2027 MY AAC LITERACY JOURNAL RESOURCES

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Use the resources that best match each learner, book, and literacy goal.

My AAC Literacy Notebook

Name_____



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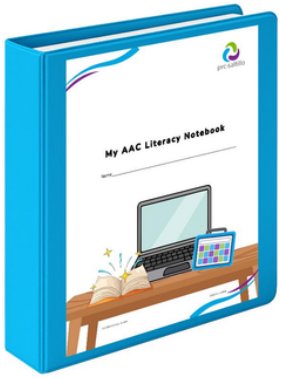
Create Individual Literacy Notebooks

Creating individual literacy notebooks for students enhances literacy development through personalization and engagement. These notebooks track reading and writing activities, allowing educators and parents to monitor progress. Regular updates help identify reading trends, enabling tailored reading materials. They provide valuable insights for designing targeted interventions, fostering a lifelong love for reading and writing while enriching the educational experience.





Directions

- Print individual My Literacy Notebook packets for each student, personalizing the cover and placing it in a 3-ring binder.
- Assess each student's literacy level using page 02 of the My AAC Literacy Journal and complete an AAC Literacy Profile to include in their binder.
- Include book reviews and writing projects to track literacy progression and interests.

1. Review the material with the student and family, celebrating achievements by asking if the student's writing can be shared.

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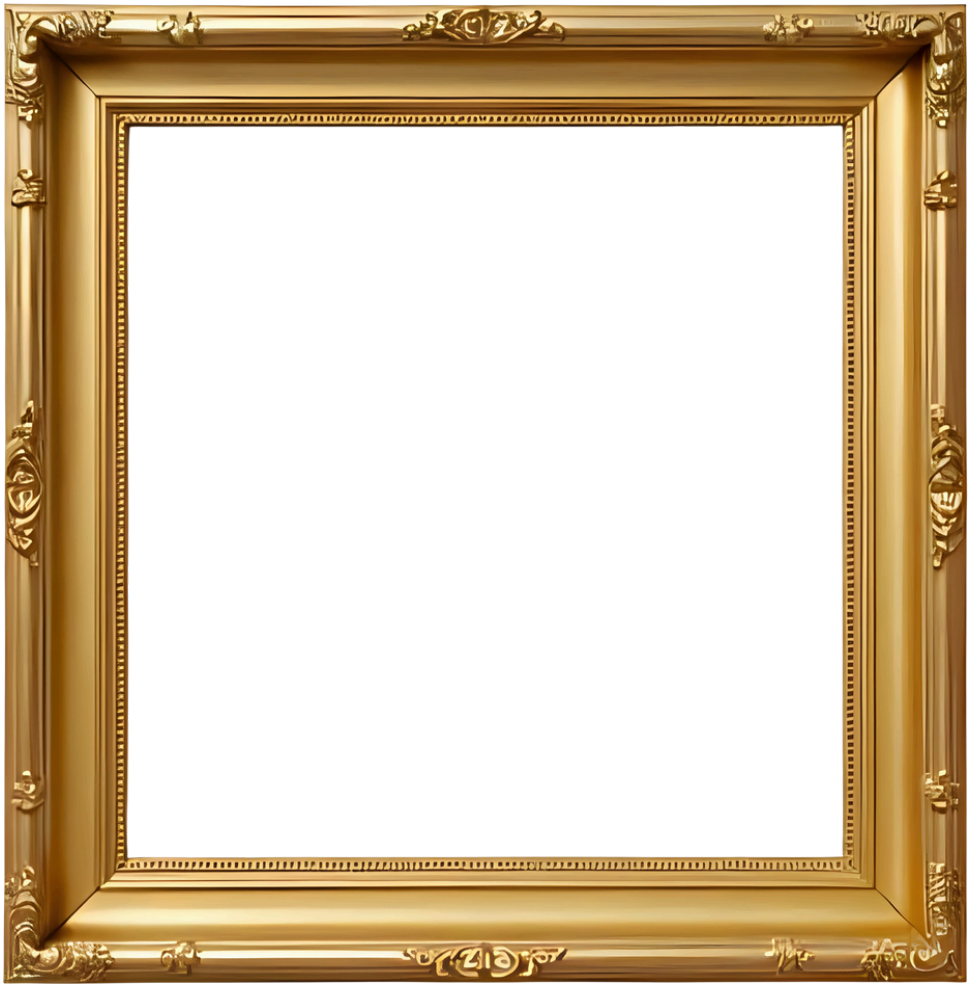
This is Me!



