combinations: **DON'T EAT** these **TACOS**. Do you think **DRAGONS** would **LOVE** your **TACO**? I **LOVE THAT** one.

Explore our YouTube channel [here](#)



Provide time for independent writing



## From a PRC-Saltillo Ambassador

"When you talk to me, please look at me and don't look away."

Danny Gonsalves



## DR. SUESS

# Green Eggs and Ham

### Core Words

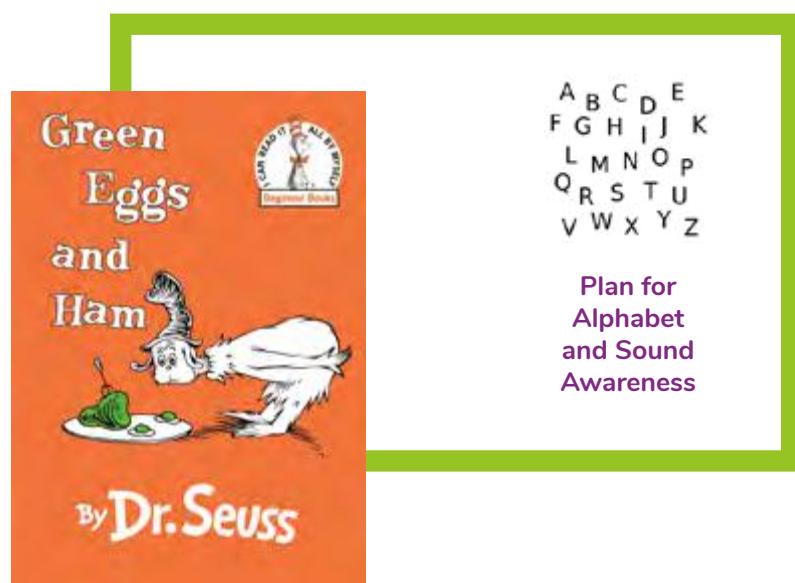
Eat, like, not, you, try

### Fringe Words

Eggs, green, ham

### Bonus Skill

Teach adverbs “here” and “there”



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Summary

Sam-I-Am wants his friend to try green eggs and ham. He suggests all kinds of ways that he could try them. Will he like green eggs and ham?

## Objectives

1. Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
2. Student will use one- and two-word phrases to comment about activities using the AAC system
3. Student will add a word to a sentence frame using the AAC system

## Materials

- **Cooking/Snack:** wafers, green food coloring
- **Sensory:** baking soda, vinegar, green plastic Easter eggs, shallow tray, green food coloring
- **Craft/Fine Motor:** Fried Egg Template, green paint, brushes, stamps, sponges
- Smart Charts for target words

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: I see green eggs and ham. Would you eat that? I wonder what this story will be about? Can you guess?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments:
  - (M) Model single words: Do those look good to **YOU**? Those **EGGS** look funny. Maybe he will **LIKE** them. Sam-I-Am does **NOT** want them. Do you think he will **TRY** them? He could eat them **HERE**.
  - (M) Model two- and three-word combinations: Would **YOU EAT** them? **GREEN EGGS** and **HAM** look **FUNNY**. Should Sam-I-Am **TRY** to **EAT** them? Would **YOU EAT** them **HERE**? Would **YOU EAT** them **THERE**?

## Cooking/Snack: Green Eggs

- Mix two or three drops of food coloring into the pudding cup
- Pour a spoonful of green pudding on a plate
- Spread it around to make a circle for the “white” part of the egg
- Place a vanilla wafer cookie in the center of the pudding for the egg yolk
- (M) Model single words: **HERE** is some pudding. Mix in the **GREEN** food coloring. I will **TRY** these. Will **YOU**? These look like **EGGS**. Yum, I **LIKE** them. They are **NOT** bad.
- (M) Model two- and three-word combinations: We’re making pretend **GREEN EGGS**. Will **YOU TRY** them? Put in **GREEN** food coloring **HERE**. I **LIKE GREEN EGGS**.



Don't forget to download Smart Charts.  
For even more fun, download this month's  
Fantastic Food File from our website.

## Sensory: Fizzy Green Eggs

- Pour some baking soda into half of a green, plastic egg placed in a shallow tray
  - Add some vinegar and green food coloring
- M** Model single words: Let's **TRY** this experiment. I wonder what will happen. First, the baking soda is **NOT** doing anything. What do **YOU** think will happen when we add vinegar? I **LIKE** the bubbles. Let's make it **GREEN**.
- M** Model two- and three-word phrases: What do **YOU** think will happen to the **EGG**? We will **NOT EAT** this egg. Do **YOU** want to put the baking soda in the **EGG**? I do **NOT LIKE** the vinegar smell. I do **LIKE** the **GREEN** bubbles.

## Writing: Fill in the Blank

- After reading the story, ask students to think about green eggs and ham from the book and how they would eat them
- Open a new slide show or document on the computer for this writing activity
- At the top, provide a sentence frame for the students to complete with a word from their AAC device

**Helpful Tip:** You could complete this activity several different times this month by changing the preposition in the statement

- I would not eat them with a \_\_\_\_\_
- I would not eat them in a \_\_\_\_\_
- I would not eat them under a \_\_\_\_\_



## Craft/Fine Motor: Paint an Egg

- Download the fried egg template from the website
  - Provide green paint and brushes, stamps, or sponges
- M** Model single words: Let's paint the **EGG**. We can make it **GREEN**. I **LIKE** to paint **HERE** it is. I would **NOT** want to eat this.
- M** Model two- and three-word phrases: Let's paint the **EGG GREEN**. I would **NOT** want to **EAT** this **EGG**. Put some more **GREEN** paint **THERE**.

Provide time for independent writing



### From a PRC-Saltillo Ambassador

"Please give me the proper space and look at me and not the device."

**Charlie Fleisch**



## KIMBERLY & JAMES DEAN

# Pete the Cat and the Perfect Pizza Party

### Core Words

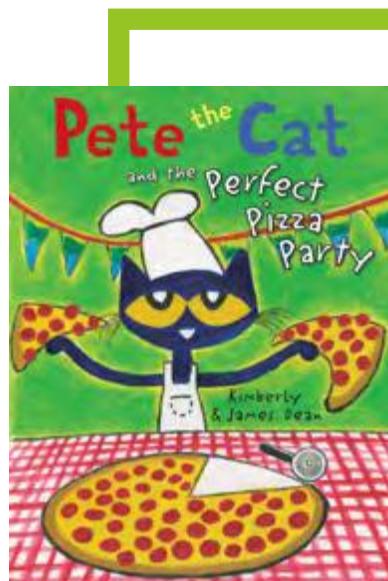
He, different, make, taste

### Fringe Words

Party, pizza

### Bonus Skill

Teach additional pronouns: you, she, his, hers, theirs



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Summary

Pete the cat is having a pizza party. Everyone wants something different on their pizza. What kind of pizza will they make?

## Objectives

1. Student will use one- and two-word phrases to comment about activities using the AAC system
2. Student will use personal pronouns to refer to characters/people using the AAC system
3. Student will provide words from the AAC device to complete a story map

## Materials

- **Cooking/Snack:** English muffins, pizza sauce, shredded cheese, assorted pizza toppings
- **Sensory:** rice, Italian seasoning, spoons, bowls, cups, pans, and a large plastic bin
- **Writing:** Food Review Form, Dice, Story Map Template
- **Craft/Fine Motor:** paper plates, red paint, paint brushes, red, black, and green construction paper, yellow yarn
- Smart Charts for target words

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: Look at the pictures on the cover. What do you see? It's called Pete the Cat and the Perfect Pizza Party.

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
  - Pause to model target words as you make comments
- M** Model single words: Pete the cat wants to have a **PARTY**. **HE** wants to invite friends. They will have **PIZZA**. How will they **MAKE** it? They all want something **DIFFERENT**. How do you think it will **TASTE**?
- M** Model two- and three-word combinations: Pete is having a **PIZZA PARTY**. They will **MAKE PIZZA** at the **PARTY**. His guests all want something **DIFFERENT** on their **PIZZA**. How do you think the **PIZZA** will **TASTE**?

