

CORE WORD: **Grow**

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., "It is **grow**-ing")

COMMAND: (e.g., "Make it **grow**")

REQUEST INFORMATION: (e.g., "Did it **grow**?")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate discussion about how our food helps us **grow**, even turning it into a game. Students can comment whenever a classmate takes a bite ("She is **growing!**" or "He is **growing!**" or "You are **growing!**")

Circle: Adults can keep a growth chart on the wall. Each month, students can add a new line and ask the class "Did I **grow**?" and the entire can use yes/no to respond.

PLAY

Toys and Games:



Jenga is a great way to target the word “**grow**” in a repetitive way that also targets present progressive -ing. Each time students add a new level of blocks, they can practice making the sentence “It is **grow**-ing!”. (Bonus points for saying “It fell” when the inevitable happens!)

READING

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

[We are Growing by Laurie Keller, read by the Reading LibraryBooks YouTube channel](#)

[Growing Season by Maryann Cocca-Leffler, read by the Dearborn Heights Library YouTube channel](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Below you'll find some activities utilizing classroom gardens and plants to target the word "**grow**", perfect for springtime! Throughout the activities below, students can practice using social language to ask each other questions about their plants and garden projects ("Did your plant **grow**? [or "did it **grow**?"])

SENSORY MOTOR

Continuing the theme of the garden and growing plants, try using the different types of soil used in the garden to talk about how it feels. Adults can provide sentence starters for different seed starter pots with different soil. Students can say what will **grow** and how the soil feels on their hands.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: "Katy's Growing"](#) This is a great short song for younger students

[When I Grow Up - Matilda the Musical](#) This rendition, put on by Pioneer High School in Ann Arbor, is fantastic both for younger kids and older students.

STRUCTURED ACTIVITIES

For a more structured activity that targets longer utterance forms, [this free worksheet from Ms. Aiello on Teachers Pay Teachers](#) is excellent. Students can practice using longer and more advanced syntax ("Plants need water to **grow**")

Plants need	What do is one thing plants need? Why?
Plants need	What is a second things plants need? Why?
Plants need	What is a third thing that plants need? Why?
Plants need	What is a fourth thing that plants need? Why?

ART OR SCIENCE ACTIVITIES

It's springtime so now is the perfect opportunity to talk about all the lovely plants that are growing around us! This website: <https://thekindergartenconnection.com/seed-starter-pots-that-you-can-do-in-the-classroom/> has a whole post on different materials you can use to create simple seed starter pots. Adults can create growth charts and students can describe the progress ("It is **growing**"). You could also use this activity to target other linguistic forms, such as negatives or pronouns ("This one is **growing**. This one is not **growing**")





USE OF APPS OR OTHER TECHNOLOGY

Grow Garden by Gro Play. Unfortunately, this app isn't free, but at \$2.99 it is relatively cheap and a great way to discuss how different plants **grow** in a garden, especially for students in schools that may not have access to a physical garden on school grounds.

WORD WALL: Create a WordWall and add '**grow**' 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 Wes Heidenreich @ heidenreichwes2@gmail.com.

Thank you!

CORE WORD: **Climb**

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 want to **climb**)

DIRECT ACTION: (e.g., **climb** up that tree)

ASK FOR HELP: (e.g., help me **climb**)

AFFIRM: (e.g., yes, I like to **climb**)

NEGATE: (e.g., no, I don't like to **climb**)

ROUTINES AND SCHEDULES

Circle: During circle, adults can choose a (safe) chair for students to take turns **climbing** on when they share their daily news (e.g., "**climb** up here, it's your turn").

PLAY

Students can go out to the playground and **climb** on the jungle gym with each other or on other play structure equipment.

Students and adults can also pretend to be different animals and **climb** like a monkey or a spider.

READING

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

The Cow Who Climbed a Tree by Gemma Merino, courtesy of TheStoryTimeFamily:

https://www.youtube.com/watch?v=3gF1R6QP_cE&ab_channel=TheStoryTimeFamily

Tina the cow has many different thoughts that some other cows find strange. Tina wants to **climb** a tree and everyone laughs at her. Find out if she **climbs** the tree in this book!

