

3 levels of **STORY TEXT:**

1

SIMPLIFIED

AAC symbol adapted

2

ORIGINAL

3

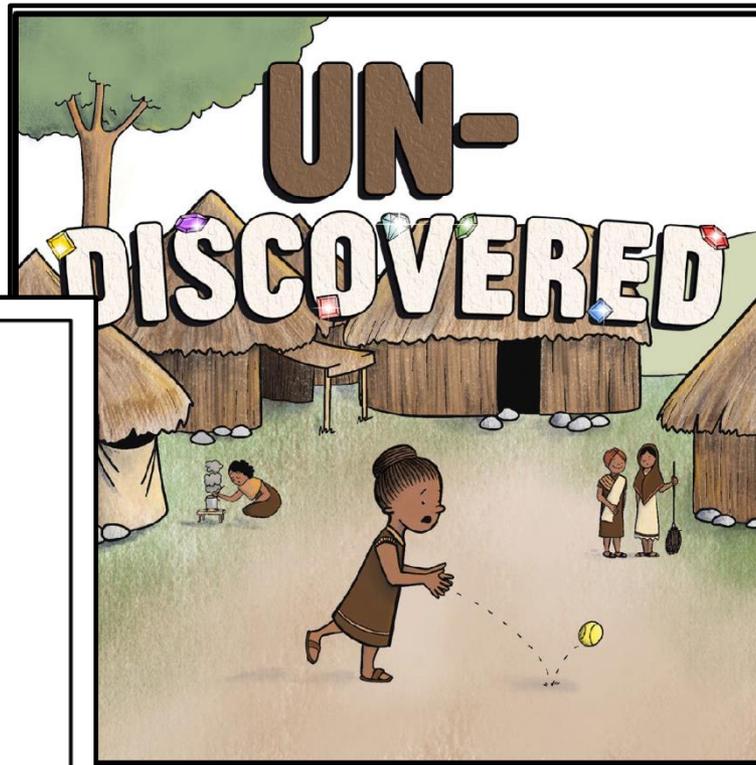
ADVANCED

Advanced vocab/sentence structure

DIGITAL and PRINTABLE:



Abi imagined finding the undiscovered treasure and sharing it with her family.



1

with icons

2

original

3

advanced

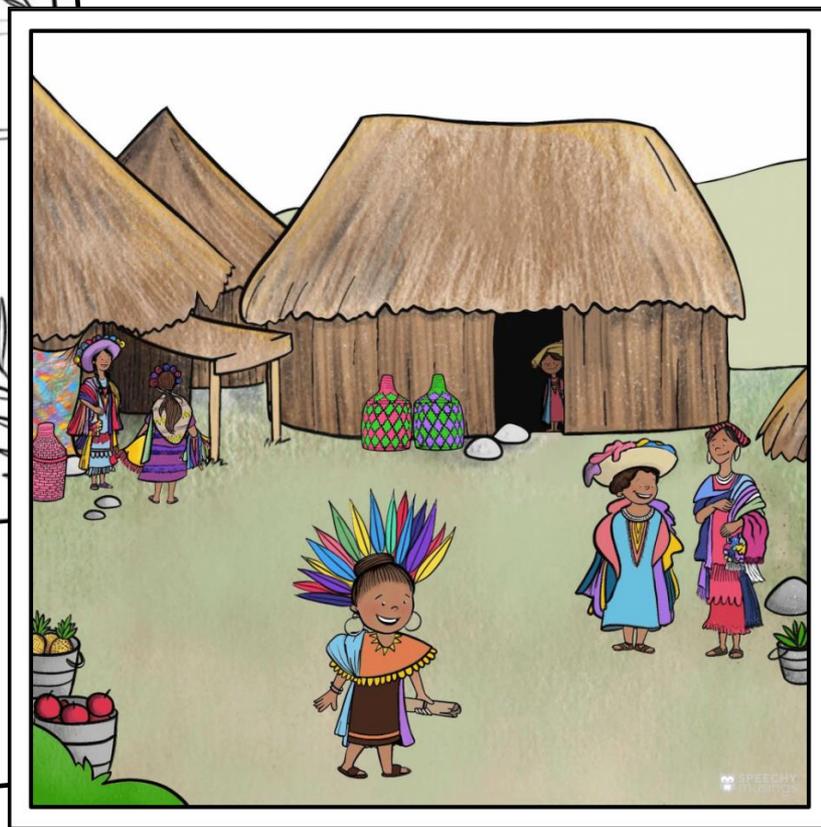
4

wordless

 SPEECHY musings

 **SPEECHY**
musings

IN COLOR and OUTLINE:



AAC ADAPTED:

We're working on the word:



Children learn words faster when they hear them more, from many different people, and in many different places.

