

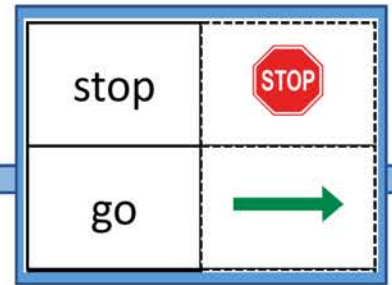
No Place Like Home by Ronojoy Ghosh

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



Introduce

Introduce the words you are targeting by showing the word, reading the word and flipping the card to show the visual symbol.

Read

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.

Support

Use as visual supports while you are reading the story or completing the activities if students need prompts for following directions or naming items.

Say

Use as an AAC tool for students to label pictures during the activity or during story reading.

Make

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.

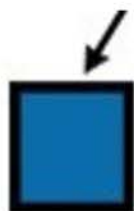
where



finished



it



not

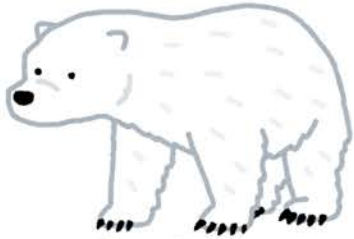
here



like

Picture Vocabulary

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



polar bear



city



arctic



jungle



home



desert



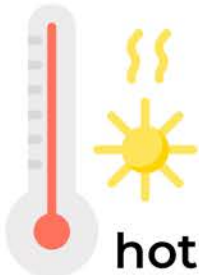
mountain



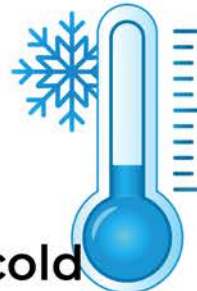
sea



happy



hot



cold



grumpy

Anchor Chart

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



polar bear



city



arctic



jungle



home



desert



mountain



sea



happy



hot



cold



grumpy

Sequencing

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



George was grumpy.



George went to the mountains.



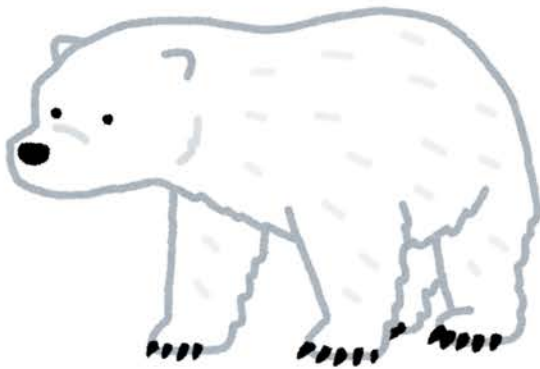
George went to the arctic.



George was happy at home.

