

Strategy of the Month- December

Ensuring the AAC System is Available at All Times

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

So where do we start?

Include the whole team from the very beginning

During the AAC evaluation, we can include the entire team in the selection and trial process, which provides built-in training and modeling opportunities so that once the individual receives the system, there is familiarity, collective understanding and buy-in on the part of the supporting team who ensures access to the AAC system.

Provide Team Training and an Implementation Plan

Team training is still necessary beyond understanding, familiarity and use. Training can focus on providing Aided Language Stimulation modeling and other AAC strategies for implementation. Additionally, the team may need support with programming, troubleshooting, participation opportunities and

individualization of the system. The team may need direction and support on what core words to teach and how to do so or how to infuse the use of AAC with reading and writing, social interactions and mainstreaming. AAC team training is an ongoing process.

Provide a low-tech back-up

Once the individual receives the system, the team, can make sure that in addition to any electronic system, that there is a low-tech back up that can be used if the system malfunctions, runs out of power or cannot be utilized in a special circumstance, (e.g. bathtub, swimming pool or any special situation).

Portability, Durability and Accessibility

During the AAC assessment, a large focus is placed on portability, durability and accessibility in making sure the individual has access to their communication system. Making sure the system has a strong, durable case, screen protector, and strap, handle or harness for portability is paramount. For individuals with orthopedic impairments, individuals may need the device mounted on a wheelchair, table or accessible on an adjustable floor mount for independent accessibility.

Keep the system charged and stored in the same place

An electronic device is useless without a charge/power. Making sure that the system is fully charged at the start of the day is necessary. It is also recommended that the individual has access to a charger just in case it is needed.

Please find the following additional resources on ensuring the AAC system is available at all times below. These resources will be helpful for individual learning and/or for team training.

[Do's and Don'ts of AAC- Access to AAC- Assistiveware](#)

[All the Time and Everywhere by the AAC Community- A project of TechOWL @ Institute on Disabilities at Temple University](#)

[Evidenced Based Instructional Practices For Young Children with Autism and other Disabilities \(Chazin, K. T., Quinn, E. D. & Ledford, J. R. \(2016\)\)](#)

[PrAACtical Perspectives: Normalizing AAC](#) with Special Educator Amy Campbell

[Why is Communication a Basic Human Right?](#)

Backups for Backups (This is a conference session from AAC in the Cloud presented by a young man with Autism and how he created low-tech back-ups for communication in ingenious ways.

<https://www.youtube.com/watch?v=txfkvkr2YF0>

CORE WORD: It

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

REQUESTS PERMISSION (e.g. Can I move **it**?)

GOSSIP (e.g. Did you hear she doesn't like **it**?)

ASK QUESTIONS (e.g. Do you like **it**?)

WHINE (e.g. But I don't like **it**!)

REMIND (e.g. don't forget **it**)

AGREE (e.g. Yes, I like **it** too)

ROUTINES AND SCHEDULES

Circle time: During circle time, and any other check in throughout the day, adults and students can ask each other “what time is **it**?” This can be answered with “**It** is_____”. This is a technique that can be used at any point during the day and can be generalized outside of the classroom.

PLAY

Students and adults can have a dance party using multiple songs that use the word **it**. While the songs are playing, everyone can dance around and sing the words to the songs, or repeating a line that is used multiple times in a song, such as “I like to move **it**, move **it**. We like to MOVE **it**”.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Don't let the Pigeon Drive the Bus by Mo Willems, video courtesy of Reading Pioneers Academy: https://www.youtube.com/watch?v=n-dHeNfXtgc&ab_channel=ReadingPioneersAcademy

This book can be used to discuss if you should let the Pigeon drive **it** (it being the bus). The Pigeon gives different reasons as to why he should be able to drive the bus. After each reason, the class can vote on if the pigeon should be allowed to drive **it**.

The Three Little Pigs, video courtesy of FairyTales and Stories for Kids: https://www.youtube.com/watch?v=-gdcgnSrUvU&ab_channel=FairyTalesandStoriesforKids

This classic tale can be used to talk about if the wolf is able to do **it** or not after he confronts each pig.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about what they like and don't like and how they can ask their friends if they like **it** too. For example, a student can talk with his friend and describe a game he/she likes to play on the playground. After, they can ask their friend “Do you like **it**?”

SENSORY MOTOR

A variety of different sensory motor activities can be done and then it can be discussed if the student liked it or not. A list of activities includes shaving cream, trampoline, water beads, slime, putty, weighted vest, hammock, swing, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Bohemian Rhapsody cover by the Muppets, video courtesy of the Muppets:

https://www.youtube.com/watch?v=tgbNymZ7vqY&ab_channel=TheMuppets

If you're happy and you know it by Emlo's singalong songs, video courtesy of Sesame Street:

https://www.youtube.com/watch?v=5015skRvqs8&ab_channel=SesameStreet

Hokey Pokey by the Learning Station, video courtesy of The Learning Station Kids songs and Nursery Rhymes:

https://www.youtube.com/watch?v=iZinb6rVozc&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

I like to move it, move it from Madagascar, video courtesy of Boys & Toys Reviews:

https://www.youtube.com/watch?v=hdcTmvpDO0I&ab_channel=Boys%26ToysReviews

Young adults:

I like it by Enrique Iglesias, video courtesy of Enrique Iglesias:

https://www.youtube.com/watch?v=X9_n8jakvWU&ab_channel=EnriqueIglesiasVEVO

I like it, I love it by Tim McGraw, video courtesy of Tim McGraw:

https://www.youtube.com/watch?v=yHtLF6licNk&ab_channel=TimMcGrawOfficialVideos

I like it (clean lyrics) by Cardi B., Bad Bunny and J Balvin, video courtesy of Audioandlyrics:

https://www.youtube.com/watch?v=SxZMdJ2Wukc&ab_channel=Audioandlyrics

STRUCTURED ACTIVITIES

Adults can have different foods for students to try. As they try each food, children can sort the foods into the categories of “I **like** it” or “I don’t **like** it”. If possible, having printouts of each food item and a grid for students to glue each item into the category they sort it into would be a helpful visual.

I like it	I don't like it

ART OR SCIENCE ACTIVITIES

Students and adults can print out symbols for ‘**it**’ and glue them all over a piece of paper, students can practice circling ‘**it**’, crossing ‘**it**’ out, highlighting ‘**it**’, etc.

For additional fun, students can use a magnifying glass to find all of the **'it's** on the page!

An additional art activity for winter is a "Let **it** snow" theme. Children can all create different pictures of snowflakes using the saltwater color method. Directions can be found on <https://onelittleproject.com/magic-salt-and-watercolor-snowflake-art/>, directions and picture courtesy of Debbie Chapman



USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: <https://tarheelreader.org/> On this website, you can create different books about the different things that students like and don't like. Pages can be titled "I like **it**" or "I don't like **it**".

WORD WALL: Create a WordWall and add **'it'** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#).

Thank you!

CORE WORD: **Am**

For Educators, Related Service Providers and Parents

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We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

CESSATION (e.g. I **am** done)

SHARE INFORMATION (e.g. I **am** 12 years old)

EXPRESS HAPPINESS (e.g. I **am** happy)

ANSWER QUESTION (e.g. I **am** ready)

REQUEST PERMISSION (e.g. **Am** I allowed?)

ROUTINES AND SCHEDULES

Arrival: Students and adults can use the word, **am** upon arrival at school. When students arrive at school, they can tell their teachers and classmates "I **am** here."

Snack/mealtimes: Students and adults can use '**am**' to indicate that they are all done eating (e.g. "I **am** done").

Circle: Students can use '**am**' to indicate they are present during circle time during any type of attendance activity (e.g. "I **am** here").

PLAY

Toys and Games: During dress up, students can use ‘**am**’ to let their friends know what they dressed up as (e.g. “I **am** princess”).

Recess

During recess, students can use ‘**am**’ to indicate that they are okay after they fell down (e.g. “I **am** okay) or to let their friends know that they would like to do a new activity (e.g. I **am** bored now).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Story Time for Kids with POWER ASC | I Am Enough | Courtesy of Children's Book Read Aloud](#)

[I Am Peace. A Book of Mindfulness - By Susan Verde | Courtesy of Children's Books Read Aloud](#)

[I Am Small ~ Courtesy of Read Along With Me Story Time](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice using “**am**” during social interactions to let their friends know how they are feeling (e.g. “I **am** happy” or “I **am** tired”).

Students can also practice using “**am**” when introducing themselves to a new person. Adults can support students in this interaction through modeling an introduction first (e.g. “I **am** Alisa”, “I **am** Beth”).

SENSORY MOTOR

Students and adults can use “**am**” to tell their friends what they are doing while they are engaging in their favorite physical activity (e.g. “I **am** dancing”).

VIDEOS, MUSIC, ANIMATED SHORTS

[33 POSITIVE AFFIRMATIONS FOR KIDS SELF ESTEEM - \(WATCH AT LEAST ONCE A DAY!\) | Courtesy of SandZ Affirmations](#)

[I Am \(Affirmation Song\) Courtesy of IamjustJoy Anderson](#)

[Dynomike - I'M AMAZIN' \(Kid's Positive Rap Music | Official Music Video | Family Songs \) Courtesy of Dynomike Books](#)

Adults can explicitly teach students what 'am' means with the following video.

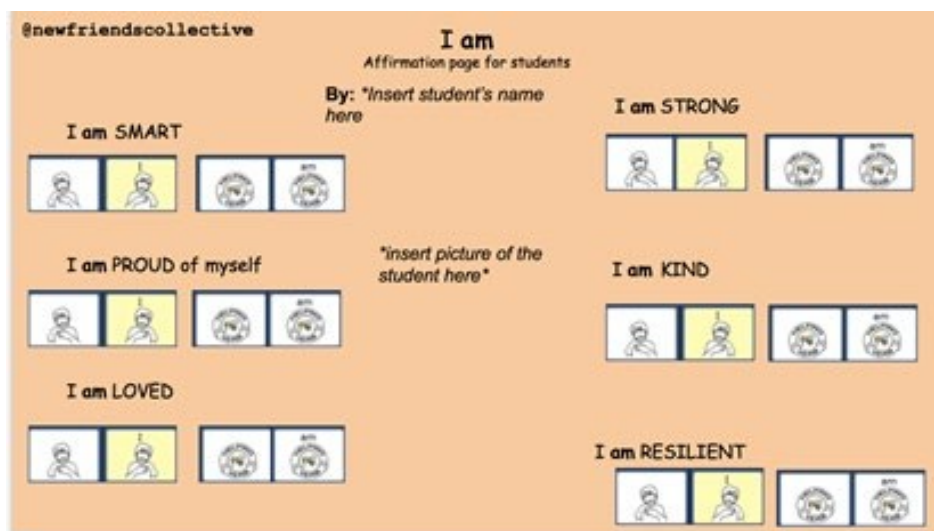
['Am' sight word - Courtesy of Learn to Read](#)

STRUCTURED ACTIVITIES

Students and adults can also use 'am' to start a daily affirmation routine during circle time. In the beginning of the day, adults can lead children in an 'Affirmation Circle' where students can say a few affirmations in order to start their day jazzed (e.g. "I **am** smart", "I **am** amazing"). These students are amazing, let's teach them how to say it so they will believe it to be true too.

Adults can support students in creating an 'I **Am**' Affirmation page for their students. Students can hang this up anywhere they'd like. Students and adults should read these together daily to reinforce just how special they are.

Example of an 'I **Am**' Affirmation page below:



ART OR SCIENCE ACTIVITIES

Students can create an "Can you guess this student?" page in which the students list a few facts about themselves using 'I **am**' (e.g. "I **am** a big sister", "I **am** 23"). Adults can help students make this into a book and students can take turns guessing who the page is about.

Here's an example of an "I **am**" page below, courtesy of Alisa Lego:



USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello*, google slides/PowerPoint, or another story generating app, adults can help students create a “Guess the student” book by combining all of the students' creations from the previous activity. Adults and students can look through this together and have fun guessing the student. Adults can model “**I am**” using Aided Language Stimulation throughout the duration of the book.

WORD WALL: Create a WordWall and add ‘**am**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Alisa Lego on Instagram at [**@newfriendscollective**](#).
Thank you!

CORE WORD: **And**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GREET (e.g. Hi Mary **and** Joe?)

REQUEST INFORMATION (e.g. Can you tell me more about this **and** that?)

MAKE CHOICES (e.g. I will color **and** cut.)

REMIND (e.g. don't forget to pick up Jack **and** Jill)

COMPLIMENT (e.g. I like your socks **and** shoes.)

