

Today I Feel Silly

by Jamie Less Curtis

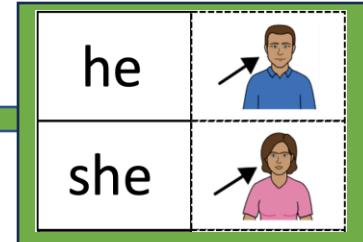
A Book Companion for
language expansion, literacy
learning and LOTS of
communicating!



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!

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.

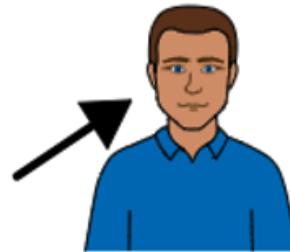
Make

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.

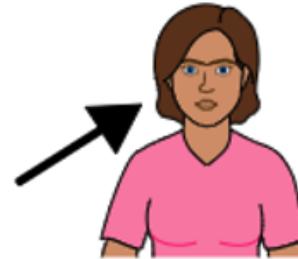
he



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



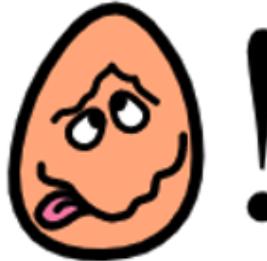
happy



sad



silly



mad

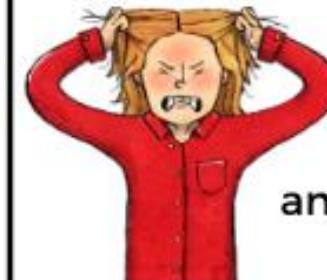


excited



Symbol Vocabulary

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

 grumpy	 mad	 excited	 happy
 bored	 scared	 silly	 sad
 calm	 nervous	 angry	 little girl

Zones of Regulation

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

Blue Zone

Green Zone

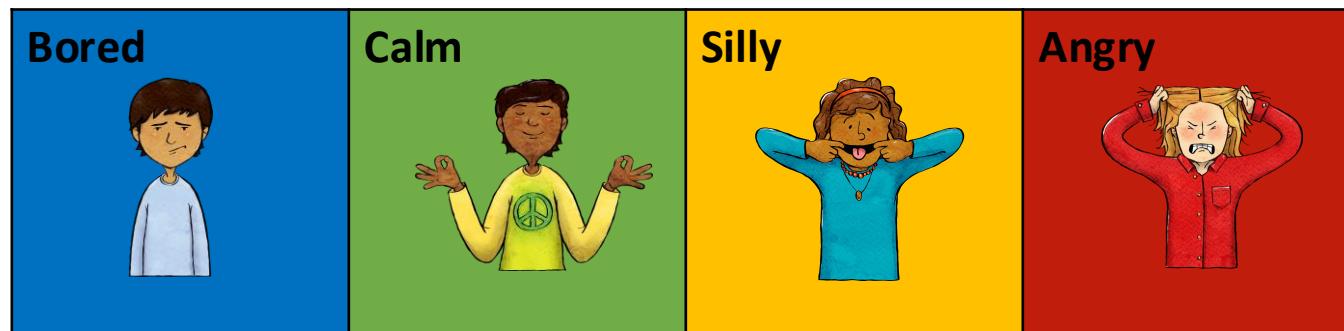
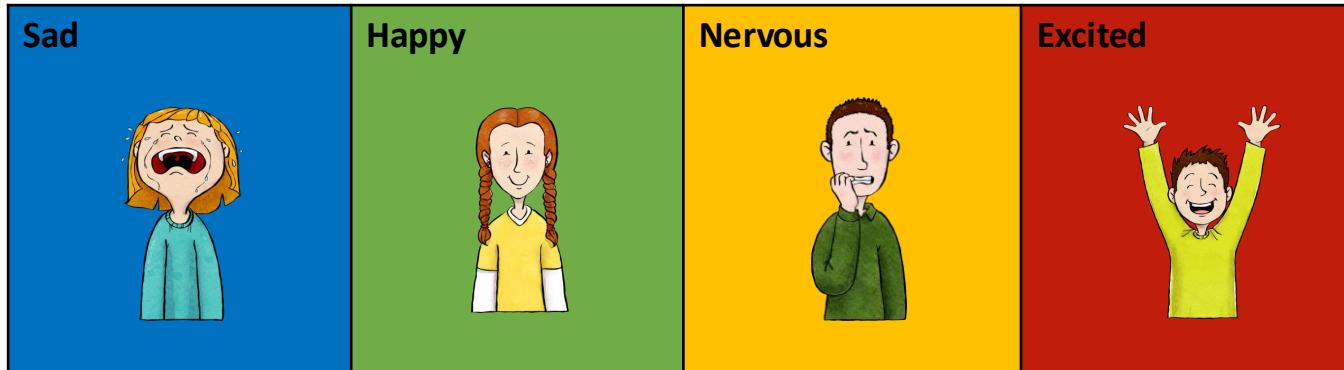
Yellow Zone