I keep my reading and writing projects here so we can review them during the year.

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Emergent Literacy Lesson Plan

Book Title:

Book Genre:

Target Words: _____

_____

_____

Materials:

_____

_____

_____

_____

_____

Picture Walk

- Read the title, author, and illustrator
- Make a comment about the cover
- Ask for predictions about the story
- Flip through the pages and point out various pictures and vocabulary

Visual Supports:

Smart Charts

Word Finder

_____

Read the Book

- Read the text on the page
- Comment, ask questions, respond and connect
- Model one-to-three words/phrases

Teaching Strategies:

Model

Pause

_____

_____

Writing Activities:

_____

_____

_____

Teaching Strategies:

_____

_____

_____

Alphabet/Phonological Awareness Activities:

_____

_____

_____

Notes:

_____

_____

_____

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Conventional Literacy Lesson Plan

Book Title:

Book Genre:

Target Words:

_____

_____

Tier 2 + 3 Words to Pre-teach

_____

_____

_____

_____

_____

Before Reading: Build Background Knowledge

KWL Charts; Discuss text structure

Videos

Other:

_____

Visual Supports:

Smart Charts

Word Finder

Other:

_____

During Reading

- Read the text on the page.
- Do not stop to teach words or discuss vocabulary.
- Give a quick explanation of a new word and keep reading.

Teaching Strategies:

Model

Pause

Other:

_____

_____

After Reading: Apply By Improving Text Comphrension

_____

_____

_____

Word Study Activities

Make words with letters

Sort words by:

- onset sound
- word families

Writing Activities

_____

_____

_____

Notes:

_____

_____

_____

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Activities and Resources



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Before Reading Activities

My AAC Literacy Journal 2027

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KWL

Improving Reading Comprehension

What I KNOW	What I WANT to Know	What I LEARNED

Things I KNOW	Questions I HAVE	What I LEARNED

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During Activities

Popsicle Lab

BOOK CONNECTION:

The Boy Who Invented Popsicles
Anne Renaud + Milan Pavloic

Activity Description

Materials: Cups, various fruit juices, a spoon, plastic wrap, craft stick

Directions

1. Experiment with juice flavors by mixing flavors.
2. Pour juice into paper cups.
3. Seal the cup with plastic wrap, insert a craft stick for a handle, and freeze.
4. Enjoy your frozen treat.



Students act as scientists and inventors by mixing different juices, freezing them, and observing what happens. This activity emphasizes experimentation—cause and effect, and trying ideas again—just like invention in the story.



Target Words

Core	**like**	**make**	**in**	**this**
	cold	**again**	**not**	**stir**
Fringe	**popsicle**		**juice**	

Sample Phrases to Model

make + popsicle	**like + this**	**cold + juice + in**
stir + again	**this + cold**	**not + like + this**

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Wind Lab

BOOK CONNECTION:

The Boy Who Harnessed the Wind
William KamKwambo + Bryan Mealer

Activity Description

Materials: Use the student-created windmill or a pinwheel

Directions

1. Experiment with juice flavors by mixing flavors.
2. Pour juice into paper cups.
3. Seal the cup with plastic wrap, insert a craft stick for a handle, and freeze.
4. Enjoy your frozen treat.