Story Question: Level 1

1. Who is looking for a new home?



polar bear



penguin



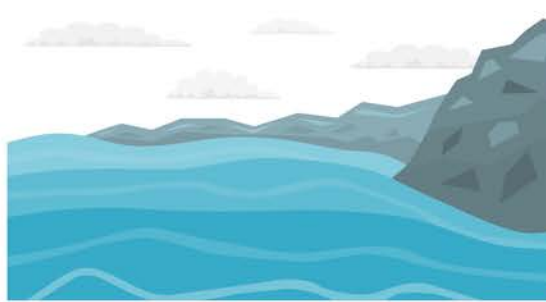
deer

Story Question: Level 1

2. Where does George live at the beginning of the story (first)?



jungle



sea



house

Story Question: Level 1

3. Where does George live at the end of the story (last)?



jungle



city

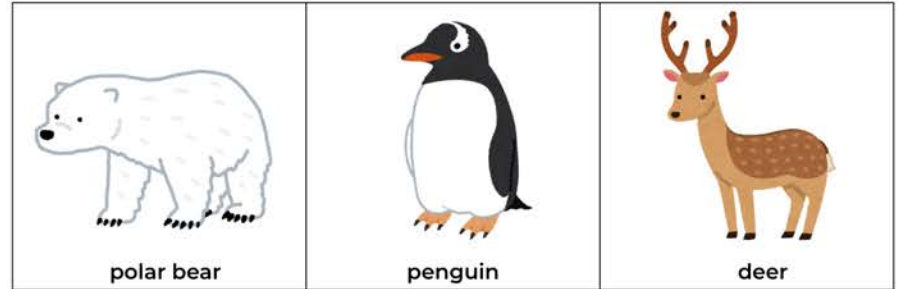


arctic

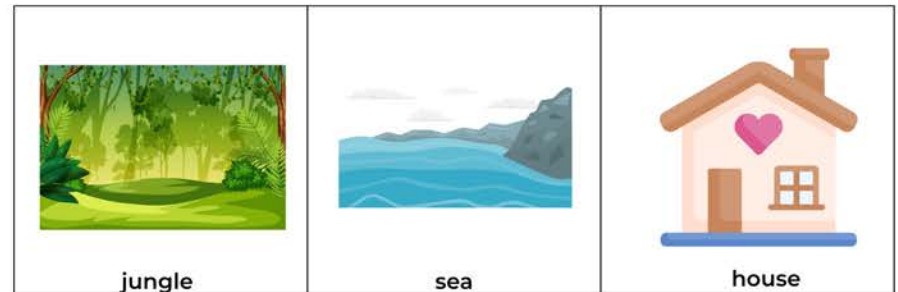
Story Question: Level 2

Circle the correct answer.

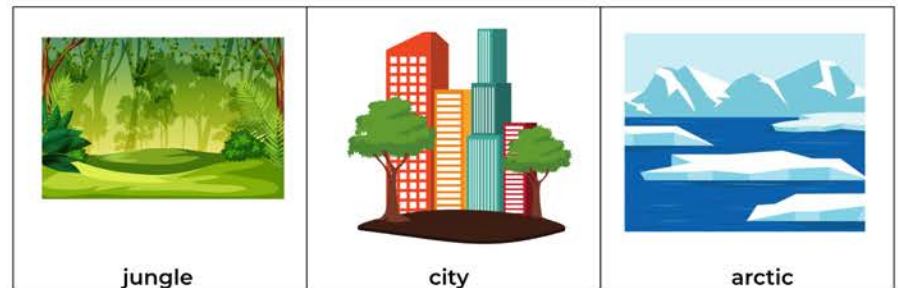
1. Who is looking for a new home?



2. Where does George live at the beginning of the story (first)?



3. Where does George live at the end of the story (last)?



Story Question: Level 3

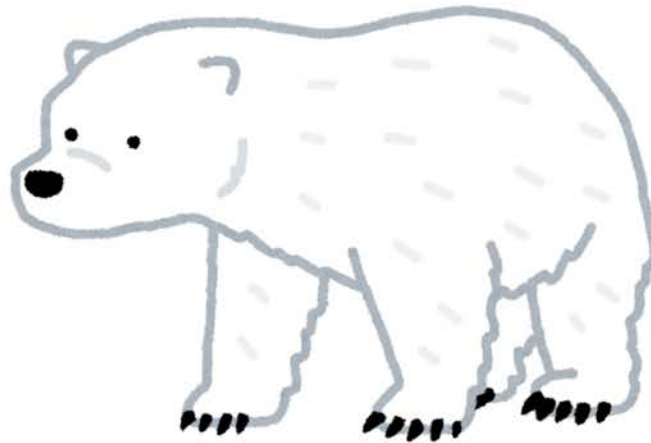
1. Who is looking for a new home?

