



Pete the Cat and His Four Groovy Buttons



- ***The Missing Button***
- ***Fill in the Letters***
- ***Spot the Difference***
- ***Memory Game***

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
- 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
- Use household items for sensory activities (*rice, beans, cotton balls*)

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AbleNet

QuickTalker Freestyle
LET THE CONVERSATION BEGIN

Pete the Cat and His Four Groovy Buttons

Author: Eric Litwin

Target Vocabulary: button, pop, shirt, count, numbers (1-4), more, less, gone, sad, happy, it's all good, groovy

Target Phrases: "Pop!", "Oh no!", "It's all good!", "How many buttons are left?", "Does Pete cry? Goodness no!"

Skills to Target During Book Reading

1. Counting down / subtraction concepts
2. Predicting (What will happen next?)
3. Emotional vocabulary (sad, worried, happy, calm)
4. Yes/No Questions
5. Sequencing (First, then, next, last)
6. Problem-solving language



The Missing Button

Activity Description: Navigate a button-shaped maze together to practice direction words, yes/no, and spatial concepts using AAC.

Materials:

- Pete the Cat and His Four Groovy Buttons: The Missing Button Maze
- Marker/Pen or Finger Tracing
- AAC device
- Optional: real buttons



Directions:

- Before starting, connect the maze to the book. Ask: “Pete lost his button. Where did it go? Let’s help him find it!” Model “find it,” “help,” “start,” “go” on the AAC device to build shared attention.
- While navigating, model core words (“go,” “stop,” “turn,” “this way”) and directional concepts (“right,” “left,” “up,” “down”) on the device. Pause intentionally at dead ends to create natural opportunities to communicate “uh oh,” “no,” “try again”.
- Build in Pete the Cat’s self-regulation vocabulary in context. When the learner hits a dead end, model “uh oh,” “that’s okay,” “try again,” “it’s all good” on the device.
- When reaching the FINISH, celebrate and model feeling words. Model “found it!” “done!” “we did it!” “groovy!” Ask: “How does Pete feel now? Does Pete cry? Goodness no!”

go	stop	turn	no
help	done	found it	uh oh
try again	it’s all good	this way	groovy

Activity Ideas:

- **Act it out:** Use tape on the floor of your speech room to create a large maze path. Hide a button (or picture of a button) at the finish. The learner walks the maze while using their AAC device to narrate or while you model: “go,” “turn,” “stop,” “uh oh,” “try again”. Take turns walking through the maze!
- **Button hunt:** Before the session, hide several buttons or laminated button pictures around the speech room. Give the learner directional clues using the AAC device: “look under,” “look behind,” “on the table,” “near the door”. Then swap roles and have the learner give you clues. This builds prepositions, direction-giving, and turn taking.
- **Build your own maze:** Have the learner help design a simple maze on paper or a whiteboard, deciding where START and FINISH go. Model “here,” “no, there,” “put it,” “done,” “my turn” throughout. Give the learner agency in creating the maze and see what language they use!
- **Button sort:** Bring in a bag of assorted real buttons and sort them together by color, size, or number of holes before starting the maze. Model “same,” “different,” “big,” “little,” “4 holes,” “match”.

THE MISSING BUTTON

Help Pete find his groovy button!



start!



Finish!



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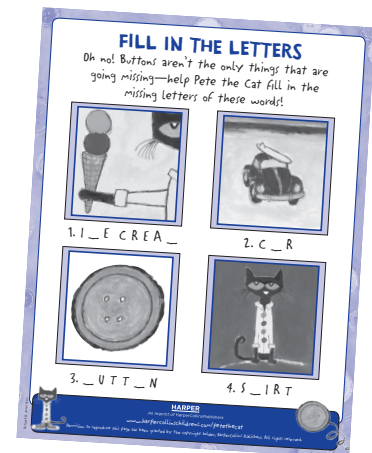


Fill in the Letters

Activity Description: A literacy-based activity where learners fill in missing letters for key vocabulary words from the book. Supports phonological awareness, vocabulary building, and labeling using AAC.