Target Words

Core	build	want	try	think
	he	what	work	it
Fringe	light	wind		

Sample Phrases to Model

he + build	think + work	he + try + it
want + light	what + work	he + think + wind

Plan

Make

Observe

Improve

Reflect

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Thinking Bubbles – What Readers Think About

BOOK CONNECTION:

How to Read a Story
Kate Messner

We will make a thought bubble to help us see what people think when they are reading.

Materials: Cardstock, art supplies, craft sticks, optional: Velcro and terry cloth head

Directions

1. Print the thought bubble page on cardstock and let student decorate with crayons or markers in light colors. Adults make one too.
2. Attach the thought bubble to a veloco headband,
a headband cut from cardstock, or a craft stick.
3. Try them on! If someone is uncomfortable wearing the bubble, it can be held up near their head by a helper



Use During Reading

1. Explain that everyone has an inner voice that only they can hear. We think about what we hear and see. As we reread a familiar book, we will stop and ask what everyone is thinking. Then we will write it on your thought bubble so we can see it.
2. The adult reading the story pauses on a page and thinks outloud as they write their thought on their bubble and place it on their head. Any other adults present should do this also. Read aloudat each person thinks about the story.
3. Resume reading and after a few models, pause and ask AAC readers what they are thinking.
4. Write their response on their thought bubble using a dry erase marker. Place the bubble on their headband or hold it near their head.
5. Pause and talk about what everyone is thinking. Are there any thoughts in common?



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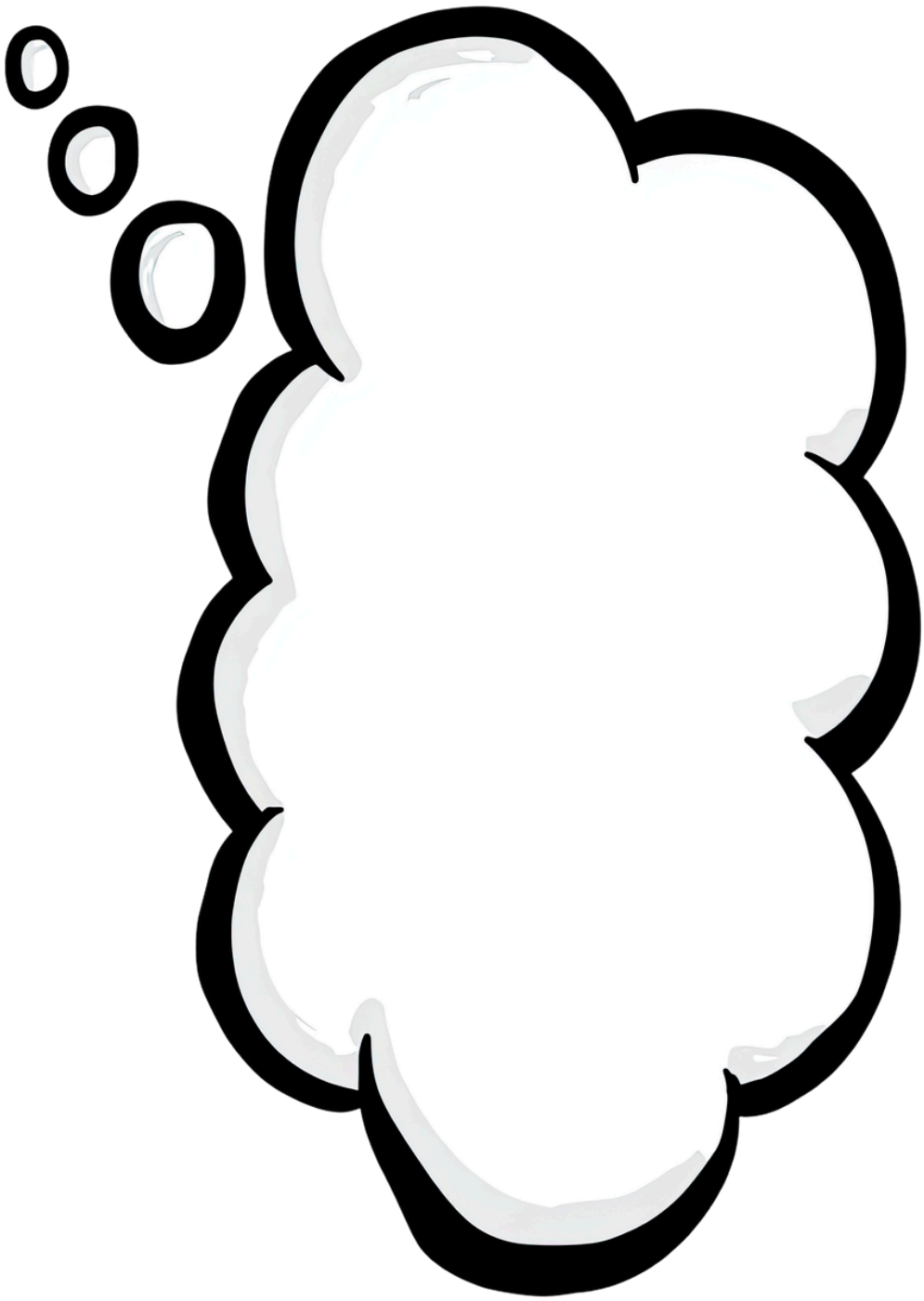
Thinking Bubbles – What Readers Think About

