

Back To  
School  
Time



# School Schedule

**Directions:** It's time for school! Let's talk about our daily schedule. Build your own message by moving or cutting/pasting symbols onto each page. Cut n' paste symbols are available & labeled at the end of the story.

## Language Connection: Core Words and Fringe Vocabulary Development

- In this activity we are practicing using words we need at school + our core words, "I," "can," "go," and "stop."
- **EXPANSION ACTIVITIES-**
  - *Think about the activity on each page. Do you do this activity? What materials do you use during this activity? Look on your AAC board, book or device to find words you might use during this activity.*

## Communication Connection: Functional Use of New Core Words & Vocabulary

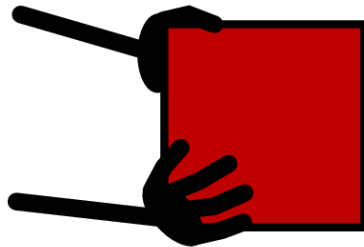
- When you pack your bags at the end of the day, keep your AAC board, book or device handy and talk about what you are taking home. Encourage families to practice the same words when they pack up for school in the morning!



You and I can get ready for school.

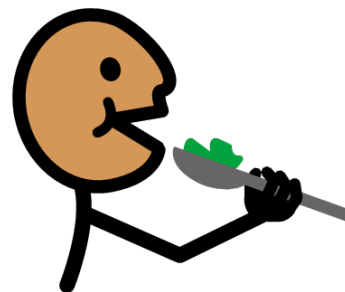


**can**



backpack item

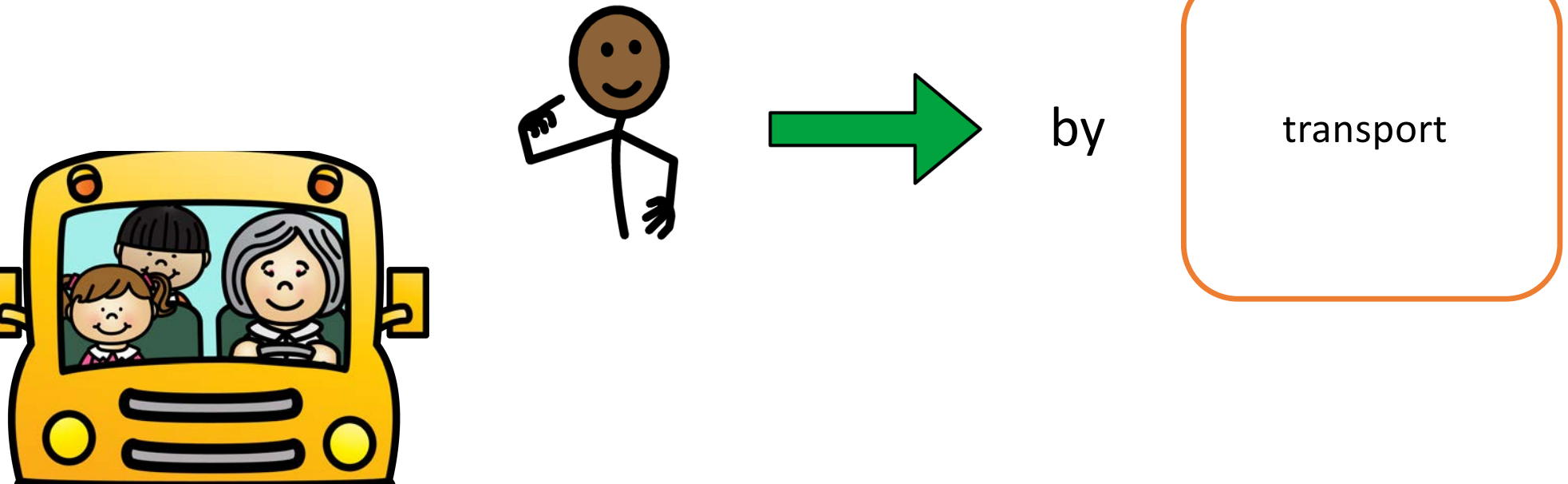
I can eat breakfast.



food



Some students go to school on a bus or in a car. Some students go to a computer at home. How do you go to school?





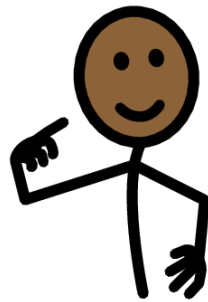
I have a morning meeting. We look at the calendar. What day is it?



Today is

day of week

I can read.



**can**



reading &  
writing items

I can do  
math.

2

+



?

=



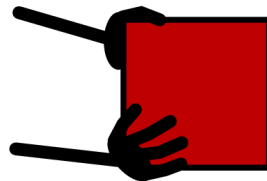
**can** work on

math items





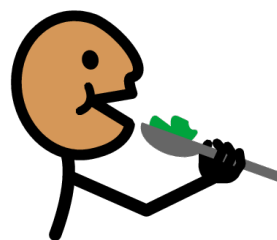
I can write my  
ideas.