2. Where does George live at the beginning of the story (first)?

3. Where does George live at the end of the story (last)?

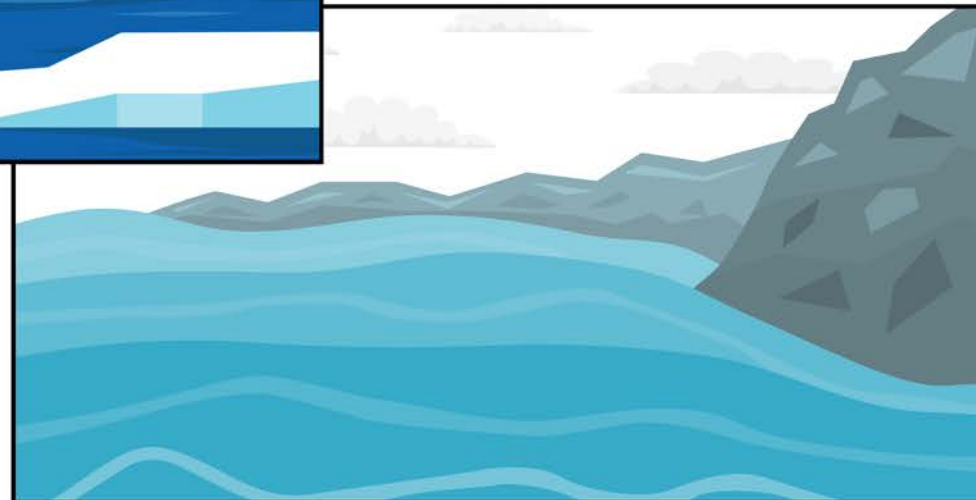
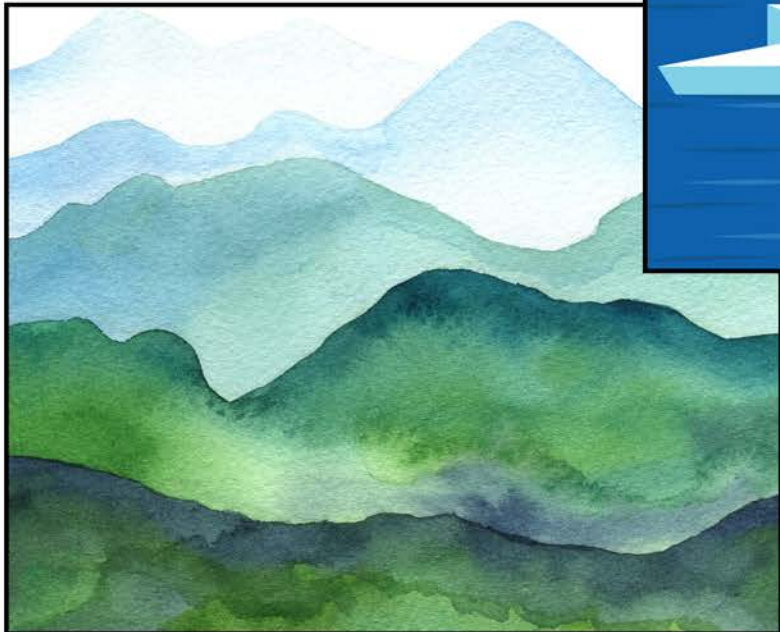
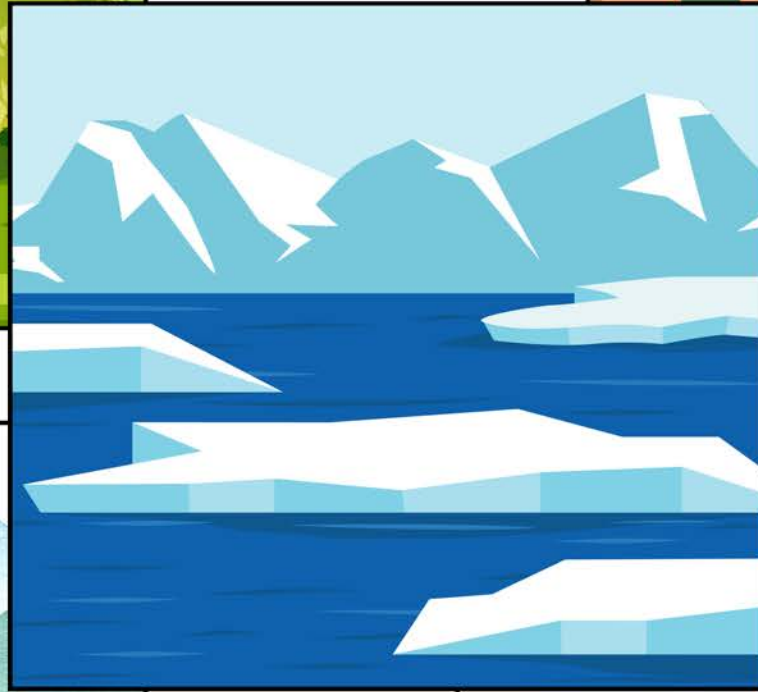
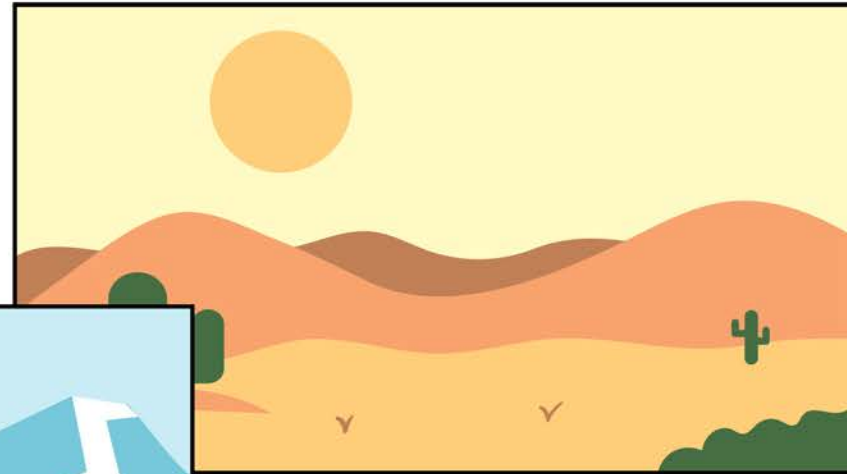
Story Retell Character

