

Amazing Animal Adventure Pack



Penguins

By BWL



[Read book on Tar Heel Reader](#)



January 2022 Learn About Penguins

Core Words

do, different, help, play, scared, **need**, not

Fringe Words

penguin/**penguins**

Writing: Describe a Penguin

After reading the story, use the Character Trait Map handout to describe penguins. Download it [here](#) to display on your computer or use as a handout.

- The adult models the process by using a word from the AAC system to describe the penguin. Encourage the students to recall single words on the AAC system to describe penguins.
- Make meaning from any word the student offers.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect an Accent device with NuVoice to a computer.

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **PENGUINS**. We'll learn about **DIFFERENT PENGUINS**. Let's take a look at what **PENGUINS DO**.

Read the book, pausing to model target words.

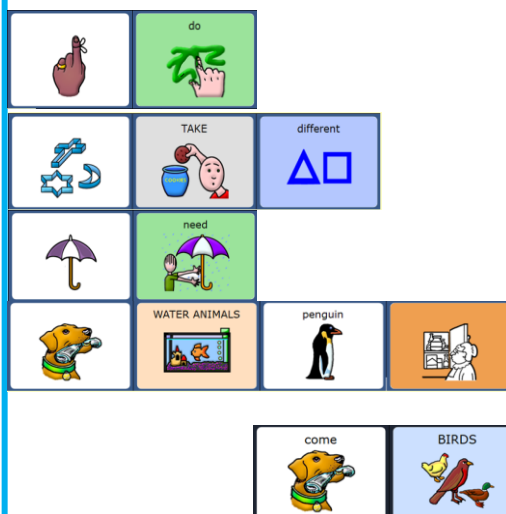
Model single words: I see a lot of **PENGUINS**. They can **DO** lots of things. They **NEED** to stay together to stay safe.

Model two- and three-word combinations: **PENGUINS DO** a lot of things.

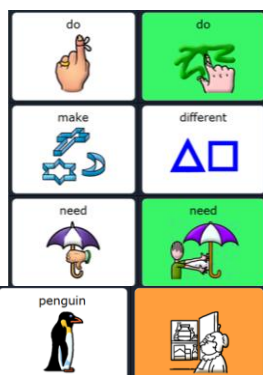
They **DO NOT** fly. **PENGUINS NEED** to stay together to stay safe. This **PENGUIN** is **DIFFERENT** from the other one.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Unity 84 Sequenced



LAMP WFL 84 Full



Notes



[Learn about emperor penguins at National Geographic Kids](#)



Be Brave

What can you do, say, or think if you are trying to be brave?
Of if you are trying to help a friend be brave? Roll the die
and use your words to share with others. If you land on
"choose" you decide which of these you want to talk about.
*Print in Landscape.

Glue Under

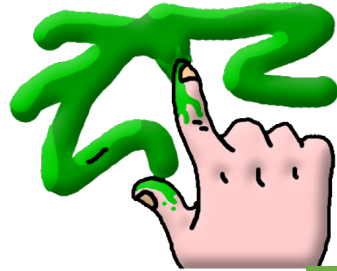


Feel



Glue Under

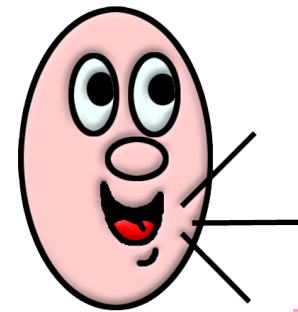
Glue Under



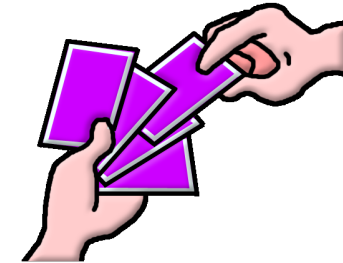
Do



Think



Say



Choose

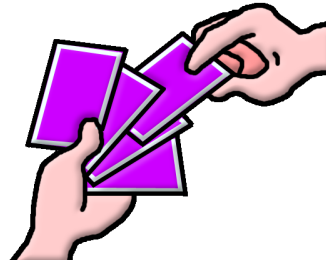


Glue Under

Glue Under

Glue Under

Glue Under



Choose



Amazing Animal Adventure Pack



What do I know
About a Hippo?



[Read the book
in Tar Heel Reader](#)

February 2022 Learn About Hippos

Core Words

another, different, same, where, **heavy, under, out**

Fringe Words

sock, **hippopotamus**

*Add the word "hippopotamus" to your LAMP WFL vocabulary or use the word "it" instead.



Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about hippos. I see a **HIPPOPOTAMUS**. This book has facts about hippos and it has rhyming words. That means some of the words have the **SAME** ending sounds. We will read this book to learn about real hippos. We can also listen for words that have the **SAME** ending sounds. Read the book, pausing to model target words.

Model single words: This is a real **HIPPOPOTAMUS**. It spends time **UNDER** the water. The hippo is **HEAVY**. Let's listen to these two words with the **SAME** ending sound: "true" and "knew." I wonder if we can find **ANOTHER** set of rhyming words in this poem.

Model two- and three-word combinations: The **HIPPOPOTAMUS** is **HEAVY**. Their eyes, ears, and nose stick **OUT** when they are **UNDER** water. Do these words have the **SAME** or **DIFFERENT** ending sounds?

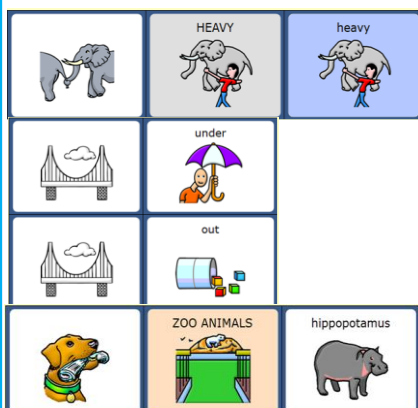
Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Writing: Sink or Float?

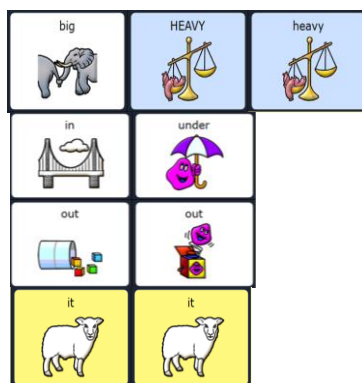
After reading the book and learning about hippos, plan a sink or float experiment. Gather items of various weights from around the classroom/home. Pass each item around. Talk about whether the items feel the **SAME** or **DIFFERENT**. Does it feel **HEAVY** like a **HIPPOPOTAMUS**? Will it sink **UNDER** water or stay **OUT**?

- Each student then has a chance to predict. Write down the student's words in a document or slide. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect an Accent device with NuVoice to a computer.
- Put each item in a tub of water and watch what happens. Did it go **UNDER** or stay **OUT**? Compare each student's predictions to the outcome.
- Publish the writing in PowerPoint, a document, or your favorite book creating app and share!

Unity 84 Sequenced



LAMP WFL 84 Full



*Hippopotamus is not in LAMP WFL. You can add it, or you can use the word "it."

Notes



[Learn about hippos at National Geographic Kids.](#)

Amazing Animal Adventure Pack



Panda ABCs

By BWL



Read the book
in Tar Heel Reader

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about the **PANDA or BEAR**. In this we'll book, we'll read to learn about them and look for alphabet letters. Read the book, pausing to model target words.

- M** Model single words: The giant **PANDA** is cute. He is a type of **BEAR**. See what they **LIKE** to eat? They **LIVE** in mountains in China.
- M** Model two- and three-word combinations: The **PANDA BEAR** is cute. What **DO** they **LIKE** to eat? The **PANDA** gets **BIG**.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes



[Learn about pandas at
National Geographic Kids](https://www.nationalgeographic.com/kids/)

March 2022 Learn About Pandas

Core Words

big, do, like, live, you, worried

Fringe Words

school, Panda, bear

Writing: Panda Poem

After reading the story, tell the students you are going to write a poem about Pandas. Each student will offer a word.

