

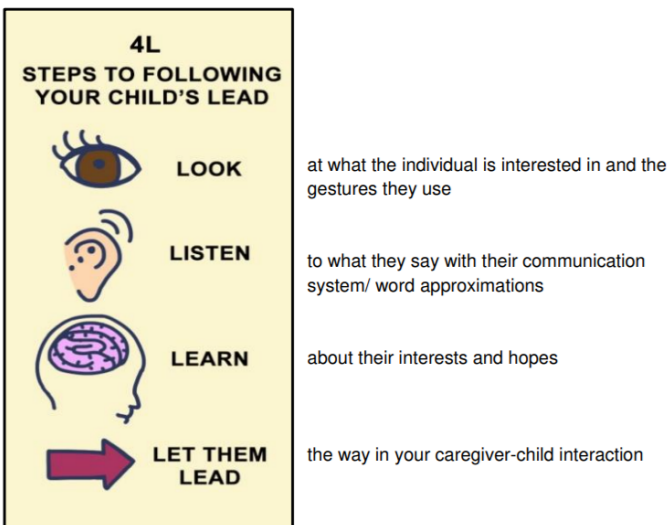
AAC STRATEGY OF THE MONTH

FOLLOWING THE CHILD'S LEAD

The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

Below, please find a helpful resource from the Specialised Assistive Technology Centre outlining the 4 L's to Following the Child's Lead with AAC:

HOW



This handout is part of an information package produced by the Specialised Assistive Technology Centre, SPD in conjunction with the AAC for Caregivers program. For more information, please email atc@spd.org.sg This handout may be reproduced for teaching purposes/use with clients and families. © Specialised ATC, SPD 2019 AAC for Caregivers

Resources:

[Top 3 Strategies to Engage AAC Users](#)

[PrAACtical Resources: AAC for Caregivers](#) This is a comprehensive resource explaining AAC Strategies. Please note the section: Following the Child's Lead for more information.

[Teaching AAC- For Parents](#) (please note the section on Following the Child's Lead)

[Six Steps to Follow the Child's Lead](#) This handout from Hanen does not focus on AAC but outlines ways to follow the child's lead in general and may assist you in your practice.

CORE WORD: **Them**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: Leave it to **them** because they will help us.

NEGATION/DENY: Not **them**

COMMENT: It's **them** again

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

TELL SECRETS: I told **them** not to say anything

ASK A QUESTION: It's **them**, isn't it?

GET HELP: Help **them**

GAIN ATTENTION: Look at **them**

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

DIRECT ACTION: Give **them** some

ROUTINES AND SCHEDULES

Recess: Adults can inform that at recess (a certain) class will join **them** for a game or activity. The adults can model the word and utterances surrounding the information, (e.g. Let's go see them, Let's give them the ball, We can go with them, etc.).

At Circle: Adults can divide the class into two teams and one team can be the 'givers' who give things and the others can 'receivers' who GET things.

The adults can give the direction, (e.g. Team A-- go give the animal books to them Team B)), (referring to the other team as THEM). The adults can model such phrases as: give them, to them, get them. This can be really fun. Adults can have Team A members become very generous and such can involve toys and other items.

Then once team A has given everything to Team B, they can change roles and Team B can be directed to be the givers and they can give each category of items to Team A and the activity and modeling can be repeated.

Adults can continue modeling and pausing for the students to direct actions, to give to 'them' using the core word, and after continuous modeling adults can wait expectantly for students to initiate comments, actions or express the pronoun, **them**.

PLAY

Adults can comment, (in the moment) on what the student is doing while playing, modeling the word, **them**. There are so many actions, messages and communication functions that can accompany the word 'them' in a free play situation AND that can be modeled 'in the moment' such as: SHOW **THEM**, (showing toys to other students), TELL **THEM**, (talking to other students about what is happening or what they are doing), GIVE **THEM**, (give another student the toy), LISTEN TO **THEM**, (especially if another child is trying to tell them something), HELP **THEM**, (if someone is hurt or sad), LIKE **THEM**, (asking if a child likes certain items), TAKE **THEM**, (if a child wants to take some toys), GET **THEM**, (if a child wants a toy but is hesitant to go get it), STOP **THEM**, (while playing with vehicles, etc.). PULL **THEM** or PUSH **THEM**, (with rolling toys).

READING

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

[CHILDREN'S BOOK | If You Give A Pig A Pancake by Laura Numeroff | READ ALOUD](#) Courtesy of Storytime with Ryan and Craig (Adults can talk about whether they would want to give the items to both the girl and the pig in the book (and better yet, instead, ask if you would like to give it to **them**). Adults can model the word them along with this book reading activity.

[Disney's Dumbo/ Fly Dumbo Fly/Kids Book Read Aloud/Kids Book Read Along/ Courtesy of Anna's Mom](#) Adults can focus on the word, 'them' by placing attention to what else is happening on the page. (e.g. Look at them. What do you see?)

SOCIAL INTERACTIONS

If the class has different activities occurring simultaneously, students can cycle through the stations and adults can model, (e.g. go and sit with **them**, go play with them). Students can work towards having other students join them, too.

SENSORY MOTOR

Adults could create core building blocks out of Legos or large blocks to create sentences with the word, **them** (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

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **them** 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.

Call _____
Take _____
Read to _____
Give it to _____

VIDEOS, MUSIC, ANIMATED SHORTS

[TOY STORY 3 | Playtime Clip | Courtesy of Official Disney Pixar UK](#)

Adults can ask the students, 'what were the kids doing with/to **them**?' and then 'what happened to them?' (This provides a great opportunity to provide Aided Language Stimulation modeling to have a conversation.

[Mr. Clown's Word of the Day: Sight Word "Them"](#) Courtesy of Mr. Clown TV

Young Adults:

[Pink Floyd - Us and **Them**](#)

[Paul McCartney & Wings - Let 'Em in 1976](#)

(Adults can emphasize the word 'them' (not 'em' :))

[James Taylor - Shower the People](#)

(emphasize the phrase, 'show them the way you feel')

ART OR SCIENCE ACTIVITIES

Make a collage (using Google Slides) but create two different boxes representing groups in the one slide: One is US and the other is **THEM**. Discuss the differences in each word and model using the words on the device.

The US group can collect many pictures and they are all added under the US box. Once the US box is filled, the US group will be instructed to give away everything in their box to the other group, labeled the **THEM** group. Once each

item is given away, each student repeats/say, 'give it to them' or 'give them.'

Repeat this activity, then have the Us and the **Them** groups sit down and act out giving and receiving using the words more naturally.

Here is a YouTube tutorial on how to make Google Slides with moveable objects that could be very fun and entertaining.

[How to Create Drag and Drop Activities on Google Slides | Courtesy of EdTech Made Easy Tutorial](#) by Pocketful of Primary

USE OF APPS OR OTHER TECHNOLOGY

Use the *Pictello* app to take pictures of the collage and write a story using the action words: Give to **them**.

Use the *My Play Home* app and gather multiple people in the kitchen and adults can model that they are giving the food to them.

Students can use their AAC systems to locate the word, 'them' 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, **them** 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: **Someone**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

ASK QUESTION: (e.g. need **someone**?)

SHARE INFORMATION: (e.g. want **someone**)

DIRECT ACTION: (e.g. **someone** help)

COMPLEMENT: (e.g. you **someone** special)

ROUTINES AND SCHEDULES

Attendance: At the beginning of the day, adults can model 'someone' every time a student arrives at school (e.g. "oh! **Someone** is here). Students can use 'someone' to alert the class that someone has arrived as well!

Circle: Adults can model "**someone**" to ask the class if someone has anything they would like to share. Adults can also use 'someone' to introduce the class to a guest, "there is someone here I would like you to meet."

Students can use 'someone' to share information about a story that they want to tell, "**someone** gave me a present."

Snack/mealtimes: Students can use "**someone**" to indicate that they need help during snack time (e.g. 'someone open'). Students and adults can also have a conversation during snack time to see if anyone else has the same snack.

Students can use "someone" when another friend has the same snack (e.g. someone else has goldfish too).

PLAY

Toys and Games: Using an array of toys and games, adults can facilitate the understanding of 'someone' by offering options to students, "does someone want to play with this truck?"

When a student indicates that they want to play with a toy (raise hand, say 'yes' or 'me', etc.), adults can model this word in context (e.g. "someone does" or "someone wants to play with the truck").

Students can also say 'someone' to indicate they would like to play with someone.

Recess

Students can use 'someone' to alert the adults at recess that they or someone else needs help (e.g. 'someone help').

Adults can lead a game of hide and seek and when they are looking for friends, students can use "someone" when they check a potential hiding spot and someone is there (e.g. adult: "let's check behind the tree! No one or someone?" student: 'someone').

Adults can use a 'no one/someone checklist' while playing hide and seek to support the students understanding of 'someone'. Below is an example of what this checklist could look like created by Alisa Lego:

LET'S PLAY HIDE and GO SEEK!

HIDING SPOT CHECKLIST

	NO ONE	SOMEONE
#1: Behind the tree	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#2: Under the slide	<input type="checkbox"/>	<input checked="" type="checkbox"/>
#3: Behind the play house	<input type="checkbox"/>	<input checked="" type="checkbox"/>
#4: Under the table	<input checked="" type="checkbox"/>	<input type="checkbox"/>
#5: Next to the tall pole	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Make sure to mark where there has someone hiding! Have fun!)

@vanstapelcollective

READING

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

[Giuliana is Someone Special to Meet by Heather McCarthy and Kate Ryan Courtesy of My Little Villagers](#)

[The Someone New by Jill Twiss Courtesy of Harper Kids](#)

[Somebody Swallowed Stanley by Sarah Roberts Courtesy of Mimi and Me](#)

Adults can substitute 'somebody' for 'someone' while they are modeling language throughout this story.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**someone**" to indicate that they need someone to help them or comfort them. We all need someone for so many different reasons throughout the day. Adults can create low-tech visual aids to create a visual aid that gives the students choices in how their 'someone' can help them. Co-regulation strategies such as deep breathing, positive self-talk, or relaxation have been researched to support students.

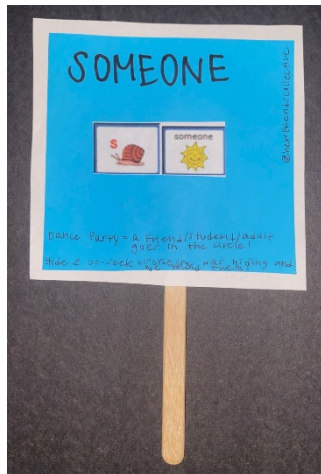
"Through an interactive process called "co- regulation," adult caregivers such as parents, teachers, coaches, and other mentors play a critical role in shaping and supporting self-regulation development from birth through young adulthood. Co-regulation involves three types of caregiver support: a warm relationship, environmental structure, and skills instruction and coaching" (Rosanbalm (2017).

[Rosanbalm, K.D., & Murray, D.W. \(2017\). Caregiver Co-regulation Across Development: A Practice Brief. OPRE Brief #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services](#)

SENSORY MOTOR

Adults can model '**someone**' by having the students form a circle and sit right next to a friend. Adults can explain to the students that 'someone' can mean there is a friend next to you.

'No one'/'Someone' Dance Circle: Prior to the activity, adults can create a visual aid for **'someone'** (e.g. print out the symbol/symbol sequence and tape to a popsicle stick) Example created by Alisa Lego. During this dance circle, an adult or student can be in charge of 'someone' and hold up the visual aide/announce with their speech generating device "someone (dance)."
When this happens, someone joins in the dance circle to show off some of their favorite dance moves!



STRUCTURED ACTIVITIES

Adults can facilitate a conversation about 'someone' and what it means.