Red Zone

Zones of Regulation

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

Level 1: Color cues



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 

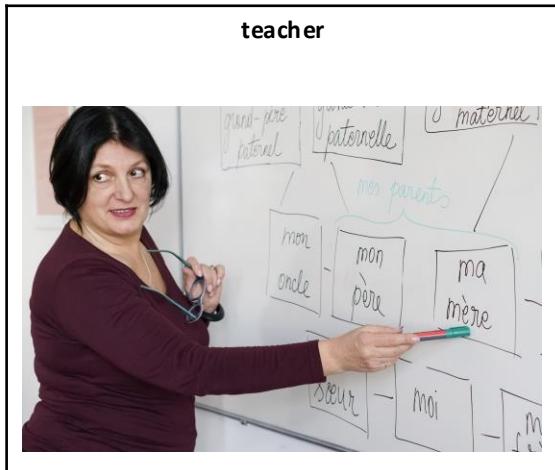
Zones of Regulation-Teacher Cues

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

Story Question: Level 1

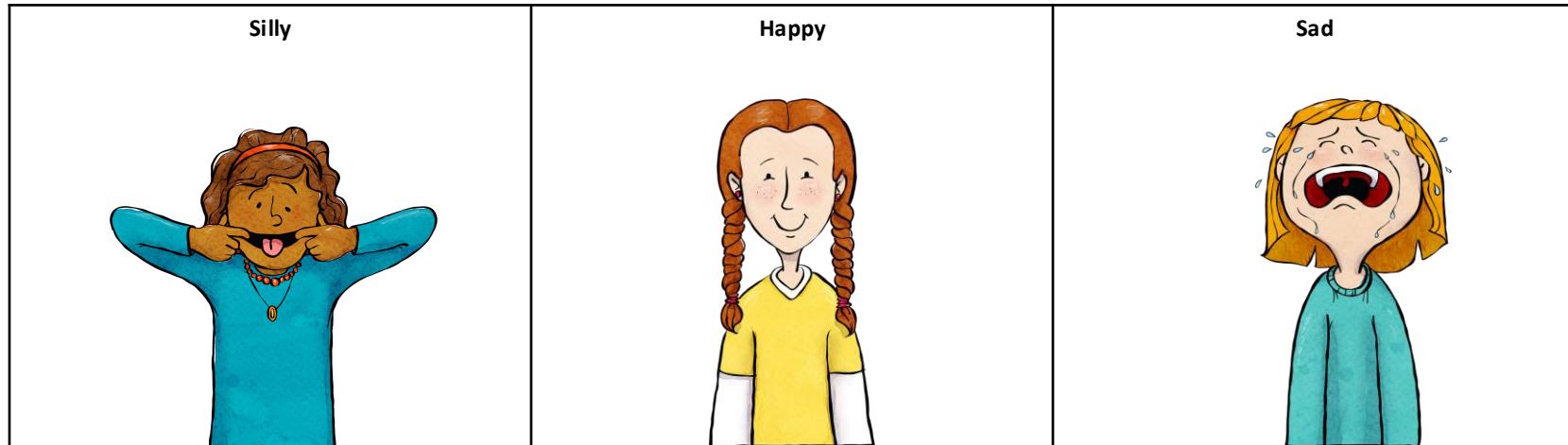
Communication Partners: We recommend Level 1 for students listening to a question read aloud by a partner and choosing an answer from a field of 3 pictures or symbols. Answers can be given verbally, by pointing, or using AAC!

