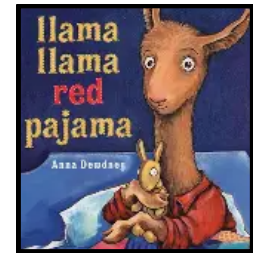




AAC Book Series

Llama Llama Red Pajama

by Anna Dewdney



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

Vocabulary List

Llama Llama
 Mama Llama
 red pajamas
 read
 go
 hum
 wait
 listen
 upset
 afraid
 busy
 kiss
 sleep

Repeated line

Llama Llama Red
 Pajama



Animated Read
 Aloud 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 Llama Llama. It looks like he is in bed.”).

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., Llama Llama does not look happy!) 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.

WANT (He WANTS his Mama!)

MORE (Let’s read MORE!)

GO (Where did Mama GO?)

HELP (He needs HELP!)

DO (What should he DO?)

NOT (Llama Llama is NOT happy.)

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

After reading the book, write a classroom story about “Before bed”. Start each line with the core words “I like _____.” Allow each student to contribute (e.g., books, snacks, TV, kiss, baths, etc.) to complete their page in the book. This can be done using a chart tablet or on your smart board. Print a copy of the book for your classroom bookshelf. See p. 5 for more information about Predictable Charts.

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

As you read the book, pause on each page and focus on the beginning sounds found on p. 10 (m: mama; b: bed, p: pajamas; p: pillow; k: kiss; b: book). Explore these letters on the AAC keyboard or using letter manipulatives. Extra bonus if a student’s name starts with one of these beginning sounds!



Llama Llama Red Pajama



Llama



red pajamas



shout



afraid



pout



Mama



read



hum



upset



busy



bed



go



listen



wait



kiss



Oh no!



turn the page



funny



don't like



sleep



Llama Llama Red Pajama



Llama Llama



red pajamas



bed



upset



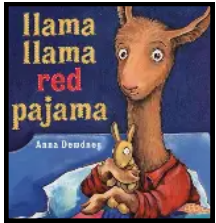
sleep



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.

- It's time for BED.
- LLAMA LLAMA is AFRAID.
- Let's TURN THE PAGE.
- LLAMA LLAMA needs HELP.
- Where did MAMA GO?
- MAMA gave him a KISS.
- MAMA is BUSY.
- LLAMA LLAMA needs to WAIT.
- OH NO! Llama Llama is UPSET.
- He has on RED PAJAMAS!

fold

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:

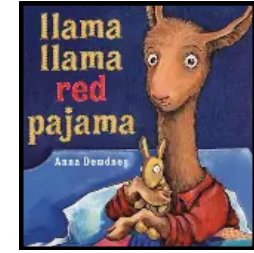
Informant Initials: _____



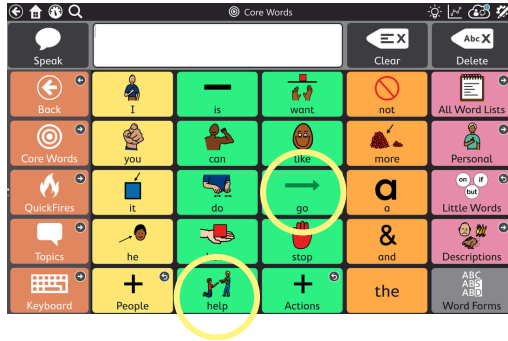
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Where is my vocabulary in TD Snap?



All Word List > Colors & Shapes
All Word List > Valentine's Day



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



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** candy. I want **MORE!**

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: _____

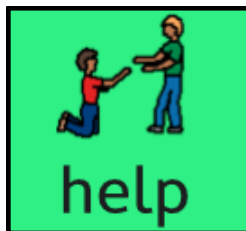
fold

Teacher Note: Modify this activity to meet the needs of your students. There is no right or wrong way to do this. The goal is to explore words, letters, and writing. Locate the word on the AAC system and explore letters on the keyboard. Use letter stamps. Scribbling is early writing and is acceptable.

Name: _____

Let's learn a new word! Llama Llama needs help.

Find help



Spell help



Write help 2 times. Use a pencil or keyboard.

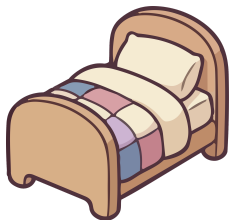
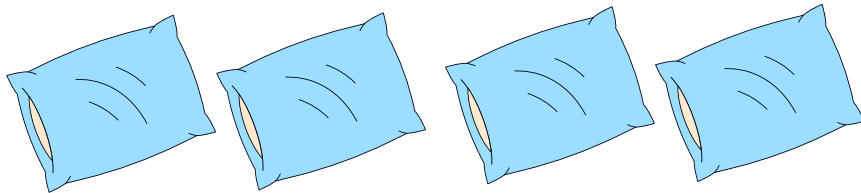
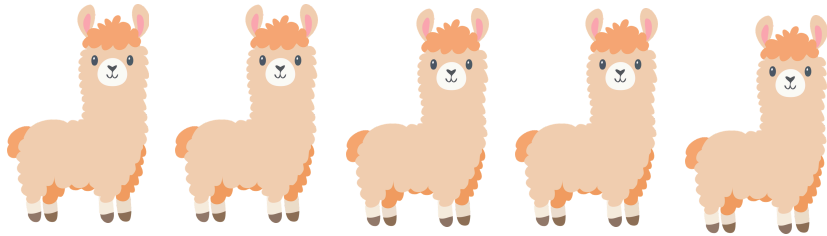
Read and circle the word help.