How to teach the word "look":

"Look" is a fun and functional word for children. You can use the word "look" in so many situations – when noticing objects, pictures, people, animals, or anything interesting around you!

To begin teaching the word "look", use it around the child as often as possible. Exaggerate the word and be engaging! Point with your finger, widen your eyes, or lean your body toward what you want the child to look at.

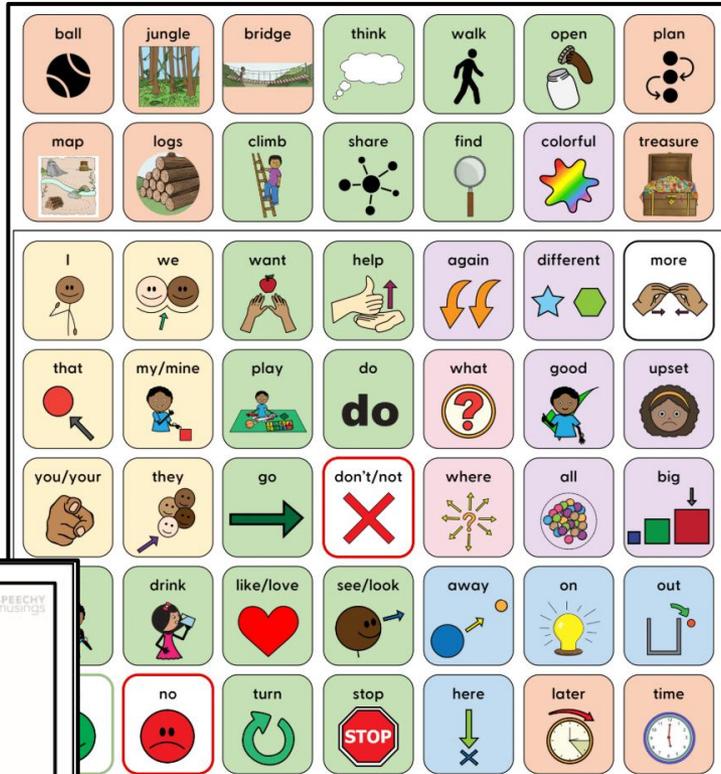
To first teach the word "look", choose moments where the child's attention can shift clearly from one thing to another. For example, if you're at the park, you could say "Look!" while pointing to a bird, or "Look!" when a swing moves.

Here are some simple activities you can do to model the word "look":

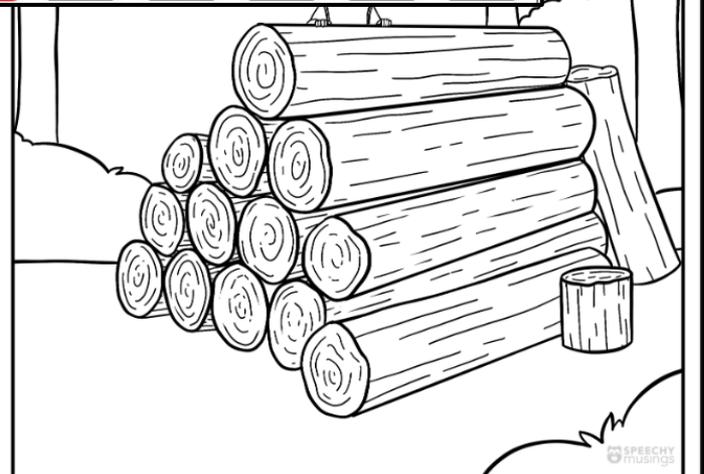
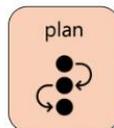
- Look up videos and say "Look!" when something appears
- Play a game of "Look and find" with toys
- Point out things on a walk and say **look**
- Describe pictures in books by starting with "Look!"
- Read a book and pause often to say "Look at this!"