COMPLAIN (e.g. My hands are cold **and** I'm tired.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults and Students can talk about all of the different things that they have to eat. (e.g. I have goldfish **and** grapes)

Attendance: Adults and students can talk about who is present and who is absent that day (e.g. Julie **and** Matt are here today but Tony **and** Piper are not here today.)

PLAY

Dress up: Adults and students can dress up with different outfits. Once they are dressed up, they can talk about the different items that they have on. (e.g. I have on a hat **and** a doctor's coat)

Recess: Adults and students can talk about different activities that they want to do at recess. (e.g. I want to swing **and** go down the slide.)

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Green Eggs **and** Ham by Dr. Suess, video courtesy of ksebfmv:
https://www.youtube.com/watch?v=ul1SsfJvvCk&ab_channel=ksebfmv

This classic uses the word **and** multiple times throughout the book. Adults and students can talk about if they would eat green eggs **and** ham.

Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault, video courtesy of Dan P. Lyons: https://www.youtube.com/watch?v=KBDTPHZO-xo&ab_channel=DanP.Lyons

This book has a repeated use of the word **and**, as well as the alphabet. It's a great book to double dip on teaching the alphabet and the word **and**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and Adults can ask each other different questions that either have multiple steps or multiple things that go together. For example, "What do you like on your pizza?" "I like cheese **and** pepperoni. What do you like?" "I like ham **and** pineapple". A multiple step question could be something like "May I have the glue **and** the scissors?"

SENSORY MOTOR

Water beads can be used to demonstrate the core word **and**. This does take some extra prep. The water beads work best when put into water the day before use. When they expand, adults and students can play with the water beads and talk about the different colors they see. (e.g. I see blue **and** green **and** pink **and** yellow)



Photo courtesy of Pixabay

VIDEOS, MUSIC, ANIMATED SHORTS

Apples **and** Bananas by Super Simple Songs, video courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=r5WLXZspD1M&ab_channel=SuperSimpleSongs-KidsSongs

Old MacDonald Had a Farm by Super Simple Songs, video courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=6HzoUcx3eo&ab_channel=SuperSimpleSongs-KidsSongs

Five Little Monkeys Jumping on the Bed by the Learning Station, video courtesy of The Learning Station - Kids Songs and Nursery Rhymes:

https://www.youtube.com/watch?v=-1cyFOW--Tw&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

Young adult songs:

Black **and** White by Niall Horan, video courtesy of Niall Horan:

https://www.youtube.com/watch?v=gnvi8DrLJXI&ab_channel=NiallHoranVEVO

Black **and** Yellow by Wiz Khalifa, video courtesy of Wiz Khalifa:

https://www.youtube.com/watch?v=UePtoxDhJSw&ab_channel=WizKhalifa

STRUCTURED ACTIVITIES

Adults can have pictures of different items, or the physical item, and have students describe the object in more than one way. For example, an adult can have different shapes that are different colors and show them to the students. When the students see the shapes, they can describe shapes as “that shape is a circle **and** it is blue” or “that shape is a triangle **and** it is red”. Sentence strips can also be used to help facilitate this activity.

That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.

ART OR SCIENCE ACTIVITIES

Students and adults can create an “**and**” collage and include drawings or pictures of things that go together (e.g. their favorite meal, them and a friend/family member, a chain, etc..). This can emphasize that ‘**and**’ is a word that connects other words. Students can also practice drawing symbols for and (e.g. ‘&’, ‘+’).

Here’s an example of an ‘**and**’ collage below, courtesy of Alisa Lego



USE OF APPS OR OTHER TECHNOLOGY

Busy Shapes and Colors: This app can be used to talk about different shapes **and** the different colors. (e.g. there is a green circle **and** a blue triangle).

<https://apps.apple.com/us/app/busy-shapes-colors/id1209114575>

WORD WALL: Create a WordWall and add '**and**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

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Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#) or Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

Core word: **Good**

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WAYS WE CAN USE THE WORD

GREET (e.g. **good** morning, good afternoon)

ANSWER QUESTIONS (e.g. It's **good**, I'm good, he's good)

EXPRESS OPINION (e.g. that's a **good** idea)

COMPLIMENT (e.g. you look **good** today)

ROUTINES AND SCHEDULES

Arrival: Adults can model using **good** morning or good day as a greeting when students arrive at school.

Circle time: Adults can facilitate a conversation about one **good** thing that happened yesterday. Model the word good with the things that were good during the day.

Snack/mealtimes: During snack talk about what foods taste **good**, what drinks taste good. Comment on how different snakes look good!

Recess: Adults can comment on **good** choices students are making during recess. If a student playing safely let them know they are making a good choice!

Writing: While students are practicing writing comments about how **good** it looks or how good they are working at their writing!

PLAY

Toys and Games: Students can play various games like Jenga, chess, checkers, and comment about their opponents making a **good** move or playing a good game! Adults can encourage students to be good sports while playing together!

Musical chairs: Adults can model **good** when students make it into a seat!

Cars: Adults can make the cars drive on the road and talk about how they are **good** drivers because they are staying on the road.

Action Figures/Superheroes: Talk about which heroes are the **good** people and how good people save the day.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

I am every good thing by Derrick Barnes- Read aloud by [Reading is Freedom](https://youtu.be/dkAQz7IMLAQ)
The confident Black narrator of this book is proud of everything that makes him who he is. He's got big plans, and no doubt he'll see them through--as he's creative, adventurous, smart, funny, and a good friend. Sometimes he falls, but he always gets back up. And other times he's afraid, because he's so often misunderstood and called what he is not. So slow down and really look and listen, when somebody tells you--and shows you--who they are. There are superheroes in our midst! So many opportunities to talk about the **good** in people! <https://youtu.be/dkAQz7IMLAQ>

The good egg by Jory John- Read aloud by The Joyful Bookshelf The good egg has been good for as long as he can remember. While the other eggs in his carton are kind of rotten, he always does the right, kind, and courteous thing. He is a verrrrrry good egg indeed! Until one day he decides

that enough is enough! He begins to crack (quite literally) from the pressure of *always* having to be grade-A perfect. <https://youtu.be/eXwQQqHwajs>

For older students:

How to be a good citizen by Emily James, talk with students about being good citizens and what good things good citizens do.

<https://www.amazon.com/How-Good-Citizen-Citizenship-Character/dp/1515771954>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can say **good** morning to each other as they arrive for the day!

Adults can model social interactions talking to each other about how **good** someone looks today!

Check out this video of ways to use the word **good**

<https://youtu.be/j7XEyVgS4ZY> courtesy of special vids for special kids

SENSORY MOTOR

Practice throwing a ball back and forth with a student, talk about which throws are **good** and which catches are good.

Practice jumping on a trampoline and comment on jumps that are **good** and jumps that are not as good.

Create a sensory bin with your favorite filler (e.g. sand, rice, beans, shredded paper) put either pictures of small figures of superheroes and villains, when students pull out superheroes practice modeling the word **good** to comment that heroes are good!

VIDEOS, MUSIC, ANIMATED SHORTS

[You're a good man Charlie Brown](#)- He thinks lots of good thoughts and thinks things are very good, lots of great modeling opportunities!

<https://youtu.be/S8dBHk6CDO4> courtesy of lexington00006

[James Brown-I feel good-](#)

Get off your feet and dance to this classic fun song!

<https://youtu.be/U5Taldff> DQ courtesy of You Tube

The Beach Boys-Good Vibrations

Another fun move and dance song pick up good vibrations while singing and dancing along!

https://youtu.be/Eab_beh07HU courtesy of Stephen McElvain

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STRUCTURED ACTIVITIES

Adults can facilitate a conversation about what it means to be a **good** citizen. Good citizens help out others in the community by doing good things for one another!

Students can sort superheroes and villains into “good” and “bad” and talk about what makes heroes good.

ART OR SCIENCE ACTIVITIES

Try this conductor/ insulator experiment <https://www.education.com/science-fair/article/conductor-or-insulator/> talk about which items are **good** conductors of electricity.

USE OF APPS OR OTHER TECHNOLOGY

Toca Hair Salon 4 by Toca Boca AB

Give the characters different haircuts and makeup, comment about how **good** they look with their new doos! <https://apps.apple.com/us/app/toca-hair-salon-4/id1485387513>

The Cook-3D cooking game by SayGames LLC

Cook yummy meals and talk about how **good** they would taste in real life!

<https://apps.apple.com/us/app/the-cook-3d-cooking-game/id1503886368>

WORD WALL: Create a WordWall and add ‘**core word in bold**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

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Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com. Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to dynamic and high-tech communication systems as early as possible.

Follow her on YouTube @ <https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/rockin.robin.slp>

Thank you!

Core word: **Bad**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

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We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD (these headers are all size 14)

ANSWER QUESTIONS (e.g. It's **bad**)

EXPRESS OPINION (e.g. that's a **bad** idea)

COMMENT: (e.g. the weather is bad today)

GOSSIP (e.g. he did **bad** on his test)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can bring a food that smells **bad** or maybe even something that has gone bad/expired. Talk about how that food is bad to eat because it is spoiled.

Circle: Students can talk about the weather being **bad** when it is really cold, rainy, snowy etc.

Circle: Adults can talk about how a student is absent because they are feeling **bad** today.

PLAY

Toys and Games: Adults can play various games such as checkers, connect 4, and intentionally do poorly and comment on how they are doing **bad** at this game.

Pretend play: Play doctor and patient and talk about feeling **bad** and what body parts feel bad.

Recess

Play pretend heroes and villains and someone will play the bad guy, model watch out for him/her "they're the bad guy!" or "run away from the bad guy"

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

The Bad Seed by Jory John- [Read aloud by StoryTime Anytime](#)

This is a book about a bad seed. A baaaaaaaaaad seed. How bad? Do you really want to know? He has a bad temper, bad manners, and a bad attitude. He's been bad since he can remember! This seed cuts in line every time, stares at everybody and never listens. <https://youtu.be/Yu772gNfA68>

A Bad Case of Stripes by David Shannon- Read aloud by [StoryTime at Awnie's House](#) Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she's so

worried that she's about to break out in... a bad case of stripes! <https://youtu.be/QqnChSV2mdM>

Giraffes Can't Dance by Giles Andreae- [Read aloud by ReadaRoo Kids](#)

Gerald the giraffe longs to dance, but his legs are too skinny and his neck is too long. At the Jungle Dance, the warthogs waltz, the chimps cha-cha, and the lions' tango. "Giraffes can't dance," they all jeer when it's Gerald's turn to prance. But with some sound advice from a wise cricket, Gerald starts swaying to his own sweet tune. While this book does not have the word bad in the text, it has ample opportunity to talk about how Gerald is a bad dancer and how it makes him feel bad when the other animals are mean to him. <https://youtu.be/hf3OHNUiG4k>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk to each other about things that might be a **bad** idea. They can also talk about why they are having a bad day or why they are feeling bad.

SENSORY MOTOR

Create a smell center, have students sniff and decide if they think the items smell bad or good.

Create a sensory bin with your favorite filler (e.g. sand, rice, beans, shredded paper) put either pictures of small figures of superheroes and villains, when students pull out a villain practice modeling the word **bad** to comment on that villains bad!

VIDEOS, MUSIC, ANIMATED SHORTS

Billie Eilish-Bad guy

Also, fun to sub the word guy with 'dog' and sing this to your pets! <https://youtu.be/DyDfgMOUjCI> courtesy of Billie Eilish

Jim Croce- Bad Bad Leroy Brown

So, so many opportunities to model bad! He's the baddest man in the whole town!

<https://youtu.be/QvwDohEEQ1E>

Joan Jett- Bad Reputation

Maybe you don't care if people think you're bad, maybe your student doesn't either!

<https://youtu.be/JaoMgaBafFg> courtesy of VeryMusicChannel

STRUCTURED ACTIVITIES

Adults can talk about what things make them feel **bad** and why they might stay home if they are feeling bad.

Students can sort heroes and villains into **bad** and good boxes.

ART OR SCIENCE ACTIVITIES

Try some of these "smelly" science activities and talk about how things smell **bad** while having fun learning! <https://www.scholastic.com/parents/family-life/parent-child/6-smelly-and-really-fun-activities-kids.html>

USE OF APPS OR OTHER TECHNOLOGY

Bad Piggies by Robio Entertainment oyj

Have fun building makeshift contraptions and making the bad piggies try to blow your vehicle to pieces!

<https://apps.apple.com/us/app/bad-piggies/id533451786>

WORD WALL: Create a WordWall and add '**core word in bold**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ Kelseyrobin.ccc.slp@gmail.com.

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to dynamic and high-tech communication systems as early as possible.

Follow her on YouTube @

<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and check out her materials in her Boom Cards store @

<https://wow.boomlearning.com/author/rockin.robin.slp>

Thank you!

