



AAC Book Companion Activities

- *Go, Dog. Go!*
- *We're Going on a Bear Hunt*
- *Jump*
- *If you Give a Mouse a Cookie*
- *Pete the Cat: I Love My White Shoes*

AAC Implementation Tips for All Activities:

AAC Integration Strategies:

- Model vocabulary on the student's AAC device throughout all activities
- Pause and wait for student responses (10+ seconds)
- Use aided language input - select an icon on their device as you speak
- Create visual supports showing activity steps with core vocabulary
- Honor all communication attempts, including approximations
- Repeat target words/phrases multiple times in natural contexts
- Focus on core words or phrases that can be used across multiple activities
- Use a variety of language functions during activities including requesting, commenting, protesting, sharing joy...

Differentiation Ideas:

- For emerging communicators: Focus on single-word vocabulary
(i.e. *go, stop, more, colors*)
- For expanding communicators: Target 2-3 word phrases
(i.e. *I want __, put on __*)
- For advanced communicators: Practice full sentences and descriptive language
- For gestalt language processors: Incorporate phrases or gestalts that can be used in a variety of settings

For Virtual/Teletherapy Sessions:

- Prepare materials list for families ahead of time with common household alternatives
- Use screen share effectively for PowerPoint activities and videos
- Have families prepare snacks in advance; guide assembly during session
- Use household items for sensory activities
(*rice, beans, cotton balls*)

Go, Dog. Go!

Author: P.D. Eastman

Theme/Focus: Opposites, prepositions, colors and core words

Target Vocabulary (Core Words & Phrases)

- **Core Words:** go, stop, up, down, in, out, on, off, fast, slow
- **Phrases:** “Go, dog, go!”, “Stop, dog, stop!”, “Dogs on top”, “Look at them/ Look at those dogs go” “Let’s go in/ up/ down” “I like it/ I do not like it”

Snack Activity: No-Mix Puppy Chow

Ingredients:

- Chex cereal or Golden Grahams
- Mini marshmallows
- M&Ms or chocolate chips
- Powdered sugar

Directions:

1. Pour cereal into individual bowls or cups
2. Add marshmallows and M&Ms to mix
3. Sprinkle powdered sugar on top
4. Mix together with a spoon
5. Enjoy your puppy chow snack!

Target Vocabulary: mix, put in, more, stop, all done, yummy, sweet



Sensory Activity: Red Light, Green Light

Activity Description: Play the classic movement game Red Light, Green Light, connecting it to the “go” and “stop” concepts from the book.

Materials:

- Red and green construction paper circles (optional)
- Open space for movement

Directions:

1. Designate one person as the “stoplight”
2. When the stoplight says “green light” or “go,” players move forward
3. When the stoplight says “yellow light,” players move forward slowly
4. When the stoplight says “red light” or “stop,” players must freeze
5. Continue until players reach the finish line

Target Vocabulary: go, stop, fast, slow, walk, run, ready, wait



Craft Activity: Dog Party Hats

Activity Description: Create festive dog party hats inspired by the party scene in the book.

Materials:

- Construction paper (various colors)
- Tape or stapler
- Markers, crayons, stickers
- Pom poms, glitter (optional)
- Elastic string or ribbon

Directions:

1. Roll construction paper into a cone shape
2. Tape or staple to secure
3. Decorate with markers, stickers, and other materials
4. Attach elastic string to secure under chin
5. Wear your party hat!

Target Vocabulary: roll, make, put on, my turn, colors/ shapes, pretty, wear



Teletherapy Activities

Activity 1: Dog vs. Cat Brain Break

Link: [Dogs vs Cats Brain Break | Brain Break | Brain Breaks for kids | Kids exercise | Yoga for Kids](#)

Directions:

1. Watch the video together
2. Follow along with the movements when dogs or cats appear
3. Pause to practice core vocabulary during the video

Target Vocabulary: dog, cat, go, stop, jump, move, again, more

Activity 2: Would You Rather - Dog Edition

Link: [Would You Rather? Dog Edition! This or That | Fun Fitness Games for Kids | GoNoodle | PE](#)

Directions:

1. Watch video and discuss “Would you rather” questions about dogs
2. Student indicates preference using AAC device
3. Practice explaining choices with simple phrases

Target Vocabulary: I want, like, don't like, yes, no, dog, play, eat



We're Going on a Bear Hunt

Author: Michael Rosen (Illustrated by Helen Oxenbury)

Theme/Focus: Prepositions, locations, descriptive language, and sequencing

Target Vocabulary (Core Words & Phrases)

