



AAC Language Lab Lesson Plan Summary- This document summarizes the AAC Language Lab Stages of Language Development, Expected Outcomes and the current Lesson Plans available for each Stage.

*Denotes a Lesson with Supplemental Materials available for expanded teaching opportunities.

Stage 1	Lessons			
Outcomes	Directing Activities Part 1	Directing Activities Part 2*	Expressing Negatives*	Names
<ul style="list-style-type: none"> • will speak using single words • will increase the number of words he or she uses meaningfully • will speak single words to direct another person's actions • will speak single words to express negatives • will speak single words to express requests 	<p>To encourage the person to direct the behavior of others and the course of any activity with words instead of behavior.</p> <p>all done help more stop go</p>	<p>To expand the person's ability to request and direct action with specific action words.</p> <p>drink eat make play read sleep work</p>	<p>To encourage the person to direct the behavior of others using negatives.</p> <p>don't (or not) no stop</p>	<p>To encourage using names for other people</p> <p>Customized vocabulary of names for people mom dad</p>

Stage 2	Lessons				
Outcomes	Building Phrases	Directing Activities Part 1	Directing Activities Part 2*	On and Off*	Expressing Negatives*
<ul style="list-style-type: none"> will combine two and three words to make phrases will increase the number of words he or she uses meaningfully will increase the number of phrases he or she uses meaningfully will speak two and three word phrases to direct another person's actions will speak two and three word phrases to express negatives will speak two and three word phrases to express requests 	<p>To increase knowledge and usage of vocabulary in dynamic rows</p>	<p>To encourage using 2-word phrases to request and direct activities and to expand the person's length of utterances</p>	<p>To encourage using 2-word phrases to request and direct activities and to expand the person's length of utterances</p>	<p>To teach the meaning of "on" and "off"</p>	<p>To encourage using 2-word phrases to express negatives and direct activities and to expand the person's length of utterances</p>
	<p>read story color red drink water feel sad feel bad feel thirsty feel mad stop turn more all done</p>	<p>more play eat want go read</p>	<p>do get go help like more need please stop that turn</p>	<p>on off turn water light head my your hand get foot nose table</p>	<p>don't eat help like more no not read stop that want</p>

Stage 3	Lessons						
Outcomes	Expanding Requests and Preferences*	Prepositions and –ing verbs in phrases*	Prepositions to show position*	Learning to say –ing verbs*	Plurals*	More Prepositions*	Simple Verb Phrases*
<ul style="list-style-type: none"> will speak in simple complete sentences will increase the number of words he or she uses meaningfully will show knowledge of plural noun concept by speaking plural nouns correctly will speak in simple complete sentences to direct another person's actions will use negatives in simple sentences will use simple complete sentences to express requests will show knowledge of action continuing in the present by using verbs ending in "ing" (present participle) will use prepositions to show position will combine verbs ending in "ing" with prepositions to speak phrases such as "going in" will use simple pronoun + verb phrases will use infinitives ("to+verb") to complete statements such as "I like to play" and "I need to go." 	<p>To increase correct usage of infinitive complements (adding to + verb to complete a sentence, for example "I want to play.")</p>	<p>To increase use of prepositions in sentences following present progressive verbs</p>	<p>To introduce the prepositions "in" and "on" and how they show position.</p>	<p>to increase correct usage of the target -ing verb forms.</p>	<p>To teach when to use a plural "s" at the end of a noun.</p>	<p>Increase concept of target vocabulary</p>	<p>The purpose of this lesson is to introduce simple declarative phrases using pronouns and verbs.</p>
	<p>I want to I like to I need to I have to go get play live see</p>	<p>going running playing turning sleeping out in on over under</p>	<p>book fire truck fish bowl garage glass hat head in mountain on plate shovel table toaster water</p>	<p>drinking learning looking making</p>	<p>Noun+s</p>	<p>down in out up</p>	<p>I can play eat read help go drink sleep turn</p>