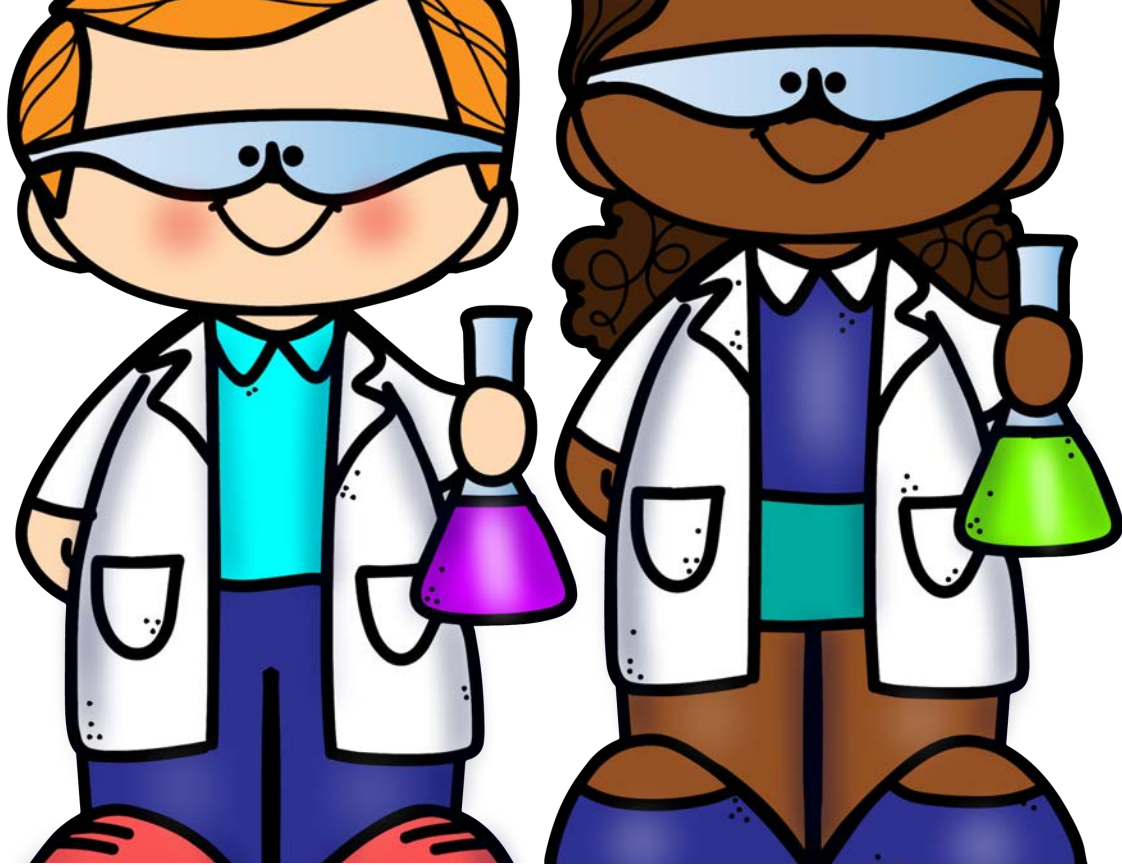
writing items



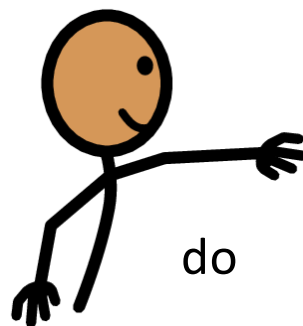
I eat a snack.



snack items



I can do science.



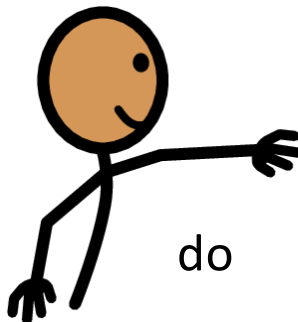
science



I can do social studies.



I



do

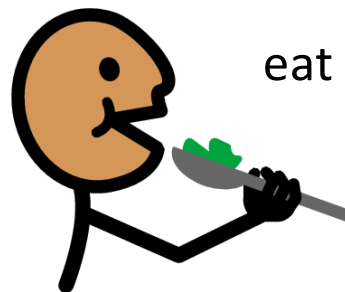
social studies



I eat lunch.



I

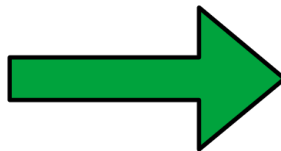


eat

lunch items

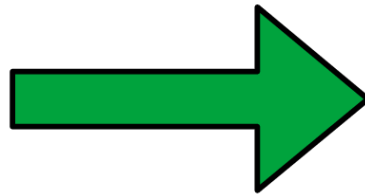


Sometimes I have special classes.



classes

I take a break and go  
out to play.



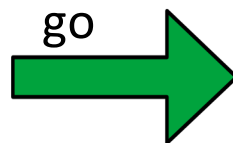
activities

My day is  
done. It's  
time for fun,  
at home!

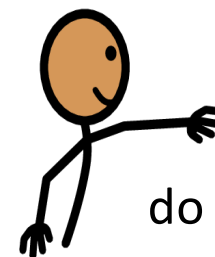
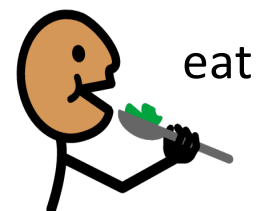
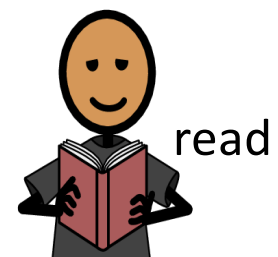


The End!

