

## CORE WORD: **Our**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., this is **our** book)

ASK A QUESTION: (e.g., is this **our** classroom?)

AFFIRM: (e.g., yes, this is **our** book)

NEGATE: (e.g., no, not **our** turn)

## ROUTINES AND SCHEDULES

**Attendance:** Adults can take attendance and use 'our' when talking about who is in the class that day (e.g., "let's see who is in **our** class today").

## PLAY

**Recess:** During sports at recess, students can get on teams (with the help of adults) and use our to indicate which goal is for each team (e.g., "this is **our** goal").

## READING

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

We don't eat our classmates by Ryan T. Higgs, courtesy of Storytime at Awnie's house:

[https://www.youtube.com/watch?v=Qwd4bpVeAVA&ab\\_channel=StoryTimeatAwnie%27sHouse](https://www.youtube.com/watch?v=Qwd4bpVeAVA&ab_channel=StoryTimeatAwnie%27sHouse)

This book is about a dinosaur who goes to class with humans for the first time ever. However, the dinosaur keeps on getting in trouble and being told that "we don't eat **our** classmates!" Her classmates are just too tasty and she can't stop herself from eating them. Then one day, something tries to eat her and she finds out why we don't eat **our** classmates.

Our class is our family by Shannon Olsen, courtesy of simply storytime:

[https://www.youtube.com/watch?v=cvqCpVHgIyc&ab\\_channel=SimplyStorytime](https://www.youtube.com/watch?v=cvqCpVHgIyc&ab_channel=SimplyStorytime)

This book is about what different families look like. It then touches upon the fact that families don't have to be people you're related to but can also be family that you choose, like classmates!

Our Earth by Anne Rockwell, courtesy of EZPZ Learning Center:

[https://www.youtube.com/watch?v=maJZJted\\_ns&ab\\_channel=EZPZLearningCenter](https://www.youtube.com/watch?v=maJZJted_ns&ab_channel=EZPZLearningCenter)

This book is about planet earth and how planet earth came to be the planet that we know today.

My Family, Your Family, Our Family by Emma Carlson Berne, courtesy of Cantana Learning:

[https://www.youtube.com/watch?v=XwL5KOeWoQ&ab\\_channel=CantanaLearning](https://www.youtube.com/watch?v=XwL5KOeWoQ&ab_channel=CantanaLearning)

This book is in song form, so don't expect a typical read aloud! It talks and sings about how different families may not look the same, but they're still families!

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can use 'our' while they share objects with each other (e.g., "this is **our** toy").

## **SENSORY MOTOR**

Students can link arms with one another while they say **our** in order to gain understanding that 'our' means it belongs to a group that the individual belongs to.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

Family by Jack Hartmann, courtesy of Jack Hartmann Music Channel:

[https://www.youtube.com/watch?v=mVJO68esFo&ab\\_channel=JackHartmannKidsMusicChannel](https://www.youtube.com/watch?v=mVJO68esFo&ab_channel=JackHartmannKidsMusicChannel)

This is our song from Camp Rock 2, courtesy of DisneyMusicVEVO:

[https://www.youtube.com/watch?v=ldM2t5DFh4M&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=ldM2t5DFh4M&ab_channel=DisneyMusicVEVO)

We know the way from Moana by Lin-Manuel Miranda and Opetia Foa'i, courtesy of DisneyMusicVevo:

[https://www.youtube.com/watch?v=ubZrAmRxy\\_M&ab\\_channel=DisneyMusicVEVO](https://www.youtube.com/watch?v=ubZrAmRxy_M&ab_channel=DisneyMusicVEVO)

## **YOUNG ADULTS**

Our Song by Taylor Swift, courtesy of Taylor Swift:

[https://www.youtube.com/watch?v=Jb2stN7kH28&ab\\_channel=TaylorSwiftVEVO](https://www.youtube.com/watch?v=Jb2stN7kH28&ab_channel=TaylorSwiftVEVO)

Ours by Taylor Swift, courtesy of Taylor Swift:

[https://www.youtube.com/watch?v=LZ34Llalk88&ab\\_channel=TaylorSwiftVEVO](https://www.youtube.com/watch?v=LZ34Llalk88&ab_channel=TaylorSwiftVEVO)

Our Song by Matchbox Twenty, courtesy of Matchbox Twenty:

[https://www.youtube.com/watch?v=pHNSGv5oFzQ&ab\\_channel=MatchboxTwenty](https://www.youtube.com/watch?v=pHNSGv5oFzQ&ab_channel=MatchboxTwenty)

Our Song by Willie Nelson, courtesy of Willie Nelson:

[https://www.youtube.com/watch?v=MvWQDu6o-58&ab\\_channel=WillieNelsonVEVO](https://www.youtube.com/watch?v=MvWQDu6o-58&ab_channel=WillieNelsonVEVO)

## STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word '**our**' means (e.g., "**our** is a pronoun, it means that something belongs to us"). Adults can support this with context through saying "this is **our** classroom, **our** bathroom, **our** playground, etc."

## ART OR SCIENCE ACTIVITIES

Students can decorate a piece of paper with a picture of the class on it, and adults can assist students in writing "**our** class."

## USE OF APPS OR OTHER TECHNOLOGY

*Tarheel reader:* Using this technology, adults and students can create different books about "our class", "our planet", "our foods", etc. These books can then be used for story time to help teach what **our** means.

**WORD WALL:** Create a WordWall and add '**our**' 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 or Beth Lytle  
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Thank you!

## CORE WORD: **Call**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in a 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

GREETINGS: (e.g., “**Call** me by my nickname please”)

REQUEST: (e.g., “Can I **call** my friend?”)

CESSATION: (e.g., “Let’s just **call** the game now”)

EXPRESSION: (e.g., “I want to **call** for help”)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can set up snack or mealtimes like a pretend delivery service, where the student has to **call** to place an order or ask about the foods available. Students can also **call** an adult by name and practice greeting and introducing skills at the start of the mealtime.

**Circle:** Students can introduce themselves at circle time by saying “**Call** me [name]” or specify a nickname with “My full name is [name], but you can **call** me [nickname]. Adults can facilitate a modified version of the game Telephone, where students take turns “**calling**” the person next to them and delivering a message that is passed around the circle.

## PLAY

**Toys and Games:** Students can use pretend phones or old/shut off cell phones to practice making a **call** home, to a friend, community place, or other person. Adults can facilitate pretend play between toys and have them introduce each other by saying “**Call** me [name].”

**Recess:** Students can close their eyes and play the game Marco Polo on foot, **calling** out names of other players who are running around a designated area. Adults can facilitate and talk about how the person is **calling** out names. When recess is over, adults can **call** for students to return to line and/or take a roll **call** to ensure everyone is present before moving inside.

## READING

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

[“The Phone Call” by Marilyn Pleau-Murissi.](#) This book is about Calliou, the popular children’s character. Calliou is trying to get his mother’s attention, but she is on the phone so he has to wait to tell her everything he wants to.

[“Don’t Call Me Sweet” by Smriti Prasad-Halls, read by Magic of Story Time.](#) This story is about a monster who wants to be **called** scary, not cuddly, or sweet. The target word appears often when the monster requests to be called certain things, like “**call** me slimy, don’t call me sweet!”

[I Call It Sky by Will C. Howell, read by Jayla Leetch.](#) This story is about a girl who loves talking about nature and weather. She describes the world around her using attributes and detail and specifies what she **calls** these things.

[“Call Me Max” by Kyle Lukoff, read by Jaewon Nicky Hyun.](#) This book is about a child who identifies as transgender and wants to be **called** a different name. The target word does not appear often, but the book can be a great discussion starter for why it is important to ask how a person would like to be **called** (name, pronouns, identity, etc.)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice introducing themselves to new people with the carrier phrase, "Hello, I am [full name], but you can **call** me [nickname]." Adults can also facilitate conversations about expected behavior when making a phone or video **call**, such as speaking clearly, when to use speakerphone, asking before putting someone on hold, saying hello and goodbye, asking who is **calling** and the purpose for the call, and taking a note if the **call** was for someone else.

## SENSORY MOTOR

This activity comes from the blog "The OT Toolbox", posted by Colleen Beck (<https://www.theottoolbox.com/diy-whisper-phone/>). She lists instructions on how to make a DIY Whisper Phone for students to use to communicate without background sounds and noise. Students can practice **calling** to another person on the end of the tube across the room or in a different room through a door.

## VIDEOS, MUSIC, ANIMATED SHORTS

["Wake Up Call" by Kevin Jackson](#)

["Call Me Maybe" by Kidz Bop Kids](#)

["Roll Call Names" by SandZ Academy](#)

["Telephone Conversations" by English Singing](#)

## STRUCTURED ACTIVITIES

Adults can use old or broken phones to encourage students to make pretend phone **calls** to friends, family, stores, restaurants, and other community places.



## ART OR SCIENCE ACTIVITIES

Students can craft a paper megaphone using construction paper and use it to practice **calling** for others, making announcements, cheering, etc. ([https://www.ehow.com/how\\_12167589\\_make-megaphone-construction-paper.html](https://www.ehow.com/how_12167589_make-megaphone-construction-paper.html)). Students can also craft a string phone, analyze the sound waves made by sound passing through the string, and compare to it to a telephone ([https://www.teachengineering.org/activities/view/cub\\_sound\\_lesson02\\_activity\\_1](https://www.teachengineering.org/activities/view/cub_sound_lesson02_activity_1))

## USE OF APPS OR OTHER TECHNOLOGY

Younger students can use the app [Play Phone for Kids](#) by BabyFirst to explore the buttons on a phone and practice making a **call**.

Students can practice making a phone **call** from a traditional phone, a video **call** from a supported device, or audio/video from a speech generating device or app, depending on if that featured is supported. Suggestions on how to support AAC users with phone communication can be found here: <https://praacticalaac.org/praactical/call-me-later-5-supports-for-phone-communication-by-people-who-use-aac/>

**WORD WALL:** Create a WordWall and add '**call**' 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 EJ Piccirillo @ [epiccirillo.crec.org](mailto:epiccirillo.crec.org). EJ is an AT/AAC specialist and speech and language pathologist with the Capitol Region Education Council

(CREC) in the state of Connecticut. She lives with her husband and two cats, loves to walk, cook, bake, and play video games. You can follow her on Twitter at <https://twitter.com/eslp5190> or follow CREC on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).

Thank you!

## CORE WORD: **Let's**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

INSTRUCT: (e.g., **Let's** take out our binders.)

AGREE: (e.g., **Let's** do it!)

FLIRT: (e.g., **Let's** get dinner sometime.)

PRETEND: (e.g., Let's play "restaurant.")

## ROUTINES AND SCHEDULES

**Transitions:** Throughout the day, adults can model **let's** when giving transitional instructions, e.g., let's put away our folders and let's get out our math books.

**Circle:** Adults can model a version of "Simon says" using the phrase "let's\_\_\_\_\_" for example, "let's touch our heads, let's turn in a circle." Once the adult has modeled this a few times have students take turns given the directions "let's\_\_\_\_\_."

**Washing Hands:** In the age of Covid-19, hygiene is even more important than ever! Use this important routine to model "**Let's** wash our hands!" and "Let's count to 20."

## PLAY

**Bubbles:** Let's use everyone's favorite language building/modeling activity to model the core word **Let's**! Adults can model to students "Let's blow some bubbles", "let's pop the bubble" "let's blow more bubbles" "let's blow a lot of bubbles!" so many phrases to use with Let's!

**Cars and other vehicle toys:** We can use another classic children's toy to model let's with one of our other favorite core words "GO" with the phrase "**Let's** go!" you can say "let's go up the ramp" "let's go fast/slow" "let's go around the building" so many great and simple modeling opportunities!

**Recess:** During recess time adults can model "let's pick a game" and "let's play\_\_\_\_" to encourage students to talk about what they can all play together. Let's have fun together!

## READING

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

Let's Go For a Drive | Mo Willems | [Read Aloud by Storybooks Aloud](#)

This book is a great book for a variety of core words including **let's**. Read along as Piggie and Gerald plan to go for a drive. Recommendation: Keep this book handy when targeting "go" as a core word.

