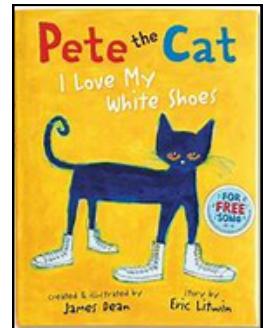




AAC Book Series

Pete the Cat - I Love My White Shoes

by Eric Litwin



Vocabulary List

Pete the Cat
What color?
shoes
love
sing
walk
step
white
red
blue
brown
strawberries
blueberries
mud
water
wet

Repeated lines

Oh no!
Did Pete cry?
Goodness, no



*Check this out!

Pete the Cat Read-Along Video

Materials and Prep:

1. Print a communication board for each student. Use in combination with a core board.
2. Record repeated line(s) on a single message button (e.g., Goodness, no!).
3. If students are using a high-tech AAC system, locate necessary vocabulary prior to activity.
4. Use Post-it notes to add prompt reminders (C-A-R) to each page of the book.

Day 1: Picture walk, introduction to vocabulary, & activate background knowledge

Starting with the front cover, take a “walk” through the pages of the book. Do not focus on the text, but focus on what we see on each page. Help students find vocabulary on the communication board to make connections with things on the page (e.g., “I see a _____. What do you think?”).

Day 2: Read the book using shared reading principals.

Point to each word as you read. Pause at the end of each page (10 sec.) and invite students to engage.

- **Comment** about something on the page (e.g., Oh no! Pete stepped in some ____!) and pause.
- **Ask** for participation and not specific question (e.g., “What do you think?”) and pause.
- **Respond** - Observe students and attribute meaning to any communication attempt.

Day 3: Read the book again and continue to focus on core and fringe vocabulary.

Use a core word page on AAC devices or low-tech vocabulary board in combination with the story vocabulary board.

LOOK (LOOK at Pete's shoes!) **MORE** (Let's read MORE!) **YOU** (What do YOU think about that?)
NOT (Pete did NOT cry.) **LIKE** (I can see that you LIKE this!) **IN** (Pete stepped IN the mud!)

Day 4: Read the book again and then write about it.

Continue Pete the Cat's adventure by writing additional pages for a classroom book. Use your smartboard or chart paper and allow students to pick an item (to walk through) and a color. Start each sentence with “He walked in...” Here are a few ideas: grass/green; sunflowers/yellow; pumpkin patch/orange; sand/brown; snow/white; ocean/blue; poop/brown (gross...but the kids will love it!)

Day 5: Read the book again and focus on rhyming word awareness.

Sing a new song using the color words and things that rhyme. Use picture cards (p. 7) as visual supports. Here are some examples:

I love my red bed; I love my blue glue; I love my brown crown; I love my wet pet.





Pete the Cat - I Love My White Shoes



Pete the Cat



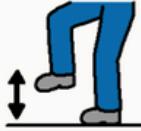
shoes



sing



walk



step



What color?



white



red



blue



brown



strawberries



blueberries



mud



water



wet



Oh no!



turn the page



funny



don't like



love



Pete the Cat - I Love My White Shoes



Pete the Cat



shoes



strawberries



blueberries



mud



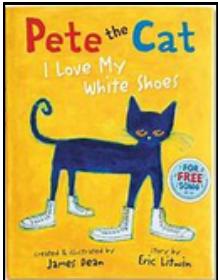
Oh no!



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Use the script ideas below as you interact with students during the book reading activity. **Touch the underlined words** on the communication board as you say each line. Don't forget to **pause for 10 seconds** after each interaction.

If the student is using an AAC device or app on an iPad, combine the use of core vocabulary with the included book vocabulary board.

- Look at **PETE THE CAT!**
- I think you **LIKE** it.
- Let's **TURN THE PAGE** to see what happens next.
- **OH NO!** Pete stepped in **STRAWBERRIES!**
- The **MUD** is **BROWN**.
- This book is so **FUNNY!**
- Pete won't cry. He will **SING!**
- **PETE LOVES** his **SHOES**.
- Pete's **SHOES** are <**COLOR**>!
- **WHAT COLOR** are Pete's **SHOES?**

Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will demonstrate a beginning interest in books by attending for short periods while a partner reads, turns pages, looks at pictures, etc.

<input type="checkbox"/>								
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Notes:

Student will respond to comments or questions about a book, even if the response is inconsistent or inaccurate.

<input type="checkbox"/>								
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Notes:

Student will _____

<input type="checkbox"/>								
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Notes:

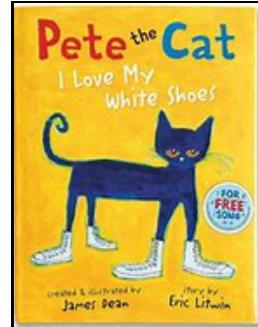
Informant Initials: _____



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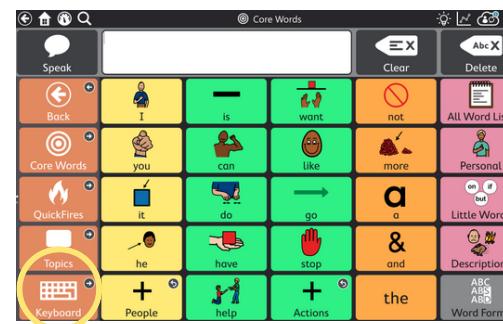


Where is my vocabulary in TD Snap?

All Word Lists > Fruit, Colors, Actions



Use the keyboard to type words and explore word prediction.



Hint: If you can't find a word, press the  in the top bar and use the Search feature.

Hint: Depending on the grid size, some vocabulary may not be visible.



Learn more about
Shared Reading
here



Learn more about
Predictable Chart
Writing here



Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



Notes:

Informant Initials: _____

Data Collection Form

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



Notes:

Student Name: _____ Date: _____

The goal for the day is...

Student will _____



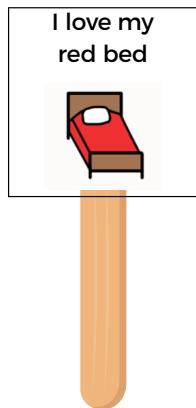
Notes:

Informant Initials: _____

fold

Rhyming Song Cards

Cut song cards out and glue to a popsicle stick. Use as a visual support while singing rhyming songs.



I love my
red bed



I love my
blue glue



I love my
brown crown



I love my
wet pet

