

Today I Feel Silly by Jamie Less Curtis

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

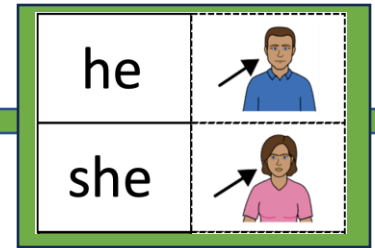


Pro Tip! Some of these activities can be done independently, but they are not really meant for that! We want partners talking to the students, modeling language and AAC, as you work cooperatively with your student. Our main goal is teaching communication during familiar worksheet-based activities! www.dtaschools.com

Winter 2025 Update!

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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 the text. If they need help, 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.

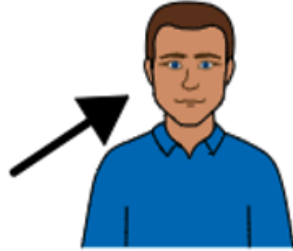
Make

Make a sentence by arranging the word cards to describe!! "Put on clothes"

Word Cards

Cut out each word and picture set. Fold on the center line. Laminate so that the text is on the front and the picture is on the back.

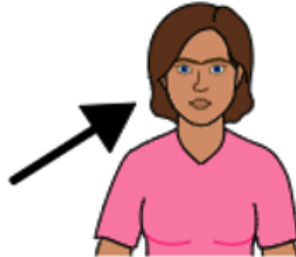
he



you



she



like



I



why



Word Cards

Cut out each word and picture set. Fold on the center line. Laminate so that the text is on the front and the picture is on the back.

not



happy



sad



silly



mad



excited



Symbol Vocabulary

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

| | | | |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  <p>grumpy</p> |  <p>mad</p> |  <p>excited</p> |  <p>happy</p> |
|  <p>bored</p> |  <p>scared</p> |  <p>silly</p> |  <p>sad</p> |
|  <p>calm</p> |  <p>nervous</p> |  <p>angry</p> |  <p>little girl</p> |

Zones of Regulation

Sort the students' feelings to match the color in each zone.

Blue Zone

Green Zone

Yellow Zone

Red Zone

Zones of Regulation

Sort the students' feelings to match the color in each zone.

Level 1: Color cues

| | | | |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Sad  | Happy  | Nervous  | Excited  |
| Bored  | Calm  | Silly  | Angry  |

Zones of Regulation

Sort the students' feelings to match the color in each zone.

Level 1: Color cues

| | | | |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Sad  | Happy  | Nervous  | Excited  |
| Bored  | Calm  | Silly  | Angry  |

Zones of Regulation-Teacher Cues

| Blue Zone | Green Zone | Yellow Zone | Red Zone |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <p>Low states of alertness (e.g., sad, tired, sick, bored)</p> | <p>Optimal state for learning and socializing (e.g., happy, calm, focused, ready to learn)</p> | <p>Heightened alertness with some loss of control (e.g., frustrated, excited, anxious, wiggly)</p> | <p>Extreme states of alertness and loss of control (e.g., anger, terror, elation, out of control)</p> |

Story Question: Level 1

Communication Partners: We recommend Level 1 for students listening to a question read aloud by a partner and choosing an answer from a field of 3 pictures or symbols. Answers can be given verbally, by pointing, or using AAC!