<https://youtu.be/P52RfUrljGI>

Let's get dressed | Caroline Jayne Church | [Read aloud by Story Time With Me](#)

This board book is a playful way to teach young students how to dress themselves. Model the phrase **Let's** get dressed throughout! With oversized flaps on every page, readers can guess and uncover what article of clothing comes next! <https://youtu.be/roZLerA2mOM>

For older students, read a "Choose our Own Adventure" book (need a recommendation? Try [Give Yourself Goosebumps](#)). At each decision point have students discuss which choice they prefer, e.g., **let's** choose A.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling | Let's Go; Core Vocabulary Song | [Speech and Language Songs](#)

In this video sing along to “let’s go...” to a variety of places like the movies and the zoo. Speech and Language Songs posts a lot of video modeling of core words. Check them out!

<https://youtu.be/vmaUAzatAFc>

## SENSORY MOTOR

Obstacle Course: Model let’s as your student suggest items to add to the course, e.g., **let’s** add a crash pad here. Adults can model let’s throughout the activity, e.g. “Let’s take turns”, “Let’s do it backwards”, “Let’s head back to class after this round.”

## VIDEOS, MUSIC, ANIMATED SHORTS

Traveler song | Dora the Explorer | [Video by Austin Smith the Classical Music Fan](#)

Watch any Dora episode with your students and be sure to model let’s during the traveler song. Lyrics include: Come on and vamanos everybody **let’s** go, come on **let’s** get to it! I know that we can do it”

<https://youtu.be/pr67BowUAd4>

Let’s go crazy! | Prince and the Revolution | [Official Music Video](#)

Have a fun dance party, come on **let’s** go!

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

Let’s get loud | Jennifer Lopez | [Official Music Video](#)

“Turn the music up, **let’s** do it C’m on people Let’s Get Loud”

<https://youtu.be/Q91hydQRGyM>

Let’s get rocked | Def Leppard | [Official Music Video](#)

“**Let’s** get, let’s get, let’s get, let’s get rocked”

[https://youtu.be/BO1Nae\\_EBvQ](https://youtu.be/BO1Nae_EBvQ)

## STRUCTURED ACTIVITIES

Contractions: When teaching the core word “let’s,” plan a structured activity around contractions. Try [this](#) free activity from Caitlyn Jackson on Teachers Pay Teachers. <https://www.teacherspayteachers.com/Product/Contractions-for-a-Rainy-Day-188650>

## ART OR SCIENCE ACTIVITIES

Throughout art and science activities you can include “let’s” in your instructions, e.g. Let’s pour it in now, Let’s take out our paintbrushes. Instead of a specific activity, try to work these phrases into ANY art or science activity:

- Let’s take turns
- Let’s listen/look closely
- Let’s take a moment to think
- Let’s take a break
- Let’s see what happened
- Let’s choose partners

## USE OF APPS OR OTHER TECHNOLOGY

Ordering food: Pick your favorite food delivery app (Grub Hub, Seamless, Caviar, Door Dash, etc.) and take turns suggesting restaurants, e.g. Let’s get Mexican food. Let’s get pizza. Let’s get McDonald’s.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ [the.read.with.me.slp@gmail.com](mailto:the.read.with.me.slp@gmail.com) and Kelsey Robin @ [Kelseyrobin.ccc.slp@gmail.com](mailto:Kelseyrobin.ccc.slp@gmail.com)

Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ [https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG\\_YA](https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA) and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me>

Follow Kelsey on YouTube @

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

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

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms.

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

Thank you!

## CORE WORD: **Here**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I'm **here**)

ASK A QUESTION: (e.g., are you **here**?)

DIRECT ACTION: (e.g., come **here**)

NEGATE: (e.g., not **here**)

## ROUTINES AND SCHEDULES

**Attendance:** When calling students' names during attendance, students can respond with "**here**" if they are present that day. If a student is absent, the adult can focus on saying "Doug is at home today. That means he is not **here** at school today."

**Circle:** During circle time a student can invite another student to sit by them by saying "come **here**."

**Clean-up:** During clean up time, students can say "**here**" when they are showing a friend where something belongs, or if they are offering to help (e.g., "**here**, I can do it")

## PLAY



During imaginative play, students can pretend to be teachers and take attendance and students can say “**here.**”

## READING

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

Winter is Here by Kevin Henkes, courtesy of StoryTime For All Kids:

[https://www.youtube.com/watch?v=anByRvtTrDE&ab\\_channel=StoryTimeforAllKids](https://www.youtube.com/watch?v=anByRvtTrDE&ab_channel=StoryTimeforAllKids)

This book is all about winter. What does winter look like when it's **here**? What goes into getting ready for winter being **here**? Read the book and follow along

Kindergarten Here I come by D.J. Steinberg, courtesy of StoryTime Online:

[https://www.youtube.com/watch?v=4lgxLyOH5zs&ab\\_channel=StoryTimeOnline](https://www.youtube.com/watch?v=4lgxLyOH5zs&ab_channel=StoryTimeOnline)

This book is about a boy who is going off to Kindergarten. He tries to get all of his things in order for his first day of kindergarten. See what he needs to prepare himself for his first day!

Here Come the Aliens by Colin McNaughton, courtesy of Collingwood Park State School:

[https://www.youtube.com/watch?v=psKDT2oLzIA&ab\\_channel=CollingwoodParkStateSchool](https://www.youtube.com/watch?v=psKDT2oLzIA&ab_channel=CollingwoodParkStateSchool)

Aliens are coming to invade the human race. This book shows us what all of the aliens look like and how to interact with them. Will the aliens invade the human race or will we be able to work out a peace agreement?

Here comes the crocodile by Kathryn White, courtesy of Story Time Read Aloud

with Funny Twins Plus One: [https://www.youtube.com/watch?v=Oi75Txx-zil&ab\\_channel=StoryTimeReadAloudWithFunnyTwinsPlusOne](https://www.youtube.com/watch?v=Oi75Txx-zil&ab_channel=StoryTimeReadAloudWithFunnyTwinsPlusOne)

This story is about a crocodile who is very hungry. He goes around trying to find an animal to snack on and fill up his stomach. When he gets to each animal, they talk to him and explain why he shouldn't eat them. At the end of the book, he's hungry and has no friends. Will the animals he didn't eat decide to be his friends?

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can express excitement when their friends come to school and say "yay, you're **here!**"

## SENSORY MOTOR

Students can practice pointing to the immediate area or motioning for someone to come over to them while saying "**here.**"

Students and adults can also use a sensory bin and play "what's in **here?**". They would ask each other, "hmm what's in **here?**", and the other person would search for an object and say, "a dog is in **here**".

## VIDEOS, MUSIC, ANIMATED SHORTS

Here is the beehive, courtesy of Super Simple Songs - Kids Songs:

[https://www.youtube.com/watch?v=V5Bs9xydba0&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=V5Bs9xydba0&ab_channel=SuperSimpleSongs-KidsSongs)

Here We go Looby Loo, courtesy of Super Simple Songs - Kids Songs:

[https://www.youtube.com/watch?v=EHaoEKcuX0g&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=EHaoEKcuX0g&ab_channel=SuperSimpleSongs-KidsSongs)

Spring is Here, courtesy of the Learning Station:

[https://www.youtube.com/watch?v=DobrRgD5aOU&ab\\_channel=TheLearningStation-KidsSongsandNurseryRhymes](https://www.youtube.com/watch?v=DobrRgD5aOU&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes)

Here Comes the Fire Truck, courtesy of Super Simple Songs - Kids Songs:

[https://www.youtube.com/watch?v=RI6UT82cB\\_E&ab\\_channel=SuperSimpleSongs-KidsSongs](https://www.youtube.com/watch?v=RI6UT82cB_E&ab_channel=SuperSimpleSongs-KidsSongs)

YOUNG ADULTS:

Here By Alessia Cara, courtesy of Alessia Cara:

[https://www.youtube.com/watch?v=UKp2CrfmVfw&ab\\_channel=AlessiaCaraVEVO](https://www.youtube.com/watch?v=UKp2CrfmVfw&ab_channel=AlessiaCaraVEVO)

Here Comes the Sun by the Beatles, courtesy of The Beatles:

[https://www.youtube.com/watch?v=KQetemT1sWc&ab\\_channel=TheBeatlesVEVO](https://www.youtube.com/watch?v=KQetemT1sWc&ab_channel=TheBeatlesVEVO)

Here Comes the Rain Again by Eurythmics featuring Annie Lennox and Dave Stewart, courtesy of Eurythmics:

[https://www.youtube.com/watch?v=TzFnYclqj6I&ab\\_channel=EurythmicsVEVO](https://www.youtube.com/watch?v=TzFnYclqj6I&ab_channel=EurythmicsVEVO)

Here we go by Trina featuring Kelly Rowland, courtesy of Atlantic Records:

[https://www.youtube.com/watch?v=dke-dT3vLNM&ab\\_channel=AtlanticRecords](https://www.youtube.com/watch?v=dke-dT3vLNM&ab_channel=AtlanticRecords)

## STRUCTURED ACTIVITIES

When discussing the meaning of the word “**here**”, we also need to look at the meaning of the word “there”. Adults can begin to describe to students where it means if they are **here** or objects are located **here** versus there. Sesame street also has an explanation video that you can use, courtesy of Sesame Street:

[https://www.youtube.com/watch?v=9m-kbBamg\\_U&ab\\_channel=SesameStreet](https://www.youtube.com/watch?v=9m-kbBamg_U&ab_channel=SesameStreet)

## ART OR SCIENCE ACTIVITIES

Using construction paper, popsicle sticks and any other available art supplies students and adults can make a large arrow that says ‘**here.**’ Students and adults can use these ‘**here** arrows’ during any of the above activities.

## USE OF APPS OR OTHER TECHNOLOGY

*Tarheel Reader:* Users can use Tarheel Reader to create books about what it means to be **here** versus there. These books can then be used during reading if the students and adults want to share it.

**WORD WALL:** Create a WordWall and add ‘**here**’ 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 or Beth Lytle  
@[blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)  
Thank you!

## CORE WORD: **Nice**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

EXPRESSION OF HAPPINESS/RELIEF/CALM: (e.g., This weighted blanket feels **nice!**")

COMMENT: (e.g., "I like your artwork. It looks so **nice!**")

REQUEST: (e.g., "Can we do something **nice** and fun today?")

AFFIRMATION: (e.g., "**Nice** job!")

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can facilitate conversations about different foods tasting "**nice**" or "not **nice**" and give students a chance to express how they feel about those foods. "**Nice**" or "not **nice**" can refer to the look of the food, the texture, the taste, etc.

**Circle:** Students can practice expressing a variety of emotions and behaviors, including role playing being **nice** in circle time. Pictures or objects can also be introduced and the students can have a chance to express whether they feel those pictures/objects are **nice** looking/feeling/smelling/tasting/sounding or not.

## PLAY

**Toys and Games:** Students can use dolls, action figures, and other toys to role play a scenario in which one toy is **nice** to another. Then, students can discuss how it feels when someone is **nice** to you and why it is important to be this way.

**Recess:** Adults can set up a scavenger hunt for students to look for various symbols, pictures, or drawings of various people doing **nice** things or looking **nice**. Students can also use chalk to draw pictures of people doing **nice** things on the pavement, taking turns drawing and letting others borrow the chalk.

## READING

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

["The Nice Book" by David Ezra Stein; Presented by Story Time with Mama Kay.](#)

Although the word **nice** does not appear much in this story, the author goes through various actions and things that can make someone feel **nice**. Adults can ask "does this make you feel **nice**?" on each page.

["Not Everyone is Nice" by Frederick Alimonti; Presented by Learning Tree T.V.](#)

This book dictates an experience that the main character, a little girl Kathy, has with a stranger and how her parents teach her to be more cautious. The book provides a structure for discussing that talking with and trusting strangers is not safe, even though someone may look, talk, or act **nice**.

["A Tree is Nice" by Janice May Udry; Presented by Learning Tree T.V.](#) This book describes all the ways trees are **nice** and provide for us. A common carrier phrase throughout the book is "A tree is nice because..." which can be helpful repetition.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how being **nice** is an expected behavior given the environment and people around us, including examples (e.g., holding the door

open, saying please and thank you, giving compliments, etc.). Students can then take turns modeling what others do that they think is **nice**.