[Merriam-Webster Definition of 'someone'](#)

Students and adults can look out the window and point out people they see, adults can model this new core word by pointing out people they see and narrating, "**someone** is driving", "someone is gardening", "someone is playing."

VIDEOS, MUSIC, ANIMATED SHORTS

[Somebody That I Used To Know - Gotye Clean Lyrics HD NEW Courtesy of Matt Noah](#)

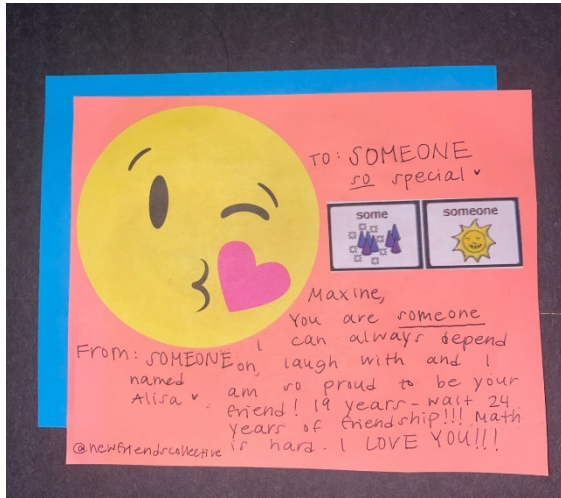
Adults can model 'someone' instead of 'somebody' during this song.

[Adele - Someone Like You \(Lyrics\)](#) Courtesy of the Best Pop

[Someone You Loved - Lewis Capaldi | Karaoke Version | Courtesy of KaraFun](#)

ART OR SCIENCE ACTIVITIES

Students can make an art project for 'someone special' using paper, an envelope, or PowerPoint slides if this is a virtual learning activity! Students can give this to their 'someone special' whether it is their mom, dad, neighbor, or a new friend! Example created by Alisa Lego.



USE OF APPS OR OTHER TECHNOLOGY

'Someone Story: Using paid app *Pictello* or any other story generating tool (google slides, Tar Heel Reader) adults can take pictures of any of the above activities and include these in the book along with a sentence on each page with the word 'someone' (e.g. "someone was behind the tree", "someone was outside playing basketball", etc.).

WORD WALL: Create a WordWall and add 'someone' 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](https://www.instagram.com/newfriendscollective). Thank you!

CORE WORD: **No one**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. **no one** here)

DIRECT OTHERS: (e.g. need **no one**)

CESSATION: (e.g. **no one** help)

EXPRESS OPINIONS: (e.g. **no one** cares)

TELL SECRETS: (e.g. **no one** knows but...)

ROUTINES AND SCHEDULES

Circle: Adults can model "**no one**" during circle time when everyone has shared and there is no one left to share.

Students can use '**no one**' to answer questions at circle time (e.g. adult: "who did you play soccer with? Student: "no one").

Snack/mealtimes: Students and adults can use "**no one**" to indicate that they wish to do something without help from others during snack time (e.g. open lunchbox). Students and adults can also have a conversation about which food everyone has, and use "no one" when there is nobody else who has the same food!

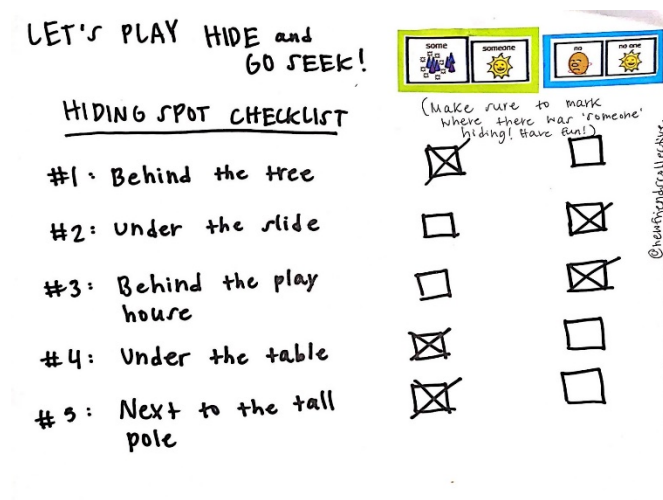
PLAY

Toys and Games: Using the students' favorite toy or game, adults can facilitate the understanding of 'no one' by having only one doll, car, or block and say, 'there's no one else for this doll to play with!' Adults can model that no one is playing with certain toys throughout the day as well, for example "oh looks like no one wants to play basketball today!"

Recess

Adults can lead a game of hide and seek and when they are looking for friends, students can use "no one" when they check a potential hiding spot and nobody is there (e.g. adult: "let's check behind the tree! No one or someone?" student: 'no one').

Adults can use a 'no one/someone checklist' while playing hide and seek to support the students understanding of no one. Below is an example made by Alisa Lego of what this checklist could look like:



READING

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

[The Sheep No One Could Find by Anthony DeStefano Courtesy of Sunny Books](#)

[When No One is Watching by Eileen Spinelli | Story Time Pals | Courtesy of Kids Books Read Aloud](#)

[No One Saw by Bob Raczka Courtesy of Arttrageous Art Teacher](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

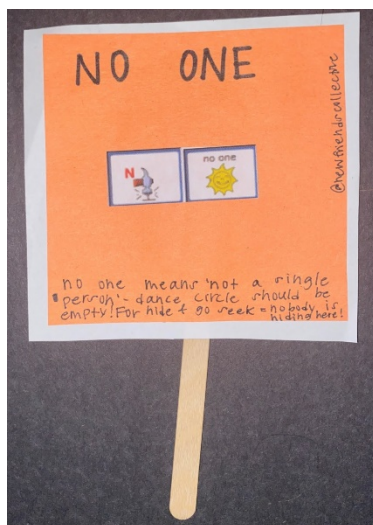
Students can use “**no one**” to indicate that they wish to have some alone time if they need a break. We all need some ‘no one’ time sometimes. Adults can set up a place in the classroom or at home that is a safe ‘no one’ zone where students can explore alone time and decompress if it helps them to do this alone. This can support the students in exploring self-regulation strategies with the safety of being in the same space as adults.

Students can use ‘**no one**’ to answer questions and provide information to friends during social interactions.

SENSORY MOTOR

Adults can model ‘**no one**’ by having the students form a circle and sit in the middle of it alone. Adults can explain to the students that ‘no one’ can mean no one is next to you.

‘No one’/‘Someone’ Dance Party: Adults and students can get in a large circle with no one in the middle to start. Adults can explain to students that when someone holds up the ‘no one’ popsicle stick, everyone inside the dance circle must go back to the outside. Prior to the activity, adults can create a visual aide for ‘**no one**’ (e.g. print out the symbol/symbol sequence and tape to a popsicle stick). Pair this with someone, another core word this month! Example created by Alisa Lego.



STRUCTURED ACTIVITIES

Adults can have a structured conversation with students and explicitly teach the meaning of '**no one**' (e.g. 'not a single person'). These videos may be helpful to spark some conversations about this new core word.

[No One Meaning Courtesy of SDictionary](#)

[Ohana means family. Family means no one gets left behind... or forgotten!](#)

Courtesy of Felipe Ramalho

VIDEOS, MUSIC, ANIMATED SHORTS

[No One - Alicia Keys \(Lyrics\)](#) Courtesy of Dope Lyrics

[Natalie Okri sings Alicia Key's No One - Britain's Got Talent - Show 6](#) Courtesy of Britain's Got Talent

[Alicia Keys-No One Chipmunk Version](#) Courtesy of Chipmunks Song Remixes

ART OR SCIENCE ACTIVITIES

'**No one** like me' or 'there's no one like (*insert students name here*)'

Collage: Adults can emphasize to students how we are all unique. There is **no one** quite like us. Students can create a collage with a selfie, pictures of their family, friends and all of their favorite things (hobbies, animals, food, colors, etc.). Adults can support students in decorating this collage with any available art supplies such as stickers, gems, and glitter. Students can present this to the class if they wish. Example made by Alisa Lego.



USE OF APPS OR OTHER TECHNOLOGY

'There's **No One** Like Me' Story: Using paid app *Pictello* or any other story generating tool (google slides, Tar Heel Reader) adults can help students create a story which includes some of the ideas that have been explored in the '**No one** like me' collage (see Art and Science section for more information). Adults can take pictures of any of the above activities and include these in the book as well!

WORD WALL: Create a WordWall and add '**no one**' 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: **Fix**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMMENT/SHARE INFORMATION: (The toy is broken, we need to **fix** it)

REQUEST: (e.g. can you **fix** this??)

COMMAND: (e.g. **fix** the tv!)

RESPOND TO QUESTIONS: (e.g. Yes, that's a quick **fix**)

ROUTINES AND SCHEDULES

Dressing: the student may indicate that they need to **fix** their part of their clothing (e.g. their buttons, shoelaces, zipper, etc.). Adults can model fix as getting dressed for items that are put on incorrectly.

Morning Routine: Adults can make sure the student has fixed their bed. Model "**Fix** your bed."

Device Maintenance: Take this opportunity to check in with your students regarding their device. See if you need to **fix** anything, e.g. does the orientation need to be fixed, is the strap the right length, are vocabulary items missing? Fix it!

Snack/mealtimes: Adults can model that we need to fix dinner before we can eat. Try modeling these phrases (fix dinner, fix potatoes, fix dessert, fix any food).

PLAY

Toys and Games:

Blocks: Build a tower or something tall and exciting, take a picture, let the student knock the structure down and then have them **fix** it back to how you had built it!

Potato Head (AKA Picasso Potato Head): Put all of the body parts in the wrong place and have the student fix the potato to be in the typical place.

Recess

Human knot: To begin, have students stand together in a circle. Have them join each hand with another student across the circle (students cannot hold the hand of a person next to them). Once everyone is holding hands, try to untangle and **fix** the circle.

Courtesy of Education.com

<https://www.education.com/activity/article/untangle-group-knot/>

READING

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

- Pete the Cat Construction Destruction by James Dean- [Courtesy of Storytime Train](#)

Pete explores a lot of broken items and objects that he needs to fix. As you read, model the word fix with the items that are broken, e.g. HE will FIX IT.

<https://www.youtube.com/watch?v=yekiH93Qhz0>

The Fix-It Duck | Jez Aborough | [Courtesy of StoryTellers](#)

A leaking roof? A window stuck? These are jobs for... *Fix-It Duck!*

He's got his tools. He's smart-he's strong. What can possibly go wrong?

But Duck is up to his old tricks. Now who'll end up in a fix?

Jez Alborough's inimitable Duck first appeared in *Duck in the Truck*.

<https://youtu.be/T-WQG7eJSaM>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can facilitate a conversation about how you want to **fix** your hair, talk with students about ideas about how you should fix your hair. Have them come up with ideas about how you can fix your hair.

With older students, have students discuss how they can fix they're code. They can discuss fixes that worked and fixes that did not work.

SENSORY MOTOR

Gross Motor: Adults can build an obstacle course of things/toys that are broken (e.g. Lego sets, Mr. potato head, etc..) and the child run and try to **fix** the items as quickly as they can. Model 'fix ____' as the student is fixing each item, and 'you fixed it, now fix ____' once they've finished an item.

Fine Motor: Oh no! A beaded necklace is broken! Students can **fix** the necklace by stringing beads, pasta, etc. onto string/cord.