Print on cardstock. Deorate, cut out, and laminat or cover with clar cotact paper. Attache to a headband or craft stick.



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Dragon Puppet

BOOK CONNECTION:

Dragons Love Underpants
Claire Freedman and Ben Cort

Activity Description

Make a dragon puppet.

Materials: Dragon handout, cardstock, art supplies, craft stick

Directions

1. Print the dragon page on cardstock and decorate. Add funny underwear for more fun!
2. Cut it out and laminate or cover in clear contact paper (with adult assistance).
3. Attach to a craft stick.



Use During Reading

1. Give everyone their dragon puppet.
2. Reread the story, encouraging everyone to wave their dragon.
3. Pause to model words from the AAC system.
4. Encourage AAC readers to describe what their dragon is doing using words/phrases/letters.
5. Discuss the story when finished. Have a parade featuring everyone's dragon. Comment on their similiarites and differences.



Target Words

Core	They	look	love	want
	more	funny	big	uhoh
Fringe	dragon(s)	underpants/underwear		

Sample Phrases to Model

dragon	look + dragon	look + funny + dragon
want	want + underpants	want + funny + underpants

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Binoculars

BOOK CONNECTION

Me...Jane
Patrick McDonnell

Activity Description

Make Binoculars

Materials: Cardboard tubes, art supplies, glue, construction paper, hole punch, yarn/string

Directions

1. Measure and cut construction paper to wrap around each cardoard tube.
2. Decorate the paper.
3. Roll the tube in a small amount of glue; then roll it on the construction paper so that it attaches. Glue the tubes together at the seams and secure in place with a rubber band until dry. Option: Paint tubes instead of covering with construction paper, then decorate with stickers .
4. Punch a hole in the end of each tube and insert the end of string through both holes to make the neck strap. Adjust to the right length and tie a knot. Option: Tie string around the tubes and tape to each outer side.
5. Look through your binoculars and share what you see!





Target Words

Core	**get**	**in**	**like**	**look**
	on	**make**	**put**	**true**
Fringe	**binoculars**			**paper**

Sample Phrases to Model

put	**put + paper**	**put+ paper + on**
look	**look + in**	**look + in + binoculars**

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Rain in a Jar

BOOK CONNECTION

Weather
Kristin Baird Rattini

Activity Description

Materials: Clear plastic cup, water, shaving cream, dark liquid food coloring, dropper, paper towels

Directions:

1. Fill a clear cup about three-quarters full with water.
2. Spray a thick layer of shaving cream on top to make a cloud.
3. Slowly drip food coloring onto the shaving cream using a dropper or spoon and watch as the color builds up and eventually sinks down into the water like rain.
4. As the cloud fills, model simple language about what is happening (e.g., look, make rain,) and pause to let students observe the "rain" falling. Make a video of this activity to use for a writing prompt later.