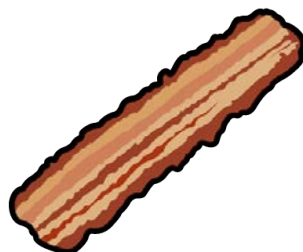
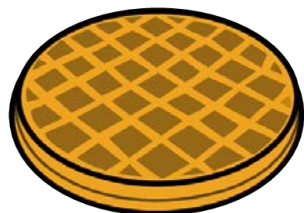
core words



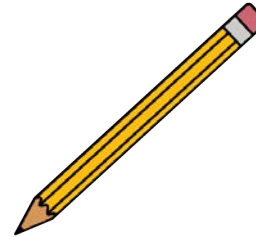
can



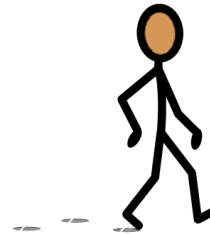
breakfast items



backpack

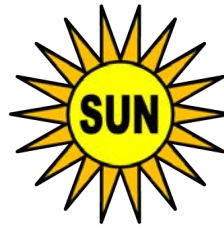


transport





days



SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SU	M	TU	W	TH	F	S
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SU	M	TU	W	TH	F	S
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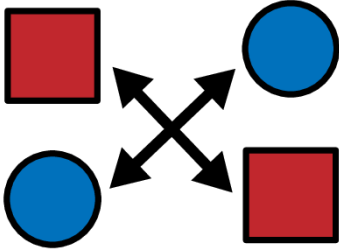
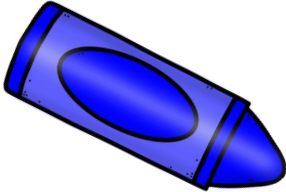


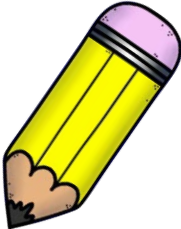
SU	M	TU	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



reading &  
writing

And It The  
**WORD**  
Up

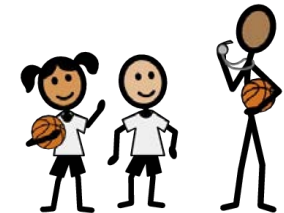
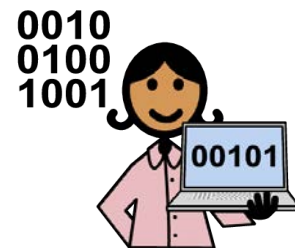
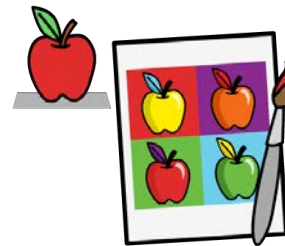
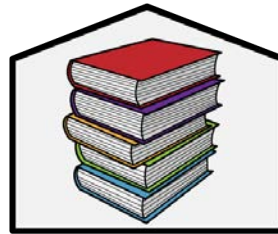


math	$\frac{3}{4} - \frac{1}{4}$	$\frac{2}{4} + \frac{1}{4}$	
			
writing			
			

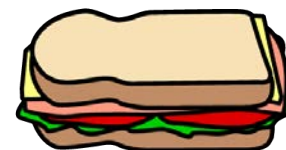
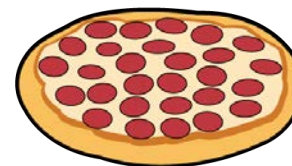
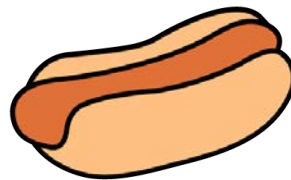
snacks



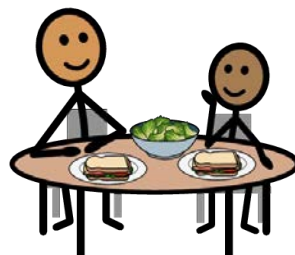
classes



**lunch**



**activities**



# Survey Says!

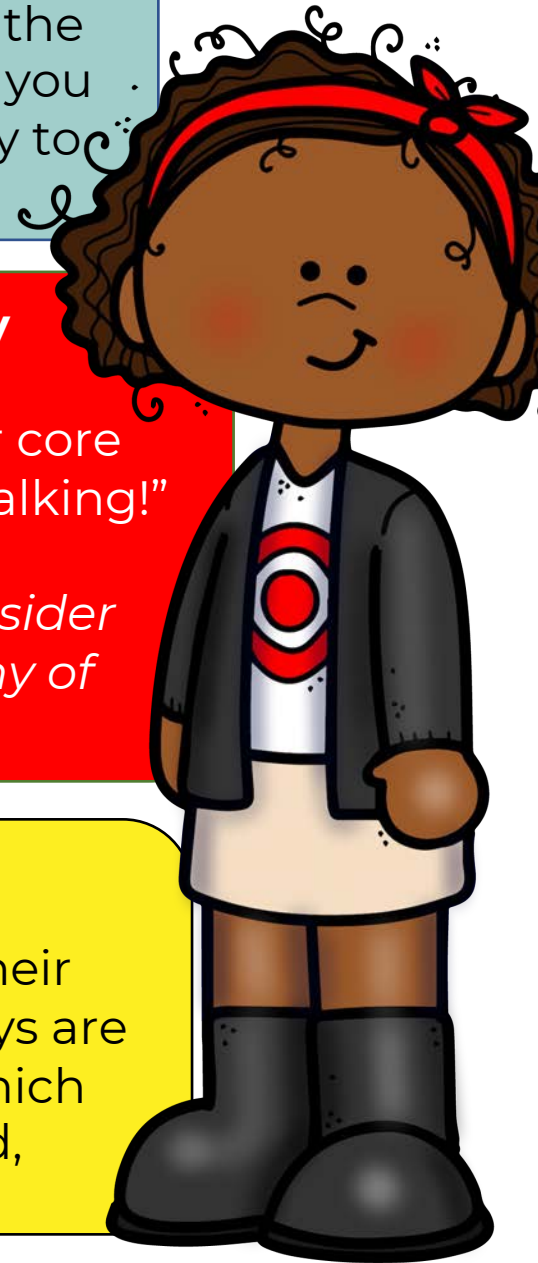
**Directions:** Let's get to know our new classmates! Ask several different people how they get to school. Put a check mark in the box above the picture of their mode of transportation. When you are done count them up to see which is the most popular way to go to school!