- **Core Words:** go, big, not, we, over, under, through, what, can't, scared
- **Phrases:** "We're going on a bear hunt," "Can't go over it," "Can't go under it," "Got to go through it" "I'm not scared"

Snack Activity: Bear Caves

Ingredients:

- Graham crackers (2-3 per cave)
- Frosting, Nutella, or peanut butter
- Teddy Graham crackers

Directions:

1. Take two graham crackers
2. Spread frosting along one edge of each cracker
3. Stand crackers up and lean together to create tent/cave shape
4. Place teddy graham inside, outside, or next to the cave
5. Practice positional vocabulary while eating

Target Vocabulary: in, out, next to, on top, above, under, inside, outside, bear, cave



Sensory Activity Option 1: Bear Hunt Sensory Bin

Activity Description: Create a winter/forest sensory bin that represents the different environments from the story.

Materials:

- Large plastic bin or container
- Cotton balls or white pom poms (for snow)
- Small pine cones
- Small plastic pine trees
- Play people or small dolls
- Small toy bears
- Blue fabric or paper (for river)
- Green paper strips (for grass)

Directions:

1. Set up story scenes in the sensory bin
2. Engage in sensory exploration while labeling items on device
3. Target pretend play by picking a scene from the story and act it out with the sensory bin
4. Practice positional words by putting items in, over, or under
5. Explore new textures with sensory play

Target Vocabulary: grass, river, mud, snow, forest, cave, cold, wet, sticky, through, over, under



Sensory Activity Option 2: Bear Hunt Movement Video

Activity Description: Follow along with this active bear hunt video for a movement break.

Link: [Going on a Bear Hunt - THE KIBOOMERS Preschool Songs for Circle Time](#)

Materials:

- Device to play video
- Open space for movement

Directions:

1. Watch video together
2. Follow along with stomping, jumping, running movements
3. Practice loud and quiet voices during repetitive phrases
4. Pause to practice vocabulary on AAC device

Target Vocabulary: stomp, jump, run, quiet, loud, fast, slow, going, stop



Sensory Activity Option 3: Nature Walk Bear Hunt

Activity Description: Go on a nature hunt around the school or neighborhood.

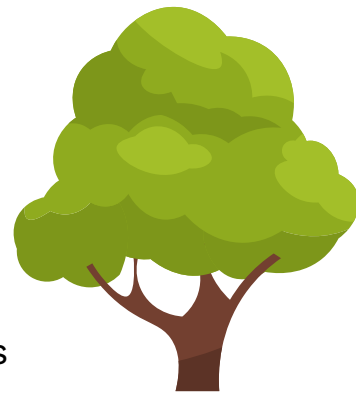
Materials:

- Bag for collecting items
- Binoculars (real or craft-made)
- Camera or device for taking photos

Directions:

1. Go outside for a nature walk
2. Look for items from the story
(*grass, trees, mud, water, animals*)
3. Label items found in the environment
4. Take photos on the device or collect nature items
(*leaves, sticks, rocks*)
5. Discuss what you found when you return

Target Vocabulary: tree, grass, rock, stick, leaf, bird, animal, see, look, find, nature, outside



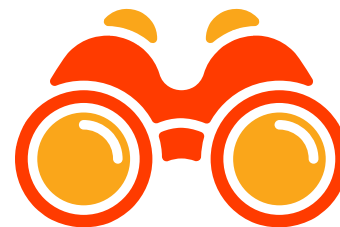
Craft Activity: Binoculars

Activity Description:

Make binoculars to search for bears, just like a real bear hunt!

Materials:

- 2 toilet paper rolls per student
- Yarn or string
- Tape or glue
- Markers, crayons, stickers
- Hole punch



Directions:

1. Decorate both toilet paper rolls with markers and stickers
2. Glue or tape the two rolls together side by side
3. Punch holes on the outer sides of each roll
4. Thread yarn through holes and tie to create neck strap
5. Use binoculars to “look for bears” around the room, go on a nature walk, or play iSpy during teletherapy

Target Vocabulary:

look, see, where, find, bear, colors (for decorating), make, my, put



Teletherapy Activities



Activity 1: Bear Hunt Video Participation.

Link: [Going on a Bear Hunt - THE KIBOOMERS Preschool Songs for Circle Time](#)

Directions:

1. Share screen and watch video together
2. Follow movement directions in the video
3. Pause at key moments to have student use AAC to fill in repetitive phrases
4. Practice prepositions during each scene

Target Vocabulary: over, under, through, can't, going, scared, what, cave

Activity 2: Bear Hunt at the Zoo!