Thank you for your help and participation! It makes a difference!

SPEECHY musings

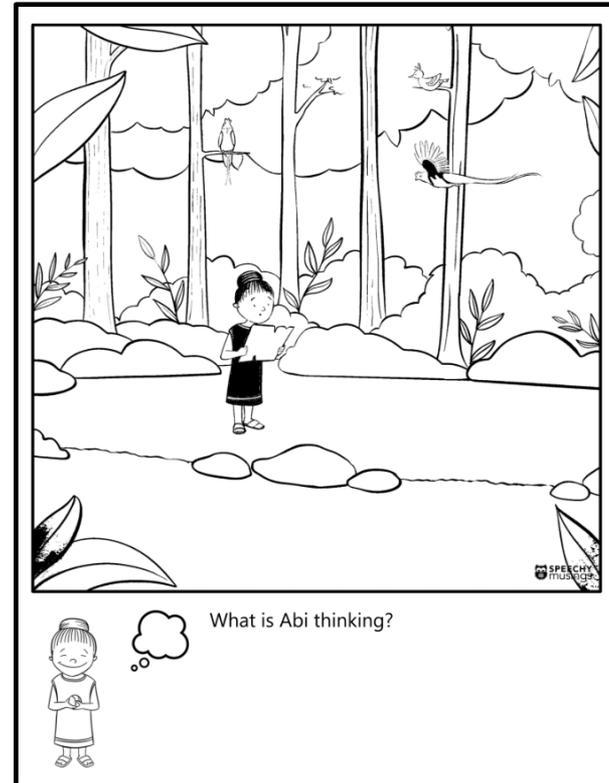
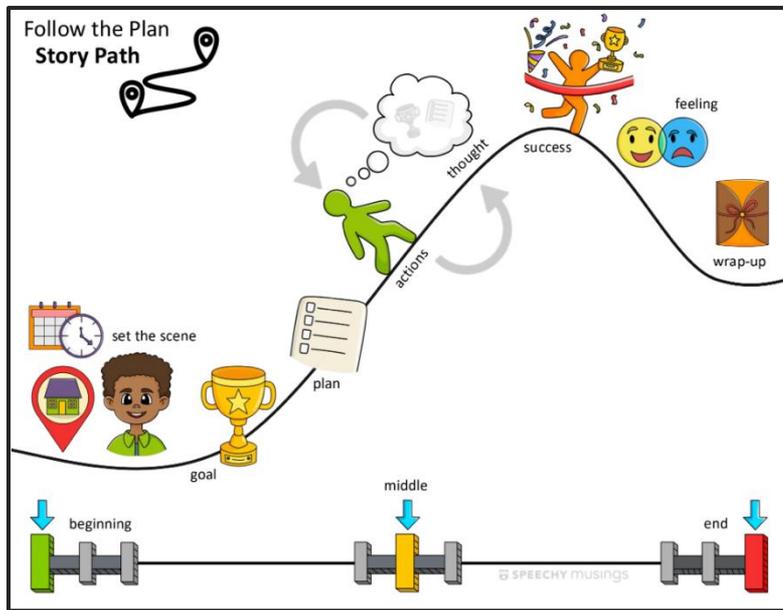


Abi made a plan.
First, walk in the jungle.
Climb over the logs and
cross the bridge.



She climbed over the
logs.





tons of ACTIVITIES

targeting:

Then what did
Abi see?