## **Language Connection: Core Words and Fringe Vocabulary Development**

- As each student completes the chart, have them use their core words to say "I go" + "in a car," "on a bus," "on a bike," or "walking!"
- *EXPANSION ACTIVITIES-*
  - *Which is the most popular way to get to school? Consider which option has "more" and which has "less." Are any of them the "same?"*

## **Communication Connection: Functional Use of New Core Words & Vocabulary**

- Have your students take the chart home to find out how their family members travel around the community. Which ways are "fast" and which are "slow?" Which ones are "quiet" and which are "loud?" Find these describing words in your AAC board, book or device.





# How do your friends go to school?

Place a check mark above  
your friends' choices. Count the  
number.  
Which is the highest?

4						
3						
2						
1						



# How do your family members go places?

Place a check mark above  
your family's choices. Count the  
number.  
Which is the highest?

4						
3						
2						
1						



# Where Are My Words? School Edition

Directions: Put a check mark on the list for every item you find. Place a pointer or circle the school or art symbols as you find them!

## Language Connection: Vocabulary Development

- Help your student say/touch the school supplies they are searching for. The can tell you which one they are looking for, which one they found etc.
- **EXPANSION ACTIVITY**- Look at your students AAC Book/Board/Device (AAC-BBD) Can you locate the school and art supplies on their book or device?

## Communication Connection: Functional Use of New Core Words & Vocabulary

- Student and Partner take a look in their desks. What items do they see to match our topic this month? How about the teacher's desk??
- **EXPANSION ACTIVITY**- Use your Core Words to describe the items you find. Make a sentence using your speech, AAC board/book/device, "I have...." "You have...."