Link: <https://zoo.sandiegozoo.org/cams/polar-cam>

Directions:

1. Share your screen with the San Diego Zoo's live Polar Cam.
 - a. If the bear is visible, talk about what you see!
 - o Describe where the bear is (in the water, on the rocks, near the cave).
 - o Discuss what the bear looks like and what it's doing.
 - b. If the bear isn't visible, talk about where it might be!
 - o Model location words like in the cave, under the tree, or behind the rock.
 - o Encourage guessing and imagination — "Where do you think the bear went?"
 - o Or find other animals at the Zoo to look for!

Target Vocabulary: what, where, who, big, little, through, over, under, going



Jump!

Author: Scott M. Fischer

Theme/Focus: Action words, rhyming, animals, and repetitive/predictive text

Target Vocabulary (Core Words & Phrases)

- **Core Words:** jump, I, am, sleep, up, down, then, but
- **Phrases:** “Oh No”, “I am a...”, “It’s a...” “I jump!”, “Look at the ...”

Snack Activity: Frogs on a Log

Activity Description: Make the classic “ants on a log” snack, with a hopping twist!

Ingredients:

- Celery sticks (pre-cut into 3-4 inch pieces)
- Peanut butter (or sunflower seed butter for allergies)
- Raisins or M&Ms

Directions:

1. Wash hands
2. Take a celery stick
3. Spread peanut butter inside the celery using a spoon or knife
4. Place raisins on top of peanut butter (these are the “frogs”)
5. Count the frogs and enjoy!

Target Vocabulary: put on, more, numbers, spread, stick, eat, yummy, all done, frogs



Sensory Activity Option 1: Lily Pad Jumping

Activity Description: Practice jumping and following directions while moving to different “Lily Pads”

Materials:

- Colored construction paper circles or lily pads
- Open space for movement
- Music (optional)

Directions

1. Place colored circles, dots, tape, hula hoops, or paper on floor as targets
2. Students jump from spot to spot
3. Add challenges: jump to specific colors, count jumps, jump with patterns
4. Practice: “Jump to ___,” “I can jump!”

Target Vocabulary: jump, hop, stop, go, again, more, my turn, fast, slow, counting



Sensory Activity Option 2: Simon Says

Activity Description: Practice jumping and moving like different animals while playing Simon Says!

Directions:

1. Leader calls out “Simon says...” with an action like “jump high!” or an animal to act out “act like a cat”
2. Learners perform different actions only when they hear “Simon Says”
3. Include variations: jump high, jump low, jump on one foot, jump forward/backward. Use animals from the story!
4. Use AAC device to request actions/ animals or indicate “my turn”

Target Vocabulary: jump, up, down, high, low, frog, cat, dog, alligator, shark, whale

Craft Activity: Frog Face Puppet

Activity Description: Create a frog face that can be used as a hand held puppet!

Materials:

- Green construction paper or paper plates
- Red construction paper
- Markers
- Glue Stick
- Scissors
- Large googly Eyes

Directions:

1. Cut green paper into a large circle or use a paper plate. If using a paper plate, color it green.
2. Fold the circle or plate in half to create a semi-circle
3. Glue googly eyes to the top along the folded edge, then decorate the face (*nose, smile, spots, etc.*)
4. Cut red paper into 3 inch strips
5. Roll the red strips into a tube or curl to make a tongue
6. Glue the red tongue on the inside bottom edge so it sticks out

Target Vocabulary: Cut, fold, put on, make, glue, body parts, open, shut, out, in



Teletherapy Activities



Activity 1: Action Spinner Game

1. Search online for “make your own spinner wheel.”
2. Add in target action words from the list below.
3. Have clients take turns spinning and performing the action!

Target Vocabulary: jump, hop, eat, swim, sit, sleep, action verbs from cards

Activity 2: Five Little Speckled Frogs Song

Link: https://www.youtube.com/watch?v=TtX8yVEF0-w&list=RDTtX8yVEF0-w&start_radio=1

Directions:

1. Play the video and sing along together.
2. Pause at different times to ask questions using added language stimulation: “How many frogs are left?” “Where did the frogs go?”
3. Use pauses to model target vocabulary and encourage participation.

Target Vocabulary: sit, eat, little, some, jump, cool, nice

Activity 3: Frog Yoga

Link: [Frank The Frog | A Cosmic Kids Yoga Adventure!](#)

Directions:

1. Have your clients find a space where they can move freely.
2. Play the video and pause after each pose for them to follow along and try the pose themselves!
3. Model target vocabulary throughout the activity.

Target Vocabulary: sit, stand, arms up, arms down, bend



If You Give a Mouse a Cookie[!]