## SENSORY MOTOR

This activity comes from the blog Preschool Powol Packets, posted by Carla (<http://preschoolpowolpackets.blogspot.com/2016/09/kind-words-sensory-lesson-friendship.html>). Students take turns feeling how cotton balls and rough sandpaper feel. Adults can facilitate discussions on how the cotton balls feel **nice** and the sandpaper does not. Suggestions for books to pair with this activity are also included.

## VIDEOS, MUSIC, ANIMATED SHORTS

[“Nice to Meet You” by Fun Kids English](#)

[“It’s Cool to Be Nice” by Shoe and Friends](#)

[“Be Nice” by The Raging Idiots](#)

[“Be Nice” by the Black Eyed Peas](#)

[“Volunteer Your Time” by Christopher George Ulgasan](#)

## STRUCTURED ACTIVITIES

This game idea comes from The Inquisitive Mom blog by Mindy (<http://theinquisitivemom.com/2014/08/the-choose-kindness-game.html>). Students play a game called Choose Kindness that explores scenarios and choices that players can choose from, including mean and **nice** choices.

## ART OR SCIENCE ACTIVITIES

This game idea comes from JDaniel4's Mom blog by Deirdre. (<https://jdaniel4smom.com/?s=Ripple+effect>). Students drop objects into a bucket or bowl of water and can observe the ripples that are created. Adults can discuss how dropping objects is like being **nice**, and when you are **nice**, the ripples travel to other people and can cause more ripples.

## USE OF APPS OR OTHER TECHNOLOGY

[\*The Great Kindness Challenge\*](#) by School Edition is an app that offers suggestions on how to have fun, be **nice**, and spread kindness. Suggestions appear as a checklist and can be tracked upon completion.

**WORD WALL:** Create a WordWall and add '**nice**' 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 EJ Piccirillo @ [epiccirillo.crec.org](mailto:epiccirillo.crec.org). EJ is an AT/AAC specialist and speech and language pathologist with the Capitol Region Education Council (CREC) in the state of Connecticut. She lives with her husband and two cats, loves to walk, cook, bake, and play video games. You can follow her on Twitter at <https://twitter.com/eslp5190> or follow CREC on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).

Thank you!



## CORE WORD: **Mean**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in a 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

EXPRESS FEAR/FRUSTRATION: (e.g., “You are being so **mean** to me!”)

CLARIFY: (e.g., “I didn’t **mean** to hurt your feelings”)

SHARE INFORMATION: (e.g., “Words **mean** different things!”)

DESCRIBE: (e.g., “That dog looks very **mean** with his teeth showing.”)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can facilitate a structured mealtime where students are asked to clarify what they are communicating about. For example, if two or more options are presented and a student requests “food”, adults can model “did you **mean** to ask for crackers or chips?” Adults can also cut out facial expressions on food safe paper and add or assemble foods in the shape of different faces and discuss if the faces look **mean** or not, or what the expressions **mean**. Frosting and small snack foods can be used to decorate and manipulate the expressions. Examples can be found [here](#) and [here](#).

**Circle:** Students can practice expressing a variety of emotions and behaviors, including role playing being **mean** in circle time. Students can also play a modified version of charades, where the others have to guess what the person acting **means** by what their body is doing.

## PLAY

**Toys and Games:** Students can use dolls, action figures, and other toys to role play a scenario in which one toy is **mean** to another. Then, students can problem solve how to handle the situation and discuss how it feels when someone is **mean** to you.

**Recess:** Adults can set up a scavenger hunt for students to look for various symbols, pictures, or drawings of various people doing **mean** things or looking **mean**. Students can also use chalk to draw pictures of people looking **mean** on the pavement. Duck, duck, goose or other games can be modified (e.g., the “ducker” can pretend to walk around looking **mean** until they choose someone). Adults can also facilitate understanding of another meaning of the word by playing charades and talking about the person acting trying to communicate different words/actions and what they **mean** to say.

## READING

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

[“Saying What You Mean” by Joy Wilt; Presented by Shannon R. Linville](#). This book is about matching facial expressions to desired intention. Though the target word is not used frequently, adults can pause the book after each example and ask students “what does this person **mean** when they look like this or do this?”

[“Being Mean” by Joy Berry; Presented by Kobe Blanchette Books](#). This book explains in detail what it looks like when someone is being **mean**. The book explores multiple reasons why someone might be **mean** and offers alternatives. The target word is repeated throughout with examples.

[“I Didn’t Mean To” by Gina and Mercer Mayer](#). This book explores a little critter who makes various mistakes throughout his day, and he expresses how he did not **mean** to do all of these things and why they happened or what he was trying to do instead.

[“Marlene, Marlene, Queen of Mean” by Jane Lynch; Presented by Storytime Castle](#). This book explores a character, Marlene, who is known throughout her life as the Queen of **Mean**. It explores what she does and how she makes others around her feel, and how she transforms by the end of the story based on her actions.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how being **mean** is an unexpected behavior given the environment and people around us, including examples (e.g., yelling at someone, calling someone a name, etc.). Students can then take turns modeling what others do that they think is **mean** and offer solutions about what to do and how to handle those situations. Adults can also model a different meaning of the target word and explain how words and meanings can change depending on the context.

## SENSORY MOTOR

This activity comes from the blog Still Playing School and was posted by Devany (<https://www.stillplayingschool.com/2017/10/go-away-big-green-monster-slime.html>). It is inspired by the book *Go Away, Big Green Monster* by Ed Emberly, and students use green glitter glue and foam pieces to create a **mean** looking monster.

## VIDEOS, MUSIC, ANIMATED SHORTS

["Mean" by Taylor Swift](#)

["Lou" by Pixar](#)

["For the Birds" by Pixar](#)

["Boundin'" by Pixar](#)

## STRUCTURED ACTIVITIES

This game idea comes from The Inquisitive Mom blog by Mindy (<http://theinquisitivemom.com/2014/08/the-choose-kindness-game.html>). Students play a game called Choose Kindness that explores scenarios and choices that players can choose from, including **mean** and nice/kind choices.

## ART OR SCIENCE ACTIVITIES

This activity idea comes from Think Kindness (<https://thinkkindness.org/all-things-kindness/for-parents/kindness-experiment>). Students take turns squeezing out a tube of toothpaste onto a plate. When the tube is empty, the adult asks the student to put the toothpaste back in. When the student(s) realize this task is not possible, a discussion about how being **mean** is like pouring all the toothpaste out, and we cannot always take back what we say or do.

## USE OF APPS OR OTHER TECHNOLOGY

[Create-A-Monster](#) by Manoel Franklin Costa is an app that offers students a chance to create and customize their own monster. Adults can talk about how the eyes and mouth of the monster can make it **mean** looking.

**WORD WALL:** Create a WordWall and add '**mean**' 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 EJ Piccirillo @ [epiccirillo.crec.org](mailto:epiccirillo.crec.org). EJ is an AT/AAC specialist and speech and language pathologist with the Capitol Region Education Council (CREC) in the state of Connecticut. She lives with her husband and two cats, loves to walk, cook, bake, and play video games. You can follow her on Twitter at <https://twitter.com/eslp5190> or follow CREC on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).  
Thank you!

## CORE WORD: **Have**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

QUESTION: (e.g., Do you **have** your crayons?)

COMMENT/CLAIM OWNERSHIP: (e.g., I have that!)

COMMENT: (e.g., Have a good time! Have fun!")

REQUEST: (e.g., Can I have a cracker?)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students can request, "Can I **have**...?" Adults can reinforce, "Sure, you can have...!"

When making a recipe, the adults can hoard all the ingredients and then when students need that ingredient, they can request it (e.g., Have some? Have it? Can I have that? May I have the peanut butter?)

Students can look at recipes and determine which ingredients they have already, and which ingredients are needed.

**Circle:** Students can request a greeting from either an adult or another student (e.g., Can I **have** a salute? Can I have a wave? Can I have an air hug?).

## PLAY

## Toys and Games:

Any/all games: students can request to have a turn or have an item needed to build or complete a game (e.g., "Can I have a blue Lego?" "Can I have a marble?").

Go fish style card game: Students can ask, "Do you have any 4s (queens, dogs, fish, any theme used for the cards)?" The other players can answer, "I have that" or "I don't have that."

Guess Who game: Students can ask, "Do your person have glasses (red hair, a mustache, etc.)?"

**Recess:** A student or adult can be selected to be the door holder and comment to students leaving for recess, "Have fun!" On the way in, a student or adult can hold the door and ask, "Did you have fun?"

## READING

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

[I Have a Balloon, written by Ariel Bernstein](#), courtesy of Dorchester County Library

<https://www.youtube.com/watch?v=8YnX3sSLznA>

[Have You Seen My Dinosaur? Written by Jon Surgal](#), courtesy of Mrs. McDonald's Variety Channel

<https://www.youtube.com/watch?v=Qt9jun70RAY>

The Teaching Mama blog has some simple [sight word books](#) featuring the word have. Students can read each page and identify the core word as they come across it.

<https://teachingmama.org/sight-word-readers-word-have/>

[My Room, written by KateSLP](#) on Tarheel Reader

<https://tarheelreader.org/2020/03/21/my-room/>

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can practice a variety of farewells: “**Have** a good night,” “Have a nice day,” “Have a good one!”

Students can practice asking another person to share or pass an item: “Can I have that?”

## SENSORY MOTOR

Adults can hide small toys, objects, or beads inside of play doh or other sensory materials. As students pull out the hidden objects, adults can ask, “What do you **have** here?” Students can answer, “I have a \_\_\_\_.”

## VIDEOS, MUSIC, ANIMATED SHORTS

[Jan Richardson Sight Words-Have](#), courtesy of Jack Hartmann Kids Music Channel

<https://www.youtube.com/watch?v=53ySmRKu3PY>

[I Have A Pet Animal Song](#), courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=pWepfJ-8XU0>

[Rod Stewart - Have You Ever Seen The Rain](#)

<https://www.youtube.com/watch?v=2oX2FSv4Rys&t=31s>

[Bon Jovi - Have A Nice Day](#)

<https://www.youtube.com/watch?v=uCg2BoKiuOM>

[Jason Mraz - Have It All](#)

<https://www.youtube.com/watch?v=BFkTu8Y1KLs>

## STRUCTURED ACTIVITIES

When teaching math computations using manipulatives or visuals, many core words can be used.

Addition: “We **have** 2 apples. We get 3 more. How many do we have now/in all (count all the apples)?”

Subtraction: "We **have** 5 apples. We take/give away 3 (or 3 go away). How many do we have now?"

Multiplication: "We **have** 5 groups/sets of 2 apples. How many apples do we have?"

Division: We **have** 15 apples. We need to share and give each person the same amount. How many apples can each person get?"

Students can participate in a show and tell activity, bringing in an item from home and describing their item. "I have a...."

Students can play an "I have, who has" game, like this free version with food as the topic, courtesy of Ashley Hughes design. Teachers Pay Teachers has many more free sets of similar cards with different topics/themes.

<https://www.teacherspayteachers.com/Product/FREE-I-Have-Who-Has-Food-Ashley-Hughes-Design-198322?st=b088f12226c11e0b858092c675b99154>

## ART OR SCIENCE ACTIVITIES

Students can learn about adaptations that animals **have** to help them survive in their habitats.

[Animal adaptations video](#), courtesy of Imiller23elon

<https://www.youtube.com/watch?v=fRX2JtKFUzk>

[Adaptations, written by Holmes' Class](#) on Tarheel Reader. Students can read this book and discuss the adaptations that the animals have to help them survive.

<https://tarheelreader.org/2018/03/24/adaptations-4/>

[Animal Adaptation](#), courtesy of TheSchoolRun.com. This higher-level site has lots of information on many animals and various types of adaptations.

<https://www.theschoolrun.com/homework-help/animal-adaptation>

Students can do a [polar bear craft](#) to deepen their understanding of the polar bear's black skin and white fur adaptation. Courtesy of Fireflies and Mudpies blog.

