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: Her

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

SHARE INFORMATION: It's all about **her** and it's interesting.

NEGATION/DENY: Not **her**. Tell **her,** no.

COMMENT: I agree with **her.**

GOSSIP: Don't tell **her** what I told you

TELL SECRETS: …. I told **her** not to say anything

ASK A QUESTION: The story is about **her**, isn't it?

ANSWER A QUESTION: It's for **her.**

GET HELP: Please help **her**

GAIN ATTENTION: Look at **her** for direction.

INITIATE: Let's go see **her**

DIRECT ACTION: Give it to **her.**

DISAGREE: I don't agree with **her**.

REMIND: Don't forget to tell **her** what to do next.

EXPRESS A FEELING: I feel scared with **her**.

COMPLAIN: **Her** work was not good!

COMPLIMENT: I told **her**, it was a job well done.

ROUTINES AND SCHEDULES

Circle Time: During circle time, one of the students, (female/girl) can be the leader and the teacher can ask the students to give the instruments, name cards or any item that is being used at circle to **her** after they are done and model this pronoun on one of the AAC systems or a Big Core Board in the front of the room.

Table Activities: Adults can ask whether students want to sit next to two different students, (him or **her**) by pointing to each student and also the corresponding pronouns, (him**, her**). The students can have the opportunity to select who to sit next to. Adults can model using the pronoun.

Washing hands: Adults can have students working in pairs and can model helping each other with proper hand washing. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give ___ to him' or **her**, when providing the materials and supplies.

At home, adults can ask students if they want to go on different errands, activities or conduct chores with family members, using the corresponding pronouns, (**him** or **her**) respectively, (e.g. go shopping with __, walk the dog with ____, take the trash out with _____, do laundry with _____).

PLAY

Using Puzzles to dress a Girl or while using ColorForms to dress up a figure, students can have the opportunity to use the pronoun: **her,** when placing clothing items or accessories on the figure, (e.g. put that on **her**, put the hat on **her**, put the shirt on **her**, put dress on **her**, etc.).

Dolls: While playing with a baby doll, adults can model how the student is feeding **her**, dressing her, changing her, washing her, putting a blanket on her).

Hide and Seek: Students can play hide and seek together and they can report when they find, (him or **her**).

Young Adults

Video games: Young adults can talk about who they are playing Nintendo or fortnight, (or any virtual game) with, (e.g. him or **her**), and adults can help model such pronouns as references when discussing their students gaming partners, (him or **her**).

Board Games: While playing a board game, adults and students can indicate when it is his or **her** turn.

READING

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

[The Story of the Little Red Riding Hood - Fairy Tale](#) - Story for Children (Courtesy of KiddoStories) This story provides a great opportunity to talk about what happens to her in the story! What was her name? Who was she going to see? She was going to see _(her)__ grandmother.

[Hanukkah in Alaska read by Molly Ephraim](#) by Barbara Brown Courtesy of StorylineOnline

The students can talk about what happens to this girl in the story, 'her,' in Alaska around Hanukkah. There's a lot of fun information about one of my favorite animals, the Moose! What a fun and different holiday story.

SOCIAL INTERACTIONS AND VIDEO MODELING

If the class has different activities occurring simultaneously, students can cycle through the stations and adults can model, (e.g. go and sit with **her** or him, or go play with **her**/him).

SENSORY MOTOR

Adults could create core building blocks out of Legos or large blocks to create sentences with the word, "**her**" (by printing out core and fringe words (with symbols) to tape on blocks.   This activity is called: Core word building blocks- By Educational insights https://youtu.be/ZNYT_YzNCB0

Have a dance party with students dancing with one another. After the dance, students can tell others who they danced with, (e.g. him or **her)**.

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **her** throughout the day. Let's do some Chart writing. Please feel free to add symbols to the activity and have the students act out the actions.

Play with _____
Throw the ball to _____
Read to _____
Give it to _____
Share with _____
Go with _____
Listen to _____   (Please add on)

VIDEOS, MUSIC, ANIMATED SHORTS

[FROZEN | Let It Go Sing-along | Official Disney UK](#) This powerful person is strong and why not talk about the great things she does. Ask them to comment on **her**… (lots of descriptive words… strong, smart, beautiful, cold…) (Courtesy of Disney UK).

[Beauty and the Beast - Something There [HD]](#) Both Belle and The Beast were both figuring out that something was different about the other person. What was different about him? What was different about **her**? (Courtesy of DisneyBluRay411).

[Award Winning** CGI 3D Animated Short Film "Hey Deer!" by Ors Barczy | Courtesy of CGMeetup](#) This animated short shows a deer who works hard all the time. So much work for him! But in the end, we ask, what is really happening? What a surprising turn of events. Who is he looking at and who is she looking at? (**her**, him).

Young Adults
[Miko Fogarty, 12, Clara from the Nutcracker](#) (Courtesy of Miko Fogarty) Adults and students can talk about the fact that it's **her** turn to dance. As they watch, students can comment about who took the nutcracker from **her** and what happened.

[Ed Sheeran - Perfect (Cute Animation Love video)](#) (Courtesy of Cluster Music) Adults can ask the students about the exciting and unexpected things that are happening to **her.**

[Taylor Swift - Lover (Courtesy of Taylor Swift)](#) This holiday themed song and video gives a great backdrop to talk about the fun and exciting things that happen to **her** along the way.

[She's Got A Way - Billy Joel - Lyrics](#) Courtesy of 05vs1 This great song creates a platform to discuss what this man loved about, '**her**'

ART OR SCIENCE ACTIVITIES

[Build a Snowman Activity Tray for Preschoolers](#) Courtesy of the Happy Hooligans

Add some yarn for hair and make it a girl. Then give **her** a name!

USE OF APPS OR OTHER TECHNOLOGY

Use the *Pepi Bath 2 app* to help **her** to: dress up, wash, do the laundry along with other daily living activities.

Use the *My Play Home app* (the digital dollhouse) and gather multiple people in the kitchen and adults can model that they are giving the food to him or **her**.

Use the free My Play Home app to have a more limited number of rooms to play in, but yet a fun app to use the pronoun, '**her**'

Students can use their AAC systems to locate the word, 'her' on their robust AAC system and locate the word and then try to spell it on the keyboard with or without word prediction.

WORD WALL: Add the word, **her** 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 Michaela Sullivan @ **michaelasullivan2@gmail.com**
Thank you!

CORE WORD: Him

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

SHARE INFORMATION: It's all about **him**.

NEGATION/DENY: Not **him**. Tell **him,** no.

COMMENT: I agree with **him.**

GOSSIP: Don't tell **him** what I told you

TELL SECRETS: …. I told **him** not to say anything

ASK A QUESTION: The story is about **him**, isn't it?

ANSWER A QUESTION: It's for **him**.

GET HELP: Help **him**

GAIN ATTENTION: Look at **him**

INITIATE: Let's go see **him**

DIRECT ACTION: Give **him** some attention.

DISAGREE: I don't agree with **him**.

REMIND: Don't forget to tell **him** what to do next.

EXPRESS A FEELING: I get a funny feeling when I'm with **him**

COMPLAIN: Not **him** again!

COMPLIMENT: I told **him** that he did a great job.

ROUTINES AND SCHEDULES

Circle Time: During circle time, one of the students, (male) can be the leader and the teacher can ask the students to give the instruments to **him** after they are done and model this pronoun on one of the AAC systems or a Big Core Board in the front of the room.

Table Activities: Adults can ask whether students want to sit next to two different students, (him or her) by pointing to each student and also the corresponding pronouns, (**him, her**). The students can have the opportunity to select who to sit next to. Adults can model using the pronoun.

Washing hands: Adults can have students working in pairs and can model helping each other washing hands. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give to **him**' or her, when providing the materials.

At home, adults can ask students if they want to go on different errands, activities or conduct chores with family members, using the corresponding pronouns, (**him** or **her**) respectively, (e.g. go shopping with __, walk the dog with ____, take the trash out with _____, do laundry with _____).

PLAY

Mr. and Mrs. Potato Head: While playing with Mr. and Mrs. Potato Head, students can have the opportunity to use the pronouns: **him** or her, when placing body parts, clothing or accessories, (e.g. put on **him**, put on hat on **him**, put nose on **him**, put eyes on **him**, etc.).

Action Figures or Puppets: Students and adults can play with (2) action figures or puppets and one can be directing the other to do things using the AAC System, (e.g. give the spaghetti to **him**, share cookies with **him**, play with him, etc.). This

can be an empowering activity. The use of aided language stimulation and wait time can result in the student(s) expressing this new core vocabulary word. Hide and Seek: Students can play hide and seek together and they can report when they find, (**him** or her).

Young Adults

Video games: Young adults can talk about who they are playing Nintendo or fortnight, (or any virtual game) with, (e.g. him or her), and adults can help model such pronouns as references when discussing their students gaming partners, (**him** or her).

Board Games: While playing a board game, adults and students can indicate to give the spinner or dice to **him** or her.

READING

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

[The Giving Tree - Animated Children's Book](#) By Shel Silverstein

While reading the book, adults can ask, "What did the tree give to **him**, (the boy)?" (Courtesy of Animated Children's Books).

[The Gingerbread Man Fairy Tales and Bedtime Stories for Kids in English](#) (Courtesy of Fairy Tales and Stories for Kids) While reading the story, adults can pause and comment on how the woman made **him**, and what they did to try to get **him** home and more….
[The Snowy Day Read-aloud, an animated story](#) Ezra Jack Keats Students can talk about what happened during his day. What happened to **him** and his snowball?

SOCIAL INTERACTIONS AND VIDEO MODELING

If the class has different activities occurring simultaneously, students can cycle through the stations and play areas and adults can model such directions or requests such as, (e.g. go and sit with **him**, go play with **him**). Eventually, students can request that they go and play with another student and can refer to them as, (**him** or her).

SENSORY MOTOR

Adults could have students create wrapping paper for the holidays using paper bags, paint, glitter glue and markers, stamps and more.

[Grocery Bag Wrapping Paper](#) **by xxlauraxx (Courtesy of Instructables Crafts)**
Once the gift is wrapped, adults can ask students who they are going to be giving it to, (e.g. **him**/her)?

VIDEOS, MUSIC, ANIMATED SHORTS

["THERE'S ALWAYS TOMORROW" Song From The RUDOLPH THE RED-NOSED REINDEER Movie](#) Adults can ask what was different with Rudolph/**him**. They can ask, "Why did the other reindeer laugh at **him**?"

[Frosty The Snowman Sing Along Songs](#) (Courtesy of Lambiase1) Adults can ask what is happening with **him**?

[The "Him" Song - High Frequency Sight Word | Sing & Spell Vol. 6](#) (Courtesy of HeidiSongs).

Young Adults
[G-Eazy & Halsey Perform "Him & I" (GMA LIVE)](#) (Courtesy of IdolxVoice)

[Michael Jackson - Beat It (Official Video)](#) Students can comment on what is happening to various people/guys in the video and adults can ask questions, (e.g. Who is walking with **him**? Who is dancing with **him**?).

[RUPERT HOLMES ❖ him 【HD】](#) Courtesy of Samuel Matthews Individuals can be asked what was happening in the song? Why was this man worried about HIM?

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **him** throughout the day. Let's do some Chart writing. Please feel free to add extra words to the activity and have the students act out the actions.