- Open a new slide show or document on the computer for this writing activity.
- The adult models a word on the SGD first: **BIG**
- Each student then has a chance to share a word that describes the Panda. Make meaning from any word the student offers.
- Add a photo of a Panda and change the font color and size of the words for drama. Ask students to tell you with their SGD how they want their word to look (size, color, location) on the image.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device to a computer.
- Read all the sentences once everyone has had a turn. Consider finding photos to go with the words. Publish your work! Print, post on social media, email to parents, hang up in your room.

Unity 84 Sequenced



LAMP WFL 84 Full



*Panda is not in LAMP WFL. You can add it, use the word "bear," or use the word "it."

Amazing Animal Adventure Pack



April 2022 Learn About Birds

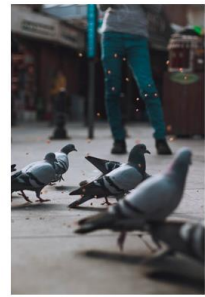
Core Words

he, don't, drive, **fly**, let, **smart**, **watch**

Fringe Words

bus, **bird(s)** or **pigeon(s)**

*Add the word pigeon to LAMP WFL.



Pigeons

Read the Tar Heel Reader book

Writing: Describe a Pigeon

After reading the story, use the Character Trait Map handout to describe pigeons. Download it [here](#) to display on your computer or use the handout. Tell students you are going to write about pigeons to help those who haven't read this book learn about them.

- The adult uses the AAC system to say a word to describe pigeons. Encourage the student to recall single words on the AAC system to help describe them.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device with NuVoice to a computer.

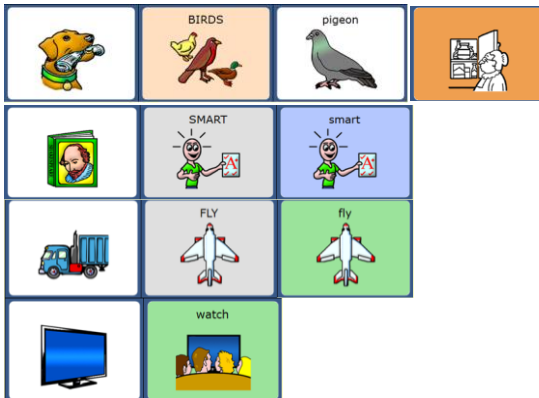
Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **PIGEONS**. They are a type of **BIRD**. Read the book, pausing to model target words.

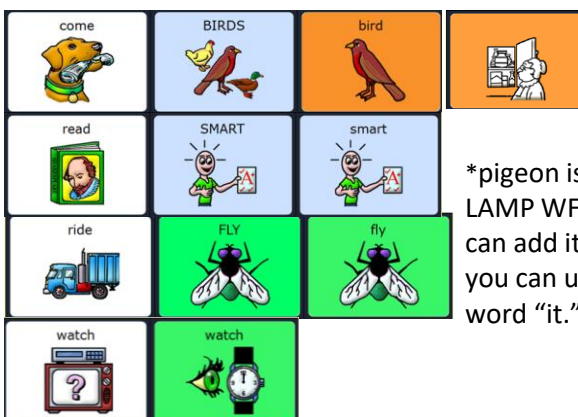
- M** Model single words: **PIGEONS** live in the city and country. They are very **SMART**. They can **FLY** fast.
- M** Model two- and three-word combinations: **PIGEONS** are **SMART BIRDS**. They used to **LET PIGEONS** deliver mail during the war. **PIGEONS FLY** very fast. It can be fun to **WATCH** a **PIGEON**. Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes

Unity 84 Sequenced



LAMP WFL 84 Full



*pigeon is not in LAMP WFL. You can add it, or you can use the word "it."



[Learn about birds where you live at the National Audubon Society Guide to North America Birds](#)

Amazing Animal Adventure Pack



Sea Turtles



[Read the Tar Heel Reader book](#)

May 2022 Learn About Turtles

Core Words

go, in, **out**, they, where

Fringe Word

turtle/turtles, ocean

Writing: Sea Turtle List Poem

- Open a new slide show or document on the computer for this writing activity.
- Encourage students to provide a word from their SGD to describe sea turtles.
- The adult models a word on the SGD first: **LITTLE**
- Each student then has a chance to share a word that describes the sea turtle. Make meaning from any word the student offers.
- Add a photo of a sea turtle to the document/slide and change the font color and size of the words for drama. Ask students to tell you with their SGD how they want their word to look (size, color, location) on the image.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device to a computer.
- Read all the sentences once everyone has had a turn. Consider finding photos to go with the words. Publish your work! Print, post on social media, email to parents, hang up in your room.

Introduce the Story

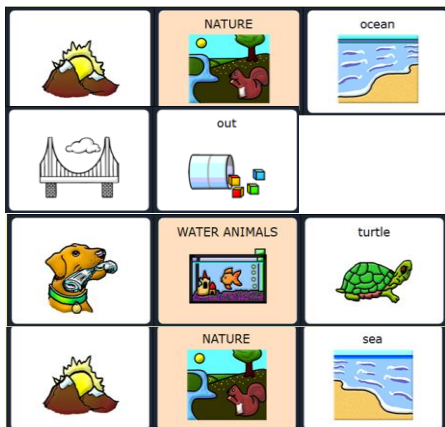
Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about the **SEA TURTLES**. In this we'll book read to learn about them. Read the book, pausing to model target words.

- M** Model single words: There are many kinds of **SEA TURTLES**. **THEY** live in the **OCEAN**.
- M** Model two- and three-word combinations: **SEA TURTLES** can eat plants, garbage, or meat. **THEY GO** to the **OCEAN** after they hatch on the sand.

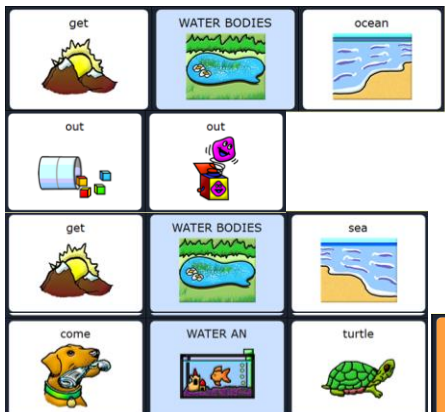
Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes

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LAMP WFL 84 Full



[Learn about sea turtles at National Geographic Kids](#)

Amazing Animal Adventure Pack



Giraffes



Read the Tar Heel Reader book

June 2022 Learn About Giraffes

Core Words

not, dance, he, sad, **they**, **fast**, **tall**

Fringe Word

giraffe/**giraffes**



Writing: Compare/Contrast Gerald and Giraffes

First read Giraffe's Can't Dance and the Tar Heel Reader story, then watch the giraffe cam.

- Use the Venn Diagram to compare Gerald to Giraffes. Download it [here](#).
- Present to the class and explain that you will think about ways that Gerald, a character in a story, and real giraffes are the same and how they are different.

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has facts about real **GIRAFFES**. We'll read this book to learn about **GIRAFFES**. I wonder what **THEY** do. Read the book, pausing to model target words.



