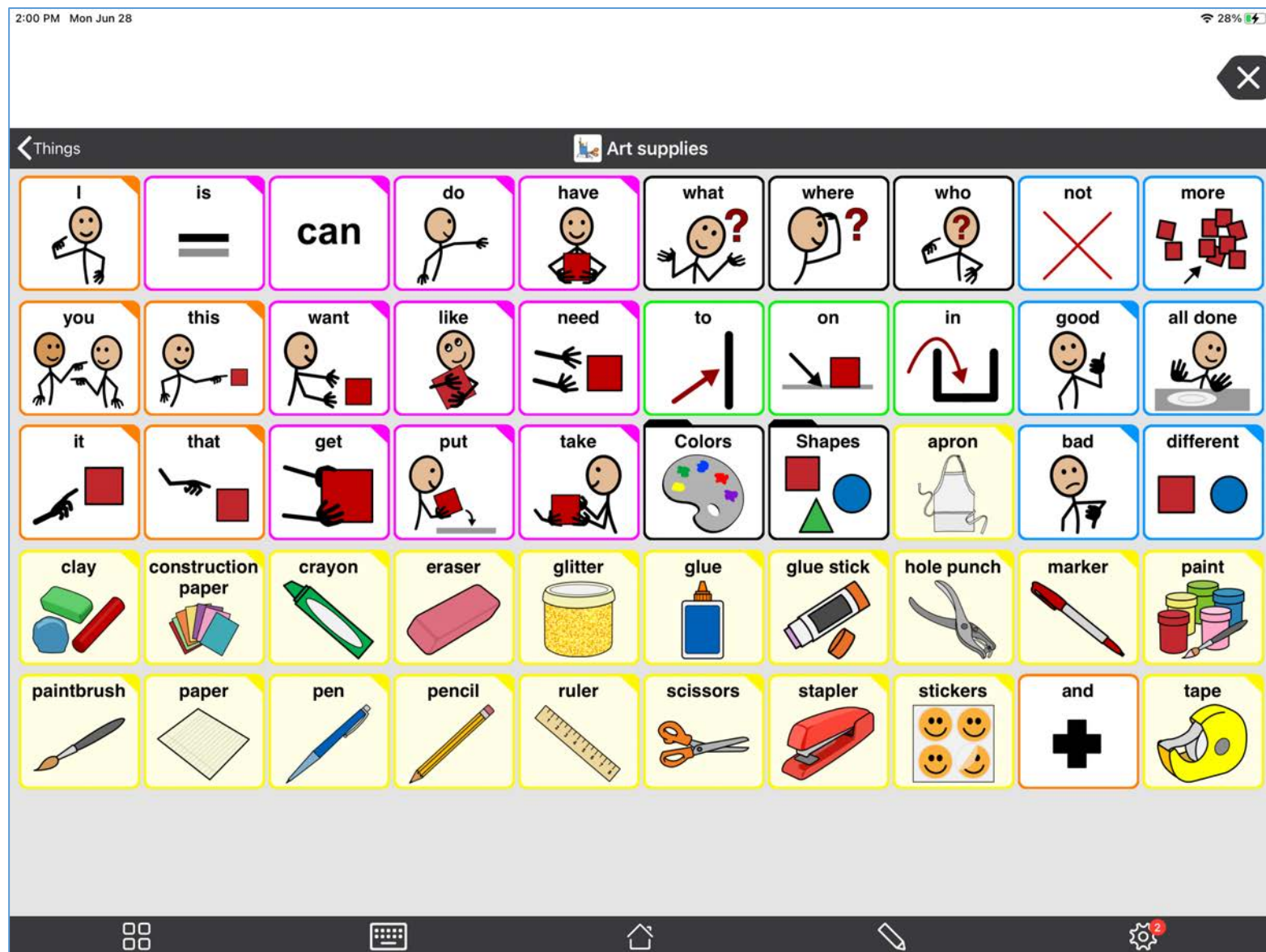


- ☐ markers
- ☐ paper
- ☐ pencil
- ☐ pen
- ☐ stapler
- ☐ lunchbox



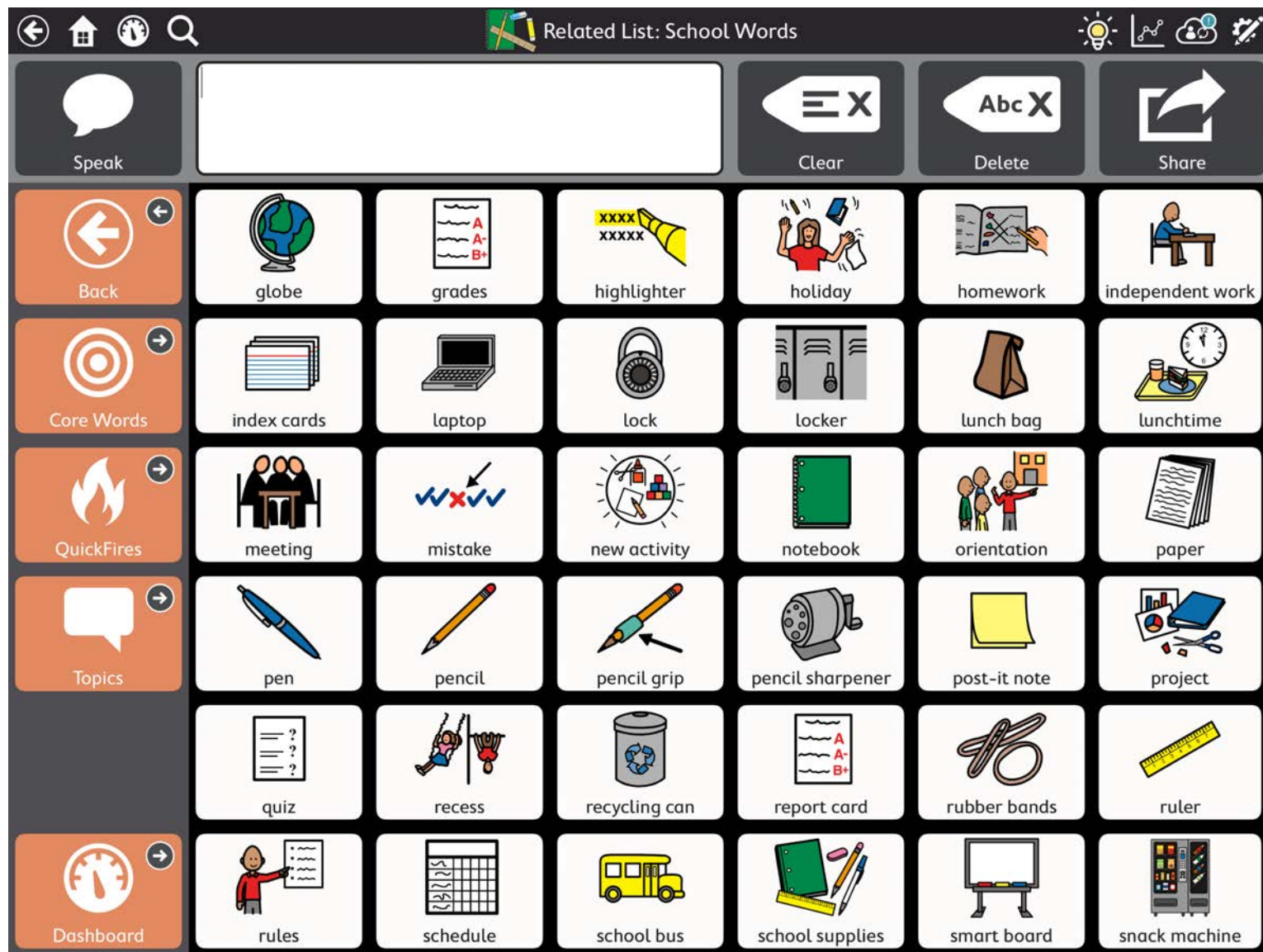
Word Power:  
TouchChat/NovaChat

- ☐ paint
- ☐ glue
- ☐ markers
- ☐ crayons
- ☐ scissors
- ☐ paper
- ☐ pencil
- ☐ pen
- ☐ paintbrush
- ☐ ruler