11

SPEECHY MUSINGS

cut out icons and glue on
the reference strip below

saw	She	a	temple
-----	-----	---	--------



SPEECH SOUNDS:



SPEECHY musings

Un-discovered: Speech Sound Targets

SPEECHY musings

/p/ parent pile pack pattern pause happy hopeful open	/b/ ball bounce bush big before be began bag	/m/ many much morning map family temple remain home	/n/ name next no new not nice many until	/t/ to temple top tip time take talk into	/d/ discover day decorate do dad door land need
/f/ family favorite for find fill far if colorful	/v/ village very view over adventure discover	/k/ keep kind could cook color pack look walk	/g/ girl jungle go get give gold good	/s/ see saw so sun soft distance outside	/z/ zoom was is hers loves jewels treasures
"ch" cheer chat each much rich	"sh" she shock share shine rush	"th" the there that with	/l/ live large log look love list color ball	Vocalic /r/ far her wear bird describe treasure colorful	Prevocalic /r/ run red rug right reveal
/s/ blends scroll step sprint slowly	/l/ blends climb glance	/r/ blends treasure			

DESCRIBING:

All About a Ball

"Describe" means to tell about something.

Describe the ball.



category	function	location	parts	appearance
				
What group does a ball belong in?	What does a ball do?	Where can you find a ball?	What parts does a ball have?	What does a ball look like?

Jungle

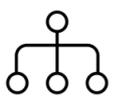
Jungles can...

Jungles have...

Jungles are...

Jungles are found...

All About a Ball

1	GROUP		What is it in?
2	ACTION		What does it do?
3	PLACE		Where can you find it?
4	PARTS		What parts does it have?
5	LOOKS LIKE		What does it look like?
6	UNIQUE		What is it special about?

Describe the jungle.



A jungle is a _____ that

Describe a bridge! What do you know?

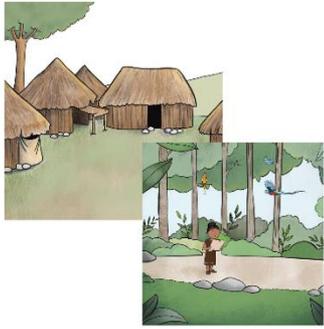
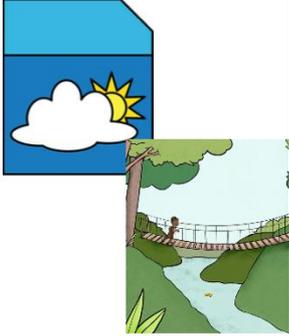


bridge

- What is a bridge? 
- Where can you find it? 
- What does it do? 
- Who uses a bridge? 
- What does it look like? 

WH QUESTIONS:

Undiscovered

 Who?	 Where?
 What?	 When?

WH QUESTIONS ABOUT **Undiscovered**

Cut out the boxes below and glue over the questions to answer.

WHO 	Who found an old map?	 Abi
WHAT 	What did Abi find in the temple?	 Treasure
WHEN 	When did the story happen?	 During the day
WHERE 	Where did Abi go to discover the treasure?	 Jungle
WHY 	Why was Abi excited?	 She found the undiscovered treasure
HOW 	How did Abi find the treasure?	 She made a plan and followed the map.

WH QUESTIONS ABOUT **Undiscovered**

WHO 	Who found an old map?
WHAT 	What did Abi find in the temple?
WHEN 	When did the story happen?
WHERE 	Where did Abi go to discover the treasure?
WHY 	Why was Abi excited?
HOW 	How did Abi find the treasure?

When did Abi take the treasure back to the village?

Where did Abi find the map?

Why was Abi playing with ball?

How did Abi get to the temple?



 What?	 When?	 Why?
---	---	--

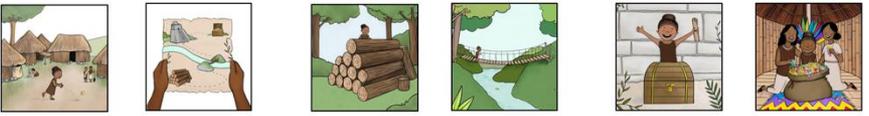
STORY RETELL:

<p>SET THE SCENE</p>  <p>Who? Where? When?</p>	<p>SURPRISE</p>  <p>What event occurred that was surprising/unexpected?</p>
<p>GOAL/ACTIONS</p>  <p>What does the character want? What steps will they take to accomplish this goal?</p>	<p>SUCCESS</p>  <p>Does the character get what they wanted? How?</p>
<p>FEELINGS</p>  <p>How does the character feel right now? Why?</p>	<p>WRAP-UP</p>  <p>How does the story end?</p>

**UN-
DISCOVERED**

- Who is the story about?
- When did the story take place?
- What was Abi looking for?
- How did Abi find the treasure?
- How did Abi feel when she found the treasure?
- Describe Abi. She is...

