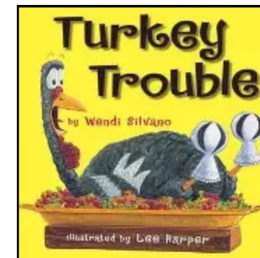




AAC Book Series Turkey Trouble



Materials and Prep:

by Wendi Silvano

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.
3. If students are using a high-tech AAC system, locate necessary vocabulary (e.g., animals) prior to activity.
4. Use Post-it notes to add prompt reminders (C-A-R) to each page of the book.

Vocabulary List

Farmer Jake
turkey
Thanksgiving
costume
horse
cow
pig
sheep
rooster
pizza
idea
Gobble Gobble

Repeated lines

How did you know
it was me?

His costume wasn't
bad.

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 see?").

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.

- **C**omment about something on the page (e.g., Poor Turkey!) and pause.
- **A**sk for participation and not specific question (e.g., "What do you think?") and pause.
- **R**espond - Observe students and attribute meaning to any communication attempt.

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

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

LOOK (LOOK at poor Turkey.)

MORE (Let's read MORE!)

GO (Where did Turkey GO?)

NOT (Turkey does NOT look happy.)

LIKE (Oh! I LIKE pizza!)

CAN (You CAN read the book.)

Day 4: Read the book again and then write about it (Predictable Chart Writing)

After reading the book, write a predictable chart about other things you could eat for Thanksgiving. Use the title "Our Thanksgiving Meal" and the starter phrase (stem) "We can eat _____." Allow each student to contribute to the chart using their AAC system (e.g., device or communication board) to choose a food item. Follow the 5-day chart strategy to create a classroom book.

Day 5: Read the book again and focus on alphabet and phonological awareness.

Explore the alphabet. Use the keyboard on the AAC system to type animal names. Highlight sounds and spelling. Introduce students to the word prediction row on their device. Write other words that start with the same sound (e.g., horse, home, hand, etc.).



See QR code on
p. 5 for more
details about
predictable
charts.



Preschool Book Kits - Turkey Trouble



Turkey



horse



sheep



costume



Farmer Jake



cow



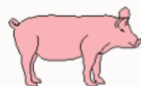
rooster



pizza



Gobble Gobble



pig



idea



Thanksgiving



Oh no!



turn the page



fun



don't like



Preschool Book Kits - Turkey Trouble



Turkey



costume



Farmer Jake



idea



pizza

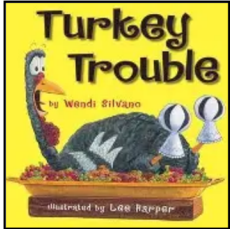


Oh no!



AAC Book Series Turkey Trouble

by Wendi Silvano



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.

- Let's read a book about TURKEY troubles.
- Let's TURN THE PAGE.
- TURKEY made a COSTUME.
- TURKEY had an IDEA!
- OH NO! Poor TURKEY. GOBBLE GOBBLE.
- TURKEY is trying to look like a <animal>!
- They had PIZZA for THANKSGIVING!
- His COSTUME wasn't bad.
- FARMER JAKE is looking for TURKEY.

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.

--	--	--	--	--	--	--	--	--	--

Notes:

☐

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

--	--	--	--	--	--	--	--	--	--

Notes:

☐

Student will _____

--	--	--	--	--	--	--	--	--	--

Notes:

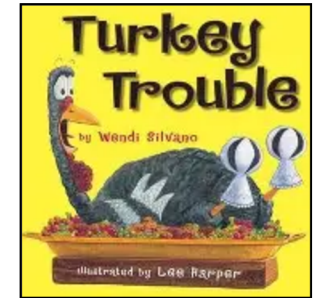
Informant Initials: _____



AAC Book Series

Turkey Trouble

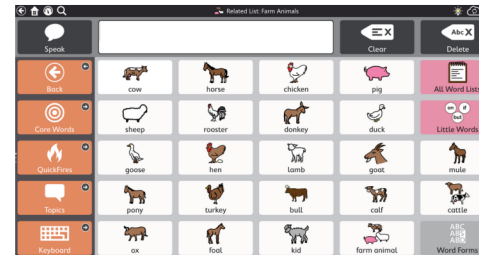
by Wendi Silvano



Where is my vocabulary in TD Snap?



