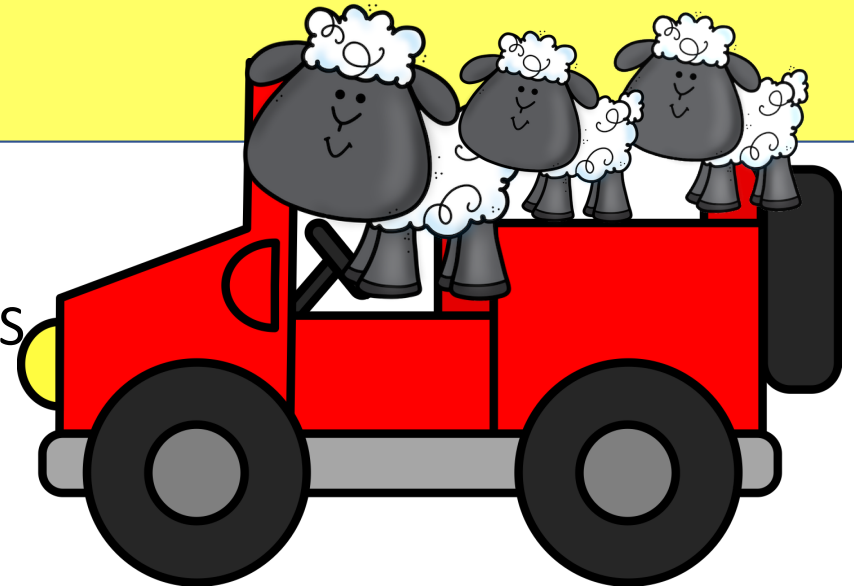


Sheep in a Jeep by Nancy Shaw

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 in familiar worksheet-based activities!

Flash Card and Visual Supports:

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

up



in



when



out



help



go



Flash Card and Visual Supports:

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

sheep



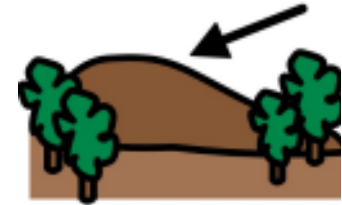
mud



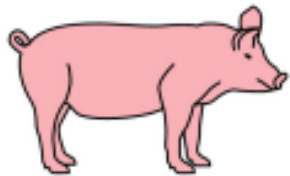
jeep



hill



pig



How can we use our 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!! "He is happy."

in



out



Vocabulary

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

sheep

jeep

in

mud

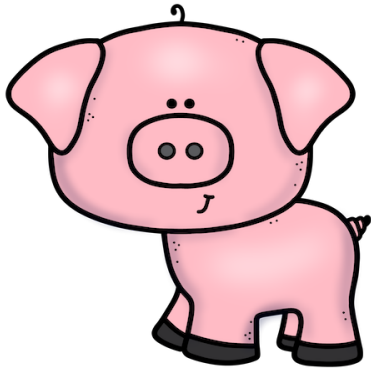
help

out

Story Questions: Level 1

1. Who is riding in the jeep?

Pig



Sheep



Cow



2. Where does the jeep get stuck?

Mud



Water



Tree



3. What happens to the jeep at the end of the story?

Wash



Drive



Crash



Story Questions: Level 3

1. Who is riding in a jeep?

2. Where does the jeep get stuck?

3. What happens to the jeep at the end of the story?

Sort It Out!