Target Words

Core	**cold**	**feel**	**hot**	**in**
	look	**make**	**not/don't**	**rain**
Fringe	**color words**			**water**

Sample Phrases to Model

make	**make + rain**	**make + rain + in**
look	**look + cold**	**look + cold + rain**



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Blubber Experiment

BOOK CONNECTION

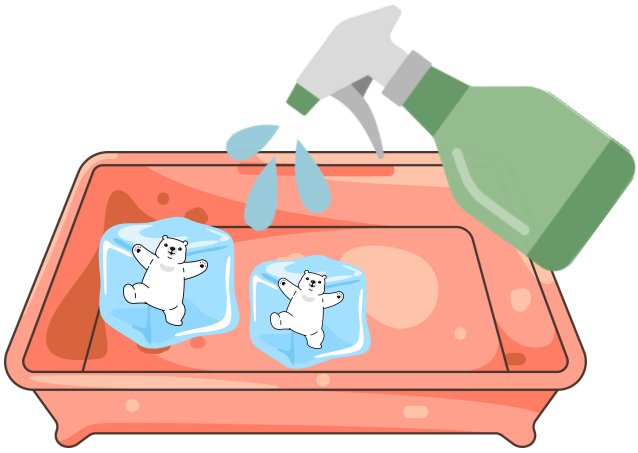
Polar Bear
Laura Marsh

Activity Description

Arctic Ice Melt

Materials: Plastic bears and other arctic animals, small bowls or ice cube trays, food coloring, squirt bottle, cups, and a plastic tub.

Directions: Add plastic animals to ice cube trays/small bowls. Stir in food coloring and freeze. Once frozen, remove from container and dump into a plastic tub. Fill squirt bottle with warm water or provide cups and warm water. Pour or squirt water at the ice to melt it and discover the animal inside. Make a video of this activity for use as a writing prompt.





Target Words

Core	**they**	**big**	**cold**	**eat**
	in	**live**	**swim**	**thick**
Fringe	**Polar bear**		**snow**	**ice**

Sample Phrases to Model

cold	**cold + ice**	**cold + ice + in**
swim	**polar bear + swim**	**polar bear + swim + in**

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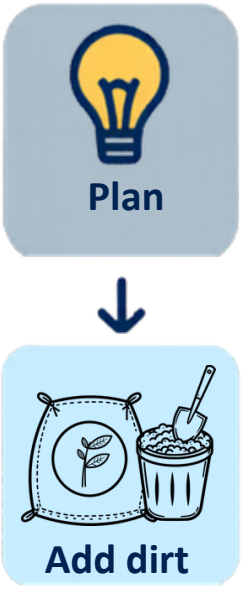
Plant a Seed

BOOK CONNECTION

Seed to Plant
Kristin Baird Rattini



Activity Description

Materials: Small cup or container, soil or potting mix, 1 lima bean, water

Directions: Soak the lima bean in water overnight. Fill a small cup with soil, leaving a little space at the top. Use your finger to make a small hole in the soil, about one inch deep. Place one lima bean into the hole and gently cover it with soil. Add water to make the soil damp but not soggy. Place the cup in a sunny spot and check it each day. Water when the soil feels dry and watch over the next several days as the seed sprouts and begins to grow.