<https://www.firefliesandmudpies.com/polar-bear-craft-for-kids/>





## USE OF APPS OR OTHER TECHNOLOGY

*Boom Cards:*

[I Have, Who Has- Mini mix: a, e, i, o, u](#), courtesy of MacLang Learning

<https://wow.boomlearning.com/deck/i-have-who-has--mini-mix-a-e-i-o-u-XrjL9zwMLXHusiWmo>

[Freebie! Pile 'Em Donuts](#), courtesy of Hi Teacher. Students can request, "Can I have the..." while the adult builds a donut. Then roles can reverse!

<https://wow.boomlearning.com/deck/freebie-pile-em-donuts-free-play-assembly-game-DCd8zrch4Z45Ep2GB>

[Free: Make Your Own Pizza](#), courtesy of SLP Hub

<https://wow.boomlearning.com/deck/free-make-your-own-pizza-3QjzLmqtoEAneZsuB>

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

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

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

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

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

## CORE WORD: **For**

### **For Educators, Related Service Providers and Parents**

## **SHARED READING**

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## **WAYS WE CAN USE THE WORD**

SHARE INFORMATION: (e.g., I bought my mother flowers **for** her birthday.)

NEGATION/DENY: (e.g., That is not what it's used **for**.)

COMMENT: (e.g., That's good **for** a laugh.)

GOSSIP: (e.g., The candies are **for** everyone)

ASK A QUESTION: (e.g., What are we eating **for** dinner?)

ANSWER A QUESTION: (e.g., Yes, that is **for** him.)

GET HELP: (e.g., I need ice **for** my knee?)

INITIATE: (e.g., Are you ready **for** a fun night?)

DIRECT ACTION: (e.g., They are going to need to purchase tickets **for** the movie online.)

DISAGREE: (e.g., I don't think that movie would be good **for** children.)

## **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** During snack or mealtimes, adults can pass out the various items and indicate who they are '**for**.' This is for \_\_\_\_\_.

Adults can further indicate what is meant **for** drinking and what is meant **for** eating. Adults can ask students what they are having **for** lunch.

**Circle Time/Morning Meeting:** During morning meetings, adults can ask students what they had **for** breakfast and then model sentences containing the word, 'for' using the AAC system or the Big Core Board.

**Washing hands:** As students are washing their hands, adults can remind them to wash their hands with soap and water **for** 20 seconds, approximately the time it takes to sing happy birthday.

Exercise: During group exercises, (structured or unstructured), adults can model and facilitate opportunities **for** students to comment on how exercise can help make us strong and how it is good **for** our health.

## PLAY

Adults can discuss how there is time **for** work and time **for** play and that it is important to keep a good balance.

Students can trade toys with each other, and adults can model the language involved in such trades, (for example, "I'll trade my ball **for** the bubbles.").

When adults or students pass out toys, they can indicate, (e.g., This is **for** you).

## READING

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

[Caps For Sale](#), by Esphyr Slobodkina, Courtesy of livefromthepath

[Read Aloud - Eat Your Peas](#) - Children's Book - by Kes Gray, Courtesy of Red Apple Reading. Adults can talk about the various foods they eat for breakfast, lunch, and dinner.

[THE WORD FOR FRIEND](#) by Aidan Cassie, Courtesy of Maggie Grace TV! This story reveals the struggles that can come in learning a new language, the second language.

[Blueberries For Sal](#) by Robert McCloskey Courtesy of Mr. Paulson Reads

Create a Story using this Wordless Picture Book [READ ALOUD with MR. MANNY | Pancakes for Breakfast by Tomie dePaola | LRRMA](#)

Courtesy of Los Robles Ronald McNair. Create a story using the wordless book with accompanying music.

[Read Aloud - What's The Time Mr. Wolf?](#) By Colin Hawkins, Courtesy of Little Bookworms. While adults and students read this story, they restate that it's time FOR...

Along **for** the ride by Michael DiPinto, courtesy of Alos Storytime:

[https://www.youtube.com/watch?v=dc9ETVAbRmU&t=47s&ab\\_channel=AlosStorytime](https://www.youtube.com/watch?v=dc9ETVAbRmU&t=47s&ab_channel=AlosStorytime)

This book is about a grasshopper that decided to spread his wing and jump onto the windshield of a blue car. The grasshopper was then along **for** the ride while the car drove through the town and passed by other cars and people.

Just **for** you by Mercer Mayer, courtesy of Oceanhouse Media:

[https://www.youtube.com/watch?v=KBx1scOIS80&ab\\_channel=OceanhouseMedia](https://www.youtube.com/watch?v=KBx1scOIS80&ab_channel=OceanhouseMedia)

This book is about a little critter who is trying to do different things **for** his mom. However, he runs into many difficulties and bumps along the way and has to explain to his mom what he was trying to do **for** her.

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can put together something to give to a classmate. It can be a book, a flower, a picture, etc. Whatever that classroom and student wants to do. They can talk about how what they're making, picking, etc. is **for** someone else. Adults can use this sight word song, courtesy of Miss Molly to help reinforce something being **for** someone else:

[https://www.youtube.com/watch?v=5HycESVrMsQ&list=PLu2eu2ZZMw-AJYUDDM0gC\\_gy78Gub4cF8&index=23&ab\\_channel=MissMolly](https://www.youtube.com/watch?v=5HycESVrMsQ&list=PLu2eu2ZZMw-AJYUDDM0gC_gy78Gub4cF8&index=23&ab_channel=MissMolly)

## **SENSORY MOTOR**

Adults and students can use either a sensory bin or a squish bag for this sensory motor activity. The bin and bag should be filled with different materials that are used for different purposes. When something is pulled out of the sensory bin, the

person who pulled it out can say what it is used **for** (a car is **for** driving, a shovel is **for** moving dirt, etc..). The same can be done for a squishy bag, "oh what's glitter for?" "Glitter is **for** art".

## VIDEOS, MUSIC, ANIMATED SHORTS

[The Very Hungry Caterpillar - Animated Film](#) Book by, Eric Carle, Courtesy of Illuminated Films. Adults and students can figure out when the caterpillar ate the foods; **for** breakfast, **for** lunch, **for** snack or **for** dinner.

[DANIEL TIGER'S NEIGHBORHOOD | There's Time for You and Baby, Too \(Song\) | PBS KIDS](#)

[Kristen Bell, Idina Menzel - For the First Time in Forever \(From "Frozen"/Sing-Along\)](#) Courtesy of DisneyMusicVEVO

[Sesame Street: Here for You Song](#) Courtesy of Sesame Street

Ask for Help by Esme and Roy, courtesy of Esme and Roy:

[https://www.youtube.com/watch?v=Urb3GYD63og&ab\\_channel=EsmeandRoy](https://www.youtube.com/watch?v=Urb3GYD63og&ab_channel=EsmeandRoy)

Young Adults

[Cooking Spaghetti | Mr. Bean Official Cartoon](#) Courtesy of Mr. Bean. This is a bit of a zany cartoon but it's edgy enough for young adults. Adults can ask the students such questions, (incorporating the word for), such as: What's he looking **for**? What is the bathtub **for**? What are the candles **for**? What is he waiting **for**? What are the plates **for**? What is the **for**?

[Missing Persons - Words \(1982\) \(stereo\) \(lyrics\)](#), Courtesy of Strawberry. Students can listen to this song and wonder.... what are words for?

[That's What Friends Are For](#), Dionne Warwick, Gladys Knight, Elton John, and Stevie Wonder. Courtesy of Dionne Warwick

[Shakira - Waka Waka \(This Time for Africa\) \(The Official 2010 FIFA World Cup™ Song\)](#) Courtesy of Shakira

[Whitney Houston - Saving All My Love For You \(Official Video\)](#) Courtesy of Whitney Houston

[Backstreet Boys - Get Down \(You're The One For Me\)](#) Courtesy of Backstreet Boys

The Longest Time by Billy Joel, courtesy of Billy Joel:  
[https://www.youtube.com/watch?v=a\\_XgQhMPeEQ&ab\\_channel=billyjoelVEVO](https://www.youtube.com/watch?v=a_XgQhMPeEQ&ab_channel=billyjoelVEVO)

## STRUCTURED ACTIVITIES

Adults can lead a Predictable Chart Writing Activity about the schedule, (e.g., It's time for....)

Insert Time	It's time for
8:00 am	It's time for
9:00 am	It's time for

## ART OR SCIENCE ACTIVITIES

Adults and students can choose a friend to write a letter **for** and decorate an envelope. Adults can assist students in writing “**for**” on the envelope to indicate who the letter is **for**. Students can use markers, stickers, glitter, or any other available art supplies to decorate the envelope. Students can then exchange envelopes with their classmates.

## USE OF APPS OR OTHER TECHNOLOGY

*Toca Kitchen/Toca Kitchen Monsters*: This application allows users the ability to cook **for** a monster. The user can pick different foods and cook them in different ways. Adults can talk with students about which food or way of cooking is used **for** different purposes.

Apple app store: <https://apps.apple.com/us/app/toca-kitchen-monsters/id510301841>

Google play store:

[https://play.google.com/store/apps/details?id=com.tocaboca.tocakitchen&hl=en\\_US&gl=US](https://play.google.com/store/apps/details?id=com.tocaboca.tocakitchen&hl=en_US&gl=US)

**WORD WALL:** Create a WordWall and add **'for'** 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, Beth Lytle @[blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu), or Michaela Sullivan @[michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com)  
Thank you!



## CORE WORD: **Away**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

PROTEST: (e.g., Go **away**!)

INSTRUCT: (e.g., Please look **away**.)

SHARE AN IDEA: (e.g., we should go **away** for the weekend!)

SHARE INFORMATION: (e.g., My doctor's office is 10 minutes **away**.)

GOSSIP: (e.g., I heard she gave **away** all of her money!)

TELL A STORY (e.g., On Saturday, I went to my sister's **away** volleyball game.)

## ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students/Adults can work together to throw their trash **away** after snack time. Adults can model on a student's device "throw trash away".

## PLAY

**Toys and Games:** Students and adults can play tag! Students have to run **away** from the person who is it to avoid being tagged. Adults can help students participate in any way necessary to ensure that everyone can play the game.

## READING

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

[Blown Away! By Rob Biddulph- Read by Little Loves Library](https://www.youtube.com/watch?v=l5cXmbbXcQQ)

<https://www.youtube.com/watch?v=l5cXmbbXcQQ>

[Wheel away by Dayle Ann Dodd- Read by AHEV Library](https://www.youtube.com/watch?v=l5cXmbbXcQQ)

<https://www.youtube.com/watch?v=l5cXmbbXcQQ>

[Evelyn Del Rey is Moving Away- Read by Karen Kay](https://www.youtube.com/watch?v=-Bfx-JzMV14)

<https://www.youtube.com/watch?v=-Bfx-JzMV14>

## SENSORY MOTOR

Students can explore a car themed sensory bin. Adults can comment/model on what the students are doing by saying things like “Look! The car is driving **away!**”



## STRUCTURED ACTIVITIES

As a companion activity to *Evelyn Del Rey Moves Away*, adults can create a chart and students can brainstorm different ways to keep in touch with friends who move **away**.

## ART OR SCIENCE ACTIVITIES

As a companion activity to *Blown Away* adults and students can create paper kits. Students can also add their picture to the kite to show them being blown away.



## VIDEOS, MUSIC, ANIMATED SHORTS

[Come Sail Away-The Styx](#)

<https://www.youtube.com/watch?v=eYCFrcCqh7Q>

[Away Song- Have Fun Teaching](#)

<https://www.youtube.com/watch?v=EsqjLfe8NQI>

**WORD WALL:** Create a WordWall and add '**away**' 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Abbie Duarte @ [aduarte3@mail.sfsu.edu](mailto:aduarte3@mail.sfsu.edu) .

Thank you!

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

## CORE WORD: **Hug**

**For Educators, Related Service Providers and Parents**

### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in a 1:1 or in small or larger group dynamics.

### WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "He is getting a **hug**!")

COMMAND/REQUEST: (e.g., "Can I have a **hug**?")

SOCIAL INTERACTION: (e.g., "Getting a **hug** feels good!")