Author: Laura Joffe Numeroff (Illustrated by Felicia Bond)

Theme/Focus: Cause and effect, sequencing, requesting, and social language

Target Vocabulary (Core Words & Phrases)

- Core Words: give, ask, finished, he, you, look, have, want, need, wash, get
- Phrases: “If you give a mouse...”, “He will want...”, “Can I have...?”
- Story Items: cookie, milk, straw, napkin, mirror, scissors, broom, blanket, pillow, paper, crayons

Snack Activity: Decorate Your Own Cookie

Activity Description: Students decorate sugar cookies

Ingredients:

- Pre-made or store-bought sugar cookies (one per person)
- Frosting (various colors in bowls or pouches)
- Sprinkles
- Small candies (M&Ms, chocolate chips)
- Plastic knives or spreading sticks

Directions:

1. Give each person a cookie on a plate or napkin
2. Choose frosting color and spread on cookie
3. Add sprinkles and candies
4. Practice requesting: “I want ___,” “Can I have ___?”
5. Wash hands when finished
6. Eat and enjoy!

Target Vocabulary: want, need, more, give me, colors, put on, sticky, sweet, wash, finished, all done



Craft Activity: Mouse Puppet

Activity Description: Create a mouse puppet using a paper bag

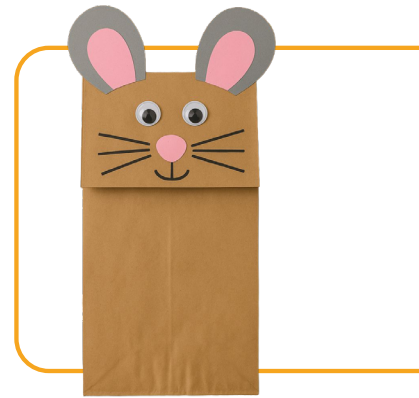
Materials:

- Brown paper lunch bags (one per person)
- Gray or pink construction paper
- Googly eyes or drawn eyes
- Glue sticks
- Markers
- Scissors (for adult use)

Directions:

1. Cut or pre-cut nose and ears with pink and grey paper
2. Draw face on bag flap
3. Add googly eyes
4. Draw or glue nose and ears
5. Add whiskers with marker
6. Act out the story by having learners go on the Sensory Scavenger hunt with their puppet to find the items!

Target Vocabulary: give, draw, glue, give me, want, need, want, need, my turn, mouse, body parts, open, close



Sensory Activity: Item Scavenger Hunt

Activity Description: Hide items from the story around the room and have learners find them in sequence. Use your mouse puppet to help find the items!

Materials:

- Real or picture cards of items from story: cookie, cup (milk), straw, napkin, mirror, scissors, broom, pillow, blanket, paper, crayons
- Bag or basket for collecting

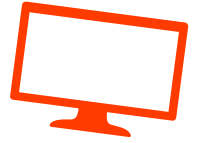
Directions:

1. Hide items or picture of items around the room before activity
2. Read or review the story sequence
3. Students search for each item in order. Use your mouse puppet to help find the items!
4. Practice requesting: “I need to find the ___” or “Let’s find the ___”
5. Discuss what the mouse wanted next

Target Vocabulary: find, look, where, need, want, next, item names from story, give, get



Teletherapy Activities



Activity 1: Virtual Cookie Decorating

Directions:

1. Share your screen and open a whiteboard.
2. Have your learner direct how to make a cookie.
3. Draw a circle for the cookie. Allow the learner to pick the size and amount.
4. Have the learner make choices about decorations (e.g., colors, toppings).
5. Practice requesting and describing vocabulary during the activity (e.g., “I want...”, “Put on...”, “More...”).
6. Encourage the student to describe their completed cookie using core and descriptive words.

Target Vocabulary: want, put, on, colors, more, all done, pretty, like, cookie

Activity 2: Word Map

Activity Description: Use a virtual white board to create a word map of all items that go together from the book.

Directions:

1. Draw a square on the whiteboard with the starting word “milk.”
2. Ask the student, “What goes with milk?” If needed, offer 2–3 choices (e.g., cookie or scissors).
3. Once the correct pair is identified, draw a connecting line and continue adding new items that go together.
4. Repeat the process to complete the map using the pairs below.
5. Discuss why the items go together (“Milk and cookie go together because the mouse drinks milk after eating a cookie”).