Play with _____
Throw the ball to _____
Read to _____

Give it to _____
Share with _____
Go with _____
Listen to _____
(Please add on and expand this chart as you see fit)

ART OR SCIENCE ACTIVITIES

How to make Rudolph out of a toilet paper roll Follow the video demonstration to create this adorable Rudolph with simple materials and then watch how they created a puppet show with the reindeers at the end of the video. Students can watch and use their reindeer puppets to act out a story. Adults and students can talk about what is special about **him.**

Draw on the eyes and mouth with markers and use a red pom pom ball for the nose. Add pom poms or yarn for the horns and/or scarf. Courtesy of Pinkfong! Kids' Songs and Stories.

USE OF APPS OR OTHER TECHNOLOGY

Pepi Bath app, Students can be asked whether they want to play and help the boy, (**him**) or her with bathing, brushing teeth or overall hygiene.

Use the *Pictello app* to take pictures of the puppets and write a story about the star, *Rudolph* and what was so special and different about **him**.

Use of their AAC system(s) keyboard: Students can use their AAC systems to locate the word, 'him' on their robust AAC system and locate the word and then try to spell it on the keyboard with or without word prediction.

WORD WALL: Add the word, **him** 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

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Thank you!

CORE WORD: Choose

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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

ARGUE (e.g. You never let me **choose**!)

ASK QUESTIONS (e.g. What did you **choose**?)

NEGOTIATE (e.g. You can **choose** this time. I will **choose** next time.)

SHARE THOUGHTS (e.g. I hope she **chooses** me for the project!)

ROUTINES AND SCHEDULES

Circle: Circle time offers many opportunities to use the word 'choose.' Students can choose who they say hi to next, choose between two classroom jobs, choose the order of some activities, choose a hive five/fist bump/wave to greet.

Music: Take turns choosing the next song.

Reading: Have a student choose a book for a shared reading.

Academic tasks: Try to present multiple options for math activities or ELA activities. Have each student **choose** which activity he/she wants to do.

PLAY

Toys and Games

Dress up: Play dress-up with child size costumes/accessories or with a doll. Choose what outfits to wear.

Potato Head: There are so many options to **choose** among when playing with Mr. and Mrs. Potato Head. Choose the eyes, choose the shoes, choose the nose, etc.

Memory: Take turns choosing pieces. Did you choose a match? Whose turn is it to choose the next pieces?

READING

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

What Should Danny Do? (The Power to Choose Series) | Adir Levy | Read Aloud PV Storytime

Book description via GoodReads: "Danny is a real-life superhero in training, learning about his most important superpower of all: 'the power to choose.' In this book, YOU decide how the story will end by making choices for Danny. You'll have a blast trying to reach all nine endings!"

https://youtu.be/VRQZg86O-OE

Give Yourself Goosebumps | R.L. Stine

This series from R.L. Stine lets the reader choose their own adventure!

SOCIAL INTERACTIONS AND VIDEO MODELING

Talk about how we choose our friends. What do we look for in a friendship? How do we choose our friends? How do we choose to treat our friends?

SENSORY MOTOR

Make your own calm jar. Choose what color the liquid will be, choose what glitter you want, etc. Then shake, watch, and be calm.

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

VIDEOS, MUSIC, ANIMATED SHORTS

Choose | David Guetta ft. Ne-Yo and Kelly Rowland | YouTube Video

Lyrics include: You wanna make me choose / You wanna make me choose / You wanna make me choose / You wanna make me choose

https://youtu.be/XxlB-AyuVJ0

Choose | Santana | YouTube Video

Choose what ya gonna do / Choose do what you gotta do / Choose what's ya gonna be / Choose, do what ya gotta do.

https://youtu.be/5VZESoW7SrA

Grey's Anatomy: "Pick me, **choose** me, love me" speech from Meredith Grey

https://youtu.be/ax4Hu1zuGkI

STRUCTURED ACTIVITIES

Would You Rather: Model **choose** as you choose between different scenarios with this free Would You Rather Questions set from Rachel Lynette on Teachers Pay Teachers

https://www.teacherspayteachers.com/Product/Would-You-Rather-Questions-52895?st=a8e2fb612131b420eb67d41f63d42514

ART OR SCIENCE ACTIVITIES

Art/Science: present a variety of projects or experiments and let the students choose what activity to complete.

Sink or Float: Have students choose objects they think will sink in water and objects they think will float.

USE OF APPS OR OTHER TECHNOLOGY

Download a food delivery app and choose what you want to eat for dinner.

Look at a navigation app and choose which route you want to take to go home, to school, etc.

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the Wet, Dry, Try Method for a hands on approach.

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 Jordan Stuhltrager @ **the.read.with.me.slp@gmail.com**
Follow Jordan on Instagram @ **read.with.me.AAC,** on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and on Boom Cards @ https://wow.boomlearning.com/author/read.with.me Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GlYTo1SkSuG__YA and check out her materials in her Boom Cards store @ https://wow.boomlearning.com/author/read.with.me

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WAYS WE CAN USE THE WORD

ACTION: **(**e.g. I **shopped**.)

PROVIDE INFORMATION: (e.g. I **shopped** and got food yesterday.)

COMMUNICATE NEEDS: (e.g. I need to go **shop** and buy food.)

COMMENT: (e.g. She **shopped** for clothes.)

SHOW INTEREST: (e.g. I like to **shop** there.)

ROUTINES AND SCHEDULES

Circle: Adults can create a structured activity where the opportunity to use the word **shop** is high. For example, the group can sing "Let's Go Shopping" listed in the videos below. The teacher can model the action 'shop' to the students on a core board and then tell the students to follow along. The students can also use the word 'shop' on their AAC device while dancing to the songs. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Let's Go Shopping Song #2 | Super Simple Songs

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

Unit 17 Let's Go Shopping | Alyssa Liang | TigerCub Learning

 https://www.youtube.com/watch?v=hwWbzTL9psY

PLAY

Dolls: The adult can model '**shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the doll shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their doll. The child can make the doll shop for groceries, clothes, and other items.

Stuffed Animals: The adult can model '**shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the stuffed animal shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their stuffed animals. The child can make the stuffed animal shop for groceries, clothes, and other items.

Puppets: The adult can model '**shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the puppet shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their puppets. The child can make the puppets shop for groceries, clothes, and other items.

Action Figures: The adult can model '**shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the action figure shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their action figures. The child can make the action figures shop for groceries, clothes, and other items.

Recess

Kitchen Set Play Time: The adult can model shopping by pretending to '**shop'** for food to cook in the kitchen. Every time the adult shops for an item, they can model the word 'shop' on the child's AAC device. The child can also shop for items and indicate that they are shopping by saying the word 'shop' on their AAC device.

Shopping Cart: The adult can model shopping by pretending to '**shop**' for items and placing them in the toy shopping cart. Every time the adult shops for an item and puts the item into the shopping cart, they can model the word 'shop' on the child's AAC device. The child can also shop and place items in the cart while indicating that they are shopping by saying the word 'shop' on their AAC device.

READING

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

1. Mandy's Pet Shop | Zack Shada & D.C Cody | Storytime at Awnies House

https://www.youtube.com/watch?v=La-aylv_D-E

Adults can model the word **shop** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

2. Spot Goes Shopping by Eric Hill | SnuggleBug StoryTime

https://www.youtube.com/watch?v=KQ9SR1IJS30

Adults can model the word **shop** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

3. Going Shopping Read Aloud | Mrs. Clark's Reading Corner

https://www.youtube.com/watch?v=uRmbY6ppSfs

Adults can model the word **shop** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, these videos show us how the word shop can be used in a grocery store setting. Adults can also model using words to say "**shop**" or "they are "shopping."

Special Education: Grocery Shopping in Our Community|cdovantzis

https://www.youtube.com/watch?v=rjFwdUf8dAk

SENSORY MOTOR

Shopping Cart: Students can indicate that they are 'shopping' during different shopping activities which include a toy shopping cart, doll clothes, and pretend play food items. Every time that they place an item into the toy shopping cart, the student must say the word 'shop' on their AAC device to indicate that they are shopping.

VIDEOS & ANIMATED SHORTS

Adults can target, **shop** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Thriftshop (uncensored)| Macklemore

https://www.youtube.com/watch?v=QK8mJJJvaes

Mouse For Sale" - by Wouter Bongaerts | TheCGBros

https://www.youtube.com/watch?v=OzYwE3Tst1Y

Minions go for Shopping |Our Minions

https://www.youtube.com/watch?v=FKLVNdld_08

Lego Shopping |MICHAELHICKOXFilms

https://www.youtube.com/watch?v=8FAt7ze-QLQ

STRUCTURED ACTIVITIES

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

USE OF APPS OR OTHER TECHNOLOGY

Adults can use these apps to help students **shop** virtually. Adults can prompt students to use the word shop to indicate that they are shopping for various items.

1. My Play Home App | Grocery Store

https://apps.apple.com/us/app/my-playhome-stores/id683942610

2. My Play Home App| Ice Cream Shop

https://apps.apple.com/us/app/my-playhome-stores/id683942610

3. Put In | Shopping Cart App

https://apps.apple.com/us/app/put-in/id1485697548

4. Google Slides:

Adults can create a story using google slides using the word **shop** on every page. For example, an adult can post a picture of a boy shopping and then write "This boy is shopping in the grocery store" underneath the picture. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

WORD WALL: Create a Word Wall and add **"shop"** 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 Shanaz Faisal @ sfaisal1@mail.sfsu.edu. Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she

has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: Leave

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

SHARE NEEDS: (e.g. **leave** me alone! I/you **leave** now!)

DIRECT: (e.g. **leave** it there; **leave** that here; **leave** some for me; **leave** it (i.e. the hat, the lights) on

ASK QUESTIONS: (e.g. will we **leave**?; can I **leave**?)

MAKE CHOICES (e.g. let's **leave**)

NOUN/THING: (e.g. fall **leaves**; rake the **leaves**)

ROUTINES AND SCHEDULES

Snack/mealtimes: During snack time, adults can share their portion and say, "I'll **leave** some for you" and or ask, "can you **leave** some for me?". Additionally,

have the students learn to share their portion and they can say "I'll **leave** some for you".

Circle: Students can ask for a break from circle time by sharing their needs (e.g. **leave** now) or ask for a break, to use the restroom, or to get up and line up to go outside (e.g. can I **leave**?).

PLAY

Toys and Games: Students can play a game of pretending to "drive" from one area of the room to another part of the room or outside to demonstrate **leaving**. Adults can facilitate by showing an example, "I am at the circle time center, let's **leave** for the calming center. Now, let's **leave** again to the sensory center! Now, I'm going to **leave** the room, bye!"

After playing with toys and it is time for cleaning up, adults can instruct students to **leave** their toys where they found them.

Recess

As students are walking out of the classroom to play outside, adults can sing a "leaving song" as they walk by the adult. "Bye friends see you later, you are **leaving** the classroom for recess. Bye friends, see you later!" If students are feeling warm after running around on the playground, you can tell students to **leave** their sweaters and jackets in the classroom.

READING

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

Leave as a verb and for sharing needs.

> [Leave Me Alone: A Tale of What Happens When You Face Up to a Bully - By Kes Gray | Books Read Aloud](https://www.youtube.com/watch?v=GCSYgGXt9mw)
>
> https://www.youtube.com/watch?v=GCSYgGXt9mw

Here is a book that teaches **leave** as a noun instead of a verb, as in the fall leaves from a tree.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate an activity where students will deliver an item, they picked up from a classroom center/table, such as toys or a box with items inside, to another classroom center/table. Adults will say "**leave** that here" and students will drop off the item they picked up from the previous center. As they are about to move to the next center, the adult at the center can say "you **leave** now." For mobility considerations, adults and students can switch roles or be placed where appropriate - adults will go around the room to each center, where a student is placed, and the students must tell the adult to deliver the item by saying "**leave** that here." The student can also say "you **leave** now" as the adult leaves the center.