**UN-
DISCOVERED**



Set the Scene 1



who where when

Surprise 4



What happened?
What did she find?

8



What do you predict she will do next?

10



Connect the cards.

Success 12



Did she get what she wanted? How?

Wrap-Up 15



How does the story end?

BEGINNING → MIDDLE → END

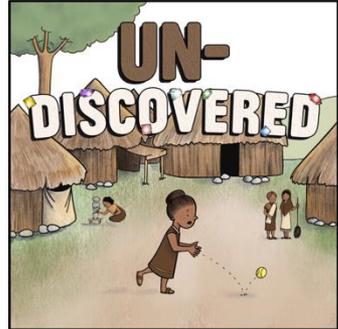


One afternoon..... So... Then... Last... 







© SPEECHY MUSINGS

EMOTIONS:

Name: _____

 **Match the Feeling** SPEECHY musings

	<input type="radio"/>	<input type="radio"/> worried
	<input type="radio"/>	<input type="radio"/> proud
	<input type="radio"/>	<input type="radio"/> calm
	<input type="radio"/>	<input type="radio"/> happy
	<input type="radio"/>	<input type="radio"/> shocked

SPEECHY musings



calm

did Abi feel calm while playing in ^[No Title] her village?

did you feel calm? What were you doing?

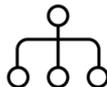
VOCABULARY:

curious SAY THE WORD WRITE THE WORD curious

COUNT THE SYLLABLES **1** **2** **3** WORD PLAY What sound does it start with? What sound does it end with?

ASK AND DISCUSS Have you ever heard this word before? **YES / NO** What does it remind you of? **It reminds me of...**

 **All About a Ball** © Speechy Musings

1 **GROUP** 

What group does a ball belong in?

What can you do with a ball?

Where can you find balls?

What parts does a ball have?

Curious means **eager to learn or know** more about something.

Some similar words are: inquisitive, interested, nosy, quest

Describe each picture using the word "curious".



Abi's ball landed next to an **old** scroll.

trail SAY THE WORD WRITE THE WORD trail

COUNT THE SYLLABLES **1** **2** **3** WORD PLAY What sound does it start with? What does it end with?

ASK AND DISCUSS Have you ever heard this word before? **YES / NO** What does it remind you of? **It reminds me of...**

Draw a picture of the word "trail".

A **trail** means a **path** or **track** people, animals, or vehicles leave behind.

Some similar words are: path, track, route, foot

Describe each picture using the word "trail".



Draw a picture of the word "trail".

Read the sentence.

"We followed the trail through the woods to the river."

What does this mean?

CARRYOVER ACTIVITIES:

- Draw a simple trail map around the school/therapy room/clinic and see if the student can follow it.
- Create different animal trails using footprint drawings or printouts. Have the student match the trail to the correct animal.

Describe your drawing using the word "trail".

Words that mean OLD	Words that mean NEW
Synonyms of "old"	Antonyms of "old"
ancient	fresh
aged	recent
elderly	modern

PLAN vocabulary worksheet

Say the word out loud 5 times: Plan

How many syllables does the word have? 1 2 3 4

Read the word in a sentence 2 times.
It helps to make a plan before starting a project.

Write the word: _____

How many times can you find plan in the box below? _____

plan	plan	planned	plan
plant	plane	plain	plan
	plan	planner	

Which part of speech is the word plan?
NOUN VERB ADJECTIVE ADVERB

Draw a picture of a plan. How will you remember it?

Write a sentence using the word plan below.

SYNTAX:

SENTENCE COMBINING

Sentence combining is when you take 2 (or more) sentences and combine the information into 1 sentence.

You might use a conjunction like **and**, **because**, **so**, or **while** to combine the information.