Continue with the rest of the association items below:

- a. Cookie and milk
- b. Milk and straw
- c. Napkin and mirror
- d. Haircut and scissors
- e. Messy floor and broom
- f. Bed and storybook
- g. Storybook and picture or crayons
- h. Picture and tape or refrigerator
- i. Refrigerator and milk

Target Vocabulary: go together, need, want, with, because, item names, same, different

Pete the Cat: I Love My White Shoes

Author: Eric Litwin (Illustrated by James Dean)

Theme/Focus: Colors, feelings/emotions, self-advocacy, and resilience

Target Vocabulary (Core Words & Phrases)

- **Core Words:** love, my, no, good, colors (white, red, blue, brown, yellow), shoes, cry, sing, walk
- **Phrases:** “I love my ___ shoes,” “Did Pete cry?” “Goodness, no!” “Oh no!”

Snack Activity: Pete the Cat Face Snack

Activity Description: Create an edible Pete the Cat face.

Ingredients:

- Rice cakes (one per person)
- Peanut butter or cream cheese
- Circle items for eyes (Blueberries, M&Ms, chocolate chips)
- Triangle item for nose (Strawberries cut in half, candy corn,)
- Pretzel sticks (for whiskers)
- Knife for spreading (adult supervision)

Directions:

1. Take a rice cake and cut off the top ¼ (adult does this)
2. Cut the removed piece in half - these become Pete’s ears
3. Spread peanut butter or cream cheese on the main rice cake circle
4. Place circles for eyes
5. Place triangles half for nose
6. Add pretzel stick whiskers
7. Position ear pieces at top of face
8. Enjoy your Pete the Cat snack!

Target Vocabulary: face parts (eyes, ears, nose, whiskers), colors (blue, red, white), food items, put on, make, cat, yummy, eat



Sensory Activity Option 1: Color Jumping

Activity Description: Practice colors through movement and exploration.

Materials:

- Color circles or large sheets of construction paper in story colors (*white, red, blue, brown*)
- Tape to secure papers to floor

Direction:

1. Place colored papers on floor in a path
2. Call out a color and students jump to that color
3. Sing Pete's song while jumping: "I'm walking along, singing my song..."
4. Practice color vocabulary on AAC device

Target Vocabulary: go, stop, my turn, keep going, what's next, oh no!, colors, walk, sing

Sensory Activity Option 2: Pete the Cat Sensory Bin

Activity Description: Create a colorful sensory bin that represents the different parts of the story.

Materials:

- Large plastic container or bin
- Colorful sensory items such as pom poms, cotton balls, rice, form, rocks, etc.

Direction:

1. Fill bin with materials in the story colors
2. Hide small objects or pictures in the colors
3. Students search for items by color
4. Practice: "I found _____"

Target Vocabulary: colors (white, red, blue, brown, yellow), on, find, look, my turn, soft, rough, big, small



Craft Activity: Dress Pete the Cat

Activity Description: Color and decorate Pete the Cat's shoes using paint in a sealed bag or art supplies.

Materials:

- Pete the Cat White Shoes Coloring Sheet
- Ziplock bags (quart size)
- Paint in story colors (white, red, blue, brown)
- Optional: Coloring materials

Directions:

1. Give each student Pete the Cat's shoes.
2. Place colored paint for each part of the story in a ziplock bag.
3. Seal bag with tape (adult does this)
4. Put the bag on top of the shoe
5. Student squishes paint around in the bag to color the shoe
6. Take turns squishing the different colors and "turning" the shoes different colors.
7. At the end, use the paint to paint the shoes or use another coloring material

Target Vocabulary: put, put on, take off, shoes, colors, cat, sticky, squish, my, wear



Teletherapy Activities

Activity 1: Pete the Cat – Animated Book

Link: [Pete the Cat | I Love My White Shoes | Animated Bedtime Story for Children](#)

Directions:

1. Share your screen to display the Pete the Cat animated book video.
2. Open a core board or the device's home page side-by-side with the video (search “__ AAC app core board” to find a board specific to the app being used).
3. Model target words throughout the video as Pete's story unfolds.
4. Pause the video at natural moments to create language opportunities—for example:
 - “He is stepping in... strawberries!”
 - “What color are his shoes now?”

Target Vocabulary: on, put, where, colors, shoes, walk, step, in, wet, change, love, good

Activity 2: Draw Pete the Cat!

Link: [How to Draw Pete the Cat](#)

Directions:

1. Open a digital whiteboard to display next to the drawing video, or have your client use a blank sheet of paper.
2. Play the video and follow the step-by-step drawing demonstration.
3. Pause as needed to provide additional modeling, repetition, or support.
4. Highlight describing words and shape vocabulary during each step.

Target Vocabulary: down, up, top, bottom, middle, more, big, shapes (triangle, square, circle), in



I Love My White Shoes ✨