Materials:

- Pete the Cat and His Four Groovy Buttons: Fill in the Letters Activity
- Pencil or Marker
- AAC device
- Optional: letter tiles, magnetic letters, or a whiteboard for tactile letter building



Directions:

- Start with the picture clue rather than the letters. Based on your learner's language level, cover the word and ask a questions (e.g., "What is it? What do you see?") or model the target word on the device (e.g., "button! It is a button").
- Reveal the word with missing letters and spell the word together! For learners using spelling pages on their device, model letter-by-letter on the AAC device, allowing them to fill in the missing letter. Allow the learner to select the color marker or pen they want to use to fill in the worksheet!
- After filling in each word, build a phrase on the AAC device: "Pete has a button." "I like ice cream." "Look, a car!" "Pete's shirt!" Extending single words into phrases models the next level of language and keeps the activity connected to meaningful communication, not just drill.
- After completing all four words, ask the learner to pick a favorite using AAC: "Which one do you like? Button? Car? Ice cream? Shirt?" This provides an opportunity for commenting and question answering, if appropriate.

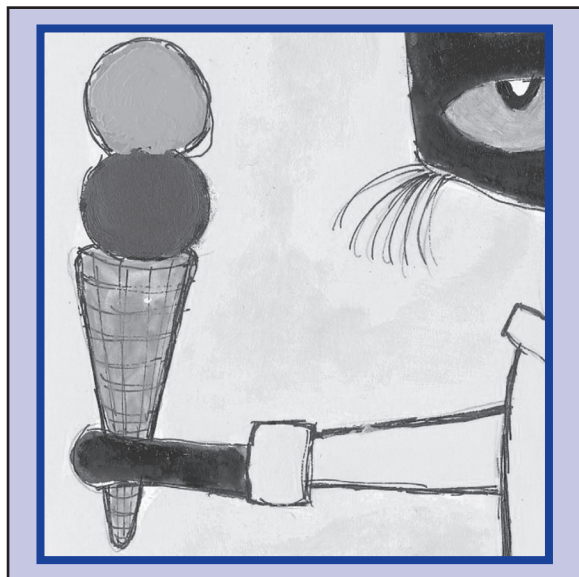
button	shirt	car	ice cream
I see	what is it	I like	my turn
done	more	look	groovy

Activity Ideas:

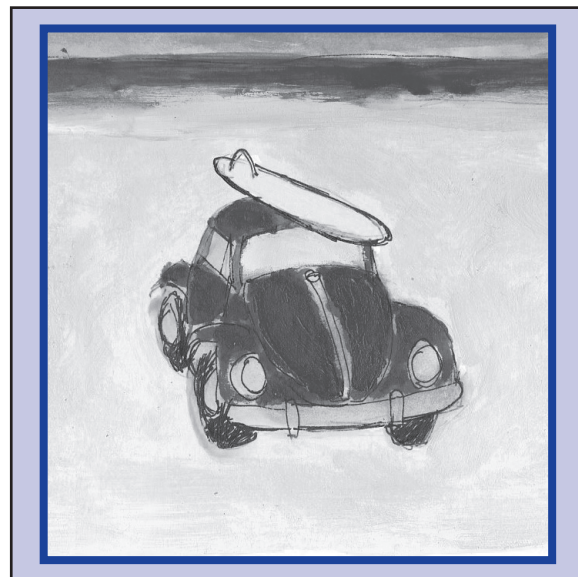
- **Tactile letter building:** Instead of writing the missing letters, have the learner build each word using magnetic letters, letter tiles, or foam letters. As each letter is placed, model it on the AAC device or spell it aloud together. This multisensory approach reinforces letter-sounds and gives learners who may struggle with handwriting a way to fully access the literacy task.
- **Word-to-picture match:** After completing all four words, cut apart the picture boxes and written words and mix them up. Have the learner match each word to its picture, using AAC to label as they sort: "button, that one," "car, here".
- **Silly sentence builder:** Use the four vocabulary words to build silly sentences together on the AAC device: "Pete ate a button." "I want a car shirt." "Groovy ice cream!" The learner accepts or rejects each silly sentence using "yes," "no," "silly," "funny" on the device.