Target Words

Core	**grow**	**in**	**look**	**make**
	need	**plant**	**put**	**water**
Fringe	**seed**			**soil**

Sample Phrases to Model

put	**put + in**	**put + soil + in**
seed	**plant + seed**	**plant + seed + rain**

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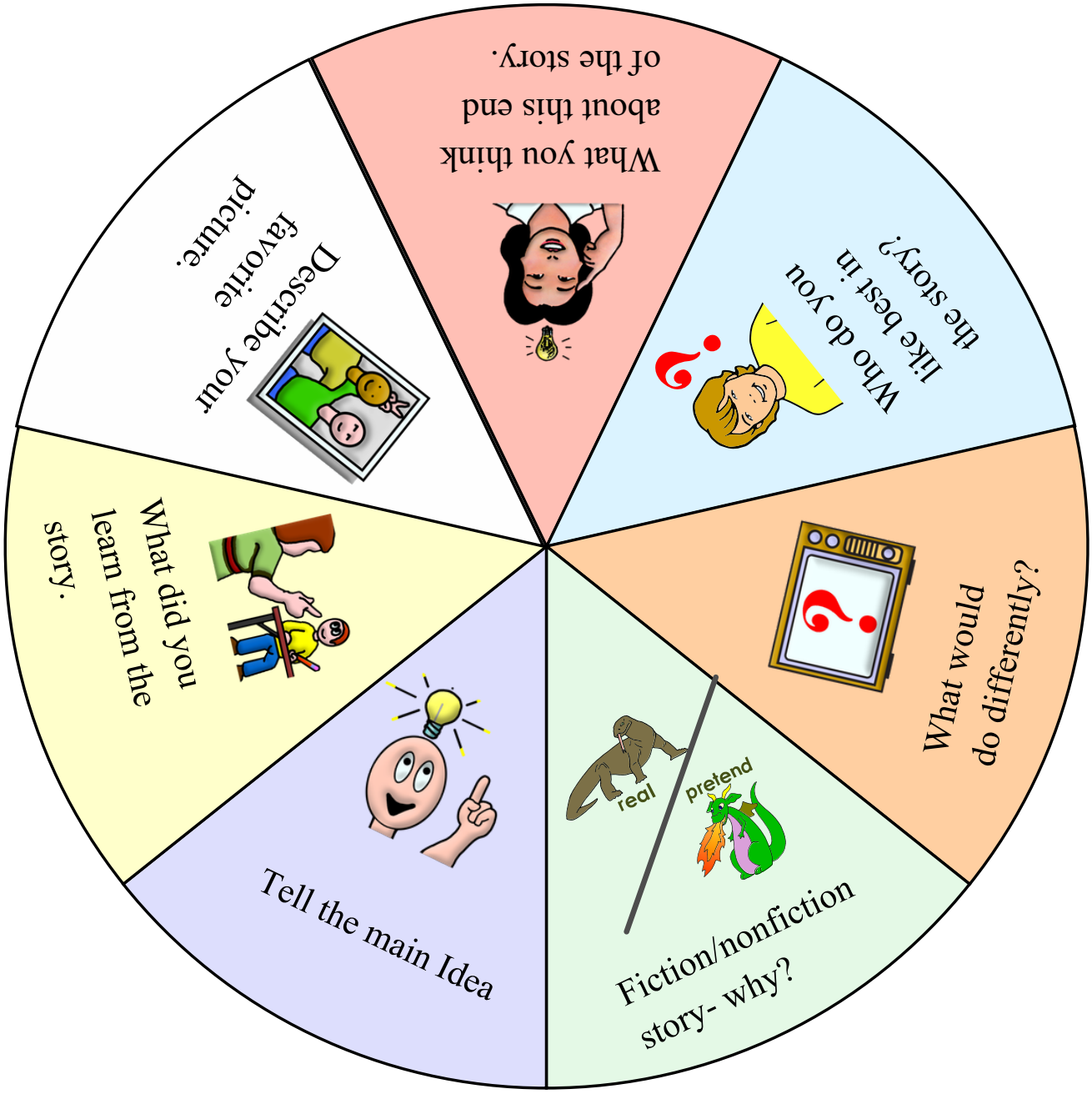
After Reading Activities

My AAC Literacy Journal 2027



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Dragon's Love Underpants Puppet

1. Decorate your dragon
2. Cut it out and laminate
3. Attach a craft stick to the back with tape.
4. Re-read the story and use the puppet to act out scenes.