All Word List > Animals



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

Learn more about
Predictable Chart
Writing here



Learn more about
Shared Reading here



Use the included book vocabulary board in combination with the core page on the student's AAC device. Here are some ideas for incorporating core vocabulary:

- I really **LIKE** this book.
- **DO** you **WANT** to see?
- Let's **GO** to the next page to see what happens next.
- Can you **HELP** me turn the page?
- What do **YOU** think?
- I **LIKE** this book. I want to read **MORE!**

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 _____

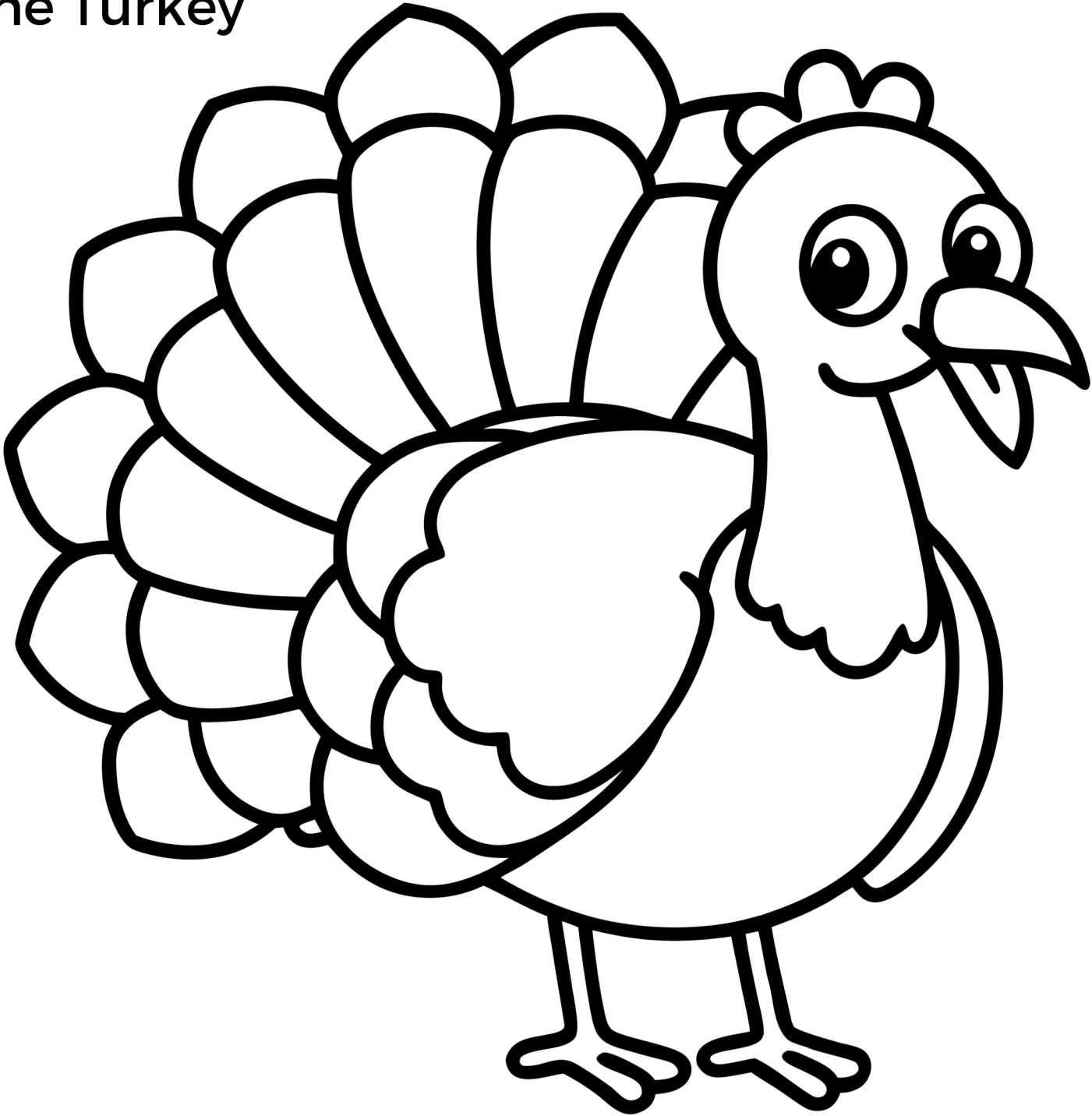
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Notes:

Informant Initials: _____

fold

Color the Turkey



Name: _____

Use this colors communication board during the Color the Turkey activity to allow students to make choices and talk about colors.

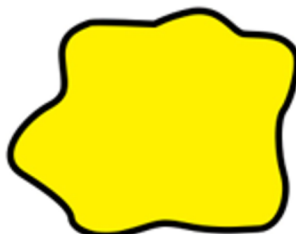


Circle Time- Colors

Pre-K



red



yellow



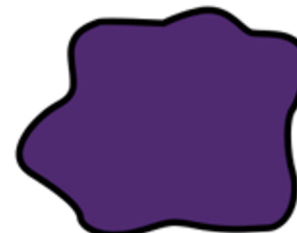
blue



green



orange



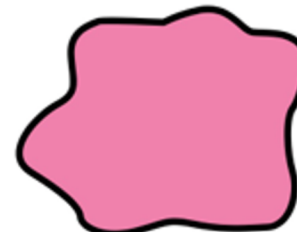
purple



brown



black



pink