Use this [hammering kit from Lakeshore](#) or make your own and use toy tools you already have. Make your own with a piece of Styrofoam and felt! (Nifty Thrifty tip: you can buy the plastic nails and replacement foam from Lakeshore for less than \$15)

https://www.lakeshorelearning.com/products/ca/p/LC955/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=520011010000097137&CADevice=c&gclid=CjwKCAjw_NX7BRA1EiwA2dpg0jsRJTd8se_TKIO7G3yDiz3704HaqPnL5Ny-qeMRIVFT6uwQfgy9HhoC60QQAvD_BwE

STRUCTURED ACTIVITIES

During English Language Arts time, teach students the skill of revising and **fixing** their writing. Have students re-read one of their writing samples and fix elements. Or create and present writing/spelling errors at your student's current level. Not at the writing/spelling stage yet? Create sets of cards (1) with a letter and (2) an icon/picture with an item beginning with that letter sound. Mix up the sets and have your students fix the pairings.

Community Helpers: Show students' pictures of different community helpers, e.g. firefighter, doctor, construction worker, plumber, dentist, etc., talk about what they **fix**.

VIDEOS, MUSIC, ANIMATED SHORTS

Bob the builder-Can we fix it? Courtesy of Liam Fitzgerald
<https://www.youtube.com/watch?v=l-epqIHe4w0>

Fixing My Hair | Courtesy of Sesame Street
Watch children as they **fix** their hair.
<https://youtu.be/0PQPF55Y-C0>

[Humpty Dumpty Fixed Fairy Tales Courtesy of Hishe Kids](#)

Before watching this, talk about the original story and how all the King's horses and all the King's men couldn't **fix** Humpty Dumpty. Then watch this alternative ending where the ending is **fixed**.

<https://youtu.be/zpnq5Hl8uwQ>

Coldplay-Fix You

<https://www.youtube.com/watch?v=k4V3Mo61fJM>

ART OR SCIENCE ACTIVITIES

Can you fix it? - take apart a simple battery powered tool or toy like a flashlight (or radio) and have the student try to figure out how to **fix** it! Once the student has succeeded use the opportunity to model other core words 'on' and 'off' Courtesy of Prekindners.com: <https://www.prekindners.com/can-you-fix-it/>

Building upon the activities in the fine motor section: Find toy tools around your house or from your favorite local thrift store, and build a fix-it-box for students to explore different tools to fix with! Courtesy of Teacher Preschool: <https://teachpreschool.org/2013/07/26/under-construction-with-our-diy-fix-it-box/>

For older students try working on a website like <https://www.codemonkey.com/> and model while they fix the computer code, or "your code is broken you need to fix it for it to work!"

USE OF APPS OR OTHER TECHNOLOGY

Toy Repair Workshop – fix broken doll, vehicle, robot, plush bear and more toys for kids by Sebastian Bachorzewski, <https://appsto.re/us/XhRbQ.i>

Tractor game for Build a House – fix up the different trucks with different tools for fixing. Then send them through the car wash!
<https://apps.apple.com/us/app/mining-tycoon-digging-craft/id1494262107?mt=12>

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ kelseyrobin.ccc.slp@gmail.com
And Jordan Stuhltrager @the.read.with.me.slp@gmail.com
Thank you!

CORE WORD: **USE**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

REQUEST: (e.g. Can I **use** it? What should we **use**? I **use** it.)

INSTRUCT: (e.g. **Use** your talker. **Use** a pencil. I like to **use** ____.)

ASK QUESTIONS: (e.g. Can he **use** it? Should I **use** it? How can we **use** this?)

SHARE INFORMATION: (e.g. I love to **use** ____! Let's **use** that! We will **use** ____.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can practice core word "**use**" to indicate what utensil they will need for their meal, with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word "use" when at mealtimes. Additionally, after snack/mealtimes adults can point out when students have to "use" the sink to wash their hands, or if they need to "use" a napkin, etc.

Circle: Adults can emphasize "use" during circle time, by asking students to "use" their raised hand to ask a question or discuss what materials they will "use" for an activity. Adults can also stop and ask questions with the core word before

getting an item (e.g. What should I use to write? What color marker should I use?)

Bathroom: The bathroom is a great time to model and practice the core word “**use**”. Adults can help facilitate use of the word through aided language stimulation, scaffolding, and modeling (e.g. Do you need to use the bathroom? I need to use the bathroom. I need to use the sink. I need to use a paper towel. Does anyone need to use the bathroom?)

Cooking: Adults can do a cooking project and emphasize the core word “use”. For example, when getting out all the ingredients and tools, the adult can say phrases such as: to make _____, we are going to **use** _____, we use a spoon to stir, we use a knife to cut, etc.

PLAY

Toys and Games: Students can practice the word “**use**” by asking for a preferred game or toy with the core word (e.g. use the _____, use markers, I want to use the _____.) Adults can help students practice the core word by prompting them to ask, “can I use the _____.”

Recess

Students can practice the word “**use**” by asking for or describing a preferred activity with the core word (e.g. use the swings, use the soccer ball, I want to use the slide. Can I use the jump rope?) Adults can facilitate use of the core word by asking questions like, what do you want to use during recess? Do you want to use any of the balls? Do you want to use the swings?)

READING

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

Many books can be used to facilitate practice of the core word, **use**. For example, adults can have students answer questions with the core word (e.g.

What did he use? What did they want to use ____ for? How will he use that? Could they use anything? What would you want to use?). Adults can also prompt students to use the core word when discussing the books as well.

[The Three Billy Goats Fluff by Rachel Mortimer](#) Courtesy of StoreTime at Awnie's house (e.g. what did the goats want to use? The troll did not let the goat use the bridge, did the goat use the bridge?)

<https://youtu.be/ghblvxSBKqQ>

[Pumpkin Jack by Will Hubbell](#) Courtesy of StoreTime at Awnie's house (e.g. what pumpkin did they use? Would you use that pumpkin? Why didn't they use the pumpkin?)

https://youtu.be/VIesO_hqJZ4

[At The Old Haunted House](#) By Helen Kettelman courtesy of Storytime Anytime (e.g. What did the witch use? They use a broom. What did the goblins use to sweep?)

<https://youtu.be/cAQsgvTzHwk>

[It's Pumpkin Time by Zoe Hall Courtesy of Bookworm Bonny](#) (e.g. What do they use to dig? How did they use the seeds? How can we use pumpkins?)

https://youtu.be/vV_YMKGb0EU

SOCIAL INTERACTIONS AND VIDEO MODELING

During morning meeting, students can share what they “use” to get to school (e.g. I use the bus, I use a car, I use a bike, etc.). Students can also share what they use in the morning to get ready for school (I use a toothbrush to brush my teeth, I use a brush for my hair, I use the bathroom, I use a backpack to carry my books, etc.). Additionally, adults can ask students to raise their hand to indicate if they use various items that the adult lists (e.g. Raise your hand if . . . you use a backpack, you use a comb, you use a brush, you use an alarm clock, you use a mirror, etc.).

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions, brainstorm all the different tools they “use” in the morning to get ready and then share with the group.

SENSORY MOTOR

Students can do a variety of sensory activities that include one of their five senses. For each sense, the carrier phrase: “I **use** my _____ to _____” can be incorporated for each of the senses. For example: “I use my hands to feel” and then allow a student to use their hands inside a sensory bin to feel around. Different items can be used to incorporate smell (e.g. grass, flowers, candy, smelly markers, snack food) and the adult can model with their voice and on the communication system, “I use my nose to smell.” For hearing, different songs or sounds can be played and the phrase, “I use my ears to hear _____” can be used.

STRUCTURED ACTIVITIES

Using the student’s or classroom communication device or communication board, the adult can point to and model use of the word “**use**” and talk about different things students use throughout the day (e.g. I use a pencil to write, We use crayons to color, What do you like to use to draw? How do we use this toy?)

Play Simon Says, incorporating the core word into the directions. For example, instead of saying the typical “Simon says touch your nose,” adults could instead say directions such as: Simon says, use your legs to jump, Simon says use your hands to clap, Simon says use your eyes to blink, etc.

Place different objects or tools into a box and have students reach in and grab an item out. Then adults can use prompts with the core word, such as: where could we use this? How do we use this? Would you like to use this? Do you use this?

Adults can explicitly teach the word “use”, what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing

which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Predictable Chart Writing

I use a _____.
I like to use the _____ at recess.
To write, I use a _____.
To eat _____ I use a _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Many videos, music, and animated shorts can be used to facilitate practice of the core word, **use**. For example, adults can have students answer questions with the core word (e.g. What did he use? How will he use that? Could they use anything? What would you want to use?). Adults can also prompt students to use the core word when discussing the videos as well.

[Pete The Cat, Jack-o-lantern Carving](#) Courtesy of Pete the Cat (e.g. What did Pete use? Would you use that pumpkin?)

https://youtu.be/tn2iN-T7_LE

[Coin Operated - Animated Short by Nicholas Arioli](#) Courtesy of Two Ghosts (e.g. What did the boy want to use? What did he use to turn it on?)

<https://youtu.be/5L4DQfVlcdg>

[Witches On Halloween - Halloween Song](#) Courtesy of Bounce Patrol (e.g. What did the witches use to fly? What do they use for magic? Would you use a broom to fly?)

<https://youtu.be/88B1XsBL4r4>

[Learning Materials That We Use In The Classroom Courtesy of I Am A Kid YouTube Channel](#)

<https://youtu.be/oaJrhy-wcv4>

[Learn Tools For Kids Courtesy of Mooseclumps Preschool Learning Songs](#)

<https://youtu.be/h0QFkRqfW4k>

ART OR SCIENCE ACTIVITIES

For art and science activities, adults can discuss what materials they will be using for the activity to model the core word. Student can practice core word by describing what they will “**use**” to complete the activity. Below are some October themed science and art activities.

Uses Of Plants - Science Video For Kids Courtesy of Periwinkle

<https://youtu.be/H61y3i9eNf4>

31 Days Of Halloween STEM Activities - Courtesy of Steam Powered Family Blog

<https://www.steampoweredfamily.com/activities/halloween-stem-activities/>



Best Halloween Art Projects Courtesy of Rhythms Of Play Blog

<https://rhythmsofplay.com/halloween-art-projects-kids-love/>



USE OF APPS OR OTHER TECHNOLOGY

Many apps can be used to facilitate using the core word, **use**. Adults can have students direct them how to play and prompt students to use the core word (e.g. you should use the car, use the eraser. Adults can also model the core word by making statements or asking questions during game play: what should I use next? What did you use there? How do you use it?

Bamba Ice-Cream: Students can create and run their own ice cream shop. Adults can prompt students to practice core word, '**use**' by asking questions such as: What topping should I use? What should we use to decorate the ice cream? What do you want to use?



LEGO Duplo World: Allows students to run their own circus by completing different tasks. Adults can prompt, model, and facilitate using the core word.

Toca Hair Salon Me: This paid app (\$3.99) allows students to style, color, and cut different hairstyles on their own picture. Adults can prompt, model, and facilitate using the core word (e.g. what color should I use? What hat should I use? What do you want to use?



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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Andriana Nikolau @ andriananikolau@gmail.com](mailto:andriananikolau@gmail.com).

Thank you!

CORE WORDS: **Will**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. I **will** tell you more about my day)

COMMENT: (e.g. I **will** agree that it was awesome)

ASK QUESTIONS: (e.g. **Will** that be okay?)

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

AGREE: (e.g. I **will** agree).

EXPRESS A FEELING: (e.g. I **will** be smiling, so you'll know how I feel)

CLARIFY: (e.g. **Will** you listen to it one more time?)

COMPLAIN: (e.g. I **will** not take it again)

MAKE CHOICES: (e.g. I **will** take that)

DISAGREE: (e.g. I **will** never agree with that).

SHARE NEEDS: (e.g. I **will** need that).

WHINE: (e.g. I **will** not do that again)

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, (e.g. “What will we do at school today? As adults review the school schedule, the students can utilize the future tense to indicate such activities, (e.g. I will play, I will go outside, etc.).