SENSORY MOTOR

On the playground through the slide, or in the classroom with a tunnel, adults can tell the student when they make it to the other side of the slide or tunnel, they are **leaving**. Play a game of having them come back and then **leave** again through the slide or tunnel.

VIDEOS, MUSIC, ANIMATED SHORTS

Leaving Home | A Tragicomedy | Animated Short by Joost Lieuwma. Produced by il Luster

A wordless, 6 minute 36 second animated short about a son **leaving** his parent's home but the world keeps bringing him back to the house.

STRUCTURED ACTIVITIES

Adults can use a pocket chart square or visual schedule to talk about routines where we **leave** a place to go to another place, or when we might **leave** something behind or **leave** a portion of food for someone.

ART OR SCIENCE ACTIVITIES

In a visual art activity, adults can provide students a piece of colored construction paper to trace their hand and cut it out. The hand can represent someone waving bye or "stop" - to leave me alone. Adults can tell students that "when you are **leaving** a place to go somewhere else, we say bye!" Adults and students can then brainstorm on other types of goodbyes they could say (e.g. "see you later"; "I'm **leaving** now"). In addition, to teach the concept of self-advocacy when someone is bothering them, add "stop, **leave** me alone" to their visual art activity.

USE OF APPS OR OTHER TECHNOLOGY

Leave Your Hat On - Change Your Look In Seconds, https://apps.apple.com/us/app/leave-your-hat-on-change-your-look-in-seconds/id939410929

Saying Goodbye by Special Learning, Inc., https://appsto.re/us/1dmZI.i

WORD WALL: Create a WordWall and add **'leave'** 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 Samantha (Sam) Lin @**slin18@mail.sfsu.edu.** Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!

Thank you!

CORE WORD: Wrap

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 (e.g., Let's **wrap** this up!)

SHARE AN IDEA (e.g., Can we **wrap** her gift?)

REQUEST (e.g., I want the Chicken Cesar **wrap** please?)

SHARE PHYSICAL NEEDS (e.g., Please **wrap** me in a hug.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During lunchtime, adults can comment on what students are eating by modeling on their devices/any other communication boards they might be using. (e.g., Verbally: "Miss Abbie is eating a **wrap**! Yum!" on device: Miss Abbie eats wrap yum!)

PLAY

Toys and Games: Students and adults can play the Saran **wrap** game. Adults pick small prizes, wrap them in several layers of Saran wrap and have students take turns unwrapping the ball. Adults can assist students with unwrapping as needed.

https://lilluna.com/saran-wrap-ball-game/

READING

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

The Bubble Wrap Queen by Julia Cook- Read by Courtney Schlesinger

https://www.youtube.com/watch?v=xhn9ElOpRNs

A Charlie Brown Christmas Book by Charles M. Schulz- Read by Happy Cultivated

https://www.youtube.com/watch?v=xhn9ElOpRNs

Hanukkah Bear by Eric A. Kimmel- Read by Rebekah Wall

https://www.youtube.com/watch?v=mwu6iZsqIlA

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can give a survey to other students and adults in the classroom about **wrapping** gifts**.**

Gift Wrap Survey!

Do you like to wrap gifts?	👍	yes
	👎	no
Do you help wrapping gifts?	👍	yes
	👎	no
What color gift wrap do you like?	🟦 🟪 🟥 🟧 🟩 🟪	

SENSORY MOTOR

Adults can put together a gift **wrap** sensory bin for students to play with. Adults and students can comment on how the gift wrap feels.

https://www.pre-kpages.com/christmas-gift-wrap-sensory-bin/

VIDEOS, MUSIC, ANIMATED SHORTS

Bubble **Wrap** rap-Koo Koo Kanga Roo

https://www.youtube.com/watch?v=Eqoxc9pBGD4

The Police-**Wrapped** around your finger (for older students)

https://www.youtube.com/watch?v=svWINSRhQU0

STRUCTURED ACTIVITIES

Adults can write letters on bubble **wrap** to create a letter recognition activity.

Students can identify the letter using any mode of communication and pop the bubble wrap after they identify the letter. https://www.notimeforflashcards.com/2018/02/bubble-wrap-letter-recognition-activity.html

ART OR SCIENCE ACTIVITIES

 Student can paint using recycled gift **wrap.** Adults can crumple gift wrap into different sized balls and have students use that as an alternative paint brush. https://viewsfromastepstool.com/paint-using-leftover-wrapping-paper/
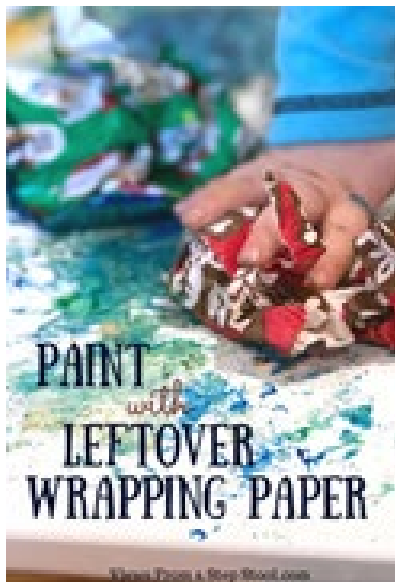
WORD WALL: Create a WordWall and add '**wrap** to the list.

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 Abbie Duarte @ aduarte3@mail.sfsu.edu.
Thank you!

Abbie Duarte is a second-year speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

CORE WORD: Drive

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WAYS WE CAN USE THE WORD

REQUEST (e.g. "Can we go for a **drive**?")

PROVIDE INFORMATION (e.g. "Yesterday I said 'hi' to the man who **drives** the school bus")

EXPRESS FRUSTRATION (e.g. "You are **driving** me crazy!")

DESCRIBE (e.g. "A car is something that I can **drive**")

ROUTINES AND SCHEDULES

Visual Schedule: Adults can incorporate the word '**drive**' into a visual schedule for regulating the student, giving them a sense of predictability in their day, and excitement for the upcoming car ride! Example visual schedule is provided below.

Today's Schedule

First   brush teeth

Next   drive

Last   shop

PLAY

Toy Vehicles: Students can play with toy cars, boats, tractors, etc. Adults can model language by using the word '**drive**' across multiple contexts during play. Adults can model the word being used in various grammatical forms (e.g. past tense 'drove'). Some examples of language modeling during play:

·   Look at all these toys! These are all things that we can **drive**.

·   Let's pretend the farmer **drives** the tractor back to the barn.

·   That guy **drove** the red car so fast down the hill!

·   Whoever is **driving** that boat better watch out for the rock!

Recess

Pretend Driving: On the playground, students can pretend to **drive** while on the school a school tricycle, student's wheelchair or just standing on your feet and pretend there is a steering wheel in front of you. Students can pretend they are running errands while they are driving, racing, or going on a vacation road trip. Come up with lots of possibilities for where you can drive to in your 'car'!

READING

Sheep in a Jeep | by Nancy Shaw | [YouTube read aloud by Little Readers](#)

A simple and cute story about a couple of sheep who are **driving** in a car and run into some trouble on their journey.

https://www.youtube.com/watch?v=0jD2Jl84U3g

Driving My Tractor | by Jan Dobbins | **YouTube read aloud by Barefoot Books**

A farmer **drives** his tractor and brings along his animal friends. Farmer drives his tractor all year round. YouTube read aloud is a sing along version.

https://www.youtube.com/watch?v=Lj_odhwo81s

Driving Buddies | by Apple Jordan | **YouTube read aloud by WizKid Campus**

A story adapted from the movie Cars about Mater and Lightning McQueen's true friendship. Read along and see all the cool places they **drive** together.

https://www.youtube.com/watch?v=Yvp9QV9e6Z0

SENSORY MOTOR

Car Themed Sensory Bin: Adults can fill a large plastic bin with uncooked pinto beans or rice to encourage sensory play. The adult can also add toy cars, yellow straws or uncooked pasta for road lines, and colorful pom poms to represent traffic lights. Students and adults can make a road from the pasta and pretend to **drive** the cars through the bin.

Car Themed Sensory Bin

Credit: BuggyandBuddy.com

See full blog post at: https://buggyandbuddy.com/car-themed-sensory-bin-toddlers-preschoolers/

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

Mater the Greater | Cars – Toons | Cars Animated Short Film

Mater the car dreams that he is a daredevil and **drives** through all sorts of dangerous stunts. https://www.youtube.com/watch?v=ojCfEbTF808

Mater P.I. | Cars – Toons | Cars Animated Short Film

Mater dreams he is a private investigator and tries to find other cars **driving** around town using counterfeit tires.

Mike's New Car | Monsters Inc. | Pixar Animated Short Film

Mike shows Sully his cool new car. Before they get to **drive** it around town, something happens to the controls.

STRUCTURED ACTIVITIES

'Things we do in the car' Visual: Student's language development can be supported while an adult is **driving** by modeling all of the action words that happen while riding in the car. Adults can verbally model the words by narrating what is happening and the visual support provided below can serve as a visual for the student.

mom	drive	fast
I	sit	car seat
we	sing	loud

ART OR SCIENCE ACTIVITIES

DIY Car Craft: Adults can help students by making this easy and fun paper car. Afterwards, students can pretend to **drive** their artwork around.

Resource from: GluedToMyCraftsBlog.com

See full blog post at: https://www.gluedtomycraftsblog.com/2015/05/paper-plate-cars-kid-craft.html

USE OF APPS OR OTHER TECHNOLOGY

Hot Wheels: Race Off - Free racing app for kids. Pick which car you want to **drive** and race to see who wins.

Truck Games for Kids and Toddlers – Free game that incorporates various activities involving monster trucks. Students can **drive** various kinds of vehicles.

Mario Kart Tour – A classic, fun and simple racing game. Pick your character and which car they will **drive.**

WORD WALL: Create a WordWall and add **'drive'** 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 Amy Burt @ amyaburt@gmail.com.
Thank you!

CORE WORD: Fly

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

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WAYS WE CAN USE THE WORD

TELL A STORY (e.g. I **fly** to see my grandma, they **fly** to the moon, go so fast we **fly** past my house)

SHARE INFORMATION **(**e.g. birds **fly** high, planes **fly** fast**,** a **fly** is very small, easier to **fly**)

EXPRESS A FEELING (e.g. feel like I'm **flying**, **flying** high, **fly** like a bird)

DESCRIBE (e.g. cars **fly** by; I **fly** through it, be a **fly** on the wall, that's **fly** (cool!))

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can watch a video about a food fight. Adults can facilitate a food fight in a good place and with throwable foods (e.g. marshmallows, pudding, m&ms, mashed potatoes) and creative adaptations for all students to make food fly (e.g. DIY catapults)

Students can tell which foods they want to throw (e.g. mashed potatoes **fly**!) and adults can model this phrase and point to the student's device with different foods.

[Max Keebler's Big Move – Food Fight from YouTube courtesy of Perspicacity151](#)

https://www.youtube.com/watch?v=8zXQoFFMCu8

DIY Catapults Kids Can Make from YouTube courtesy of Megan Sheakoski

https://www.youtube.com/watch?v=bjiw7qYvuAs

Circle:

Adults can wear a puppet that flies around the circle and lands on each student. When the puppet lands on them, students can tell it where to fly next (e.g. **fly** to my head, **fly** to Tina's hand), or how to fly (e.g. "**fly** fast, **fly** loud, **fly** big").

Adults can model and point to each students' device before flying off (e.g. "fly to…").

