



Boardmaker Core First Learning

Boardmaker Core First Learning is a web-based program delivered through Boardmaker Online that helps your students learn the meaning, use, and placement of high frequency core words on their AAC system. The instructional sequence includes a series of reading, writing, and language activities that complement each other.

CORE WORD OF THE MONTH: HELP!

CORE BOOK OF THE WEEK: DINNER

PLEASE READ THE FOLLOWING
ADDITIONAL MATERIALS PROVIDED IN
ORDER TO COMPLETE THIS ACTIVITY
WITH YOUR CHILD.

- PARENT INSTRUCTIONS
- ACCESS TO THE APP
(NOT REQUIRED)

Dinner



Below you will find this week's Core Book of the Week, Dinner. You will also find parent instructions on how to use this material with your child. Instructions on how to download the app, if desired, can be found on here under "**Boardmaker App Directions**"

<https://www.gengrascenter.org/services-therapies/speech-language/ms-dwyer/>

If you have any questions, please do not hesitate to contact me. If you and your family enjoy this activity, feel free to email fun pictures of how you interacted with this activity at home, or post in the school Facebook account to show us all the fun you had!

Please fill out this short survey so I can better support you during this time:

<https://forms.gle/JzSeuivHK1jmJCij9>

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Dinner, Parent Instructions

In the following activity, you will be reading the book, Dinner, and demonstrating the word **HELP** on your child's iPad, communication device or communication board. The minimum time required to complete this activity is 5 minutes, however, I often find this activity can last for 15+ minutes when engaging my students by **incorporating manipulatives**, or **searching short related videos on YouTube as examples in between pages**, you could do the same. The **highlighted/bolded** words are the words to be demonstrated by you on your child's device/board. After each modeled word or phrase, allow adequate wait time for your child to have an opportunity to independently activate the word/phrase on their device. There are no demands on the child during this time (you may have to wait longer than the proposed times below). Do not request that your child "do it", or "show me", "say it", or for them to take a "turn" (these are all prompts! We want independent activation and fun times!) If the child does not activate their device after adequate wait time (i.e. more than 10-20 seconds), continue reading as well as providing models of each designated word/phrase. They hopefully will begin to understand the activity towards the end and during subsequent repetitions. Research shows you can never read a book too many times, and repetition of upwards of 15 times is supported as great exposure to an expected skill. Furthermore, we do not expect students using assistive technology to copy our model independently until we have demonstrated the skill to them ourselves at least 150+ times, so do not be discouraged! Use this quality time as a bonding activity with your child and their device.

Page 1 (you say): Today we will be reading Dinner. We are going to talk about the different ways the family can **help** at dinner! *(Wait 10 seconds before going to next page)*

Page 2 (you say): I can **help** read the recipe. *(Wait 10 seconds before going to the next page.)*

Page 3 (you say): My **grandma** can **help** wash vegetables. *(Wait 10 seconds before going to the next page.)*

Page 4 (you say): My **mom** can **help** cook the pasta. *(Wait 10 seconds before going to the next page.)*

Page 5 (you say): My **dad** can **help** stir the soup. *(Wait 10 seconds before going to the next page.)*

Page 6 (you say): My **brother** can **help** set the table. *(Wait 10 seconds before going to the next page.)*

Page 7 (you say): My **sister** can **help** fill the glasses. *(Wait 10 seconds before going to the next page.)*

Page 8 (you say): Then my **dog** can **help** clean the floor! *(Wait 10 seconds before going to the next page.)*

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