

Lesson 2: Augmentative and Alternative Communication (AAC)

Create and Communicate

Corner Concepts Educational Resources
Created by Cordell Ware

Curricular Competency Connection:

English Language curriculum has curricular competencies focused on the theme of "Create and Communicate (writing, speaking, representing)." AAC is integral to this curricular competency theme when creating equitable learning communities. As learners learn to represent communication with AAC, they discover authentic empathy and understanding for diverse learners. ([BC English Language curriculum](#))

Rational:

We are all equal partners in ensuring all learners can communicate, share their voices, and express themselves. As a community of learners, we focus on communication equity and are committed to being an AAC ally.

Lesson Preparation:

Print these AAC symbol sheets for each learner: [AAC Board 1](#) and [AAC Board 2](#)

Print 'Lesson 2: Augmentative and Alternative Communication (AAC) Activity #1' for each learner

Lesson Sequence:

- Open by reviewing the previous lesson with learners (consider having a few students share their ticket-out-the-door responses as a review strategy)
- Introduce and explain the activity, 'Lesson 2: Augmentative and Alternative Communication (AAC) Activity #1.'
- Consider using a 'Me-We-Now Try & See' strategy to scaffold the learning activity.
- Have students work on the activity and share it with a peer when they complete the first sentence.
- If possible, have devices for students to test their sentences and practice using AAC technology.

Check for understanding before moving forward. Consider having students present their sentences using technology to a small or class.

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Lesson Notes:

Next Steps for
Learners:

Name: _____

Date: _____

Lesson 2: Augmentative and Alternative Communication (AAC) Activity #1

Create three sentences that you could teach or share with an AAC user. Consider what kinds of communication you use daily in class to succeed. How do you express your needs and wants?

Step 1: Learners start by writing three original phrases or questions.

Step 2: Learners then draw or cut and paste AAC icons above their original written text to represent the same meaning.



I want to go outside and play.