Winter Story - Expressive #4

Materials Needed: Large symbols, small symbols, mini-boards

Short-term Goals:
- To increase two-word utterance/symbol sequences expressively in a storytelling task with symbol sequencing cues.
- To match symbol to symbol.
- To increase use of a variety of semantic functions.

Teacher introduces the task by saying, "You be the teacher. You tell the story."

Teacher Action: To be completed for each of the symbols listed:
1. Prop up large symbol.
2. Hold up small symbols.
3. Wait for response. (Provide cues as needed.)

> *Example:*
> **Teacher Action:** Props up large symbol *Winter Story* within student's view. Holds up symbols *Winter* and *Story*. Pauses for response. Provides cues as needed.
> **Student Action:** Points to symbols *Winter* and *Story* on mini-board or sentence strips. Vocalizes when possible.

Note: Words in parentheses may be omitted to simplify utterance complexity if necessary.

Symbol	Teacher props up large symbol, holds up small symbol, and then waits for response.
Winter Story	*Winter* and *Story*
It's Winter	*It* and *Winter*
I see snow	*See* and *Snow*
It's cold outside	*Cold* and *Outside*
I put on my jacket	*Put on* and *Jacket*
I put on my boots	*Put on* and *Boots*
I put on my scarf	*Put on* and *Scarf*
I put on my mittens	*Put on* and *Mittens*
I put on my hat	*Put on* and *Hat*
I go outside	*Go* and *Outside*
I build a snowman	*Build* and *Snowman*
I ride on a sled	*Ride* and *Sled*
I like winter	*Like* and *Winter*

Student Action: Points to symbols on mini-board or sentence strips. Vocalizes when possible,

Winter Story - Expressive #5

Materials Needed: Large symbols, small symbols on mini-board or sentence strips

Short-term Goals:
- To increase two-word utterance/symbol sequences expressively in a storytelling task without symbol sequencing cues.
- To increase use of a variety of semantic functions.

Teacher introduces the task by saying, "You be the teacher. You tell the story."

Teacher Action: To be completed for each of the symbols listed:
1. Hold up the symbol.
2. Pause for student to respond by pointing or verbalizing.

    Example:
        Teacher Action: Holds up large symbol *Winter Story*. Pauses for response. Provides cues as needed.
        Student Action: Points to symbols *Winter* and *Story* on mini-board or sentence strips. Vocalizes when possible.

Symbol	Teacher holds up symbol and pauses for the following response:
Winter Story	Points to *Winter* and *Story*
It's winter	Points to *It* and *Winter*
I see snow	Points to *See* and *Snow*
It's cold outside	Points to *Cold* and *Outside*
I put on my jacket	Points to *Put on* and *Jacket*
I put on my boots	Points to *Put on* and *Boots*
I put on my scarf	Points to *Put on* and *Scarf*
I put on my mittens	Points to *Put on* and *Mittens*
I put on my hat	Points to *Put on* and *Hat*
I go outside	Points to *Go* and *Outside*
I build a snowman	Points to *Build* and *Snowman*
I ride on a sled	Points to *Ride* and *Sled*
I like winter	Points to *Like* and *Winter*

Student Action: Points to symbols on mini-board or sentence strips. Vocalizes when possible.

Student: _____

INSTRUCTIONAL GOALS DATA SHEET
WINTER STORY - RECEPTIVE

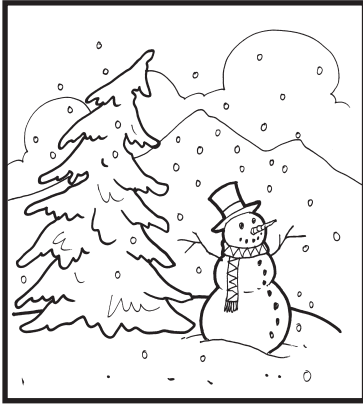| Goals	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
To increase receptive vocabulary related to winter.				
To increase receptive functional vocabulary.				
To recognize "Winter Story" sequence.				
To follow one-step direction "Point to___" from an array of one.				
To follow one-step direction "Point to_____" from a multiple array on a mini-board.				
To increase pointing skills.				
To match symbol to symbol.				

Student:_____

SCORE SHEET FOR TARGET ITEMS
WINTER STORY - RECEPTIVE

Receptive Vocabulary	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
Winter				
Story				
It				
Cold				
Outside				
I				
See				
Snow				
Put on				
Jacket (winter)				
Boots				
Scarf				
Mittens				
Hat (winter)				
Go				
Build				
Snowman				
Ride				
On				
Sled				
Like				
What is it?				
Where is it?				
What are they?				

Student: _____

INSTRUCTIONAL GOALS DATA SHEET
WINTER STORY - EXPRESSIVE

Goals	Criteria	Dates Introduced	Comments/Cues needed	Date Achieved
To increase expressive vocabulary related to winter.				
To increase expressive functional vocabulary.				
To increase pragmatic turn-taking skills.				
To respond correctly to simple *Wh*-questions.				
To increase two-word utterance/symbol sequences expressively in a storytelling task with symbol sequencing cues.				
To match symbol to symbol.				
To increase use of a variety of semantic functions with symbol sequencing cues.				
To increase two-word utterance/symbol sequences expressively in a storytelling task without symbol sequencing cues.				
To increase use of a variety of semantic functions without symbol sequencing cues.				