SENTENCE ONE:

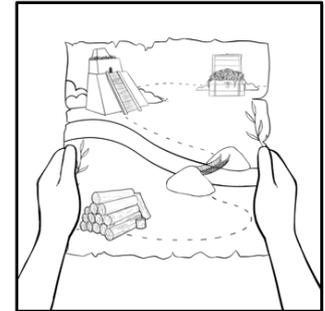
The ball bounced into a bush.

SENTENCE TWO:

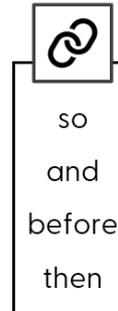
It landed next to an old scroll.

SENTENCE COMBINING

Describe the pictures and combine the sentences to make a "super" sentence.



How did story start



SPEECHY musings

Cut out icons and glue on the sentence strip above.



WRITING:

Writing Prompts & Conversation Starters

Use these prompts with lined paper, graphic organizers, keyboards, etc... for an easy writing activity/topic. Students can write their answers & explain their reasons.

@SPEECHY musings



If you lived in a village, where would you want to live?

@SPEECHY musings



Would you rather explore a jungle or stay safely in your village? Explain your choice.

@SPEECHY musings



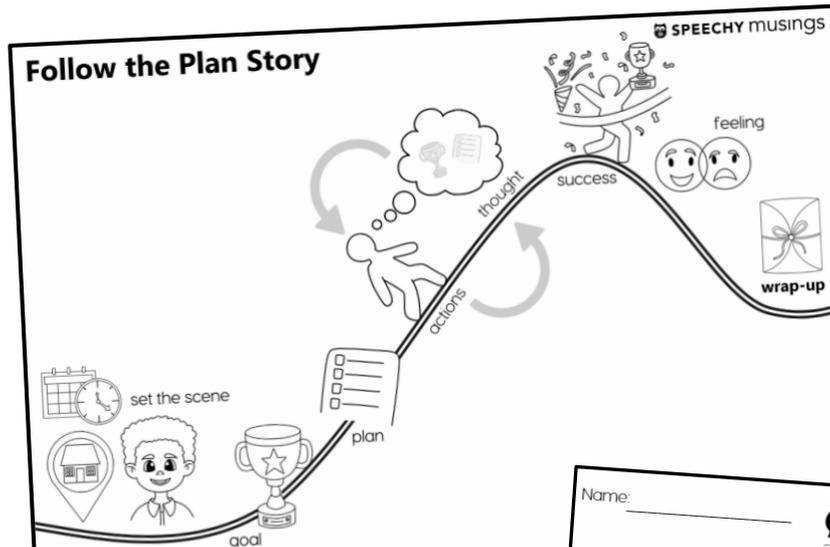
Have you ever had to follow steps to complete a plan? What happened?



If you discovered a



@SPEECHY musings



Tell about a time when someone sets a goal and meet their goal. Describe what they did and how

Set the Scene	
Goal	
Plan	
Actions	
Thoughts	
Success	
Feeling	
Wrap-Up	



6



7



8

3

Name: _____

Say it Write it Find it Tense it Unscramble it

I would rather _____

climb over logs

cross a bridge

I would _____

<input type="checkbox"/> Noun	past _____
<input type="checkbox"/> Verb	present _____
<input type="checkbox"/> Adjective	future _____

@SPEECHY musings

would
rather

I

Informal Story Retell Assessment

UN-
DISCOVERED

Name: _____ Date: _____

Have the child retell the story "Un-discovered". As you listen, mark each story part based on whether the child included that part in their retell or not.

Characters

- Abi
- Family

Setting

- Village
- Jungle
- Temple

Problem

- Abi lost her ball

Goal

- To find the treasure

Action

- Makes a plan
- Goes into jungle
- Crosses a bridge

Solution

- Finds the treasure

Ending

- Abi shares the treasure with her family and community

Other

- Labels character feelings
- Describes how the village becomes more colorful

Word-finding (ask: "What is that?")