## Cooking/Snack: English Muffin Pizza

- Pour pizza sauce on an English muffin; add toppings and shredded cheese
  - Bake in a microwave or toaster oven for 1 to 2 minutes until cheese melts; let cool before offering to students
- M** Model single words: We're going to **MAKE** a treat with muffins. What do **YOU** think we should put on first? Let's pour the **PIZZA** sauce on. What do **YOU** want to put on next? I bet this will **TASTE** good.
- M** Model two- and three-word combinations: Let's **MAKE PIZZA** for a **PARTY**. This is a **DIFFERENT** kind of **PIZZA**. How do **YOU** think the **PIZZA** will **TASTE**? **HIS/HER PIZZA** looks good.



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Pizza Sensory Bin

- Put spoons, bowls, cups, and pans in a large bin with rice
  - Add Italian spice seasoning to the bin for an added sensory experience
  - Encourage students to scoop and pour the rice as they make pretend pizza.
- M** Model single words: We're making pretend **PIZZA**. It's **DIFFERENT** than the kind we can eat. How should we **MAKE** it? Don't **TASTE** it.
- M** Model two- and three-word combinations: Let's **MAKE** pretend **PIZZA**. It's **DIFFERENT PIZZA** than the kind we can eat. How do **YOU** think this pretend **PIZZA** smells? This pretend **PIZZA** won't **TASTE** good.

[Download Story Map here](#)



## Writing: Story Map

- Download the Story Map to show from your computer or as a worksheet
  - Review the events of the story, either individually or as a group
  - Adults model words on the AAC system to give examples of what happened at the beginning of the story:
- M** Adult: Do you remember what Pete wanted to do? **HE** wanted to have a **PIZZA PARTY**.
- Ask students to tell something that happened in the story and create the story map together.



Provide time for independent writing

## Craft/Fine Motor: Paper Plate Pizza

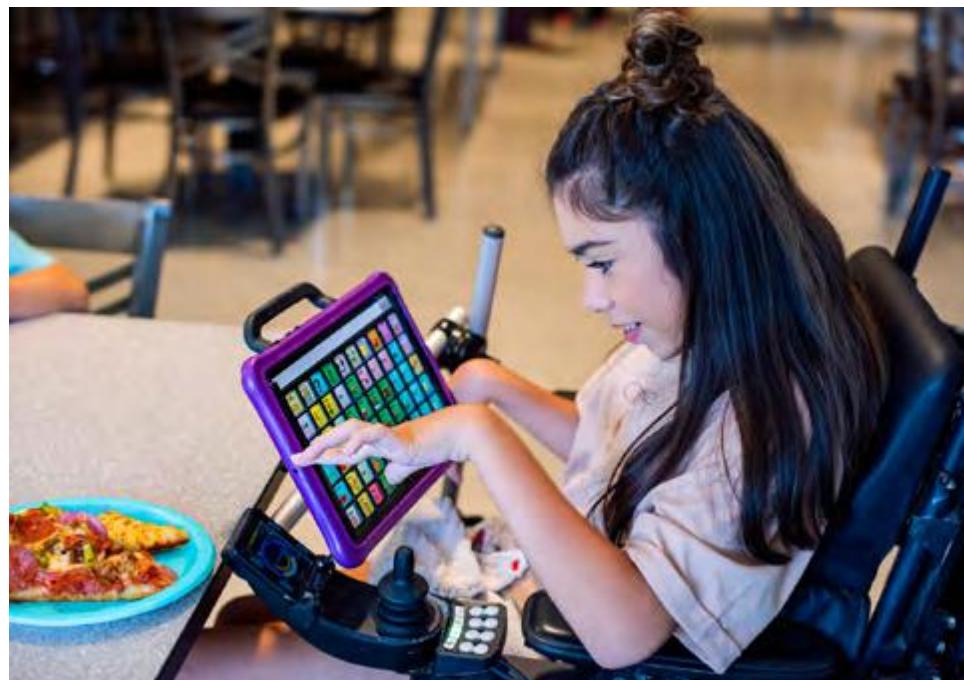
-  A small icon of a paintbrush with red paint on the bristles, positioned to the left of the craft instructions.
- Provide red paint and brushes to paint "pretend" pizza sauce on paper plates
  - Offer assorted pieces of colored construction paper for the toppings: red, black, green
  - Add yellow pieces of yarn for the cheese
- M** Model single words: We're making pretend **PIZZA**. Here are **DIFFERENT** toppings. What do **YOU** like on yours?
- M** Model two- and three-word combinations: We can **MAKE** pretend **PIZZA**. Here are **DIFFERENT PIZZA** toppings.



### From a PRC-Saltillo Ambassador

"Don't be uptight. Speak normal as you would with anyone else."

Kevin D. Williams



LAURA NUMEROFF

## If You Give a Pig a Pancake

### Core Words

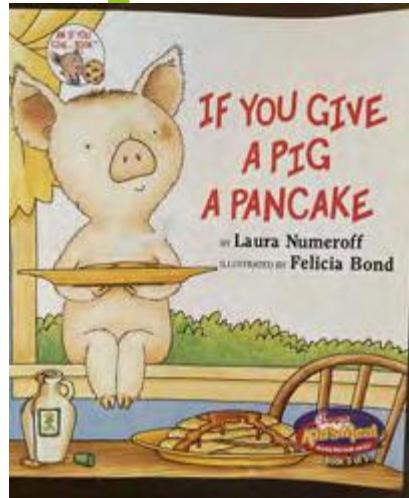
Ask, give, more, she, what

### Fringe Words

Pig, pancakes

### Bonus Skill

Teach the concept of plural by teaching the +s marker



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

### Summary

What happens when you give a pig a pancake? She'll want some syrup and a whole lot more. Just try to keep up with this pig as she asks for more things.

### Objectives

1. Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
2. Student will use one- and two-word phrases to comment about activities using the AAC system
3. Student will add a word to a sentence frame using the AAC system

### Materials

- **Cooking/Snack:** frozen pancakes, syrup, butter, plates, forks
- **Sensory:** clear hair gel, gold, copper, or brown glitter, zip-top bags, duct tape, miniature letters (plastic or foam)
- **Writing:** Food Review Form, Dice
- **Craft/Fine Motor:** Paper plates, glue, orange, brown, and yellow tissue or construction paper
- Smart Charts for target words

### Introduce the Story

#### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: What do you see? I see a pig holding a plate. I wonder what's on it?

#### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

#### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments
- Model single words: The **PIG** is hungry. Do you like **PANCAKES**? Now what is **SHE** doing? She wants **MORE**. **WHAT** does she want now? The girl is going to **GIVE** her something else.
- Model two- and three-word combinations: The **PIG** is eating **PANCAKES**. I wonder what **SHE** will **ASK** for next? The girl is going to **GIVE** her **MORE**. **WHAT** do you think **SHE** will **ASK** for this time?

### Cooking/Snack: Pancakes

- Prepare frozen pancakes in a toaster or microwave
- Let cool before offering to students with toppings like butter and syrup
- Model single words: We're having **PANCAKES**. I'll **GIVE** you some. Let me know if you want **MORE**. Do you think the **PIG** would like these?
- Model two- and three-word combinations: I'll **GIVE** you some **PANCAKES**. If you want **MORE**, you can **ASK**. Do you think the **PIG** would like these **PANCAKES**? I wonder **WHAT SHE** would **ASK** for next?



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Squishy Syrup Bag

- Fill a plastic zip-top bag about  $\frac{1}{2}$  full with clear hair gel (bags that stand up work best)
- Add dark glitter so that it looks like syrup; then add plastic or foam alphabet letters
- Place the filled, sealed zip-top bag upside-down in another zip-top bag and secure with duct tape
- Talk about what you are doing

M Model single words: I'll **GIVE** you some things to put in the bag. **WHAT** letters do you see? Here's some **MORE**.

M Model two- and three-word phrases: **WHAT** else can I **GIVE** you? What do you think the **PIG** from the story would **ASK** for?

## Writing: Fill in the Blank

- After reading the story, ask students to think about the items the pig asked for after eating pancakes
- Open a new slide show or document on the computer for this writing activity
- At the top, provide a sentence frame for the students to complete with words from their AAC device.
- Each student can provide a different word; or one student can complete an entire sentence.
- Read the sentences out loud. The sillier, the better!
- If you give her a \_\_\_\_\_, then she'll want a \_\_\_\_\_.

