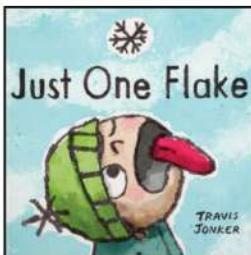




# AAC Book Series

## Just One Flake

by Travis Jonker



### Vocabulary List

he  
it  
catch  
snowflake  
tongue  
snowman  
fast  
snow  
one  
here  
not  
make  
Whoa  
hot chocolate

### Repeated lines

none

### Materials and Prep:

1. Print a communication board for each student. This can be used in combination with a core board.
2. If students are using a high-tech AAC system, locate necessary vocabulary (e.g., animals) prior to activity.
3. 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 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.

- **Comment** about something on the page (e.g., Look at that <animal name>!)
- **Ask** for participation and not specific question (e.g., “What do you think?”)
- **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. His tongue is out.)    **MORE** (Let's read more!)

**NOT** (He did not catch one.)    **LIKE** (I like snowflakes!)

**WANT** (He wants to catch one.)

**HE** (He can do it!)

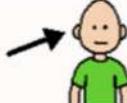
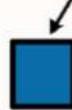
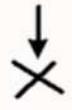
### Day 4: Read the book again and then write about it.

After reading the book, write a classroom story about snowflakes using Predictive Chart Writing strategies (see p. 4). Use the title “I love snowflakes” and the starter phrase “Snowflakes are \_\_\_\_\_. Use describing words on students’ AAC devices (or use describing cards on p. 6) and let students pick the word to complete their sentence. Write student’s name next to their contribution.

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

Use the “Do you hear the sound?” worksheet on p. 8 to help students identify words with the /s/ sound in the initial, medial, and final position of words. Write the word on chart paper and underline the sound. Explore the /s/ letter on the AAC device keyboard and use the word prediction buttons to explore additional words that start with /s/.

## Preschool Book - Just One Flake

 He	 catch	 snowflake	 1
 it	 here	 tongue	 whoa
 not	 make	 snowman	 hot chocolate
 Oh no!	 turn the page	 funny	 don't like



## Preschool Book - Just One Flake



**snowflake**



**one**



**snowman**



**tongue**



**hot chocolate**



**Oh no!**

Photo board provided for students who require more concrete symbols.



## AAC Book Series **Just One Flake** by Travis Jonker



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.

- So many **SNOWFLAKES**.
- He wants to **CATCH ONE** on his **TONGUE**.
- He wants to **CATCH** it **HERE** (point to your tongue)
- Let's **TURN THE PAGE**.
- I like **SNOWFLAKES**.
- **HE** will **MAKE** a **SNOWMAN**.
- **WHOA!**
- **HE** can **NOT CATCH IT**.
- I love **HOT CHOCOLATE**.

### 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:

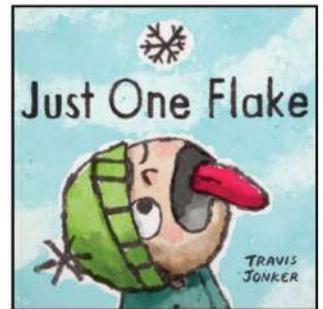
Informant Initials: \_\_\_\_\_



# AAC Book Series

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### Where is my vocabulary in TD Snap?

Core > Descriptions

All Word Lists > Weather > Weather Words



**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 on the animals page.



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 \_\_\_\_\_  
\_\_\_\_\_

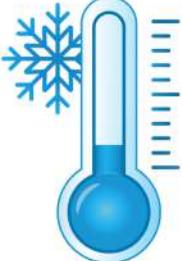


Notes:

Informant Initials: \_\_\_\_\_

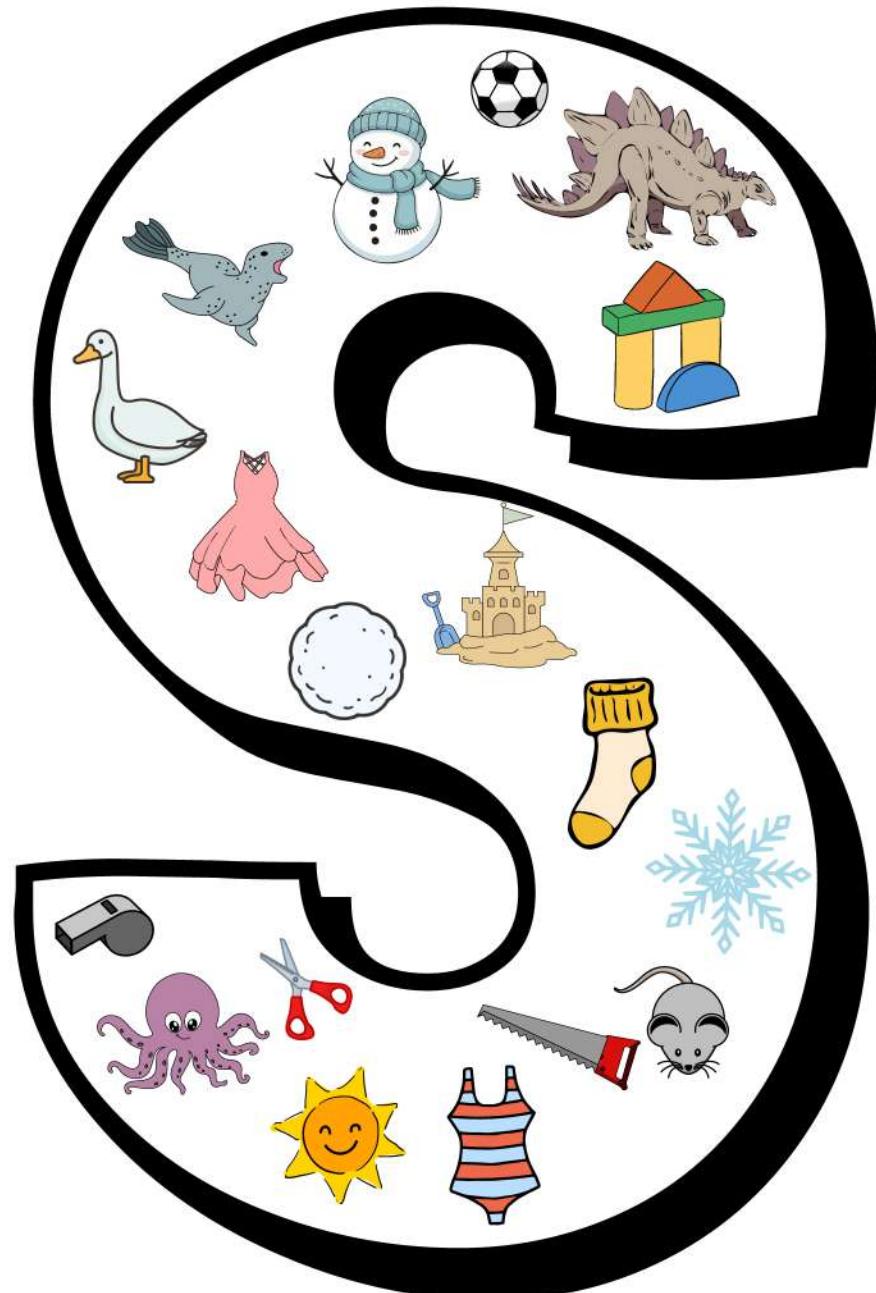
fold

# Snowflake Describing Words

 cold	 sparkly	 white	 fluffy
 small	 fragile	 icy	 quiet
 magical	 wintery	 blustery	 frozen rain

# Do you hear the /s/ sound?

Help students identify and express words that have an "S" sound in the initial, medial, and final position of words. Write each word on chart paper and underline the letter "S." Explore the "S" key on the keyboard.



Name: \_\_\_\_\_



## Counting Activity



1

2

3

4

5

## Credits

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If you enjoyed our Polar Bear book,  
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