CORE WORD: **Love**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD (these headers are all size 14)

EXPRESS EMOTION: I **love** you.

DESCRIBE: It's **love**.

DIRECT ACTION: Give some **love** to mom.

ROUTINES AND SCHEDULES

Wakeup/Bedtime: At home, adults can model "Good morning! I love you!" and at night "Goodnight! I love you." Adults should pair the words with an action like a hug or blowing a kiss to show affection.

Mealtimes: Adults can model, "I **love** cheese and crackers," or whatever food/drink is being eaten. Adults should combine modeling spoken words and AAC with facial expressions, and vocalizations (ex. "MMMM." while smiling and closing eyes.).

Transitions: When checking schedule, or receiving transition warning, adults can model that they **love** the next activity (ex. "Yes! I love table time! Let's go!").

Adults can model the word on a picture icon of their own, or the student's AAC system. Depending on the student's utterance length, adults should adjust their model accordingly, adding 1-2 more words as appropriate.

PLAY

Any toy: Adults can show that they enjoy playing by smiling and being enthusiastic, then modeling with the student's communication system, "I **love** playing!" Adults should pair words like love with other words that help with comprehension like "fun, mine, a lot, more, special, favorite, best."

Dolls/figurines: When figurines hug or hold hands, adults can model, "They **love** each other," or "I love you."

Recess

Adults can bring awareness to other peer's interests by pointing around the yard and indicating, "Cassie **loves** the sandbox. Christopher loves the slide. He's so happy. I love the sunshine." Repetitive use of sentence structure with concrete examples of students playing will help with learning of the concept.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Llama Llama I love you by Anna Dewdney - Stories for Kids](#)

https://www.youtube.com/watch?v=a8_oGsZxipQ

[Love Monster by Rachel Bright - Mrs. St Germain Reads](#)

<https://www.youtube.com/watch?v=Klva59P4HiY>

[I LOVE YOU STINKY FACE by Lisa McCourt - Red Light Green Light 123](#)

<https://www.youtube.com/watch?v=ZQpbm7jsgQA>

[Pete the cat | I love my white shoes - with subtitles](#)

<https://www.youtube.com/watch?v=v6Lp9SHN4-M>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can initiate conversation and interactions, and build relationships by sharing pictures of their family, friends, favorite toys, and favorite places. As they show, they can express how they feel (ex. "My papa. **Love** papa."). If this is an activity that the student enjoys doing, sharing multiple social stories about various family members, friends, etc. may be a good way to expand on the concept. There could be a social story about: I love my dog. OR I love my dinosaur toys. OR I love my mommy. Dive into the student's interests to get their buy-in.

On Valentine's Day, students can give cut out hearts to each other symbolizing **love** and friendship. Small mailboxes, brown bags, or shoeboxes are good for collecting. Adults can work with their student's teacher and/or occupational therapist to practice cutting hearts and placing in slots. As the student's give out valentines, adults can model, "Here's love for you and love for you."

SENSORY MOTOR

Students and adults can talk about how they **love** or don't love the feel of various textures while playing with sensory bins or hands on activities.

Adults can model expressing emotions when they see a child is really enjoying jumping or running (ex. "Wow! You **love** to jump jump jump!").

VIDEOS, MUSIC, ANIMATED SHORTS

[Wee Sing | Skidamarink](#)

<https://www.youtube.com/watch?v=vG9HM-1R7sk>

[Barney - I Love You \(Extended Play 15 times back-to-back!!\)](#)

<https://www.youtube.com/watch?v=KmpMO2dJQ6Q>

[Frank Sinatra I Love You Baby](#)

<https://www.youtube.com/watch?v=AilBKcd4m5Q>

[Keyshia Cole - Love \(Alt. Version\)](#)

<https://www.youtube.com/watch?v=9PBZy9j3H3I>

[Whitney Houston - I Will Always Love You \(Official Video\)](#)

<https://www.youtube.com/watch?v=3JWtaaS7LdU>

[Hair Love | Oscar®-Winning Short Film \(Full\) | Sony Pictures Animation](#)

https://www.youtube.com/watch?v=kNw8V_Fkw28

[The Lion King - Can You Feel The Love Tonight](#)

<https://www.youtube.com/watch?v=25QyCxVkXwQ>

[Watch the John Lewis Christmas advert 2020: 'Give a Little Love'](#)

<https://www.youtube.com/watch?v=LUmPzwLNiMk>

STRUCTURED ACTIVITIES

Fashion show! With the clothes you're wearing! Students and adults can take turns walking and showing their clothes and bags. Students and adults can comment if they **love** or do not love the item of clothing or backpack. Make signs using thicker or laminated printer paper with popsicle sticks and symbols that are on your student's communication system.

Show and Tell! With your very own toys! Students and adults can take turns showing their favorite and least favorite toys and saying whether they **love** or do not love the toy and why.

ART OR SCIENCE ACTIVITIES

Students can make cards for their favorite people to tell them that they **love** them. Cards can be in many forms, but it may be helpful for the cards to include more than just abstract concepts of love like hearts. Students can work on describing why they have the "love" feeling using specific places, activities, or things that they have experienced with that person (ex. "I love grandma. She takes me shopping at the store. We watch Moana. She smiles a lot.")).

Make a Love Monster Puppet after reading/listening to the book - Directions from Marie Helmrich via Boardmaker



USE OF APPS OR OTHER TECHNOLOGY

Utilize Siri or Alexa or other voice control systems to have students practice requesting songs with the word **“love.”**

WORD WALL: Create a WordWall and add **‘love’** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Molly Hartzell @ molly.hartzell.mh@gmail.com.

Thank you!

CORE WORD: Give

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GET HELP (e.g. "Can you **give** me a hand?")

DIRECT (e.g. "**Give** that back to me!")

REQUEST (e.g. "Can you please **give** me a cookie?")

EXPRESS FEELINGS (e.g. "**Give** me a break!")

NEGOTIATE (e.g. "If you **give** me one more, I will read my book")

SHOW AFFECTION (e.g. "**Give** me a hug")

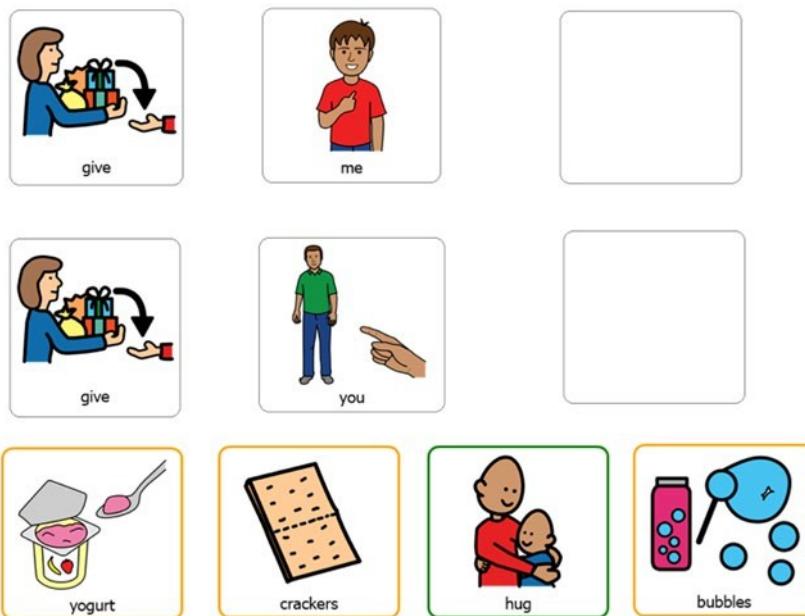
ENCOURAGEMENT (e.g. "Don't **give** up!")

ROUTINES AND SCHEDULES

Mealtimes or other daily activities: Students can express what they want during snack or mealtimes by using the '**give** me' sentence strip (attached below). Sentence strips can be used during other daily activities as well, including play time or free time. Students can request items or actions by pointing to each icon

on the sentence strip (e.g. "Give – me – crackers.") Some example icons for completing the sentence are placed below the sentence strip and Velcro can be attached to the backs as well. Adults can hang the visual support up on the wall or keep it in an easily accessible spot.

'Give me' vs. 'Give you': Adults can model the use of the word, **give**, whenever something is exchanged with the student. Modeling the phrases 'give me' and 'give you' reinforces the idea that the gesture of giving goes both ways. Additionally, this can also serve as a reinforcement for the concept of personal pronouns (e.g. 'me' vs. 'you').



Classroom Jobs: Students can be assigned to weekly jobs around the classroom. A mini lesson involved with the word '**give**' can be incorporated while describing the roles of the different classroom jobs.

Free classroom jobs resource can be found at:

<https://www.teacherspayteachers.com/FreeDownload/Classroom-BRIGHTS-Job-Board-1930793>

Some example job descriptions using target word 'give':

- Light Switcher: Student who **gives** the classroom light when they turn the switch on. Students save energy for the Earth when they turn the light switch off.
- Librarian: Students **give** other classmates books that they want to read.

- Trash Collector: Students can help the Earth by putting all the trash in the bin. Classmates can **give** their trash from lunch to the trash collector holding the bin before leaving for recess.
- Computer Expert: During typing activities, students can **give** help to anyone who needs it during computer time.



Resource by: Hollie Griffith vis Teachers Pay Teachers

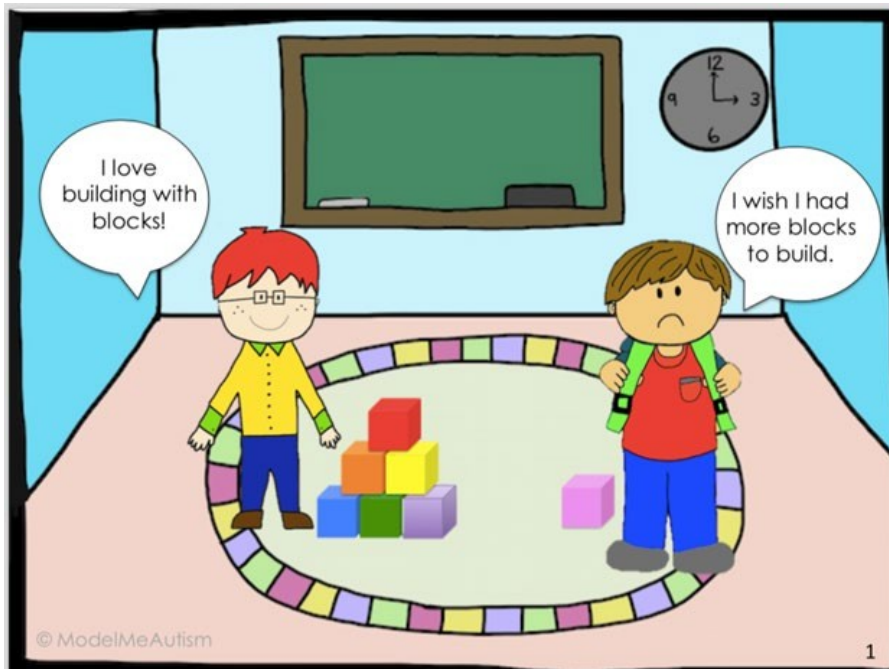
PLAY

Pretend Play: Students and adults can practice using the word '**give**' while playing pretend house. Characters involved in play can practice using the word in different ways.

- **Give** me ____
- I can **give** you this ____
- **Give** me a break!
- Let's **give** each other a present
- I am going to **give** everyone a smile
- Can you **give** me a hand with this?
- Don't **give** up!

Cooking: Students and adults can participate in cooking together in the kitchen. Adults can have a list of the recipe ingredients available and can take turns **giving** each other the next ingredient on the list.

Building social skills: Adults can instruct the students that the social goal for the week is called “I can share my things”. Students can share their toys at recess and practice by saying “I will **give** you ____”. Adults can supervise activity and reinforce the objective of the activity. A free social story resource on sharing can be found at: <https://www.teacherspayteachers.com/Product/Social-Skills-Sharing-Comic-Strip-Social-Story-2388578?st=8a73951f68000bb2c79c4292cd4bd591>



Resource from ModelMeAutism on Teachers Pay Teachers

READING

If You Give A Mouse A Cookie | by Laura Numeroff | [YouTube read aloud by Books Alive!](#)

A literary classic about what might happen if you **give** a mouse a cookie. Character gives the mouse one thing and he asks for a lot more.

<https://www.youtube.com/watch?v=bzw0pDLAf7k>

If You Give A Moose A Muffin | by Laura Numeroff | [YouTube read aloud by Storytime Anytime](#)

A spin off of the classic, If You Give a Mouse a Cookie, made into a wonderful book series. Reading the series that has a similar plot and language reduces the

cognitive demand to understand the main idea and builds schema. Exposing the same story line with different characters and context will teach '**give**' using repetition with variety.

https://www.youtube.com/watch?v=PBIXvIO_RBs

If You Give A Dog A Donut | by Laura Numeroff | [YouTube read aloud by Jacqueline Mitchell](#)

Another book in the series, If You Give a Mouse a Cookie.