1. Who is the main character?



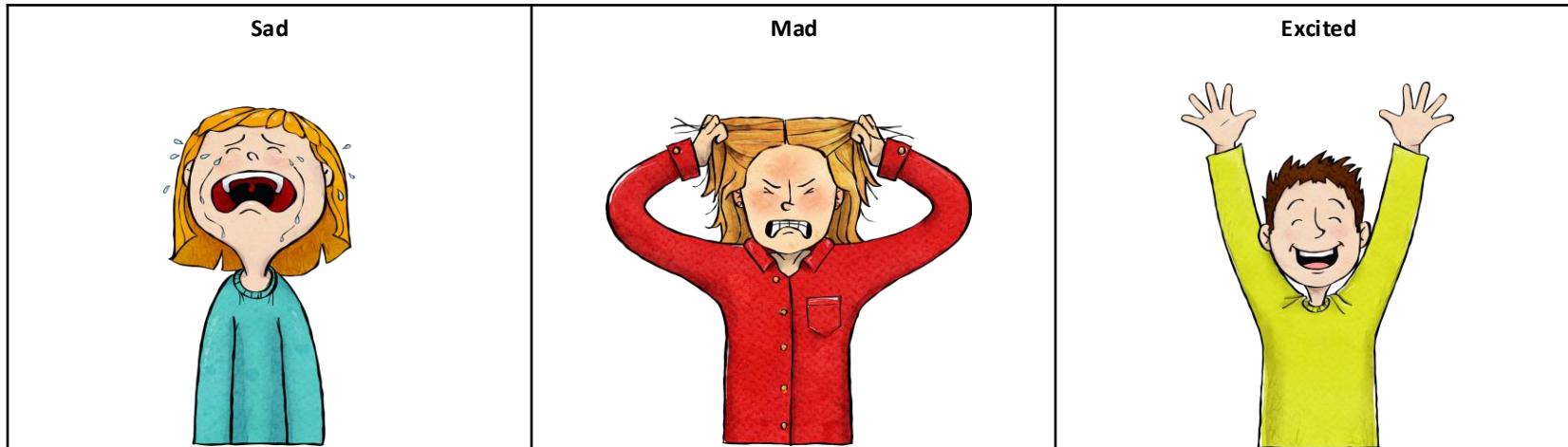
Story Question: Level 1

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?



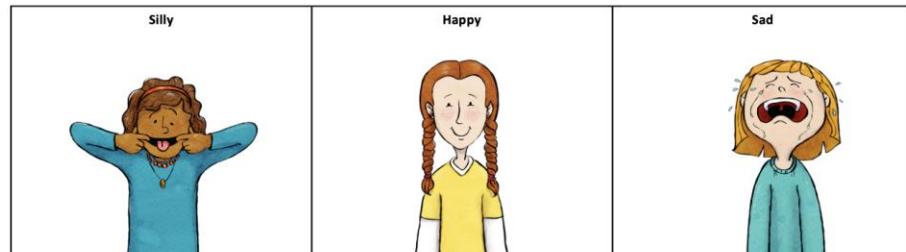
Story Question: Level 2

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!

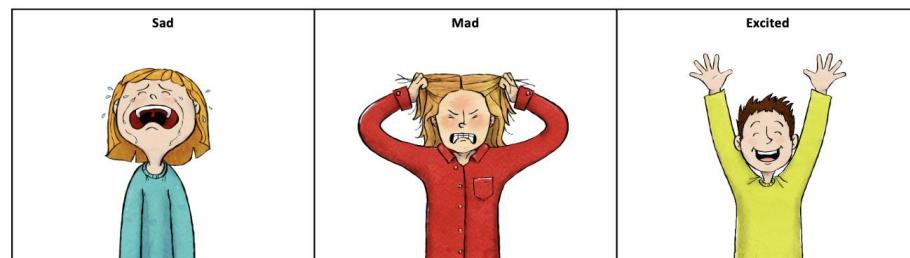
1. Who is the main character?



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?

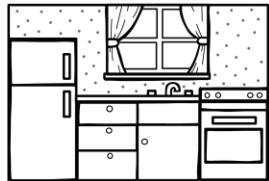
2. How did the little girl feel when her friends did not invite her to play?