PLAY

Toys and Games:

Students can pretend to fly on an airplane. Adults can facilitate by making name tags for the role of each student (e.g. pilot, passenger, flight attendant, ticket checker, bag taker). Adults can provide props (e.g. a fan to make wind, tickets, and bags to pack).

Students can write one-line scripts for each role. Adults can support student's script writing by previewing what each job does and providing visuals of plane/flight related words (e.g. ready, **fly**, take, tickets, sit, please, put, bag, plane).

Recess

Students can pretend to fly around at recess. Adults can facilitate by providing streamers and fans for students to play with.

Students can wave materials, attach streamers to their wheelchairs or bodies, and move around the yard. Adults can model using Core words to talk about flying (e.g. "I **fly**. I move fast; I feel the air").

After recess students can tell how they flew at recess (e.g. "I **fly** fast").

READING

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

[Cows Can't Fly from YouTube courtesy of Bedtime-Stories.org](#)

https://www.youtube.com/watch?v=rrl8-Xb4LvI

[Animals in Flight by Steve Jenkins and Robin Page from YouTube courtesy of Mrs. Bertrand's 2ⁿᵈ Grade Class](#)

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

[The Peacock Who Wished to Fly by Deogratieas Simba, translated by Alisha Berger from YouTube courtesy of The4Pillars Storytime](#)

https://www.youtube.com/watch?v=4txdjkX_5kA

[Fly Guy #3: Shoo, Fly Guy! by Tedd Arnold from YouTube courtesy of KidStoryTime](#)

https://www.youtube.com/watch?v=iDJRJCaR1Q8

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can try to be sneaky and be "a **fly** on the wall" and watch what other students are doing during free time. Adults can facilitate students secretly drawing notes that say "play" or "**fly** on the wall".

The "fly on the wall" student can try to be sneaky so others don't notice them watching. When students return from free play, students can guess who they think was the fly on the wall, then the actual "**fly** on the wall" student can tell what they saw students playing.

SENSORY MOTOR

Students can play on a swing to feel the sensation of flying on their hair, ears and tummy.

Adults can model "I feel like I'm flying" and comments about how flying feels (e.g. "my hair moves," "my tummy jumps," and "my ears turn")

Students can tell where they feel the sensation of flying (e.g. my hair **fly,** my tummy **fly**, my ears **fly**).

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

[Breakaway by Kelly Clarkson, music video from YouTube courtesy of Kelly Clarkson](#)

[https://www.youtube.com/watch?v=c-3vPxKdj6o&list=PLPkCWYEbj_qa81EUjY64jDlrvk05wcY6K&index=10&t=0s](#)

[Fly Away by Tones and I, music video from YouTube courtesy of Tones and I](#)

[https://www.youtube.com/watch?v=R0vu5QfsD5E](#)

[I'm like a Bird by Nelly Furtado from YouTube courtesy of Nelly Furtado](#)

[https://www.youtube.com/watch?v=roPQ_M3yJTA&list=LL6vFRXkdG6V49qo2qo1VgzA](#)

[Born to Fly by Sara Evans](#)

[https://www.youtube.com/watch?v=8xvhutWc67k](#)

[Fly on the Wall](#)

[https://www.youtube.com/watch?v=3RSlhNJFohI](#)

Videos:

[Meet the Animals 18: Flying Foxes: Animated Stories for Kids from YouTube by Little Fox: Fairy Tales & Classis Stories for Kids](#)

[https://www.youtube.com/watch?v=bzmgBJPbvXg](#)

STRUCTURED ACTIVITIES

Students can read a book about different animals that fly. Adults can set the purpose of reading as "Read to see what animals **fly**".

While reading students can call out "**fly!**" when they see an animal who flies. After reading, adults can facilitate students answering questions about what kinds of animals fly (e.g. birds, insects, bats)

ART OR SCIENCE ACTIVITIES

Students can make a flip book with pictures. Adults can set the purpose of the activity: "You can make the pictures move**.** You make the pages **fly**. Turn the pages really fast!"

Adults can facilitate the activity by printing out a series of pictures that show an action being completed.

Students can flip the book fast and/or direct adults' actions by telling them to "make the pages **fly**"

Adaption for Students with Visual Impairment:

Students can make an audio flip book by recording a series of sounds.

Adults can facilitate recording the sounds, set the purpose of the activity: "You can put the sounds together. You make the sounds **fly**. Play the sounds really fast."

Students can scroll through the recording fast and/or direct adults' actions by telling them to "make the sounds **fly**"

How to Make a Flipbook from YouTube courtesy of Startoon

https://www.youtube.com/watch?v=zEhVGe_1CGo

USE OF APPS OR OTHER TECHNOLOGY

Fruit Ninja by Halfbrick Studios. Students and adults can share what kinds of fruits fly and get chopped! (e.g. "strawberry **fly!**").

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

Funny Fly! by WRGames publishing. Students can comment where the character need to fly in this puzzle game (e.g. "**fly** down!")

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

($0.99) Click the Birdie. Students can take pictures and make a scrapbook of birds in all their different habitats, and talk about where they fly (e.g. **fly** in trees, **fly** to Texas, **fly** over water)

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

WORD WALL: Create a WordWall and add **'fly'** 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: Ask

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

GAIN INFORMATION: Learning about others/environment (e.g. Can I **ask** you a question?)

SHARE INFORMATION: Describe others/the environment (e.g. She will ask about the party.)

COMMENT: **(**e.g. Why didn't you ask!, I will ask today.)

GOSSIP**:** (Did he ask you yet?).

ROUTINES AND SCHEDULES

During the day - do check-ins with students to ask how they are. You can have students take turns asking each other a question saying, "Can I **ask** you a

question?" then students can choose a question. If the student needs more prompting or review, the adult can utilize a visual icon with the word 'ask' on it then some sample questions. Example of one below:

Can I ask a question?

How are you?
How's it going?
What's up?
How's your day?
How was your weekend?

*Courtesy of TouchChat with WordPower application.

PLAY

The adults and students can play guessing games as Guess Who? and target turn taking having students/adults say, "Your turn to **ask**." or "My turn to ask." Expansion could be to write a list of all the questions that are being asked to post in the room. This can allow students to expand their questions and learn more ways to ask and learn about each other.

TeachersPayTeachers "School X-out, a Guess What game, ask questions to find mystery objects" by/courtesy of Rise and Shou. This activity can be used as a guessing game to ask questions and figure out the school object. Practice turn taking and asking questions!
https://www.teacherspayteachers.com/Product/School-X-out-a-Guess-What-game-ask-questions-to-find-mystery-object-3179509?st=7ac309783173017d772415c1bcbd3ec4

READING

For this week's core word, you can talk about the characters in the story and discuss the questions they **ask**.

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

Book Read Aloud: HELP! by Holly Keller - A Story of Friendship https://www.youtube.com/watch?v=6S_u4gcMeEI read by/courtesy of Little Bookworms (Students and adults can locate "**ask**" on communication board/device each time they see it in the story).

Book Read Aloud: DO YOU WANT TO BE MY FRIEND? by Eric Carle https://www.youtube.com/watch?v=RktGfbcZotI read by/courtesy of Nora's Library. (Talk about how the mouse had to 'ask' animals to be their friend.)

Book Read Aloud: ARE YOU MY MOTHER? by P.D. Eastman https://www.youtube.com/watch?v=WH_SK0Jvq8M read by/courtesy of vancemo. (Discuss how the bird asks others if they are their mother.)

SOCIAL INTERACTIONS AND VIDEO MODELING

During check-ins, students can **ask** each other questions. Students can watch these video modeling videos to see how to gain attention and ask questions. Expansion after watching videos is to role play and practice asking questions to each other!

SOCIAL SKILLS USING VIDEO MODELING - ASKING GOOD QUESTIONS courtesy of Meredith Harrah https://www.youtube.com/watch?v=0s-oaYRYpDY (Students and adults can discuss how to ask questions and the different questions asked in the video.)

VIDEO MODELING - ASKING A FRIEND TO PLAY courtesy of Meredith Harrah https://www.youtube.com/watch?v=sBPyVl3S5-k (Students and adults can talk about how to ask a friend to play and that it is ok if friends don't want to play with us.)

SENSORY MOTOR

Read Dr. Seuss' story 'Bartholomew and the Oobleck' to students and then make your own oobleck! Students can **ask** to create this fun sensory activity! Follow the activity below to create oobleck with students and while making oobleck, adults can have students ask questions (i.e., What ingredients do we need? What color should we use?) Engage students by making the oobleck together and let them know they can ask to play with the oobleck they made. Expand this into a language activity by asking/modeling questions about the Dr. Seuss story and the oobleck. Add in commenting and descriptive words to talk about how the oobleck looks, feels, and smells: soft/hard? hot/cold?

*Courtesy of Tara Kuczykowski.

Activity: HOW TO MAKE OOBLECK WITH JUST 2 INGREDIENTS! (EASY OOBLECK RECIPE) – courtesy of/by Tara Kuczykowski. https://unsophisticook.com/oobleck-recipe/

STRUCTURED ACTIVITIES

The students can talk about the questions asked in the stories that were read aloud such as the HELP! or DO YOU WANT TO BE MY FRIEND?. Focus on the word, **ask**; have students practice asking questions to each other.

Use of Boom Cards interactive website for expansion of targeting ask. Utilize "Social Language: Asking Questions" activity courtesy of/by KGoken: https://wow.boomlearning.com/deck/social-language-asking-questions-uTya8kwJzi9jbK88Z to have students identify the correct question to ask after reading/hearing a statement from someone else (within a field of two).

For an expansion activity, utilize TeachersPayTeachers "Social Skills Scripted Task Cards for The Next Steps To A Friendship" activity courtesy of/by Mental Fills Counseling Tools: https://www.teacherspayteachers.com/Product/Social-Skills-Scripted-Task-Cards-for-The-Next-Steps-To-A-Friendship-1618845?st=21ac86eda65e0fa618df5c51799f2137 to have students use visual prompt/cue cards to ask peers questions to build friendships. This pairs well with the video modeling videos around asking good questions and asking a friend to play.

VIDEOS, MUSIC, ANIMATED SHORTS

Ask Song https://youtu.be/OK1NeFUJOO0 courtesy of/by Have Fun Teaching. This song spells out the word **ask** then gives examples of questions you can ask.

What Color Am I Wearing? | Kids Colors Song - Learn Colors, Teach Colours - Clothing Song https://www.youtube.com/watch?v=TCYVm0aS-Ks courtesy of/ by Bounce Patrol - Kids Songs. Ask the question, "What color am I wearing?" and sing along!

The Five W's Song | English Songs | Scratch Garden
https://www.youtube.com/watch?v=vXWK1-L41f0 courtesy of/by Scratch Garden. Learn about who, what, where, and when for asking other questions to learn more.

ART OR SCIENCE ACTIVITIES

Easy Peasy and Fun activity "How to Draw a Snowman - Step by Step Drawing Guide can be used to have students see how simple shapes can make a picture! Try having students draw a snowman asking questions for each step, "What is next?" Expand upon activity by having students say/find some of the vocabulary words on their AAC devices/low tech boards.

HOW TO DRAW A SNOWMAN - STEP BY STEP DRAWING GUIDE – courtesy of/by Easy Peasy and Fun https://www.easypeasyandfun.com/how-to-draw-a-snowman/

This is a great one-page sheet outlining the WH- questions we can ask others to learn more.