## Craft/Fine Motor: Paper Plate Pancakes

- Provide paper plates, glue, and orange, brown, and yellow tissue paper or construction paper
  - Glue on pieces to make a pancake with syrup and butter
- M Model single words: Let's make pretend **PANCAKES**. I'll **GIVE** you a paper plate. **WHAT** should we use to make the syrup? **ASK** me if you need anything else.
- M Model two- and three-word combinations: I'll **GIVE** you paper plates so we can make pretend **PANCAKES**. **ASK** me if you need **MORE**. **WHAT** do you think the **PIG** would **ASK** for next?



Provide time for independent writing



### From a PRC-Saltillo Ambassador

"When you talk to me, please wait for me to respond with my message!"

Daniel Pop



## MO WILLEMS

# The Pigeon Finds a Hot Dog!

### Core Words

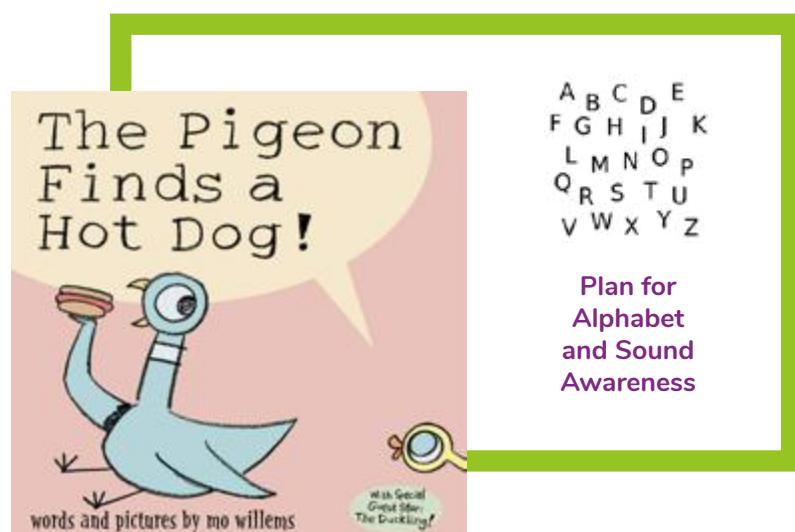
Found, he, my, want(s)

### Fringe Words

Hot dog, pigeon

### Bonus Skill

Teach personal pronouns “I” and “you”



## Summary

Pigeon finds a hot dog and he is very excited. Duckling is curious about the hot dog. Will Pigeon share?

## Objectives

1. Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
2. Student will use one- and two-word phrases to comment about activities using the AAC system
3. Students will provide words from the AAC system to complete each section of a story map with varying levels of support

## Materials

- **Cooking/Snack:** hot dogs, buns, condiments, plates
- **Sensory:** large blanket
- **Writing:** Story Map Template, Food Review Form, Dice
- **Craft/Fine Motor:** Hot Dog Template, assorted art supplies
- Smart Charts for target words

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: This story is called The Pigeon Finds a Hot Dog. I see a pigeon holding a hot dog. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the CAR method from page 4 as you read and model
  - Pause to model target words as you make comments
- (M) Model single words: Here is the **PIGEON**. Look what he **FOUND**. It's a **HOT DOG**. The duckling **WANTS** to try it. Do you think **PIGEON** should let him? I would share **MY** food.
- (M) Model two- and three-word combinations: **PIGEON FOUND** something. **HE FOUND** a **HOT DOG**. How do you think **PIGEON** feels about his **HOT DOG**? I think duckling **WANTS** to try the **HOT DOG**. Pigeon calls it **MY HOT DOG**. Do you think **PIGEON** should share his **HOT DOG**?

## Cooking/Snack: Hot Dogs

- Provide hot dogs for students, offering different condiments
- (M) Model single words: Remember how the **PIGEON** shared in the story? I'll share **MY** hot dogs with you. You can all taste a **HOT DOG**. I **FOUND** different things to put on them.
- (M) Model two- and three-word combinations: Do you think the **PIGEON WANTS** anything on his **HOT DOG**? He **FOUND** a plain **HOT DOG**. Maybe **HE WANTS** ketchup or mustard on his **HOT DOG**.



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Hot Dog Roll

**Important Note:** Some students love the physical sensation of being covered in a blanket and may even enjoy a little gentle pressure; however, never force a student to participate. Alternatives for those unable or uninterested in rolling in the blanket include putting a towel around an arm or leg and applying light pressure to make a hot dog or asking them to make comments about the activities.

- Lay a blanket on the floor
- Tell the students they can take turns being a hot dog
- Ask a student to lay on the blanket and gently roll the blanket around them

- (M) Model single words: Do you want to be a **HOT DOG**? You can use **MY** blanket. Look what I **FOUND**.
- (M) Model two- and three-word combinations: I **FOUND MY** blanket. Who **WANTS** to be a **HOT DOG**? I **FOUND** (student name) in **MY BLANKET**.

[Download Story Map here](#)



## Writing: Story Map

- Download the Story Map to show from your computer or as a worksheet
- Review the events of the story, either individually or as a group
- Adults model words on the AAC system to give examples of what happened at the beginning of the story:
  - (M) Model one-three words: Remember what happened to **PIGEON**? First, he **FOUND** a **HOT DOG**. Then the duck **WANTS** a bite. But **PIGEON** tells him **MY HOT DOG**. What did **HE** do at the end?

[Download Hot Dog Template here](#)



## Craft/Fine Motor: Make a Hot Dog



- Download the Hot Dog Template with directions
- (M) Model single words: Let's pretend to make a **HOT DOG**. I **FOUND** a pretend bun. Who **WANTS** ketchup? Do you think we should share with **PIGEON**?
- (M) Model two- and three-word combinations: I **FOUND** a **HOT DOG**. I want ketchup and mustard on **MY HOT DOG**. I bet **PIGEON WANTS** a bite.



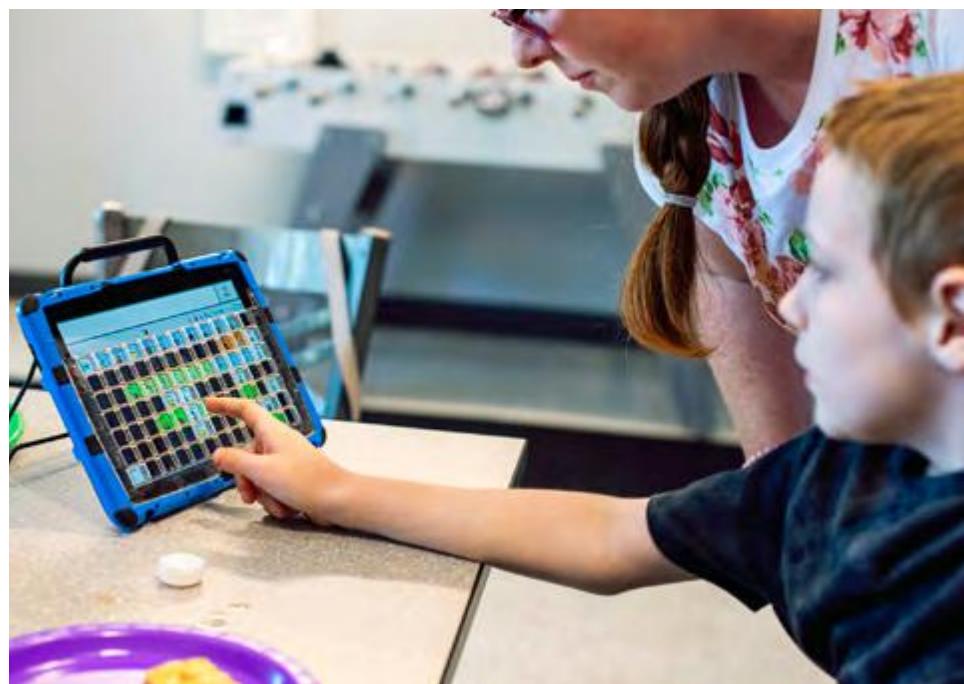
Provide time for independent writing



### From a PRC-Saltillo Ambassador

"Be patient, it may take me some time to answer and don't walk away from me until I'm done typing."

