

Yummy, Yummy,

I like food!

I like pizza.



Sandwiches are good too!





**Make** me a burger,

how about two?





French fries are good





**More** chicken nuggets, too,







**I like** pasta, how about you?



Mom, **make** me

some vegetables!



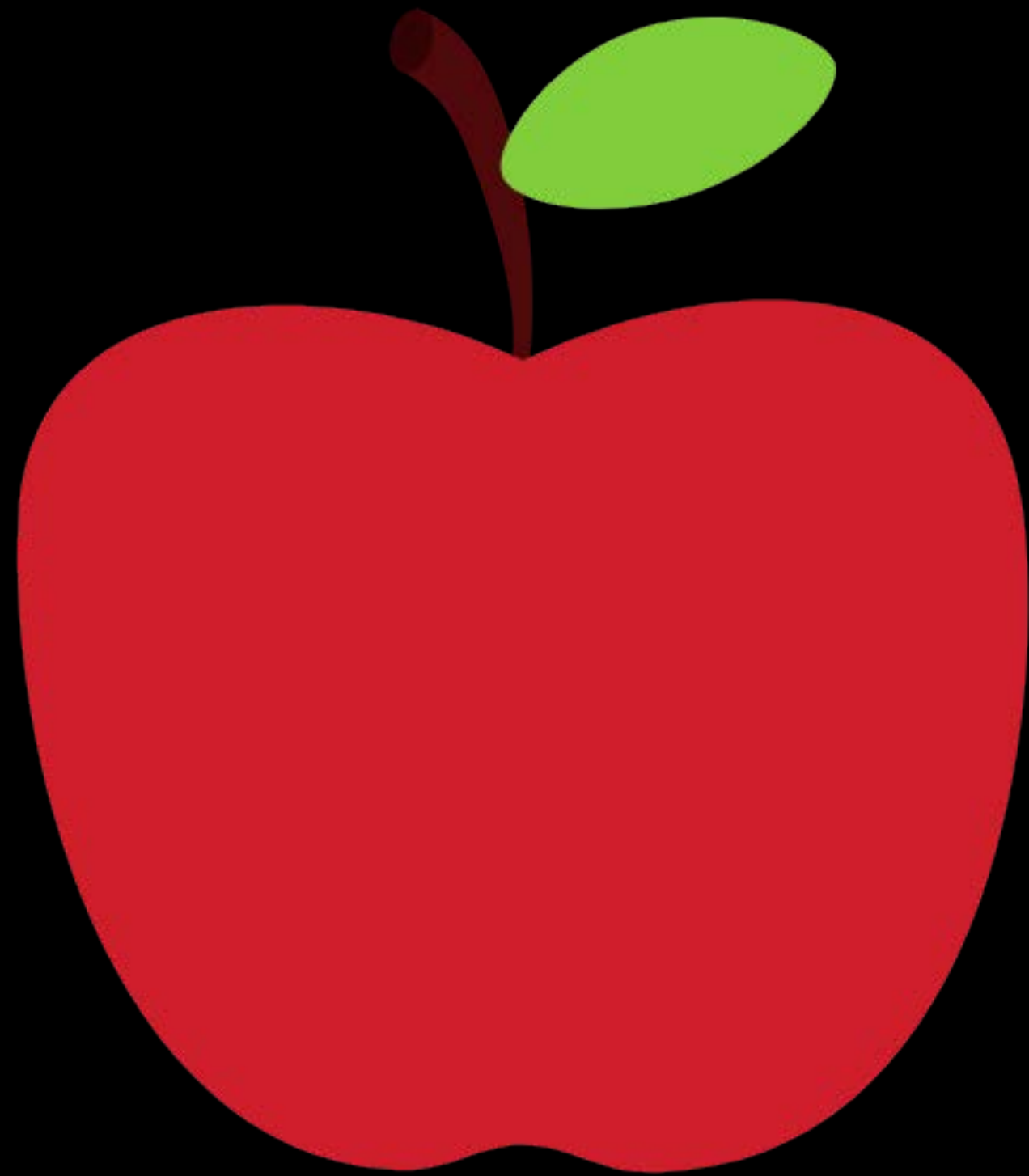


I like fruit, too.





**More** healthy food?



That's *good* too!





The End

# Reading Reminders & Talking Tips!

**Here's a weekly plan of action for reading your book and talking with our students!**

**Day One Picture Walk:** Introduce the book and talk a “walk” looking at all the different pictures. What items do you see? Talk about the food items you like or do NOT like. What category are these items in (food)? This can be a great jumping off point for discussing meals, foods and likes/dislikes. We are connecting our topic to our own experiences today!

**Day Two First Reading:** Read the book, point out the words as you are reading and encourage your student to do the same. Make a point to emphasize our core words this month (“good,” “like,” “make,” and “more.”)

**Day Three-** Reading for Meaning: This reading is where we dig into the concepts in the story. Pay attention to the different concept words- food items and describing words (and the opposite terms- good/bad, like/not, more/all...) Find these words in the student's communication book/board/device. There is usually a category for “food,” and “describing.” Look for a “word list,” “Things or Groups” page to find these categories.

**Day Four-** Alphabet and Phonological Awareness: Help your student notice the words in the story. What letters do they start with? Are they long or short words? Let's make a list of all the food words we find. Make a chart of words that begin with the same sounds.

**Day Five-** Write About It: Help your student create a simple core word poem about food. “I like\_\_\_.” “I like\_\_\_.” “I like\_\_\_, but I do NOT like\_\_\_.” Or “I like to make \_\_\_.” ...

# Notes for Students with Visual Processing Challenges (CVI)

Add these techniques to your Reading Reminders Activities:

On the text only page, allow the student time to look at the text before you begin to read.  
Point out the words as you are reading.