- M** Model single words: **GIRAFFES** are tall. **THEY** have long necks.
- M** Model two- and three-word combinations: **GIRAFFES** are **FAST**. **THEY** are **TALL**. **THEY** do **NOT** like to live alone. **THEY** do **NOT** have the same spots.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes

Unity 84 Sequenced

LAMP WFL 84 Full



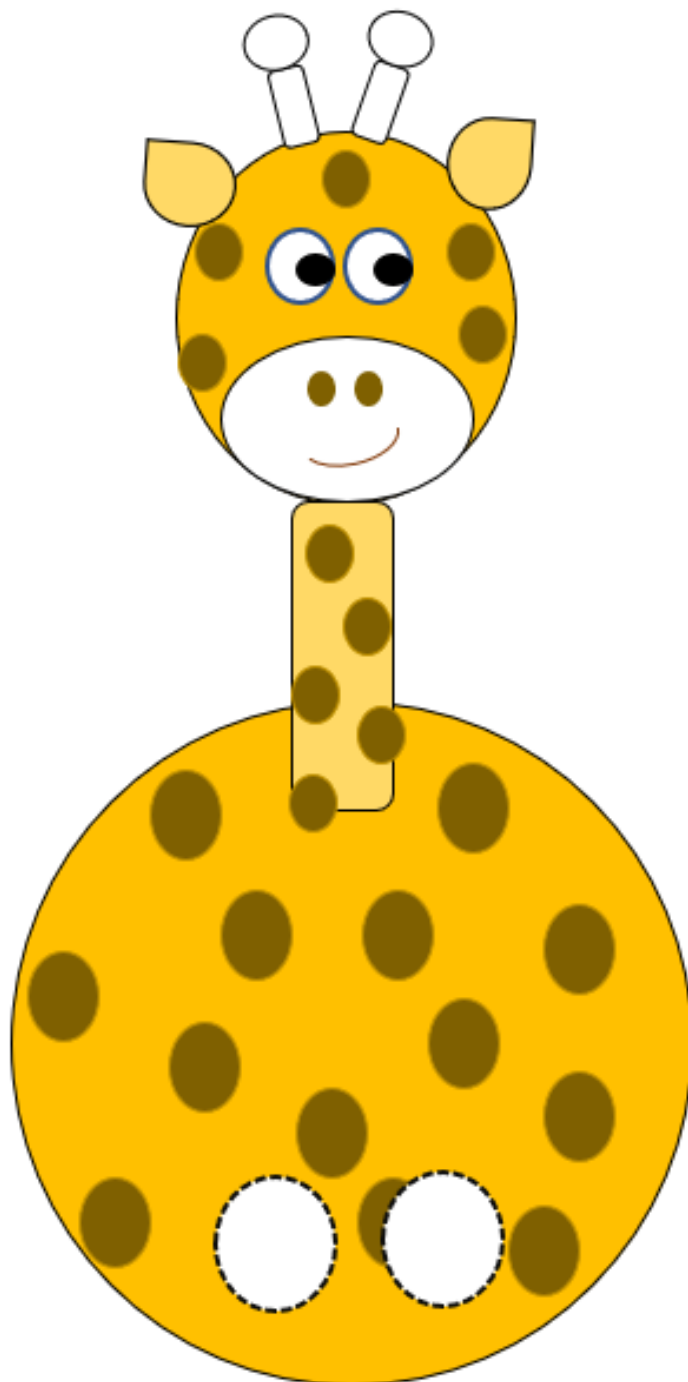
[Learn about giraffes at National Geographic Kids.](#)

June 2022



Craft/Fine Motor Dancing Giraffe

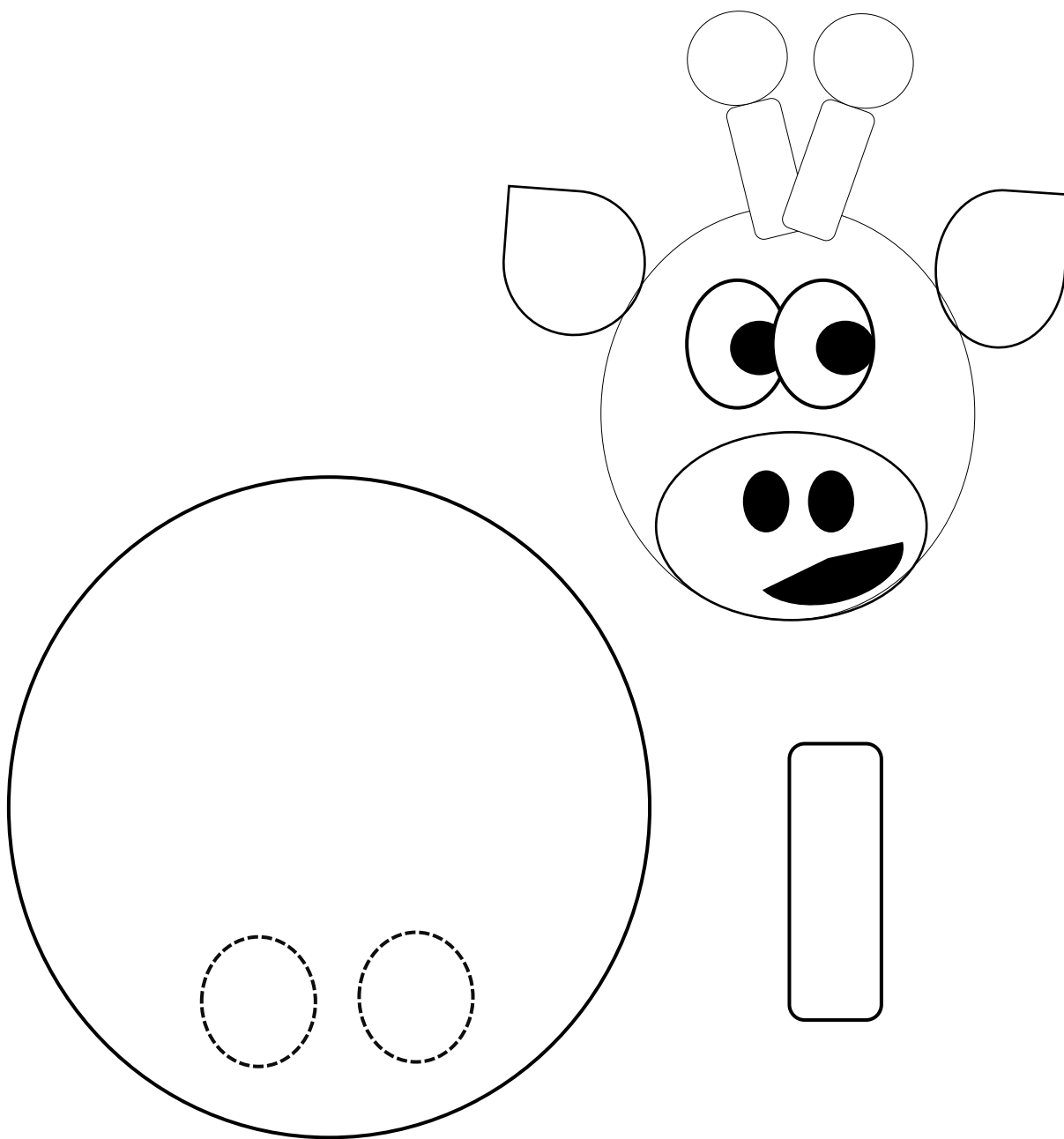
- Print dancing Gerald worksheet (Tip: Cardstock works best)
- Students decorate and assemble. Students can use words in their AAC devices to direct others how to put the giraffe together if they have fine motor difficulty. (Tip: for those unable to put the puppet on their hands consider gluing on a craft stick that they can hold on to)
- Student's place fingers in the holes to make Gerald dance.