EXPRESS FEAR/HAPPINESS: (e.g., "I am so scared, I need a **hug** please!")

### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can talk about how certain foods make us so happy that we want to give or accept a **hug** or encourage the student to offer **hugs** at mealtimes as a way of expressing gratitude and thanks.

**Circle:** During circle, students can greet and/or say good morning to each other and to adults with a **hug**.

### PLAY

**Toys and Games:** Students can practice expressing gratitude when sharing toys or ending a game with a **hug** to promote respect and positive. **Students can hug** adults, objects, or other students at their discretion, taking into account safety requirements.

**Recess:** Students can play a modified version of tag or duck, duck goose where the tagger or ducker has to **hug** the person they choose instead of tapping.

## READING

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

[“Hug” by Jez Alborough, read by ReadingLibraryBooks.](#) This story is about a monkey named Bobo who only says the word “hug” to ask for a hug, and none of his animal friends understand him. Adults can use this book to facilitate how and when to ask for a **hug** when needed.

[“Hug Machine” by Scott Campbell, read by Mrs. St. Germain Reads.](#) This story is about a little boy who is very good at **hugging** who calls himself the **hug** machine. He **hugs** everything he sees and talks about how his hugs make people feel. Animals/people that the little boy **hugs** have various attributes such as small, big, soft, hard, square, long, etc.

[“I Need A Hug” by Aaron Blabey, read by AHEV Library.](#) This story is about a porcupine who requests **hugs** from all his friends, who reject him because he is full of spikes. At the end, he meets a snake who just wants a kiss, and they find that they both can get what they need.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how we only **hug** people that we trust, and facilitate interactions where students ask others for **hugs** before giving them. Adults can use a visual support such as a [color coded circle of friendship](#) to support student understanding of who is an appropriate person to hug and who is not an appropriate person to hug. Students can tell the group when a **hug** is appropriate and when it is not. Students can also identify different feelings that their peers are expressing and what might make a person feel that way.

## SENSORY MOTOR

This activity comes from the blog “Homegrown Friends”, posted by Meredith Magee Donnelly (<https://homegrownfriends.com/home/the-hug-jar/>). She lists

instructions on how to make a DIY **Hug** Jar filled with soft hearts for students to use to communicate/exchange that they would like to give or receive a **hug**.

## VIDEOS, MUSIC, ANIMATED SHORTS

["I Love Hugs" by Lil'Matick](#)

["Bear Hugs" by Masha Zarnitsa](#)

["How to Hug" by MT Media](#)

["The Hug Song" by Colleen Ballinger](#)

["The Hug Song" by The Bop Bops](#)

## STRUCTURED ACTIVITIES

Pretend play with plushies or toys of people and animals is a great way to practice how to ask for and give a **hug**. If appropriate and safe, adults can also facilitate sorting, counting, naming, or other functional activities using the candy Hershey **Hugs**.

## ART OR SCIENCE ACTIVITIES

This activity comes from "KidsActivities.com", posted by Liz Hall (<https://kidsactivitiesblog.com/137789/paper-hug/>) Students can create and customize a paper hug to send to a friend or loved one.

## USE OF APPS OR OTHER TECHNOLOGY

[Big Hug - Hug and be happy](#) by DUK KEUN KIM is a free app that allows the student to take control of a bear who can give hugs to various creatures.

**WORD WALL:** Create a WordWall and add '**hug**' 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 EJ Piccirillo @ [epiccirillo.crec.org](mailto:epiccirillo.crec.org). EJ is an AT/AAC specialist and speech and language pathologist with the Capitol Region Education Council (CREC) in the state of Connecticut. She lives with her husband and two cats, loves to walk, cook, bake, and play video games. You can follow her on Twitter at <https://twitter.com/eslp5190> or follow CREC on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).

Thank you!



## CORE WORD: **Clean**

**For Educators, Related Service Providers and Parents**

### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

### WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., My hands are **clean** because I washed them.)

COMMENT: (e.g., Those shoes are different from mine because they are **clean**.)

DIRECT ACTION: (e.g., Please take your **clean** clothes out of the dryer.)

GET HELP: (e.g., Can you help me **clean** my clothes?)

EXPRESS A FEELING: (e.g., I like to wear **clean** clothes and shoes.)

### ROUTINES AND SCHEDULES

**Washing hands:** Adults can provide opportunities throughout the day for the students to wash their hands. Adults can use the talker to model how sometimes hands get dirty and need to be washed so that they can be **clean**.

Please refer to this handwashing printable visual... great resource from Autism Little Learners: <https://www.teacherspayteachers.com/FreeDownload/Washing-Hands-Visual-Freebie-5083856>

**Washing Toys:** Adults can provide opportunities for the students to wash toys as part of a hygiene process. Students can sort toys into bins that have the **clean** or dirty toys.

**Laundry:** Adults can assist students to sort their laundry into **clean** and dirty piles. Adults can use the device to model the word, clean, as they take the items out of the washing machine and put them in the dryer. Students can also indicate the clothes are clean as they are taking them out of the dryer or by commenting on the dried clothing when they are folding it.

**Cleaning the AAC device:** Adults can assist the student in cleaning and disinfecting their device.

[Here is a resource regarding cleaning an iPad AAC device from AssistiveWare.](#)

[Tips for disinfecting a PRC/Salttillo Device](#)

[Resource for Cleaning Assistive Technology device, by FAAST](#)

**Recess or Playing Outside:** After recess, adults can provide a great opportunity for students to wash their hands because they are probably dirty and need to be washed so they can be **clean**.

**Gardening:** Adults can talk about how important it is to have dirt to grow plants, but that after working in the garden, our hands, clothes, and shoes can get dirty and need to be washed and **cleaned**.

## **PLAY**

**Sand Table or Floor Play:** During play, adults can facilitate opportunities for students to use the word “**clean**.” For example, if playing at a sand table or after playing on the floor, adults and students can talk about how our hands can get dirty and that it is time to wash them with soap and water so they are **clean**.

**Recess:** Adults can talk about fun activities where student(s) may get dirty such as playing in the grass, digging in the sand, or playing with a ball on the blacktop. During such activities, adults can model the word, **clean**, to describe when their hands or clothes have dust and/or dirt and need to be

cleaned. After recess, they can come in and model the word, '**clean**' as they wash their hands.

## READING

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

[Clean Up, Clean Up! By: Liza Charlesworth](#)

[Harry the Dirty Dog by Gene Zion, StorylineOnline, Read by Betty White](#)

[Wash Your Hands By Tony Ross | Children's Book Read Aloud | Lights Down Reading](#)

[Knuffle Bunny](#) by Mo Willems, Read Along (Enjoy a more traditional read-along to the Knuffle Bunny). Courtesy of Little Readers

[Knuffle Bunny by Mo Willems](#) Courtesy of New Ace English Centre

Enjoy this unique way of reading this loved story as it is accompanied by music and also provides the opportunity to discuss clean and dirty when they do the laundry, (and so much more).

[Mrs. McBloom, Clean Up Your Classroom! - Kids Books Read Aloud](#) by Kelly DiPucchio, Courtesy of StoryTime Anytime

[Go Wash Up | Keeping Clean | Books Read Aloud | Personal Hygiene | Let's Keep Viruses Away](#), By Amanda Doering Tourville, Courtesy of TopShelf Kids

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can put on a puppet show where two or more puppets can talk about how to wash their hands so that they are **clean**, (going through the process of using soap and water, rubbing their hands vigorously, (while singing happy birthday) and drying their hands with a towel. Each student can take a turn putting on the show, (thereby learning these important steps to handwashing).

With adult support, students can indicate who's turn it is to **clean** their hands (e.g., your turn/my turn to wash hands). Students can also take turns lining up for the sink to clean and wash their hands (e.g., wait to wash).

How To Wash Your Hands - Point Of View Video Modeling by Cor Behavioral

<https://www.youtube.com/watch?v=vm2vxbKGulY>

[Washing Hands \(Text and Voice\) - Penquis ADL Tools](#) Courtesy of Penquis Autism Community Services

[Handwashing video model](#) Courtesy of Rachel Jess

## SENSORY MOTOR

Students can use “**clean**” while they are washing their hands or washing toys.

Students who may have a sensory bin of toys or items that they can **clean** with adult guidance which creates a functional and meaningful context to use the word, clean.

After playing with shaving cream, (e.g., sensory play with shaving cream on the table), students can wash it off and **clean** the table.

[Muddy Water Messy Play, courtesy of Days with Grey.](#)



Adults can engage with messy water and dirt play using an old cooler, water containers and some plain dirt/mud. Students can pour in water and dirt to create a mess and a dirty cooler, but it can be easily cleaned with a hose after the fun concludes. And then students can have the opportunity to wash and **clean** their dirty hands after they are done. This activity is ripe with opportunities

to model the word dirty and **clean** with use of a low-tech laminated board or a high-tech device with a water-tight case.

## STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, adults can point to and model use of the word "**clean**" and talk about what they wash and clean.

Adults can conduct a Chart Writing Activity "I can get clean by:



I can get clean by \_\_\_\_\_

I can get clean by \_\_\_\_\_

I can get clean by \_\_\_\_\_

I can get clean by \_\_\_\_\_






I can get clean by \_\_\_\_\_

### **Read&Write for Google Chrome- Extension: Create a vocabulary chart:** (Clean)

Adults can review the multiple definitions/meanings of **clean** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **clean**:

## Clean

Word	Meaning	Symbol	Using “Clean” in sentences
<b>clean</b>	<p>Rid something of dirt; I clean the house on a Sunday.</p> <p>Not rude or offensive; It was a clean joke.</p> <p>Accurate; A clean escape.</p> <p>Not dirty; It's a clean towel.</p>	  	 <p>I felt proud when I helped <b>clean</b> up trash along the beach...</p>  <p>The <b>clean</b> laundry was ready to be put away.</p>

Adults can create a Google Slide activity using drag and drop pictures of items that are clean or dirty and categorize them.

## VIDEOS, MUSIC, ANIMATED SHORTS

[Germs for Kids](#) | [Wash Your Hands Song](#) | [Germs](#) | [Lyric Video](#) | [The Kiboomers](#)

[Wash Your Hands with Baby Shark](#) | [Baby Shark Hand Wash Challenge](#) Courtesy of Pinkfong! Kids' Songs & Stories

[How do you Wash Your Hands](#), by Brain Pop, Jr.

[COVID 19 song - Wash your hands](#) Courtesy of Worldwide TV

[Knuffle Bunny - Animation by Jennifer Everdyke](#) (Enjoy this semi-wordless animated short of the Knuffle Bunny where students can retell the story and comment on what is happening, but also talk about **clean** and dirty laundry.

[DANIEL TIGER'S NEIGHBORHOOD](#) | Clean Up, Pick Up (Song) | PBS KIDS Courtesy of PBS Kids

[Classic Sesame Street I Gotta Be Clean](#) Courtesy of Rohail Hashmi

[Mary Poppins-Spoonful of Sugar](#), Watch how Mary Poppins magically **cleans** the room.

[Whistle While You Work - Snow White and the Seven Dwarfs](#) Courtesy of 4evertheDisneySongs. Watch how she magically cleans the cottage with her new friends.

[I'm Dirty Trailer](#) Courtesy of BigFott

Students can watch a simple video of trucks that get muddy and dirty.

[Clean Up - Moose Tube | GoNoodle](#) Courtesy of GoNoodle/Get Moving

[Enchanted - Happy Working Song \(Lyrics\) 1080pHD](#) Let's clean up along with this song from Enchanted. Students can talk about how the house was dirty but once they worked on tidying it up, it was clean. Courtesy of Lise LS\_Disney

[Mary Poppins - Chim Chim Cher-ee](#), A Chimney sweep's face can get dirty when he works with soot and dirt. Let's sing along with this song and the students can comment on how fun the song is, but how dirty his face is and needs to be washed and **cleaned**. Courtesy of Tony Parra

Mary Poppins, continued, [Step in Time](#). Let's watch all the chimney sweeps jump out of the chimneys and dance to this song. And, of course, because they are very dirty because they are cleaning chimneys, adults can comment that they need to wash up to get clean. Courtesy of A112 Entertainment

Young Adults

[Dirty Laundry Video](#)- Don Henley Courtesy of Ruben Dario Duque Gomez  
[Madonna - Dress You Up](#) [Official Music Video], Courtesy of Madonna. Students can talk about the fact that when they get dressed up, they are **clean** and not dirty.