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!!



**George the
polar bear**

Story Retell Mat



Sort it out

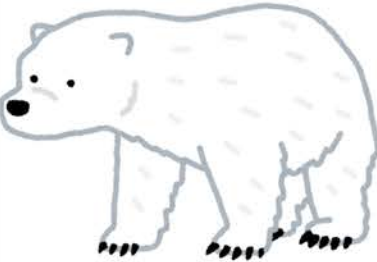


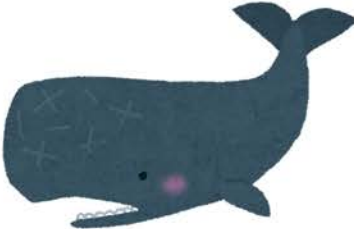



Cut out the items on the next page and place them in their category.

Places (Habitats)

Arctic Animals

Sorting Items

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

				
polar bear	penguin	seal	arctic fox	whale
				
arctic	jungle	desert	sea	mountains

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, arctic animals, nature, habitats, places)

Let's play with syllables!

1

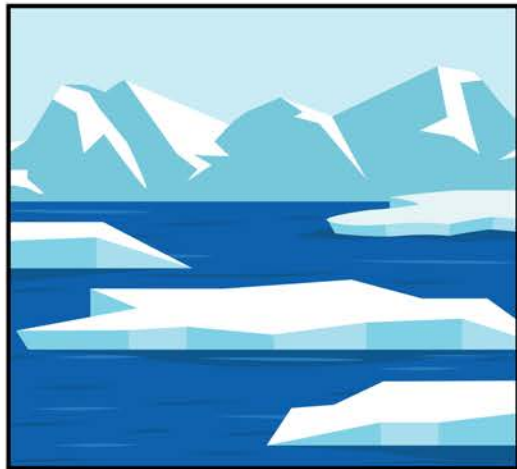
2

3

How many syllables are in each word?

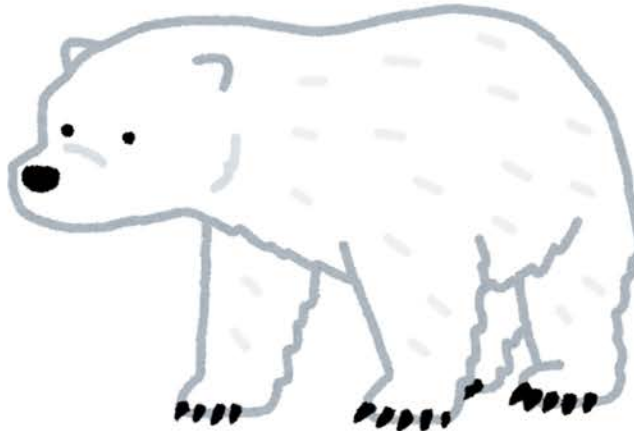
1. Say the word out loud, or in your head,
2. As you say the word slowly, clap each sound out or tap the dots,
3. Write your answer in the box, or choose the number at the top of the page!

arctic



Two red dots above a rectangular box with a question mark on the right side.

bear



One yellow dot above a rectangular box with a question mark on the right side.

jungle



Two green dots above a rectangular box with a question mark on the right side.

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.