Craft/Fine Motor Dancing Giraffe

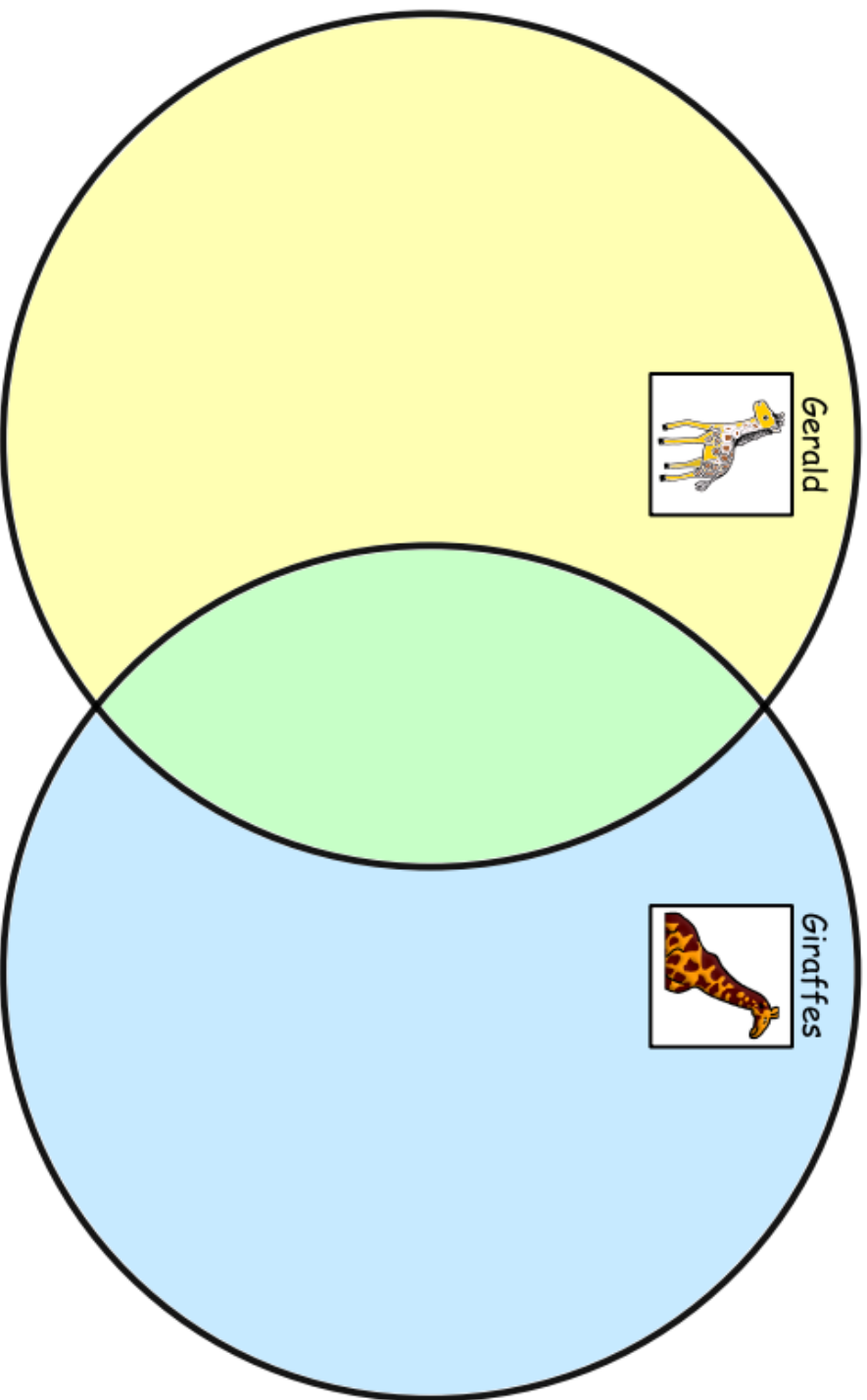


- Print dancing Gerald worksheet (Tip: Cardstock works best).
- Students decorate and assemble. Students can use words in their AAC devices to direct others how to put the giraffe together if they have fine motor difficulty. (Tip: For those unable to put the puppet on their hands consider gluing on a craft stick that they can hold on to.)
- Students place fingers in the holes to make Gerald dance.





Compare Gerald to Giraffes



Compare Gerald to Giraffes

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Amazing Animal Adventure Pack



July 2022 Learn About Tigers

Core Words

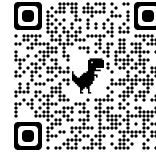
big, don't, **run**, **swim**, up, uhoh, wake

Fringe Word

tiger/**tigers**

Writing: **Tigers** are _____.

- Open a new slide show or document on the computer for this writing activity. At the top provide the sentence frame for the students to complete with a word from their SGD.
- The adult models a word on an AAC system to fill in the blank "Tigers are **FAST**."
- Each student then has a chance to fill in the blank with a word.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device with NuVoice to a computer.
- Read all the sentences once everyone has had a turn. Consider finding photos to go with the words. Publish your work! Print, post on social media, email to parents, hang up in your room.



Tigers are Big Cats

[Read the Tar Heel Reader book](#)

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **TIGERS**. Here's a **TIGER** on the cover. I wonder what **TIGERS** do. Do you think **TIGERS SWIM**? Let's read to find out. Read the book, pausing to model target words.

M Model single words: **TIGERS** are big cats. **UHOH**, look at those teeth. They are **BIG**.

M Model two- and three-word combinations: **TIGERS** are **BIG**. They like to **SWIM** and **RUN**. **TIGERS DON'T** purr.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Unity 84 Sequenced

LAMP WFL 84 Full

Notes



[Learn about tigers at National Geographic Kids](#)

Amazing Animal Adventure Pack



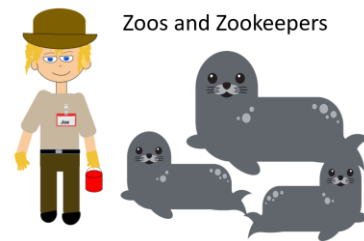
August Learn About the Zoo

Core Words

he, **help**, look, they, send

Fringe Words

zoo, **fun**, **job**



Zoos and Zookeepers

[Read the book in Tar Heel Reader](#)

Writing: What Does a Zookeeper Do?

After reading the story, use the Character Trait Map handout to describe zookeepers. Download it [here](#) to display on your computer or use the handout. Tell students you are going to write about the jobs zookeepers do to help animals.

- The adult uses the AAC system to describe a job that zookeepers do. Encourage the student to recall single words on the AAC system to help describe zookeepers.
- Each student then has a chance to fill-in-the-blank with a word. Make meaning from any word the student offers. It could be a word that describes the qualities of a zookeeper, i.e.: nice, friend, good.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device with NuVoice device to a computer

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about people who work at the **ZOO**. We will **LOOK** at how people who work at the **ZOO** **HELP** animals. It is their **JOB**. This person is called a zookeeper. Read the book, pausing to model target words.

Model single words: A zookeeper is an important **JOB**. **LOOK** at all the animals you could work with. You **HELP** keep the animals

M healthy.

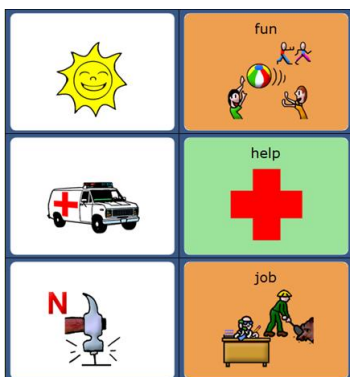
Model two- and three-word combinations: This **JOB** looks **FUN**. **HE** gets to **HELP** animals. Working at the **ZOO** is an important **JOB**.

M What would your favorite **JOB** be if you worked at the **ZOO**?