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

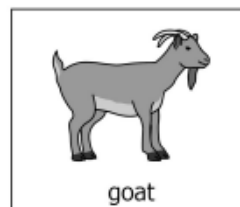
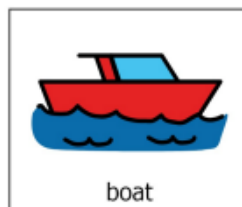
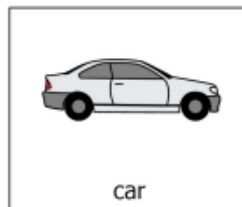
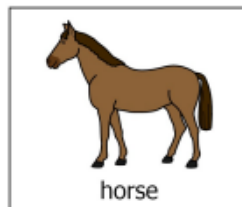
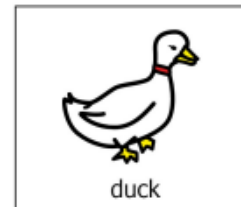
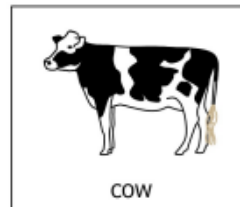
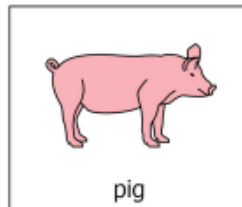
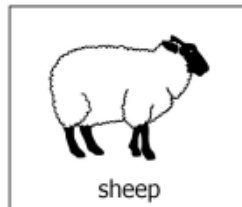
Farm Animals

Transportation

Sort It Out!

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

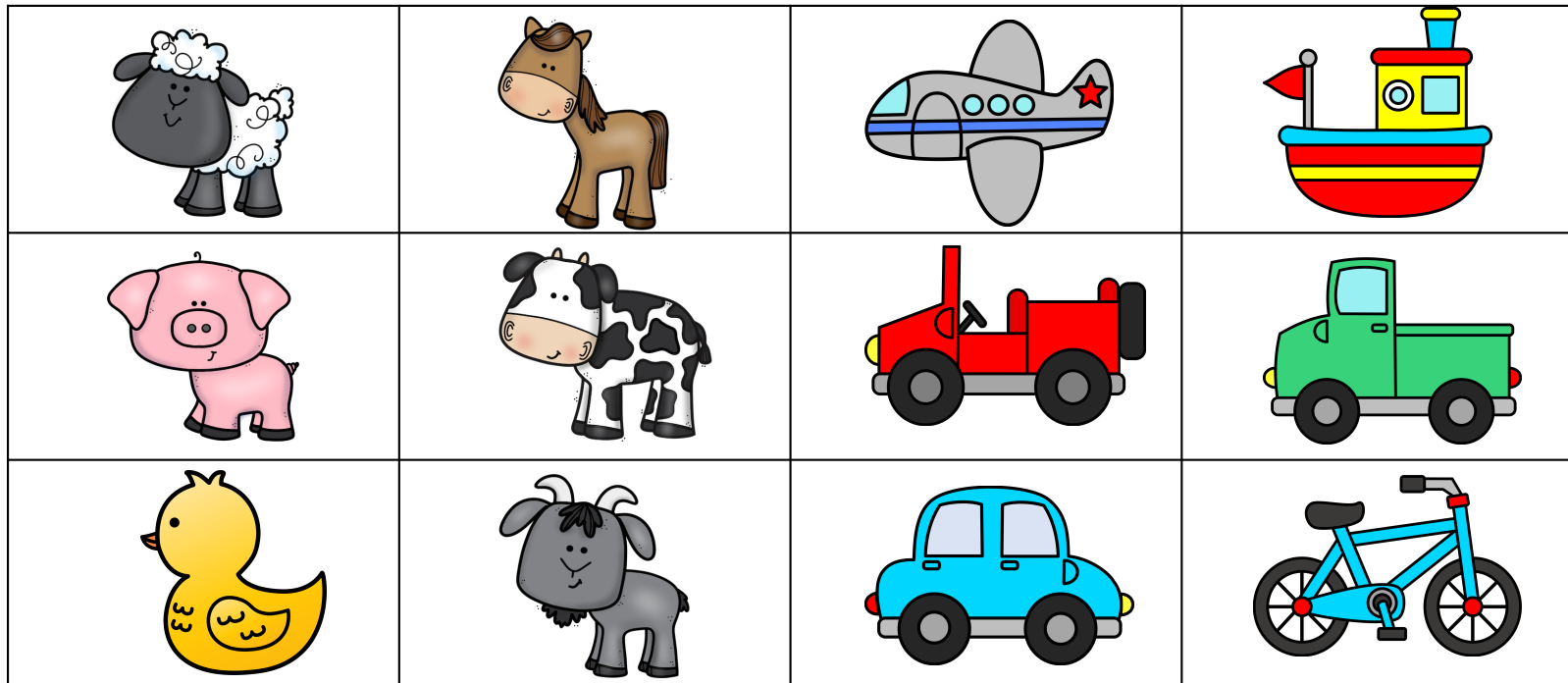
Communication Pro Tip: Practice your core word “in”. For example, “Let’s put the sheep in this box!” Adult partners, point these symbols out on the students AAC device, board or book! Wait to see if your student will try it too! qA23



Sort It Out!