The negative can also be covered, here. Adults can review the schedule and ask, ‘Will you play with ____ (something that will not be occurring) and this will provide the opportunity to say, “I will not.”

End of Day Wrap Up: Adults can ask students what they will do at home. The adults at school can prepare a low-tech worksheet with the students to provide visual support and information to assist them in sharing what they **will** or may do after school.

PLAY

Adults, while playing alongside students, can ask the question, ‘what will you do’ or ‘what will you make?’ during interactive activities.

Potato Head: The adult can hold the potato head pieces and model use of the word, ‘will’ by stating, (I will put the hat on Potato Head), etc. Students can be provided with pieces one at a time and the adults can ask, ‘what will you put in/on’ and with consistent use of ALS, and pausing and with provision of wait time, adults can wait expectantly for students to indicate what they **will** do.

The same approach can be used across a variety of hands-on activities and play areas such as: puzzles, sand table, pretend play in the kitchen.

READING

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

These books provide a great opportunity to ask the students to predict what **will** happen next.

[Knuffle Bunny by Mo Willems | Read Aloud | Courtesy of King of the Classroom](#)

[Knuffle Bunny Too by Mo Willems Courtesy of Story Time With Ms. Jeannie](#)

Making predictions during book reading: As a highlight to book reading this month, adults can incorporate the word, will, to help the students make predictions about what they think **will** happen next....

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can ask what individual students want to do or play with by providing visual and verbal choices of toys/games. Prior to providing the item to the student or starting the activity, the adults can take the opportunity to ask the student, '**will** you play with ____? Or will you ____ (insert activity). If the student does not respond with the "I will" phrase, the adult can provide ALS to support and encourage the use of this future tense verb.

(Chat Editor Program- 60 Basic) ADD Template



Students can use the future tense verb, (will) to express to others what **will** happen during the day:

At morning meetings adults can prepare students by showing them a visual schedule of what will occur during the day and then can provide students with the opportunity to state what they **will** be doing during the school day.

Adults can also provide parents a schedule the day before so that they can discuss with their child what they will be doing at school tomorrow.

Additionally, adults can create, 'What will I do cards.' For example, they can describe a situation with a picture or photo and ask the students, 'what will they do?' to help with critical thinking.

Examples:

1. The girl is sick. What **will** she do?
2. The boy fell down. What will he do?
3. The boy has dirty hands. What will he do?

There are so many real-life situations where adults can ask such questions.

SENSORY MOTOR

Adults can assign each student to perform an ACTION, (depicted on a symbol card accompanied by a word OR just the word depending on the student's reading skills). Such actions can be reviewed as a group to make sure everyone knows and understands each action word. While in a circle or meeting, adults can call on students individually to perform the assigned action in the group and show everyone the action symbol. Before the student performs the action, the adults can ask the students, (What will ____ do?) and they can answer using the future tense verb, (pronoun/name)____ will _____ (action), incorporating use of their AAC system.

This can be expanded with an added writing/visual component adding a variety of pronouns: (I, he, she, you) and with groups of people performing actions, (We and They).

Describing actions with future tense verbs and adding pronouns- while individual people are performing actions. Chart Writing:

I will
He will
She will
You will

Adults and students can describe actions with future tense verbs that groups of people will perform by and adding pronouns

They will (referring to groups of students)
They will
They will
We will (referring to all of the students and adults.)
We will

STRUCTURED ACTIVITIES

The adults and students can write about all that they **will** do the next day, after reviewing the next day's schedule. Using a predictable writing chart in Google Slides adults can write (given class collaboration) what will happen tomorrow/the next day.

I will do many things at school tomorrow
I will _____
I will _____
I will _____
I will _____
I will _____
I will _____
I will _____

VIDEOS, MUSIC, ANIMATED SHORTS

[Over The Deep Blue Sea | Kids Songs | Courtesy of Super Simple Songs](#) Adults can ask students whether the next person will go on the boat.

[The Cat Came Back - Camp Songs - Kids Songs Courtesy of Children's Songs by The Learning Station](#) Adults can ask the students if they think the cat **will** come back.

Young Adults

[Queen - We Will Rock You \(Official Video\)](#)

[I Will Survive - Alien Song](#) By Victor Navon

[Gloria Gaynor - I Will Survive \[Official Video\] 1978 \[Audio iTunes Plus AAC M4A\]](#)

[Maroon 5 - She Will Be Loved \(Official Music Video\)](#)

ART OR SCIENCE ACTIVITIES

Adults and students can collaboratively write a list of things the students **will** do on construction paper, (highlighting the word, will). The students can trace the letters of the word, (will) in the sentence using glitter glue for a decorative list of things they will do in the future.

They can then continue to decorate the list of things they will do with markers, paint, crayons and more.

Example

I will go to a morning meeting.
I will read a story.
I will write words.
I will play with my friends.
I will eat my lunch
I will wash my hands

Following this activity adults can review the list and utilize Aided Language Stimulation to support use of the future tense verb, will, in real-life, predictable situations. This would also be helpful for students to review with parents when they get home.

USE OF APPS OR OTHER TECHNOLOGY

[CookieDoodle App](#): Students can make cookies, using clear graphics, and make choices regarding shapes, flavors, and then take turns putting in ingredients, decorating the cookies and ultimately eating them. Students can indicate what they will do, before they do it. For example, "I will put the butter in," "I will crack the egg." and then do so. This abstract term will become more meaningful after playing this structured cooking game using the Cookie Doodle app.

[More Pizza app](#) by Maverick Students can engage in this fun activity of pizza making, (doesn't everyone love making pizza- real or make-believe)? Students can take turns by announcing what they will put on their pizza and when they will eat it. (It even makes crunching sounds when you touch the pizza slices to eat it. Fun!

WORD WALL: Add the word, **will** 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: **Learn**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

GIVE INFORMATION: (e.g. I **learned**)

SHARE INFORMATION: (e.g. I like to **learn**...)

REQUEST: (e.g. Can I **learn** about...?)

ASK QUESTION: (e.g. What did you **learn**? or Want to learn?)

MAKE CHOICES: (e.g. Let's **learn**!)

Adults can explicitly teach about the act of **learning** and explain that **learning** happens every day, any second, and anywhere- whether we notice or not. Explicitly tell the student that "**learning** can mean knowing *more* about something, or it can mean starting to know about something brand new that you've never seen or heard of before. **Learning** happens when you try new things or when you ask questions and get an answer. Sometimes, there might not be an answer but that means more opportunities to **learn**!"

ROUTINES AND SCHEDULES

School: Adults can facilitate a conversation about school by asking students, "What subject do you like to **learn**?" and give choices or share their own opinion. (e.g. "There are many subjects like math, reading, writing... but I like to **learn** about math. Math helps me **learn** how to add up prices of things at the

supermarket so I **learn** how much I have to pay. What about you?"). Students can respond by using "I like to **learn**..."

PLAY

Toys and Games: Adults can introduce a brand-new toy to the student and **learn** about various categories (e.g. a doll - the doll's name, body parts, clothing, actions, etc.). Or adults can teach any new concept to students by asking, "Want to **learn** how to fly a kite...?"

Recess: Students can meet a new friend during recess time and **learn** the new friend's name or **learn** how to play a new playground game. (e.g. Adults can ask after recess time, "What did you **learn**?", "Whose name did you **learn**?", or "Tell me about the new game you **learned** to play.")

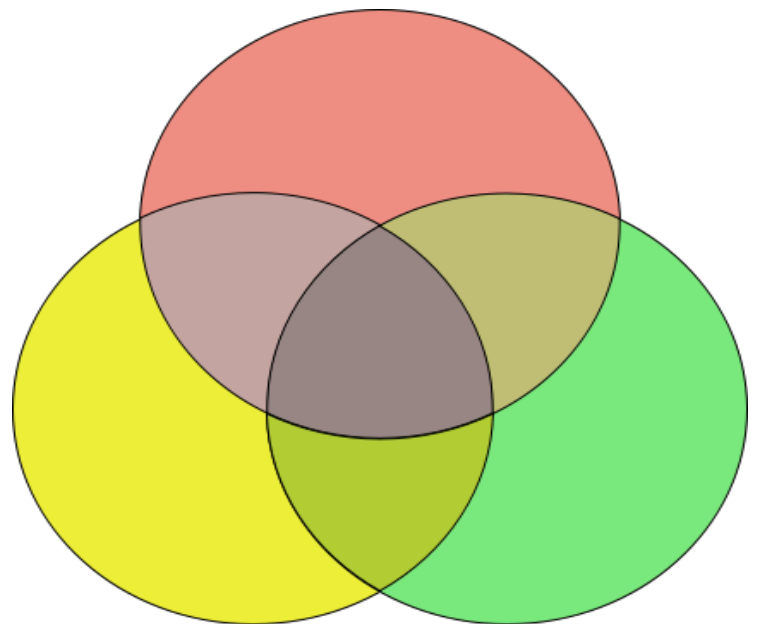
READING

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

[Everyone Can Learn to Ride a Bicycle by Chris Raschka, Courtesy of Slate School](https://www.youtube.com/watch?v=mRJzMTw4eEE)
<https://www.youtube.com/watch?v=mRJzMTw4eEE>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can engage in a get-to-know-each-other conversation in a group or with another person. Name 3 things they each like to talk about and find similarities and differences/new subjects that the students haven't heard of. These similarities and differences should be added to the Venn diagram. After they discuss, adults can explain that you **learned** if you didn't know



something about your friend (e.g. “I didn’t know that Bella likes to watch Peppa Pig, so I **learned** that. What’s something new you **learned** about Bella that you didn’t know before?”). Students can respond with “I **learned** that she likes...”.

SENSORY MOTOR

Adults can teach that “**learning** happens when you see/hear/feel/touch/try new things.” Play a game by choosing one or as many senses you want to explore in any room in your house or outside in nature. Then focus on the sensations of the chosen mode of sensory. (e.g. kinetic sand and all modes - “I **learn** that it is soft, I **learn** it has no sound, I **learn** it falls.”)

STRUCTURED ACTIVITIES

Parts of a flower craft - Create a flower with the materials listed in the link below. Adults can ask “What is one part of the flower you **learned**?” after the activity. Students can say “I **learned** about the stem.”

[Parts Of A Flower Craft created by Jennifer from A Dab of Glue Will Do](https://www.adabofgluedwilldo.com/parts-flower-craft/)



<https://www.adabofgluedwilldo.com/parts-flower-craft/>

VIDEOS, MUSIC, ANIMATED SHORTS

[I Love To Learn | Music Video | Courtesy of Hip Hop Harry](https://www.youtube.com/watch?v=IhM-IYF3rzk) <https://www.youtube.com/watch?v=IhM-IYF3rzk>

[LazyTown - I Like Learning Courtesy of Kym](https://www.youtube.com/watch?v=kED3850jfjQ)
<https://www.youtube.com/watch?v=kED3850jfjQ>

ART OR SCIENCE ACTIVITIES

With an adult, students will obtain materials to create a homemade science experiment. Students can **learn** the science of an exploding volcano. After the activity, adults can ask various questions such as “What did you **learn**? Tell me about the materials you needed.”

[Make your Own Volcano - courtesy of ScienceBob.com](https://sciencebob.com/make-your-own-volcano/)
<https://sciencebob.com/make-your-own-volcano/>

USE OF APPS OR OTHER TECHNOLOGY

Bogga Side – **Learn** the concepts of left and right by Boggatap,
<https://appsto.re/us/WxB1ib.i>

A great way to **learn** left and right is sticking out both hands with palms facing down and creating a L shape with your thumb and index fingers. Adults can teach the student that “to **learn** ‘left’, look for the hand with the L that is not backwards. The L that is backwards is ‘right’.”