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



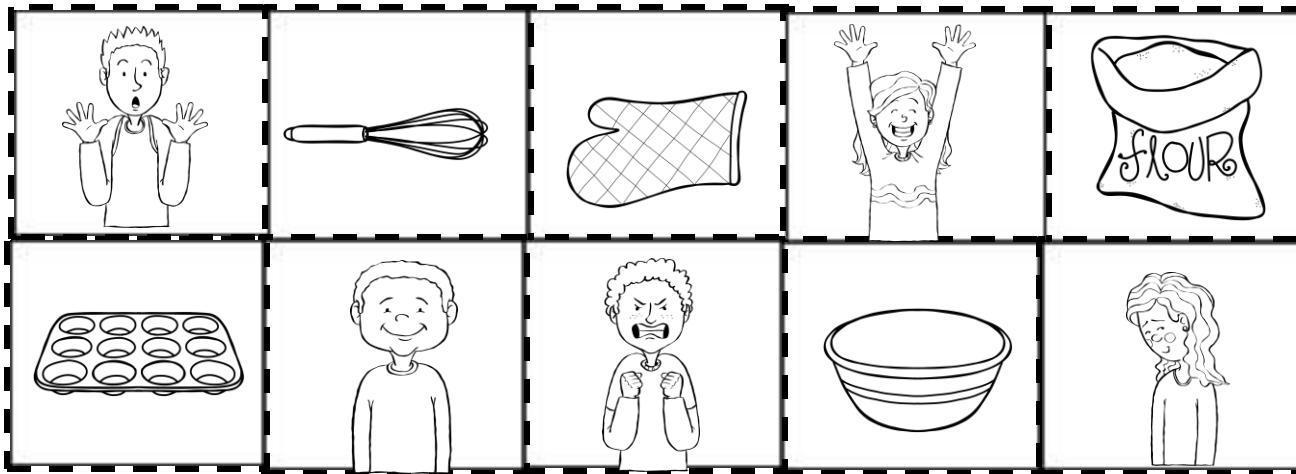
Feelings



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.



He is excited.



I feel confused.



I feel calm.



The girl is frustrated.