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

Communication Pro Tip: Practice your core word “in”. For example, “Let’s put the sheep in this box!” Adult partners, point these symbols out on the students AAC device, board or book! Wait to see if your student will try it too!



Let's play with words!

Read the sentence and find the word that has the same meaning!

Sheep leap.

Sheep shove.

Sheep tug.

Sheep shout.

Sheep weep.

Sheep yelp.

Let's play with words!

Cut out these words and fill them in with the matching sentences!

jump

cry

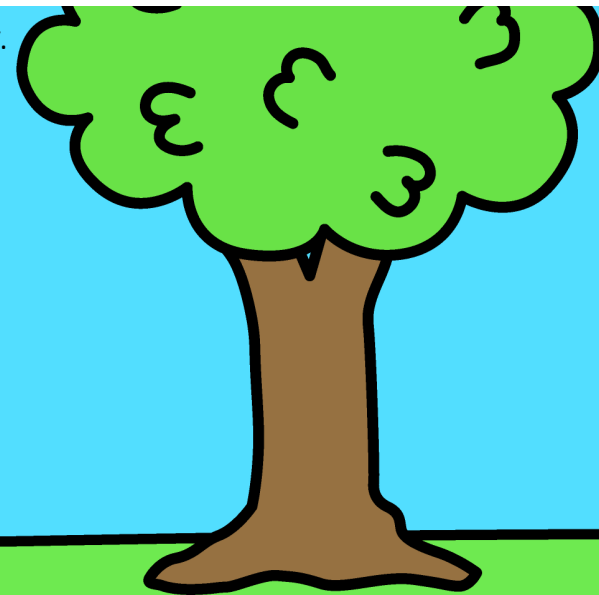
scream

push

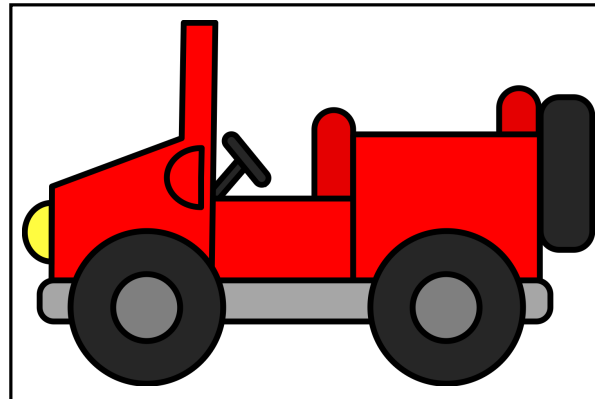
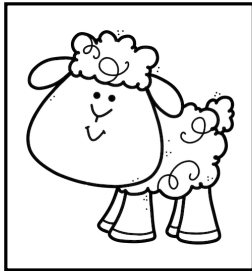
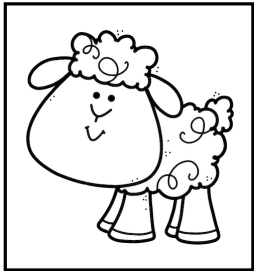
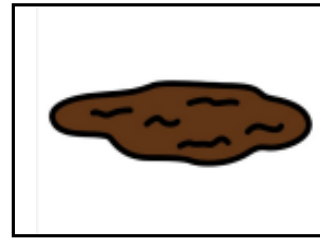
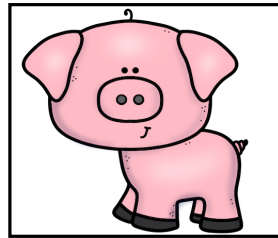
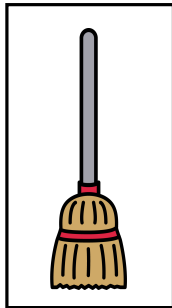
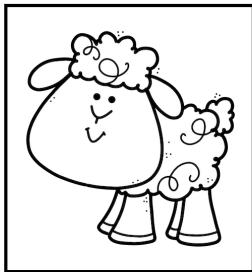
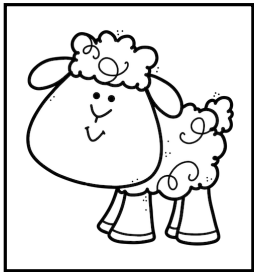
pull

