

Fall Theme Little Lessons



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1: Meet the Words	Fall Vocabulary: Look at and discuss pictures of different fall objects and activities (e.g., leaves changing, pumpkins). Use the Fall ABC Book for visual support.	Leaves: Color Hunt Show leaf pictures. Sort by color or size. Model: "Put all red leaves on the table."	Apple Taste Test: Try apple slices. Model: "I will put some on your plate." " Some are red and some are green."	Jacket: Dressing for Weather Students get their jackets. Model: "Put on the jacket." "We need to wear some warm clothes when we go outside."	Acorn Count Look for acorns in pictures or collect them outside. Model: "Let's count all the acorns." "I have some and you have some ."
Week 2: Fall Fun & Play	Pumpkins: Big or Small Show pumpkins. Model: "Put some pumpkins here." "Look at all the pumpkins!"	Costume: Dress-Up Choices Show costume options. Model: "Which one do you want to put on?" "Put on the costume."	Web Craft Students create a spider web project. Model: "You put a spider on the web."	Football: Toss & Catch Play with a soft football. Model: "Put it on the floor." "I want some turns."	Jump in leaves. Model: "Put some leaves on me!" "Look at all the leaves."
Week 3: Fall Activities Everywhere	Apple Picking Pretend Play Pretend to pick apples. Model: "Put some apples in." "We don't need all."	Hayride Show hayride pictures. Model: "We go on the hayride." "Put some hay here."	Pumpkin Patch Sorting Sort pumpkins. Model: "Put all big ones here." "Put some small ones there."	Put It On Game Use hats, scarves, costume pieces. Model: "Put it on." "Put some here."	Fall Walk Model: "Look, some leaves on the ground." "Is the squirrel looking for acorns?" "We need to wear our jackets."
Week 4: Use and Review	Fall Choices Offer apple, pumpkin, leaves. Model: "Do you want all or some?" "Put it on your mat."	All or Some Game Show a pile of leaves. Ask: "Do you want all or some?" Model both.	Fall Word BINGO Play a BINGO game to support learning and use of Fall vocabulary words.	Football Toss Toss a footballs into a basket. Model: "Can we get all footballs in the basket."	Fall Review Day Show pictures of apples, leaves, pumpkins, webs, jackets. Ask: "What is it?" "Where do you find it?"

Getting Started

Little Lessons are simple monthly AAC lesson plans designed to help teachers, therapists, paraprofessionals, and classroom visitors model targeted vocabulary throughout the school day. Each monthly plan uses a calendar-style format with quick, practical ideas for embedding core words and related fringe vocabulary into real classroom routines, literacy activities, play, transitions, daily living tasks, and conversations.

Rather than teaching words in isolation, Little Lessons give staff many natural ways to model and practice vocabulary during activities that are already happening. Students hear and see the same words used again and again for different purposes, such as asking questions, commenting, making choices, describing, helping, requesting, answering, and interacting with others.

Little Lessons can be used with any AAC system, communication board, speech, gestures, pointing, eye gaze, or other student communication method. The focus is not on perfect responses, but on increasing access, modeling, participation, and meaningful communication across the day.

Goals

- Increase student exposure to high-frequency core vocabulary
- Encourage consistent aided language modeling by all communication partners
- Embed communication into daily classroom routines
- Support student participation in literacy, play, transitions, and conversations
- Provide simple, repeatable AAC modeling opportunities across the month
- Help staff use targeted vocabulary naturally without adding another separate lesson



Simple Directions for Use

1. Review the monthly target words. Look at the core words and related fringe vocabulary for the month. Talk with classroom staff about where those words naturally fit into the school day.
2. Choose one or two ideas at a time. Use the Little Lessons calendar to pick quick activities, questions, or routines that match your schedule. You do not have to complete every box or use them in order.
3. Model the words during real activities. Point to the target word on the student's AAC system, classroom board, or visual support while you talk. Keep it natural and simple. For example: "Want more?" "Put it here." "What do you need?" "I like it."
4. Use the words across the day. Look for opportunities during morning meeting, reading, centers, art, snack, transitions, class jobs, outdoor time, and social interactions.
5. Accept all communication attempts. Students may respond with speech, gestures, AAC, pointing, eye gaze, facial expressions, or movement. Respond to the message first, then model more language.
6. Repeat with variety. Use the same target words many times, but in different routines and conversations so students learn how flexible and useful the words are.

Quick Modeling Ideas:

During arrival:

“Brr! We had to wear a jacket today.”
“Look — some leaves are on the ground.”
“We have all our friends here.”
“Put your backpack on the hook.”

During Morning Meeting

“Let’s talk about Fall — some days are cool.”
“Put the apple picture on the board.”
“We need all our words for calendar time.”
“Put some leaves in the basket.”

During Centers

“Put the pumpkin on the paper.”
“You can have some apples.”
“Let’s sort the acorns.”
“Put on the costume in pretend play.”

During Transitions

“Put your jacket on — it’s Fall.”
“Take some steps to the door.”
“We need all students to line up.”
“Put your work on the shelf.”

