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Introduction

Webber® Story Time Communication Boards teaches children with limited verbal skills to recognize and use the most important vocabulary words in 20 popular storybooks. This versatile teaching tool allows children with language delays, autism, and other communication disorders to participate in reading activities using Mayer Johnson's Boardmaker® Picture Communication Symbols (PCS). **Webber® Story Time Communication Boards** is ideal for the SLP, teacher, or special educator working in an inclusive setting.

The complete set includes four identical communication boards for each story and 12 matching picture cards (240 cards total) to teach expressive and receptive communication skills. The lessons and activities in the workbook reinforce vocabulary and

the included CD-ROM makes it easy to print activity pages in black and white or color.

The 72-page activity workbook includes three lessons (*Sentence Completion*, *Question and Answer*, and *I Spy*) and extension activities for each story. These activities help increase the children's understanding of the story. The activity workbook includes a reproducible copy of each communication board for groups of more than four children.

The workbook also includes sentence strips to help children combine symbols to construct sentences. Use the goals and objectives below with a lesson plan or Individualized Education Plan (IEP). Modify the specific measures of each goal to fit the individual needs of each child.

Goals and Objectives

Use the following goals with each of the stories:

- Children will correctly identify 10 out of 12 pictures related to the book by pointing to the correct picture on the communication board over three consecutive trials.
- Children will correctly match 10 out of 12 pictures related to the book by placing the picture card over the picture on the communication board over three consecutive trials.
- Children will correctly identify 10 out of 12 pictures by pointing to the picture on the communication board as the teacher reads aloud over three consecutive trials.
- Children will correctly identify 10 out of 12 pictures related to the book by pointing to the picture on the communication board over three consecutive trials.
- Children will correctly identify 10 out of 12 answers to questions by pointing to the picture on the communication board over three consecutive trials.
- Children will correctly identify 10 out of 12 items being described by pointing to the picture on the communication board over three consecutive trials.
- Children will correctly combine symbols using the sentence strips to construct complete sentences related to the book with 80% accuracy over three consecutive trials.

Materials

- 40 double-sided communication boards (20 stories)
- Activity workbook
- 240 picture cards (12 per story)
- Electronic spinner
- 60 foam tokens
- CD-ROM with printable activity pages in black and white and color

How to Use

Story Introduction/Symbol Identification

- Begin each lesson by reading the selected story to the children.
- After reading the story, give each child a communication board and the corresponding picture cards. (As a variation, give the communication boards to the children before reading so they can identify symbols from the story during reading.)
- Have each child identify symbols from the story by matching the picture cards to the communication board or by pointing to the symbol on the board.

Story Retell

- Ask each child to retell the story using the picture cards or by pointing to the pictures on the communication board. Children should retell the story in the correct sequence of events.

Workbook Activities

- Complete the activities in the book with the children (*Sentence Completion*, *Question and Answer*, and *I Spy*).
- If there is a teaching assistant, separate the children into small groups to complete the different activities in the book.

Activity Variations

- When completing activities such as *Sentence Completion* or *Question and Answer*, have the children respond by laying a foam token or a picture card from a selection of cards on the communication board.
- For the *Sentence Completion* and *Question and Answer* activities, the questions follow the sequence of the story. For advanced children you may read the questions out of order.
- Copy the sentence strips on pages 61–64 onto different colored tagboard and give each child a different color. Have the children read their sentences to each other or have them take home their sentence strips to share with their parents.
- Place communication board(s) matching the book in the center of a circle of children. Play *I Spy*, allowing the children to point to the picture being described.
- Categorize/Classify picture cards from a story. For example, in the story *From Head to Toe*, students categorize/classify pictures according to the physical characteristics of the animals.

Good Night, Dora!