WORD WALL: Create a WordWall and add ‘**learn**’ 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 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: **Clap**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

GAINING ATTENTION: (e.g. **Clap** hands to get attention from others.)

GREETING: (e.g. welcome someone by **clapping**.)

PROVIDE INFORMATION: (e.g. Show that you like something when you **clap** your hands.)

AFFIRMATION/ ENJOYMENT: (e.g. express joy by **clapping** hands).

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by **clapping** their hands when they are presented with the desirable food/drink. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by saying "clap" on their AAC device or by clapping their hands.

Circle: Adults can create a structured activity where the opportunity to use the word **clap** is high. For example, the group can sing the "clap hands" listed in the videos below. The teacher can model 'clap your hands' to the students and then tell the students to follow along. The students can also use the word 'clap' while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

<https://www.youtube.com/watch?v=C3c8fzbsfOE> Courtesy of the KiBoomers

<https://www.youtube.com/watch?v=5015skRvqs8> Courtesy of Sesame Street

PLAY

Dolls: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the dolls hands together. The adult can then instruct the student to do the same thing with their doll.

Stuffed Animals: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the stuffed animal's hands together. The adult can then instruct the student to do the same thing with their doll.

Puppets: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the puppets hands together. The adult can then instruct the student to do the same thing with their doll.

Action Figures: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the action figures hands together. The adult can then instruct the student to do the same thing with their doll.

Recess:

Simon Says: The adult can play a modified game of Simon says in which the students are instructed to **clap** hands in different positions. For example, "Simon says clap your hands above your head, Simon says clap your hands below your knees, Simon says clap your hands in front of your stomach." The students should also be instructed to describe what they are doing. For example, they may say "I am clapping my hands," "I clap hands," or "I clap my hands above my head." For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity clap may be one of the words on the wristlet.

Freeze Tag: The adult can structure a game of freeze tag so that when the adult **claps** their hands, the children must use the word clap before they freeze. They can either say the word 'clap' or simply clap their hands and then freeze. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each

student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity clap may be one of the words on the wristlet.

READING

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

1. If You're Happy and You Know It! | Courtesy of Barefoot Books Singalong

<https://www.youtube.com/watch?v=71hqRT9U0wg>

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

2. Clap Your Hands | Courtesy of Lorinda Bryan Cauley

<https://www.youtube.com/watch?v=N5KtEIJiDQ0>

Adults can introduce the word **clap** through this fun picture book. Great for beginners who are just learning how to use the word clap.

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to express joy or affirmation can be greatly increased once they learn how to use the word **clap** appropriately. Through modeling, these videos show us how the word clap can be communicated through nonverbal gestures. Adults can also model using words to say "clap" or "she is clapping." By coordinating gestures with words, the student can learn different ways to communicate the word clap.

Basic Motor Imitation | (42 seconds = timestamp) Courtesy of Carly Banks

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

Clap Hands Teaching Imitation Skills Courtesy of Kaitlyn Proctor

<https://www.youtube.com/watch?v=eCyTu5nqCD4>

To play on a loop, right click and select "loop"

SENSORY MOTOR

Sensory Water Station

Adults can create a water station where students can practice **clapping** their hands under water. The water station can be a bin filled with water and other items including glitter, food coloring, and sparkles. The adult can model how to clap underwater and then instruct the child to follow suit. When the child claps their hands under water, then the adult can also model “clap” on the AAC device or say the word “clap” out loud. This activity is a great way to introduce the word clap to children with sensory needs.

STRUCTURED ACTIVITIES

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

VIDEOS, MUSIC, ANIMATED SHORTS

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

Clap it Out | Blazer Fresh | Courtesy of Go Noodle

<https://www.youtube.com/watch?v=psUPYR235O8>

Handclap | Fitz and the Tantrums

<https://www.youtube.com/watch?v=Y2V6yjiPbX0>

Clapping Machine | Courtesy of Jack Hartmann

<https://www.youtube.com/watch?v=9sS0OeABaFs>

ART OR SCIENCE ACTIVITIES

People Clapping for Coloring

Students can color this coloring page which depicts people clapping. Adults can instruct students to describe the action that these people are engaging in. For example, the student can say “They **clap**.” This activity would be a great activity to introduce students to the concept of ‘clapping’ and the word ‘clap.’

https://www.netclipart.com/isee/iRxwJRi_people-clapping-for-coloring/

USE OF APPS OR OTHER TECHNOLOGY

These apps play applause or **clapping** sounds so that your student may be able to experience what clapping sounds like in a smaller or larger group. The following apps are available both on iOS and android systems.

Applause! | Acapella Clap Sound App

<https://apps.apple.com/us/app/applause/id858934146>

Applause Sounds

https://play.google.com/store/apps/details?id=com.funbuddy.applause_sounds&hl=en_US

WORD WALL: Create a Word Wall and add ‘**clap**’ 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 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](mailto: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: **Paint**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

ANSWER QUESTIONS: (e.g. I use **paint**, I **paint** my favorite place)

COMPARE: (e.g. I make **paint** art/I make paper art)

DESCRIBE: (e.g. fingers **paint**, **paint** fast, **paint** slow)

DIRECT ACTIONS: (e.g. mix, **paint** here, **paint** a smile, **paint** someone, **paint** my face,)

COMPLAIN/COMMENT: (e.g. **paint** on my shirt, **paint** is messy, not done **paint**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can help prepare a special cookie treat: Adults can provide various cookies and colored frosting; Students can paint the cookies with frosting using hands, brushes or squeezing a frosting bag, and show each other how they paint.

Adults can model and point to communication devices to support students' sharing about how they paint (e.g. Adults says, "Rosa **paints**." Adult

models/points, “I use hand **paint**”) when the student shares. Students can use their communication device and gesture to share how they paint.

Circle:

Adults can introduce a picture of something to paint together (e.g. a calendar/schedule, or a desk with familiar items on it).

Students can direct adults to paint different parts of the picture. Adults can model and point to the communication device “**paint** top” then paint that part of the picture.

PLAY

Toys and Games:

Students can play a game of painting fast, slow, and freezing. Students can take turns telling the group to “**paint** fast”, “**paint** slow”, “stop **paint**”

Adults can model painting fast by scribbling paint around quickly or painting slow by drawing a shape carefully.

Recess

Adults can introduce an active game: a Rainbow Race.

Adults can make the instructions using paint with Level 1 Core words and symbols from the communication device (e.g. “**paint** go”, “**paint** finish”, “**paint** colors go to finish” “all done **paint**” “go run!”)

Students can read the directions together with adult modeling and pointing with the communication device. Students can set the game up with adult facilitation (e.g. students decide who paints what), then play by moving along their painted rainbow stripe from start to finish.

This race could be played many ways – big on a playground, on paper with racing toy cars, or “painting” on a computer screen with digital paint for distance learning.

Another fun paint race example Courtesy of Sign Post Kids:
<https://youtu.be/ZdqPeQOO4gc>



READING

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

[Mouse Paint by Ellen Stoll Walsh from YouTube: with Mrs. F.](#)

<https://youtu.be/AjohJiyvA0Q>

[Let's Paint a Rainbow by Eric Carle from YouTube: Ms. Laila's Preschool](#)

<https://youtu.be/UM4QJvLcW0Y>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can interact with messy painting materials and comment/complain in a playful way about the messy paint (e.g. "**paint** shirt/table/hand/face).

Adults can model comments and point to communication devices to support students taking adding to the conversation.

SENSORY MOTOR

Adults can set up a face/hand/arm painting activity, like they might see at a fair or birthday party. Adults can show pictures of people with different body parts painted and show students by painting on another adult.

Students can direct the adults where and what to paint on the student's own body (“**paint** sun on my face”, “**paint** heart on my hand”). Adults can support student choices with a visual of different pictures to paint. Students may have the words in their device, or they may need to describe and use strategies to communicate which picture they want.

Example of face painting options: from Jennifer Hazand

<https://cutepotato.com/2010/07/17/fun-at-the-yarmouth-clam-festival/>



STRUCTURED ACTIVITIES

Students can practice gathering useful materials for a painting project. Students can find where paint, paintbrushes, and paper are kept in the classroom, and where are good places to paint.

Adults can give an “art studio” tour to facilitate student's navigating the room and finding materials.

Students can break into 2 groups, each half finds some materials, then tells the others how to find the materials in the room (e.g. “**paint** next to my desk”).

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts

Brush: A Fox Tale Animated Short Film by Willi & Faustina Arriola

<https://youtu.be/H4-96GqPup4>

“The Artist and the Kid” by Sasank, Deepak, Charlotte Brun

<https://youtu.be/McUIRVe9Zqo>

Music:

Mixing Colors! Painting Song for Kids from YouTube by Mooseclumps:
Preschool Learning Songs

https://www.youtube.com/watch?v=ENLL6693aLs&ab_channel=Mooseclumps%3APreschoolLearningSongs

ART OR SCIENCE ACTIVITIES

Students can do art projects where they explore paint and painting materials

Adults can set up stations for mixing paint, splattering paint, pouring paint, finger painting, etc.

Students can hang their art together as a gallery and tell the group about their art process.

Adults can facilitate student descriptions by reviewing helpful Core words from the Core Board before the activity, (e.g. I, me, think, messy, next to, hard, different, fast, slow, work, silly) and placing relevant Core word symbols at each station and modeling their use with **paint** during the activity (e.g. “I **paint** silly”)

USE OF APPS OR OTHER TECHNOLOGY

Finger Paint With Sounds by Inclusive Technology Ltd

<https://appsto.re/us/aIS9I.i>

Qixel Kids: Pixel Art Painter by Frosby Designs Ltd.,

<https://appsto.re/us/geATT.i>

WORD WALL: Create a WordWall and add **'paint'** 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: **Messy**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g. My room is **messy**, It's so **messy!**)

COMMENT: (e.g. It is **messy** here, We got **messy**)

GET HELP: (e.g. My clothes are **messy**, It's **messy** we should clean)

EXPRESS A FEELING: (I do not like my room **messy**, I like getting **messy**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use "**messy**" to indicate when their meal was messy, with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word "messy" when at mealtimes with a student. Additionally, after snack/mealtimes adults can point out when students have "messy" hands that need to be washed.

For example: I'm messy. This messy. It messy. Got messy. Your shirt got messy. Your hands are so messy. We have to clean those messy hands.

Cooking: Adults can do a cooking project and get messy. For example, when pouring or stirring ingredients in a bowl, intentionally spill. Then adults can model and comment using the core word.

For example: Oh no, it's getting messy. I am so messy. The table is messy. My hands are messy now.

Clean Up: Anytime an activity is ending or it is time to clean up, adults can model and facilitate use of the word “**messy**”. For example, adults can signal that it is time to clean up and expand the phrase to include “messy”.

For example: It’s time to clean up, because it is so messy in here! The desks are messy, we should clean up! Wow our hands are messy, time to wash our hands!

Gardening: Adults can model and facilitate use of the word “**messy**” while working in a school garden. Or adults can show students how to pot a plant and show how it can be messy when touching the dirt and adding soil.

PLAY

Toys and Games: During play, adults can facilitate many opportunities for students to use the word “**messy**.” For example, adults and students can take out more toys than necessary and acknowledge that the play area is now “messy”. Additionally, adults can intentionally dump out a box of toys to purposefully make a mess to encourage and model the core word. Adults can allow students to get “messy” while they play to provide a context for using the core word naturally.

RECESS: Adults can talk about activities where student(s) get dirty (i.e. playing in grass, playing on the blacktop, digging in the sand, etc.) to see which activities the students enjoy and lead students in activities that involve getting dirty during recess and model “messy.”