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Fact

Opinion

Instructions: Read a book. Afterwards, discuss the characters and actions from the book. List a few facts in the left column. Think about opinions you have about the charcters or actions. List them in the right column. Talk with a friend and compare your opinions.

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True or False

Statement	True	False	Evidence
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	

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AAC Literacy Log

Date:	Student Name:	Literacy Level:
Communication Strategies:		



READING LOG

Book Title	Author	Genre	My Rating ☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆

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AAC Literacy Log

READING LOG

Book Title	Author	Genre	My Rating Mark each book with one, two, or three stars.
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆
			☆☆☆

FAVORITE GENRE



What is your favorite kind of book?

Why do you like this genre?

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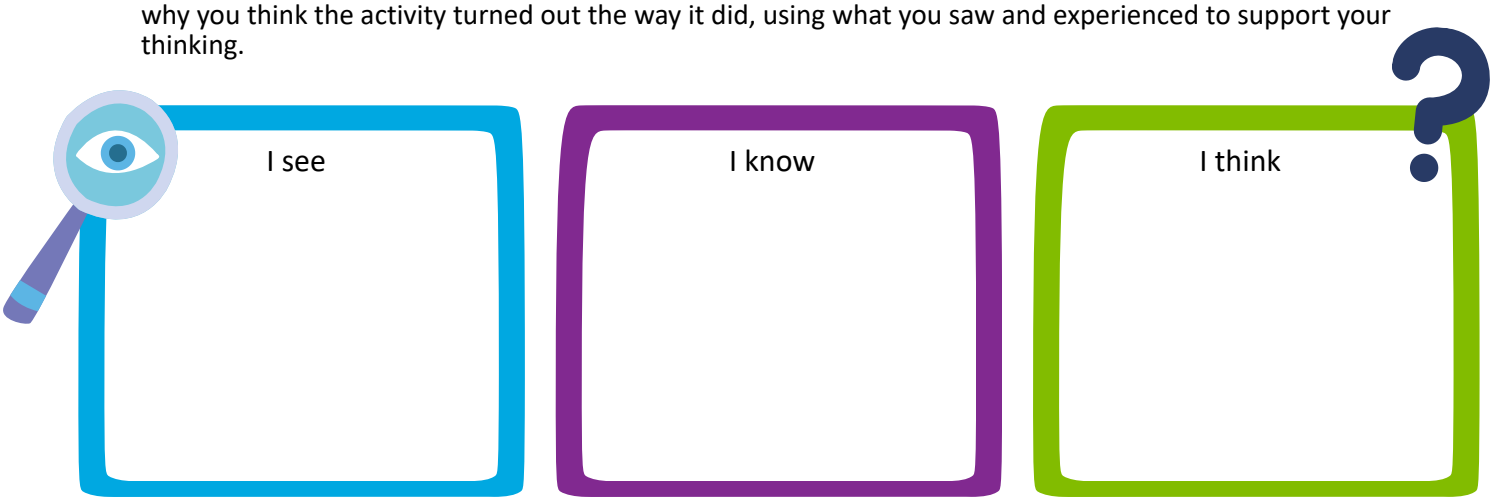
Writing Activities

Scientific Method

Name_____

My Project_____

Directions: Use this graphic organizer to record your thinking as you explore and investigate an activity. First, describe what you notice and what you already know. Next, share what you think will happen and how you plan to test your idea. As you complete the activity, record what happened and what you observed. Finally, explain why you think the activity turned out the way it did, using what you saw and experienced to support your thinking.



I see

I know

I think

How I will test my prediction?





What happened?



This happened because

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Scientific Method

Name_____

My Project_____

Directions: Use this graphic organizer to record your thinking as you explore and investigate an activity. First, describe what you notice. Then list what you already know. After the experiment, share what you learned about it through the process.

I see



I know

I learned

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Ideas **Words** **Voice**

What's On Your Mind?

Add prompt and student-generated text here

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Name_____ Date_____

Book Review

Title

Author

Summary

Rating



Don’t bother



It’s ok



You should read this!