<https://www.youtube.com/watch?v=bBGdYKvJ2cY>

The Giving Tree | by Shel Silverstein | [YouTube read aloud by Storybook Time](#)

A boy visited a tree every day as he grew up. As the boy grew older, he asked for more and more from the tree. And the tree **gave** and **gave**.

https://www.youtube.com/watch?v=ZdWnH-wv_vg

The Gift That I Can Give | by Kathie Lee Gifford | [YouTube read aloud by Read Aloud Books](#)

A cute story all about **giving** to others and supporting our loved ones.

<https://www.youtube.com/watch?v=wZceX6oo5e8>

Those Shoes | by Maribeth Boelts | [YouTube read aloud by OBKidz](#)

A warm story about a boy who desperately wanted a pair of cool new shoes. He wishes for the shoes that he sees everyone wearing comes to find that **giving** to his friends is what really makes him happy.

<https://www.youtube.com/watch?v=LjUFJEduguk>

SOCIAL INTERACTIONS AND VIDEO MODELING

Sharing Video: A short and simple video for young kids that discusses the importance of sharing with your friends. Students can understand that sharing is okay and that our friends can **give** back the toys they borrowed.

<https://www.youtube.com/watch?v=fmR-BBj3U1M>

Video Modeling: Students model what it looks like to share with each other by **giving** a friend a turn to play with something. The steps for sharing are broken

down into simple and helpful steps.

<https://www.youtube.com/watch?v=tKJ497fVHIM>

SENSORY MOTOR

Sensory toy activity: Adults can gather sensory toys that students enjoy (e.g. light spinner toy, play doh, puzzle, etc.). Students can rotate between the preferred toys by saying “give me_”. Adults can participate by asking for a turn and the student can then be prompted to say, “I give you___”.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

The Gift of Giving: An animated short about the joy in **giving** to others.

<https://www.youtube.com/watch?v=qgEpHiOWOG4>

The Joy of Giving: Another short and sweet animated clip that shows how **giving** to others makes you feel happy.

<https://www.youtube.com/watch?v=xozNnytRE6E>

Music:

The Giving Song: A song for young children about all the different ways we can **give**. Song by Literacy in Motion.

<https://www.youtube.com/watch?v=dr2mXd01v6Y>

STRUCTURED ACTIVITIES

Trading Activity: Adults can gather toys (puzzle pieces, trains, Legos, Pokémon cards) and separate them into two piles. Students and adults sit across from each other at a table and engage in trading the toys. Adults can use the trading visual below to scaffold the activity and reinforce the word ‘give’. Each time someone would like to trade an object, they can use both of the phrases “You give me___” and “I give you___”.



Craft Checkout Stand: Students can have free time to be creative and make anything they would like with craft supplies provided by adults. Each time the student would like a new craft material, they have to **give** the other one back. Students can say 'I give you glue. You give me sparkles'.

ART OR SCIENCE ACTIVITIES

Art: Students can draw a picture of a gift they would like to give a family member of their choice. What gift would you choose to give someone? What does it look like? Why did you choose that gift for that person?

USE OF APPS OR OTHER TECHNOLOGY

My Play Home App | PlayHome Software Ltd.

An interactive iPad game with characters who can do various activities around the home. Adult can facilitate the activity by modeling different ways to use the word '**give**'. (e.g. "Let's give this baby some food!")

WORD WALL: Create a WordWall and add 'give' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

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Thank you!

CORE WORD: **Take**

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WAYS WE CAN USE THE WORD

ASK A QUESTION (e.g. Did you **take** my book? What classes do you **take**? Did you **take** a test today? Why did you **take** that one?)

INSTRUCT (e.g. **Take** one worksheet and pass the rest out, We will **take** a test tomorrow. What does 4 **take** away 1 equal? **Take** your time.)

REQUEST (e.g. **Take** out your math textbooks, **Take** one piece of candy, me a pencil? Can you **take** turns on the swing? Can I **take** a look at your homework? Can you **take** a picture?)

COMMENT/SHARE INFORMATION (e.g. I'll **take** that one! I **take** the bus to school. Can you **take** this for me? I need to **take** a break. **Take** care!)

AGREE (e.g. I **take** piano lessons too! We can **take** that one! I used to **take** the bus too!)

COMPLAIN (e.g. I do not want to **take** this test. I want to **take** a turn! Why did they **take** my toy?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model the core word, **take**, on a device and use their voice to instruct students during mealtime (e.g. take your lunch to the table, take your trash to the bin, can you **take** your snack out of your backpack?) Students can also be prompted to use the core word during mealtime by adults (e.g. I take my trash out, I take out my food, I take a break at lunch, etc.).

Circle: Students can use the core word **take** during circle time to describe what they do or need during circle time (e.g. I take turns raising my hand, I take my book to the circle, teacher takes attendance, I take a seat, etc.) Adults can model the core word during circle time on a device or with their voice to discuss what the students will take that day or what items to take with them (e.g. Take your recorders to music class, take a break during recess, take a seat on the rug, etc.)

Arriving/Departing School: Adults can have a discussion with a student about what materials they need to **take** to school or what they need to take home (e.g. What do you need to take to school today? Did you take your backpack? What do you take inside your backpack? Did you take your jacket? Did you take home a book? Do you want to take home a pencil?)

Break Time: Students can practice the core word to inform adults when they need a break (e.g. I need to take a break. Can I take a break? Take break?) Adults can also model the core word on the students device and with their voice (e.g. Oh, do you need to take a break? I see it is time for you to take a break. Let's take a break! You can take a break in 5 minutes.)

Transition Times: Adults can model the core word, **take**, during transition times to remind students of what they need to take with them for their next class or activity.

PLAY

Toys and Games: Students can practice using the core word to describe what toy or game they would like to **take** out and use (e.g. I want to take the Mr. Potato Head, Can I take a puzzle?).

Imaginative play: Adults and students can use **take** to describe what role or character they would like to take during dramatic play. For example, adults can set up a pretend restaurant. Adults can encourage students to think of all the different roles they will need before playing (e.g. For our restaurant, who do we need? What type of jobs do people have at a restaurant?). Then students can use take to say what role they would like (e.g. I will take the chef part!). Additionally, adults can facilitate the use of the core word during imaginative play. Adults can help students practice the word during their imaginative play

by providing examples of dialogue for the different roles that feature the core word (e.g. You could ask the customer, "Can I take your order?" You can tell the waiter, "I will take one pizza please!")

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model the core word, **take**, in different questions and comments (e.g. What will you take? Do you want to take the dog or the dinosaur? I think you want to take this one! What did you take? Which one should I take?)

Older Students

Card Games: Adults and students can practice the core word while playing card games such as Uno, Go Fish, Memory Match, etc. Adults can model the core word during game play to tell students to take turns or take a new card (e.g. You take a new card now, it's time for you to take your turn, did you take one?). Adults can also prompt students to use the core word during game play (e.g. I have to take a card. I will take my turn. You take 2 cards.)

Board Games: Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g. Who needs to take a turn? Which game piece will you take? Did you take a turn? Did you take my piece? You have to take a card!).

Memory Game: Adults can put various objects in front of a student and ask the student to try and remember what objects are in front of them. Then, students can close their eyes and the adult will remove an object. Adults can then ask students questions using the core word (e.g. What did I take? Did you notice what I chose to take? What did I take away? Did I take anything?). Students can be prompted to give their answer using the core word (e.g. did you take the ____?). Adults and students can switch roles, and students can then take away an object while the adult has their eyes closed and use the core word in their questions too. For distance learning, display a set of small objects on your screen. Then ask the student to remember all the objects they see because one will be disappearing. Then, turn off your screen and remove an object. Turn your screen back on and ask the student (e.g. What did I take? Did I take anything?).

Take A Picture: Adults can create a game that requires students to **take** pictures. For example, adults could create a list of items they want the student to take a picture of, like a photographic scavenger hunt. Adults can give the instructions with the core word in a carrier phrase in each instruction (e.g. Take a picture of ____). Adults can assist students in describing all the items they had

to take a picture of, using the core word (e.g. First, I had to take a picture of a friend. Then I had to take a picture of my books.).

Recess

At the start of recess, students can practice using the core word to tell their peers or an adult what they would like to **take** to the playground (e.g. Can I take the soccer ball? Take a ball. I will take this.)

Adults can help students use their device to practice asking for a turn or asking if they can take a toy while on the playground (e.g. Can I **take** a turn? Can I please **take** the ball?).

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

Take Away The A by Michael Escoffier, courtesy of AHEV Library:

<https://youtu.be/qjkVeJWQCCE>

This book describes what happens to a word if you **take** away that letter (e.g. “without the L, plants hide their pants,” “without the U, my aunt is an ant”). It goes through each letter of the alphabet. Though the book does not use the core word explicitly, adults can use the core word to ask the student questions or make comments (e.g. What letter did they take away? What happens to that word when you take away the letter?). Students can also be prompted to use the core word when discussing what they see in the book.

I Will Take A Nap by Mo Willems, courtesy of 바다별에듀TV:

<https://youtu.be/6MhpbpxmaX4>

This book is about an elephant that wants to **take** a nap. The elephant describes why he needs to **take** a nap and why he enjoys taking naps.

Big Red Lollipop by Rukhsana Khan, courtesy of Mariam Gabr:

<https://youtu.be/gt6GhejLPrQ>

This book tells the story of three sisters. The oldest sister is forced to **take** their younger sibling to a birthday party. The same younger sibling also decides to secretly take a lollipop from her sister. The story ends with another sister now being asked to take the younger sibling to a party. The oldest sister recounts her own experience and asks her mother not to force her sister to **take** the youngest sibling.

If You Take A Mouse To School by Laura Numeroff, courtesy of Reading Pioneers Academy: <https://youtu.be/1wAQvZ33zZg>

This story describes what happens when you **take** a mouse to school.

Please Take Me For A Walk by Susan Gal, courtesy of Gail Brockman:
<https://youtu.be/0NbT4ZThmp0>

This book is about a dog who wants someone to **take** him for a walk. The dog shares all the things he enjoys doing on a walk and keeps asking, "Please **take** me for a walk."

Take Me Out To The Ballgame by Jack Norworth and Alec Gillman, courtesy of Katie Hoefer: <https://youtu.be/EepGV3zyL6U>

This book features the lyrics to, "**Take** Me Out To The Ballgame." It has illustrations depicting the lyrics of the song, typically played at baseball games.

Carla's Sandwich by Debbie Herman, courtesy of StorylineOnline:
<https://youtu.be/M-aceEquCtY>

This book is about a girl who likes to **take** unusual sandwiches to school. Though the book does not use the core word explicitly, adults and students can use the core word to discuss the story (e.g. What sandwich did she take to school today? Why didn't he want to take the sandwich? Would you take that sandwich?).

Picture Day Perfection by Deborah Diesen, courtesy of The StoryTime Family:
<https://youtu.be/M88HuBwEGKQ>

This book is about a boy who purposely tries to **take** a bad photo for picture day at school each year. In the end, he gets excited that his plans to take a bad school photo have all worked. The boy thinks of his devious plan to **take** a bad photo, which makes him smile right as the cameraman takes the photo. Much to the boy's dismay, he ends up with a perfect school picture for the first time. Though the book does not use the core word explicitly, adults and students can use the core word to discuss the story (e.g. Why did he want to take a bad photo? Do you like to take pictures? Do you think he is going to take a good picture?).

SOCIAL INTERACTIONS AND VIDEO MODELING

At any point throughout the day, adults can **take** an item that belongs to the student. Adults can be discreet and see if the child notices or adults can be obvious that they are taking the item. Once a student notices an item has been

taken, adults can model the core word on a device and with their voice (e.g. Did I take something that belonged to you? Did you see me take it? Why did I take your jacket, how silly! How did you feel when you saw me take it?). Additionally, adults can take the chair or spot where a student typically sits. Then, adults can model the core word or prompt the student to use the core word to comment (e.g. Why did you take my chair? Did I take your seat? Do you want to take this seat?) An adult can also help a student be the one to take something from another adult or friend and see if they notice what has been taken. Student can practice the core word when they are deciding what they will take from someone and during conversation with the person whose item they took (e.g. I want to take their book. Let's take this. Did you see me take it?).

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model the core word **take** to discuss what the student had to take during the day (e.g. Let's look at your take home work. Let's see what you need to take to school tomorrow. Did you take math today? Did you take a test?).