1. Who is the main character?

teacher



Little Girl

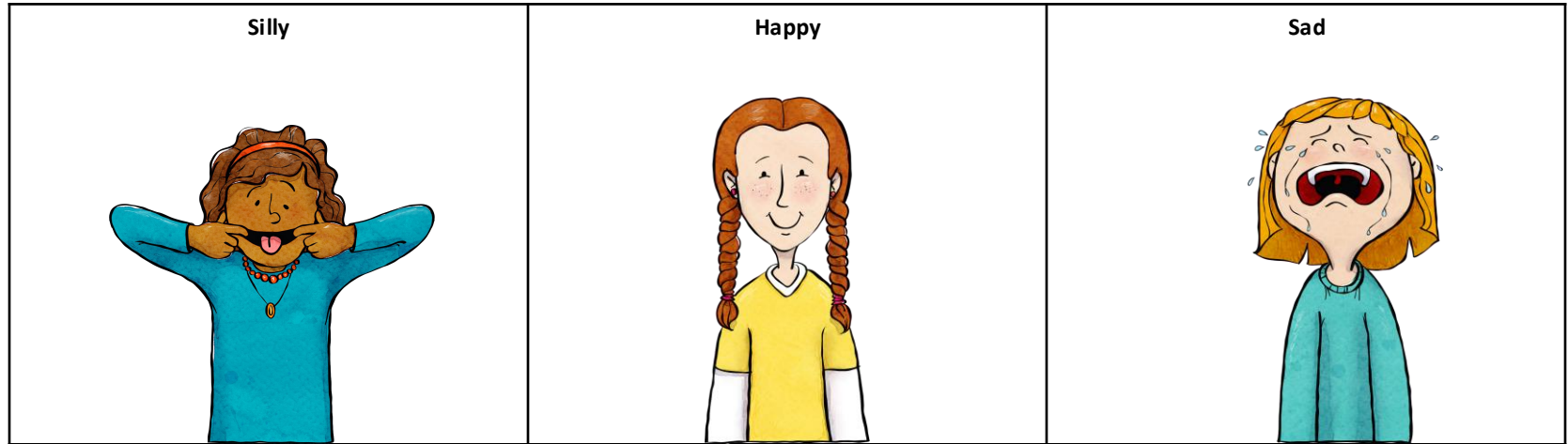


fox



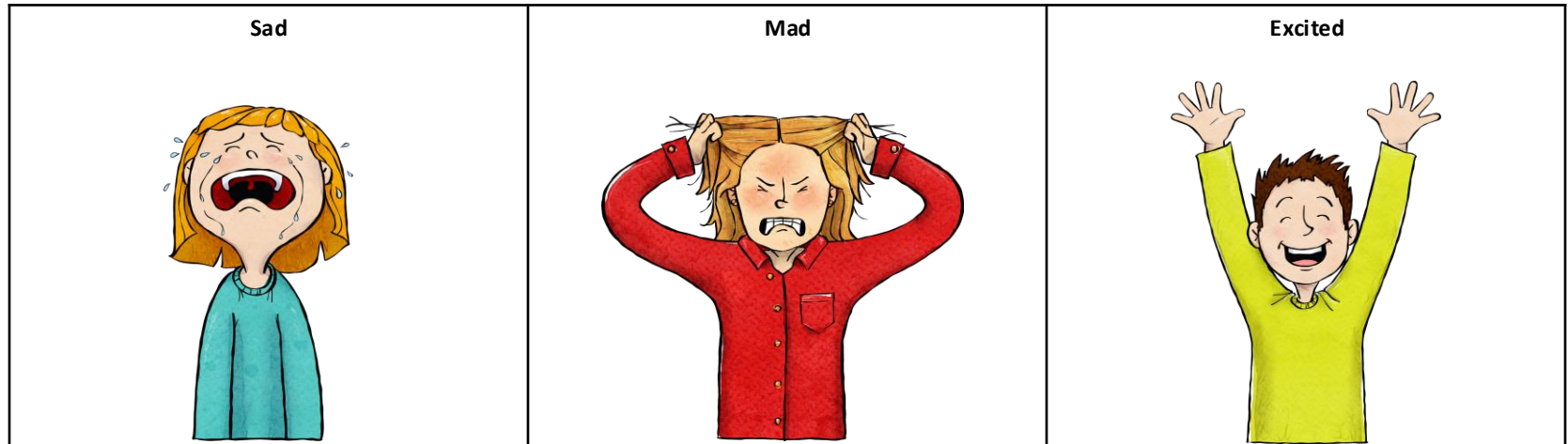
Story Question: Level 1

2. How did the little girl feel when her friends did not invite her to play?



Story Question: Level 1

3. How did the little girl feel when she got to sell cookies and lemonade at the park?



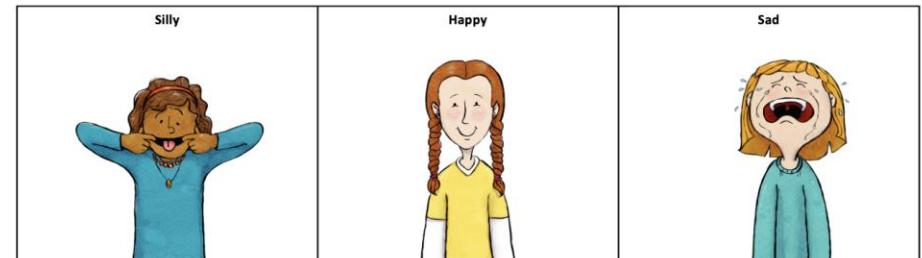
Story Question: Level 2

Communication Partners: We recommend using Level 2 as a listening comprehension task as an adult reads the question for the student. The symbols will support understanding of the spoken word!

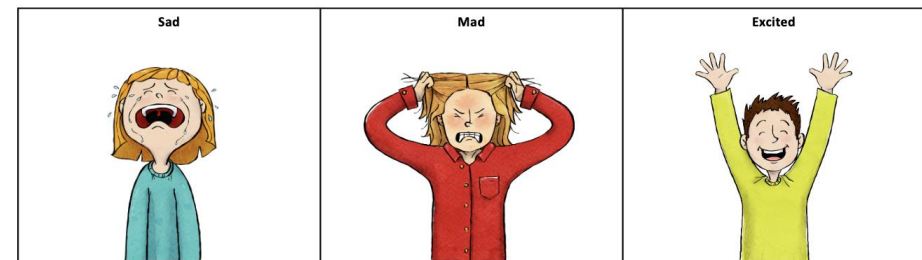
1. Who is the main character?



2. How did the little girl feel when her friends did not invite her to play?



3. How did the little girl feel when she got to sell cookies and lemonade at the park?



Story Question: Level 3

Communication Partners: We recommend using Level 3 for literacy learning and students who are reading to learn. There are no symbols present on this level!

