# Grumpy Monkey, Don't Be Scared
by Suzanne Lang

A Book Companion for language expansion, literacy learning, and LOTS of communicating!

Pro Tip! Some of these activities can be done independently, but they are not really meant for that! We want partners talking to the students, modeling language and AAC, as you work cooperatively with your student. Our main goal is teaching communication in familiar worksheet-based activities!

How to Use Word Cards

stop	STOP
go	→
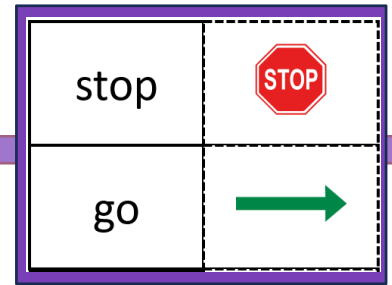
Introduce	Read	Support	Say	Make
Introduce the words you are targeting by showing the word, reading the word and flipping the card to show the visual symbol.	Encourage the student to read the text. To check themselves, flip to show the symbol. For students using AAC boards/book, show the symbol on their communication board/device.	Use as visual supports while you are reading the story or completing the activities if students need prompts for following directions or naming items.	Use as an AAC tool for students to label pictures during the activity or during story reading.	Make a sentence by arranging the word cards to describe!! "He is happy."

Word Cards

Cut out each word and picture set. Fold on the center line. Laminate so that you have the text on the front and the picture on the back.
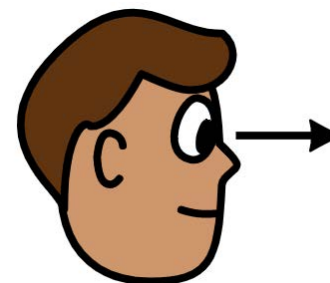
not		I	
go		do	
help		want	

Picture Vocabulary

Look for these words in the story. Use your voice, AAC or communication symbols to say them!

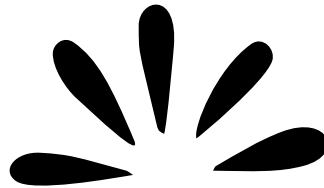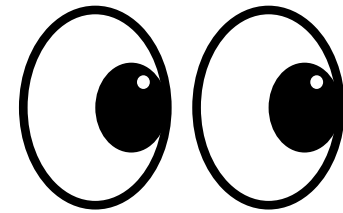|		
monkey	Halloween	dark
scared	noise	eyes
fart	polecat	treat
aardvark	hyena	trees

Anchor Chart

Think about what you know about these words and photographs. Have you had any experiences with them?

monkey	Halloween	dark
scared	noise	eyes
fart	polecat	treat
aardvark	hyena	trees

Sequencing

Cut out the pictures and sequence the events from the story.

Jim and friends went walking in the dark on Halloween.	They heard night noises.	They screamed "I'm scared!"	They got Halloween treats.

Story Question: Level 1

1. What night is it?

Christmas

birthday

Halloween

Story Question: Level 1

2. What scared Jim?

treats

loud noises

rain
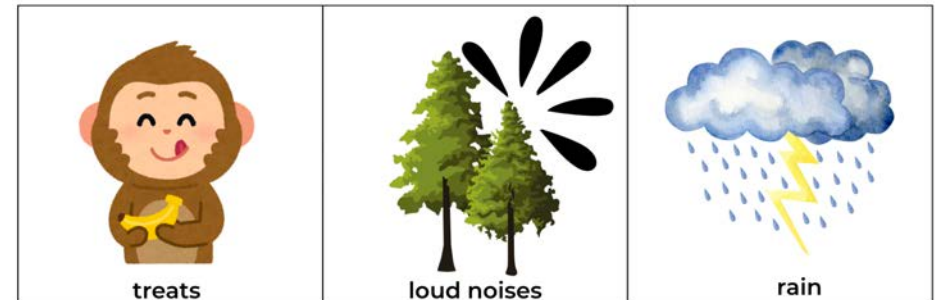
3. Who gave them treats?

| hyena and aardvark | neighbor | chicken |
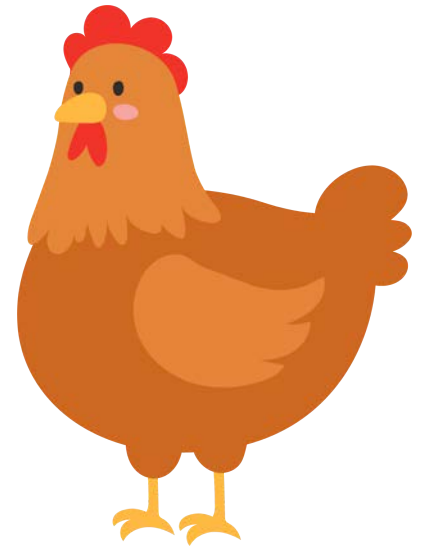
Story Question: Level 2

Circle the correct answer.