not	help
like	not
not	help
help	more

Name: _____



Counting Activity



1

2

3

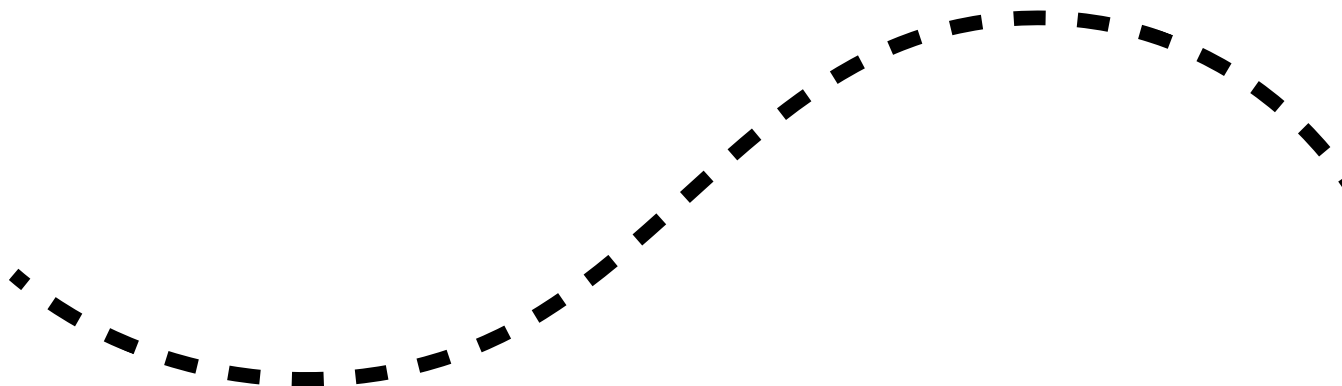
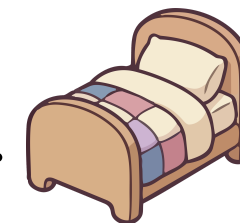
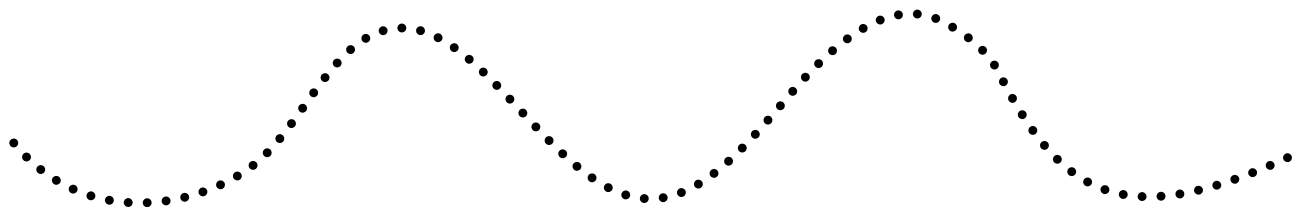
4

5

Teacher Note: If your student is unable to physically draw the line, instead of hand-over hand, try 1.) letting the student touch go and stop on their device or communication board to direct you as you draw the line, 2.) allow the student to use eye gaze to show you where to draw, 3.) have the student track your hand as you draw the line.


Name: _____

Instructions: Draw a line to help Llama Llama get ready for bed.

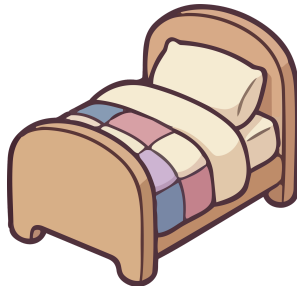


Beginning Sounds


Circle the letter of the first sound of each picture.



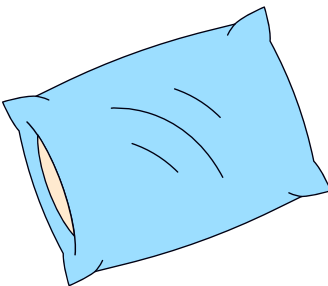
d **m** **c**




g **b** **f**




p **l** **h**



c **s** **p**



k **b** **m**



k **f** **b**

Name: _____

Credits

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