WH QUESTIONS PROMPT MAT – courtesy of/by Speaking Freely SLP
https://www.teacherspayteachers.com/Product/Wh-Questions-Prompt-Mat-1681063?st=cfa35c66d8034843fd58f14f4c13d54d

*Courtesy of Speaking Freely SLP.

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. "Can" "I" "**ask**" "a" "question" etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions then **ask** students and have them ask others questions about the story you and the students created.

Bitsboard Pro: Use the Bitsboard app to download thousands of boards which can then turn into a multitude of games and learning opportunities for your students. (Search for '**ask**' and find many corresponding boards to support learning the target word.)

Use *Clicker Writer* for writing words, phrases or sentences with picture support as well as word banks to support a writing activity with a focus on the word, '**ask**.'

WORD WALL: Add the word, "**ask**" 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ **jeoseguera09@gmail.com**

Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Her externship placements included Lucile Packard Children's Hospital Stanford where she sat on the cochlear implant team and Menlo Park City School District (MPCSD) where she was mentored under an SLP who specializes in the field of AAC. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: Believe

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

AFFIRM **(**e.g. I **believe** in you)

ASK QUESTION (e.g. Do you **believe** in magic?)

SHARE INFORMATION (e.g. we **believe**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can "**believe**" that they have the best lunch ever (e.g. "I **believe** goldfish are the best", "I **believe** that my sandwich is the best").

Circle: During the morning circle time routine, students and adults can take turns and each go around in a circle and tell each other "I **believe** in you."

PLAY

Toys and Games: During imaginative play, students can dress up as anything they'd like and take turns saying "I **believe** I am a _____" (e.g. "I **believe** I am a princess").

Recess: During recess students can team up and play a sport of their choice, before the game begins the adults can lead the students in a chant ("I **believe** that we will win, I **believe** that we will win"). An example of this chant is down below under videos.

READING

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

I BELIEVE IN MYSELF! 💙By: Laurie Wright CONFIDENCE BUILDER BOOK FOR KIDS - Kids Stories Read Aloud | courtesy of Fun Stories Play

I Believe I Can By: Grace Byers - courtesy of Sankofa Read Aloud

SOCIAL INTERACTIONS AND VIDEO MODELING

"Do you **believe** in me?" Scavenger Hunt: Students can go on scavenger hunt around their school or home and collect tally marks and empowering messages from their teachers, friends or family members. Students can ask their friendly teachers, friends, or neighbors "**believe** in me?"

SENSORY MOTOR

Students and adults can raise their arms and 'flap their wings" and pretend to fly while saying "I **believe** I can fly."

VIDEOS, MUSIC, ANIMATED SHORTS

🎼I believe I can fly (Animated Song) courtesy of ARR PH

Pitbull - I Believe That We Will Win | courtesy of World Anthem (Official Video)

STRUCTURED ACTIVITIES

Adults can explain to students what it means to **believe** in something.

ART OR SCIENCE ACTIVITIES

Using construction paper and any available arts and crafts supplies, students can make a "**believe**" craft. On the page, adults can assist students in spelling "believe" as well as put the visual representation on the page.

Here's an example below, courtesy of Alisa Lego:
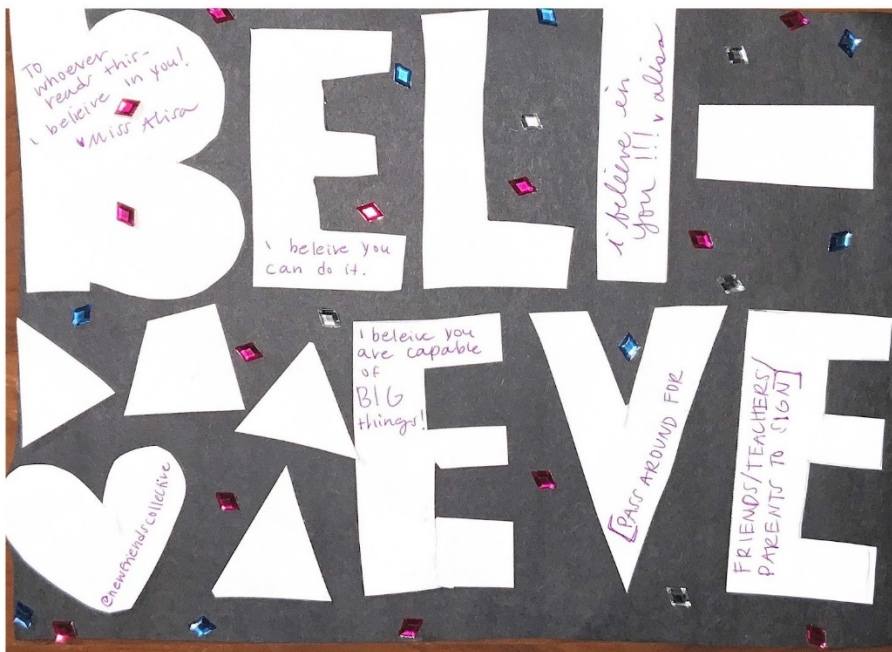
USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello, google slides, or* any other paid story generating app adults can support students in making a 'Believe in me' book combining pictures of the above activities.

WORD WALL: Create a WordWall and add **'believe'** 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 **@newfriendscollective**
Thank you!

CORE WORD: Wish

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

SHARE INFORMATION (e.g. I **wish** I had a puppy)

DIRECT ACTION (e.g. make a **wish**)

ASK A QUESTION (e.g. what did you **wish** for?)

JOKE AROUND (e.g. you **wish**!)

Disclaimer: All wishes are valid!

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can use '**wish**' at snack time to express that they wish they had a different snack (e.g. "I **wish** I had chow mein").

Circle: Students and adults can "**wish**" at circle time to practice dreaming big (e.g. "I **wish** I could fly an airplane").

Attendance: Students and adults can use "**wish**" during attendance when they realize that someone is missing from school (e.g. "I **wish** Miss Marti was here").

PLAY

Toys and Games: During imaginative play, students can dress up as fairies and use their "**Wish** wand" (see art and science activities below) to grant wishes.

Recess

During recess, students can use "**wish**" to express that they wish to engage in a new activity (e.g. "I **wish** I was playing basketball"). If this activity is available, adults can support the student in completing the activity.

READING

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

Wish by Matthew Cordell Read aloud by Stories For Kids

I WISH YOU MORE By Amy Krouse Rosenhall and Tom Litchenheld - Read Along ~ Children's Book ~ Story Time ~ Bedtime Story Read Aloud Books

Kids Story - The Pine Tree's Wishes - English Story For Kids English Story For Kids

SOCIAL INTERACTIONS AND VIDEO MODELING

Wish Scavenger Hunt: Students can go on a **wish** scavenger hunt and ask classmates or family members what they **wish** for. In turn, students can grant these **wishes** with their wand.

SENSORY MOTOR

Students and adults can practice using **"wish"** while they blow on a dandelion! Here's a video that explains how the "make a **wish**" flower works.

BLOW and MAKE A WISH|LeahPixie Dandelion Flower Explorer Outdoor - Leah Pixie

VIDEOS, MUSIC, ANIMATED SHORTS

[Make A Wish Song | Nursery Rhyme & Kids Song - ABCs and 123s | Learn with Little Baby Bum](#)

[MAKE A WISH (AFRICAN SONG) JUST DA HYMS✨](#)

For young adults:

[Diplo - Wish (Ft. Trippie Redd) [CLEAN] {Audio}](#)

[DJ Khaled - Wish Wish (Clean) ft. Cardi B & 21 Savage (Father Of Asahd)](#)

STRUCTURED ACTIVITIES

Adults can explain to students what a **wish** is and when we might make **wishes**. The following video explains what a wish is in some technical terms, adults can modify this explanation in whatever way works best for their students.

[WISH & HOPE: What's the difference? EnglishLessons4U - Learn English with Ronnie! [engVid]](#)

[How to express wishes in English (past, present and future) English with Emily](#)

Students and adults can go on a "What's your **wish**?" scavenger hunt and go around the school to ask friends what their wish is (e.g. "your **wish**?"). For bonus fun, students can bring their wand and grant some wishes!

ART OR SCIENCE ACTIVITIES

Wish Wand: Using a pipe cleaner and a construction paper star cut out, students can create a magic wand to make all of their friends' and families wishes come true. Students can practice casting spells on each other afterwards while they say "**wish**".

For bonus fun, adults can play this song while students are busy granting wishes!

[Bibbidi-Bobbidi-Boo (from Cinderella) DisneySingItVideos](#)

Wish List: Adults can support students in creating a wish list. One side of the paper the students can write "**wish**" with support and decorate it however they'd like. On the other side, adults can support the student in writing their **wish**.

An example of a **wish** list is below:

ADULTS CAN MODEL
and
SUPPORT STUDENTS
IN WRITING THEIR
WISH HERE

@newfriendscollective
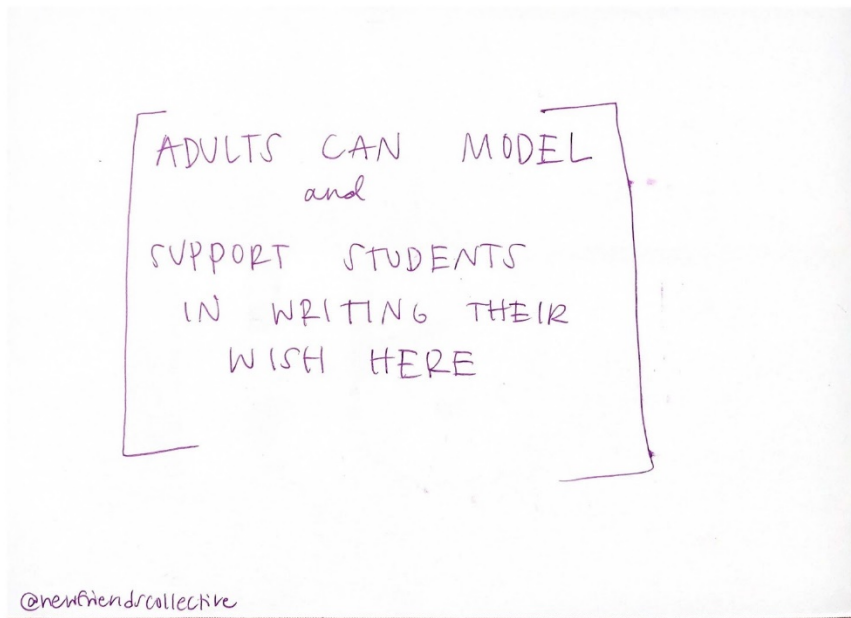
USE OF APPS OR OTHER TECHNOLOGY

Using *pictello* or google slides or another story generating app, students and adults can create a "Make a **Wish**" book with any of the following activities and

pictures of them completing the activities. Adults can read the book with the student and model "**wish**" while they read.

WORD WALL: Create a WordWall and add **'wish'** 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 **@newfriendscollective.**
Thank you!

CORE WORD: Fold
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

SHARE INFORMATION: (e.g. We are going to **fold** the laundry.)

COMMENT: (e.g. I like the way you **fold** laundry.)

REQUEST: (e.g. Can I help you **fold** it?)

COMMAND: (e.g. You need to **fold** your clothes.)

ANSWER QUESTIONS: (e.g. Yes, I will **fold i**t.)

ASK QUESTIONS (e.g. What did you **fold**?)

AGREE (e.g. I **fold** it that way, too.)

COMPLAIN (e.g. I don't like to **fold** laundry.)

GOSSIP: (e.g. The business is going to **fold.)**

DIRECT ACTION: (e.g. Stay strong, don't **fold** under pressure.)

LABEL: (e.g. Look at the **fold** of sheep.)