Christine Rose Horn



## ALEXANDRA PENFOLD AND MIKE DUTTON

# Food Truck Fest

### Core Words

Cook, go, eat, they, what

### Fringe Words

Food, truck(s)

### Bonus Skill

Teach the present progressive grammar marker +ing

## Summary

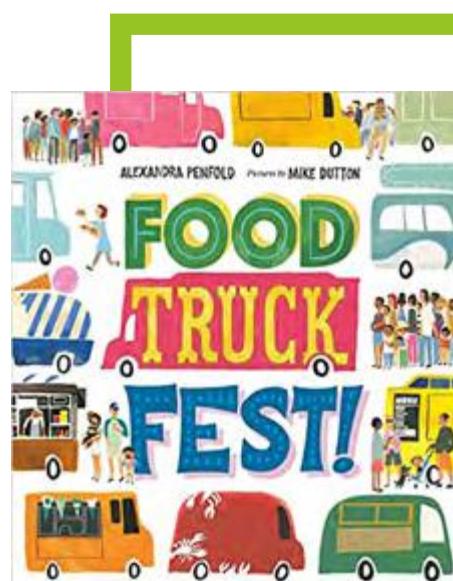
The family is going to a food truck fest. They will see lots of different kinds of food and get to sample lots of treats.

## Objectives

1. Student will use one- and two-word phrases to comment about activities using the AAC system
2. Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
3. Student will use words from their AAC system to describe food

## Materials

- **Cooking/Snack:** ice cream, various toppings, bowls, spoons or shaved ice and flavorings
- **Sensory:** food items, small paper bags
- **Writing:** Food Review Form, Dice
- **Craft/Fine Motor:** Food Truck Template, art supplies (optional large cardboard)
- Smart Charts for target words



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: I see lots of trucks and people standing in lines. I wonder what this story is about? It's called Food Truck Fest. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments
- Model single words: There are a lot of **TRUCKS**. There will be different types of **FOOD**. **THEY** are going to see them. **WHAT** do you think the family will do? Workers will **COOK** at the festival. You can smell lots of **FOOD**.
- Model two- and three-word combinations: There are many **FOOD TRUCKS**. **THEY** are **GOING** to the **FOOD TRUCK** fest. **WHAT** kind of **FOOD** will **THEY** find? These **TRUCKS** have kitchens to **COOK FOOD** in. Everybody's **GOING** to the **FOOD TRUCK** fest. **WHAT** kinds of **FOOD** can you **EAT** there?

## Cooking/Snack: Ice Cream or Slushy

- Talk about the different types of food found at the food trucks in the story
- Discuss the treats the family enjoyed and serve one of these as a snack
- Model single words: **WHAT** did they get? Remember **THEY** had ice cream. We can **EAT** some too. Let's pretend this was from a **FOOD** truck. **EATING** ice cream makes your tongue cold.
- Model two- and three-word combinations: **WHAT** kind of ice cream do you like to **EAT**? **THEY** had ice cream cones from **FOOD TRUCKS**. **GOING** to get ice cream from **TRUCKS** or from the store is fun.



Don't forget to download Smart Charts.  
For even more fun, download this month's  
Fantastic Food File from our website.

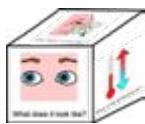
[Download the Food Review Form, Dice, and Character Trait Map here](#)



## Sensory: Smell the Food Festival

- The smell of food in the air at a festival is part of the experience!
- Collect items that represent foods that can be purchased from a food truck and put in different paper bags
- You could include: popcorn, a hot dog, a cookie, bread with barbecue sauce, cinnamon sugar toast, etc.
- Slightly open each bag so the students can smell the contents without seeing them and encourage discussion
- You may give two choices for some students to narrow down the possibilities
- Write down student guesses next to their name on the board or a piece of paper to add a writing component to the fun!

- M Model single words: **WHAT** does this smell like? Could they **COOK** it in a truck? I would **EAT** it.
- M Model two- and three-word combinations: **THEY** ate something like this from the **FOOD TRUCKS**. **WHAT** kind of **FOOD** smells like that?



## Writing: Review Your Ice Cream/Slushy

Use the Food Review Form and Dice to review your ice cream/slushy. Roll the dice to see which of the questions to answer first and write your answers. You can use the Word Finder feature in Unity® or LAMP Words for Life® to find descriptive words to model during this activity. Go to our YouTube channel to learn about this handy feature.



## Craft/Fine Motor: Make a Food Truck

- Download the Food Truck Template and follow the directions
  - Optional: Use a large piece of cardboard to make the door and window of a food truck for pretend play. Enlarge the food truck template to use as a guide. Let students decorate it with food images and create menus.
- M Model single words: Let's make **TRUCKS**. We'll pretend to sell **FOOD** out the window. **WHAT** colors do we need? I'll **GO** get the paint. **WHAT** should we sell?
  - M Model two- and three-word combinations: We'll make **FOOD TRUCKS**. **WHAT** should we pretend to **COOK**? **THEY** will **GO** to festival. **FOOD TRUCKS** are fun.



Provide time for independent writing

[Explore our YouTube channel here](#)



### From a PRC-Saltillo Ambassador

"When you talk to me, please do so in a friendly way, so I can feel comfortable responding to you."

Himani Hitendra



[Download the Food Truck Template here](#)



LOIS EHLERT

## Growing Vegetable Soup

### Core Words

Good, grow, put, in, wash, we

### Fringe Words

Vegetable(s), soup

### Bonus Skill

Teach the present progressive grammar marker +ing

## Summary

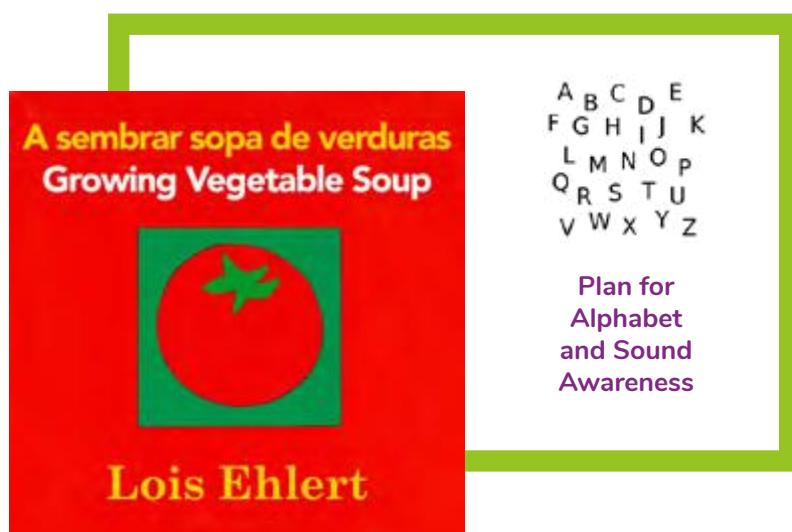
A father tells his child they are growing vegetable soup. Together, they plant the seeds and watch them grow. Then it's time to harvest the veggies and make soup.

## Objectives

1. Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
2. Student will use one- and two-word phrases to comment about activities using the AAC system
3. Student will use one-and two-word phrases from the AAC system to describe items

## Materials

- **Cooking/Snack:** slow cooker, chicken broth, veggies for vegetable soup, spoons and bowls
- **Sensory:** veggies for scrubbing, scrub brushes, bin with water
- **Writing:** Food Review Form, Dice
- **Craft/Fine Motor:** veggies to paint with, paints, paint smocks, large banner paper
- Smart Charts for target words



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: This story is called Growing Vegetable Soup. There's a tomato. What do you think this story will be about? Have you ever tried vegetable soup?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the CAR method from page 4 as you read and model
- Pause to model target words as you make comments
  - Model single words: They will **GROW** vegetables. Where did they **PUT** the seeds? Now they **WASH** the vegetables. What's your favorite **VEGETABLE**? Who likes **SOUP**?
  - Model two- and three-word combinations: They will **GROW VEGETABLE SOUP**. What do you need to **GROW** a **GOOD VEGETABLE**? After **WASHING** them, they **PUT** them in the pot of water.