Adults can prompt and reinforce expected behavior/attending to instruction while modeling the core word (e.g. I saw you **take** your book out right away when I asked, well done! I love when you take turns with your friend! Wow, I saw you take out your device all on your own!).

Adults can teach students about using the phrase, "take care," as another way to say goodbye or as an additional comment when saying goodbye. Then students can practice using the word when leaving school for the day or by having a pretend phone call.

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss with their peers what they would **take** with them to a deserted island or to the moon, etc. Students can discuss with their peers what they take to get to school or what they need to take with them when they leave for school (e.g. I take the bus. I take my bike. I take my backpack. I take a snack.).

For our older, transition-age students (post-high school), many social interactions begin to happen outside of school and in a work/volunteer setting. Prior to heading to their work/volunteer positions for the day, adults can go through what the student will need to take with them for the day, their responsibilities, strategies they can use during the day, and any other opportunities that may involve the core word (e.g. To get to work, you take the bus. When you leave for

work, what do you take with you? When you are at work, when do you take a break?).

Adults can show the video linked below, which teaches the core word, **take**. The first half of the video features students using the core word, take, in different contexts and acting it out. The video also features a student with an AAC device using the core word take. The second half of the video focuses on give, which could be used to teach the core word through showing what the opposite of take looks like. Students can learn and see the core word in action. Video is from YouTube, courtesy of Wings Works.

Words of the Week Give and Take: <https://youtu.be/jA7nHtfXvtE>

Adults can show students the video linked below about taking turns for video modeling. Adults can then have students practice using the core word to take a turn or ask a peer if they can take turns. Additionally, adults can have a discussion on why it is important to take turns. Video is from YouTube, courtesy of Lowella Beverly Merana.

Social Story On Taking Turns Video: https://youtu.be/8D2q2u_3HAM

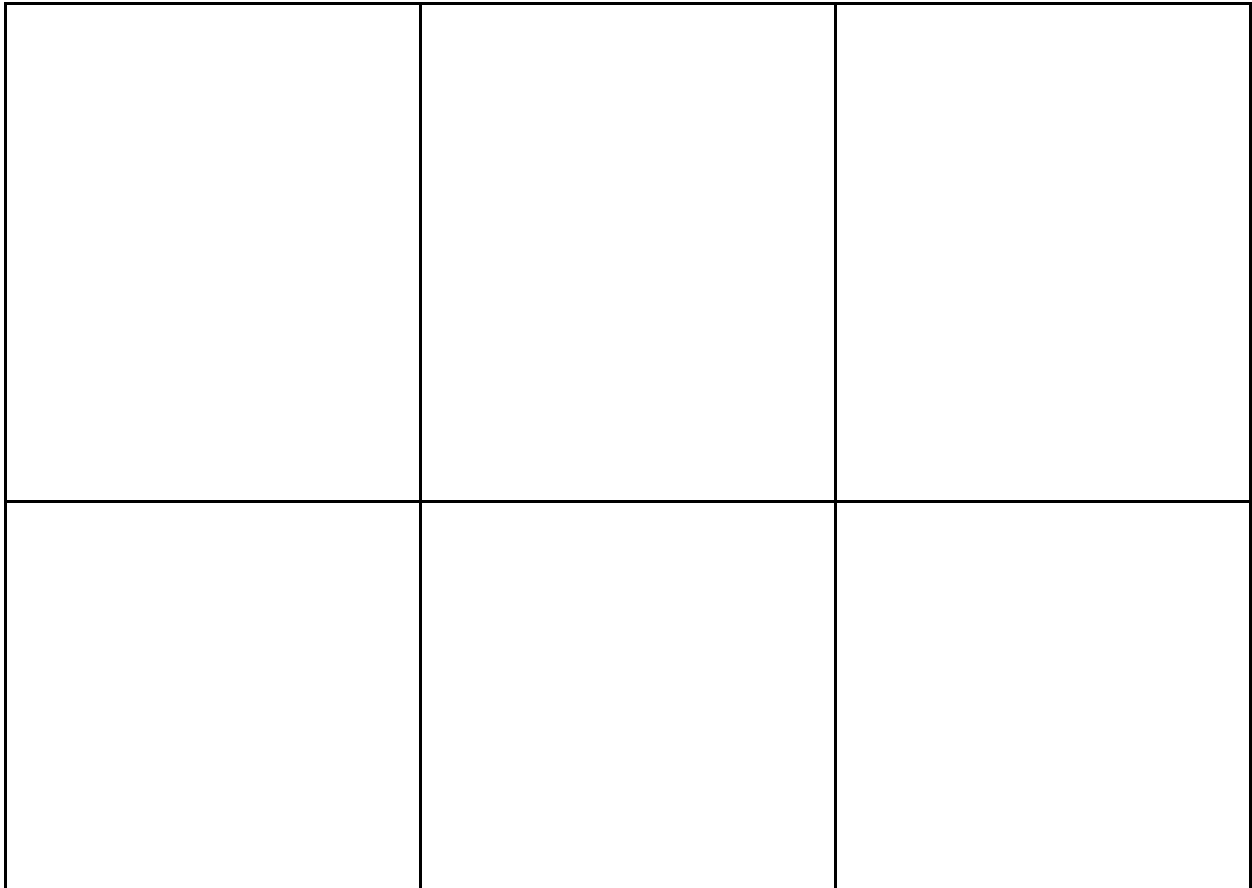
SENSORY MOTOR

Twister: Adults can use the game Twister or create their own version to model the core word. Provide instructions featuring the core word (e.g. Take your left hand and put it on red!) For distance learning, adults can create their own version for students to play while in their home. One-way adults can create virtual Twister is to use a numbered chart with instructions. Then roll a die to see what instruction students will be given (e.g. Take your hands and clap them together! Stand up and take three big hops!). Another option for adults to facilitate a game of virtual Twister is to display a Twister mat on their screen. Then create a set of instructions with the core word that involves touching the different shapes displayed on the students screen. Below is an example of virtual Twister instructions and a mat for gameplay. *Traditionally when playing Twister, players are expected to keep their body on certain colors then add new actions. However, for virtual learning, it would likely be easier to perform each action independently.

Distance Learning Twister
Take your pointer finger and put it on the green diamond!
Take your nose and touch the heart!
Take your thumb and put it on the smiley face!

Take your whole hand and cover the red circle!
Take both of your eyes and look at the blue star!
Take both your hands and point to the triangle and circle!

Distance Learning Twister Board



DIY Puffy Paint: Students can assist adults in making their own puffy paint. Then students can create different designs that have more dimension than traditional paint. While making the Puffy Paint, adults can instruct students using the core word (e.g. Take the flour and put it in the bowl. Now take the salt. Take a spoon and mix!). Activity, instructions, ingredients, and image courtesy of Learning4kids.net: <https://www.learning4kids.net/2012/10/16/how-to-make-puffy-paint/>



Sensory Bin: Adults can use a sensory bin while teaching the core word to students. Adults can gather various small toys to be placed into the sensory bin. Adults can give students instructions or make comments using the core word (e.g. **Take** your hand and put it in the bin! Take the dinosaur and put him in the bin! Take out the pig toy! Wow, did you take a toy from inside the bin? What toy did you take out?)

Cooking: Cooking a meal involves many of the senses. Adults can help students cook, assemble, or bake something. Adults can instruct students while modeling the core word (e.g. Take one cup of water. Take a bowl out.)

VIDEOS, MUSIC, ANIMATED SHORTS

Music

Can't Take My Eyes Off Of You by Lauryn Hill, courtesy of Ms. Lauryn Hill:

<https://youtu.be/wVzvXW9bo5U>

Take Me Out Of The Bathtub by Alan Katz, courtesy of Mother Goose Storytelling:

<https://youtu.be/c36oeZqeuYs>

Give It To Me - Give and Take Song by English Seed, courtesy of English Seed:

<https://youtu.be/EU2v3rq00T8>

Old Town Road by Lil Nas X, performed by Kidz Bop Kids, courtesy of Kidz Bop:

<https://youtu.be/yYPNrg-s-NI>

Whatever It Takes by Lisa Dalbello, courtesy of Degrassi:

https://youtu.be/LneSsPt_rxQ

Hokey Pokey performed by The Learning Station, courtesy of The Learning

Station: <https://youtu.be/iZinb6rVozc>

You Are My Sunshine performed by The Countdown Kids, courtesy of Fun English:
<https://youtu.be/fpJXLNO6MF4>

Pocketful Of Sunshine by Natasha Bedingfield, courtesy of Natasha Bedingfield:
<https://youtu.be/gte3BoXKwP0>

Take On Me by A-Ha, courtesy of A-Ha: <https://youtu.be/djV11Xbc914>

Take Me Home, Country Roads by John Denver, courtesy of West Virginia Tourism: <https://youtu.be/EqcMbKFR6jk>

Young Adults:

Take A Chance On Me by ABBA, performed by Julie Walters in the movie, Mamma Mia! Courtesy of Movieclips: <https://youtu.be/nLkmfL6lVQs>

Take Care by Drake ft. Rihanna, courtesy of Drake: <https://youtu.be/-zzP29emgpg>

Take Me Out by Franz Ferdinand, courtesy of Franz Ferdinand:
<https://youtu.be/ljk4j-r7qPA>

Take It Or Leave It by Sublime With Rome, courtesy of Fueled By Ramen:
<https://youtu.be/a6RAr7k2MDo>

Take Me Home by Cash Cash and Bebe Rexha, courtesy of Cash Cash:
<https://youtu.be/wvzfOyW0ZMo>

Take You There by Sean Kingston, courtesy of Sean Kingston: <https://youtu.be/axq1jQTk84w>

Take Ü There by Jack Ü feat. Kiesza, courtesy of Skrillex:
<https://youtu.be/C9slkeFXogU>

Old Town Road by Lil Nas X ft. Billy Ray Cyrus, courtesy of Lil Nas X:
<https://youtu.be/r7qovpFAGrQ>

We're Not Gonna Take It by Twisted Sisters, courtesy of Twisted Sisters:
<https://youtu.be/4xmckWVPRaI>

Animated Shorts:

Take Me Home by Nair Archawattana, courtesy of TheCGBros (Wordless animated short): https://youtu.be/D_Rx4qZ8QRc

Glued by Alan Tako, Guy Elnathan, Daniel Lichter, and Sivan Kotek. Music by Assaf Shlomi, courtesy of GLUEDmovie (Wordless animated short about a mother who wants her son to take a break from his video games):

<https://youtu.be/rW2g5cwrxqQ>

Taking Flight by Moonbot Studio, courtesy of Radio Flyer (Animated short with dialogue about a boy who takes an adventure on a wagon):

<https://youtu.be/Gj6V-xZgtlQ>

STRUCTURED ACTIVITIES

Predictive Writing Chart: Adults can create predictive writing charts, either in person or through distance learning, featuring the core word **take** and have students fill it in.

I take _____.
I like to take _____.
I do not like when people take my_____.

Schedule Writing: Adults can help students write down what they need to **take** with them for their daily activities (e.g. For math, I need to take my pencil and worksheets out. For music, I need to take my recorder. I take my lunch to the benches. I take a break at recess.).

Simon Says: The adult can play a modified game of Simon Says in which all the instructions include the core word, **take**. The students can be given instructions such as: Simon Says, take 3 giant steps forward. Simon Says, take your hand and put it on your head. Simon Says, take a seat. The students can also be instructed to describe what they are doing using different forms of communication including AAC. For example, they may say "I take 3 steps" Students could also be given the opportunity to be in charge of giving the instructions. Challenge the student to give instructions that feature the core word, take. Adults can assist the student with giving instructions using the core word.

Role of Responsibility: Adults can ask a student to be their important helper for the day. Adults can use different opportunities throughout the day to ask a student to **take** certain items with them as they transition (e.g. Can you remember to take this pen to math? When it is time for recess, can you take the ball bin outside?) Additionally, adults can ask students to remind the adult to take a specific object or complete a specific task that day (e.g. Can you remind me to take attendance? Can you remind me to take my book to story time? Don't let me forget to take my jacket home.) Adults could also let a

students help them take attendance (e.g. Will you help me take attendance? Can you take the attendance sheet? Can you take down notes on who is here today?)