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Unity 84 Sequenced

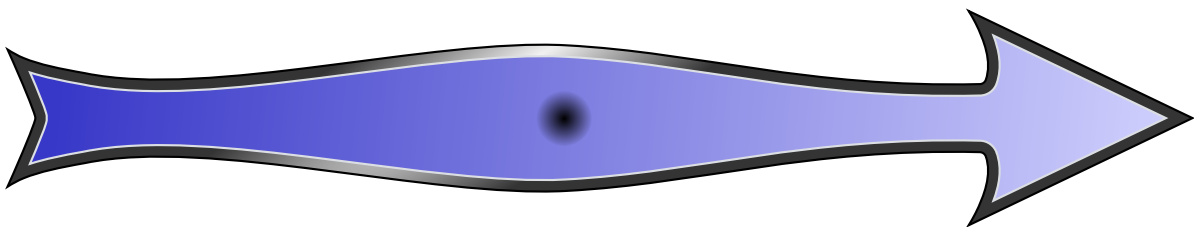
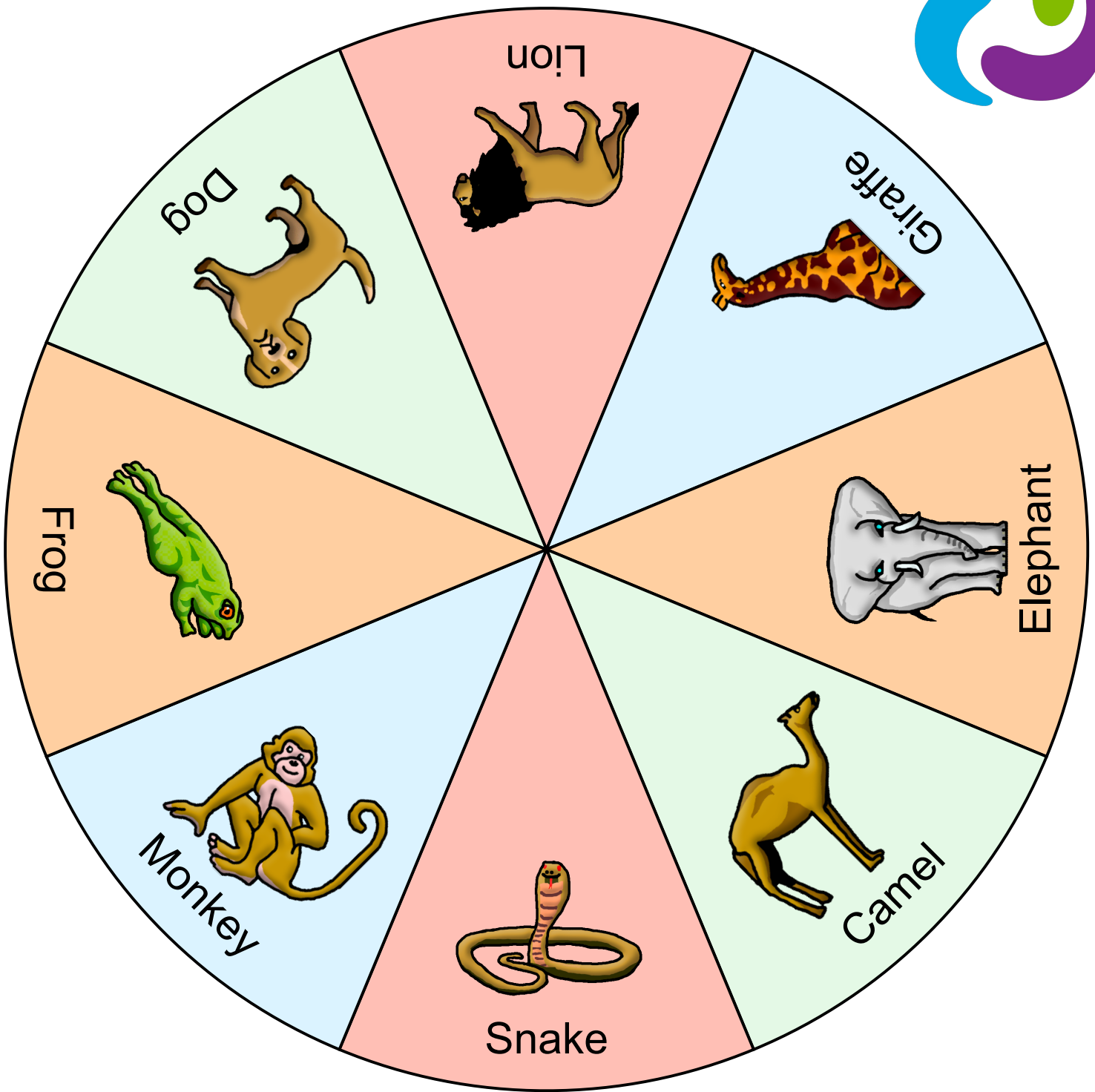
LAMP WFL 84 Full



Notes



[Learn about zookeepers at the Smithsonian's National Zoo & Conversation Biology Institute.](#)



Amazing Animal Adventure Pack



September Learn About Elephants

Core Words

big, **ears**, happy, he, **long**, **make**, play, cold,

Fringe Word

elephants

Writing: Elephant List Poem

After reading the story tell the students you are going to write a poem about elephants. Each student will offer a word.

- Open a new slide show or document on the computer for this writing activity.
- The adult models a word on the SGD first: **EARS**
- Each student then has a chance to share a word about elephants. Make meaning from any word the student offers.
- Add a photo of an elephant and change the font color and size of the words for drama. Ask students to tell you with their SGD how they want their word to look (size, color, location) on the image.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent device to a computer.
- Read all the sentences once everyone has had a turn. Consider finding photos to go with the words. Publish your work! Print, post on social media, email to parents, hang up in your room.

All About Elephants



[Read the Tar Heel Reader book](#)

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **ELEPHANTS**. Here's an **ELEPHANT** on the cover. What do you think **ELEPHANTS** do? Let's read to find out. Read the book, pausing to model target words. Model single words: There are a lot of **ELEPHANTS**. The size of their **EARS** tells where they live. Their tusks are **LONG**. Model two- and three-word combinations: **ELEPHANTS** are **BIG**. Their tusks are **BIG** and **LONG**. Some people want to kill **ELEPHANTS** and **MAKE** things with their tusks.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Unity 84 Sequenced

	ear										
	long	<p>LAMP WFL 84 Full</p> <table border="1"> <tr> <td>off</td> <td>ear</td> <td></td> </tr> <tr> <td>go</td> <td>long</td> <td></td> </tr> <tr> <td>make</td> <td>make</td> <td></td> </tr> </table>	off	ear		go	long		make	make	
off	ear										
go	long										
make	make										
	make										

Use the plural s marker to say the word "elephants."

Notes

Learn about elephants at National Geographic Kids

[African elephants](#)



[Asian elephants](#)



Amazing Animal Adventure Pack



October Learn About Squirrels

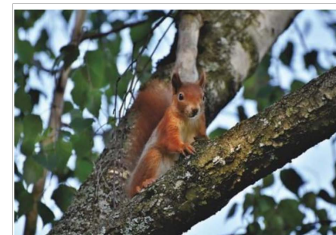
Core Words

eat, get, in, **it**, fast, **live**

Fringe Words

squirrel(s) **tree(s)**

I See a Squirrel



[Read the Tar Heel Reader book](#)

Writing: Describe a Squirrel

After reading the story, use the Character Trait Map handout to describe squirrels. Download it [here](#) to display on your computer or use as a handout.

- The adult models the process by using a word from the AAC system to describe the penguin. Encourage the students to recall single words on the AAC system to describe squirrels.
- Make meaning from any word the student offers.
- Write down the words. If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect an Accent device with NuVoice to a computer.

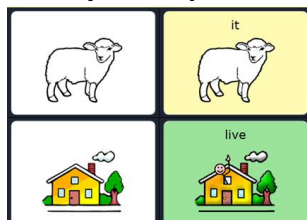
Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **SQUIRRELS**. Here's a **SQUIRREL** on the cover. What do you think he likes to **EAT**? Let's read to find out.

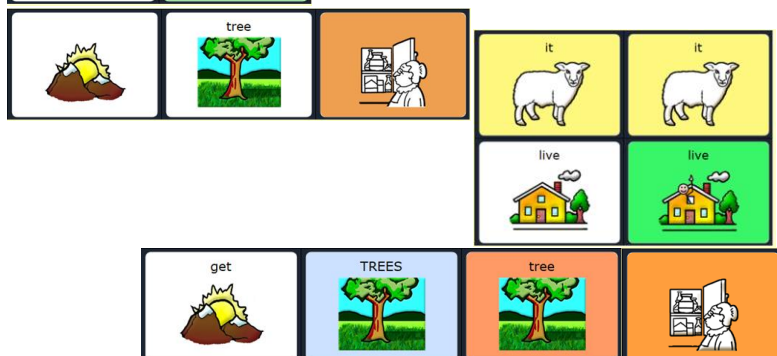
- M** Model single words: Here's a **SQUIRREL**. **IT** is eating a nut. They save food to **EAT** in the winter.
- M** Model two- and three-word combinations: That **SQUIRREL** is **IN** a **TREE**. **IT** likes to **EAT** seeds. **SQUIRRELS GET** food out of bird feeders.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Unity 84 Sequenced



LAMP WFL 84 Full



[Learn about squirrels at National Geographic for Kids.](#)