## Cooking/Snack: Vegetable Soup

- Let students watch as you chop vegetables
- Encourage students to use their communication systems to describe how the vegetables look, smell, feel, and taste
- Put veggies and chicken broth in slow cooker and cook for 3-6 hours
- Model single words: I'm excited to make **SOUP**. Remember we need to **WASH** the veggies first. Who wants to smell or taste a **VEGETABLE**? After I cut them, we'll **PUT** them in the pot. It smells **GOOD**.
- Model two- and three-word combinations: **WE** are making **VEGETABLE SOUP**. First, **WE WASH** the **VEGETABLES**. What should **WE** do with the **VEGETABLES** next? **WE PUT** them in the pot. Do you think this **VEGETABLE SOUP** smells **GOOD**?



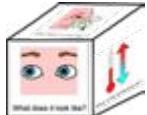
Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

[Download the Food Review Form, Dice, and Character Trait Map here](#)



## Sensory: Scrubbing Veggies

- Clean veggies before cooking them by putting them in a sensory table/bin with water and various scrub brushes
  - Students who use speech-generating devices can direct the activity with their words
- M** Model single words: Let's **WASH** the vegetables. What should we do first? **PUT** the carrot in. Our veggies need to be clean so we can make **SOUP**.
- M** Model two-and three-word phrases: **PUT IN** the veggies. **WE** need to **WASH** them so we can make **SOUP**. Our **VEGETABLE SOUP** will taste **GOOD**.



## Writing: Review the Soup

Use the Food Review Form and Dice to review your soup. Roll the dice to see which of the questions to answer first and write your answers. You can use the Word Finder feature in Unity® or LAMP Words for Life® to find descriptive words to model during this activity. Go to our YouTube channel to learn about this handy feature.

[Explore our YouTube channel here](#)



## Craft/Fine Motor: Veggie Painting Banner

- Let students select different veggies
  - Dip the veggie in the paint and press onto the paper
  - Talk about the different patterns made by each vegetable. Students can direct activity using their AAC system. Create a wall-sized art project to display in the classroom or hallway.
- M** Model single words: **WE** can paint with veggies. **PUT** the corn in the paint. Which **VEGETABLE** should we use next? This is looking **GOOD**.
- M** Model two-and three-word phrases: **PUT** the pepper **IN** the paint. **WE** can paint with a **VEGETABLE**. **WE** are making a **GOOD VEGETABLE** picture.



**Provide time for independent writing**

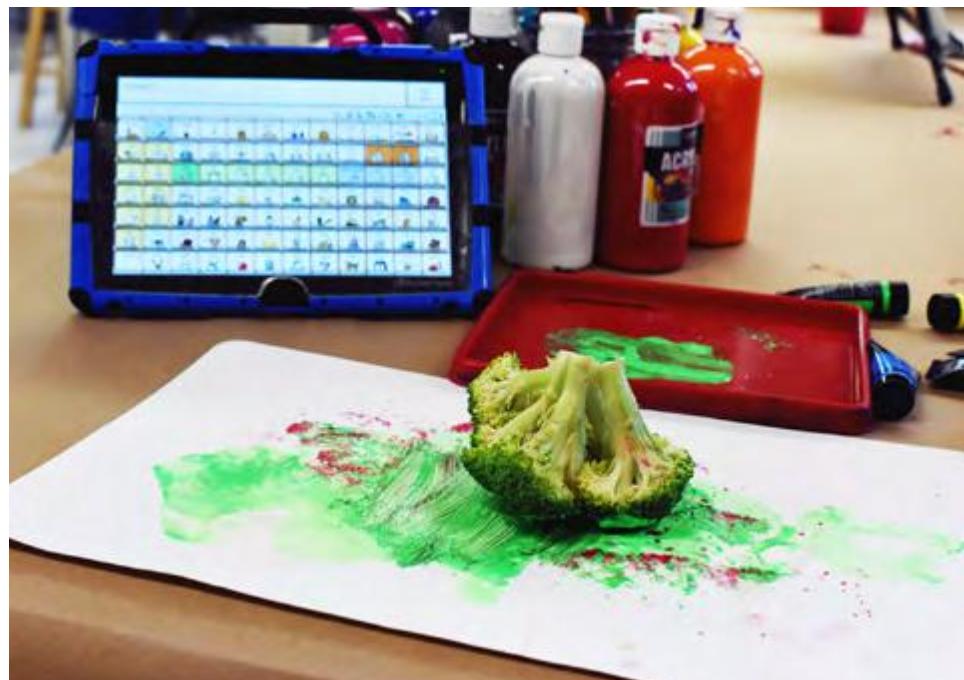
**tip**



### From a PRC-Saltillo Ambassador

"When communicating with me, please take the time to fully listen to me. It may simplify the task at hand."

**Anthony Arnold**



AUBREY DAVIS AND DUÝAN PETRICIC

## The Enormous Potato

### Core Words

Big, help, not, out

### Fringe Words

Farmer, potato

### Bonus Skill

Teach the adverb "very"

## Summary

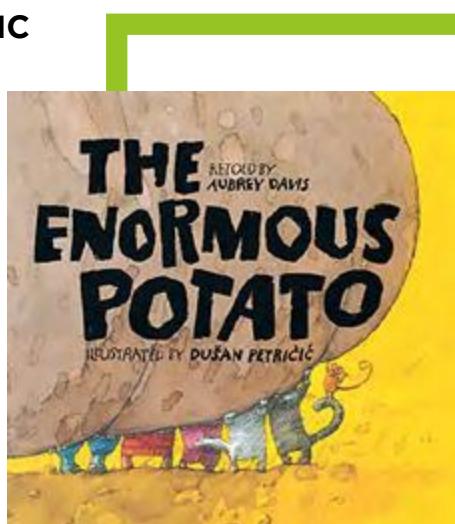
A farmer grows an enormous potato. It is so big he needs help when it's harvest time. Everyone in town comes to help.

## Objectives

- Student will use one- and two-word phrases to direct the actions of others in activities using the AAC system
- Student will use one- and two-word phrases to comment about activities using the AAC system
- Students will provide words from the AAC system to complete each section of a story map with varying levels of support

## Materials

- Cooking/Snack:** instant potato flakes and ingredients per package directions
- Sensory:** instant potato flakes, water, tray, muffin tin/cups, spoons or droppers, food coloring
- Writing:** Story Map, Food Review Form, Dice
- Craft/Fine Motor:** raw potatoes, cookie cutters, paint
- Smart Charts for target words



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: This story is called The Enormous Potato. Enormous means really, really big. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments
- (M) Model single words: The **FARMER** is planting something. He planted a small **POTATO** eye. Enormous means very, very, very **BIG**. He could **NOT** pull it out of the ground. They tried to **HELP** him. Finally, it came **OUT**.
- (M) Model two- and three-word combinations: The **FARMER** is planting a small **POTATO** eye. It grew to be a **VERY BIG POTATO**. He could **NOT** pull it **OUT** of the ground. They tried to **HELP** him pull it **OUT**. Finally, the **POTATO** is **OUT**.

## Cooking/Snack: Mashed Potatoes

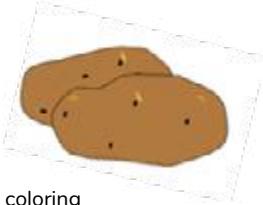
- Discuss the difference between a potato and instant potato flakes
- Give everyone a chance to feel the potato and the flakes
- Mix up the instant potatoes and cook in the microwave following the directions
- When cool, give students a taste
- (M) Model single words: This is a real **POTATO**. It is **BIG**. How do you think the **POTATO** flakes look? You can **HELP** me make mashed potatoes. We'll take them **OUT** of the microwave when they are done. They are **VERY** good.
- (M) Model two- and three-word combinations: This is a **BIG POTATO**. **POTATO** flakes are **NOT VERY BIG**. Who can **HELP** me pour the water into the **POTATO** flakes?