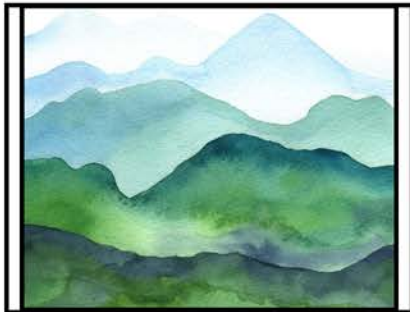
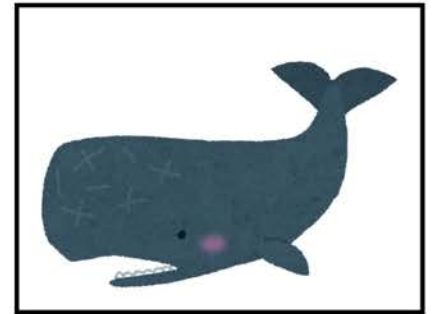
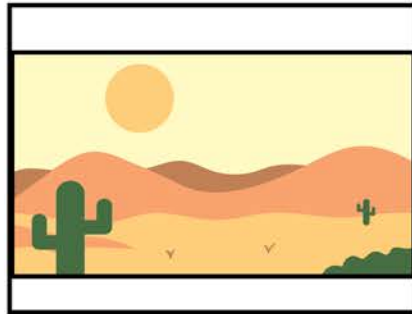
w

s

p

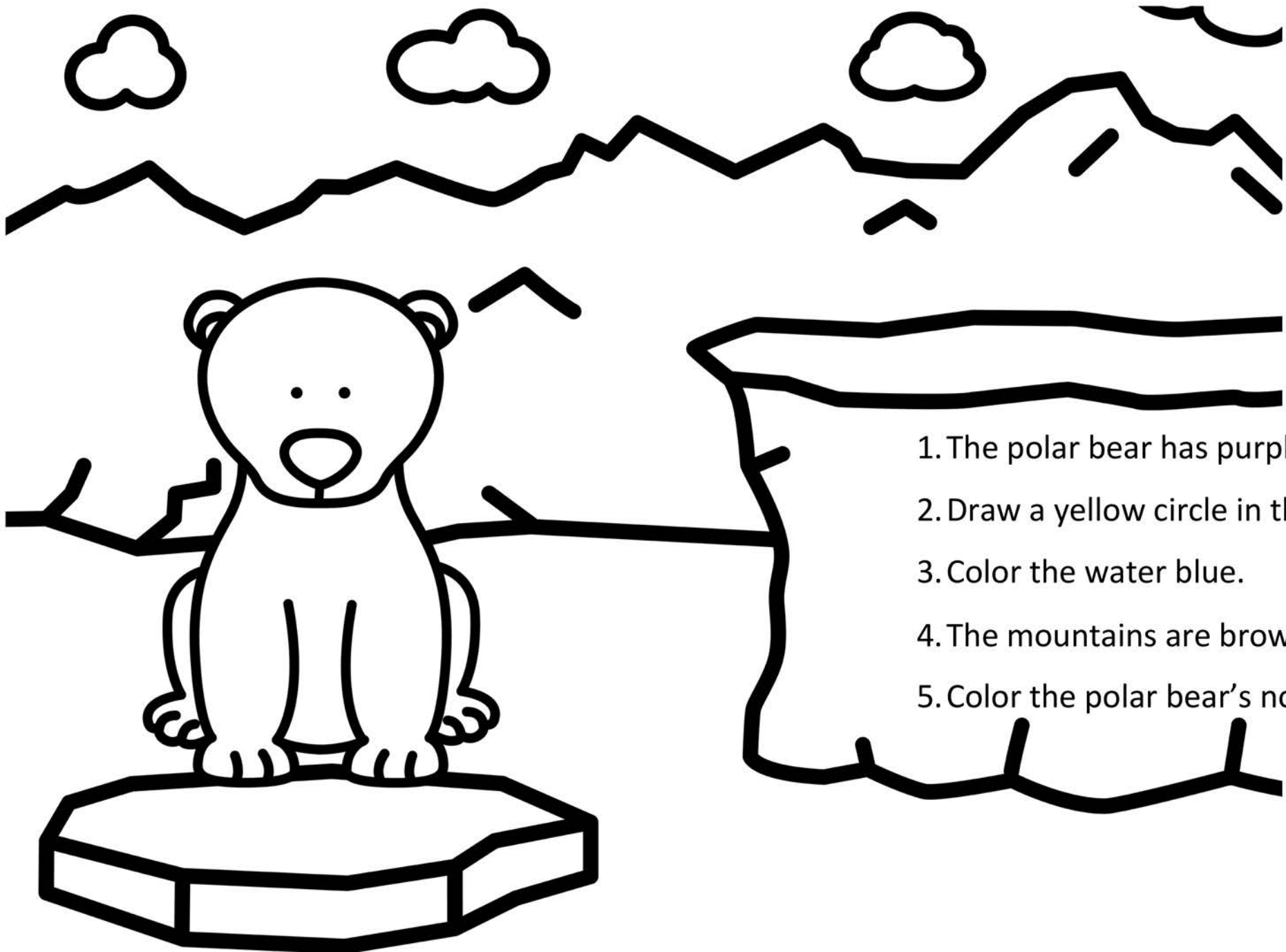
m

d



Options: seal, mountains, desert, penguin, whale

Let's Color!