[Rose Royce - Car Wash \(1976\)](#) Courtesy of Patel (Sing along as the people clean dirty cars).

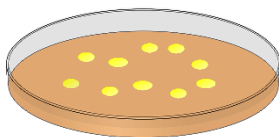
[Christina Aguilera- Car Wash \(feat. Missy Elliott\) Official Video HQ](#) Courtesy of XtinaAguileraOnline

## ART OR SCIENCE ACTIVITIES

[Paper Cup Hanging Seedling Planter](#) – Fun Kids Craft Activity by Jen @ Inspiring Savings. Create a craft that you and your student can watch grow. Students can be instructed to wash their hands after they have worked with dirt and crafts in order for them to be clean again.



[Growing Germs](#) This science experiment shows how germs can grow, even on an apple when handled by someone who does not wash their hands



[Freddie the Fish: Water Pollution](#) Freddie the Fish was a happy fish until he decided to travel upstream. Throughout his journey he encountered many pollutants from the environment and humans. These pollutants ultimately hurt Freddie the Fish.

### [Turn Dirty Water into Clean Water](#)

Watch Chirp Editor Jackie and reader Vivienne turn this jar of dirty water into clean water using some household objects!



## USE OF APPS OR OTHER TECHNOLOGY

[Pepi Bath](#) This inexpensive app provides an interactive way to discuss hygiene and self-care and model the words, **clean** and dirty.

[Ella's Handwashing Adventure](#) This free app helps to teach children how to wash their hands properly and 'inspire good habits.' This app is geared towards 2–6-year-olds.

[My Little Car Wash- For Kids](#) The free version is entertaining and interactive and could provide a platform to model and discuss **clean** and dirty.

**WORD WALL:** Create a WordWall and add '**clean**' 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 Mary Hamilton, (Educator, Assistive Technology) @ [mhamilton@wccusd.net](mailto:mhamilton@wccusd.net) and Michaela Sullivan, SLP @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com)  
Thank you!

## CORE WORD: **Dirty**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., My hands were sticky and **dirty** after I played in the mud.)

COMMENT: (e.g., That joke uses **dirty** words.)

DIRECT ACTION: (e.g., Please put your **dirty** clothes in the wash.)

GET HELP: (e.g., Can you help me wash my **dirty** clothes?)

EXPRESS A FEELING: (I do not like to wear **dirty** clothes and shoes.)

## ROUTINES AND SCHEDULES

**Washing hands:** Adults can provide opportunities throughout the day for the students to wash their hands. Adults can use the talker to model how sometimes hands get **dirty** and need to be washed so that they can be clean.

Please refer to this handwashing printable visual... great resource from Autism Little Learners: <https://www.teacherspayteachers.com/FreeDownload/Washing-Hands-Visual-Freebie-5083856>

**Washing Toys:** Adults can provide opportunities for the students to wash toys as part of a hygiene process. Students can sort toys into bins that have the clean or **dirty** toys.

**Laundry:** Adults can assist students to sort their laundry into clean and dirty piles. Adults can use the device to model the word, dirty, as they put the item in the washing machine.

**Cleaning the AAC device:** Adults can assist the student in cleaning and disinfecting their device.

[Here is a resource regarding cleaning an iPad AAC device from AssistiveWare.](#)

[Tips for disinfecting a PRC/Salttillo Device](#)

[Resource for Cleaning Assistive Technology device, by FAAST](#)

**Recess or Playing Outside:** After recess, adults can provide a great opportunity for students to wash their hands because they are probably **dirty**.

**Gardening:** Adults can model and facilitate use of the word “**dirty**” while working in a school or home garden. Adults can talk about how important it is to have dirt to grow plants, but that after working in the garden, our hands, clothes, and shoes can get **dirty**.

## PLAY

**Sand Table or Floor Play:** During play, adults can facilitate opportunities for students to use the word “**dirty**.” For example, if playing at a sand table or after playing on the floor, adults and students can talk about how our hands can get dirty and that it is time to wash them with soap and water.

**Recess:** Adults can talk about fun activities where student(s) may get **dirty** such as playing in the grass, digging in the sand, or playing with a ball on the blacktop. During such activities, adults can model the word, dirty, to describe when their hands or clothes have dust and/or dirt.

## READING

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

[I'm Dirty by: Kate and Jim McMullan](#)

[That's Dirty, Roys Bedoys By: Christine Ha and Illustrated by Eric Ha](#)

[Harry the Dirty Dog by Gene Zion, StorylineOnline, Read by Betty White](#)

[Wash Your Hands By Tony Ross | Children's Book Read Aloud | Lights Down Reading](#)

[Knuffle Bunny](#) by Mo Willems, Read Along (Enjoy a more traditional read-along to the Knuffle Bunny). Courtesy of Little Readers

[Knuffle Bunny by Mo Willems](#) Courtesy of New Ace English Centre

Enjoy this unique way of reading this loved story as it is accompanied by music and also provides the opportunity to discuss clean and dirty when they do the laundry, (and so much more).

[Mrs. McBloom, Clean Up Your Classroom! - Kids Books Read Aloud](#) by Kelly DiPucchio, Courtesy of StoryTime Anytime

[Go Wash Up | Keeping Clean | Books Read Aloud | Personal Hygiene | Let's Keep Viruses Away](#), By Amanda Doering Tourville, Courtesy of TopShelf Kids

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can put on a puppet show where two or more puppets can talk about how to wash their hands when they are **dirty**, (going through the process of using soap and water, rubbing their hands vigorously, (while singing happy birthday) and drying their hands with a towel. Each student can take a turn putting on the show, (thereby learning these important steps to handwashing).

[How To Wash Your Hands - Point Of View Video Modeling](#) Courtesy of Cor Behavioral

[Washing Hands \(Text and Voice\) - Penquis ADL Tools](#) Courtesy of Penquis Autism Community Services

[Handwashing video model](#) Courtesy of Rachel Jess

## **SENSORY MOTOR**

[Muddy Water Messy Play, courtesy of Days with Grey.](#)



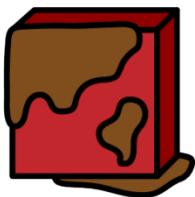
Adults can engage with messy water and dirt play using an old cooler, water containers and some plain dirt/mud. Students can pour in water and dirt to create a mess and a dirty cooler, but it can be easily cleaned with a hose after the fun concludes. And then students can have the opportunity to wash and clean their dirty hands after they are done. This activity is ripe with opportunities to model the word dirty and clean with use of a low-tech laminated board or a high-tech device with a water-tight case.

## STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, adults can point to and model use of the word "**dirty**" and talk about what gets dirty and what one does when something gets dirty.

Adults can create a Google Slide activity using drag and drop pictures of items that are clean or dirty and categorize them.

Adults can conduct a Chart Writing Activity about when my \_\_\_\_ are dirty. For example:



When my hands are dirty I \_\_\_\_\_

When my clothes are dirty I \_\_\_\_\_

When my hair is dirty I \_\_\_\_\_

When my toys are dirty I \_\_\_\_\_

When my communication device is dirty I \_\_\_\_\_





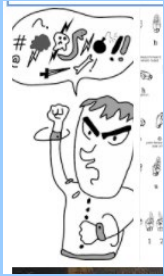

When my room is dirty I \_\_\_\_\_

### Read&Write for Google Chrome- Extension: Create a vocabulary chart: (Dirty)

Adults can review the multiple definitions/meanings of **dirty** on this chart by using the free Read&Write Extension educator license.

Here is an example of a Vocabulary chart that can be created in R&W, for the word **dirty**:

## Dirty

Word	Meaning	Symbol	Using "Dirty" in sentences
<b>Dirty</b>	<p>Unclean, having dirt on it; My hands and face were dirty after I fell in the mud.</p> <p>soiled or likely to soil with dirt or grime; "dirty unswept sidewalks"; "a child in dirty overalls"; "piles of dirty dishes"; "put his dirty feet on the clean sheet"; "wore an unclean shirt"; "mining is a dirty job"; "Cinderella did the dirty work while her sisters preened themselves"</p> <p>Dishonest, cheating, violent: A dirty player.</p>	  	 <p>My shoes got so <b>dirty</b> after walking through the mud!</p>  <p>I could tell he was angry by all the <b>dirty</b> words he was saying.</p> 

			He played a <b>dirty</b> game of cards when he cheated.
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## VIDEOS, MUSIC, ANIMATED SHORTS

[Germs for Kids](#) | [Wash Your Hands Song](#) | [Germs](#) | [Lyric Video](#) | [The Kiboomers](#)

[Wash Your Hands with Baby Shark](#) | [Baby Shark Hand Wash Challenge](#) Courtesy of Pinkfong! Kids' Songs & Stories

[How do you Wash Your Hands, by Brain Pop, Jr.](#)

[COVID 19 song - Wash your hands](#) Courtesy of Worldwide TV

[Knuffle Bunny - Animation by Jennifer Everdyke](#) (Enjoy this semi-wordless animated short of the Knuffle Bunny where students can retell the story and comment on what is happening, but also talk about clean and **dirty** laundry.

[I'm Dirty Trailer](#) Courtesy of BigFott

Students can watch a simple video of trucks that get muddy and dirty.

[Mary Poppins - Chim Chim Cher-ee](#), A Chimney sweep's face can get dirty when he works with soot and dirt. Let's sing along with this song and the students can comment on how fun the song is, but how dirty his face is and needs to be washed. Courtesy of Tony Parra

Mary Poppins, continued, [Step in Time](#). Let's watch all the chimney sweeps jump out of the chimneys and dance to this song. And, of course, they are very dirty because they are cleaning chimneys. Courtesy of A112 Entertainment

[Mary Poppins-Spoonful of Sugar](#), Watch how Mary Poppins magically cleans the room.

[Clean Up - Moose Tube](#) | [GoNoodle](#) Courtesy of GoNoodle/Get Moving

[Enchanted - Happy Working Song \(Lyrics\) 1080pHD](#) Let's clean up along with this song from Enchanted. Students can talk about how the house was dirty but once they worked on tidying it up, it was clean. Courtesy of Lise LS\_Disney

[Classic Sesame Street animation - Sign Man: DIRTY](#) Sounding out the word, "dirty" Courtesy of Deanmo23

## Young Adults

[Dirty Laundry Video](#)- Don Henley Courtesy of Ruben Dario Duque Gomez

[Madonna - Dress You Up](#) [Official Music Video], Courtesy of Madonna. Students can talk about the fact that when they get dressed up, they are clean and not dirty.

[Rose Royce - Car Wash \(1976\)](#) Courtesy of Patel (Sing along as the people clean dirty cars).

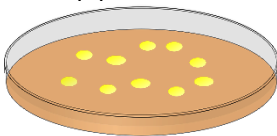
[Christina Aguilera- Car Wash \(feat. Missy Elliott\) Official Video HQ](#) Courtesy of XtinaAguileraOnline

## ART OR SCIENCE ACTIVITIES

[Paper Cup Hanging Seedling Planter](#) – Fun Kids Craft Activity by Jen @ Inspiring Savings. Create a craft that you and your student can watch grow. Students can be instructed to wash their hands after they have worked with dirt and crafts in order for them to be clean again.



[Growing Germs](#) This science experiment shows how germs can grow, even on an apple when handled by someone who does not wash their hands



[Freddie the Fish: Water Pollution](#)

Freddie the Fish was a happy fish until he decided to travel upstream. Throughout his journey he encountered many pollutants from the environment and humans. These pollutants ultimately hurt Freddie the Fish

## USE OF APPS OR OTHER TECHNOLOGY



[Pepi Bath](#) This inexpensive app provides an interactive way to discuss hygiene and self-care and model the words, clean and **dirty**.

[Ella's Handwashing Adventure](#) This free app helps to teach children how to wash their hands properly and 'inspire good habits.' This app is geared towards 2–6-year-olds.