Talk about the **salient visual features of the word(s)**: (straight lines, curves and how those connect)

“I” is one straight line, up and down

“like” has 3 tall letters, and one short letter at the end. It’s a short word.

- More than one highlighted word?
- Explain if it is a short word or long word
- Talk about the shape- tall letters, short letters

On the image page, allow the student time to look at the image while you and other partners wait without speaking. Noises and people speaking can make it harder for the student to focus on the visual image.

Talk about the **salient visual features of the image**: (descriptions of 2-3 defining visual details that are true of the target all or almost all of the time)

- shape
- details (pointy, shaped like a triangle, 3 sides, 2 pieces (sandwich))

Discuss the **concept of the word** and help them relate it to their personal experiences (“Mom makes you a sandwich every day for lunch!”)



TARGET CORE WORDS: like, I, and food items

I KNOW WHERE THE CORE WORDS/SYMBOLS ARE ON THE STUDENT'S AAC SYSTEM?  
(partners)

- On devices- look for the Core Word page for "I" and "like"
- ON a core board- these words should already be available

I KNOW WHERE THE FRINGE WORDS ARE (partners)

- On devices, food items should be in a "dictionary" page- sometimes called the "All Words List," "Groups," "Categories," or "Things" pages
- Using a specific AAC Board or Cards- be sure to have a symbol for each food item

HOW WILL I MODEL FOR STUDENT:

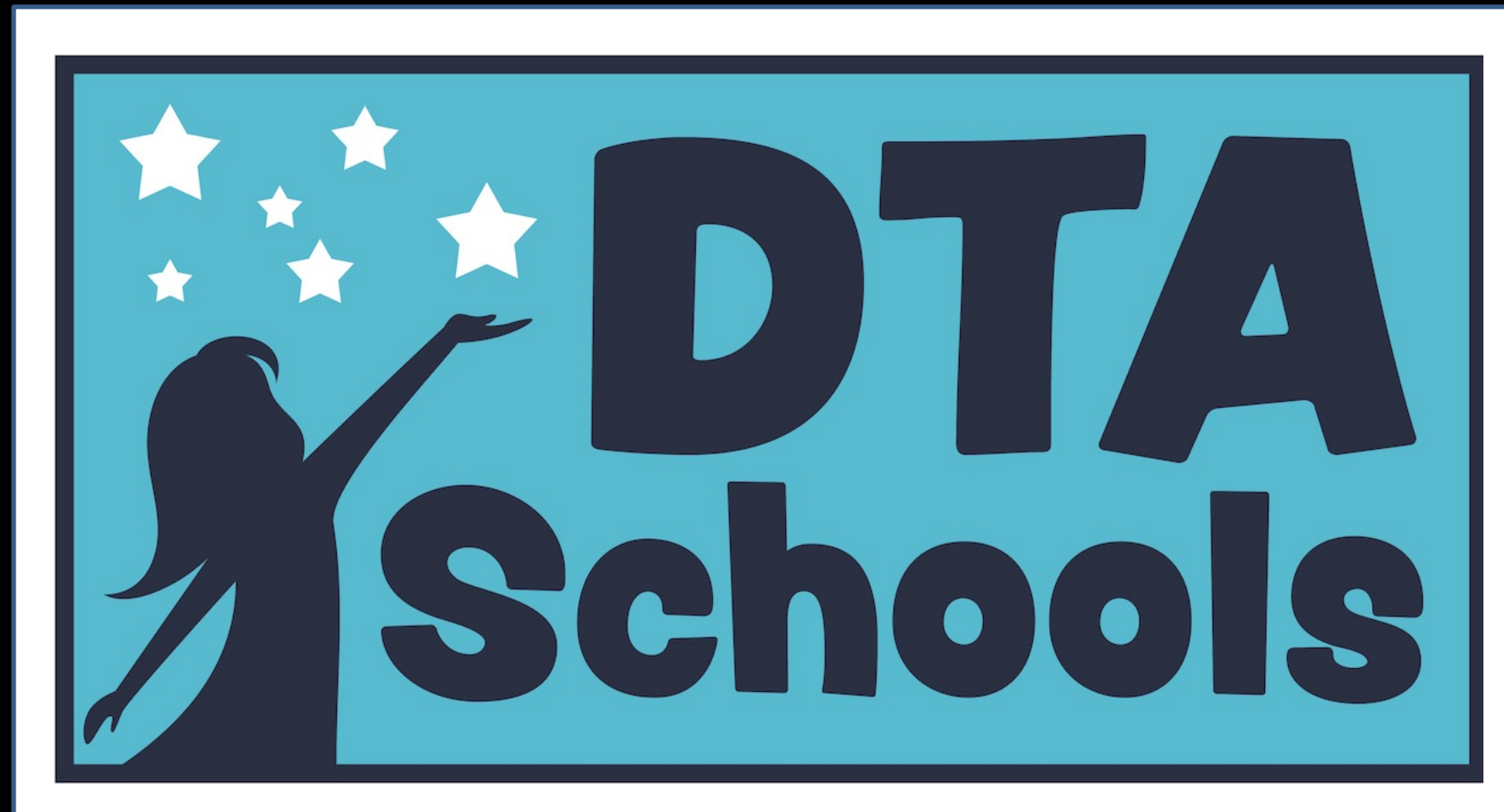
- Touch the words "I" and "like" on the student's device or communication board while you say the words.
- If the student is using sign language, OR you are signing in their hands (co-active signing) sign the words as you are saying them.

SALIENT VISUAL FEATURES OF TARGETED WORDS:

(straight lines, curves and how those connect)

"I" is one straight line, up and down

"like" has 3 tall letters, and one short letter at the end. It's a short word.



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