

Holiday Treats!



Checklist for partners before reading:

TARGET CORE WORDS: Get, Open, Want, and Who (family, relationships and sharing)

✓ **I KNOW WHERE THE CORE WORDS/SYMBOLS ARE ON THE STUDENT'S AAC SYSTEM?**

- On devices- look for the Core Word page for “want,” “get,” “open” and “who”
- ON a core board- these words should already be available (look in DTA Schools Light Tech library, or on project-core.com).

✓ **I KNOW WHERE THE FRINGE WORDS ARE (partners)**

- On devices, people can be in different places. Look for a “people” page on the main “home” page. Look in the “word list” or in a student’s “personal words.” Don’t forget your search feature on most systems!
- Using a specific AAC Board or Cards- be sure to have a symbol for each family name!

✓ **I KNOW HOW WILL I MODEL FOR STUDENT:**

- Touch the words “who,” “want,” “get” and “open” on the student’s device or communication board while you say the words.
- If the student is using sign language, OR you are signing in their hands (co-active signing) sign the words as you are saying them.

✓ **I KNOW HOW TO DESCRIBE SALIENT VISUAL FEATURES OF TARGETED PICTURES AND WORDS:**

- See previous page for ways to describe the words
- For people, think about things that might make these people “look” different from each other. What stands out about them. For example, Grandpa might always wear glasses. Sister might always have pigtails in her hair.

I like to get
treats!



I want to
open them up!



Who will get
a treat?



I want to give
treats too!



Open it Mom!



Dad wants to **get**
a treat for sister.



Open it sister!



Sister wants to **get**
a treat for brother.



Who will get a treat
for Grandma?
I can!



Who will get a treat
for Grandpa?
I can!



Getting treats is
good and giving
treats is even better.



The End.

Reading Reminders & Talking Tips!

Here's a weekly plan of action for reading your book and talking with our students!

Day One Picture Walk: Introduce the book and talk a “walk” looking at all the different pictures. What people do you see? Talk about the people in YOUR family. . What are their names? How about your relationships:? “Sylvia is my MOM.” We are connecting our topic to our own experiences today! AAC users, look around your AAC Board/Book/Device (AAC BBD) and find the family page. Add photos of actual family members, if you don’t already have them!

Day Two First Reading: Read the book, point out the words as you are reading and encourage your student to do the same. Make a point to emphasize our core words this month “want,” “get,” “who” & “open”)

Day Three- Text to Self Connection: Our book is very simple, but there is a lot to “unpack” here! Why do we often get together in December? What traditions do we have in our families? What is a tradition? What is a “family”? Is it always someone we are related to, or do we call other people our “family?” “Do you give gifts in your family?” “Do you get gifts too?”

Day Four- Alphabet and Phonological Awareness: Help your student notice the words in the story. What letters do they start with? Are they long or short words? Let’s make a list of all the food words we find. Make a chart of words that begin with the same sounds.

Day Five- Write About It: Help your student create a simple core word poem about TREATS.: “Family is ____.” “I like to give treats”.., “I like to get treats.” “I think treats are ____.”

Notes for Students with Visual Processing Challenges (CVI)

Add these techniques to your Reading Reminders Activities:

On the text only page, allow the student time to look at the text before you begin to read. Point out the words as you are reading.

Talk about the **salient visual features of the word(s)**: (straight lines, curves and how those connect)

“get” starts with a circle and a curvy tail below the others. It ends with a tall letter “t” with a line across it.

“who” starts with a bumpy top and ends with a circle.

- More than one highlighted word?
- Explain if it is a short word or long word
- Talk about the shape- tall letters, short letters

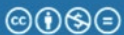
On the image page, allow the student time to look at the image while you and other partners wait without speaking. Noises and people speaking can make it harder for the student to focus on the visual image.

Once you’ve given your student time to look at the picture, talk about the **salient visual features of the image**: (descriptions of 2-3 defining visual details that are true of the target all or almost all of the time)

- shape
- details (pointy, shaped like a triangle, 3 sides, 2 pieces (sandwich))

Discuss the **concept of the word** and help them relate it to their personal experiences. Have you ever picked out a present for someone? People open presents on special occasions such as a holiday, birthday or when someone wants to show you they care about you.

Another core word book from the
All Year Core & More series!



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