scream

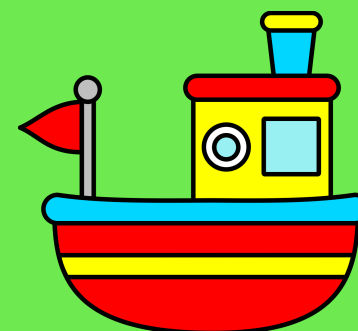
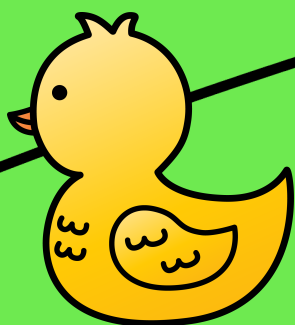
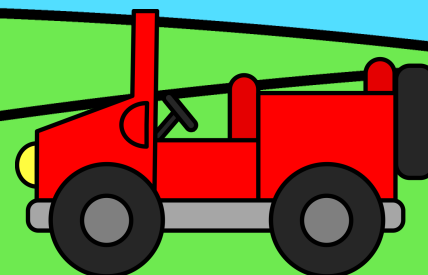
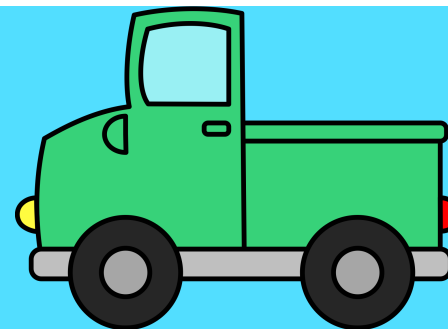
Story Retell Mat: Use this background and the pictures on the next page to retell the story.
Practice using your vocabulary words!



Cut out these pictures to use for the story retell!



Draw a line to match the animals and vehicles that rhyme!





Goat

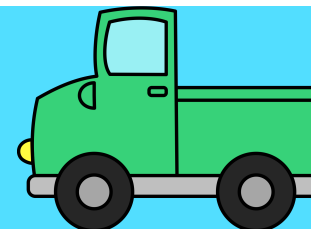


Sheep

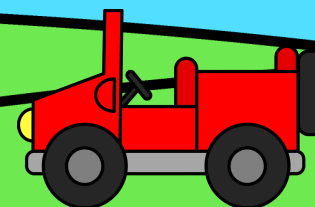


Duck

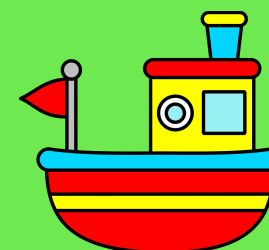
Draw a line to match the animals and vehicles that rhyme!