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Crazy Potato Flakes

- Add some dry potato flakes to the tray
  - Pour water into a muffin tin or small cups
  - Make colored water in the tin or cups by adding food coloring
  - Allow the student to make a colorful design by using a spoon or dropper to put colored water on the potato flakes
  - Ask students with fine motor difficulties to direct the action by choosing the color and using position words to tell where to put the water (i.e. top/bottom/up/down)
- M Model single words: We're making crazy **POTATO** flakes. I need your **HELP**. The water comes **OUT** here. These are **NOT** big potatoes.
- M Model two-and three-word phrases: These crazy **POTATO** flakes are **NOT** big.



Download Story Map here



## Writing: Story Map

- Download the Story Map to show from your computer or as a worksheet
  - Review the events of the story, either individually or as a group
  - Adults model words on the AAC system to give examples of what happened at the beginning of the story:
- M Model one-three words: Let's think about what the **FARMER** did first. He planted a **POTATO** eye. It grew **VERY BIG**. He could **NOT** get it **OUT** of the ground. With **HELP**, he got it **OUT**. Then they ate the **VERY BIG POTATO**.



Provide time for independent writing

## Craft/Fine Motor: Potato Stamps



- Adults make the stamp before the activity: Cut a potato in half. Press a cookie cutter into the potato as far as it goes. Using a knife, cut around the edge of the cookie cutter where it rests in the potato. Then, peel away this part of the potato to reveal the raised edge of the imprint for the stamp.
  - The student can use the stamp for painting.
- M Model single words: You can dip it in paint and take it **OUT**. What are you making with your **POTATO** stamp? Let me know if you need **HELP**.
- M Model two-and three-word phrases: Put the **POTATO** in the paint and take it **OUT**. Let me know if you need **HELP** with your **POTATO**. Should we make a **VERY BIG POTATO**?

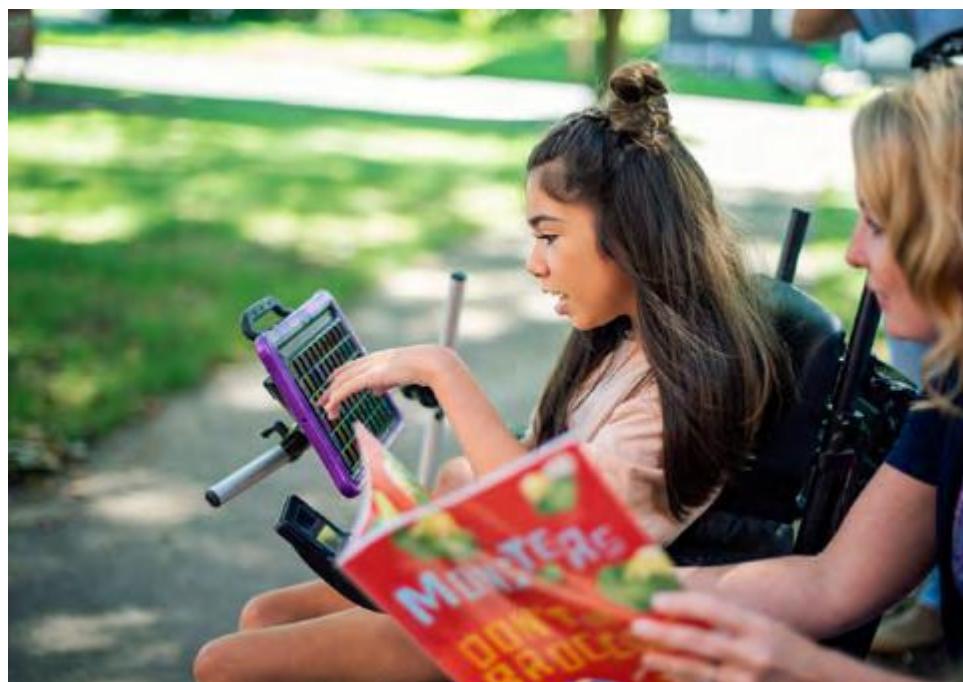
**tip**



### From a PRC-Saltillo Ambassador

"When you talk to me,  
please be patient."

Mackenzie Sanders



**BARBARA JEAN HICKS AND SUE HENDRA**

# Monsters Don't Eat Broccoli

## Core Words

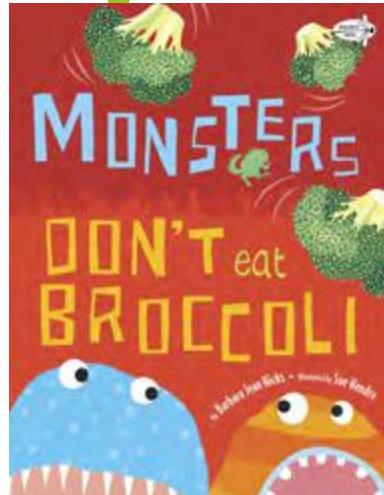
Don't, eat, you, like

## Fringe Words

Broccoli, monsters

## Bonus Skill

Teach demonstrative words "this" and "that"



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Summary

Monsters in this story insist that they don't like broccoli. We watch as they snack on tractors, rocket ships, and other interesting items. But maybe they do like broccoli?

## Objectives

1. Student will use one- and two-word phrases to describe items/activities using the AAC system
2. Student will use the plural +s marker to form plural nouns using the AAC system
3. Student will use one- and two-word phrases to comment about activities using the AAC system

## Materials

- **Cooking/Snack:** broccoli, salad dressing for dipping, plates
- **Sensory:** broccoli for painting, paper, paint and brushes
- **Writing:** Food Review Form, Dice
- **Craft/Fine Motor:** small boxes (such as tissue boxes), construction paper, glue, googly eyes, markers
- Smart Charts for target words

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: There are some monsters. I see broccoli, too. I wonder what this story is about? It's called Monster's Don't Eat Broccoli. Do you eat broccoli?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

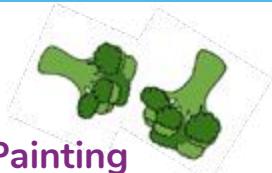
- Read the text on each page, remembering to follow the CAR method from page 4 as you read and model
- Pause to model target words as you make comments
  - (M) Model single words: **MONSTERS** are picky eaters. They **DON'T** want that. They think **BROCCOLI** is bad. What about **YOU**? I **LIKE** it. Should they **EAT** it?
  - (M) Model two- and three-word combinations: This story is about **MONSTERS** and **BROCCOLI**. They **DON'T LIKE THAT**. Do you **EAT BROCCOLI**? Maybe if the **MONSTERS** tried to **EAT** it, they would **LIKE** it. Do you think the **MONSTERS** should try **BROCCOLI**?

## Cooking/Snack: Broccoli Bites

- Discuss the story
- Offer students the chance to taste broccoli
- Provide salad dressing for dip
  - (M) Model single words: Try some **BROCCOLI**. How does it taste to **YOU**? I **LIKE** it. **THAT** dip is good.
  - (M) Model two- and three-word combinations: **THIS BROCCOLI** is good. I want to **EAT** it with **THAT** dip.

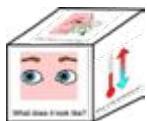


Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.



## Sensory: Broccoli Painting

- Provide students broccoli stalks with different sizes of florets and paper
- Dip individual pieces of broccoli into paint and swirl on the paper
- M** Model single words: We can paint with **BROCCOLI**. What color do you **LIKE?** **THIS** is fun. I want **THAT** one.
- M** Model two- and three-word combinations: I **LIKE** painting with **BROCCOLI**. What do you think of **THIS BROCCOLI** picture? We **DON'T** want to **EAT** this **BROCCOLI**.



## Writing: Review Broccoli

Use the Food Review Form and Dice to review your broccoli. Roll the dice to see which of the questions to answer first and write your answers. You can use the Word Finder feature in Unity® or LAMP Words for Life® to find descriptive words to model during this activity. Go to our YouTube channel to learn about this handy feature.



## Craft/Fine Motor: Feed a Monster

- Provide small boxes and art supplies for making a monster
- Cut a hole in the box for the mouth
- Let students decorate the box
- After completed, feed the monster various items and guess if it is something that he would like or not like
- M** Model single words: We're going to make a **MONSTER**. What color do you **LIKE?** **DON'T** spill the paint. I wonder what he likes to **EAT**? Do you think he would eat **THAT**?
- M** Model two- and three-word combinations: I **LIKE** your **MONSTER**. **THAT** is a great color for a **MONSTER**. I wonder if this **MONSTER** will **EAT BROCCOLI**? Do you think he wants to **EAT THIS** or **THAT**?