3

by Christine Ricci

pond



trees



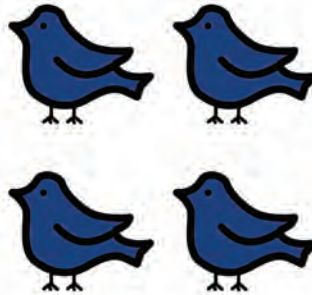
flowers



chickens



birds



bees



ducks



mice



snakes



frogs



owl



log

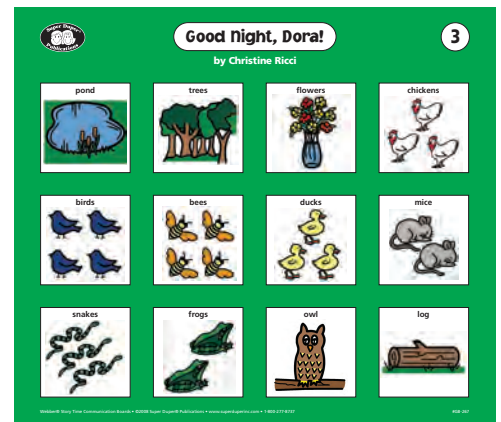


Good Night, Dora!

by Christine Ricci

Board 3 Vocabulary

pond	trees	flowers	chickens
birds	bees	ducks	mice
snakes	frogs	owl	log



Sentence Completion

Directions: Read each sentence aloud to the children. Have each child point to the correct picture symbol to complete the following sentences.

1. The _____ are sleeping in the tree. (*birds*)
2. The _____ are buzzing in the flowers. (*bees*)
3. The _____ are in the garden. (*flowers*)
4. The _____ are clucking in the barn. (*chickens*)
5. The _____ are sleeping next to the log. (*mice*)
6. The _____ are sleeping inside the log. (*ducks*)
7. The _____ is hollow. (*log*)
8. The _____ are in the grass. (*snakes*)
9. The _____ are on the lily pad. (*frogs*)
10. The lily pads are in the _____. (*pond*)
11. The _____ in the tree says, "Hoot." (*owl*)
12. The _____ have green leaves. (*trees*)

Question and Answer

Directions: Read each question aloud to the children. Have each child point to the correct picture symbol to answer the questions.

1. What is sleeping in a nest in the tree? (*birds*)
2. What is buzzing in the flowers? (*bees*)
3. What is growing in the garden? (*flowers*)
4. What is sleeping in the barn? (*chickens*)
5. What is sleeping beside the log? (*mice*)
6. What is sleeping inside the log? (*ducks*)
7. What is hollow? (*log*)
8. What is sleeping in the grass? (*snakes*)
9. What is on a lily pad? (*frogs*)
10. Where are the lily pads? (*pond*)
11. What says, "Hoot"? (*owl*)
12. What has green leaves? (*trees*)

Good Night, Dora!

by Christine Ricci



Board 3 Vocabulary

pond	trees	flowers	chickens
birds	bees	ducks	mice
snakes	frogs	owl	log

I Spy

Directions: Read each sentence aloud to the children. Have each child identify the correct picture symbol by pointing to it.

1. I spy long, slippery animals that move on their bellies. (*snakes*)
2. I spy flying insects that make honey. (*bees*)
3. I spy a fallen tree that is a good place to sit. (*log*)
4. I spy soft, yellow animals that have beaks. (*ducks*)
5. I spy things with leaves, branches, and trunks. (*trees*)
6. I spy plants that smell good and grow in a garden. (*flowers*)
7. I spy animals with white feathers that lay eggs in a nest of hay. (*chickens*)
8. I spy small animals that like to eat cheese. (*mice*)
9. I spy green animals that hop on lily pads. (*frogs*)
10. I spy an animal that comes out at night and lives in a tree. (*owl*)
11. I spy water where animals might live. (*pond*)
12. I spy animals that live in a nest and make sounds like singing. (*birds*)

Extension Activities

1. Play the *Animal Sounds* game with the children. The teacher makes the sound of an animal on the communication board or in the book. Have the children point to the animal that makes the sound. Give the children additional points if they make the animal sound, too.
2. Have the children tell where each animal is found in the book. For example, the teacher gives the book to one of the children and says, "I am going to tell you the name of an animal. I want you to look for the animal in the book and tell me where the animal is. I am a frog—Where am I?" Answer: "The pond."
3. Play the *Animal Movin'* game with the children. Say the name of one of the animals in the book and have the children move like that animal. For example, the children can hop like frogs or slither like snakes.

