

AAC Lesson Plan for Centers: Sensory Bins



OBJECTIVE

Students will participate in the activity and demonstrate engagement, communication, and understanding using speech, AAC, gestures, or visuals.

AAC OBJECTIVE, STUDENTS WILL USE AAC TO:

- ☐ Comment
- ☐ Ask / answer questions
- ☐ Request
- ☐ Ask for help
- ☐ Take turns

QUICK START (2-MINUTE PREP)

1. Pick 3–5 core words (e.g. more, help, go)
2. Keep AAC visible and within reach
3. Model words throughout the activity
(no pressure to respond)

MATERIALS

- Plastic bins
- Sensory material such as sand, water, or dry beans
- Shovels, spoons, other toys such as cars or figurines

TARGET VOCABULARY — CORE WORDS

look

put

in

out

more

all done

play

ACTIVITY-SPECIFIC WORDS

sand

water

shovel

spoon

toys

DURING THE ACTIVITY (WHAT TO DO)

- Embed AAC naturally during the activity
- Provide opportunities to participate, make choices, and interact
- Model during key moments (turn-taking, problem-solving)

MODELING EXAMPLES

Say: "I like the sand" → **LIKE**

Say: "Do you want the car or the truck?"
→ **WANT • CAR • TRUCK**

Say: "Look, we found a dinosaur" → **LOOK**

AAC Lesson Plan for Centers: Playdough



OBJECTIVE

Students will participate in the activity and demonstrate engagement, communication, and understanding using speech, AAC, gestures, or visuals.

AAC OBJECTIVE, STUDENTS WILL USE AAC TO:

- ☐ Comment
- ☐ Ask / answer questions
- ☐ Request
- ☐ Ask for help
- ☐ Take turns

QUICK START (2-MINUTE PREP)

1. Pick 3–5 core words (e.g. more, help, go)
2. Keep AAC visible and within reach
3. Model words throughout the activity
(no pressure to respond)

MATERIALS

- Playdough
- Utensils such as shovels, knives, or cookie cutters
- *Optional:* toys such as cards or figurines

TARGET VOCABULARY — CORE WORDS

play

like

in

out

put

feel

look

my turn

make

ACTIVITY-SPECIFIC WORDS

play dough

colors

DURING THE ACTIVITY (WHAT TO DO)

- Embed AAC naturally during the activity
- Provide opportunities to participate, make choices, and interact
- Model during key moments (turn-taking, problem-solving)

MODELING EXAMPLES

Say: “We have green playdough” → model **GREEN**

Say: “Should we make a big or little ball?”
→ model **BIG · LITTLE**

Say: “You made a circle” → model **MAKE**

AAC Lesson Plan for Centers: Blocks



OBJECTIVE

Students will participate in the activity and demonstrate engagement, communication, and understanding using speech, AAC, gestures, or visuals.

AAC OBJECTIVE, STUDENTS WILL USE AAC TO:

- ☐ Comment
- ☐ Ask / answer questions
- ☐ Request
- ☐ Ask for help
- ☐ Take turns

QUICK START (2-MINUTE PREP)

1. Pick 3–5 core words (e.g. more, help, go)
2. Keep AAC visible and within reach
3. Model words throughout the activity
(no pressure to respond)

MATERIALS

- Blocks or Legos

TARGET VOCABULARY — CORE WORDS

make

put

more

big

stop

where

help

my turn

finished

ACTIVITY-SPECIFIC WORDS

blocks

colors

DURING THE ACTIVITY (WHAT TO DO)

- Embed AAC naturally during the activity
- Provide opportunities to participate, make choices, and interact
- Model during key moments (turn-taking, problem-solving)

MODELING EXAMPLES

Say: "That is a big tower" → model **BIG**

Say: "My turn with the red block"
→ model **MY TURN**

Say: "I need help" → model **HELP**

AAC Lesson Plan for Centers: Task Bins



OBJECTIVE

Students will participate in the activity and demonstrate engagement, communication, and understanding using speech, AAC, gestures, or visuals.

AAC OBJECTIVE, STUDENTS WILL USE AAC TO:

- ☐ Comment
- ☐ Ask / answer questions
- ☐ Request
- ☐ Ask for help
- ☐ Take turns

QUICK START (2-MINUTE PREP)

1. Pick 3–5 core words (e.g. more, help, go)
2. Keep AAC visible and within reach
3. Model words throughout the activity
(no pressure to respond)

MATERIALS

- Task bins with activities (e.g. tracing letters, building CVC words with magnetic letters)

TARGET VOCABULARY — CORE WORDS

open

help

more

all done

get

ACTIVITY-SPECIFIC WORDS

letters

numbers

pencil

marker

DURING THE ACTIVITY (WHAT TO DO)

- Embed AAC naturally during the activity
- Provide opportunities to participate, make choices, and interact
- Model during key moments (turn-taking, problem-solving)

MODELING EXAMPLES

Say: “Let’s get a new one” → model **GET**

Say: “This one is all done” → model **ALL DONE**

Say: “We need to open it” → model **OPEN**