

Lesson Plan: Karen Natoci –

Write to Read Mad Libs & Google Image Activity

Objective SHARED WRITING: We will use our a low tech communication system to <u>tell the instructor (SLP) what word to write</u> to FILL IN THE BLANK in a MAD LIBS, one page story authored by the student. CORE VOCABULARY emphasized: like/don't like, uh/oh or oh no!, again, ORAL READING: Child will have the opportunity at the end to orally read their work by using their AAC system.	Materials 1) Access to a "Word bank" or, AAC system: flip 'n Talk, PODD, Go Talks, choice boards, PECS, eye gaze boards, PAS methods, 2) access to CORE vocabulary, minimal array of 2-4, 3) Internet access to Google images, 4) Large tablet paper, 5) MAD LIBS script, 6) Step by Step or other quick programmable device for oral reading finished work	Communication methods practiced and modeled 1. Access vocabulary given category (animal, description, person), 2. Inventive writing, humor, 3. Creation of fun, original idea,	Pragmatic Branch Descriptions, Categories use (such as people, place, descriptions/color, shape, size) Matrix level V-VII (Receptive use of humor, vocabulary exposure, syntax fun,	Sensory Input/Receptive Tactile, visual, olfactory, auditory, taste (as authorized by teacher & instructional assistants.)	Vocabulary Targeted: <i>Core words:</i> MORE LIKE DON'T LIKE Uh-oh! Oh-no! Again Look I, Mine, You Turn <i>Fringe:</i> Person, Place, Pronoun, Description: color, size, other-
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Overall flow of Activity----->

Therapist: Introduces the Activity a. Student volunteers to write their story using the MAD LIBS format: <u>(Person)</u> is going to <u>(place)</u> . <u>(Pronoun)</u> sees a(n) <u>(animal)</u> . It was <u>(description)</u> .	Student will use a word bank or other AAC system to fill in the blanks. One outcome: A DOCTOR is going to the SCHOOL.. HE sees a COW. It was BUMPY. SLP will provide model of writing what the student SAYS, Continue until MAD LIBS page is complete.	The Instructional Assistant will quickly generate/print three potential images* that go with the story: DOCTOR, COW, SCHOOL, and a combination of the adjective + noun that is likely to be found through Google images. This will become the TITLE page and narrow options for google image search,	Bring the printed choices* to student Student will look at more specific options using GOOGLE (with assistance). For example, if they chose "bumpy cow" we will google these images to choose from many. Student will choose their image using their means of communication (partner assisted scan, eye gaze, touch/point, or other means.)	Instructional Assistant will print image and will attach to the Title of the Story.	Review completed work,	Final goal is to ORALLY READ THEIR WORK, using a step by step device- or can use their own AAC device!
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To increase difficulty if needed →	Use larger array such as whole PODD book or device.	Have child navigate their device with as little prompting as necessary,	Use more specific prompts (i.e., color, versus description) so that the student needs to navigate deeper into their AAC system.	Expand upon the story by adding a new page or another sentence.
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To decrease difficulty if needed →	Decrease array with their AAC system, assign symbol to their behavior (i.e., if using PAS, use the choice based on the child's natural reaction to the word) and bring to their visual field.	Keep language input very simple and multi-modal. Go slowly, linger, give child more time.	Use flashlight, bright color marker, go slowly, read to child what you are writing.	Consider using high contrast symbols or a more concrete, three dimensional representation.	Have child "hop on" while writing, if possible. Bring the text closer to the child for more engagement.	Summarize and recap along the way: Read finished work using choral speech with the staff, Repeat the oral reading portion of the activity until child shows less interest.
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