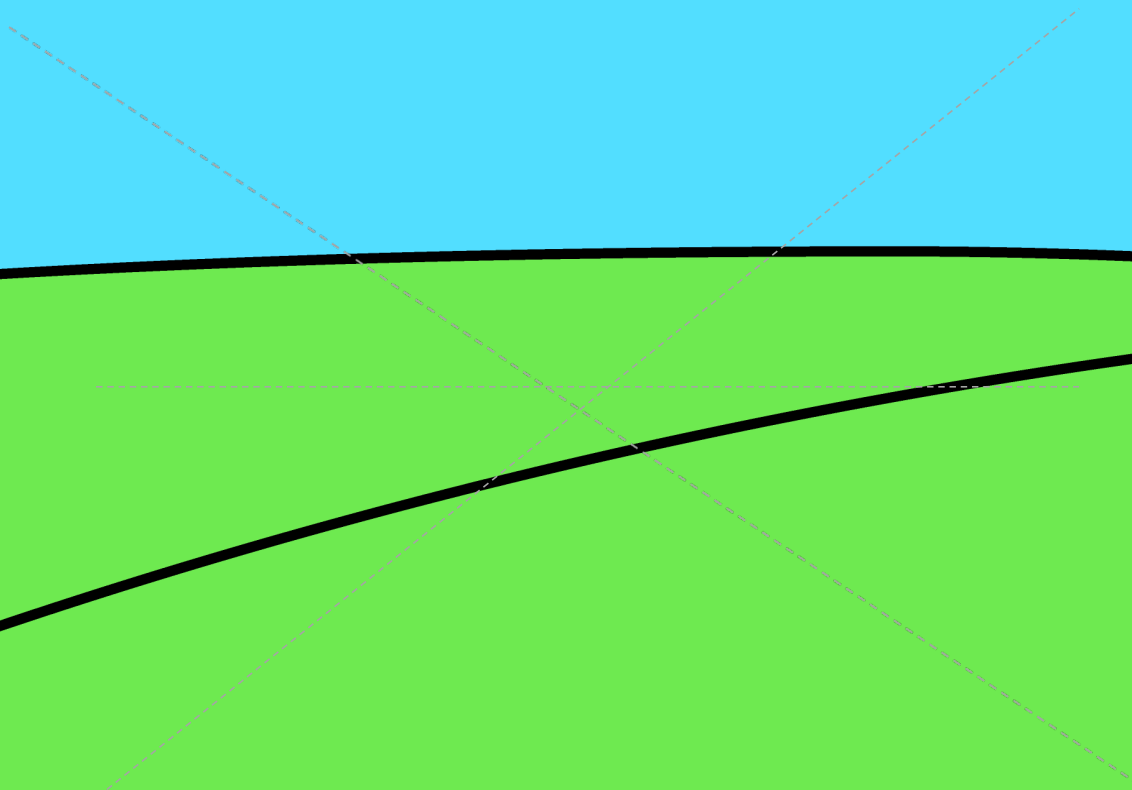
Truck



Jeep



Boat

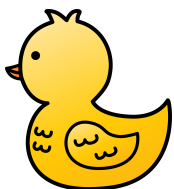




Goat

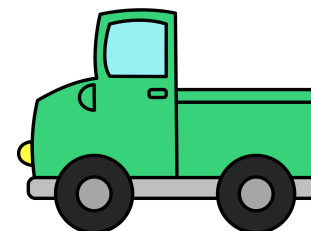


Sheep

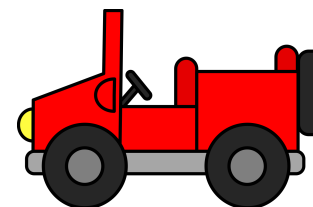


Duck

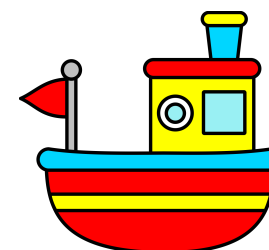
Draw a line to match the animals and vehicles that rhyme!