1. What night is it?

Christmas	birthday	Halloween

2. What scared Jim?

treats	loud noises	rain

3. Who gave them treats?

hyena and aardvark	neighbor	chicken

Story Question: Level 3

1. What night is it?

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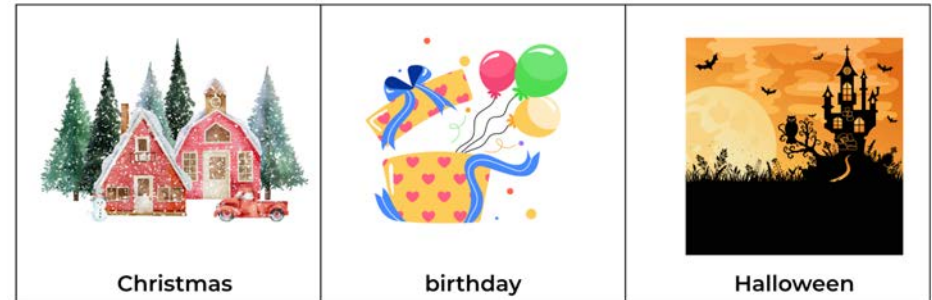
2. What scared Jim?

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3. Who gave them treats?

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Story Retell Characters

Use the images on this page with the story mat on the following page to encourage your student to tell the story in their own way. They can touch pictures and use an AAC device, board or book to tell the story, cut out the images and act it out, use gestures, facial expressions, sounds and words to tell what happened. Anything goes!!

Story Retell Mat
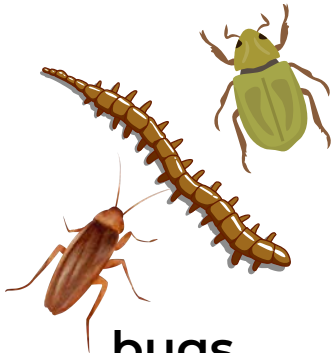
Sort it out

Cut out the items on the next page and place them in their category.

Jungle Animals	Things Jungle Animals Eat

Cut out the items and place them in the category on the previous page.

nuts	roots	bugs	leaves	fruit
giraffe	monkey	aardvark	aye-aye (lemur)	hyena

Communication Pro Tip: *During this cut and paste activity, use your core word "go" to ask students, "Where does it go?" Point to the word or symbol for "go" on a word card or the student's communication board, book or device. Practice the word "in" saying "Does it go in this box or in this box?" Where might you find these items in your communication device or book? (animals, jungle animals, nature)*

Let's play with syllables!

How many syllables are in each word?

1. Say the word out loud, or in your head,
2. As you say the word slowly, clap each sound out or tap the dots,
3. Write your answer in the box, or choose the number at the top of the page!

hyena

fruit

monkey

SOUND AWARENESS

Let's play with letter sounds!

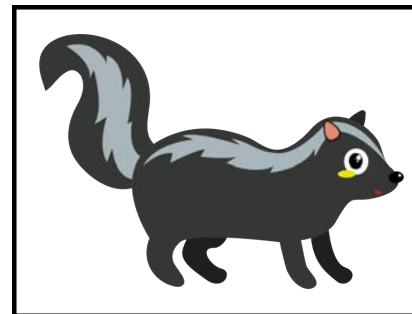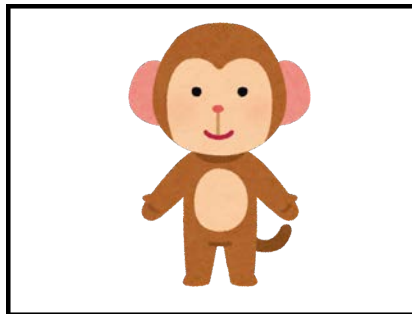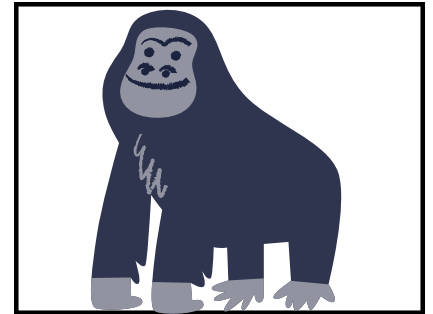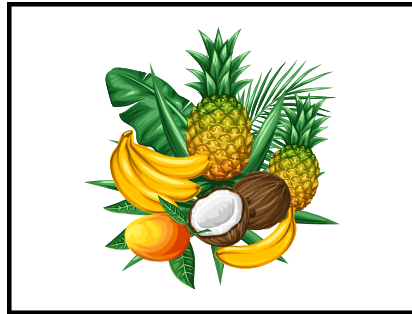Touch and say the sound of each letter. Find a picture of an item or place which starts with the letter sound.