For example: Wow, our hands are messy from using the basketball. We are so messy from building our sandcastle. The grass made our clothes messy!

READING

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

Super Completely and Totally The Messiest By: Judith Viorst Courtesy of Rachel Merrell <https://youtu.be/XlybxLKl5MI>

Sloppy Joe By: Dave Keane Courtesy of Book Buddy https://www.youtube.com/watch?v=1RgMq1ZwVB0&ab_channel=Bookbuddy

Too Many Toys By: David Shannon Courtesy of Books with Blue https://www.youtube.com/watch?v=h35J5tUSKVw&ab_channel=BookswithBlue

Thanks A LOT, Emily Post! By: Jennifer LaRue Huget Courtesy of Story Thyme
https://www.youtube.com/watch?v=khzegilFVuk&ab_channel=StoryThyme

A Perfect Mess By: Steve Breen Courtesy of SFTC Serteen
https://www.youtube.com/watch?v=pNUsFqrRwR4&ab_channel=SFTCSerteen

Edward Gets Messy By: Rita Meade Courtesy of Mrs. Amanda's Read Alouds
https://www.youtube.com/watch?v=Wuar6TfpHc&ab_channel=Mrs.Amanda%27sReadAlouds

Mouse Makes Mess By: Linnea Riley Courtesy of Gangeo English Library
https://www.youtube.com/watch?v=gfZZgENAr6Q&ab_channel=GangseoEnglishLibrary

Just A Mess By: Mercer Mayer Courtesy of Ocean Mouse Media
https://www.youtube.com/watch?v=Jfsmu-8WIZI&ab_channel=OceanhouseMedia

Pigsty By: Mark Teague Courtesy of Store Time at Awnie's House
https://www.youtube.com/watch?v=QCJyJup0qcc&ab_channel=StoryTimeatAwnie%27sHouse

My Messy Room By: Mary Packer Courtesy of Amandpm Store Time
https://www.youtube.com/watch?v=AgfraZX2nUw&ab_channel=amandpmstoretime

The Messy Room By: Kyuwon Eli Courtesy of a Book in Time
https://www.youtube.com/watch?v=yyYztPf_A4U&ab_channel=ABookInTime

What Mess? By: Tom Lichtenheld Courtesy of Miss Kimberly Jameson
https://www.youtube.com/watch?v=pM2YUBb8rBE&ab_channel=MissKimberlyJameson

Messy Room Poem By: Shel Silverstein Courtesy of Tejames05
https://www.youtube.com/watch?v=PJBX8faby6k&ab_channel=Tejames05

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can put on a puppet show where two or more puppets make a mess of something (e.g. dumping out toys, spilling food) and incorporate “messy” on the talker/communication system. The activity can be recorded to accommodate for distance learning.

Students can practice using messy to describe activities such as arts and crafts. Adults can facilitate use of the core word through modeling, scaffolding, and aided language stimulation.

Video modeling: Time lapse video of a messy room getting organized. Video can be used to model “**messy**”. In the video and with the help of an adult model, it can be discussed how the room is messy, what messy can look like, and how to use messy to describe.

SENSORY MOTOR

Students can participate in “messy” activities that allow them to experience what it can look and feel like to get messy firsthand. For example, students can fingerpaint, decorate a cake, play with shaving cream, use kinetic sand. For online learning, adults can do the messy activity on video and show the student what it looks like to have your hands, clothes, face, etc. become “messy” and describe what it feels like for the student.

Sensory Play: Decorate A “Cake” With Shaving Cream courtesy of Days with Grey <https://dayswithgrey.com/blog/shaving-cream-sensory-play-preschool-3/>



STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word “**messy**” and talk about when we use messy.

Adults can explicitly teach the word “messy”, what it means, and have a discussion: “Messy means something is dirty, sloppy, out of order, not clean, not neat, not organized. People can have messy hair or messy clothes. Sometimes our rooms can get messy when we leave all of our toys out. When we spill something on the floor, the floor gets messy. When things get messy, we clean to make things not messy.”

For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in what messy means or things that can get messy. Additionally, adults can make a collage of pictures that show different messy things into a slideshow.

Chart Writing

Messy means _____.
My _____ is messy.
_____ can get messy.
I _____ to get messy.

VIDEOS, MUSIC, ANIMATED SHORTS

Compilation of Animals and Kids Getting Messy Courtesy of Poke My Heart
<https://youtu.be/6Cz2EN95nVM>

Dust Buddies by Beth Tomashek and Sam Wade Courtesy of CG Meetup
(Animated Short) <https://youtu.be/mZ6eeAjqSZI>

A Pinch Of Mess by Catherine Rousseau (Animated Short) Courtesy of Dawson
3D Animation and CGI <https://youtu.be/pFP-RaSwpAU>

Every Mess I Make by Badanamu (Song) Courtesy of
Badanamu <https://youtu.be/4CX040UjtIY>

The Muppets - The Swedish Chef's Catering Catastrophe (Short Ad)
<https://youtu.be/dtS6Yeso2jQ>

Max Keeble's Big Move - Food Fight Scene (Movie Clip) courtesy of perspicyacity151 <https://youtu.be/8zXQoFFMCu8>

Berenstain Bears and the Messy Room (Short Video Episode) Courtesy of Paul Risch <https://youtu.be/QMEcMMOVBKE>

Messy by Geina (Song Lyric Video) <https://youtu.be/WJVgE0rxIJ8>

Tarzan - Trashin' The Camp (Song from movie) Courtesy of Jack Bauer 137 <https://youtu.be/a-VqEnvDKbw>

ART OR SCIENCE ACTIVITIES

Most art projects tend to get messy. Adults can incorporate “messy” into the activity to describe (e.g. messy hands, messy desk, messy floor, etc.) Adults can facilitate students using the word through modeling, scaffolding, and aided language stimulation.

Painting In A Bag Activities: Print out a coloring page (e.g. Jack-o-lantern for Halloween, animal outline). Get a Ziplock bag, place the coloring page inside. Then add different colors of paint inside the bag on top of the coloring page. Seal the bag. Students can move the paint around inside the bag to swirl paint on the image. Adults can model the word “**messy**” to describe the paint and the activity, or how the student’s hands did not get messy.

Pumpkin Art (Add a face to create a Halloween Jack-o-lantern) created by teaching 2 and 3 year olds: <https://teaching2and3yearolds.com/no-mess-pumpkin-art-with-free-printable/>



Messy Muddy Pig, Painting in a Bag Activity (Use brown paint and pretend the pig is getting messy while playing in the mud.)

<https://teaching2and3yearolds.com/awesome-muddy-pig-sensory-art-for-toddlers/>



Splat Painting Activity - Fill a sponge with watercolor paint, then hit the sponge to make the paint explode from the sponge and onto the page. Get messy!
Courtesy of Taming Little Monsters

[https://www.youtube.com/watch?time_continue=3&v= AlsGlHdAjc&feature=emb_logo&ab_channel=TamingLittleMonsters](https://www.youtube.com/watch?time_continue=3&v=AlsGlHdAjc&feature=emb_logo&ab_channel=TamingLittleMonsters)



USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a personalized story for the student(s). Adults can take pictures of messes they have created or find pictures online that show places or things that are “messy”. On each page, write a sentence using the core word. If possible, include the icon sequence for “messy” to make modeling easier for all communication partners, and so the student can visually see their systems representation of messy in their story! Read the story with the students.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact **Andriana Nikolau @ andriananikolau@gmail.com**.
Thank you!

CORE WORD: **Glue**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g. **glue** on paper, **glue** together, use **glue** to fix)

DESCRIBE: (e.g. eyes **glue** to the book, **glue** shut)

SHARE INFORMATION: (e.g. not **glue** wait, wait **glue** is wet)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Adults can serve very sticky foods for a snack: one food to be the glue, one food to be the base, and one food to glue on top (e.g. cream cheese and crackers, or peanut butter with celery and raisins).

Students can glue foods together with other foods with adults supporting students' fine motor skills as needed (e.g. students may put all the food together, add the last piece, or just eat the sticky food).

Students can take a picture of their creation and write a "snack review" (e.g. "love this **glued** together"). Adults can post all recipes on a group blog and share with students' friends and family.

Circle:

Students can help adults decorate the morning circle area with student artwork. Students can direct adults where on a wall to glue the art.

Adults can review helpful Core words from the Core Board, and use Level 1 words when talking about where the art can go (e.g. "I can **glue** art...on top, bottom, far away, close together").

PLAY

Toys and Games:

Students can pretend to be glued to their partner and try to move from one place to the next without losing the touch of the other person.

Adults can model when pairing students together "Susan is **glued** to Andy" then point to a communication device.

Students can confirm who they are glued to (e.g. "I'm **glue** to Susan")

Recess

Adults can make a scavenger hunt by gluing silly clues to different things outside. Adults can facilitate students finding the clues by looking for things that usually don't stick to each other.

Students can describe where they find each silly clue to score points as a class in the game (e.g. "**glued** on back") and adults can expand on students descriptions (e.g. "The rock **glued** on the back of the tree!").

READING

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

Too Much Glue by Jason Lefebvre Courtesy of Kathrine Hardin

https://youtu.be/1xM_asfpJEM

Maple and Willow Together Courtesy of Pixie Lin's Story Time

<https://youtu.be/AmW3UUk4uXA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can role play a student who is really focused on a task (e.g. “I love this book. I’m glued to the page”)

Students can share things they love doing for a long time (e.g. “I’m **glued** to computer” or “**glued** to my dog”)

SENSORY MOTOR

Students can explore what glue feels like on different surfaces and different amounts.

Adults can expand on student’s exploration by describing how glue feels or doesn’t feel (e.g. “**glue** hard to wash off” “**glue** feels wet/sticky/messy”)

STRUCTURED ACTIVITIES

Students can make special notes into a class book. Each student gives their note to the next student who glues it to their own note and passes it on. Students tell their friend “**glue** together” as the book of notes grows bigger and bigger.

Adults can facilitate students sharing materials, and model/point to communication devices as students direct the next person to glue their note to the book.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

Glued Courtesy of Glued Movie

<https://youtu.be/rW2g5cwrxqQ>

Music:

The Glue Song Courtesy of YouTube: Heidi Butkus

<https://youtu.be/Ku24jltPG6M>

ART OR SCIENCE ACTIVITIES

Students can make their own slime and record it as a How-To Video. Students can use check off each item in the recipe as they go (e.g. “**glue** all done, next...”)

Adults can run “dress rehearsals” of checking off ingredients with modeling/pointing to communication devices, previewing core words, and then facilitate recording videos.

Students can participate in organizing the video’s set design, script writing and music or graphics to add to the video afterwards.

Slime Recipe Courtesy of the Best Ideas for Kids:

<https://www.thebestideasforkids.com/how-to-make-slime-with-contact-solution/>

USE OF APPS OR OTHER TECHNOLOGY

Max the Cat by Family Pastimes, This is a cooperative game that could be introduced as a theme of the game where students pretend to be glued together – both are cooperative games.

<https://appsto.re/us/9yrX4.i>

WORD WALL: Create a WordWall and add ‘**glue**’ 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: **Party**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

COMPLIMENT: (e.g. Fun **party**! I liked your **party**)

SHARE INFORMATION: (e.g. I had a birthday **party**, My **party** was yesterday)

TELL A STORY: (e.g. I went to a **party**, The **party** had cake! It was a pajama party!)

SHARE AN IDEA: (e.g. Let's **party**! It's a dance **party**! Let's throw a party!)

REQUEST: (e.g. Can we have a **party**? Will it be a **party**?)