Notes

Amazing Animal Adventure Pack



November Learn About Bears

Core Words

in, **claws**, loud/*snores, sleeping, **swimming**, they

Fringe Word

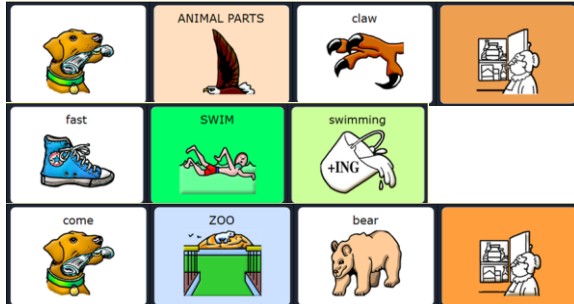
bear/**bears**

Writing: Describe a Bear

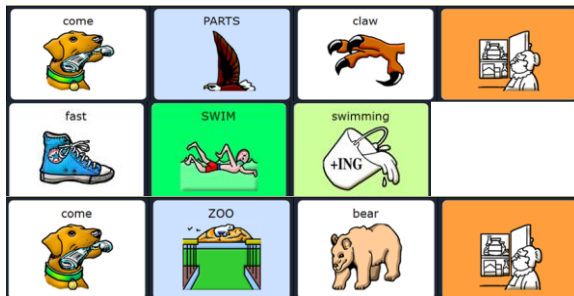
After reading the story, use the Character Trait Map handout to describe bears. Download it [here](#) to display on your computer or use as a handout. Tell students you are going to write about bears to help those who haven't read this book learn about them.

- The adult uses the AAC system to say a word that to describe bears. Encourage the student to recall single words on the AAC system to help describe bears.
- Write down the words. If using an SGD device, you can use Google Docs and Voice Typing to translate the words into text or connect the device to a computer

Unity 84 Sequenced



LAMP WFL 84 Full



[Learn more about bears at National Geographic Kids](#)



Bears, Bears, Bears!

[Read the Tar Heel Reader book](#)

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **BEARS**. **IN** this book, we'll learn about real bears. Here's a **BEAR** on the cover. I wonder what **THEY** do. Read the book, pausing to model target words.

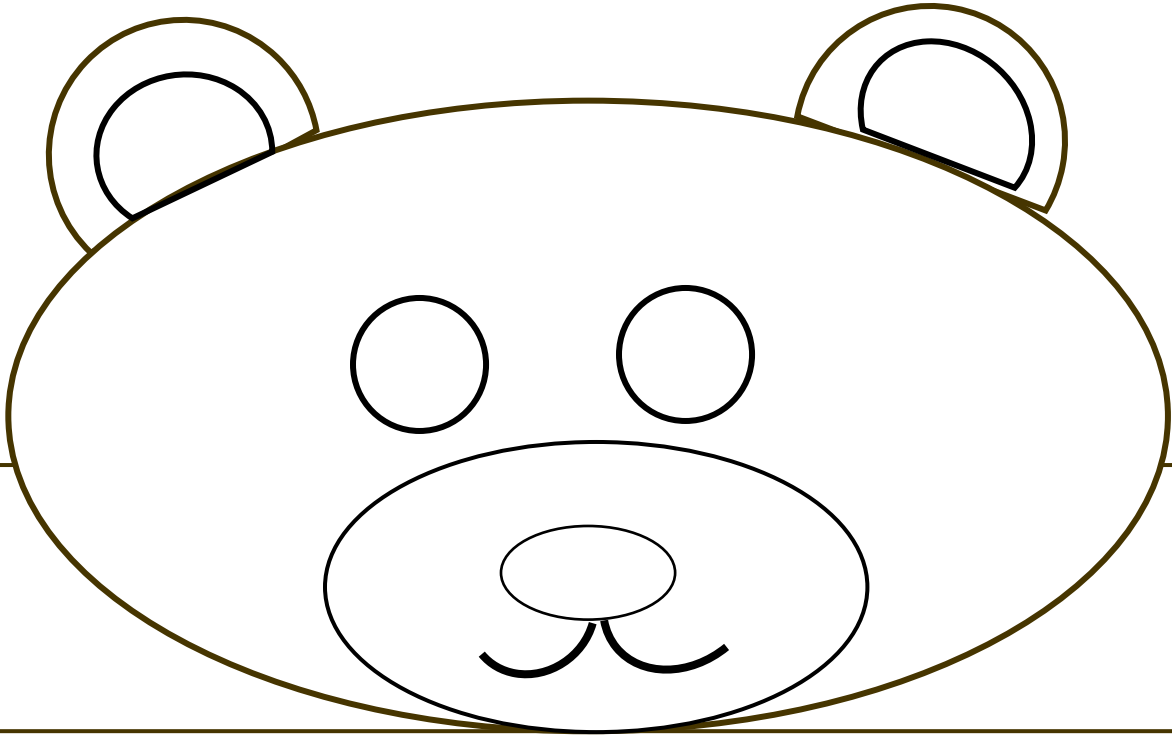
M Model single words: There is more than one kind of **BEAR**. Look at their big **CLAWS**.

M Model two- and three-word combinations: **BEARS** are good at **SWIMMING**. **THEY** spend time **SLEEPING IN** winter. **BEARS** have huge **CLAWS**.

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes

November
Bear Headband

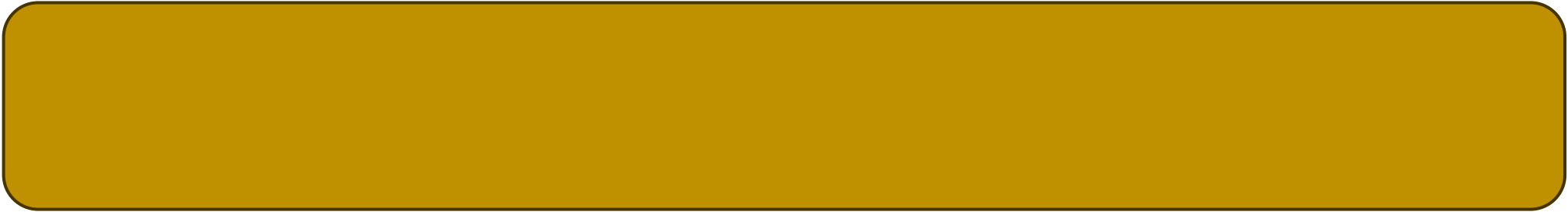
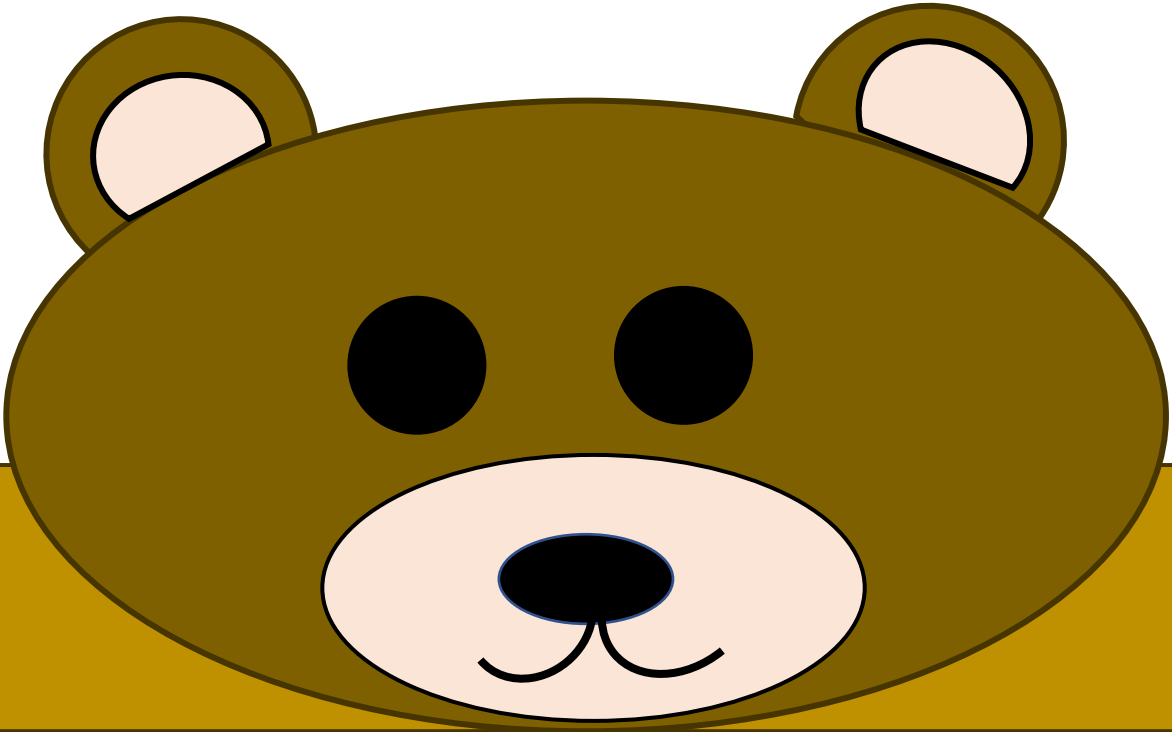