ROUTINES AND SCHEDULES

Folding laundry: Adults/caregivers/parents can help students learn to **fold** the laundry, a functional skill for daily living. Adults can utilize the AAC system to discuss how and when to fold the laundry while using Aided Language Stimulation (e.g. After breakfast, we will **fold** the laundry. We will take it out of the dryer and then **fold** it). Adults can provide verbal and visual demonstrations or even video modeling to assist students folding clothes. Parents can sort the clothing into categories and ask the students what type of clothes they want to **fold (e.g.** I am going to **fold** all the jeans. Do you want to **fold** all the t-shirts?).

Folding napkins when setting the table: When setting the table, adults can assist individuals to **fold** napkins and place them on the table along with the silverware.

[Basic Table Setting Skills for Kids](#) (Courtesy of In the Kitchen)

Folding towels: While cleaning the house, students can have the opportunity to **fold** the towels in the kitchen and bathroom.

Hand washing: After using the kitchen or bathroom towels, adults can remind students to **fold** the towel before placing it back.

Fold your arms listen: Adults may ask students to **fold** their arms while seated in the circle.

Test Taking: Adults may indicate the need to relax and have confidence that the students will do well and not **fold** under pressure.

Preparing for a trip: Young students can help adults prepare for a trip by asking adults to **fold** the clothes the students want to take. Older students or adults can pack their own suitcases if possible.

Fold tissue: When using tissues, remind students to **fold** them before blowing their noses.

Handkerchief for adults: Some adults like to have a handkerchief in their pants. In order to fit correctly inside the pocket, adults must **fold** it correctly. https://www.youtube.com/watch?v=Whi5opT0Huc (Courtesy of VideoJug)

Folding blanket after used: Remind students to **fold** the blanket after being used.

Grocery bags: After putting groceries away, make sure you ask the students to **fold** the grocery bags.

https://www.youtube.com/watch?v=WGVBwpEZ3q4 (Courtesy of HowtoDoYourself)

Wrapping presents: Ask the students to help wrap birthday and/or holiday presents. They can **fold** the wrapping paper and/or make the bow. https://www.youtube.com/watch?v=Ux4brKS0Sac (Courtesy of Real Simple)

PLAY

Toys and Games

Paper dolls: A great activity for younger students is to play with paper dolls. This activity requires cutting. Provide support as needed. Students can change the outfits as they wish and **fold** each piece multiple times. Students can play with parents or siblings and they can exchange outfits or dress each other's dolls.

https://content.primecp.com/master_images/files/Vintage-Veronica-Printable-Paper-Doll.pdf (Courtesy of AllFreePaperCrafts)

https://koreaourstudyroom.blogspot.com/2018/04/blog-post_52.html (Courtesy of OurStudyRoom)

Before playing dress up, the students are required to color the dolls first. https://www.kitchentableclassroom.com/printable-paper-doll-templates/ (Courtesy of The Kitchen and Table Classroom)

Crafts: There are plenty of craft activities in which the students are required to **fold**. Adults can teach the activity and model the word **fold** throughout. Adults can also ask the student to retell the steps, describe what he/she is doing or even complete sentences targeting the word **fold.** Here are some examples:

Making an umbrella: https://www.easypeasyandfun.com/paper-umbrella-craft/ (Courtesy of Easy Peasy and Fun)

Making a paper house: https://www.momsandcrafters.com/paper-houses/?ck_subscriber_id=163706308 (Courtesy of Mom's Crafters)

Crab puppets: https://kidscraftroom.com/crab-puppet-craft/ (Courtesy of Kids Craft Room)

Making a bird: https://www.pinterest.com/pin/659073726714055489 (Courtesy of Lovely Craft)

Holiday related activities- Crafts:

Create holiday specific crafts such as Christmas ornaments

https://www.diys.com/paper-christmas-ornaments/ (Courtesy of Diys.com)

Jewish holidays https://biblebeltbalabusta.com/2014/12/20/spinning-origami-dreidel/ (Courtesy of Bible Belt Balabusta)

Make a Kwanzaa Kinara

 http://craftclub.com/craft/kwanzaa-kinara (Courtesy of Craft Club)

Make envelopes for holiday cards

https://www.cool2bkids.com/how-to-make-an-envelope/ (Courtesy of Cool2Bkids)

Origami: Origami is the art of paper folding. Performing this activity will provide many opportunities to use the word **fold.** Origami is also an activity that targets all ages and levels. For younger students, parents can create a simple origami project in which the students can describe how they **fold** the paper or request the color paper they want to **fold**, etc. It's also encouraged for adults to model the word **fold** while showing the students the steps. Adults can also create origami projects in which they can teach others the steps.

Origami ideas for entry level or kids:

https://www.thesprucecrafts.com/origami-projects-for-kids-4142802 (Courtesy of The Spruce Crafts)

https://www.easypeasyandfun.com/easy-origami-for-kids/ (Courtesy of Easy Peasy and Fun)

https://www.youtube.com/watch?v=EmmaiRFYiuE&list=PLnoO3k54vcBQ_tNFyn7ukM1-LaQBAG2Ld This contains 65 different short videos that shows how to **fold** paper to make simple origami activities with young students (Courtesy of Art for Kids Hub)

Origami ideas for high level or adults:
Origami cubes https://www.youtube.com/watch?v=9EfwOwWOF-k (Courtesy of Origami with Jo Nakashima)

https://www.youtube.com/watch?v=CjQOfizWnbw&list=PLNsnY0T30ub29pBav8pSpSqT-T6z6t2EM This link contains 40 videos with origami activities for adults (Courtesy of Obi Hobi)

Board Games: Many board games must be folded before putting them away. Ask the student to **fold** the board before putting it away (e.g., Monopoly, Snakes and Ladders, Candy Land, etc.).

Making roses with napkins: A great activity for adults who would like an extra touch when decorating their table for a dinner party. Adults can describe how to **fold** the napkins to others.

https://www.diyncrafts.com/60772/decor/how-to-fold-napkins-into-beautiful-roses-video?utm_source=pinterest&utm_medium=social&utm_campaign=social-pug (Courtesy of DIyncrafts.com)
READING

Online books:
Here are some suggested books that can assist with the word **fold** in different contexts from Epic Books.com

https://www.getepic.com/app/read/51172 Scottish **fold** by Christina Leaf

https://www.getepic.com/app/read/35125 Scottish **Fold** Cats by Tammy Gagne

https://www.getepic.com/app/read/51679 Butterflies for Kiri by Cathryn Falwell

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

Henry Helps with Laundry by Beth Bracken, Read By Alissa Lee

More-igami by Dori Klevber, Read by Ready Reads Alouds

How to Make a Paper Airplane by Tyler Burt

https://tarheelreader.org/2010/02/18/how-to-make-a-paper-airplane-tb/

(Courtesy of Tar Heel Reader)

Steps to Folding the U.S. flag

https://www.boardmakeronline.com/Activity/1596016 by Kara Cypher (Courtesy of Boardmaker)

How to **Fold** a Taco by Naibe Reynoso (Amazon link):

https://www.amazon.com/HOW-FOLD-TACO-Como-Doblar-ebook/dp/B08K8771CL/ref=sr_1_20?dchild=1&keywords=book+about+fold&qid=1604974602&sr=8-20

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate a group, hands-on lesson on folding laundry. Adults can review how to **fold** shirts, pants, socks and differentiate what one may **fold** and put away and what one may hang on a hanger.

With older students, have students discuss how they wash, dry and **fold** their laundry in order to maximize independence.

[How To: Fold Your Laundry - Point of View](#)Video Modeling Courtesy of Cor Behavior

[Video Modeling Folding Laundry](#) Courtesy of Monica Keller

[Folding Clothes (Text and Voice) - Penquis ADL Tools](#) Courtesy of Penquis Autism Community Services

SENSORY MOTOR

Gross Motor - Use laundry chores to work on the student's gross motor and coordination skills! Folding large items is good for developing bilateral coordination skills. As the student helps fold these large items, say "**fold** it" each time you make a **fold**.

Fine Motor - Work on the student's fine motor skills while engaging in the following activities:

- **Fold** the egg whites into the batter as you follow a cake recipe. https://youtu.be/298yyD-j_Qg Courtesy of Hoffman Media
- **Fold** in the wrapping paper as you wrap presents together.

STRUCTURED ACTIVITIES

Dress Up & **Fold** Relay

- Split into two teams and get each team to line up behind a string. A box filled with clothing items and an empty laundry basket are placed a few yards in front of each team.
- When the race starts, each player runs to the box.
- Each player looks in the box and takes out one piece of clothing to put on over the top of his/her regular clothes.
- Then take it off again really quickly, **fold** and put it in the laundry basket, and dash back to tag the next player on your team.

Paper Folding and Envelope Stuffing - Courtesy of KothrinaCoxClassroom

Life Skills: Folding Your Clothes - Courtesy of Better Than Boom
- No prep Internet-based lesson with over 20 pages and enriched with many visual aids.
- Lesson includes Word Search Vocabulary and 3 educationally based jigsaws based on the lesson.

VIDEOS, MUSIC, ANIMATED SHORTS

This is the Way We Wash Our Clothes - Song for Kids | Lingokids - School Readiness in English (Courtesy of Lingokids)

Christmas Ornaments 3D Animation (Courtesy of John Roads)
Students can comment on the decorations on this Christmas tree and whether the Santa decoration was going to get his cookie. How did he fly over to the cookies? What did he do to the paper?

Young Adults:

Rich Homie Quan - Never Fold (Official Video), (Courtesy of Rich Homie Quan)

Kenny Rogers - The Gambler (Courtesy of Kenny Rogers)

T Haddy - Fold Under Pressure ft. Ace Boogie (Courtesy of 3MG Music)

[Fortnite: Don't Fold Under Pressure (Solo Victory)](#) by Jenkdog Gaming

ART OR SCIENCE ACTIVITIES

[HOW TO MAKE A 4- PAGE BOOK FROM A SINGLE SHEET OF PAPER](#) (Courtesy of Origami Twist) Students can use this book to create a mini-story that could be a holiday gift.

[Paper Hovercrafts](#) - Courtesy of Science Fun For Everyone

[100 Science Projects with Paper (pdf) by Steven W. Moje](#)

USE OF APPS OR OTHER TECHNOLOGY

[Pictello app](#) This story creation app, with step by step guidance in 'wizard mode' can be a fun, easy and interactive platform to include photographs or videos to explain the steps in folding items and creating art projects.

[PicCollage app](#) is the easiest and most fun app to create a collage to share with others

Free app with awesome features including:

- Intuitive tools to quickly clip, draw, and decorate your collages.

- Freestyle/Grids/Template Styles: Lets you create collages that are 100% you

- Doodle: Draw on your collage to write messages, add emphasis, or illustrate something new.

- Exclusive Stickers & Backgrounds; Thousands to select from

- Sharing: After creating you can easily tap through to share your collage with others

[Book Creator app](#) (Create, Read and Publish) Tools for Schools Limited Students could use Book Creator to create more traditional books or even comic books, photo books and more. Students could add video, music and even record their voice.

WORD WALL: Create a WordWall and add **'fold'** 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: Diana V Angeles @ diana.v.angeles@gmail.com, Alice Mui @ amui2005@hotmail.com, and Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

CORE WORD: Carry

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

REQUESTS PERMISSION (e.g. Can I **carry** that?)

REQUEST INFORMATION (e.g. What is there for me to **carry** at that store?)

ASK QUESTIONS (e.g. What did you **carry** inside?)

NEGOTIATE (e.g. If you **carry** it now, I will **carry** it later.)