1. Who is the main character?

2. How did the little girl feel when her friends did not invite her to play?

3. How did the little girl feel when she got to sell cookies and lemonade at the park?

Sort it out

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

Kitchen Items



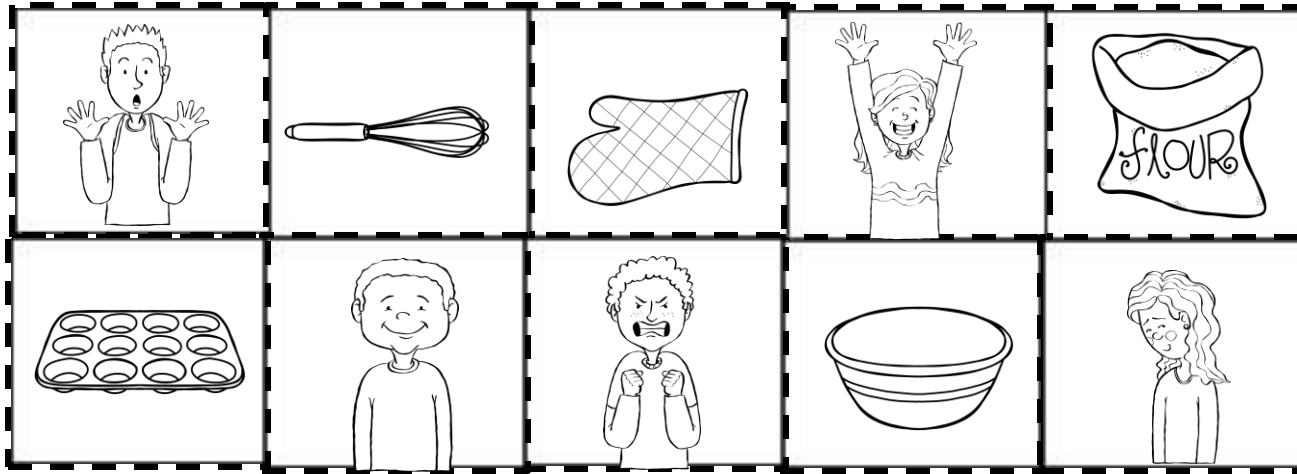
Feelings



Sort it out

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

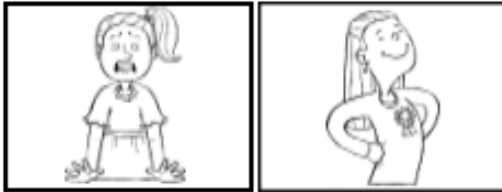
Communication Pro Tip: Adult partners, point these symbols out on the student's AAC device, board, or book! Wait to see if your student will try it, too!



Let's play with words

Read the sentence and circle the picture to match the meaning.

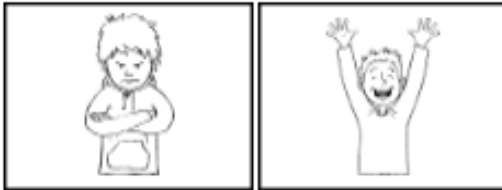
She is proud.



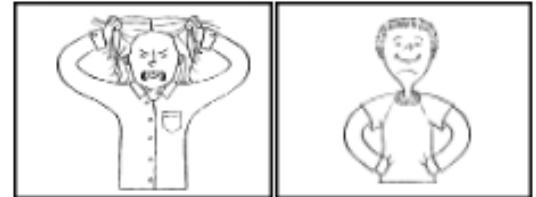
I feel calm.



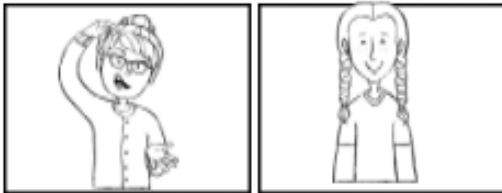
He is excited.



The girl is frustrated.



I feel confused.