A horizontal rectangular box with rounded ends, positioned directly below the bear's head outline, serving as a space for a label or title.

A horizontal rectangular box with rounded ends, positioned below the first label box, serving as a space for a label or title.

A horizontal rectangular box with rounded ends, positioned below the second label box, serving as a space for a label or title.

November
Bear Headband



Amazing Animal Adventure Pack



All About Monkeys

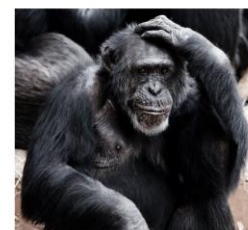
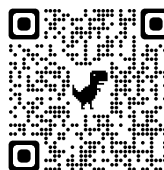
December Learn About Monkeys

Core Words

Bad, **can**, **climb**, feel, not, **think**, why

Fringe Word

monkey/monkeys



[Read the book on Tar Heel Reader](#)

Writing: Compare/Contrast Monkeys

Download the Venn Diagram [here](#) to compare two different types of monkeys. The group can vote on which ones they want to compare and you can add a picture of each.

- Lead a discussion about ways that the two chosen monkeys are the same as well as ways they are different. List words spoken by the students in the appropriate circles.
- If using an SGD, you can use Google Docs and Voice Typing to translate the words into text or connect the Accent with NuVoice device to a computer.
- Read all the words once everyone has had a turn. Publish your work! Print, post on social media, email to parents, hang up in your room.

Introduce the Story

Show the cover of the book to students and tell them that this is a non-fiction book. This means it has real facts about **MONKEYS**. Here is a **MONKEY** on the cover. Read the book, pausing to model target words.

- M** Model single words: **MONKEYS** are different colors. Some **CLIMB** trees. They have large brains to help them **THINK**. They **CAN** use tools to reach insects.
- M** Model two- and three-word combinations: **MONKEYS CAN** use tools. **WHY** do you **THINK** they do that? I do **NOT THINK** I would like to eat insects. I **THINK** that would be **BAD**!

Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Notes

HELPING VERB

can

CLIMB

climb

ZOO ANIMALS

monkey

think

think

fast

CLIMB

climb

come

ZOO

monkey

come

ZOO

monkey

think

think

HELPING VERB

can

CLIMB

climb

ZOO ANIMALS

monkey

think

think

fast

CLIMB

climb

come

ZOO

monkey

come

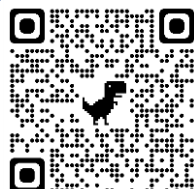
ZOO

monkey

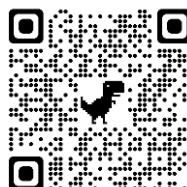
think

think

LAMP WFL 84 Full



[Learn more about monkeys at National Geographic.](#)

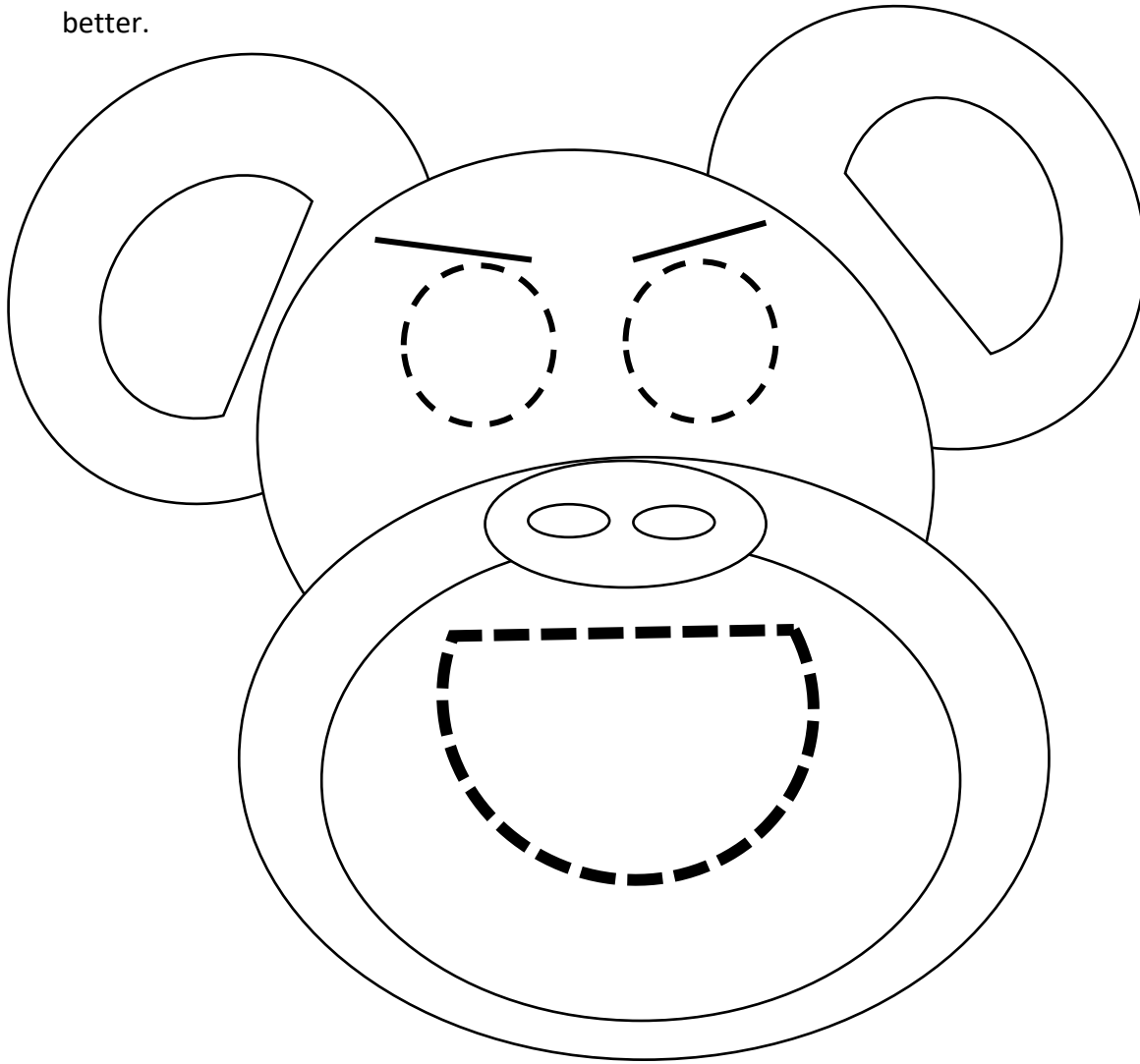


[Visit the San Diego Zoo Ape Cam.](#)