REMIND (e.g. don't forget to help him **carry** that in.)

AGREE (e.g. Yes, I think she should **carry** that.)

ROUTINES AND SCHEDULES

Arrival/Departure/Snack/mealtimes: Adults and students can discuss the different things they are **carrying** during these different times. At arrival and departure, they are **carrying** their backpacks. During snack and mealtimes, they are **carrying** their food and/or their lunchbox.

PLAY

Games: Adults and students can set up a scavenger hunt. During the scavenger hunt, everyone will pick up and **carry** different items in their bags.

READING

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

I **Carry** Your Heart With Me by E.E. Cummings, video courtesy of Teacher Chynna: https://www.youtube.com/watch?v=l9v1epk7qXk

The Cat in the Hat by Dr. Suess, video courtesy of StoryTime with Miss Jeannie: https://www.youtube.com/watch?v=-LL62u6-OjY&ab_channel=StorytimewithMissJeannie

This book can be used for students and adults to talk about all of the different things that the cat in the hat **carries** around the house.

Going to the Market by Kyowon Eli, video courtesy of A Book In Time: https://www.youtube.com/watch?v=iLaBcpMZqAw&t=3s&ab_channel=ABookIn Time

This book can be used to talk about the different things that the child and their mother are **carrying** around in their cart.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can take turns offering to help each other **carry** different things throughout the day. Before this is done, adults can talk to students about how it is nice to **carry** things for other people if they seem heavy or like the person may need some help.

SENSORY MOTOR

Using weighted vests or backpacks, students and adults can talk about what they are **carrying** and how they feel about **carrying** the different items.

VIDEOS, MUSIC, ANIMATED SHORTS

Sick Song by CoComelon, video courtesy of CoComelon - Nursery Rhymes: https://www.youtube.com/watch?v=Vtos9gw1HJI&ab_channel=Cocomelon-NurseryRhymes

In this song, the Mom **carries** around the baby and talks about how the baby is sick.

Carry song by Have Fun Teaching: https://www.youtube.com/watch?v=RuqbUE4cuzA&ab_channel=HaveFunTeaching

I'll Make a Man Out of You from Mulan, courtesy of DisneyJuniorUK: https://www.youtube.com/watch?v=vGfJeW_CcFY&ab_channel=DisneyJuniorUK

During this song, adults and students can talk about the different items that they have to **carry** around to become stronger.

Young Adults:

Carry on by Martin Jensen and Molow, video courtesy of Dance Paradise: https://www.youtube.com/watch?v=Ixqadl7t4ww&ab_channel=DanceParadise

Carry on Wayward Son by Kansas, video courtesy of Kansas:
https://www.youtube.com/watch?v=2X_2IdybTV0&ab_channel=kansasVEVO

STRUCTURED ACTIVITIES

Adults can set up a relay race for students. During the relay race, students will have to pass an object or a baton to each other. The students will then have to **carry** the object/baton during their turn in the relay race.

ART OR SCIENCE ACTIVITIES

Students can create Rocketship artwork. As they create their artwork, it can be discussed about what the Rocketship is **carrying**. Is it people, food, animals? Whatever the students want the Rocketship to **carry** is great! Photo courtesy of simple everyday mom.

USE OF APPS OR OTHER TECHNOLOGY

My Town: Store: https://apps.apple.com/us/app/my-town-stores/id1075301033
In this application, you go through a town and can shop and **carry** different things.

My PlayHome Store: https://apps.apple.com/us/app/my-playhome-stores/id683942610 In this application, you go through your different stores around your home and can **carry** different things in the different stores.

WORD WALL: Create a WordWall and add **'carry'** 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

Thank you!

CORE WORD: Bring

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

ASK A QUESTION (e.g. What did you **bring** for snack today? What will you **bring** tomorrow?)

SHARE A JOKE (e.g. Why did the kid **bring** a ladder to school? Because they wanted to go to high school)

REQUEST (e.g. Can you **bring** me a pencil?)

ROUTINES AND SCHEDULES

Circle: Adults can ask students what they **bring** to circle time (e.g. I **bring** a pencil. I **bring** listening ears.)

Snack/Mealtimes: Students can use **bring** to ask questions (e.g. What did you bring for snack?) or ask for help (e.g. Can you bring me a fork?)

PLAY

Toys and Games: Adults can set up a bear hunt for students, hiding a toy bear somewhere in the classroom, and providing interesting objects to help students on their hunt: maps, magnifying glass, binoculars, etc. Adults can ask students what items they will **bring** on their hunt.

Recess: Before leaving for recess, students can ask one another what game or toy they will **bring** out.

Adults can put a student in charge of bringing a specific toy, ball, activity, etc. to other students.

READING

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

[Do Not Bring Your Dragon to Recess by Julia Gassman, Courtesy of Story Time with Mrs. Frey](https://www.youtube.com/watch?v=EXTDdO1Aza8)

https://www.youtube.com/watch?v=EXTDdO1Aza8

[Goodbye Brings Hello by Dianne White and Daniel Wiseman, Courtesy of Book Nook Story Time (Read Aloud)](https://www.youtube.com/watch?v=TxDnpQlWmz0)

https://www.youtube.com/watch?v=TxDnpQlWmz0

[If You Ever Want to Bring an Alligator to School, Don't! By Elise Parsley, Courtesy of Kids Books Read Aloud](https://www.youtube.com/watch?v=HWBv3tRipIo)

https://www.youtube.com/watch?v=HWBv3tRipIo

[Bringing in the New Year by Grace Lin, Courtesy of Children's Books Read Aloud](https://www.youtube.com/watch?v=-UmFlBzXJMY)

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can support students to plan a class party. Students can discuss what items to **bring.**

SENSORY MOTOR

Adults can prepare sensory bins using beans, kinetic sand, or other materials, and hide small items or toys within. Adults can ask students to "**Bring** me the [hidden item in bin]". Students can have fun searching for toys and other small objects of interest.

Alternatively, adults and students can work collaboratively to create sensory bins, with adults asking students to "Please **bring** the beans/sand/etc." or other items needed to complete the project.

VIDEOS, MUSIC, ANIMATED SHORTS

Bring Song, Courtesy of Have Fun Teaching Adults can model the word **bring** or support students to use the word "bring" on their device to participate in song lyrics.

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

Bring it Down-Flow, Courtesy of Go Noodle Students and adults can participate in this mindfulness meditation. After, adults can support students to use the word **bring** to share if they were able to bring their balloons down.

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

STRUCTURED ACTIVITIES

Adults can support students to select a location for a virtual field trip and discuss what they need to **bring** on their trip. On the day of the trip (whether in school or at home) students can pack a bag with field trip items and share out to the class.

Field Trip Links:

San Diego Zoo Live Cams

Monterey Bay Aquarium Live Cams

Statue of Liberty Virtual Tour

To accompany Grace Lin's *Bringing in the New Year*, adults can support students to make a classroom book describing how each student will **bring** in their New Year. Each student can contribute one drawing, collage or other piece of work that shows or describes who they will bring in the New Year with, what activities they will do while they bring in the New Year, etc.

ART OR SCIENCE ACTIVITIES

Suitcase Craft: Adults can support students to create their own paper suitcase craft and fill it with items they will need to **bring** on a trip. Students and adults can guess where students might be going on their trip, based on the items they bring in their suitcase (e.g. I see you are bringing a snorkel. Are you going to Hawaii?)

Older students can use magazines to create a collage of items, while younger students can draw by hand or use templates. This craft can also act as pre-activity for the virtual field trip

https://carrotsareorange.com/packing-trip-kids-craft-activity/

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, **bring**, while giving the student instructions. For example, students can practice the core word with phrases such as: bring the boy a mask, bring the girl into the room, bring apple, bring dog, 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 bring into the room? What food will you bring to the boy, did he bring a toy? I saw you bring the boy a drink!)

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, **bring**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who brings different items to other characters along their journey!

Bookcreator Website - The student can create or retell a story on Bookcreator.com. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. There are also 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, **bring.** For example, adults can have each page of the story start with a carrier phrase that includes the core word, bring, so it is repeated throughout the story in different contexts (e.g. I like to bring, I will bring, I bring, etc.). Additionally, adults can create their own story focusing on the core word, then read and discuss the story and core word with the student.

WORD WALL: Create a WordWall and add **'bring'** 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 Liz @ lizcambra@gmail.com. Liz is a M.S. candidate in speech-language pathology, specializing in AAC, at San Francisco State University. Thank you!

CORE WORDS: Decorate

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

SHARE INFORMATION (e.g. I **decorated** the living room)

COMMENT **(**e.g. You **decorate** so well)

GOSSIP (She thinks she can **decorate**).

ASK QUESTIONS (e.g. What do you use to **decorate** during the holidays?)

ANSWER QUESTIONS (e.g. I **decorate** with silver and gold.)

AGREE (e.g. I think he can **decorate** it, too).

EXPRESS A FEELING (e.g. I feel joyful when I **decorate** for the holidays)

CLARIFY (e.g. So, you are going to **decorate** everywhere?)

COMPLAIN (e.g. I do not want to **decorate** again, this year.)

MAKE CHOICES (e.g. Do you want to **decorate** with modern or a classic style?)

DISAGREE (e.g. I don't think he can **decorate** it as well as she can.).

DIRECT ACTIONS (e.g. You need to **decorate** the classroom door).

SHARE NEEDS (e.g. I need to **decorate** one room, at least, to feel festive).

ROUTINES AND SCHEDULES

Cleaning the house: Adults can talk about how they need to clean the house before they can **decorate** it.

Washing Decorations: The holiday decorations may need to be washed/cleaned. Adults can model the need for washing and cleaning them before they can use them to **decorate**.

Cleaning and straightening up the bedroom: Adults can talk about how individuals can **decorate** their room, even by adding a pillow or moving the furniture around.

Cooking: Adults can do a cooking project and emphasize the core word **decorate**. Adults can help students cook items or buy goods premade. Then decorate together! Potential food items that can be decorated include cookies, pancakes, cakes, cupcakes, etc. When partaking in the cooking project, adults can say phrases such as: we need to decorate the food, let's decorate these cookies, we can use sprinkles to decorate, etc.

PLAY

Dollhouse - Adults can remove all the furniture in the dollhouse and model the use of the word, **decorate** as individuals add items back into the house. Adults can comment on how great it looks with all the furniture and decorations. Adults can also comment on the colors of the decorations.

Sand Table - Adults can talk about how students can **decorate** different parts of the sand table by adding items, shapes and colors.

Pretend Kitchen: Adults can have a pretend kitchen or restaurant, and prompt students to **decorate** their pretend food. Adults can provide kitchen tools such as cookie cutters, pretend sprinkles, etc. Adults can model the core word for students during pretend play: can you decorate my cake? How will you decorate my cookie?

READING

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

[Seven Candles for Kwanzaa](#) By Andrea Davis Pickney. Courtesy of Sankofa Read Aloud, This book talks about the holiday and how they decorate in preparation for it.

[A Hanukkah Read-Aloud: Antlers With Candles](#) By Chris Barash. This book talks about what happens on their Hanukkah holiday and the menorah. Courtesy of PJ Library

[Let's decorate the Christmas tree - Best stories for kids](#) by Anita McCormick Courtesy of Kids Stories

[MERRY CHRISTMAS MR MOUSE Book Read Aloud | Christmas Books for Kids | Children's Books Read Aloud](#) by Carolyn and Mark Buehner, Courtesy of Happy Cultivated

SOCIAL INTERACTIONS AND VIDEO MODELING

Decorate Cardboard Boxes: Adults can have students work together to decorate one or more cardboard boxes. Students can work together to decorate the boxes how they choose and create something. For example, students can decorate and build the boxes to look like things such as: a home, a spaceship, a pirate ship, a fort. Activity and image courtesy of learning4kids.net.

https://www.learning4kids.net/2016/01/17/cardboard-box-creativity/

Decoration Discussion: Adults can help facilitate a discussion between students about what they would want to use to decorate. Students can discuss with their peers what their favorite type of decoration is during the holidays, on their birthdays, for their desserts, etc.