m   **g**   **b**   **f**   **p**

Options: bugs, monkey, gorilla, fruit, polecat
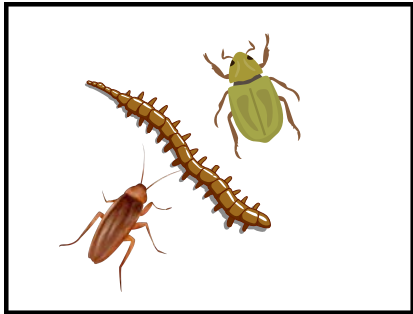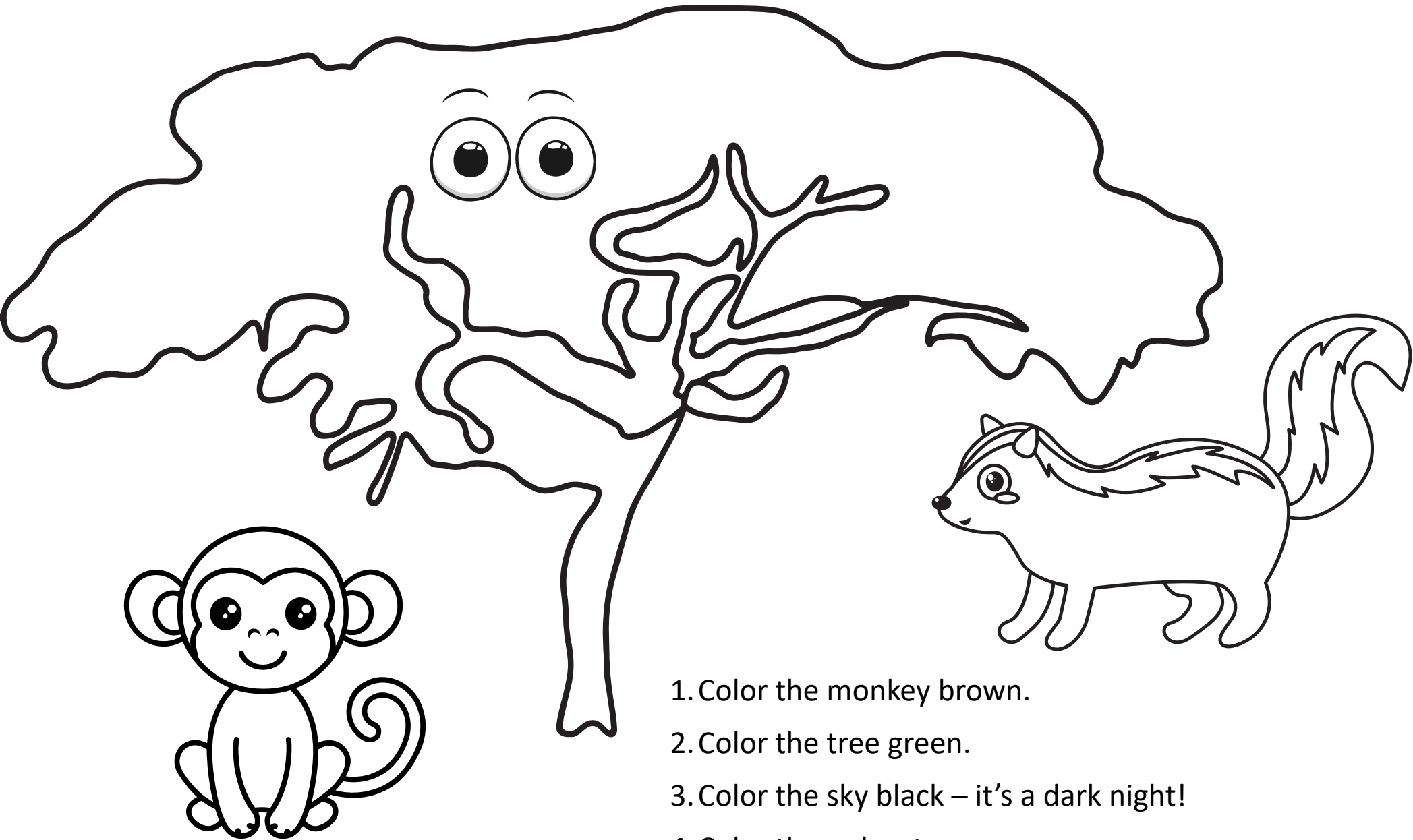
Let's Color!