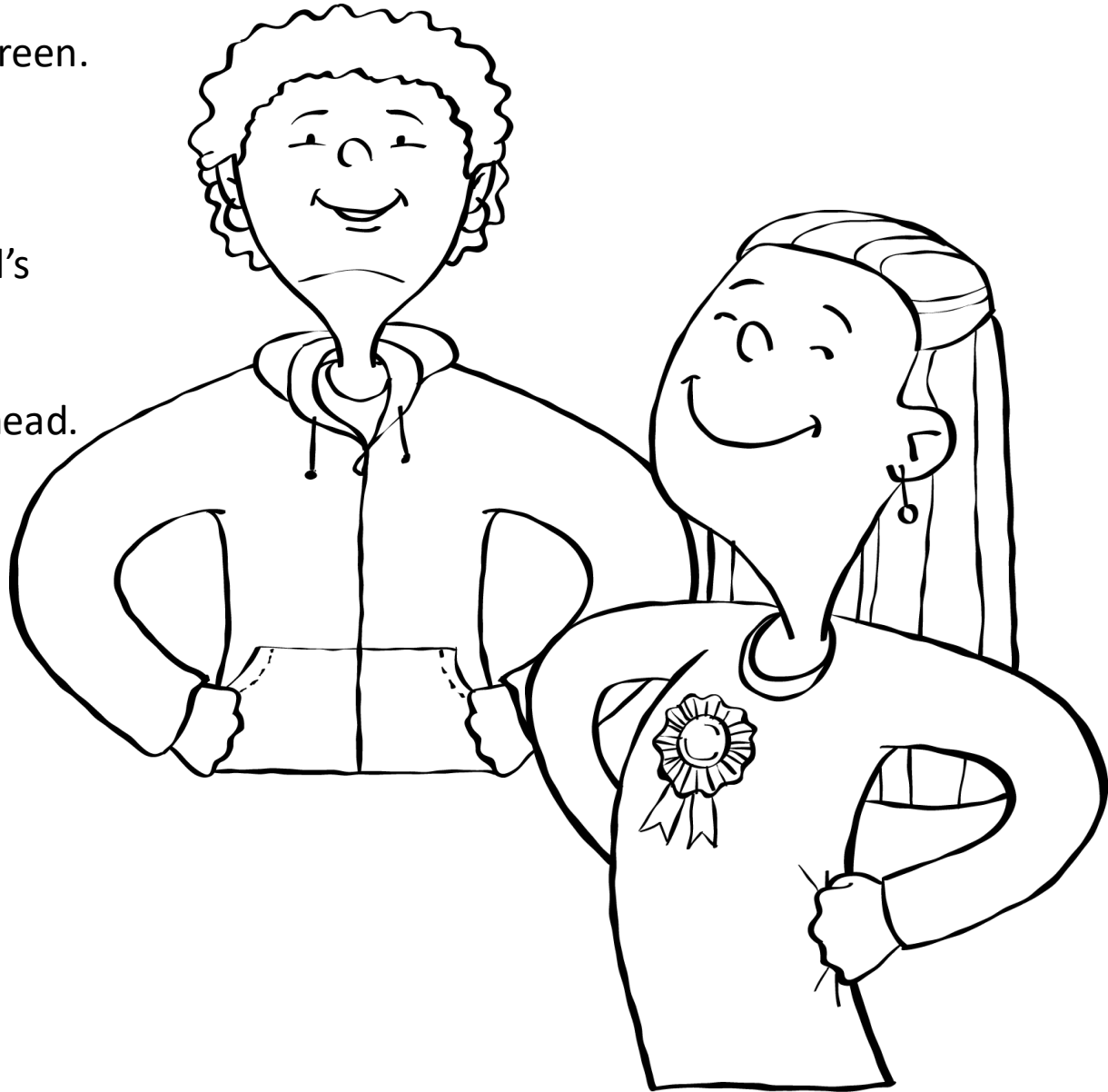


The boy is happy.



Let's color!

1. Color the boy's sweatshirt green.
2. The girl has brown hair.
3. Draw a circle around the girl's ribbon.
4. Put a red bow on the girl's head.
5. Color the boy's hair blue.