[My Little Car Wash- For Kids](#) The free version is entertaining and interactive and could provide a platform to model and discuss clean and **dirty**.

**WORD WALL:** Create a WordWall and add '**dirty**' 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 Mary Hamilton, (Educator, Assistive Technology) @ [mhamilton@wccusd.net](mailto:mhamilton@wccusd.net) and Michaela Sullivan, SLP @ [michaelasullivan2@gmail.com](mailto:michaelasullivan2@gmail.com)  
Thank you!

## CORE WORD: **Because**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

EXPRESS CAUSE AND EFFECT: (e.g., "It's smokey **because** there is a brush fire nearby.")

EXPLAIN: (e.g., "I'm late today **because** I woke up late.")

COMMENT: (e.g., "I like that show **because** it's funny.")

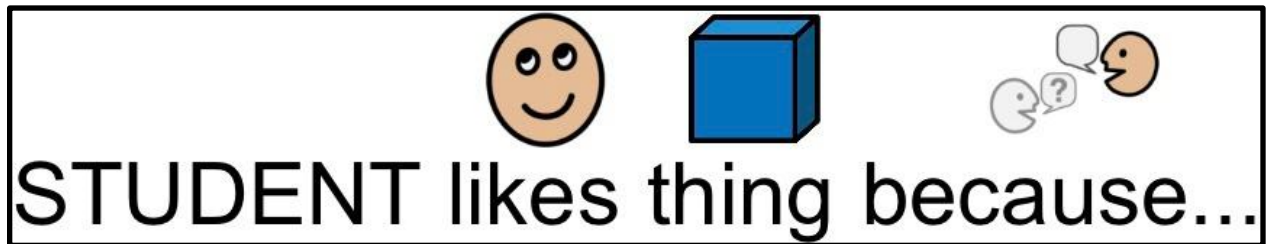
SHARE INFORMATION: Describe others/the environment (e.g., "They are here **because** it's a party!")

APOLOGIZE: Express feeling of remorse (e.g., "I am sorry **because** I didn't know that you were waiting.")

## ROUTINES AND SCHEDULES

During show-and-tell or times when students gather as a whole group, students can say, "**because**" when sharing their personal item and why they have chosen to share it. Model use of the word **because** yourself with students (i.e., after a student has shared what they brought and questioned by the teacher, the adult can say, "Jesus brought a spiderman action figure **because** he loves the spiderman movies."). Adults can create a sentence strip for students to

target use of **because** (see below). If the student needs more prompting or review, the adult can utilize a visual icon with the word '**because**' on it and model use of the low-tech sentence strip.



\*Courtesy of TouchChat with WordPower application.

## PLAY

The adults can explain where students play **because** of weather or schedule for the day. For example, students can play outside **because** it is sunny. Or they can't play outside **because** it's raining. Adults can further describe what they can/can't play with for example, "We can't play on the slide **because** it is wet." "We can play with the instruments **because** it's music time." Adults can also tell students why they do things as: "We play outside **because** it is good to move our bodies." or "We can play basketball **because** the court is free." Each time the word is used, identify it on the student's low-tech board, device, or hold up an icon of the core word.

## READING

For this week's core word, you can talk about the stories below and discuss the word **because** when it's found in the story.

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

Book Read Aloud: BECAUSE by Mo Williams and Amber Ren

<https://www.youtube.com/watch?v=rL2-dnnHdOc> read by/courtesy of Readalotamus Books Read Aloud (Students and adults can locate "**because**" on communication board/device each time they see the word in the story).

Book Read Aloud: BECAUSE OF YOU by B.G. Hennessy

[https://www.youtube.com/watch?v=WerGe\\_NnjBo](https://www.youtube.com/watch?v=WerGe_NnjBo) read by/courtesy of Lights Down Reading. (Talk through this children's story about how important you are and why that is highlighting "**because**." Come up with more reasons why each student is special.)

Book Read Aloud: BECAUSE I HAD A TEACHER by Kobi Yamada

<https://www.youtube.com/watch?v=weUVaR3qHBo> read by/courtesy of Read Aloud for Kids. (Discuss the many ways teachers help us. Highlight how it is **because** of teachers that we learn so much about the world and ourselves.)

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can watch these videos to see how and when you can use the word **because**. Expansion after watching videos is practice making sentences using the word **because**.

VIDEO - Cause and Effect with 'Why' and 'Because'

<https://www.youtube.com/watch?v=12CNNORawk8> courtesy of/by National Geographic Learning: Young Learners. (Talk about what happened to upset Bear and what Franklin did to repair his friendship.)

VIDEO - Why-Because ESL lesson

<https://www.youtube.com/watch?v=4qqxeWc5qI0> courtesy of/by Richard de Paula. (Students and adults can discuss the different situations and opportunities shown in the video for answering the 'why' question using the word **because**.)

VIDEO - Difference between So and Because (English Grammar)

<https://www.youtube.com/watch?v=URv29IEJuFo> courtesy of/by SandJ English. (Students and adults can learn about when you use the conjunction '**because**' when making sentences.)

## **SENSORY MOTOR**

Adults can set up sensory bins filled with a variety of materials such as rice, moon dough, water beads or sand. Into this bin can be placed small objects or pictures that can be used to practice the target word, "**because**." For instance, the adult can place small plastic food items or animals in a sensory table filled

with sand. When students dig around and find objects, the adult can model the word **because** while talking about the found object:

"I like strawberries **because** they're sweet."

"You found the horse **because** you looked in the corner of the table."

"The giraffe has a long neck **because** it needs to reach the leaves."

This blog has many wonderful ideas on creating and using sensory bins:

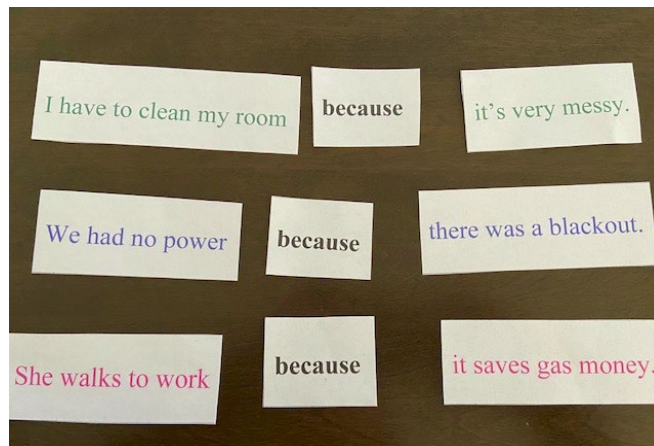
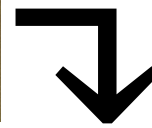
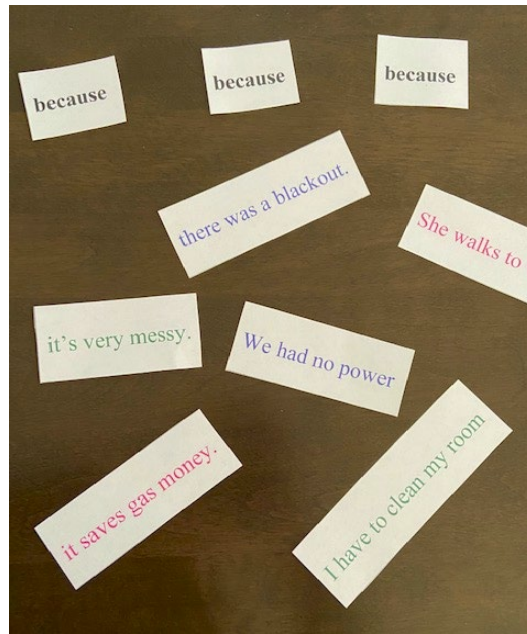


\*Courtesy of Messy Little Monster.

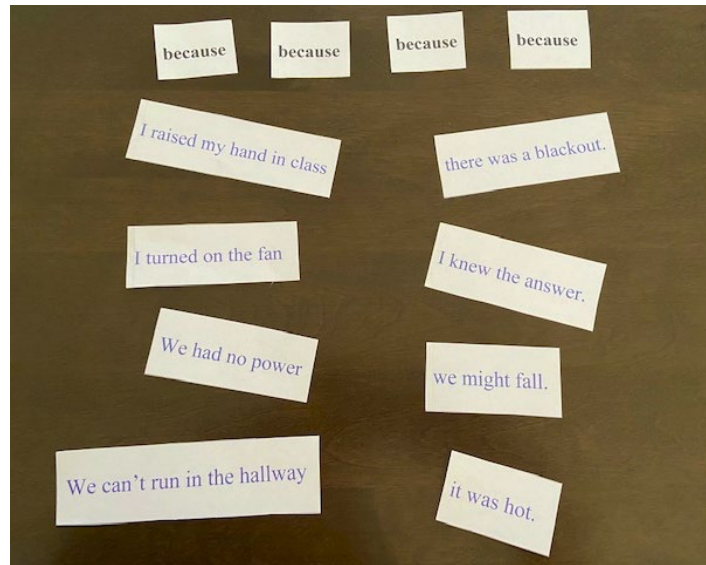
Activity: [Sensory Bins - Ideas and How to Get Started](https://www.messylittlemonster.com/2020/09/sensory-bins.html) – courtesy of/by Messy Little Monster. <https://www.messylittlemonster.com/2020/09/sensory-bins.html>

## STRUCTURED ACTIVITIES

Adults can first teach how to use **because** by having students put sentences together as in the photos below:



Now, without color coding for a bit more of a challenge:



Next, adults can present a sentence completion task, first by including the subordinating conjunction **because** and then fading its use so that students can practice using the target word on their device, low-tech core board, or core word icon:

1. I woke up late **because** \_\_\_\_\_.
2. The girl is wearing a coat **because** \_\_\_\_\_.
3. The baby is crying **because** \_\_\_\_\_.
4. The glass broke **because** \_\_\_\_\_.
5. The flowers are wilting \_\_\_\_\_.
6. Don't touch a hot stove \_\_\_\_\_!

Students can also practice using **because** in response to questions. First, adults can ask more concrete, general knowledge questions, with picture accompaniments. Encourage students to form complete sentences on their device, low-tech core board, or core word icon (and sentence strip).



Why do we eat vegetables?

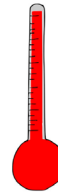
*Why did the tree fall down?*



*Why do we sometimes stay home from school?*



*Why do we turn on the air conditioner?*



**\*\*Picture hints created using tools at LessonPix.com**

Finally, adults can read stories or watch videos and then ask questions regarding characters' thoughts, emotions, and motivations. For younger students, *The Frog and Toad* series is enjoyable:

*Frog and Toad Together--The Garden*: [Frog and Toad Together - The Garden](https://www.youtube.com/watch?v=BI1FOKpFY2Q);  
Courtesy of TMO Learning Journey

*"Why did the Frog give Toad some seeds?"*

*"Why was Toad shouting at the ground?"*

*"Why did Toad sing songs and play music for the seeds?"*

*"Why was Toad so tired at the end of the story?"*

For older students, adults can show the following short animated film about a child refugee:

Umbrella: <https://www.youtube.com/watch?v=BI1FOKpFY2Q> Courtesy of Stratostorm.



Adults can then ask questions so that students can practice forming sentences containing **because** using their AAC system.

*“Why does the lady bring toys to that house?”*

*“Why is the girl going upstairs?”*

*“Why is the girl angry?”*

*“Why doesn’t the boy want to move away from the closet?”*

*“Why did the boy take the yellow umbrella?”*

*“Why did the man with the yellow umbrella disappear from the sidewalk?”*

## **VIDEOS, MUSIC, ANIMATED SHORTS**

Wizard of oz we're off to see the wizard.

<https://www.youtube.com/watch?v=Mm3ypbAbLJ8> courtesy of/by

MrHJona. Great classic song has the word **because** in it!

Because Song <https://www.youtube.com/watch?v=E9WShiGAmIM> courtesy of/by Have Fun Teaching.

Because Of You - Kelly Clarkson (Lyrics)

[https://www.youtube.com/watch?v=hCkOlbl\\_WVs](https://www.youtube.com/watch?v=hCkOlbl_WVs) courtesy of/by DopeLyrics.