FILL IN THE LETTERS

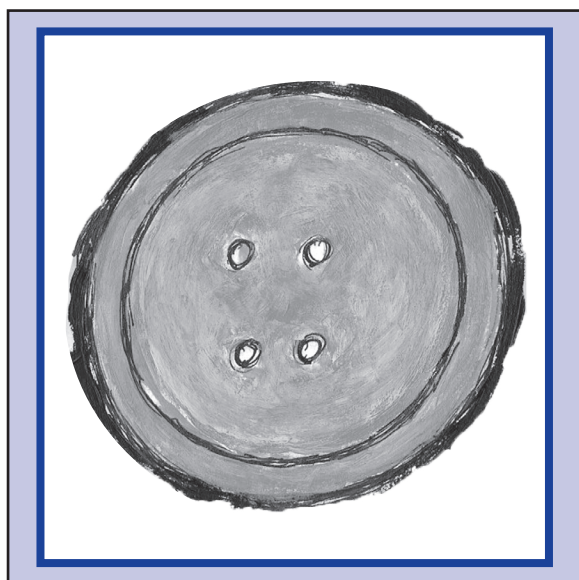
Oh no! Buttons aren't the only things that are going missing—help Pete the Cat fill in the missing letters of these words!



1. I _ E C R E A _



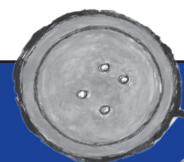
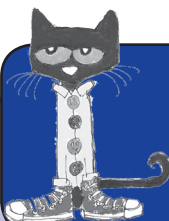
2. C _ R



3. _ U T T _ N



4. S _ I R T

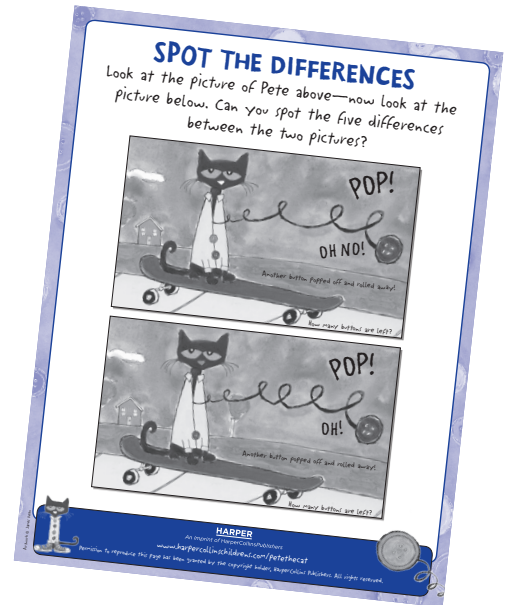


Spot the Differences

Activity Description: Compare two nearly identical pictures of Pete to target visual attention, descriptive language, and commenting using AAC.

Materials:

- Pete the Cat and His Four Groovy Buttons: Spot the Differences Activity
- AAC device
- Optional: pointer or sticky dots to mark differences found



Directions:

- Set up the activity using simple language by modeling: “Something changed! What is different?” Build engagement by looking confused and asking for help!
- While students are searching, narrate the activity (“hmm,” “not there,” “keep looking,” “I see it!”) and model comparison language on the device (“same,” “different,” “changed.”)
- When someone spots a difference, celebrate as a group! Model “yes! found it! look! the button is gone!” Encourage peers to cheer each other on one.
- After finding all the differences, let students react and comment freely on the pictures. Which one is funnier? Does Pete look silly? Model “funny,” “silly,” “I like that,” “Pete!” on the device and follow the student’s lead.
- Have the students take turns counting on their device to answer the question at the bottom of the sheet (“How many buttons are left?”).