Student:_____

SCORE SHEET FOR TARGET ITEMS
WINTER STORY - EXPRESSIVE

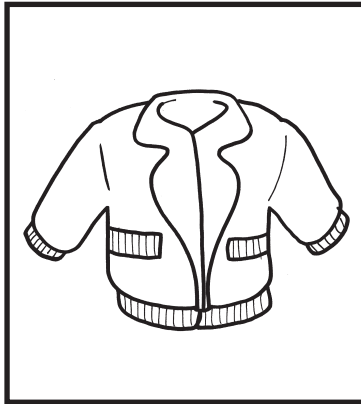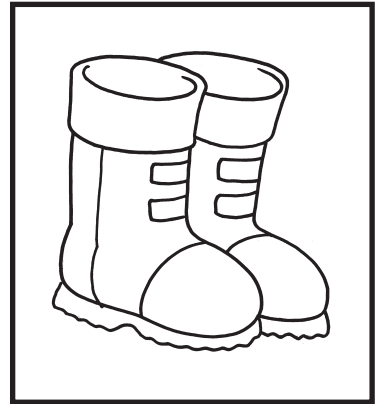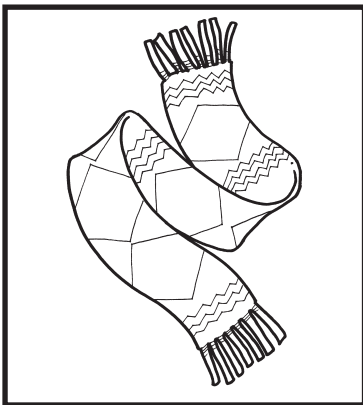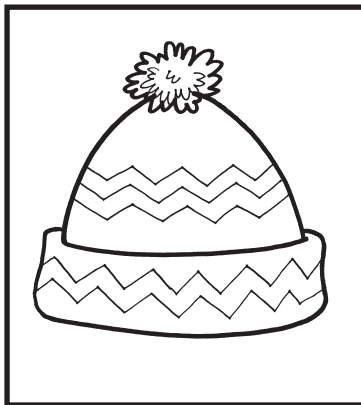| Expressive Vocabulary	Criteria	Dates Introduced	Comments/Cues Needed	Date Achieved
Winter				
Story				
It				
Cold				
Outside				
I				
See				
Snow				
Put On				
Jacket (Winter)				
Boots				
Scarf				
Mittens				
Hat (Winter)				
Go				
Build				
Snowman				
Ride				
On				
Sled				
Like				

Activity: *Winter Story*

Winter
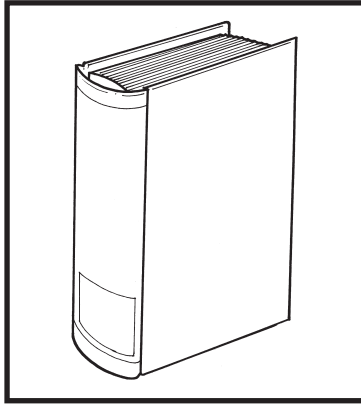
Story
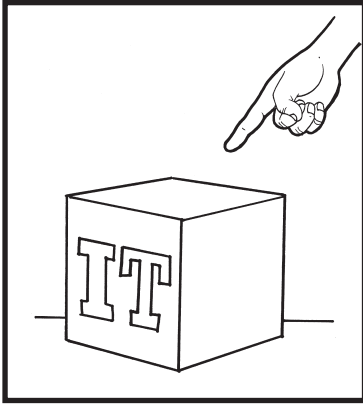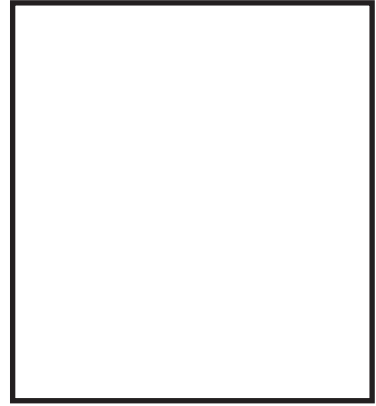
It

Cold
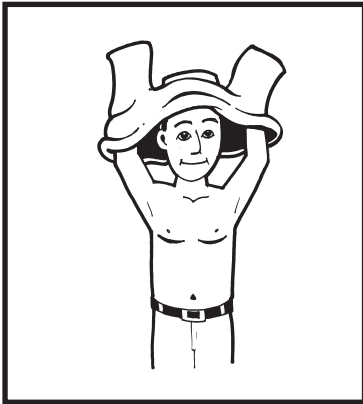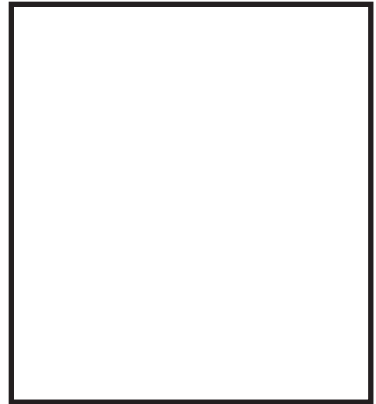
Put on

Jacket

Boots

Scarf

Hat

Mittens