ART OR SCIENCE ACTIVITIES

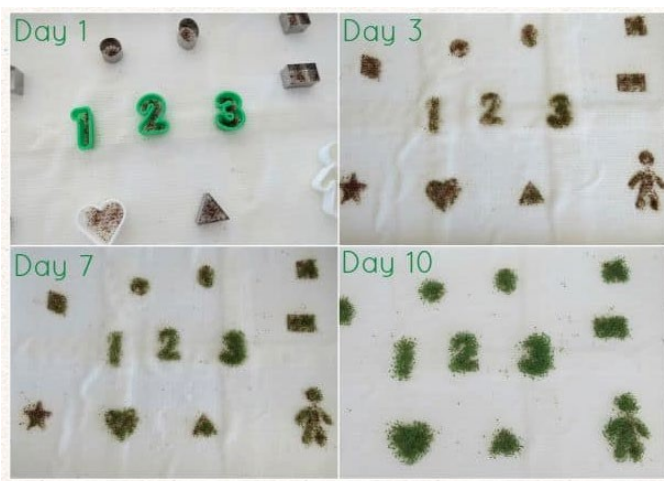
Many science and art activities can be modified to include the core word, **take**. Adults can use activities they typically have planned and modify the instructions to include or focus on the core word. For example, if the instruction has the word “use a marker,” adults can change or add to the wording, “take a marker.”

Adults can assist students in creating their own slime or playdough. Adults can model the core word when giving instructions on how to create the slime.

Adults can let students lead an art activity that the student enjoys, to provide opportunities for the student to use the core word **take**. Or have a student explain how they created something (e.g. You take a marker. You take the purple paint and mix it with the white paint.)

Growing Watercress Shapes: Adults can get watercress seeds and grow them inside different shaped cookie cutters. Adults can model the core word when instructing students on what to do (e.g. take the seeds out of the bag, take the seeds and put them into the shape you want, etc.). Also, adults can model the core word by asking students to **take** down observations and notes.

<https://www.learning4kids.net/2015/08/09/growing-watercress-shapes/>



Picture Book: Adults can use a camera, polaroid camera, or their phone and ask the student to **take** pictures of different objects, people, etc. Then adults and students can take the pictures and create a scrapbook with print outs or digitally.

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing apps through distance learning, adults can have students give instructions on what actions the adults should **take** during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. For example, students can practice with phrases such as: take the boy outside, take an apple, etc. If an adult is with a student as they use the app, adults can model the core word and comment on what the student is doing while they use the app (e.g. Wow, who will you take into the room? What food will you take from the store? I saw the boy take a bite!)

Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts (question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **take**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who keeps taking things from other characters. Adults can assist students in creating dialogue in the story using the core word.

Bookcreator.com Website - The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **take**. For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I like to take____, I will take_____, etc.). Additionally, adults can create their own story focusing on the core word and discuss the core word with the student.

WORD WALL: Create a WordWall and add '**take**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact **Andriana Nikolau @ andriananikolau@gmail.com**. Andriana Nikolau is a former SLPA and Special Education Instructional Aide. She is currently a second-year graduate student and candidate for a Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Andriana is specializing in AAC through San Francisco State University's federally funded Project Building Bridges and recently joined the Nika Project to provide resources for individuals with complex communication needs both locally and across the globe.
Thank you!

CORE WORD: **Watch**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

DIRECT/PROTEST ATTENTION (e.g. **Watch** this, Don't watch!)

GAIN ATTENTION (e.g. Watch me)

REQUEST (e.g. I want to watch)

WARN (e.g. Watch out!)

COMMENT (e.g. I can't watch!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can make popcorn in the microwave and **watch** as the bag gets bigger. Student can also make cookies or bread and watch as everything bakes, or make a smoothie and watch as ingredients blend together

Circle: Adults can ask students which video the class should **watch** (greetings video, count to 100 videos, shape/number/letter/sight word videos).

Students can each select a greeting or movement, and then the other students can mimic the greeting or movement. Adults can remind students to watch their classmates to know what to do.

PLAY

Toys and Games: Students can build a marble tower and **watch** as the marble rolls down.

Students can build with blocks and watch as it falls down, or they can put an action figure at the top to watch what's happening below.

Students or adults can build a domino path and watch as the dominoes topple over.

Pretend Play: Students can pretend to be news anchors, while classmates **watch** for their report.

Recess

As students participate in activities on the playground or inside, adults can comment things like, "I will **watch** to see how high you can go on the swing," or "I want to watch you go down the slide." Adults can model for students and encourage them to request adults to watch them engage in activities. "Watch me slide," or "Watch me swing." Adults can model how to expand the utterance by 1-2 words to increase vocabulary.

"Watch"-->"watch me"

"Watch me"-->"Watch me run"

"Watch me run"-->"Watch me run fast" or "Watch me run there"

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Watch Me! Written by Desna Wallace](#), courtesy of BD Class

<https://www.youtube.com/watch?v=hz1xBQCuBgQ>

[Watch Out, Little Narwhal! Written by Jane Riordan and Richard Watson](#), courtesy of Storytime with Ms. Kim

<https://www.youtube.com/watch?v=aTqJGCw3x60>

[Watch The Cookie By Nancy Cote](#), courtesy of Sara Siegel

<https://www.youtube.com/watch?v=bBeLmmTylbw>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can request to **watch** something on an iPad, or that an adult watch them do something.

SENSORY MOTOR

Adults can build an obstacle course for students to complete. As students go through, adults can model, “**watch** out” or “watch where you’re going” or “You do it, and I’ll watch.” Students can request, “watch me!”

VIDEOS, MUSIC, ANIMATED SHORTS

[KIDZ BOP Kids - Watch Me \(Official Music Video\)](#) courtesy of KIDZ BOP KIDS

<https://www.youtube.com/watch?v=PbKbrbxcRio>

[Oven Baking Food Time-Lapse](#) courtesy of Temponaut Timelapse. **Watch** to see the food change.

<https://www.youtube.com/watch?v=26wZ5t53n34>

[Ormie The Pig Wants a Cookie](#), courtesy of David X Fidalgo. Watch to see what Ormie does to get that cookie! Adults can model, “Let’s **watch** to see what he tries next!”

<https://www.youtube.com/watch?v=NRsb8i5pNZ0>

STRUCTURED ACTIVITIES

During structured lessons, when using videos, adults can emphasize that everyone will **watch** the video.

When modeling what to do during classroom activities, adults can direct students to “watch me” or “watch what I do.”

ART OR SCIENCE ACTIVITIES

-Students can complete an experiment to **watch** the effects of dish soap pushing particles/germs away. The video below demonstrates and students can watch before doing the experiment on their own (with adult support).

[Milk Food Coloring And Dish Soap Experiment](#) courtesy of Incredible Science

<https://www.youtube.com/watch?v=rqQSIEViNpk>

-Students can create watercolor coffee filter art and watch as the colors bleed together.

[Coffee filter watercolor art](#), courtesy of 100 Directions blog

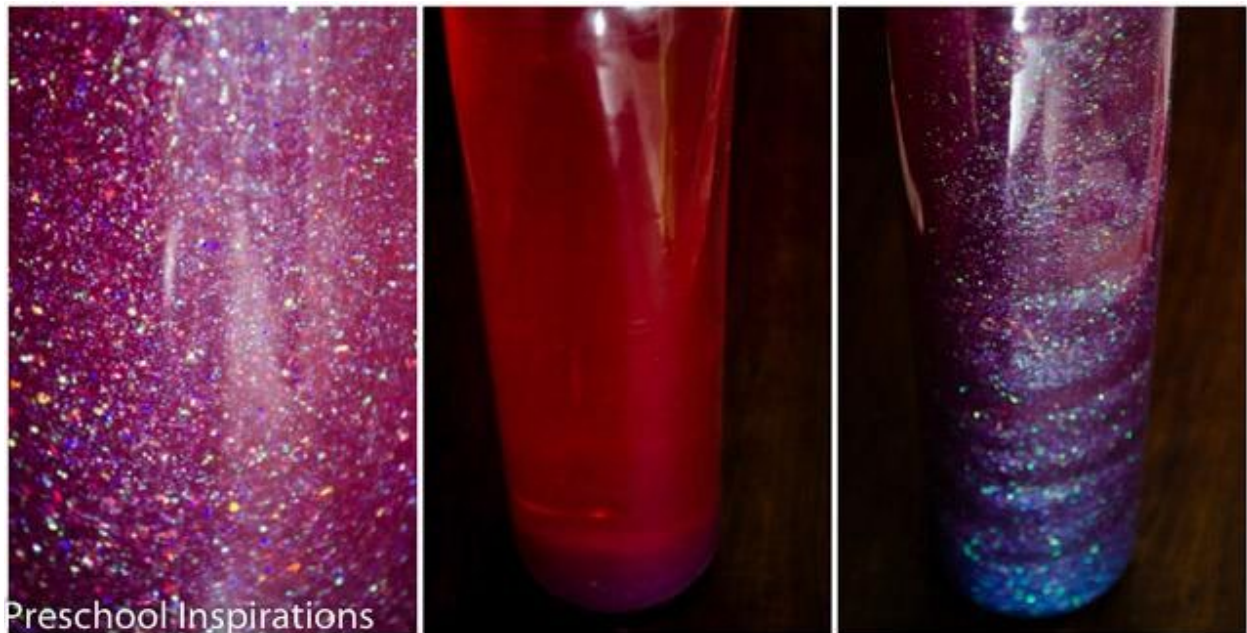
<https://www.100directions.com/coffee-filter-watercolor-art/>



-Students can create a calm down sensory bottle, then shake it up and watch how the glitter settles. Follow the instructions courtesy of the Preschool Inspirations Blog:

[6 WAYS TO MAKE A CALM DOWN JAR](https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/)

<https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/>



USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[Virtual Sensory Room-LAMP](https://wow.boomlearning.com/deck/virtual-sensory-room---lamp-Tkrt8N5ZQivZkCbmA) by Happy Flower Learning. Students can go into the sensory room and **watch** the different calming videos

<https://wow.boomlearning.com/deck/virtual-sensory-room---lamp-Tkrt8N5ZQivZkCbmA>

Heat Pad-Students can watch what happens as they use their fingers to draw on the "heat pad," with different settings like flame, sky, glow, and more. This app has calming music and could be used for a sensory break. Students do NOT need precise fine motor skills to enjoy or use this app, making it a great option for students with more complex needs.

Sensory Mica-This app responds to vocalizations, changing colors and shapes based on what it hears. Students can talk and watch what happens on the screen, experimenting with different tones of voice and volumes.

Sensory Coloco-Students can pick from a variety of options to draw and watch as the screen responds. Students do NOT need precise fine motor skills to enjoy or use this app, making it a great option for students with more complex needs.

WORD WALL: Create a WordWall and add '**watch**' to the list.

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WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Excited**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

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We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

EXPRESS A FEELING (e.g. I feel **excited**, **excited** go party, **excited** finish work)

GET/DIRECT ATTENTION (e.g. get **excited!**, look there **excited**, that **excited**,)

SHARE AN IDEA (e.g. my **excited** dance, my **excited** song)

DISCUSS AN INTEREST (e.g. **excited** eat burritos, **excited** read books)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell which snacks or meals they are excited for this week.

Adults can provide a visual calendar or list of what snacks will be available. Adults can include different students' favorite foods so that different students can share their personal interests with each other.

Here is a book that fits nicely with the conversation:

My Food Your Food by Lisa Bullard from YouTube courtesy of FoodCorps New York

<https://www.youtube.com/watch?v=B78gD7wMiTA>

Circle:

Students can share “my **excited** dance,” show the group their dance, and try out each other’s excited dances.

Adults can model “my **excited** dance” on the students’ devices, then say, “Let’s do Sam’s **excited** dance” and do that student’s excited dance. Adults can also creatively adapt the excited dances so students with complex bodies can experience how their friends like to dance.

PLAY

Toys and Games:

Students can play a mystery bag game; each student draws a prize then passes the bag to a peer to draw next. Students can show their prize, then get their friend’s attention by saying “get **excited**!”

Adults can model and point to the student’s devices, facilitate passing around the bag and fill it with small, exciting surprises. These prizes can be anything: simple sensory toys like party poppers, or squishy balls; or they could be a set or items that are needed to do the next activity together, and students can try to guess what the activity will be.

Recess

Students can have a routine of telling what they are excited to play at recess, or who they are excited to play with (e.g. **excited** play ball, **excited** Stefanie, **excited** ball Stefanie)

Adults can routinely facilitate this check-in when students line up to go to recess. Adults can model on the student’s device and provide pictures or items of the different recess activities.

As they leave for recess, students can take with them the item they are excited to play with, and/or get the attention of the friend they are excited to play with and invite them to play.

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[The Way I Feel by Janan Cain from YouTube courtesy of Karah Spahn](#)

<https://www.youtube.com/watch?v=ITPUxVQ6UIk>

[I Like Myself by Karen Beaumont from YouTube courtesy of Paula Meissner on Rocking Chair Reading](#)

<https://www.youtube.com/watch?v=F2V5NzdRReU>

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[Big Red Tub by Julia Jarman from YouTube courtesy of City of Anderson, Indiana](#)

https://www.youtube.com/watch?v=t_3t54qzVy8

[Bartholomew and the Oobleck by Dr. Seuss from YouTube courtesy of Mrs. Caron](#)

<https://www.youtube.com/watch?v=eDef7vCgrk0>

[Let's Make Oobleck](#)

<https://www.youtube.com/watch?v=nw8KaHglokQ>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell a story about something exciting that happened to them and share a picture with their story.