Stage 4	Lessons							
Outcomes	Expressing Past Actions*	Expressing Negatives with Pronoun Verb Phrases*	Asking Questions*		Asking WH Questions*	Describing Things: Using Adjectives in Phrases*	Is and Are Linking Verbs*	Subject Pronouns I & II*
<ul style="list-style-type: none"> will continue to speak in simple complete sentences will increase the number of words he or she uses meaningfully will ask simple "wh" questions will ask questions using pronoun-verb phrases (interrogative reversal) will continue to use negatives in simple sentences will continue to use simple complete sentences to express requests will show knowledge of action in the past by using common irregular past tense verbs will use linking verbs "is" and "are" correctly (subject/verb agreement) will use adjectives in simple sentences to describe things will use negative pronoun + verb phrases 	To increase correct usage of the target irregular past tense verbs.	To teach negative pronoun-verb phrases so that the person can direct an activity or demonstrate feelings of dislike towards someone or something.	To teach the skill of asking questions to request information, to ask permission, to elicit a response from a communication partner, and to have communicative exchange.		To introduce and produce simple "wh" questions	to teach when and how to use describing words in short phrases	To learn to say the linking verbs "is" and "are" and expand length of utterance.	To teach using the correct subject pronouns in sentences & correct verb agreement
	went slept told yesterday ran found	can't didn't do doesn't don't I it like not want won't you	call can I can you do go good-bye hello help how I can it later me more	now play read said say stop think what when where who you can	who what when where why how	big/little hot/cold pretty/ugly sad/happy nice/mean, hungry/thirsty wet/dry easy/hard fast/slow favorite few/many long/short old/new full/empty dirty/clean colors numbers.	is are playing calling reading making taking buying looking listening visiting feeding turning sleeping	I You He She It We They Drink(s) Eat(s) Feel(s) Go(es) Have(has) Help(s) Make(s) Play(s) Read(s) Stop(s) Want(s)

Stage 5	Lessons						
Outcomes	Using Articles “a” and “the”*	Future Tense with “I will” and “will you”*	Future Actions with “going to”*	Expressing Actions from the past*	Possessive Nouns*	Describing Things in the Past*	Then and Now*
<ul style="list-style-type: none"> will continue to speak in simple complete sentences will increase the number of words he or she uses meaningfully 	To teach how to use "a" and "the."	To teach how to express actions that will happen in the future	to teach how to express actions that will happen in the future	To increase use of the past tense regular form -ed.	To increase use of the noun possessive -s form.	To increase use of was and were in sentences to describe how things were in the past..	To increase use of "I am" and "I was" in sentences to define present and past tense state of being.
<ul style="list-style-type: none"> will continue to use simple complete sentences to express requests will use articles "a" and "the" appropriately will use past tense linking verbs "was" and "were" correctly (subject/verb agreement) will use past tense verbs ending in "ed" correctly will use verbs ending in "s" to agree with third person subject in sentences will add "s" to nouns to show possession will show knowledge of expressing future actions by using "going to" and "will" 	a the frog balloon flower truck whale look looking I am says for I do like	I will will you drink drive sing eat with me	I’m going you’re going to sleep drink call play wash read eat	learned worked stopped helped looked turned listened played	Friend’s Bike Brother’s Dog Family’s Pet Bug’s Color Mother’s Bed	I was It was He was You were. She was We were They were	then now I was I am lion cub chick chicken kitten cat puppy dog caterpillar butterfly duckling duck tadpole frog horse foal baby boy/girl

Stage 6	Lessons		
Outcomes	Complex Sentences*	Contractions*	Using Indefinite Pronouns*
<ul style="list-style-type: none"> • will continue to speak in simple complete sentences • will increase the number of words he or she uses meaningfully • will continue to use simple complete sentences to express requests • will use subordinating conjunctions to speak or write complex sentences • will use reflexive pronouns correctly • will use indefinite pronouns correctly • will ask negative questions using pronoun-verb phrases • will use contractions such as "isn't" and "wasn't" correctly 	To teach the meaning of conjunctions and give practice using them in spoken and written language	To teach the meaning of contractions and give practice using them in spoken and written language	To teach the meaning of indefinite pronouns and give practice using them in spoken and written language
	and because but or until if then	bed can can she cookie could could she eat find get he can't he shouldn't jump not on pea she she can she could she couldn't she should she will she won't should should she the will she	anyone anything anywhere everyone everywhere no one something somewhere