- Jungle
- Map
- Treasure
- Ball
- Temple

TRANSITIONS

- First
- Next
- Then
- Last
- Finally

MENTAL STATES

- Think
- Feel
- Know
- Believe
- Imagine

C. CONJUNCTIONS

- And
- Or
- But
- So
- Yet

S. CONJUNCTIONS

- Because
- After
- If
- Unless
- While

ADVERBS

- quickly
- bravely
- happily
- excitedly
- carefully

Notes:



Informal

NARRATIVE retell skills CHECKLIST

VISUALS:

STORY COMPREHENSION TOOLS

UN-
DISCOVERED



FUTURE THINKING

Make a smart guess and predict what Abi will do next in the story.



VISUALIZE IT

Make a picture in your head of what is happening. Pretend it's happening to you.



STORY PARTS

Remember the most important parts of the story:

- Character
- Problem
- Setting
- Solution

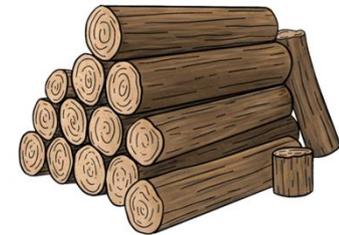


TIMELINE

Think of the story on a timeline. What happens at the beginning, middle, and end?



heavy



SPEECHY musings

beginning	→	middle	→	end
first	next	then	last	

AND MORE!

Character description worksheets!

Describe Abi's....

★ Goals – What does she want?

☁ Thoughts – What is she thinking?

♥ Feelings – How does she feel?

🚶 Actions – What does she do?

SPEECHY musings

Un-discovered - One Sheet Language Lesson

Conversation Would you like to live in a Mayan Village? Why or why not?

Compare Contrast

un- = the opposite of

- unhappy
- unclear
- unkind
- unfinished
- unlock

Tell a Story

Tell a story about a time you lost something.

Vocab **curious**

Describing

Naming Name 5 things you might find in the jungle.

Inferencing

- Where is this?
- Name 10 items that you see.
- What "smart guesses" can you make about Abi, her family, and her community based on her village?

SPEECHY musings

One Sheet Language Lessons!

INCLUDING:

- ✓ **Caregiver handout**
- ✓ **Gestalt language ideas**
- ✓ **Comprehension activities**
- ✓ **Story structure visuals**
- ✓ **Interactive book**
- ✓ **Research**
- ✓ **Leveled ideas**

PLUS, A ROBUST, CLICKABLE GUIDE!

← Syntax Writing →



comprehension

Activities
the stor

- ✓ WH Que
 - ✓ Compre
 - ✓ Summa
 - ✓ Basic St
 - ✓ Comple
- *use story s

← Read the Story Vocabulary →

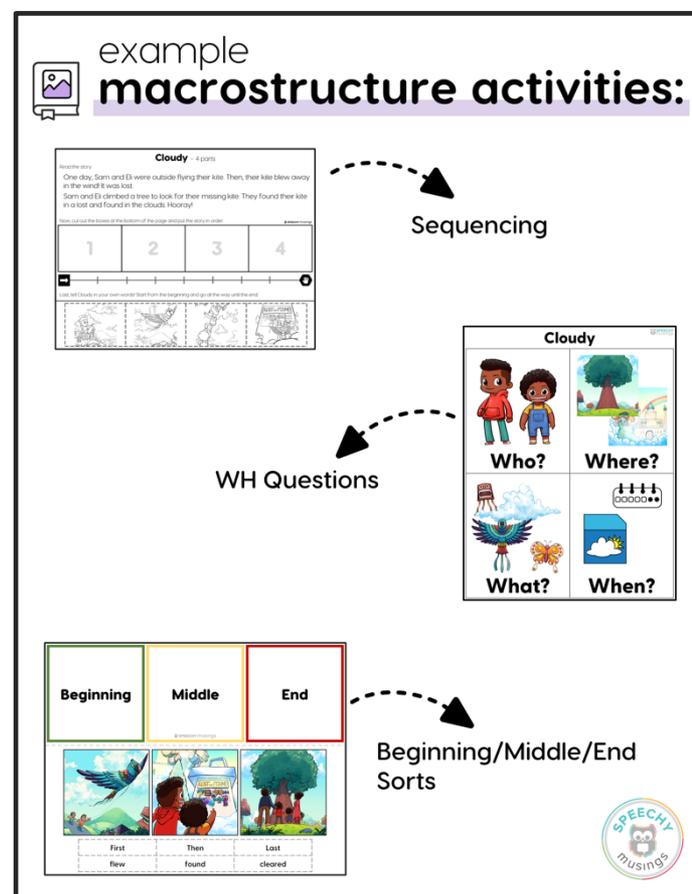


macrostructure

Activities that focus on the big picture:
sequencing, story elements, & structure.

