

List This!

WHAT AND WHY: Most people make daily lists from high school on. Making lists is a highly functional skill! Young children without disabilities often follow adult models in making scribbled lists that they then read back to their parents. This is a great opportunity to help emergent writers to explore the alphabet for a purpose!

WHO IS THIS FOR: This is for students who are struggling with the sound-letter link, regardless of age and interests, but especially for older students who are emergent learners.

HOW TO DO IT

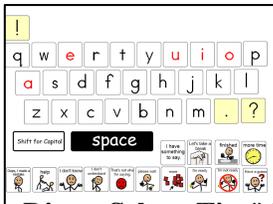
Seek Our Opportunities. Think of multiple chances to create or add to lists using the alphabet. Samples include:

- Grocery lists
- Games to play at a party
- Foods for a party or picnic
- Things you will need for a field trip
- Things characters might need for a trip (ex: Journey to the Center of the Earth)
- Holiday presents!

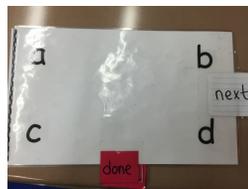
We are going to the center of the Earth! We need:

Support Students in Writing Lists.

Encourage students to use the full alphabet to write. Some students may need to use an alternative pencil (see [Center for Disability Studies, Alternative Pencils](#)).

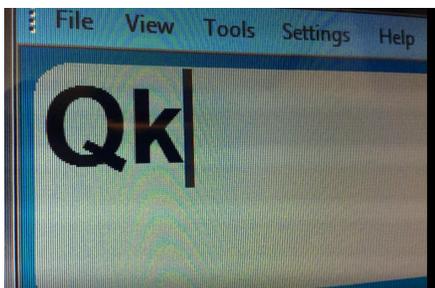


Qwerty Direct Select, Tip # 2, 2017
www.aacintervention.com



AlphaBook, Tip # 7, 2021
www.aacintervention.com

Give Feedback and USE the List:



The image on the left shows Abby's addition to the grocery list. Her Mom asked her what they should get and Abby typed Qk. Her Mom wasn't sure of the answer, so Abby went to 'Vegetables' and found 'cucumber.' Such a great use of letters to represent the sounds she heard. Her Mom gave feedback, added 'cucumber' to the list, and showed Abby. A trip to the store followed, and they used the cucumber in a special meal.