ROUTINES AND SCHEDULES

Circle: Students can share if they have been to a **party** recently. Or if a birthday is coming up, adults can facilitate a discussion on birthday parties. Adults can discuss if there are any class parties coming up, or themed parties, like a pajama party, pizza party.

PLAY

Toys and Games: During play, adults can facilitate opportunities for students to use the word "**party**." For example, adults and students can take out action figures or dolls and have them throw a party together. The students can role play with the toys what they would do at a party.

READING

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

[Olive's Pirate Party By Roberta Baker](#)

<https://youtu.be/a50RgOxEKlg>

[The Tea Party In The Woods By Akiko Miyakoshi](#) Courtesy of Ravin Jackson

<https://youtu.be/s9o41Bd271A>

[Welcome To The Party By Gabrielle Union](#) Courtesy of Sankofa Read Aloud

<https://youtu.be/6j6XHE7W1TA>

[If You Give A Party By Laura Numeroff](#) Courtesy of Munchkin Story Time

https://youtu.be/hrR_1Er-FnU

[Monster Needs A Party By Paul Czajak](#) Courtesy of Theresa Hennig

<https://youtu.be/kp4Sde2ddxl>

[Xander's Panda Party By Linda Sue Park](#) Courtesy of Daddy Read 2 Me

<https://youtu.be/NaW6LRsFJCs>

[Secret Pizza Party By Adam Rubin and Daniel Salmieri](#) Courtesy of Mrs. Amanda's Read Alouds

<https://youtu.be/lwOfn0ebKvA>

[Mother Goose's Pajama Party By Danna Smith](#) Courtesy of Theresa Hennig

<https://youtu.be/e2sXTnDK8sM>

Pete The Cat And The Perfect Pizza Party By Kimberly and James Dean (2 different links of the story. The first link shows the book, the second is an animation of the story).

<https://youtu.be/sLCBYpEvhXs> Courtesy of Harper Kids

<https://youtu.be/yrVrFBGi43w> Courtesy of StemHax

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can throw a virtual **party** for students to accommodate for distance learning. Adults can have a virtual party over zoom or another platform and have balloons, confetti, create a theme for the party, make it a dance party, etc. Below are two resources with ideas for throwing a virtual party.

<https://www.paperlesspost.com/blog/virtual-party-ideas-kids/>

<https://techcrunch.com/2020/04/06/creative-ways-to-host-a-virtual-birthday-party-for-kids/>

Students can describe a time they have attended a party or describe what they would want at their own party with their peers. Adults can facilitate use of the core word through modeling, scaffolding, and aided language stimulation.

Adults can put on a puppet show where the puppets throw a “**party**” and incorporate “party” on the talker/communication system. The activity can be recorded to accommodate for distance learning. Below are two links of a puppet party.

<https://youtu.be/WtoDxCUD-mk> Courtesy of ShowTown BlackPool

https://www.youtube.com/watch?v=KP69YPqHquY&ab_channel=SuperSimpleSongs-KidsSongs Courtesy of Super Simple Songs

Video modeling: Time lapse video of a family decorating for a birthday party. Video can be used to model “**party**”. In the video and with the help of an adult model, it can be discussed how the family is getting ready to have a party.

<https://youtu.be/voY8zzxaj-I> Courtesy of TJ Keylove

SENSORY MOTOR

Students can play with items typically used for decorating a party (e.g. balloons, streamers, noise makers, confetti, etc.) for a sensory activity. Adults can facilitate use of the core word with phrases such as, “we are having a party! Let’s decorate for the party!”

Adults can throw a dance party, in person or virtually, as a sensory activity to help students move their bodies and practice use of the core word. Below are some links to videos of a dance party for students.

https://www.youtube.com/watch?v=6R0v0ovq1hs&ab_channel=BouncePatrol-KidsSongs Courtesy of Bounce Patrol Kids Songs

https://www.youtube.com/watch?v=ymigWt5TOV8&ab_channel=ZumbawithDovydas Courtesy of Zumba with Dovydas

https://www.youtube.com/watch?v=mUSgKSgS4-E&ab_channel=TeacherMisterAlonso Courtesy of Teacher Mister Alonso

STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**party**" and talk about what occasions are cause for a party, why we have parties, discuss the students favorite party activities, etc.

Adults can begin a game of Freeze Dance and make it a Freeze Dance Party. Adults can change the phrasing of the game so when students are dancing, it can be called "dance party" time and when the music stops adults can use directions such as: freeze the party, the party is frozen, stop the party! Then when the music comes on again, adults can model the core word with phrases such as: Go party, party time, dance party!

Adults can explicitly teach the word "party", what it means, and have a discussion: "A party is a celebration with a group of people, like our family and friends. We throw a party for special occasions or when we want to be with the people we care about. When we have a party, there is usually decorations, music, sometimes there is dancing, food, and other fun things. Have you ever been to a party?"

For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in what the word "party" means, why you might have a party, what theme they would want for their party, when was the last time they went to a party, etc. Additionally, adults can make a collage of pictures that show different party themes, party decorations, and party activities into a slideshow.

Predictable Chart Writing

A party is a _____.
We throw a party when _____.
My party would have _____.
I like to eat _____ at a party.
I went to a party for _____.

My favorite thing at a party is _____.

I _____ to party.

VIDEOS, MUSIC, ANIMATED SHORTS

[We Like To Party By The Vengaboys](#)

<https://youtu.be/fWsxSeqdyTw>

[Party in the U.S.A. by Miley Cyrus](#)

<https://youtu.be/M11SvDtPBhA>

[Partysaurus Rex - Toy Story Toons \(Disney Scene of a bubble bath party\)](#)

Courtesy of Alexander H

<https://youtu.be/dXKnQjVTEbA>

[Aaron's Party by Aaron Carter \(Song describing a boy throwing a party\)](#)

<https://youtu.be/y0p3jn7ODuc>

[SpongeBob SquarePants - The Jellyfish Jam \(Clip from TV show of a party\)](#)

Courtesy of Mike Fitzer

<https://youtu.be/oWqAf4eex14>

[Me Party from The Muppets Movie](#)

<https://youtu.be/BXH3Gnvxpw0>

[Muppet Thought Of The Week ft. Animal by The Muppets](#)

<https://youtu.be/L8nHmS662x8>

[Pajama Party Time Song - Courtesy of Yo Gabba Gabba!](#)

<https://youtu.be/9E8Wfcpeczw>

[Baby Goats Having Pajama Party \(Video\)](#) Courtesy of Sunflower Farm Creamery

<https://youtu.be/RN50R3gycgo>

ART OR SCIENCE ACTIVITIES

Students can make and decorate their own “**party**” hats. While creating the hats, the core word can be practiced, modeled, and discussed.

Courtesy of Diana <http://blog.darice.com/basics/diy-party-hats/>

Courtesy of Video Dude <https://youtu.be/OLJbRwdueRc>



Adults can throw a Halloween party with activities, music, crafts. The core word can be modeled and discussed. Adults can emphasize, describe, and model the core word with a countdown each day until the Halloween Party.

Courtesy of Jamie: <https://www.scatteredthoughtsofacraftymom.com/17-halloween-party-games-for-kids/>



USE OF APPS OR OTHER TECHNOLOGY

Pinkfong Birthday Party App By SmartStudy: App allows students to get ready for a birthday party using their own selfie. Students can pick out a costume, have different themes, decorate a cake, and more.

Party Disco Dance Strobe Light by Jeremiah McLeod: App allows students to choose from different types of strobe and disco lights. Turn down the lights, turn on this app, and have a groovy dance party with students using party lights.

Toca Birthday Party by Toca Boca AB, App: This paid app (\$3.99) allows students to throw their own birthday party celebration.

Toca Tea Party By Toca Boca AB, App: This paid app (\$3.99) allows students to have a tea party.

Halloween Face Paint Spa Party: This make over app allows students to design a Halloween Face Paint for different avatars. Have students pretend they are helping get their avatar ready for a big Halloween party.

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a story based on the word “**party**” for the student(s). Adults can take pictures or find pictures of the student attending a party, or the steps for throwing a party, or reasons we have a party, etc. On each page write a sentence using the core word. If possible, include the icon sequence for “party” to make modeling easier for all communication partners, and so the child can visually see their system's representation of “party” in their story! Read the story with the students.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact **Andriana Nikolau @ andriananikolau@gmail.com**.
Thank you!

CORE WORD: **Dance**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. We like to **dance** at the end of the day.)

COMMENT: (e.g. He is **dancing**)

ANSWER QUESTIONS: (e.g. Yes, I like to **dance**)

REQUEST: (e.g. Can I **dance** too?)

ROUTINES AND SCHEDULES

Adults can create a **dance** to do at the beginning of the day, or whenever the class comes back from recess, lunch, etc. to **dance** their sillies out. They can use the song: Shake your sillies out courtesy of the Learning Station
https://www.youtube.com/watch?v=NwT5oX_mqS0&list=PLVrAmG1c3yD911Ru-SchV5DoeV8lQRnm4&index=6

PLAY

Freeze **dance** games can be played as a class. Students can take turns **dancing**, picking the music, and pausing the music.

Students can engage in pretend play and dress up as ballerinas or other **dancers** and put on a **dance** recital that their friends or stuffed animals can watch.

READING

Dinosaur Dance! By Sandra Boynton, courtesy of Alter Storytime:

https://www.youtube.com/watch?v=GKahpvSkzfk&ab_channel=AlterStorytime

Giraffes Can't Dance by Giles Andreae, courtesy of Venon Sim:

https://www.youtube.com/watch?v=5Phal1QU1wA&ab_channel=VenonSim

Barnyard Dance! By Sandra Boynton, courtesy of Jennifer Wentworth:

https://www.youtube.com/watch?v=Se2KVqGQoUI&ab_channel=JenniferWentworth

Elephants can't dance! By Mo Willems, courtesy of SnuggleBug StoryTime:

https://www.youtube.com/watch?v=HupcfibCjCY&ab_channel=SnuggleBugStoryTime

Saturday Night at the Dinosaur Stomp by Carol Diggory Shield, courtesy of Matt Huitt:

https://www.youtube.com/watch?v=3MsXXQk8Yq8&ab_channel=matthuit

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about their favorite kind of **dance** with their classmates. They can take turns asking each other and other adults to **dance** and dance in front of the class.

SENSORY MOTOR

Freeze **Dance** painting: Students and Adults can take off their shoes, dip their feet into paint and dance along a sheet of butcher paper to create a freeze

dance painting. This can be done using music to pause and freeze or just **dancing** to the music in your head.



STRUCTURED ACTIVITIES

Students can create smart charts about when they like to **dance**.