1. The polar bear has purple ears.
2. Draw a yellow circle in the sky.
3. Color the water blue.
4. The mountains are brown.
5. Color the polar bear's nose black.

Fluency Practice (AAC Adapted)

This book doesn't have a specific repeated lines for choral reading during the story book reading. That doesn't mean we can't **add it ourselves!** Create a sentence strip for the sentence below. 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!

No place for home!



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!



My home is _____

Shared Writing Ending Choices



a house.



an apartment.



a mobile home.



a townhouse.



a basement apartment.



an R.V.

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 TD Snap 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, not, go, want, like, this

TD Snap 7x7 Pageset

The screenshot shows the TD Snap 7x7 Pageset app interface. At the top, there is a navigation bar with icons for back, home, search, and a 'Core Words' title. Below the navigation bar are buttons for 'Speak', a text input field, 'Clear', 'Delete', and 'Share'. The main area is a 7x7 grid of word tiles. The tiles are organized into categories: 'Back' (Back), 'Core Words' (Core Words), 'QuickFires' (QuickFires), 'Topics' (Topics), 'Keyboard' (Keyboard), 'Dashboard' (Dashboard), and 'Word Forms' (Word Forms). The words 'I', 'not', 'go', 'want', 'like', and 'this' are circled in the grid. The grid also includes tiles for 'what', 'is', 'tell', 'who', 'you', 'can', 'like', 'take', 'more', 'where', 'it', 'do', 'go', 'think', 'a', 'when', 'he', 'have', 'stop', 'see', 'and', 'why', 'she', 'help', 'put', 'say', 'the', 'how', 'we', 'will', 'get', 'find', 'that', 'Questions', 'People', 'give', 'make', 'Actions', and 'Punctuation'.

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.

Fringe Word Targets: ocean, mountain, desert, arctic

TD Snap 7x7

Related List: Geography

Speak

Clear

Delete

Share

Back

Core Words

QuickFires

Topics

Keyboard

Dashboard

No current Boardmaker activity

world

ocean

lake

river

mountain

island

All Word Lists

volcano

woods

desert

cave

north

east

Little Words

south

west

arctic

capital

coastline

equator

habitat

national park

rainforest

atlas

cliff

valley

grassland

pasture

peninsula

plains

plateau

region

territory

republic

geography

land

Word Forms

PRINT THIS PAGE, OR LOCATE THE CORE WORD PAGE ON THE STUDENT'S DEVICE: These words are typically found in All Words, Groups, or Things pages under Places, Nature or Geography. 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 *No Place Like Home*.

Here are some partner-modeled phrases using the core and fringe words I, not, go, want like, this, arctic, mountains, desert, and ocean. These align beautifully with the events and emotional moments in *No Place Like Home*. 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 (Rejecting Places)

- "I do not like this." → When the bear visits the desert or mountains
- "I do not want to go." → When facing an uncomfortable or strange place
- "I do not like the desert." → When it's too hot or dry
- "I do not want this." → When turning down a possible home
- "I not like ocean." → When the ocean doesn't feel right
- "I do not want to go to the arctic." → (If imagining leaving it)



Exploration or Decision-Making

- "I want to go to the mountains." → When trying new places
- "I like this!" → When something seems appealing
- "I want to go home." → Toward the end of the story
- "This is not my home." → Repeated refrain in the book
- "I go to the arctic." → Realizing where he belongs
- "I not like this desert." → Refusing the hot environment



Retelling or Perspective-Taking

- "He do not like the ocean." → When describing bear's reaction
- "They go to the desert." → Talking about part of the adventure
- "He not want this." → Recapping bear's feelings
- "He want to go home." → Summarizing the conclusion

If you enjoyed our **No Place Like Home** set,
check out our other **AAC Literature
Companions!**