## **ART OR SCIENCE ACTIVITIES**

Use this activity for younger students to perform a science experiment around planting and growing seeds. You can ask students ‘why’ certain things are happening or why the student thinks something will happen (their hypothesis).

Can use a sentence frame to support students' use of **because** (i.e., “I think \_\_\_\_ **because** \_\_\_\_.”)



## GROW A SEED JAR SPRING SCIENCE



\*Courtesy of Little Bins for Little Hands.

Use this activity for older students to perform a science experiment around an aluminum object sinking or floating. You can ask students 'why' certain things are happening or why the student thinks something will happen (their hypothesis). Adults can use a sentence frame to support students' use of **because** (i.e., "I think \_\_\_\_ **because** \_\_\_\_").



\*Courtesy of Science Buddies.

Activity: Archimedes Squeeze: At What Diameter Does an Aluminum Boat Sink?  
– courtesy of/by Science Buddies. [https://www.sciencebuddies.org/science-fair-projects/project-ideas/Aero\\_p044/aerodynamics-hydrodynamics/archimedes-diameter-boat-sink#procedure](https://www.sciencebuddies.org/science-fair-projects/project-ideas/Aero_p044/aerodynamics-hydrodynamics/archimedes-diameter-boat-sink#procedure)

## USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g., “I” “think” “**because**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant amount of images and depictions specific around the word **because**, then share and talk with the student's created story.

Use WH Questions Why? Puzzle Game by Onur Tekin. A free application to target answering ‘why’ questions with visuals. Expansion to have students use ‘**because**’ core word in responses.

Use the Big Book of “Why?” by Lisbon Labs. A \$2.99 application to target answering common ‘why’ questions about the world. Expansion to have students use ‘**because**’ core word in responses.

LessonPix.com: Adults can create a large variety of picture cards, games, choice boards, visual schedules among many other activities (using core word **because**) with a subscription to *LessonPix.com*. The cost is \$36 per year.

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

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

**WORD WALL:** Add the word, “**because**” on the Word Wall.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ [jeoseguera09@gmail.com](mailto:jeoseguera09@gmail.com) and Moira Ikeda @ [mikeda@smfc.k12.ca.us](mailto:mikeda@smfc.k12.ca.us). Thank you!

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

## CORE WORD: **Yesterday**

**For Educators, Related Service Providers and Parents**

### SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

### WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I went to a party **yesterday**.")

ASK/SOCIAL INTERACTION: (e.g., "What did you do **yesterday**?")

TIME CONCEPTS: (e.g., "**Yesterday** was Monday.")

### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can compare what the student ate **yesterday** versus what they have today. They could create a calendar to refer to with a picture of his/her snack or lunch on each square, saying "Today you have \_\_\_\_, **yesterday** you had \_\_\_\_."

**Circle Time:** During circle, students can review the days of the week, including **yesterday**, today, and tomorrow. Children can create their own calendar using various sites. Example printables and ideas can be found at <https://nurturestore.co.uk/draw-you-own-calendar-free-printable-for-kids> and <https://www.craftingcheerfully.com/diy-childrens-calendar/>. StarFall has a calendar you can create, customize and print out at <https://www.starfall.com/h/holiday/calendar/?t=318966544>.

### PLAY

**Games:** Students can play a Bingo game, using vocabulary for what they did **yesterday**. You could also create cards for today and tomorrow. Sites to create Bingo games include but are not limited to: <https://bingobaker.com/> (free, you can use pictures or text, play virtually and create question/answer formats), LessonPix (<https://lessonpix.com/>) for an annual fee, or various versions of BoardMaker (<https://goboardmaker.com/>).

## READING

Here are some suggested books that can assist in teaching the core word **yesterday**:

Tarheel Reader - The Calendar - addresses the calendar days, the concepts **yesterday**, today, and tomorrow and the seasons at <https://tarheelreader.org/2009/10/01/the-calendar/>.

“**Yesterday** I Found an A” by Maggie Blossom, a rhyming picture book available on Amazon and on [www.getepic.com](http://www.getepic.com)

Boom cards reviewing **Yesterday**, Today and Tomorrow  
<https://wow.boomlearning.com/deck/yesterday-today-tomorrow-drag--drop-gTImYyycQ7mfLiSFP>.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns acting out all the things they did **yesterday**, by going around their home or classroom, miming what they did.

Students can take turns in a conversation saying what they did **yesterday**, what they are doing today and what they will do tomorrow. Visuals can be provided for the choices for each day.

## SENSORY MOTOR

Teachers can place three large shapes on the floor, each labeled with **yesterday**, today, and tomorrow. These shapes could correspond to shapes used to label these days on the calendar. Someone can call out activities from the schedule and the student could jump to the appropriate shape/label.

## STRUCTURED ACTIVITIES

Boom cards reviewing **Yesterday**, Today and Tomorrow

<https://wow.boomlearning.com/deck/yesterday-today-tomorrow-drag--drop-gTmYyycQ7mfLiSFP>.

Write your own book with each page starting with “**Yesterday** I did....” or “**Yesterday** I saw ...” where the student/child can indicate using whatever strategy they have what the vocabulary item is. For example, the child can eye gaze around the room to fill in blanks in the “**Yesterday** I Saw” story. Together you can search for pictures to illustrate the book. You can use Tarheel Reader to upload your book. Your student and his/her friends and family can then read the published book over and over.

Concept building for yesterday, today, and tomorrow at 5 differentiated levels on Teacher Pay Teachers at

<https://www.teacherspayteachers.com/Product/Today-Tomorrow-Yesterday-Calendar-Digital-Activity-4461150?st=24604f1ff86a8b8b8491b49e033f7b81>.

Concept building for yesterday, today and tomorrow, including interactive materials, manipulatives and Boom cards at

<https://www.teacherspayteachers.com/Product/Time-Concepts-Yesterday-Today-Tomorrow-Bundle-of-Print-Version-Boom-Cards-1445309?st=3b6534639fb923efa932925923dbf8c2>.

Buy a large desk or wall calendar to use at home. Calendars are great to use in planning activities or talking through the day or week with your child (depending on their developmental level). You can also use them to review the day's activities. Look back at the calendar and talk through what happened. You can incorporate terms like “yesterday,” “today,” and “tomorrow.” Use visuals as simple as “yesterday”/” today”/” tomorrow” written on post-its that you can stick and re-stick to the appropriate days each morning. Depending on your child's age, they may need simple picture symbols paired with the words on the calendar to understand the activities listed.

(<https://www.emergepediatrictherapy.com/teaching-time-concepts/>)

## VIDEOS, MUSIC, ANIMATED SHORTS

What Did you Do **Yesterday** video with conversations, stories, and songs

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

What Did You Do **Yesterday** video sing  
<https://www.youtube.com/watch?v=ahZ5xyPKnQY>.

Today, **Yesterday** and Tomorrow Kids Songs and Nursery Rhymes  
<https://www.youtube.com/watch?v=T5c72BlaQdY>.

Beatles - **Yesterday** song <https://www.youtube.com/watch?v=wXTJBr9tt8Q>

## ART OR SCIENCE ACTIVITIES

Students/Adults can plant a seed and take pictures of how it looks each day, reviewing how it looked **yesterday**. Take those pictures and create a scrapbook using various art materials.

## USE OF APPS OR OTHER TECHNOLOGY

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own stories about what they did yesterday, what their plant looked like yesterday, etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>).

**WORD WALL:** Create a WordWall and add '**yesterday**' 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 Carolann Cormier, MS, CCC-SLP, at [ccormier@crec.org](mailto:ccormier@crec.org). I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at [https://twitter.com/CREC\\_ATech](https://twitter.com/CREC_ATech).

Thank you!

## CORE WORD: **Why**

### For Educators, Related Service Providers and Parents

## SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

## WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., The reason **why** I got up early today is \_\_\_\_)

COMMENT: (e.g., That's **why**. I understand now.)

GOSSIP: (Do you want to know the reason **why** \_\_\_\_?)

ANSWER A QUESTION: (e.g., I know **why** \_\_\_\_)

ASK A QUESTION: (e.g., **Why** is he crying?)

## ROUTINES AND SCHEDULES

**Morning Meetings:** Check in with students to see how they are doing today and ask them **why** they are feeling this way.

**Circle:** Ask students to share their favorite cartoon, game, book, etc., and the reason **why**.

**Throughout the day:** Model the word **why**. Use '**Why?**' as a follow-up question in conversations, and/or as a way to facilitate reasoning.

## PLAY

**Role Play:** Use stuffed animals, puppets, or figurines, to act out some dialogues or actions. Discuss with students **why** it is inappropriate/rude to say and/or do something.

**Board games:** (For older students), ask '**why**' they used a certain strategy. For example, when playing the board game, Catan, ask why they trade sheep for hay.

## READING

General: When reading a book with students, pause in the middle of the story, and ask students to predict what is going to happen next. Ask them "Why?" after they made a prediction.

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

Why I Wear A Mask: Written and illustrated by Alexa Moreschi | Bedtime Stories With Tita

[https://www.youtube.com/watch?v=iAJqy7PDJY8&ab\\_channel=BedtimeStoriesWithTITA](https://www.youtube.com/watch?v=iAJqy7PDJY8&ab_channel=BedtimeStoriesWithTITA)

Ask the students **why** we need to wear a mask in various situations, along with a walk of the story book.

The Rainbow Fish: Written and illustrated by Marcus Pfister, read by Ernest Borgnine | Story Online

<https://www.storylineonline.net/books/the-rainbow-fish/>

Discuss with the students **why** sharing makes the rainbow fish happy.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can read jokes and/or make silly faces for students, and then make comments about them, and talk about how it's fun being silly sometimes.

Why - a sight word video: By LUMI Learning

[https://www.youtube.com/watch?v=ZdbTM2\\_17Bs&ab\\_channel=LUMILearning](https://www.youtube.com/watch?v=ZdbTM2_17Bs&ab_channel=LUMILearning)

Let's Learn! Core Word 'Why: By Special Vids for Special Kids

[https://www.youtube.com/watch?v=I-olheVyxPo&ab\\_channel=SpecialVidsforSpecialKids](https://www.youtube.com/watch?v=I-olheVyxPo&ab_channel=SpecialVidsforSpecialKids)

## SENSORY MOTOR

Students are asked to find 2 things in the classroom/at home that go together. The adult(s) can discuss with students regarding **why** they go together (the same color, shape, function, etc.).

## VIDEOS, MUSIC, ANIMATED SHORTS

Why, why, why? - Kids Songs: by Kidsa English

[https://www.youtube.com/watch?v=9E3Si7jvG\\_g&ab\\_channel=KidsaEnglish](https://www.youtube.com/watch?v=9E3Si7jvG_g&ab_channel=KidsaEnglish)

Cause and Effect with 'Why' and 'Because': By National Geographic Learning: Young Learners

[https://www.youtube.com/watch?v=12CNNORawk8&ab\\_channel=NationalGeographicLearning%3AYoungLearners](https://www.youtube.com/watch?v=12CNNORawk8&ab_channel=NationalGeographicLearning%3AYoungLearners)

## STRUCTURED ACTIVITIES

Predictable Chart Writing about the word, **why**.

After reading/listening to a story, ask students who their favorite character is and **why**. Ask them to write it down with the following template.

The reason **why** I love \_\_\_\_ is that \_\_\_\_\_.

## ART OR SCIENCE ACTIVITIES

Adults can lead students to act out a story. Take a vote on who is the best actor/actress and ask them **why**.

## USE OF APPS OR OTHER TECHNOLOGY

Practicing answering 'Why' questions: By barclay hammond

[https://www.youtube.com/watch?v=aeVbtSNYSKM&t=151s&ab\\_channel=barclayhammond](https://www.youtube.com/watch?v=aeVbtSNYSKM&t=151s&ab_channel=barclayhammond)

Pause after each “why” question is asked, to allow students more time for answering if needed.

**WORD WALL:** Create a WordWall and add ‘**why**’ 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 Zhaoyu (Nico) Lu @ [lzynico@gmail.com](mailto:lzynico@gmail.com).  
Thank you!

April			
our	call	let's	here
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
nice	mean	have	for
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
away	hug	clean	dirty
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
	because	yesterday	why
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:

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