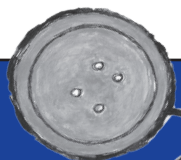
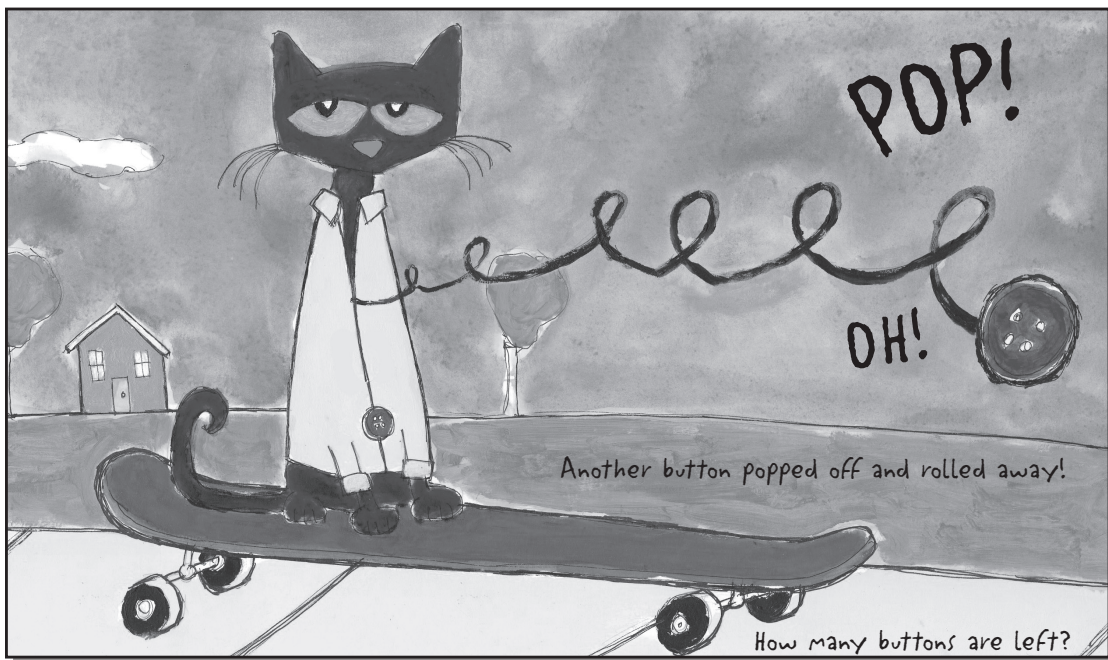
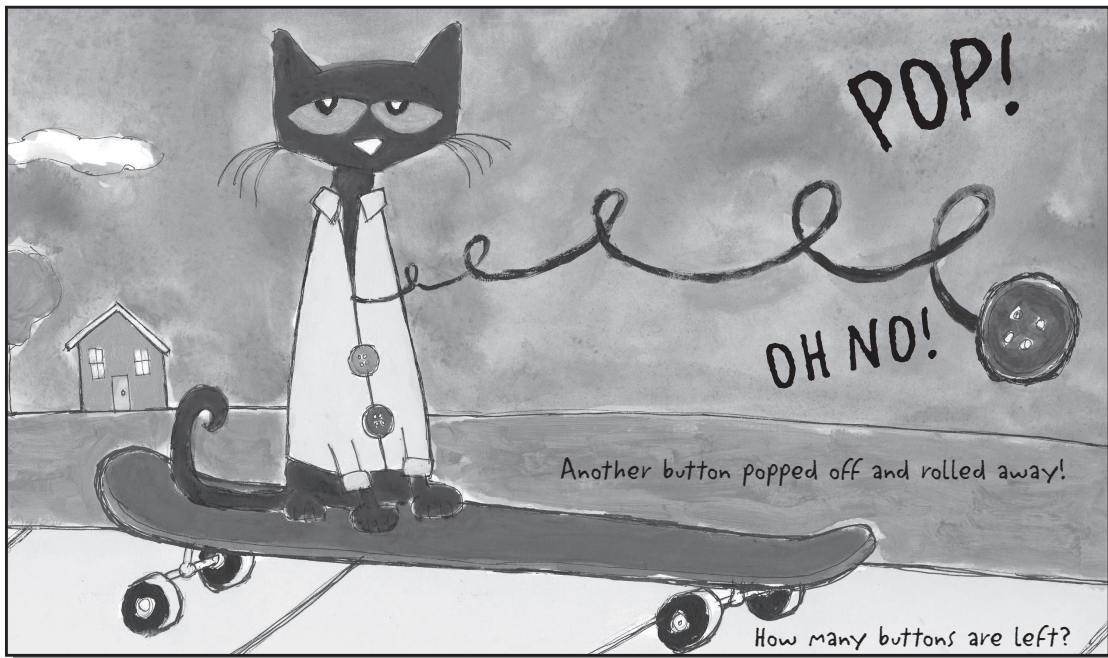
same	different	look	find
I see it	changed	gone	oh no
found it	silly	fun	yes/no

Group Session Tip:

Display the activity sheet on a shared screen or give each learner a copy. Learners take turns spotting one difference at a time, using their AAC device to describe and comment. The group votes yes or no on each observation to build commenting and peer interactions.

SPOT THE DIFFERENCES

Look at the picture of Pete above—now look at the picture below. Can you spot the five differences between the two pictures?



MEMORY GAME

Ask an adult to help you cut out the sixteen cards below. Spread the cards out facedown. With a friend, take turns flipping over two cards trying to match the picture. If you are correct, remove the two matching cards.