Truck

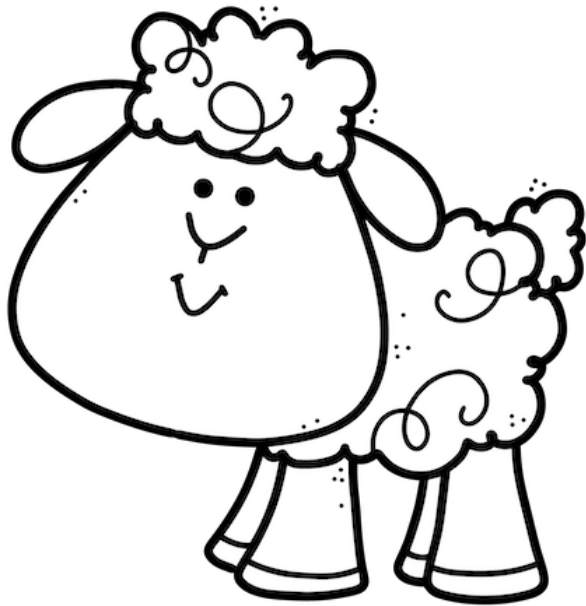


Jeep

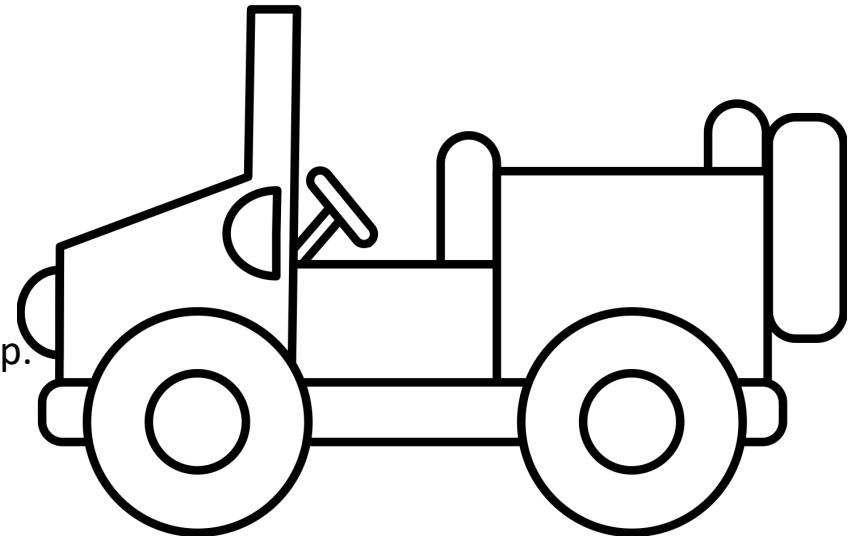


Boat

Let's Color!



1. The sheep has purple feet.
2. The jeep has green wheels.
3. The sheep has a red face.
4. The jeep is yellow.
5. The sheep has blue ears.
6. Draw a circle above the jeep.





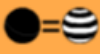













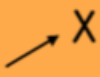







AAC Partner Guides

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 Target “in”










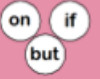



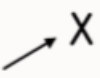











Snap + Core, Little Words

 to	 an	 as	 some-,any-,every-,no-	 All Word Lists
 that	 of	 in	 this	 for
 on	 with	 without	 but	so so
 just	 all	 there	 here	 if
 these	 those	 by	 from	

Communication Tip! Adults use this board to model “in” while putting the sheep “in” the jeep or put the jeep “in” the mud. Wait and watch your student to see if they follow your lead!

Core Word Target “up”
























Snap + Core, Descriptions

 Positions	 Positive Descriptors	 Negative Descriptors	 Size	 All Word Lists
 big	 little	 up	 down	 Little Words
 good	 bad	 here	 there	 all
 some	 fast	 slow	 right	 Word Forms
 wrong	 wet	 dry	 silly	

Communication Tip! Adults use this board to model “up” while driving the jeep “up” the hill! Wait and watch your student to see if they follow your lead!

Core Word Target "when"

Snap + Core, Core Page, Questions

	 what	 who	 where	
 why	 how	 which	 when	 she
 we	 my	 tell	 need	 take
 know	 think	 come	 see	 let
 try	 put	 say	 feel	

Communication Tip! Adults use this board to model "when" while asking questions about the story. "When does the jeep crash?", "When do the sheep need help?"



PCS Symbols used
with permission
from Boardmaker 7
and Snap + Core

Credits:



If you enjoyed our Thunder Cake
Activity Set, check out our DTA
Schools Annual Membership for
all the Activities, Resources, and
Training Materials!