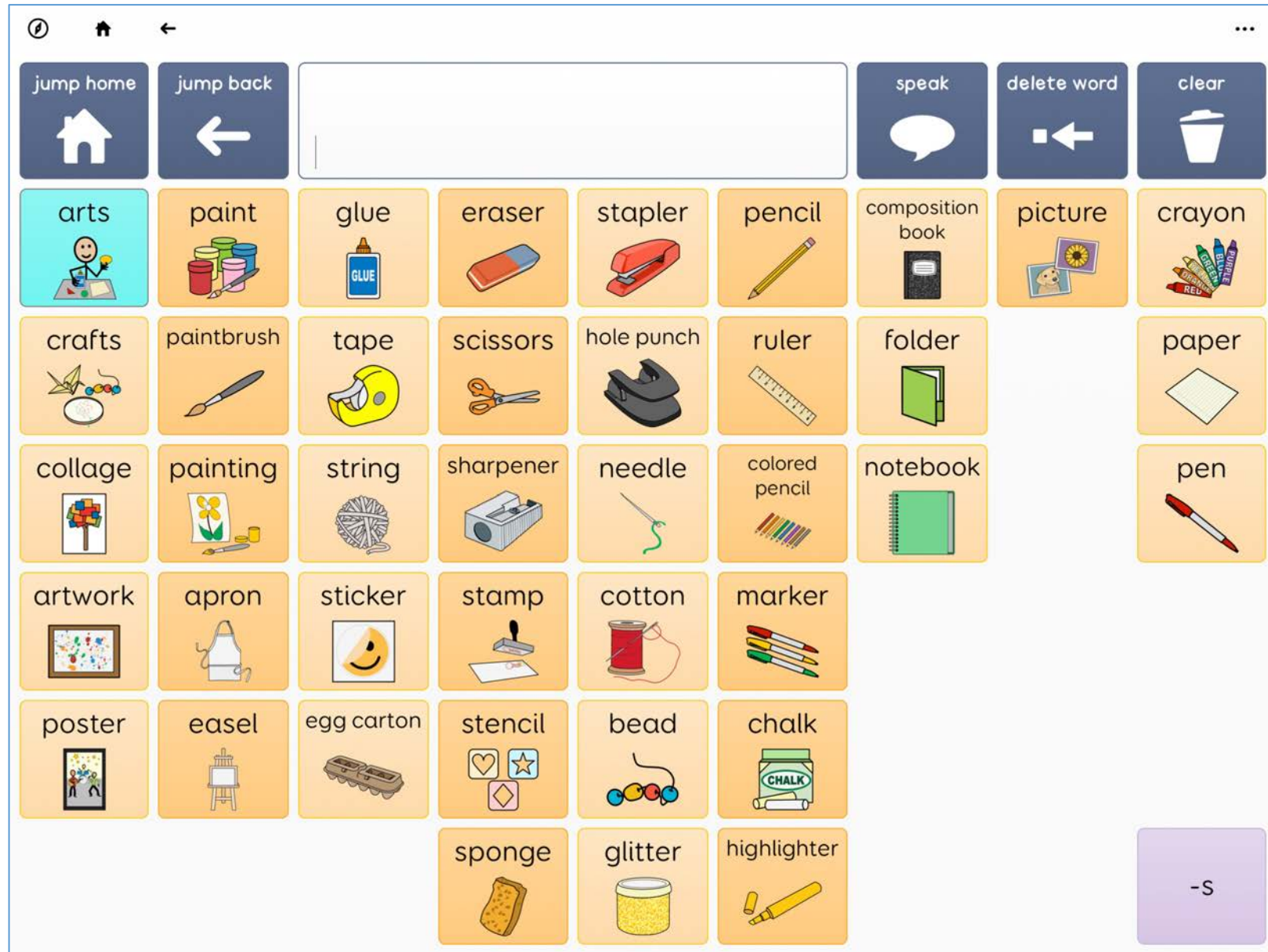


- ☐ ruler
- ☐ pencil
- ☐ pen
- ☐ lunch
- ☐ school bus
- ☐ paper



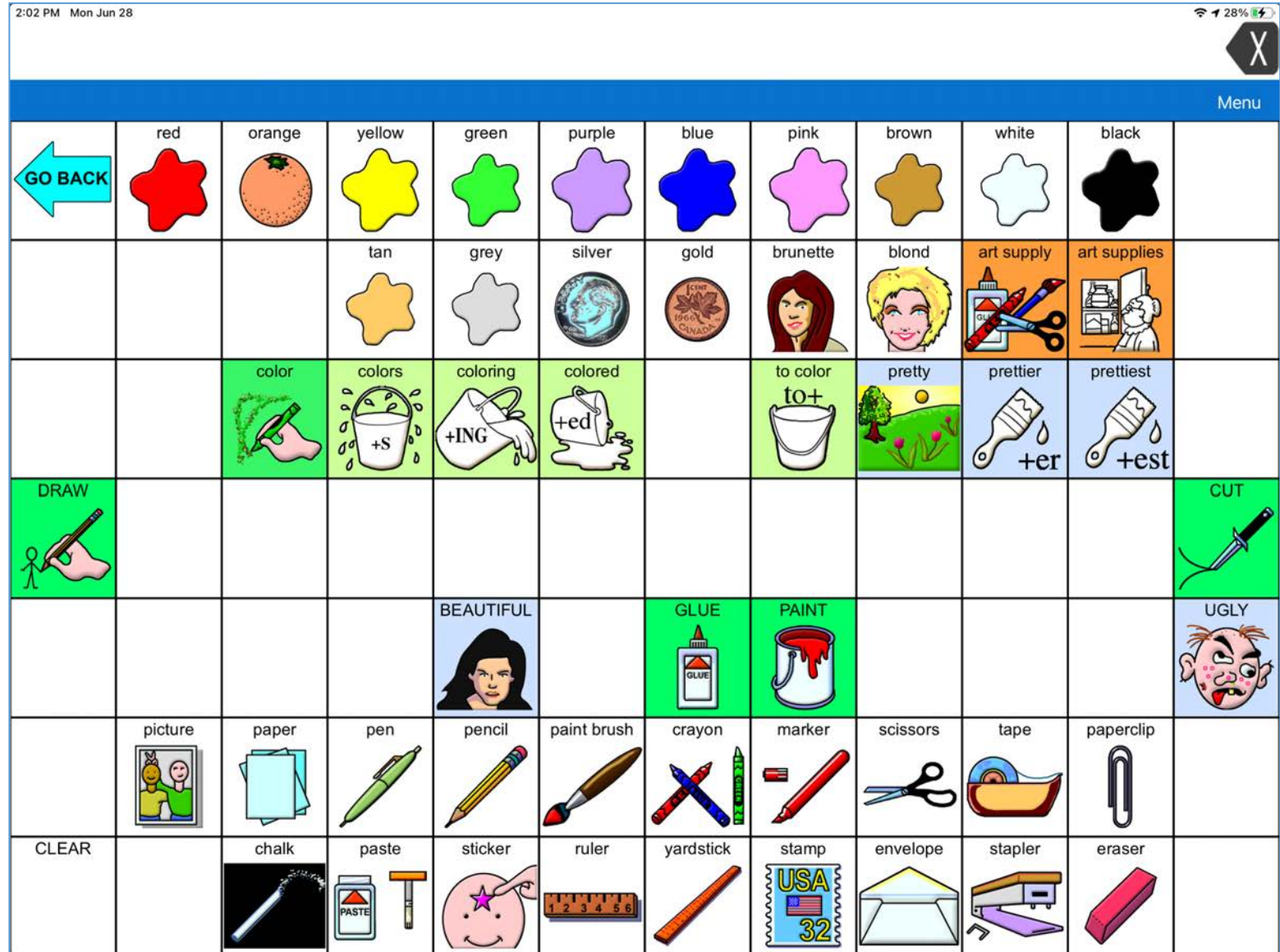
TD Snap

- ☐ paint
- ☐ glue
- ☐ markers
- ☐ crayons
- ☐ scissors
- ☐ paper
- ☐ pencil
- ☐ pen
- ☐ paintbrush