Characters

Favorite part

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PROBLEM & SOLUTION

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PROBLEM	WHY DID THIS HAPPEN?	SOLUTION

Story Map

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Title:

Author:

Setting

Characters

Beginning

Middle

End

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Character Trait Map

What do you think of our story's main characters? Fill in the blanks.

Date: _____

Name: _____

Name of Character:

What Does the Character Look Like?:

Challenges:

What Does the Character Do?

How Does the Character Change?

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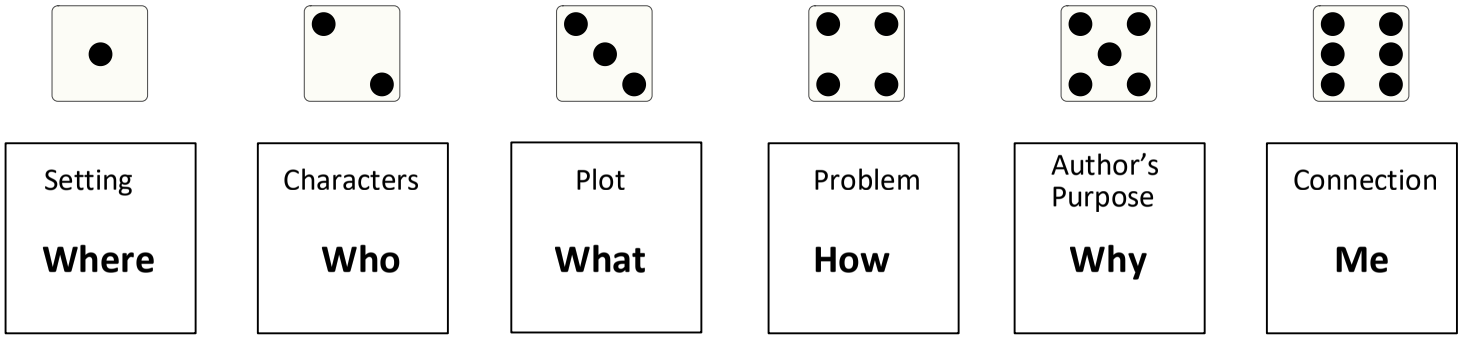
Read and Roll

Once you've finished reading a fiction book or a biography, try this activity to spark a discussion. Roll a die and select one of the questions to answer based on the number rolled. Use an online die roller or the Play Tools feature in LessonPix for an accessible die option.



1. Share your favorite setting in the story and explain why.

or

If you could go to any scene in the story, what would you do there?

2. Describe one of the characters.

or

What is something the main character would never do?

3. Explain one of the actions from the story.

or

If the story continued, what do you think might happen next?

4. If there was a problem in the story, how did the character solve it?.

or

How would you have solved the problem?

5. Describe the main idea of this story

or

What is the picture the author is trying to paint in your head?

6. What did you think about the ending?

or

What is one thing you want to remember from this story?

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Don't Trust Cats

Directions: Player 1 describes a cat based on its size, color, and posture. Player 2 attempts to guess the correct cat. Provide more clues if needed. Once guessed correctly, mark it with a chip or bingo marker.

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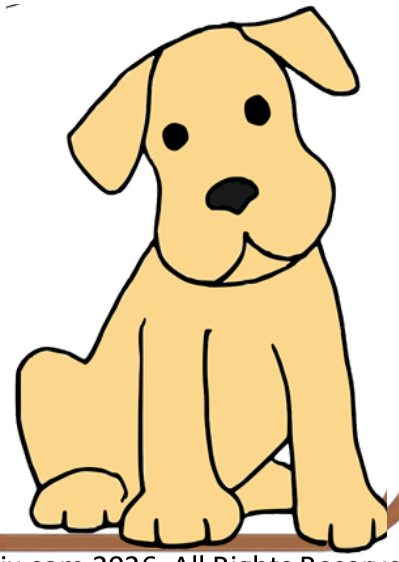

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