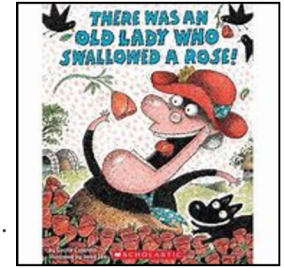




AAC Book Series

There Was An Old Lady Who Swallowed A Rose

by Lucille Calondro



Materials and Prep:

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., snow) prior to activity.
4. Use Post-it notes to add prompt reminders (C-A-R) to each page of the book.

Vocabulary List

Old lady
 rose
 lace
 glitter
 candy
 jewel
 hearts
 card

Repeated lines

I don't know why
 she swallowed the
 rose.

But that's how it
 goes.

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., Oh no! She swallowed a _____!) 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 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 at that!) **MORE** (Let's read MORE!) **YOU** (What do YOU think about that?)
NOT (I do NOT like that.) **LIKE** (I can see that you LIKE this!) **IN** (She put it IN her mouth!)

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

After reading the book, write a classroom story. Start each line with "There was a good student who likes _____. Allow each student to choose an item from the vocabulary list (candy, hearts, glitter, etc.) to complete their page in the book. This can be done using a chart tablet or on your smart board. Add pictures and print a copy of the book for your classroom bookshelf.

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

Devote some time each day to target letter names, shapes, and the sounds they produce. Write each item that the Old Lady swallowed on a separate piece of chart paper and underline the first letter of the word (e.g., rose). Write a list of other words that start with that same letter. FYI - Student names are a bonus! Post around the room.

Learn more
 about Shared
 Reading here



 Old Lady Who Swallowed a Rose



Old Lady



rose



glitter



lace



candy



jewel



hearts



card



swallow



don't know



kiss



Happy Valentine's Day



Oh no!



turn the page



funny



don't like

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Photo board provided for students who require more concrete symbols.



Old Lady Who Swallowed a Rose



Old lady



rose



candy



hearts



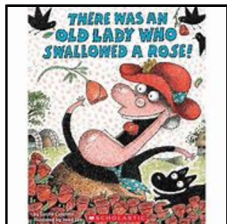
card



Oh no!



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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.

- **LOOK** at that silly old lady!
- I think you **LIKE** it.
- Let's **TURN THE PAGE** to see what happens next.
- **OH NO!** I can't believe it!
- That old lady **SWALLOWED** _____ !
- This book is so **FUNNY!**
- She blew a big **KISS!**
- I like **KISS(ES)!**
- **I DON'T KNOW WHY...**

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: _____

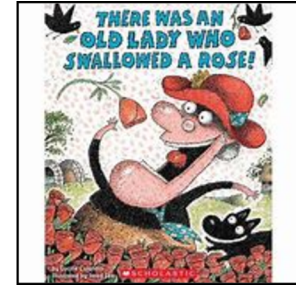
fold



AAC Book Series

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Where is my vocabulary in TD Snap?



Due to the random vocabulary list for his book, it might be best to 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:

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

- I really **LIKE** this book.
- **DO** you **WANT** to see?
- That cold lady put **IT** in her mouth and swallowed it!
- Let's **GO** to the next page to see what happens next.
- I **HAVE** an idea of what is going to happen.
- What do **YOU** think?
- Oh no. She should **STOP** swallowing things!

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:



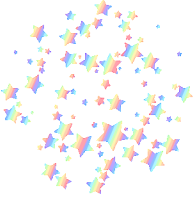



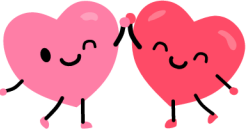
Informant Initials: _____

fold

Story Sequencing Activity

Instructions: Cut out the items the Old Lady ate. As you listen to the story, put them in the correct order.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

						
lace	card	glitter	rose	candy	jewel	hearts

Name: _____

Letters and Sounds Activity

Instructions: Draw a line from the picture to the correct first sound.

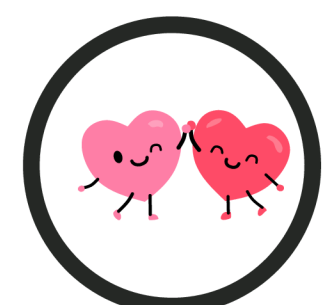
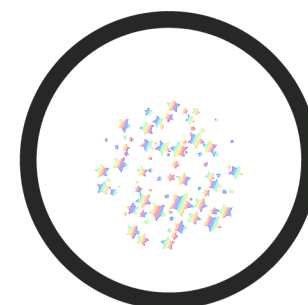
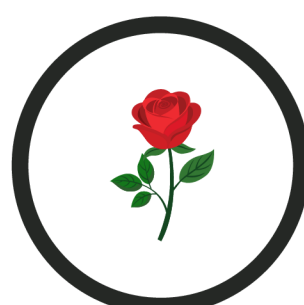
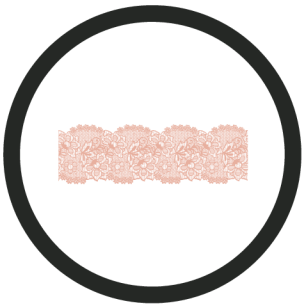
c

l

h

r

g



Name: _____