

# Today I Feel Silly

by Jamie Lee 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 in familiar worksheet-based activities!*

# What are we working on?

1. Reading, writing understanding and saying (speech or AAC) CORE SIGHT WORDS

he she I you why

2. Reading, writing understanding and saying (speech or AAC) FEELING WORDS

happy sad excited mad bored

hurt like not like silly

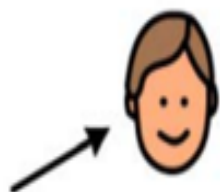
3. Reading and listening to understand, remember and talk about.
4. Sorting words by noun categories and grammatical categories.



## 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.

he



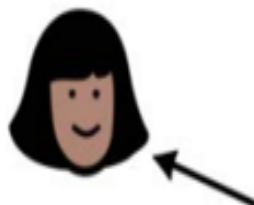
he

I



I

she



she

like



like

you



you

why



why

## 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.

not



not

sad



sad

happy



happy

silly



silly

mad



mad

excited



excited

# 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."

hurt



hurt

bored



bored

# Vocabulary



why



he



she



I



you



sad



sick



tired



bored



happy



calm



excited



silly



frustrated



angry

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

# Story Symbols: Today I Feel Silly

 <p>grumpy</p>	 <p>mad</p>	 <p>excited</p>	 <p>happy</p>
 <p>bored</p>	 <p>scared</p>	 <p>silly</p>	 <p>sad</p>
 <p>calm</p>	 <p>nervous</p>	 <p>angry</p>	 <p>little girl</p>

# Zones of Emotions!

Sort the kids' feelings to match the color in each zone

**Blue Zone**

**Green Zone**

**Yellow Zone**

**Red Zone**



# Zones of Emotions!

Cut and sort the kids' feelings into each zone on the previous page



# Zones of Emotions!

Cut and sort the kids' feelings into each zone on the previous page



# Story Questions: Level 1

Story Questions: Level 1

1. Who is the main character?

**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!

teacher



Little Girl



fox



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

Silly



Happy



Sad



3. How did the little girl feel when she got to sell cookies and lemonade at the park?

Sad



Mad



Excited



# Story Questions: Level 2

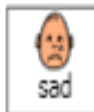
## Communication Partners:

Symbolated text is not recommended for use in literacy learning. We recommend using Level 2 as a listening comprehension task. The symbols will support understanding of the spoken word!

Who is the main character?



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



How did the little girl feel when she got to sell cookies and lemonade?



# Story Questions: 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! Level 1

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

**Kitchen Items**

**Feelings**



# Sort It Out!

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

**Communication Pro Tip:** Practice your core word, "I" to say "I see a cup! Is it a kitchen item or feeling?" Practice saying "you" to say, "you choose" or "you do". Adult partners, point these symbols out on the students AAC device, board or book! Wait to see if your student will try it too!



silly



happy



sad



oven



spoon



bowl



mad



excited



nervous



pan



plate



cup

# Let's play with words!

She is proud.



I feel calm.



He is excited.



The girl is frustrated.



I feel confused.



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

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 "I"** *I feel silly! Point to these symbols as you talk about the story.*

The screenshot shows the Snap + Core app interface. At the top, there is a header bar with a 'Speak' button, a text input field containing 'Snap + Core, Main Core page', and 'Clear' and 'Delete' buttons. Below the header is a grid of buttons. The first column contains navigation buttons: 'Back', 'Core Words', 'QuickFires', 'Topics', and a downward arrow. The main grid contains core words: 'I' (highlighted with a red box), 'is', 'want', 'not', 'you', 'can', 'like', 'more', 'it', 'do', 'go', 'a', 'he', 'have', 'stop', 'and', 'People', 'help', 'Actions', and 'the'. To the right of the main grid are four pink buttons: 'All Word Lists', 'Personal', 'Little Words', and 'Descriptions'. Each button has an icon and a plus sign in the top right corner.

**Core Word Expansion:** *Talk about how you feel using the word "I" 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 "You" Point to these symbols as you talk about the story.

The image shows a communication board interface. At the top, there is a header bar with a green background and the text "Core Word Target 'You' Point to these symbols as you talk about the story." Below the header, the interface consists of a grid of buttons and tiles. On the left side, there are four large orange buttons: "Speak" (with a speech bubble icon), "Back" (with a left arrow icon), "Core Words" (with a target icon), and "QuickFires" (with a flame icon). Below these is a "Topics" button (with a speech bubble icon) and a large grey downward arrow button. The main area of the board is a grid of word tiles. The first row contains tiles for "I" (yellow, person icon), "is" (green, horizontal line icon), "want" (green, hands holding a red object icon), "not" (orange, red circle with slash icon), and "All Word Lists" (pink, notepad icon). The second row contains "you" (yellow, hand pointing icon, highlighted with a red rectangle), "can" (green, person flexing arm icon), "like" (green, face with tongue out icon), "more" (orange, pile of red dots icon), and "Personal" (pink, person icon). The third row contains "it" (yellow, blue square icon), "do" (green, person doing a push-up icon), "go" (green, right arrow icon), "a" (orange, lowercase 'a' icon), and "Little Words" (pink, icons for 'on', 'if', 'but'). The fourth row contains "he" (yellow, person with a speech bubble icon), "have" (green, hand holding a red cube icon), "stop" (green, red hand icon), "and" (orange, ampersand icon), and "Descriptions" (pink, icons for a person, a fire, and a person with a speech bubble). The fifth row contains "People" (yellow, plus sign icon), "help" (green, two people icon), "Actions" (green, plus sign icon), "the" (orange, right arrow icon), and a large grey downward arrow button. At the top of the grid, there is a white text box containing the text "Snap + Core, Main Core page". To the right of the text box are two buttons: "Clear" (with a left arrow and 'X' icon) and "Delete" (with a left arrow and 'Abc X' icon).

**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?" "Why" does she feel excited? "Why" does she go to the park?"

The image shows the Snap + Core app interface. At the top, there is a green header with the text "Core Word Target 'Why?' 'Why' does she feel excited? 'Why' does she go to the park?". Below the header is a white input field containing the text "Snap + Core, Core Page, Next page". To the left of the input field is a "Speak" button with a speech bubble icon. To the right are "Clear" and "Delete" buttons with icons. Below the input field is a grid of core words. The words are arranged in a 5x5 grid. The first column contains navigation buttons: "Back" (orange), "Core Words" (orange), "QuickFires" (orange), "Topics" (orange), and a downward arrow (grey). The second column contains the word "why" (blue), "we" (yellow), "know" (green), and "try" (green). The third column contains "what" (blue), "how" (blue), "my" (yellow), "think" (green), and "put" (green). The fourth column contains "who" (blue), "which" (blue), "tell" (green), "come" (green), and "say" (green). The fifth column contains "where" (blue), "when" (blue), "need" (green), "see" (green), and "feel" (green). The word "why" is highlighted with a red box. To the right of the grid are two grey buttons with upward and downward arrows.

Speak	Snap + Core, Core Page, Next page					Clear	Delete
Back		what	who	where			
Core Words	why	how	which	when	she		
QuickFires	we	my	tell	need	take		
Topics	know	think	come	see	let		
	try	put	say	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?"





Emotions clip art



Teacher, girl,  
fox clip art



PCS symbols used  
with permission  
from Boardmaker  
7 and Snap + Core  
First

Credits:



If you enjoyed our Today I Feel Silly  
Activity Set, check out our DTA  
Schools Annual Membership for all  
the Activities, Resources, and  
Training Materials!