1. Color the monkey brown.

2. Color the tree green.

3. Color the sky black – it's a dark night!

4. Color the polecat gray.

5. Color the eyes in the tree yellow.

Fluency Practice (AAC Adapted)

Have students participate in "saying" these repeated lines during story book reading. Students using AAC can touch each word in the sentence or the dots below the words for pacing. Speaking students can say the words using speech, but can also be encouraged to touch the words or dots. For more emergent AAC users, consider recording each message into a single message switch so everyone can participate in reading!

Don't be scared.

I'm not scared!

Shared Writing Frame

Working together with a small group, give each student an opportunity to complete the sentence. Students can complete the sentence by saying the ending, touching a symbol in their communication device, or selecting from other visuals you provide such as photographs or symbols. Take a look at the **Predictable Chart Writing** strategy for a shared writing group activity!

I feel scared when _____
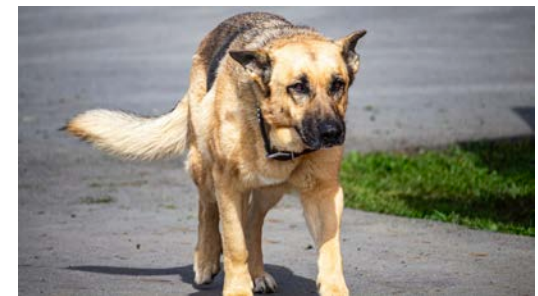
Shared Writing Ending Choices

It's dark.

It's noisy.

I go to a new place.

I don't know what to do.

someone is mean.

I see an animal.

AAC Partner Guides

Use these tips and boards to communicate with the AAC user.

Print these communication boards and place them on tables or beside the book. Practice pointing to the symbols as you say these words to your student, modeling the target vocabulary!
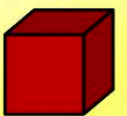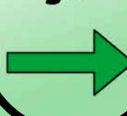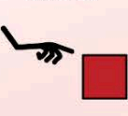
You'll see the main core word targets at the top of each page. At the bottom of the page, there are ideas how to use the core words while you are reading and talking about the story. These are for the ADULT to point to. Don't force the student to touch the symbols while you are talking, but give them opportunities to do so by pausing after you speak, waiting for them or asking, "What do you think?" or "Did you want to say anything?"

The following example page is from the TouchChat HD with Word Power 42 Basic AAC application, on the iPad. If your student is using a different system, THAT'S OKAY, just locate the core word targets in their system and model on their device. You can also print a page off of their device to use as well. Consider using a Big Core Poster for the front of your classroom so all students can see the symbols and words as you are reading! This benefits all student learning to read, write and say core SIGHT words!

Core Word Targets: I, do, not, go, want, help

Vocab						Menu
PEOPLE	**QUESTIONS** ?	**PLACES**	**SOCIAL**	**TIME**	**GROUPS**	**ABC 123**
I	**can**	**to**	**ACTIONS**	**come**	**good**	**DESCRIBE**
my	**do**	**drink**	**eat**	**feel**	**a**	**more**
it	**have**	**finish**	**help**	**go**	**the**	**that**
you	**does**	**like**	**listen**	**play**	**stop**	**EXTRA** And It The **WORDS** Up
your	**not** ✕	**.**	**want**	**watch**	**work**	**clear**

PRINT THIS PAGE, OR LOCATE THE CORE WORD PAGE ON THE STUDENT'S DEVICE: Use the phrases on the next page to guide you in modeling phrases relevant to the story while you are reading, exploring or just talking about the book.

Conversational Scripts

Use these phrases to model real communication while reading Grumpy Monkey.

Here are some partner-modeled phrases using the core words "I, do, not, want, go, help" that align beautifully with the events and emotional moments in Grumpy Monkey: Don't Be Scared. These phrases are directly tied to the story's plot and emotional arc, easy to model on an AAC device, and flexible enough to extend into new social or literacy contexts.

🐒 **Emotion & Refusal (Scared Moments)**
- "I do not want to go."→ When Jim is hesitant in the dark
- "I do not want to look." → When the animals hear noises behind the tree
- "I do not want help." → When Jim insists he's not scared
- "I do not want that!" → When Polecat sprays stink
- "I do not want to be here."→ When the animals get overwhelmed
- "I do not want to be scared." → When Jim finally admits his fear

🎃 **Encouragement or Social Support**

"I go help." → Porcupine bravely approaches the tree
"I want to help."→ When a friend comforts Jim
"I go with you."→ When Norman walks with Jim
"I want to go too."→ When characters join the trick-or-treat walk

🧠 **Retelling or Perspective-Taking**

"He do not want to go."→ Retelling how Jim felt at the start
"She do help."→ Talking about Porcupine's actions
"They do go."→ Describing the group's adventure
"We do not want that smell!"→ Polecat scene!

Credits

If you enjoyed our Grumpy Monkey, Don't Be Scared set, check out our other AAC Literature Companions!

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