- ☐ ruler



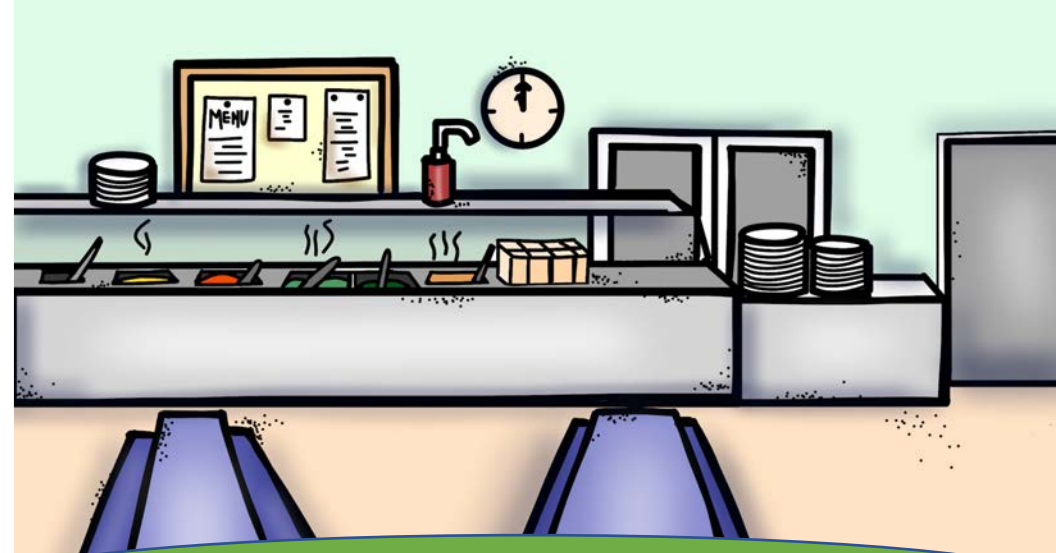
Grid 3

- ☐ paint
- ☐ glue
- ☐ markers
- ☐ crayons
- ☐ scissors
- ☐ paper
- ☐ pencil
- ☐ pen
- ☐ paintbrush
- ☐ ruler



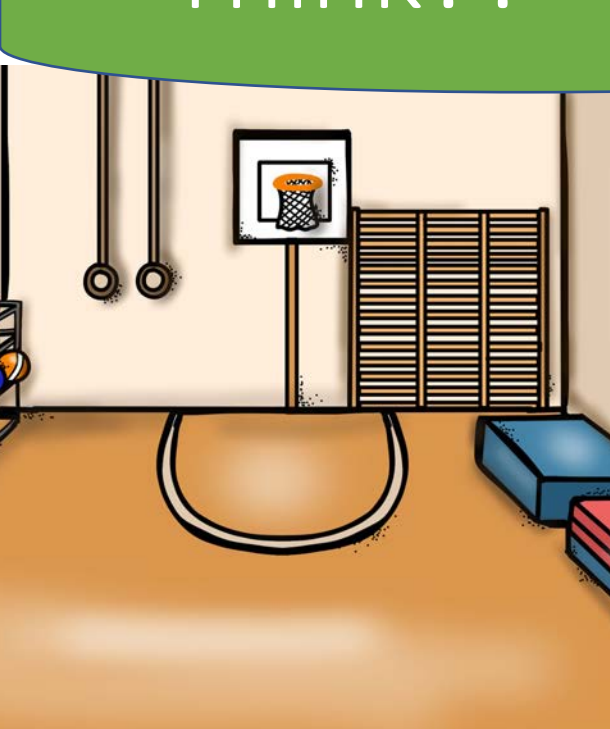
LAMP WFL





Whatcha'  
Think??