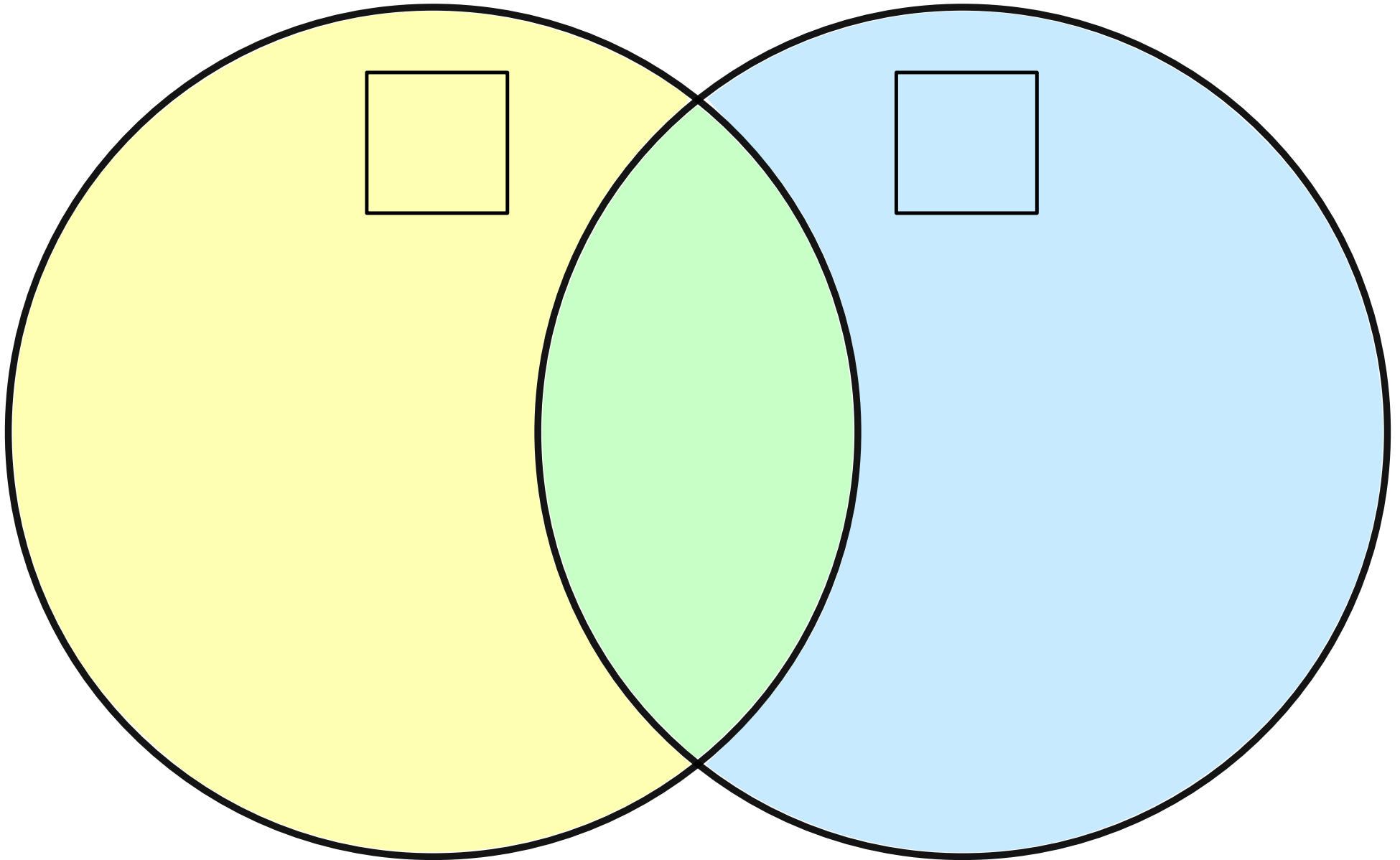
Craft Monkey Mask

- Print the monkey mask template (Tip: Cardstock works best). Students decorate their masks
- Attach a large craft stick for student to hold or a large loop of paper as a band to secure the mask. Look in the mirror or record your students and then watch the video. Never force a student to wear a mask. Let students take turns wearing their masks and pretending to be Jim while others try to make him feel better.



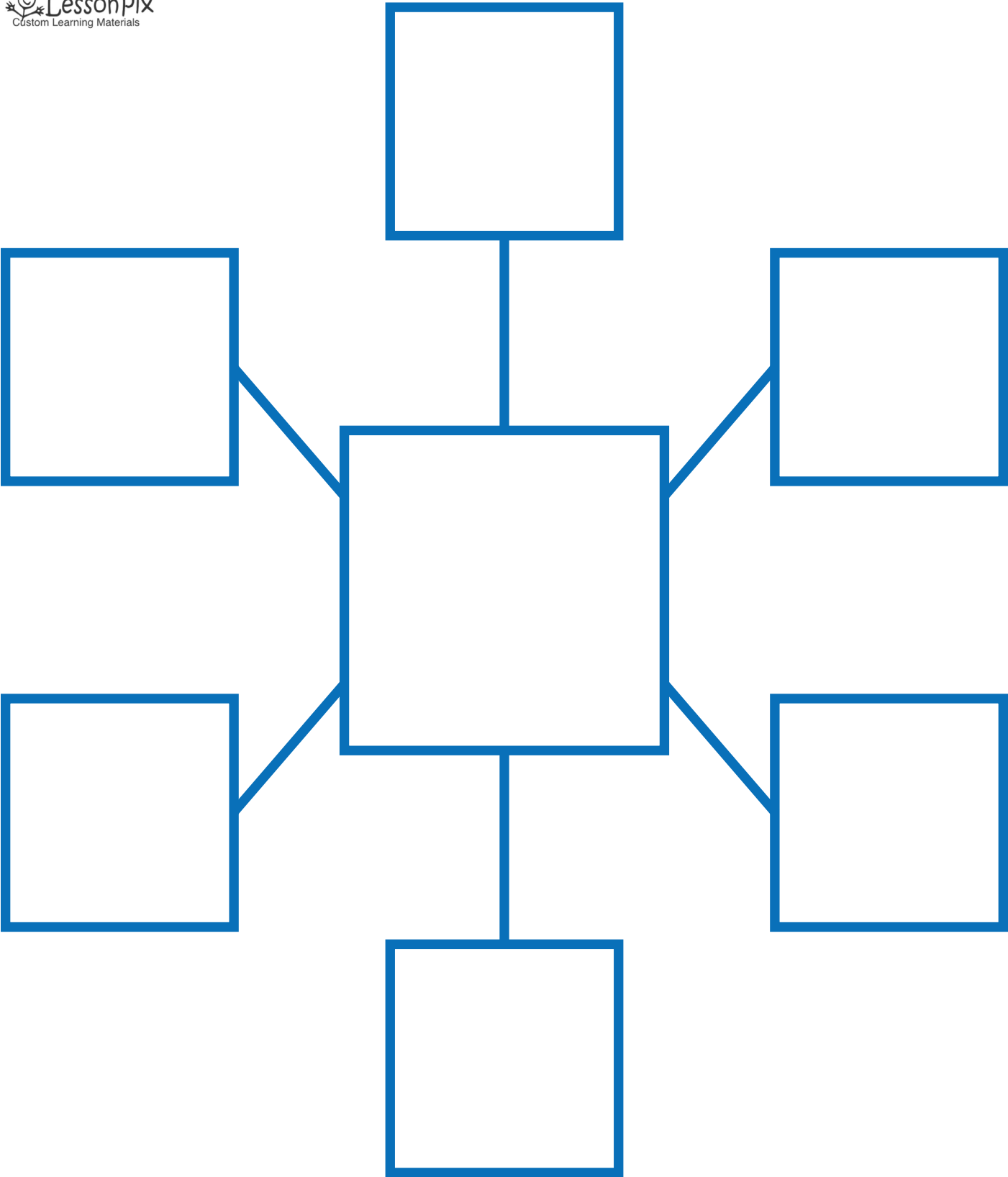


Monkeys





LessonPix Character Traits



March
September
November

Story Map



Beginning

Middle

End

Review what happened in the story. Ask students to think of single words or short phrases that describe the main even of each section using their SGDs.