Download the Food Review Form, Dice, and Character Trait Map [here](#)



Explore our YouTube channel [here](#)



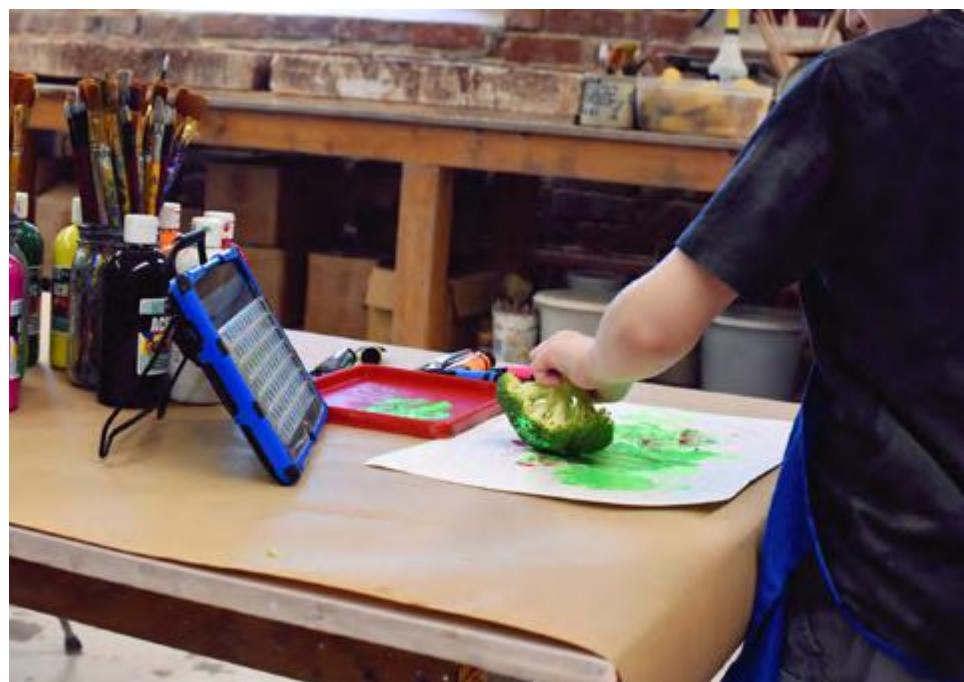
Provide time for independent writing



### From a PRC-Saltillo Ambassador

"When you talk to me, please be patient and talk to me as if I am your friends and family members."

Kim Vuong



CATHRYN FALWELL

## Feast for 10

### Core Words

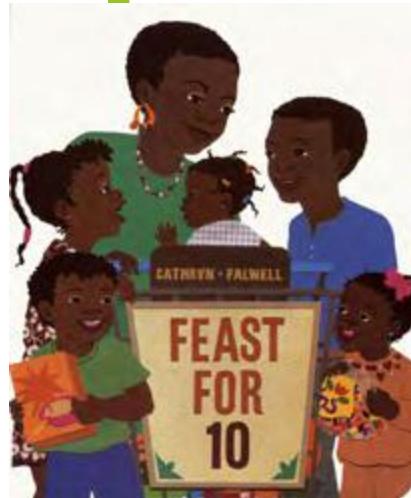
Buy, make, in, who

### Fringe Words

Family, food

### Bonus Skill

Teach numbers 1-10 as you read story



A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

Plan for  
Alphabet  
and Sound  
Awareness

## Summary

A counting book that follows a family as they shop for groceries and then cook a meal.

## Objectives

1. Student will use one- and two-word phrases to describe items/activities using the AAC system
2. Student will use one- and two-word phrases to comment about the activities using the AAC system
3. Students will provide words from the AAC system to complete each section of a story map with varying levels of support

## Materials

- **Cooking/Snack:** Food items of your choice
- **Sensory:** grocery items for the grab bag
- **Writing:** Story Map Template, Food Review Form, Dice
- **Craft/Fine Motor:** paper plates, orange and brown paint, brushes, glue, cotton balls, cinnamon
- Smart Charts for target words

## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: This looks like a family. What do you think they will do? Our story is called a Feast for 10. A feast is another way to say a meal or dinner. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the CAR method from page 4 as you read and model
  - Pause to model target words as you make comments
- (M) Model single words: The **FAMILY** is going to the store. What will they **BUY**? There's a lot of stuff **IN** their cart. They are going to **MAKE** dinner. I wonder **WHO** will help? That **FOOD** looks so great!
- (M) Model two- and three-word combinations: The **FAMILY** goes **IN** the grocery store. They are going to **BUY FOOD**. **WHO** will help **MAKE** dinner? Does your **FAMILY MAKE FOOD**? What **FOOD** would you like to **MAKE**?

## Cooking/Snack: Your Choice

- This month choose your own food or snack
  - Make sure to model the related target words
- (M) Model single words: What should we **MAKE**? Let's put this **IN**. **WHO** likes this? My **FAMILY** loves to eat this.
- (M) Model two- and three-word combinations: **WHO** will help me **MAKE** this? Put this **IN** the **FOOD**. Do you **MAKE FOOD** with your **FAMILY**?



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

## Sensory: Grocery Store Grab Bag

- Put common items purchased from a grocery store in a bag
- Give each student the chance to feel in the bag and guess what they think they have found
- M** Model single words: Reach **IN** and find something. What do you think you could **MAKE** with it? I wonder **WHO** here would like to eat it?
- M** Model two- and three-word combinations: Who wants to find some **FOOD**? Reach **IN** and feel for some **FOOD**. Does your **FAMILY** **MAKE** this **FOOD**?

[Download Story Map here](#)



## Writing: Story Map

- Download the Story Map to show from your computer or as a worksheet
  - Review the events of the story, either individually or as a group
  - Adults model words on the AAC system to give examples of what happened at the beginning of story:
- M** Model one-three words: Let's think about what the **FAMILY** did first. They went to the store to **BUY** some **FOOD**. Then they came home to **MAKE** the **FOOD**. They put the **FOOD IN** the oven. Then the **FAMILY** sat down to **EAT** the **FOOD** together.



## Craft/Fine Motor: Paper Plate Pumpkin Pie

- Talk about the family in the story buying pumpkins to make pie
  - Provide students with paper plates, orange and brown paint, brushes, cotton balls, and cinnamon
  - Students paint the edge of a paper plate brown for the crust and let dry
  - Then paint the middle of the plate orange and sprinkle on cinnamon so it smells delicious
  - After paint dries, glue on a cotton ball in the middle and you have a pumpkin pie with whipped cream!
- Model single words: We're going to **MAKE** a pie. The **FAMILY** in the story had **pumpkin pie**. **WHO** here likes **pumpkin pie**? I'll put a cotton ball **IN** the middle.
- M** Model two- and three-word combinations: Do you remember that the **FAMILY** in the story had to **BUY** pumpkins for their pie? **WHO** thinks cinnamon **IN** pie smells good? I like to **MAKE FOOD** with my **FAMILY** too.

Provide time for independent writing



## From a PRC-Saltillo Ambassador

"If they just started a communication device, you should talk about things that they are interested in."

James Nassetta



## MIKE MALBROUGH

# Marigold Bakes a Cake

### Core Words

Bake, he, messy, not

### Fringe Words

Birds, cake

### Bonus Skill

Teach interjections “uh oh, oops, yikes, surprise”

## Summary

Marigold the cat loves to bake. He decides to make the perfect cake; however, he finds himself interrupted during the process by several birds. Can he keep his kitchen clean and bake the perfect cake?