Decorate a Monster: Students can be put into pairs or small groups. Give each group a small bag with various crafting items such as pipe cleaners, googly eyes, confetti, small pompoms, strips of yarn, etc. Students can also be given the outline of a monster's body. Then, adults can instruct students to decorate a monster with their peer, using whatever items are inside their bag. Adults can facilitate use of the core word in the small groups (e.g. ask your partner how they want to decorate your monster, how will you both decorate the monster?)

SENSORY MOTOR

Baking: Adults can bake a cake or cookies with a student. Then decorate the cake/cookies with frosting, sprinkles, designs. Adults can model the core word with the device or with their voice (e.g. Let's decorate the cake! How will you decorate your cookie? I love how you decorate!)

Holiday Decorations Sensory Table: Adults and students can gather holiday decorations and create their own sensory table. Students can engage their sense of touch, smell, sight, and hearing while playing with the items we use to decorate. During the activity, adults can model the core word and discuss how we use the different items to decorate for the holidays. Students can be prompted to create a story about how they would decorate, or how a character would use the items to decorate. "Sensory tables are undirected and open-ended to the imagination and creativity." Sensory tables allow "kids to create freely, encourage self-expression, and aid development of their own ideas!" Activity, quote, and image courtesy of Learning4kids.net
https://www.learning4kids.net/2011/12/21/christmas-sensory-play-table/

Engaging in all the senses, looking, touching, feeling, smelling, (not tasting) exploring and having so much fun!

Clay Flowerpots: Adults can help students create flowerpots with clay or playdough. Adults can get paper cups, such as the type used for ice cream. Then students can decorate the pretend flowerpots. Students can also create their own decorations to put inside their flowerpots using clay or playdough. For example, students can create shapes of pebbles, dirt, flowers, or leaves. Additionally, fake flowers can be used as the final piece to decorate the pretend flowerpots.

https://www.learning4kids.net/2015/04/12/play-dough-flower-pots/

STRUCTURED ACTIVITIES

The adults and students can write about the many ways people can decorate inside the home, outside the home and even decorate on holidays…... Using a predictable writing chart in Google Slides the teachers can write (given class collaboration) about how people decorate inside their homes and outside their homes

I can decorate with _____
I can decorate with _____
I can decorate with _____
I can decorate with _____

I can decorate with _____
I can decorate with _____
I can decorate with _____
I can decorate with _____

Make a Poster: Adults can help students decorate a poster all about the student and their favorite things. Adults can help students decorate the poster with different pictures and designs. Adults can prompt the student to use the core word when creating the poster (e.g. We are going to decorate this poster! Let's decorate the poster to make it about you! How can you decorate this poster to show who you are and what you like.)

Decorate a Room: Adults can print out a coloring page of a room. Then students can decorate the room however they choose. Additionally, adults could print and cut out different furniture items. Then, students can decorate the furniture, and choose how to decorate the room with their customized furniture.

Mystery Box: Place different items into a box that are typically used to decorate (holiday ornaments, streamers, balloons, glitter, ribbons, holiday decor, etc.) Have students reach in and grab an item out. Then adults can use prompts with the core word, such as: what could we **decorate** with this? Can we use this to decorate? Would you use this to decorate your room? When would we use this to decorate?

VIDEOS, MUSIC, ANIMATED SHORTS
Merry Christmas 2016 Award 3D CGI Animated short movie. Courtesy of Mr. Biotrust. Individuals can answer questions. Did people decorate? How do you know? What did they decorate? What did they use to decorate?
Young Adults:
You Decorated my Life - Kenny Rogers Courtesy of MsTaurusLady

Do You Like My Decorations? This video comes with a surprise, sarcastic, a bit dreadful ending.

ART OR SCIENCE ACTIVITIES

Many art activities can be modified to incorporate the core word, **decorate**. Adults can alter their instructions for planned art projects. For example, instead of instructing students to color in a page, ask students to decorate their page with colors.

[Craft Club's Kwanzaa Kinara Craft Video-](#) Learn how to make a Kwanzaa Kinara with this step by step video, Courtesy of KidsCraftClub.

Festive Lights Finger Painting: Adults can help students decorate their own string of festive lights using finger paints. Draw a curly line across a piece of paper, to represent the string where the "lights" will be attached. Then, get out finger paints in a variety of colors. Have students dip their finger into the paint and put different colored dots along the drawn line to represent the "lights." Model the core word during the activity (e.g. I need help decorating! Can you decorate this string? This string needs lights, can you decorate it?) Activity and image courtesy of learning4kids.net.

https://www.learning4kids.net/2015/12/13/finger-painting-festive-lights/

Decorate An Aquarium: Adults can gather supplies for a student to decorate their own aquarium! Aquarium could feature plastic underwater creatures or even live creatures! Adults can use materials such as decorative pebbles, rocks, fake plants, plastic sea creatures. Students can help decorate the aquarium. Students can also paint and customize rocks that will go inside the aquarium. Image and activity courtesy of learning4kids.net.

https://www.learning4kids.net/2014/12/06/make-underwater-zoo-aquarium/

Decorate A Paper Mache Tree: Adults can help students create a paper mache tree. Then decorate the tree with hand crafted leaves. The trunk of the tree can be created with cardboard rolls (from toilet paper or paper towel). Place a rod in the middle for the center support of the trunk. Use paper mache to create the trunk of the tree. Dip newspaper strips into PVA glue mixed with water, and wrap the strips around the cardboard rolls to create the trunk. Let the trunk dry. Then, students can paint the trunk. Print or trace different shapes for the tree decorations. Students can decorate shapes of leaves, flowers, fruit, holiday decor, etc. Then, students will decorate the tree trunk with their hand-crafted decorations! The tree could even have a theme for the decorations such as: autumn, Christmas, spring. Image and activity courtesy of learning4kids.net.

https://www.learning4kids.net/2011/09/20/paper-mache-autumn-tree/

USE OF APPS OR OTHER TECHNOLOGY

CookieDoodle App: Students can make cookies, using clear graphics determining flavors, colors, shapes and then take turns putting in ingredients. Students can make choices on how to **decorate** the cookie. Regarding frosting, candies, sprinkles, etc. Then students can take a picture of it and share their cookie with others…. And then, of course, eat it!

Cake Decorate Android App: Students can **decorate** their own cake on this free android app. Students can decide how to decorate their cake, customize the cake, and practice the core word while playing.

Bamba Ice-Cream app: Students can create and run their own ice cream shop. Adults can model the core word, **decorate**, by asking questions such as: What should we use to decorate the ice cream? Will you use sprinkles to decorate?

WORD WALL: Add the word, '**decorate**' 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ **michaelasullivan2@gmail.com,** Andriana Nikolau @ **andriananikolau@gmail.com,** Shanaz Faisal @ **sfaisal1@mail.sfsu.edu**

Thank you!

CORE WORD: Buy

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

REQUESTS PERMISSION (e.g. Can we **buy** goldfish at the store?)

REQUEST INFORMATION (e.g. What is there to **buy** at that store?)

ASK QUESTIONS (e.g. What did you **buy**?)

NEGOTIATE (e.g. If we don't **buy** ice cream, can we **buy** cookies?)

REMIND (e.g. don't forget to **buy** something for him)

AGREE (e.g. Yes, I think we need to **buy** that)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can go on a lunch time adventure and **buy** a snack item (or role play). During this exchange, students can practice saying "**buy**" in context.

Circle: Using either images or real objects, students can role play buying gifts for their friends. Adults can model what it looks like to **'buy'** an item and students can engage in this exchange.

PLAY

Games: Adults and students can set up a play store in the classroom or at home. Adults and students can take turns pretending to **buy** different items in the store while the other person is the cashier that works the register.

READING

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

Pete the Cat: Pete the cat's trip to the supermarket by Kimberly and James Dean, video courtesy of Let's Read Stories: https://www.youtube.com/watch?v=g0fF-WVv2hs&ab_channel=Let%27sReadStories

This book is about how Pete and his dad have to go to the supermarket when they realize they have no snacks in the house. They talk about how they have to **buy** different snacks.

Aunt Lucy went to buy a hat by Alice Low, video courtesy of Storytime Castle: https://www.youtube.com/watch?v=YtMQanXCkLs&ab_channel=StorytimeCastle

In this book, Aunt Lucy is looking for her blue hat. She can't find it anywhere and she goes on an adventure through the city looking for a hat to **buy**.

SOCIAL INTERACTIONS AND VIDEO MODELING

In this video, a woman demonstrates how to check out and **buy** things at Walmart at the self-checkout counter. Video courtesy of Coopos: https://www.youtube.com/watch?v=wBHnjYzhPFs&ab_channel=Coopos

SENSORY MOTOR

Students and adults can use a sensory bin to help learn the word **buy**. In the sensory bin, there will be many different items. Students and adults can take turns pulling out different items and talking about if they can **buy** that item or not. For example, we can **buy** grapes but we can't **buy** the sun.

VIDEOS, MUSIC, ANIMATED SHORTS

Take me out to the ball game by Super Simple Songs, video courtesy of Super Simple Songs, Kids Songs:
https://www.youtube.com/watch?v=B0LscFd2vRk&ab_channel=SuperSimpleSongs-KidsSongs

Hush Little Baby by EFlash Apps, video courtesy of EFlash Apps:
https://www.youtube.com/watch?v=NOCx4D7KoGo&ab_channel=EFlashApps

Supermarket by Mini Disco, video courtesy of Kids Songs, Nursery Rhymes, Mini Disco:
https://www.youtube.com/watch?v=oWAC0Nd09Fg&ab_channel=KidsSongs-NurseryRhymes-MiniDisco

News of Veruca/When Veruca Says from Charlie and the Chocolate Factory the musical, video courtesy of hLyrics:
https://www.youtube.com/watch?v=M360NOzhVBE&ab_channel=hLyrics

STRUCTURED ACTIVITIES

Adults and students can travel to a store, whether it is a store set up on campus or the grocery store and can **buy** different items at the store. When everyone comes back to school, students can take turns telling their classmates about what they **bought** at the store.

ART OR SCIENCE ACTIVITIES

Students can decorate a gift bag and write **'buy'** and their name on it. This is what they can use to 'shop around' the home or classroom. Photo courtesy of Dreams by Laurie:

USE OF APPS OR OTHER TECHNOLOGY

My Town: Store: https://apps.apple.com/us/app/my-town-stores/id1075301033
In this application, you go through a town and can shop and **buy** things at different stores in your town.

My PlayHome Store: https://apps.apple.com/us/app/my-playhome-stores/id683942610 In this application, you go through your different stores around your home and can **buy** different things in the different stores.

Tarheel Reader: https://tarheelreader.org/ On this website, you can create different books about the different things that students like to **buy**.

WORD WALL: Create a WordWall and add **'buy'** 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!

December

her	him	choose	shop
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
leave	**wrap**	**drive**	**fly**
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
ask	**believe**	**wish**	**fold**
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
carry	**bring**	**decorate**	**buy**
+ - ?	+ - ?	+ - ?	+ - ?
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			