Adults can help students put together a book of personal photos from exciting activities (e.g. family trips, class field trips, class projects). When it is time to share exciting stories, students can look through their memory book and tell which story they are excited to share today (e.g. “**excited** that”, “**exited** go pool”).

Adults can ask open ended questions (e.g. “I’m **excited** to listen! Tell me more about that”) when students choose a story to tell.

SENSORY MOTOR

Students can do two activities: one very low energy or calming; the next very high energy or stimulating. When engaged in the more stimulating sensory activity, students can make a comment (e.g. "**Excited!**")

Adults can model the comment "**excited!**" or repeat the student's comment and add to it (e.g. ""**excited!**" I laugh when I'm **excited!**").

VIDEOS, MUSIC, ANIMATED SHORTS

[I'm So Excited by the Pointer Sisters from YouTube courtesy of Pulse](#)

<https://www.youtube.com/watch?v=Yz6hTuK9yBo>

[Get Back Up Again by Anna Kendrick on Trolls Soundtrack from YouTube courtesy of Movieclips Coming Soon](#)

<https://www.youtube.com/watch?v=HB21wVIPqz4>

[Best Adventure by Leaving Thomas from YouTube courtesy of Leaving Thomas](#)

<https://www.youtube.com/watch?v=D4AmKs8jXkk>

[35 Happy Songs That'll Instantly Boost your Mood by Laura Hanrahan courtesy of Cosmopolitan](#)

<https://www.cosmopolitan.com/entertainment/music/g32605546/best-happy-songs/>

STRUCTURED ACTIVITIES

Adults can set up a picture-reveal puzzle with different numbered squares. Adults can state the purpose of the activity (e.g. "I'm **excited** to look. I want to see the picture!")

Students can say which square they are excited to reveal (e.g. “**excited** two”), and adults can reveal the picture one square at a time. Adults can repeat what students say and add to it (e.g. “I’m **excited** to look behind number 2”)

Example of a picture-reveal puzzle courtesy of Presenter Media:

<https://www.presentermedia.com/powerpoint-templates/templates/puzzle-piece-picture-reveal-game/10686-ppt.html>

ART OR SCIENCE ACTIVITIES

Students can make a collage of things that make them feel excited. Students can put the title of their collage in the middle (e.g. “I feel **excited**”) with a photo of themselves looking excited.

Adults can give students sentence starters to tell about excitement in different ways. For example, “look **excited**, **excited** do, **excited** see, **excited** go” to tell about how they look when they are excited, things they are excited to do or see, and places they are/were excited to go.

Adults can provide art materials and cut out photos for the students to pick from and facilitate building the collage.

USE OF APPS OR OTHER TECHNOLOGY

Surprise Animal Eggs by One Boii. Adults can model “**excited**” and point to the student’s device. Students can choose which color egg they are excited to open, then open the egg together.

https://play.google.com/store/apps/details?id=com.babygameseepee.shreyak.babygames&hl=en_US&gl=US

Karaoke Kids by Future for Mobile. Students can choose exciting songs to listen to and make short recordings with adult facilitation.

https://play.google.com/store/apps/details?id=com.karaoke.karaokekids&hl=en_US&gl=US

Hot Wheels: Race off by Hutch Games. Students can play and Adults can model “wow **excited!**” on the students’ devices about exciting moments in the races.

https://play.google.com/store/apps/details?id=com.hutchgames.hotwheels&hl=en_US&gl=US

WORD WALL: Create a WordWall and add '**excited**' to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#) Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: Open

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DESCRIBE (e.g. The door is **open**.)

ASK QUESTIONS (e.g. What time does the store **open**?)

CLARIFY (e.g. Should I leave the door **open** or close it on my way out?)

EXPRESS AN OPINION (e.g. I'm **open** to that idea.)

REQUEST HELP (e.g. **Open** this, please!)

ROUTINES AND SCHEDULES

Arrival: During the arrival routine, the bus doors **open**, you can open the classroom door, open backpacks, etc.

Circle: Begin circle time with [this song](#) to get students ready. Students will open and shut their hands, ending with their hands in their laps.

<https://youtu.be/RNUZBHIRH4Y>

Free Play: During free play, you can talk about which centers or play areas are **open** today.

Snack/Lunch: Model **open** as students open lunch boxes, containers, juice boxes, yogurt containers, etc.

Academic Instruction: During academic instruction there are many opportunities to model **open**. You can open a book to a specific page or open a specific folder.

PLAY

Toys and Games

Bubbles: Bubbles are highly motivating for many of my students. You can model **open** each time you open the bubble container.

[Wooden Latches Board from Melissa and Doug](https://www.melissaanddoug.com/wooden-latches-board/3785.html) My students LOVE **opening** the doors on this toy from Melissa and Doug.

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[Fisher-Price Laugh & Learn Count & Learn Bilingual Piggy Bank](https://www.kohls.com/product/prd-2048224/fisher-price-laugh-learn-count-learn-bilingual-piggy-bank.jsp?prdPV=13) With this fun toy, students put coins in the pig, then **open** the pig to take the coins out.

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From GoodReads: This guy will do anything for you not to open this book! Threats, bribes, reverse psychology – you name it! A hilarious new book from radio extraordinaire and all-round funny guy, Andy Lee. Young readers will love doing everything they're asked not to!

<https://youtu.be/N8XDGi0rPmw>

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So begins Pig's valiant attempt to pen his masterpiece. But he is constantly interrupted by the reader who is seduced at every turn into foiling his efforts ("please go away" "please do not turn the page")--until at last we reach the final page & discover that together, Pig & the reader have indeed created a book.

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SENSORY MOTOR

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VIDEOS, MUSIC, ANIMATED SHORTS

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CORE WORD: **The**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. **the** best sandwich)

ASK A QUESTION (e.g. **the** chair on the left?)

AFFIRM (e.g. **the** best teacher ever)

COMPLEMENT (e.g. you are **the** sweetest)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can use **the** during snack time to inform others what they are eating (e.g. "**the** goldfish").

Circle: Students can use **the** during circle time when telling a story to their classmates (e.g. "**the** movie was good").

PLAY

Toys and Games: Students can use "**the**" during play to clarify to their friends what they would like to do or provide more information (e.g. "**the** game we play together").

Recess: Students and adults can use "**the**" at recess to label all of the components of the playground. They can take someone on a tour of the playground after and inform others about the parts of a playground (e.g. "**the** slide, **the** monkey bars, **the** playhouse").

READING

Here are some suggested books on YouTube that can assist in teaching the core word:

[Berenstain Bears: The Bad Habit/ The Prize Pumpkin - Ep.16 - courtesy of The Berenstain Bears - Official](#)

[The Very Hungry Caterpillar - Animated Film - courtesy of Illuminated Films](#)

[The Bad Seed !\[\]\(e1d6102fe77919492c04879c8450f1f5_img.jpg\) Kids Book Read Aloud - courtesy of KidTimeStoryTime](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **the** when talking with friends to tell them about cool objects they would like to show to others (e.g. "**the** best toy").

SENSORY MOTOR

Students and adults can use different mediums to trace, shape or write the word **“the”** with their fingers. Mediums can include pipe cleaners, finger paints, shaving cream, kinetic sand, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

[The- Sight Word Song for the word "The" – courtesy of Miss Molly Song](#)

[The Song - courtesy of Have Fun Teaching](#)

[The Gingerbread Man | Full Story | courtesy of Animated Fairy Tales For Children | 4K UHD](#)

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **‘the’** is used for.

[Meet the Sight Words Level 1 - "the" courtesy of preschool prep program](#)

Students can practice using **‘the’** through writing lists and naming objects in the environment.

Predictable Chart Writing:

The
The
The
The

The
The

ART OR SCIENCE ACTIVITIES

Students and adults can create a “**The** Best Student Ever” page with construction paper and all other available arts and crafts supplies, students can decorate this page with a picture of themselves and practice writing ‘**the**’ with support from adults.

USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello*, *google slides*, or any other story generating app, students and adults can create a “**The** Very Hungry Student” book modeled after ‘**The** Very Hungry Caterpillar’.

WORD WALL: Create a WordWall and add ‘**the**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
 Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram [@thenewfriendscollective](#).

Thank you!

CORE WORD: **Please**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

REQUEST: (e.g., Can I have more, **please**?)

GET HELP: (e.g., Help me, **please**)

ASK QUESTION: (e.g., Would you tell me more, **please**?)

ANSWER QUESTION: (e.g., Yes **please**, I would like that)

DIRECT ACTIONS: (e.g., **Please** stop talking)

CESSATION: (e.g., All done, **please**)

SHARE PHYSICAL NEEDS: (e.g., I need a break, **please**, I need a squeeze, **please**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate a tea party. Students can request that the adult set up the tea party (e.g., **please** put the cup on the saucer), request

items (e.g., please give her a cookie, please give me hot tea), and communicate their needs (e.g., no more tea, please).

As part of the day-to-day lunch time routine, adults can also prompt students to request their lunchbox (e.g., please give me my lunchbox), to take items out (e.g., please take out my sandwich), and ask for help (e.g., please help me open my milk). Students can request a small piece of a food (e.g., goldfish, grapes) using the word please (e.g., cracker, please); this request/receiving a small amount of food exchange can be performed multiple times in one sitting.

Circle: The teacher can bring a bag of musical instruments or colorful scarves around the circle and prompt students to request a “drum **please**,” etc. The teacher can prompt the students to use other core words with please, such as “give me, please,” “I want a tambourine, please,” “take it out, please,” “all done, please”.

The students can request songs from a choice board, either pressing the “please” icon on their AAC device after making their song choice or by saying “please.” Students can also request how the song is to be sung (e.g., fast please, loud please, soft please, silly please, etc.).

PLAY

Toys and Games:

Play-doh: Students can request help (e.g., **please** open it), items (e.g., please give me blue play-doh), amounts (e.g., please give me a lot), that they want more (e.g., I want more play-doh), that they are finished (e.g., all done, please), and direct the actions of others (e.g., make me a dog, please).

Legos: Students can instruct each other to make structures (e.g., please make me a house), use certain colors (e.g., please make it blue), request size (e.g., give me a big Lego, please), and request a turn (e.g., my turn to choose, please).

Recess:

In outside play areas such as the sandbox, students can request toys from an adult (e.g., shovel **please**). They can request turns from each other with the toys (e.g., my turn please). Students can also request that adults blow bubbles (e.g., bubbles please, more bubbles please, big bubbles please, lots of bubbles please, etc.).

READING

Here are some suggested books on YouTube that can assist in teaching the core word **please**:

Time to Say "Please" by Mo Willems - Read Aloud Book - Book Reading with Sammy <https://www.youtube.com/watch?v=1prDct8KJRY>

Penguin Says "Please" by Michael Dahl - Read Aloud - Reading LibraryBooks <https://www.youtube.com/watch?v=iyFplZmulxc>

Please, Baby, Please by Spike Lee and Tonya Lewis Lee - Sankofa Read Aloud <https://www.youtube.com/watch?v=pnh93g6EePc>

Please Take Me for a Walk by Susan Gal - Children's Book Read Aloud - CSUF Future Titans Read https://www.youtube.com/watch?v=r_cZUgJkNFI

Say Please Louise by Phil Roxbee Cox - Listen and Watch with Nana <https://www.youtube.com/watch?v=82rGiLrAA4Q>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can make skits practicing common social interactions in play, such as: asking each other if they want to play (e.g., will you **please** play with me?), what to do if they do not want to play (e.g., later, please), if they want a turn (e.g., my turn please), if they want other children to stop (e.g., stop please), if they want to play some more (e.g., let's play more please), etc.

Students can use the word please to communicate boundaries and requests regarding their AAC device (e.g., please don't touch my talker, please charge my talker, etc.).

Adults and students can discuss how hearing the word please makes them feel (e.g., Wow, I feel so happy when you say please! It makes me want to play with you when I know you'll use words like please. It is a nice thing to do).

SENSORY MOTOR

Students can help make sensory bins and request each item to create the bin (e.g., water **please**, I want toy dinosaurs please). They can direct the adult (e.g., put in please, more please). Once the sensory bin is built, the student can continue to request and direct, using action words (e.g., hide it, please, squeeze

the sand, please, drop it, please), prepositions (e.g., put it in, please, put the toy under it, please), describing words (e.g., make it hot, please, give me the pink ball, please), and pronouns (e.g., your turn, please, can I put it up?).