- ✓ Sequencing
- ✓ WH Questions
- ✓ Beginning/Middle/End
- ✓ Simple Story Elements
- ✓ Advanced Story Elements
- ✓ Story Structure

example
macrostructure activities:



Sequencing

WH Questions

Beginning/Middle/End Sorts

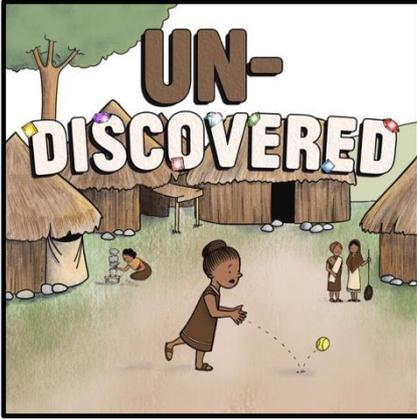
Cloudy

Who? Where? What? When?

Beginning Middle End

First Then Last
few found cleared





STORY + ACTIVITIES

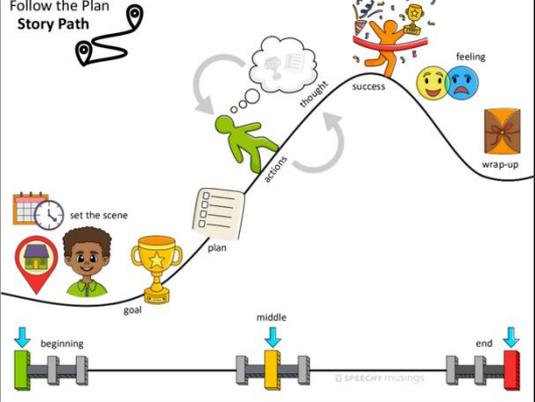
 How did the story start?

1

© SPEECH MESSAGES
The scenario strip above

played with ball She a

Follow the Plan Story Path



beginning middle end

© SPEECH MESSAGES

 What did Abi do next?

14

© SPEECH MESSAGES
The scenario strip above

the treasure put She her into bag

- ✓ Research-supported
- ✓ Four levels
- ✓ Speech *and* language
- ✓ Digital *and* printable
- ✓ Color *and* outline versions



THE STORY SYSTEM



**Introduction
and Preview**



Macrostructure



Vocabulary



Syntax



Comprehension



Writing

OVERVIEW

OTHER FILES

RESEARCH



**Speech
Sounds**



**AAC
Supports**

levels

1

2

3

4

Read the Story >



introduction + preview

< Vocabulary

Comprehension >



syntax

< Syntax

Writing >



comprehension

Activities that assess how well the story was understood.

- ✓ WH Questions
- ✓ Comprehension Questions
- ✓ Sequencing
- ✓ Beginning
- ✓ End
- ✓ Character
- ✓ ...

Ac
an

< Read the Story

Vocabulary >



macrostructure

Activities that focus on the big picture: sequencing, ...

< Macrostructure



vocabulary

Activities that focus on what the words in the story mean.

- ✓ Sequencing
- ✓ WH Questions
- ✓ Beginning
- ✓ Simple
- ✓ Adv
- ✓ Stor

- ✓ Core Vocabulary
- ✓ Basic Concepts
- ✓ Synonyms/Antonyms
- ✓ Describing
- ✓ Character Description
- ✓ Affixes
- ✓ Direct Vocabulary Instruction

SPEECHYmusings

< Comprehension



writing + parallel story

Production/expression focused activities that allow for creativity and generalization.

- ✓ Supported/Shared Writing
- ✓ Write the Story
- ✓ Topic Writing
- ✓ Write Parallel Story

SPEECHYmusings