I like to dance when _____.
I like to dance when _____.
I like to dance when _____.
I like to dance when _____.
I like to dance when _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

Sesame Street Dancing Shoes courtesy of Sesame Street:

https://www.youtube.com/watch?v=Gtl63Nb-w4&ab_channel=SesameStreet

Freeze Dance song courtesy of Kiboomers:

https://www.youtube.com/watch?v=2UcZWXvgMZE&ab_channel=TheKiboomers-KidsMusicChannel

I don't dance from High School Musical 2 Courtesy of Disney Music VEVO:

https://www.youtube.com/watch?v=sBAN0S3rW-l&ab_channel=DisneyMusicVEVO

Can I have this dance? From High School Musical 3 Courtesy of Robert Paul Baquing:

https://www.youtube.com/watch?v=fCa8pxUtN1s&ab_channel=RobertPaulBaquing

Young Adults:

I wanna dance with somebody by Whitney Houston:

https://www.youtube.com/watch?v=eH3gialzONA&ab_channel=whitneyhoustonVEVO

Dancing in the Moonlight by King Harvest courtesy of Jermang:

https://www.youtube.com/watch?v=hMc8naeeSS8&ab_channel=jermayang

Dancing Queen by ABBA:

https://www.youtube.com/watch?v=xFrGuyw1V8s&ab_channel=AbbaVEVO

You Make me Feel like Dancing by Leo Sayer Courtesy of Rescue 567:

https://www.youtube.com/watch?v=HhSjwU8gEst&ab_channel=rescue567

I Don't Feel like Dancing' by Scissor Sisters:

https://www.youtube.com/watch?v=4H5l6y1Qvz0&ab_channel=ScissorSistersVEVO

I Don't Dance by Lee Brice:

https://www.youtube.com/watch?v=fBEBbgQEJy4&ab_channel=LeeBrice

ART OR SCIENCE ACTIVITIES

Ballerina art can be created. Print out the template courtesy of Paper and Glue. Use whatever color the student wants to create the tutu on the ballerina.
http://www.paper-and-glue.com/2017/06/ballerina-craft-kids-tissue-paper.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes



USE OF APPS OR OTHER TECHNOLOGY

Just Dance Now! App has dances to songs for free and more songs available for purchase <https://apps.apple.com/us/app/just-dance-now/id833517462>

https://play.google.com/store/apps/details?id=com.ubisoft.dance.JustDance&hl=en_US&gl=US

Toca Dance allows the user to have different characters do different dances: <https://apps.apple.com/us/app/toca-dance-free/id1091215595>

WORD WALL: Create a WordWall and add '**dance**' 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 write or 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: **Break**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

ASK QUESTIONS: (e.g. Can I have a break?, Did it **break**?)

DIRECT ACTION: (e.g. **break** it)

TELL SECRETS: (e.g. I **break** that)

GET HELP: (e.g. help me **break**)

INSTRUCT: (e.g. You can **break** it in half)

PROTEST: (e.g. I'm not taking a **break** now)

AGREE: (e.g. I think it's time for a **break**, too).

SHARE AN IDEA: (e.g. I can ask for a **break** if I need one).

MAKE CHOICES: (e.g. When I get a **break**, I can make a choice of what I want to do).

SHARE PHYSICAL NEEDS: (e.g. Because I'm so tired, I need a **break**).

COMMENT: (e.g. Give me a **break!**).

EXPRESS FEELINGS: (e.g. After I take a **break**, I feel better).

For the purpose of this activity, **break** means to separate into pieces, damage or if something is no longer functioning. Self-regulatory 'break' activity ideas can be found in the August level 1 posting under 'take a break'!

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use 'break' during snack time to indicate that they would like their snack to be broken into smaller pieces.

Tabletop Activities/Centers: Students may signal after a period of time that they need a **break**. Familiar communication and educational 'smart partners' often read the signal(s) and may be able to gauge when a break is needed, before a student is able to express or request it. Modeling the need for a **break** on the AAC system and then providing the student with a break, helps them understand how to ask for the **break** that they truly need to self-regulate and access the curriculum.

Circle: Students can use 'break' during circle time to indicate that an object has a rip in it (e.g. their book) or if something isn't working right (e.g. the music isn't playing).

PLAY

Toys and Games: Students can say 'break' to indicate that their toy or game is not working or is falling apart. And in this case, adults can respond that they will help and see if they can 'fix' it.

Recess

There are beginnings and endings to every activity. While students are on the playground, many may need or wish to change activities or even rest because they are tired. This may be a perfect opportunity for adults to model that such students may need a **break** or may wish to change activities and make another choice.

READING

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

[I Broke My Butt Courtesy of Tara LaPorte](#)

Here are some books on Tar Heel reader that contains the word, break:
<https://tarheelreader.org/>

[Tarheel Reader- Winter Break](#)

[Tarheel Reader- Spring Break](#)

[Tarheel Reader- What Can I do when I'm Frustrated](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **break** to indicate that they wish to share something with their friend. For example, if a student has a cookie, they can use 'break' to alert an adult that they wish to break this cookie in half and share it!

[Social Skills Video: Taking a Break to Calm Down](#)

[Video Model - Ask for a break at work - device.m4v](#)

SENSORY MOTOR

In order to incorporate some sensory motor context for the word break, students and adults can **break** sticks (safely).

[Breaking Sticks Courtesy of Twobrothers](#)

STRUCTURED ACTIVITIES

Adults can facilitate a conversation about what '**break**' means by explaining to students that 'break' means to separate into pieces. **Break** may also represent that something is not working right!

Students can

[You Break It, You Buy It | Courtesy of Funny Videos 2019](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[Little Boy Trying to Break Board in Taekwondo | Courtesy of The New Karate Kid](#)

[Break The Piñata | Hit It And Break The Piñata! | Courtesy of HiDino Kids Songs](#)

[Shake Break Exercise Song for Kids | Courtesy of Pancake Manor](#)

[Bring It Down - Flow | Courtesy of GoNoodle](#) (a calming video to help others relax-possibly to be used when someone needs a break).

[Brain Breaks - Action Songs for Children - It's Time To Take a Break](#) Courtesy of Mr. Gaston Woodland

ART OR SCIENCE ACTIVITIES

Students can experiment with

[Egg Drop Project Ideas Science Experiments for Kids - Ryan's World](#) Courtesy of Ryan's World

USE OF APPS OR OTHER TECHNOLOGY

Italicized application name **one bolded core word** in each section font size 12

[10 Brain Breaks Ideas & Apps For Your Classroom by Brittany Oconnell](#) (a compilation of resources and apps to assist with brain breaks)

[8 Apps to Help Improve Self-Management by KGH Autism Services](#) (A compilation of resources to assist students in managing a schedule and time)

[First and Then Visual Schedule HD app](#) Provide the opportunity to create numerous visual supports within this app: First Then boards, Visual Schedules, Task Analysis, Social Stories, Choice Boards, Video Models. Adults can use this app to teach the student how and when to take a break, and even embed the need to take a break in the visual schedule.

WORD WALL: Create a WordWall and add '**break**' 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: **Wait a Minute**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g. please **wait a minute**)

PROTEST: (e.g. **wait a minute**)

AFFIRMATION: (e.g. yes, **wait a minute**)

EXPRESS CONFUSION: (e.g. what? **wait a minute**)

ROUTINES AND SCHEDULES

Circle: Students can use '**wait a minute**' if someone interrupts them while they are sharing during circle time. Students can also use 'wait a minute' if they aren't ready to share at circle time yet.

Snack/mealtimes: Students and adults can use "**wait a minute**" when they need more time to finish up eating or would like to try to open their snack without help.

PLAY

Toys and Games: If someone tries to take a toy or game from a student, they can use "**wait a minute**" to let them know they aren't ready to share yet. Students can use this phrase as a way of letting people around them know they aren't ready to stop what they are doing and would like more time.

Recess

Students and adults can play freeze tag and use their '**wait a minute** yield' sign as a visual aid in 'freezing' their friend (see Art and Science Activities for more details on this). Adults can model that when you get 'tagged' with the wait a minute yield sign, you must wait for someone to unfreeze you!

Here's a video on how to play freeze tag - or in this case, 'wait a minute' tag.

[ESL Games That Are Fun | Freeze Tag | Courtesy of Easy ESL Games](#)

READING

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

[Waiting is Not Easy! By Mo Willems Courtesy of Kids Story Tube](#)

[Cork and Fuzz by Dori Chaconas - Coco's Reading Time Courtesy of Ovi](#)

[Waiting by Kevin Henkes | Read aloud Book for Kids - Courtesy of SnuggleBug StoryTime](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**wait a minute**" when they are talking to a friend and someone interrupts them. Students can also use "wait a minute" to inform others that they are working on a message and to be patient while they complete their message themselves. Students can also use 'wait a minute' if they have a question or a comment while their friend is telling them a story.

Here is a helpful video in explaining the importance of teaching 'waiting' as a crucial turn taking skill.

[Just Play! Teaching Turn Taking And Waiting - Courtesy of ESC Region 13](#)

SENSORY MOTOR

'Wait a minute' Freeze Dance: Students and adults can have a dance off and whoever is in charge of the music can hold up the '**wait a minute**' yield sign (see Art and Science activities) as the cue to freeze while an adult simultaneously pauses the music!

Adults can use this song to play freeze dance, any other song works just fine too.

[The Dance Freeze Song | Freeze Dance | Courtesy of Scratch Garden](#)

Students and adults can also play 'red light, green light' and instead of saying "red light", adults can model "**wait a minute**" while holding up the yield sign to signify that the students should pause their bodies and stop running. Once the students understand the flow of the game, a student can be the 'wait a minute' instructor.

STRUCTURED ACTIVITIES

Adults can hold a facilitated conversation about the new phrase '**wait a minute**' in order to teach students what it means and when this phrase may come in handy.

Adults can teach students that when they are becoming overwhelmed, confused, or have an idea they can use "**wait a minute**" to let people know they need a quick pause.

This is an important phrase especially in regard to the complex communication systems that we are supporting students in learning and using. Sometimes it takes more time to complete a message and as adults we want to make sure the students have a way of letting others know they are working on a message.

For more information on wait time, please see September's strategy of the month!

VIDEOS, MUSIC, ANIMATED SHORTS

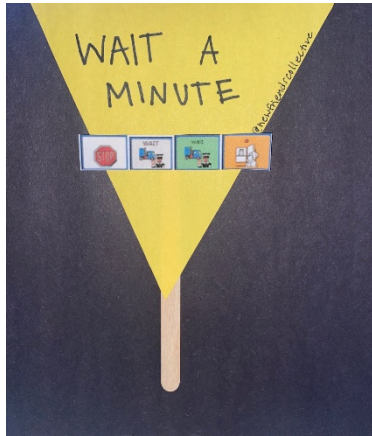
[Wait a Minute! - Willow Smith lyrics Courtesy of Roses](#)

[Rihanna - Lemon \(Clean Version\) Courtesy of Vibe Nation](#)

[How To Train Your Dog To Wait Before Eating - Professional Dog Training Tips](#)
Courtesy of McCann Dog Training

ART OR SCIENCE ACTIVITIES

'Wait a Minute' Yield Sign: Students can create a yield traffic sign with yellow construction paper and a popsicle stick that says 'wait a minute' on it. Adults can help students in writing the phrase on this sign, as well as print out the students' symbol sequence for **'wait a minute.'** Example created by Alisa Lego.



[The Marshmallow Experiment - Instant Gratification Courtesy of FloodSanDiego](#)

Adults can try this experiment at home or school with any variation of a marshmallow (e.g. skittle, piece of a peanut-butter sandwich, a pea, etc.) and highlight the importance of **'wait a minute.'** Delayed gratification is a tricky executive function skill for so many students!

USE OF APPS OR OTHER TECHNOLOGY

Adults can use a visual timer app *Visual Timer Countdown* to emphasize the **'wait a minute'** meaning in context. Students can use this timer when they would like more time on a specific task throughout the day such as snack time, or story time. Adults can teach students that they have a way to tell others to 'wait a minute' and pair it with a visual timer in order to ensure that adults and students are on the same page with how long this waiting period can last.

WORD WALL: Create a WordWall and add **'wait a minute'** 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!

October

<p>them</p> <p>+ - ?</p>	<p>someone</p> <p>+ - ?</p>	<p>no one</p> <p>+ - ?</p>	<p>fix</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>use</p> <p>+ - ?</p>	<p>will</p> <p>+ - ?</p>	<p>learn</p> <p>+ - ?</p>	<p>clap</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>paint</p> <p>+ - ?</p>	<p>messy</p> <p>+ - ?</p>	<p>glue</p> <p>+ - ?</p>	<p>party</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>dance</p> <p>+ - ?</p>	<p>break</p> <p>+ - ?</p>		<p>Wait a minute</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

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