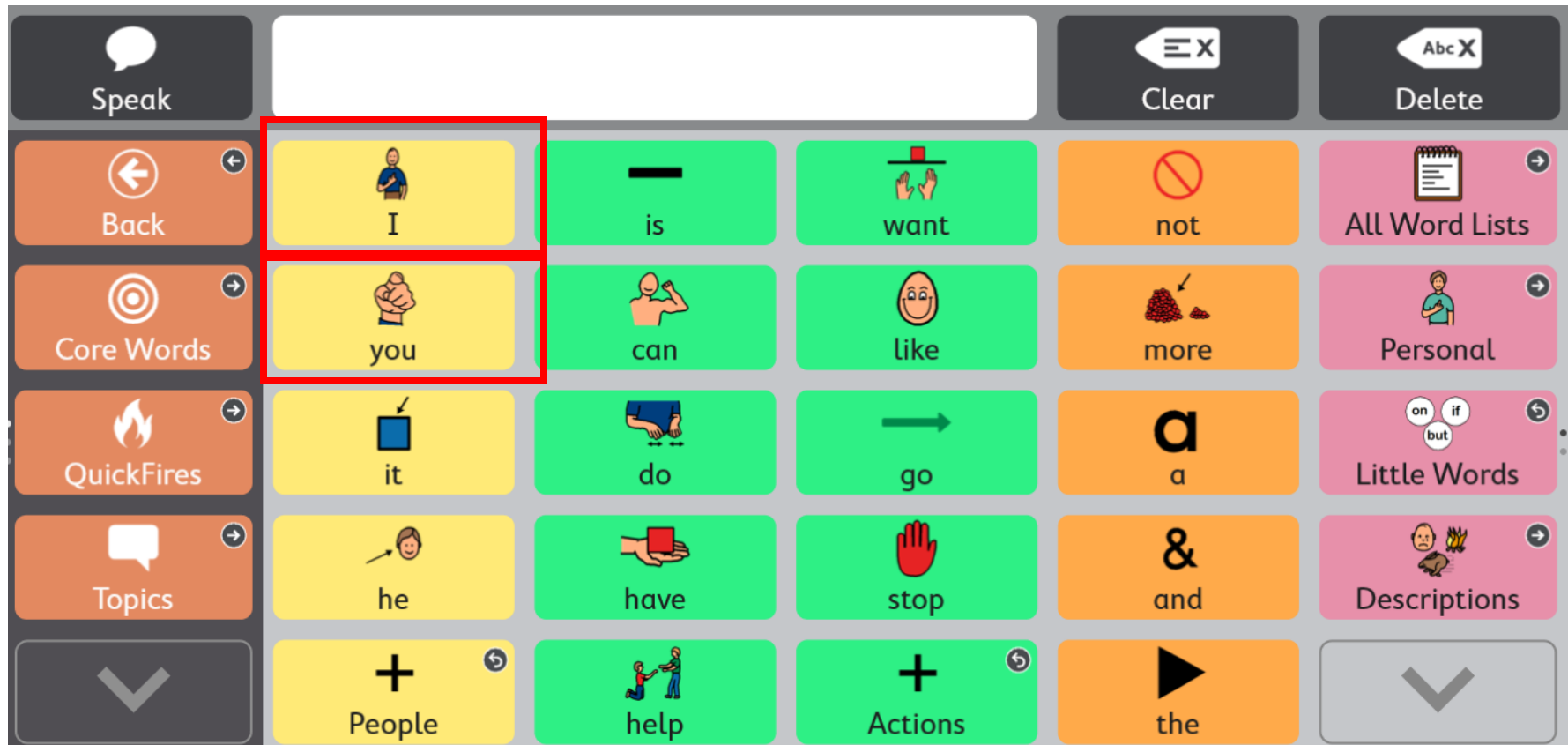
AAC Partner Guides

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 ideas for how to use the main core word targets at the top of each page. At the bottom of the page, there are ideas how to use the other 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?"

Core Word Targets: I, you



Core Word Expansion: *Talk about how you feel using the word “I” and “you” after you read the story. “I feel happy.” Ask your student “How do you feel?” Wait to see if they use “I” to tell “you!”*

Core Word Target: "why"

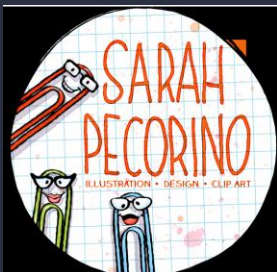
Core Word Target "What?" "What" will happen next? "What" does the gingerbread baby say? "What" does Matti make?

The image shows a communication app interface with a grid of buttons. On the left is a vertical sidebar with four orange buttons: 'Speak' (speech bubble icon), 'Back' (left arrow icon), 'Core Words' (target icon), and 'QuickFires' (flame icon). Below these are two more orange buttons: 'Topics' (speech bubble icon) and a grey button with a downward arrow. The main area is a grid of word buttons. The first row has a 'Clear' button (three lines and an X) and a 'Delete' button (ABC and an X). The grid contains the following words: 'what' (question mark in a box), 'who' (head with question mark), 'where' (question mark with arrows), 'why' (question mark in a diamond, highlighted with a red box), 'how' (question mark in a triangle), 'which' (question mark in a box), 'when' (clock face), 'she' (woman icon), 'we' (two faces), 'my' (person with tag), 'tell' (two people), 'need' (hand pointing down), 'take' (two people), 'know' (person at desk), 'think' (head with gears), 'come' (person walking), 'see' (eye with arrow), 'let' (hand releasing), 'try' (two hands), 'put' (hand putting object), 'say' (mouth with speech bubble), and 'feel' (two faces). The grid is flanked by grey buttons with upward and downward arrows.

Core Word Expansion: Talk about the story using the other core words! Use the word "why" throughout the day when reading other stories or talking about the environment. "Why did we go to the cafeteria?" or "Why did we get our backpack?"

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check out our literature bundles and DTA Schools
website membership!

Credits:



Emotions clip art



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