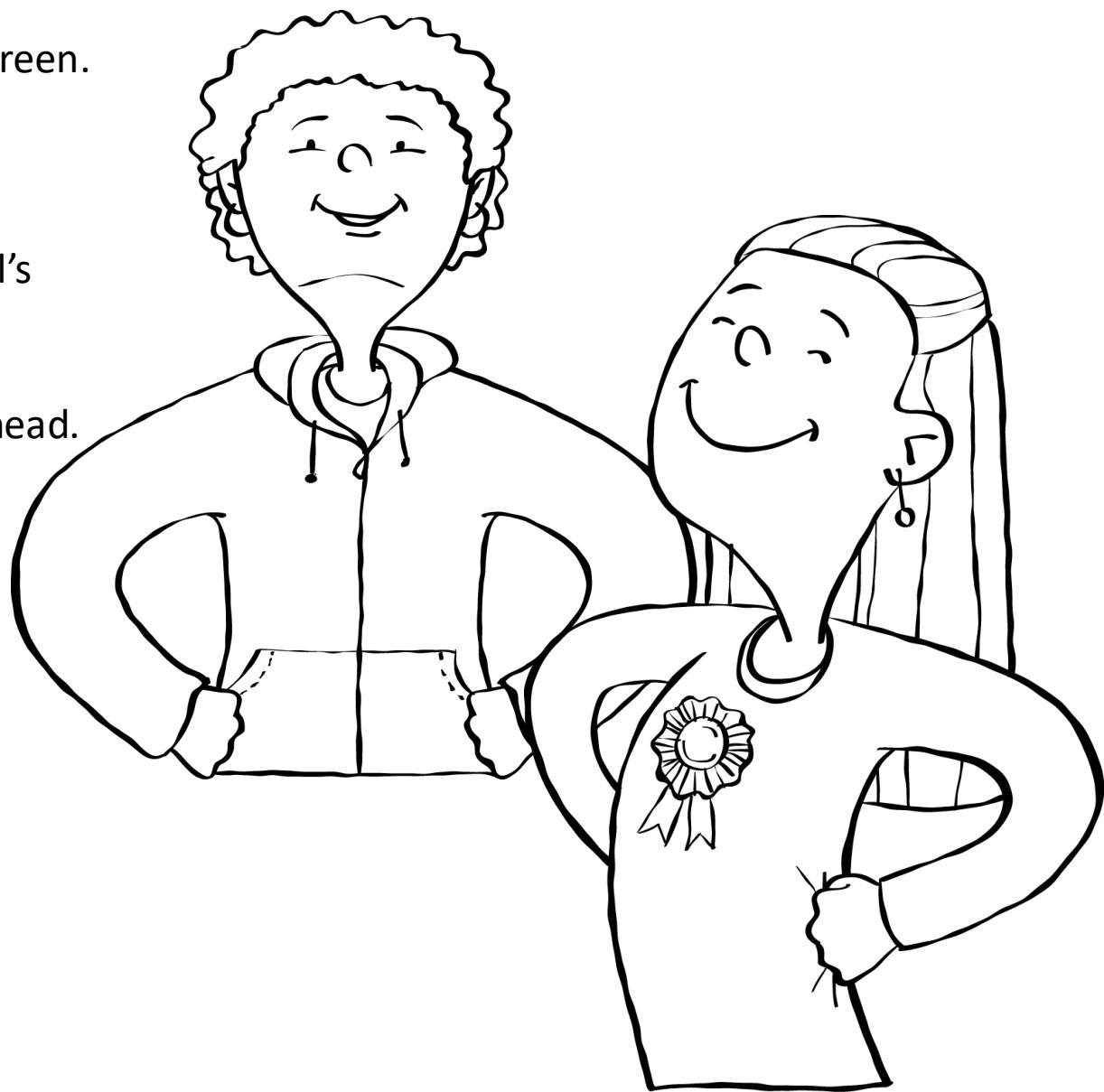


The boy is happy.



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



The image shows a communication board interface with a grid of core words. The words are arranged in a 4x5 grid. The first two columns are highlighted with a red box. The first row contains 'I' and 'you'. The second row contains 'is' and 'want'. The third row contains 'can' and 'like'. The fourth row contains 'more' and 'Personal'. The fifth row contains 'a' and 'Little Words'. The sixth row contains 'and' and 'Descriptions'. The seventh row contains 'the' and an empty slot. The board includes a toolbar with 'Speak', 'Back', 'Core Words', 'QuickFires', 'Topics', and a checkmark icon. There are also buttons for 'Clear' and 'Delete' at the top right.

Icon	Word	Icon	Word	Icon	Word	Icon	Word	Icon	Word
Person	I	Bar	is	Hand	want	Prohibited	not	Notebook	All Word Lists
Person	you	Person	can	Person	like	Food	more	Person	Personal
Box	it	Person	do	Arrow	go	Letter	a	On/Off	Little Words
Person	he	Hand	have	Hand	stop	And	and	Person	Descriptions
Plus	People	Person	help	Plus	Actions	Triangle	the		

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?

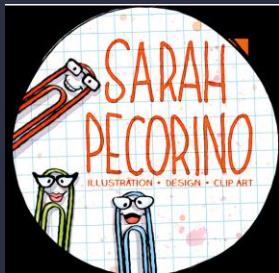
The communication board displays a grid of core words. The word "why" is highlighted with a red box. The board includes the following buttons and word categories:

- Top Row: Speak, Clear, Delete
- Second Row: Back, Core Words, QuickFires, Topics
- Third Row: what, who, where
- Fourth Row: how, which, when
- Fifth Row: she
- Sixth Row: we, my, tell
- Seventh Row: need, take
- Eighth Row: QuickFires, Topics
- Ninth Row: know, think, come
- Tenth Row: see, let
- Eleventh Row: try, put, say
- Twelfth Row: feel

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?"

If you enjoyed our Today I Feel Silly Literature Unit, check out our literature bundles and DTA Schools website membership!

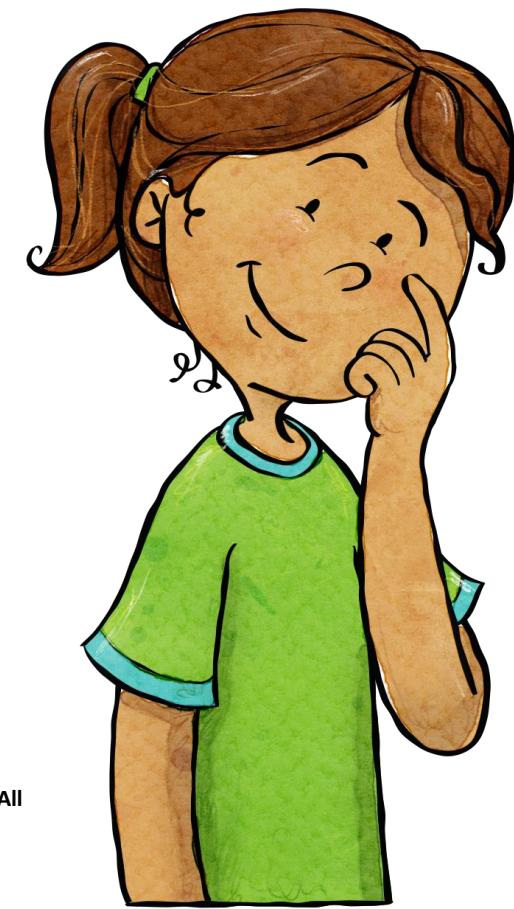
Credits:



Emotions clip art



PCS Symbols
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Boardmaker 7
and Snap + Core



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