## Objectives

1. Student will use one- and two-word phrases to describe items/activities using the AAC system
2. Student will comment using interjections from the AAC system
3. Student will use single words from the AAC system to describe animals from the story when completing a character trait map

## Materials

- **Cooking/Snack:** 1 box of cake mix and needed ingredients listed on the package
- **Sensory:** 1 box of white cake mix, ½ cup of oil, 3 tablespoons cornstarch, 4 tablespoons powdered sugar, and sprinkles
- **Writing:** Character Trait Map
- **Craft/Fine Motor:** assorted new sponges, pom-poms, glitter, paint, felt, tacky glue, paper
- Smart Chart for target words



## Introduce the Story

### Build background knowledge

- Talk about the picture on the cover, the title and the author
- Invite your reader to make predictions about what the story will be about by making comments connected to the cover and title: Uh oh! Look at that cat. He is messy. See what's on his head. What do you think this story will be about?

### Take a picture walk

- Look briefly though some of the pages and point out pictures that may represent new concepts for the reader

### Read the story

- Read the text on each page, remembering to follow the **CAR** method from page 4 as you read and model
- Pause to model target words as you make comments
- Model single words: Marigold likes to **BAKE**. HE likes to be alone in the kitchen. Do you think his **CAKE** will be perfect? He wants them to **STOP**. **BIRDS** are causing trouble. They made things **MESSY**. **YIKES**!
- Model two- and three-word combinations: **HE** likes to **BAKE**. **HE** does want them to **STOP**. **OOPS**, **BIRDS** are **MESSY**. Maybe the **BIRDS** can **BAKE** a **CAKE**.

## Cooking/Snack: Microwave Cake

- You can make a cake from a mix in the microwave
- Encourage students to help make the cake by adding the ingredients from the recipe on the box
- Pour into a microwave-safe baking dish and cook for approximately 6-7 minutes (cake should be firm)
- Model single words: Let's **BAKE**. What's your favorite kind of **CAKE**? **UH OH**. That is **MESSY**. We can **STOP** stirring and pour it in the pan. **YIKES**! That is hot. It smells **AWESOME**!
- Model two- and three-word combinations: Let's **BAKE** a **CAKE**. **UH OH**, this is **MESSY**. **SURPRISE**! This **CAKE** tastes **AWESOME**!



Don't forget to download Smart Charts. For even more fun, download this month's Fantastic Food File from our website.

[Download the Food Review Form, Dice, and Character Trait Map here](#)



## Sensory: Cake Play Dough

- 1 box white cake mix, ½ cup of oil, 3 tablespoons cornstarch, 4 tablespoons powdered sugar, sprinkles
  - Combine cake mix and oil
  - Add cornstarch and powdered sugar
  - You may add additional spoons of powdered sugar to achieve desired consistency
  - Add sprinkles for extra fun!
- M** Model single words: Let's pretend to make CAKE. Mix it up but don't be MESSY. STOP stirring. SURPRISE! It smells like CAKE. Sprinkles are AWESOME!
- M** Model two- and three-word phrases: This is an AWESOME CAKE. STOP stirring the CAKE now. We can pretend to BAKE the CAKE. Remember how the BIRDS in our story were MESSY?

## Writing: Describe a Character

Download the Character Trait Map and complete individually or as a group. You can use words from the AAC device to describe Marigold and the birds.



Provide time for independent writing

## Craft/Fine Motor: Pretend Sponge Cake

- Cut rectangles and squares from the sponges to represent the cake
  - Use tacky glue to add items for icing and decorations
  - This may include pieces of felt for the icing, small colored pom-poms, paint, and paper for decorations, and glitter for sprinkles — get creative!
  - Let project dry before handling
- M** Model single words: This looks like a little CAKE. What do you want to put on your CAKE? It's a little MESSY. You can STOP when you are ready. What a SURPRISE!
- M** Model two- and three-word phrases: We can pretend to BAKE a CAKE. Don't STOP until it looks AWESOME.

**tip**



### From a PRC-Saltillo Ambassador

"Look directly at the person using AAC when you are talking and direct your comments to him or her. Don't ask the person with them to answer for the person using AAC."

**Mindy Thomas**



## Plan Your Next Book

Title	Author	
Target Words	Objectives	
Core:		
Fringe:		
Materials	Sensory	Cooking/Snack
Introduce the Story	Alphabet/Sound Awareness	
Writing	Fine Motor/Craft	
	Notes	

## Creating Connections with Your PRC-Saltillo Consultant

You and your support team can trust in your consultant for unparalleled knowledge and service

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

- On-site device consultations
- Lifetime device support
- Assistance with the funding process
- Obtaining a trial device
- Implementation support for parents & professionals
- Device setup and training

Your PRC-Saltillo Consultant  
is Here to Help!



Supporting Communication.  
Creating Connections.



800-262-1984  
[prc-saltillo.com](http://prc-saltillo.com)



# Online Resources

Looking for ideas to help you implement AAC? We've got you covered!



## [www.aaclearningjourney.com](http://www.aaclearningjourney.com)

Your online source for quick video tutorials, eLearning and live, instructor-led courses. Learn about our speech-generating devices, apps, vocabularies and get implementation ideas. Most courses are free!



## [www.aaclanguagelab.com](http://www.aaclanguagelab.com)

You'll find real-life solutions in support of language development. Explore language stages and interactive materials designed for Speech-Language Pathologists (SLPs), Educators and Parents. Check out the Getting Started section for information on language stages, core words starter sets, and a language screener to guide your instruction. Many resources are free, however, an annual subscription gives you access to everything at the AAC Language Lab.



## [www.youtube.com/PRCBrand](http://www.youtube.com/PRCBrand)

Our YouTube Channel has tutorials to give you quick information about products. You'll want to check out the playlist for the Read-Aloud versions of the stories in this Planner, as well as those in prior years.



## [www.exploreaac.com](http://www.exploreaac.com)

New to AAC? At Explore AAC, you can review the "What is AAC" interactive module, read stories about real-life people who use AAC, and check out the Glossary of Terms to learn the basics. Exploring this free website provides a solid foundation of knowledge for anyone new to AAC.



## [www.realizelanguage.com](http://www.realizelanguage.com)

Realize Language organizes and analyzes the data logs generated by a number of AAC devices and apps and presents this information in easy-to-understand graphic formats. As weeks and months progress, you'll gain better insight into a child's communication development



## [www.prc-saltillo.com/aac-group-coaching](http://www.prc-saltillo.com/aac-group-coaching)

AAC Group Coaching provides parents/family members with communication partner training to increase their skills for encouraging communication with those who use AAC. It has been specifically designed for families supporting individuals using PRC-Saltillo speech-generating devices and apps.

### Additional Resources for Literacy Implementation

- **LessonPix:** Website for creating custom materials [www.lessonpix.com](http://www.lessonpix.com)
- **Literacy for All:** Information about literacy for students with significant needs [www.literacyforall.ca](http://www.literacyforall.ca)
- **PrAACtical AAC** Website and blog: <https://practicalaac.org/>
- **Reading Rockets:** Literacy resource, story maps, lessons, and activities [www.readingrockets.org](http://www.readingrockets.org)

finished	mine	little	up	yes	good	some	no	down	out	off	bad
me	my	wear	■	please	that	and	in	what	the	there	my
—	we	are	↑	am	was	on	to	?	a	+S	stop
you	they	is	→	helping	were	on	to+	word	an	+er	fast
it	new	play	+	verb	like	to	SPELL/NUM	?	the	+est	stop
he	want	all	+	VERB	come	read	1 2 3	word	end	STOP	stop
look	slow	play	+	HELPING	time	more	+	?	an	+er	color
she	hear	work	+	VERB	work	feel	+	word	the	+est	big
not	think	have	+	+	have	read	+	?	end	STOP	help
CLEAR	talk	do	+	+	do	more	+	?	an	+er	put
she	sit	go	+	+	go	fast	+	word	the	+est	color
not	eat	get	+	+	get	stop	+	?	end	STOP	help
	find	big	+	+	big	stop	+	?	an	+er	put
	make	love	+	+	love	stop	+	word	the	+est	help
	need	live	+	+	live	stop	+	?	end	STOP	put
	drink	get	+	+	get	stop	+	word	an	+er	big
	watch	follow	+	+	follow	stop	+	?	the	+est	color
	turn	ride	+	+	ride	stop	+	word	end	STOP	help
	sleep	turn	+	+	turn	stop	+	?	an	+er	put
			+	+		stop	+	word	the	+est	help

