

Our Body

Getting Ready!



What do we do to get ready
for school?

We wash our body, so we
are **not** dirty.



Scrub! Scrub! Scrub!

We wash our neck.

Scrub! Scrub! Scrub!



What is next?

We wash our back.

Scrub! Scrub! Scrub!



What is next?

We wash our elbows.

Scrub! Scrub! Scrub!



What is next?

We wash our arms.

Do **not** forget those armpits!

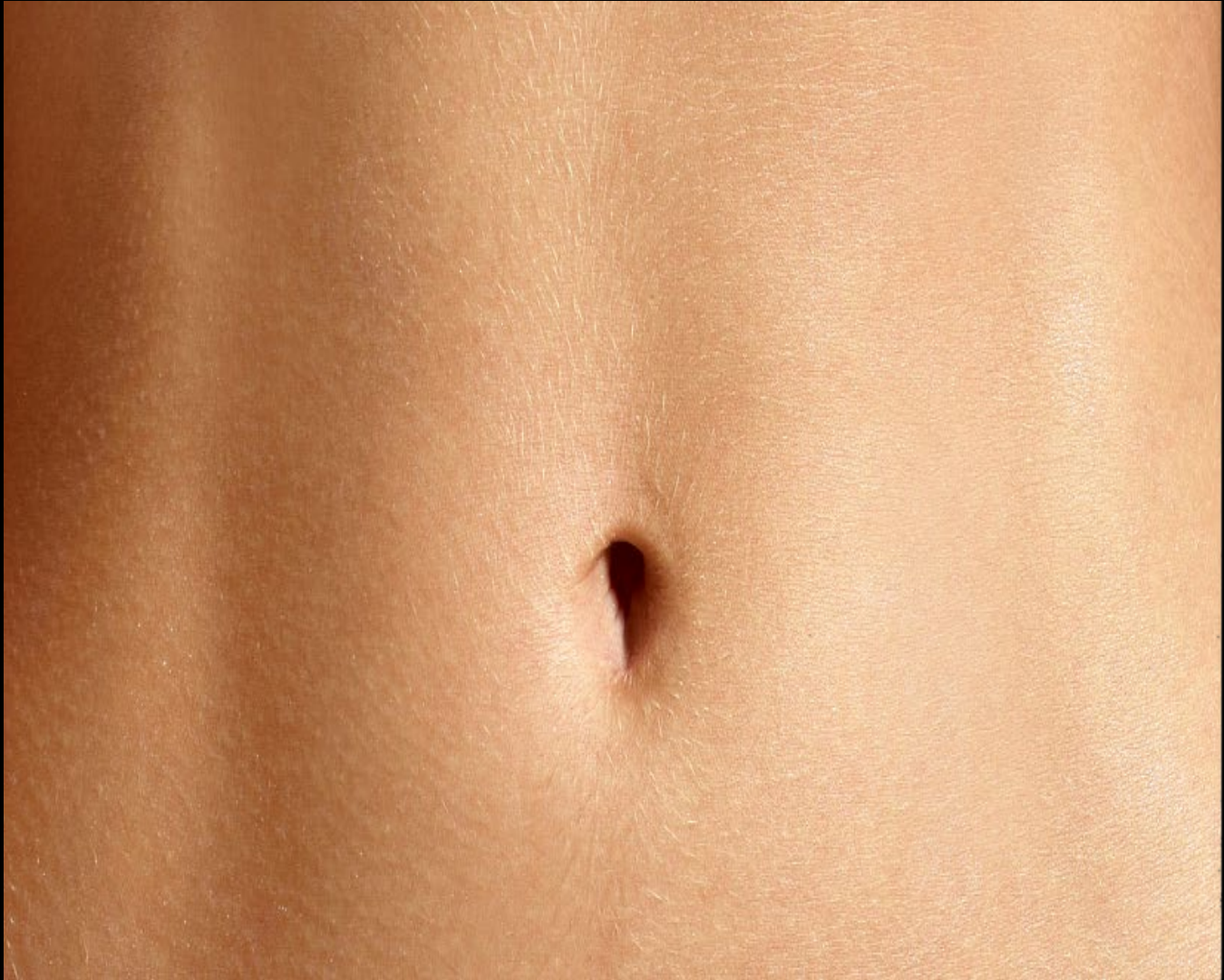
Scrub! Scrub! Scrub!



What is next?

We wash our tummy.

Scrub! Scrub! Scrub!



What is next?

We wash our legs and
knees too.

Scrub! Scrub! Scrub!



What is next?

We wash our hands,
so we do **not** get sick.

Scrub! Scrub! Scrub!



What is next?

We wash our feet.

Scrub! Scrub! Scrub!



Now we are all clean!



THE END!

Reading Reminders & Talking Tips!

You will read the book several times this month. Each time you read though; you'll choose different language concepts to pay attention to. Here's a sequence you can use:

Day One- Picture Walk: Look through the book with your student. Don't read it quite yet! Look at the cover, "What do you think this book is about?" Look through the pictures. You might use some of the partner prompts to give you ideas of what to talk about.

Day Two- First Reading: Read the book. Point to the words as you are reading. Don't worry too much about the partner prompts on this reading. Just focus on the pictures and words. Encourage the student to comment!

Day Three- Reading for Meaning: This reading is where we dig into the concepts in the story. Pay attention to the different BODY part words. You can also talk about "clean" and "dirty," even though these words are not used in the book. Make sure your student has a way to say these words, either using speech, or by finding the words on their AAC Board/Book/Device. Look for a "word list," "Things or Groups" page to find Body Parts. Look for "Describing" folders for "clean" and "dirty."

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 clothing words we find.

Day Five- Write About It: Help your student create a simple core word poem about washing up. "I can wash my ____."
"I can wash my ____."

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)
"What" 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. Some people wash in the shower, some in the bathtub. Some people use a washcloth, some a sponge and some a net sponge. Consider having some of these items for the students to look at and explore.

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.

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



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