Think about the different places we go at school. What is your favorite place at school? What do you "like" about it. Which place do you "not" like? What's the difference? Could we change the place to make it more fun? What ideas do you have??



# Write About It: Activity Experience

**Directions:** Talk about what you bring to school each day. The teacher can show her backpack, purse, lunch bag or school bag. What do the students need each day. Give the students a chance to make their own check list. The goal of this exercise is just to get students used to writing for a purpose!

## **Language/Literacy Connection: Vocabulary Development**

- Help your student figure out what words they might want to add to their list. Help by offering a closed set of choices from an AAC board/book or device. You can choose from the words on the following word banks, OR pick from the word lists on your symbol sheet or AAC-Board, Book or Device.
- As the student adds words to their list you could let them use their keyboard (or pencil) to spell the word themselves. Don't worry if it isn't perfectly spelled-comment on the letters they choose and see if you understand the words they are making. If you are writing, let them tell you what letters to choose.

## **Communication Connection: Functional Use of New Core Words & Vocabulary**

- Have students compare their lists to the items their family members or friends take with them each day. What is the “same” and what is “different?”



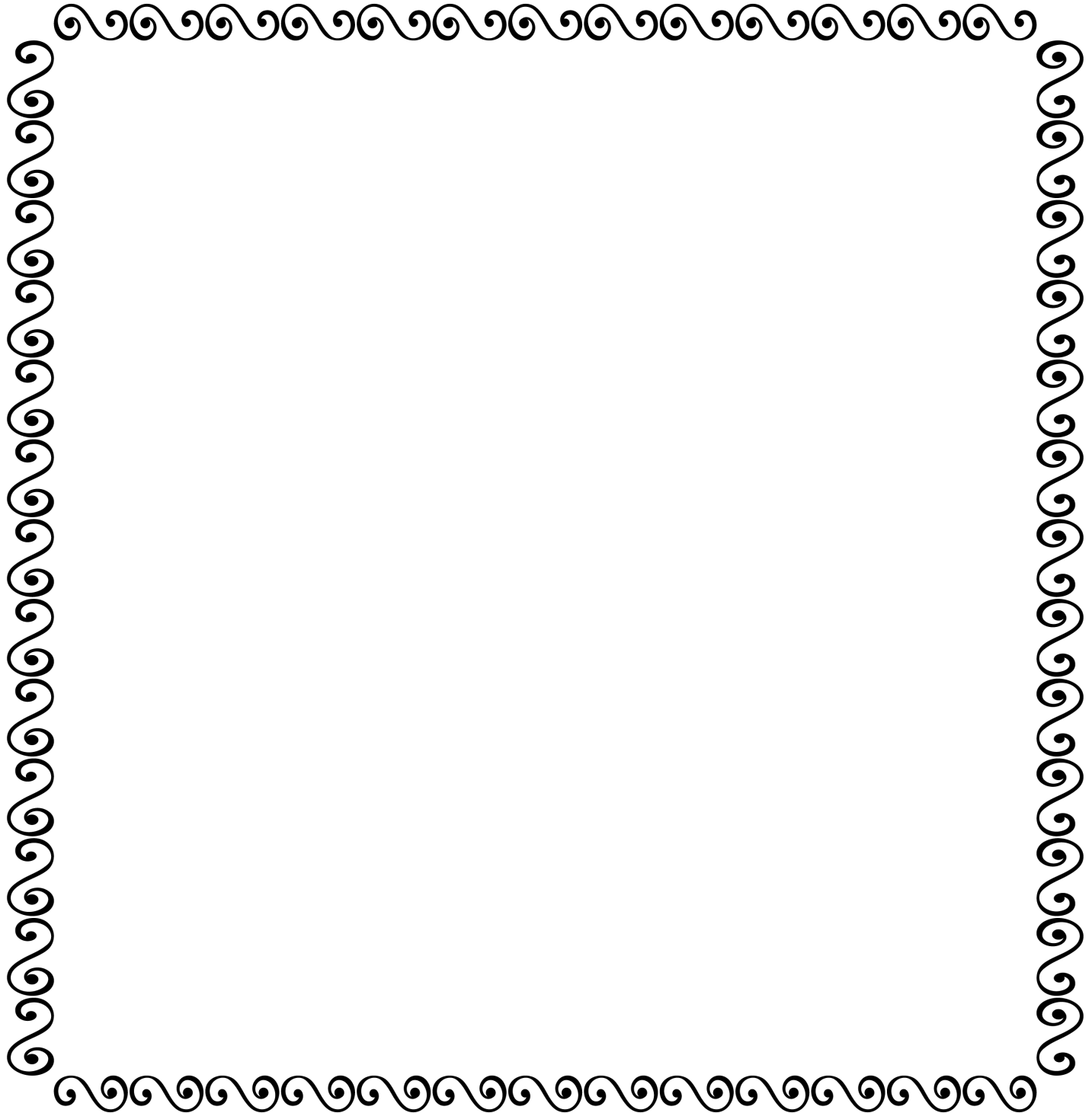


# Preparing for School: Backpack Pack!

What do you keep in  
your backpack? Make a  
list so you don't forget  
anything!

## Word Bank:

pen  
markers  
paper  
notebook  
lunchbox  
snack  
jacket  
pencil  
folder  
calculator



# Clip Art by...



Educlips

Whimsy Clips



Symbolstix  
copyright 2021

## AAC Boards...

screenshots from AAC  
applications from the following  
manufacturers



tobii  
dynavox



Smartbox

 **AssistiveWare**



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## Back To School Time

is part of the  
All Year Core & More  
program by...