VIDEOS, MUSIC, ANIMATED SHORTS

Please - Core Vocabulary Song - Speech and Language Songs
<https://www.youtube.com/watch?v=fxXZHsirLhw>

Please and Thank You Song - The Singing Walrus - English Songs for Kids
<https://www.youtube.com/watch?v=zXlxDoCRc84>

Magic Word Please - Good Manners Song - Say "Please" When You Want Something - Owly Bird - Pororo the Little Penguin
<https://www.youtube.com/watch?v=vS0y7972mMc>

Please and Thank You Song - CoComelon Nursery Rhymes & Kids Songs
<https://www.youtube.com/watch?v=ANChOA4SyL0>

Say Please and Thank You (Ani)- YBM Kinder
<https://www.youtube.com/watch?v=lfLaaHBms18>

Young Adults

The Beatles -Please Please Me
<https://www.youtube.com/watch?v=czw8equepir8> -

Pink - Please Don't Leave Me
<https://www.youtube.com/watch?v=eocCPDxKq1o>

Marvelettes - Please Mr. Postman
<https://www.youtube.com/watch?v=rGJcbHni4rc>

STRUCTURED ACTIVITIES

Adults can lead a version of "Simon Says," prompting students to do a variety of actions (e.g., "Simon Says **please** hop, Simon Says please turn around, please shout hurray!, etc.).

Students can also play a version of "Mother May I", adding please to every request and direction.

ART OR SCIENCE ACTIVITIES

Students can engage in a card-making activity. During this task, students can request specific items (e.g., I want a marker, **please**), request more (e.g., please give me more glue), communicate that they need help (e.g., please help me cut), and request that adults perform actions (e.g., please open the crayons box).

Finger painting is also a fun activity to target the core word please. This activity allows students to request that adults or peers make shapes with their fingers in the paint (e.g., please make a circle), to request more (e.g., more paint, please), and to request help (e.g., please help me).

USE OF APPS OR OTHER TECHNOLOGY

Watching a motivating video is a great activity to target the word **please**. Prompt students to request to turn the video on, to turn the volume up or down, to choose the video, and to request where to watch the video. The adult can also pause the video every 30-60 seconds and prompt the student to request to continue or stop watching (e.g., more, please, all done, please, I want more video, please).

WORD WALL: Add the word **please** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Sophie Goodwin, M.S., CCC-SLP @sophiedgoodwin@gmail.com. Sophie Goodwin works in San Francisco Unified School District as a Speech-Language Pathologist.

Thank you!

CORE WORD: **Thank you**

For Educators, Related Service Providers and Parents

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We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

There is some social psychology research that saying **thank you** isn't just polite--it can help us build and maintain relationships:

<https://theconversation.com/more-than-words-saying-thank-you-does-make-a-difference-30920>

WAYS WE CAN USE THE WORD

REFUSE: (e.g. No, **thank you**.)

AFFIRM: (e.g. Do you want it? Yes, **thank you**.)

EXPRESS A FEELING/APPRECIATION: (e.g. **Thank you** for helping me/being my friend, etc.)

PROVIDE INFORMATION: (e.g. She's polite, she says **thank you**.)

PRETEND: (e.g. "**Thank you** for the present" --while playing birthday party.

ROUTINES AND SCHEDULES

All activities: When an adult says **thank you** to a student the student may respond by saying thank you in return. Use this as an opportunity to share positive emotions with facial expressions and tone of voice and emphasize/teach the meaning of “you” with gestures. Let the student know they are appreciated for saying thank you. Make sure to have the student’s device or backup available.

All activities when a choice is involved: Adults can model **no, thank you** as a socially appropriate form of refusal.

All activities where helping is involved: Adults can model saying **thank you** during all activities in which he/she or the student asks for and receives help.

Dressing/Grooming/Toileting: Younger students may need help with learning these new skills and may be resistant. Adults can reinforce desired behaviors and express appreciation/compliment by saying **thank you** to students for cooperating/staying still/brushing teeth/using the potty, etc. If you are worried about having the student’s voice output device available in areas with water you can make a low-tech core board available.

Getting ready on time: When students are ready to leave the house for school on time and have followed the morning routine adults can model complimenting and expressing appreciation by saying “**thank you** for getting ready for school on time. You are good at that!”

Snack/mealtimes: Adults can model and facilitate saying thank **you** to show appreciation when someone provides food or drink, passes a food, helps with opening items etc. Students can affirm a choice by saying “yes, thank you” or refuse an item by saying “no, thank you.” Make sure to include social words like thank you on low-tech activity boards such as an “eat and drink” board.

Circle: Students can say **thank you** to peers as part of routines where an object or toy is passed from student to student so they each get a turn with it. Teachers can model “thank you” on a class core board used at circle.

Clean up: Adults can say **thank you** as students put things away.

Specialists: After a visit from or trip to learn from the librarian/art teacher/garden teacher/special guest adults can facilitate all students in the class saying **thank you**.

Getting off the bus: Adults can model saying **thank you** to the bus driver when getting off the school bus or public transportation. If the student’s book or device is in their backpack it can be handy for the adult or student to wear a

core word bracelet or use a mini core board on a lanyard or attached to the student's backpack.

Stores/restaurants: Adults can model saying **thank you** to servers and cashiers on the student's device.

PLAY

Role Play: Many of these activities serve as role play to practice how students can act in real life social situations, including saying **thank you**. Adults can provide materials, facilitation, and modeling as needed, or may play a key role such as a customer, rider, or birthday girl/boy. Repetition and fun are key! Make activity boards to use as handy "visual scripts" and keep them in related play areas.

Pretend Restaurant: The adult or student in a pretend restaurant can say **thank you** to the server whenever they bring them food or drink.

Toy cash register/pretend store: The student with the toy cash register can say **thank you** to each customer who pays them.

Pretend Train: The student pretending to be the conductor can say **thank you** to each rider who gives them a ticket (students can make tickets and the ticket taker can punch them with a hole punch for fine motor work). It's fun to line up chairs and pretend they are a train.

Pretend Birthday Party: Students can wrap objects to paper and give them to the student who is pretending to be the birthday boy/girl. After the student unwraps each gift, they can say **thank you**.

Feeding a Puppet: Adults can use a puppet with a mouth and ask students for food. As students give the puppet food the adult can make the puppet say **thank you** in a funny voice.

Pretend Firefighter: Students can play rescue with toy people or animals on block structures or a doll house. When the pretend firefighter rescues them with a ladder or in another way the student can pretend the "saved" toy is saying **thank you**.

Sharing preferred toys: Adults can model saying **thank you** to a peer who shares a preferred toy.

Saying no to a peer: Adults can model saying **no, thank you** as a form of polite refusal if a student does not want to play with a peer who asks them.

Holiday activities: During structured holiday activities such as trick-or-treating or exchanging Valentines at school students can say **thank you** as part of the social routine.

Here is an example of a core word bracelet with **thank you** for Valentine's day (by Christina Lombardi on Boardmaker Community).

Recess

For active times: recess time may be another time to consider providing the student with a "wearable" mini core board or core bracelet. Adults can also "wear" the mini core board during active times.

Here is a link to "wearable" mini core boards (the first one has **thank you**), post by Carole Zangari on Praacticalaac.org:

<https://praacticalaac.org/praactical/praactical-resources-mini-communication-boards/>

Following safety rules: Teachers can express appreciation to students by saying **thank you** when students walk in line, stop running when asked, climb off structures when asked, and follow other recess rules.

Thanking peers for a turn: Adults can model saying **thank you** to peers who give a turn on the swing, with a bike, with a ball, etc.

Pretend ticket taker or gas station: If bikes are available a teacher or peer can run a pretend gas station or toll booth. As students go by, they can be asked for pretend money or a ticket and once the student gives them the pretend money or ticket, the adult or peer can say or model **thank you**.

READING

Here are some suggested books on YouTube that can assist in teaching **thank you**. It's important to have the AAC device nearby while reading so adults can model and students can express questions, opinions, and requests

Younger Students

Kids Book Read Aloud: Bear Says Thanks by Karma Wilson

<https://www.youtube.com/watch?v=fiEv6QbtJis>

Kids Book Read Aloud: The Thank You Book by Mo Willems

<https://www.youtube.com/watch?v=12njKL8bEMg>

Kids Book Read Aloud: Thanks from the Very Hungry Caterpillar by Eric Carle

<https://www.youtube.com/watch?v=VBCz5D2B3Hw>

Kids Book Read Aloud: Gracias, Thanks by Rosi Amador

<https://www.youtube.com/watch?v=leGhdUmWUUQ>

SOCIAL INTERACTIONS AND VIDEO MODELING

Thank you is primarily a social phrase. Students and adults can increase connectedness and share positive emotions with others when they express thanks. Saying **thank you** also extends the conversation. Often after saying thank you other positive statements may come up, such as “thank you, I like this” or “thank you for helping me.” Since “you” is part of the phrase this is implicitly a phrase that involves other people and may be helpful for increasing awareness of others in students.

Video modeling:

Video modeling works best if you can make a video using familiar people, or, best of all, the student. Consider making a short video with siblings, friends, or the student himself/herself modeling saying **thank you** on the student's AAC system.

Social Skills, Saying Thank You by Blake's Class on YouTube

<https://www.youtube.com/watch?v=sl6DWUFbz1c>

SENSORY MOTOR

During group sensory motor activities adults can facilitate students saying **thank you** to others who share preferred objects in sensory bins, take turns with sensory activities such as swinging or bouncing on a ball, or provide assistance with sensory activities. Similar to recess, this may be a good time to utilize “wearable” core boards if it is difficult to, for example, hold a voice output device while bouncing a student on a ball. Adults can also model saying “no thank you” as a form of polite refusal when a student does not want to participate in a sensory activity due to sensory differences.

VIDEOS, MUSIC, ANIMATED SHORTS

Younger Students:

Thank You Song by KidsTV123 on YouTube

<https://www.youtube.com/watch?v=OcfqDPay7zc>

Please and Thank You (with sign language) by Patty Shukla on YouTube

<https://www.youtube.com/watch?v=8RAhiJzvAwY>

The Magic Words: Please, Sorry, and Thank You Song from Akili and Me, African Cartoon by Akili and Me on YouTube (last 30 seconds of video) by Akili and Me on YouTube

<https://www.youtube.com/watch?v=9fC2PB2Pdjs&list=PLSf41c0hSLO5C5CKFQh aPxEXf9vvZNMab&index=9&t=0s&app=desktop>

Thank You Clouds song by Ellie Gould on YouTube

<https://www.youtube.com/watch?v=ytQuBwWBjtc>

Open shut them by Super Simple songs (please no thank you section, about 40 second into the video)

<https://www.youtube.com/watch?v=RNUZBHIRH4Y>

Older Students

Kind and Generous by Natalie Merchant (end section of song)

<https://www.youtube.com/watch?v=uAwylad93-c>

STRUCTURED ACTIVITIES

Gratitude Routine: Adults can create a structured gratitude routine in which students are encouraged to take a turn expressing what/who they are **thankful** for. Learning to express gratitude is beneficial for mental health.

ART OR SCIENCE ACTIVITIES

Make a Thank You Card: Students can make **thank you** cards for a variety of reasons (Mother or Father's Day, thank you to a historical figure such as Martin Luther King, thank you to a teacher who goes on leave, etc.).

Draw a Thank you Card by Akili and Me on YouTube

<https://www.youtube.com/watch?v=U-xsxnKOlbw>

Gardening/literacy: Adults can encourage stewardship and nature appreciation by encouraging students to say **thank you** to the parts of nature involved in growing plants. For example, “thank you rain for watering the seeds and roots.” Again, if it is challenging to carry a voice output device to the garden this is a good time for a lightweight portable or wearable backup.

Covid education: Adults can encourage students to make a “**Thank You Essential Workers**” sign for the school or write thank you letters to community workers.

USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

We Say, “Thank You!” Boom Card by KinderSpeak

<https://wow.boomlearning.com/deck/we-say-thank-you-touchchat-BMZqTd4S4SRX3yS56>

Core Vocabulary Boom Card Deck: Thank You by The Language Ladies SLP

<https://www.teacherspayteachers.com/Product/Core-Vocabulary-BOOM-CARD-DECK-THANK-YOU-5695072>

WORD WALL: Create a WordWall and add **thank you** to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on the AAC system.

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jamie Deiner @ deinerjamie@gmail.com.

Thank you!

December

it	am	and	good
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
bad	love	give	take
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
watch	excited	open	close
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
the		please	thank you
+		+	+
-		-	-
?		?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

Month: December	What was helpful?	What wasn't helpful?	What would've been helpful?
Strategies			
Supports			
Activities			