I can climb by Mini Shrinivasan, courtesy of Storyberries:

https://www.youtube.com/watch?v=ky4I_INYaZ0&ab_channel=Storyberries

This book is all about self-confidence and a boy finding his self-confidence. He can **climb** up a lot of different things, but when it comes time to **climb** down, he needs some encouragement from his dad.

Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault, courtesy of Andre Penn:

https://www.youtube.com/watch?v=sAnSnklrg2E&ab_channel=AndrePenn

Follow the letters of the alphabet as they **climb** up the palm tree.

Dora the explorer climbs star mountain, courtesy of the reading unicorn:

https://www.youtube.com/watch?v=NKnDYuVF5pk&ab_channel=thereadingunicorn

Dora loves her new star necklace from her Abuela. But Swiper swipes it and flings it to the top of Star Mountain. Follow Dora and Boots as they try to get the necklace back.

Another way to climb a tree by Liz Garton Scanlon, courtesy of Gloria Berrisch:

https://www.youtube.com/watch?v=83HfXBPAGRo&ab_channel=GloriaBerrisch

This book is about a tree and all of the different ways that a girl dreams up of to **climb** the tree.

SOCIAL INTERACTIONS AND VIDEO MODELING

In tandem with the sensory motor activity listed below, students can cheer on their classmates as they **climb** through the obstacle course. They can also practice taking turns **climbing** through the obstacle course and making sure they comment on who gets to **climb** next.

SENSORY MOTOR

During recess, adults and students can create an obstacle course that they can take turns **climbing** on, or direct others to climb and participate in the obstacle course too (e.g., "your turn to **climb**").

VIDEOS, MUSIC, ANIMATED SHORTS

Yes, I can!, courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=lr0Mc6Qilo&ab_channel=SuperSimpleSongs-KidsSongs

No No Climbing Up courtesy of BabyBus - Nursery Rhymes:

https://www.youtube.com/watch?v=DZq0yNoYDIQ&ab_channel=BabyBus-NurseryRhymes

The Climb by Miley Cyrus, courtesy of Hollywood Records Vevo:

https://www.youtube.com/watch?v=NG2zyeVRcbs&ab_channel=HollywoodRecordsVEVO

Climb Every Mountain from the Sound of Music, courtesy of COSMOTOPPER777:

https://www.youtube.com/watch?v=RKuqySkqhHw&ab_channel=COSMOTOPPER777

YOUNG ADULT:

You are the reason by Calum Scott, courtesy of Calum Scott:

https://www.youtube.com/watch?v=ShZ978fBl6Y&ab_channel=CalumScottVEVO

The Climb by No Doubt, courtesy of No Doubt TV:

https://www.youtube.com/watch?v=kjW1USh3doM&ab_channel=NoDoubt-Topic

STRUCTURED ACTIVITIES

Adults can go over the word **climb** with the students and teach them what it means through demonstration. Adults can watch this video with students and talk about the monkeys climbing the trees (hint: this can get the students

[Chimps make climbing look effortless courtesy of Chimp Eden](#)

<https://www.youtube.com/watch?v=WxR0m88jCyM>

ART OR SCIENCE ACTIVITIES

Students can create a 3D version of a monkey climbing a tree. A step-by-step guide can be found on first palette: <https://www.firstpalette.com/craft/monkey-tree.html>

*Picture courtesy of firstpalette.com



USE OF APPS OR OTHER TECHNOLOGY

Crazy Climber!: In this app, the user tries to **climb** crazy walls and get higher and higher on the wall each round.

Google play store:

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

Apple App store: <https://apps.apple.com/us/app/crazy-climber/id1418542423>

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

Thank you!

CORE WORD: **Slide**

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

ASK A QUESTION: (e.g., where's the **slide**?)

SHARE INFORMATION: (e.g., that's the **slide**)

REQUEST: (e.g., can we **slide** together?)

ASK FOR HELP: (e.g., help me **slide**)

ROUTINES AND SCHEDULES

Recess: During recess, students can request to go down the slide (e.g., "can I go down the **slide**?)

PLAY

During imaginative play, students can use stuffed animals and push them down a **slide**. Additionally, students can pretend to be professional baseball players and **slide** into home base (safely).

READING

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

Mr. Snake's Slippery Slide by Dr. Neumann, courtesy of Read to Me!:

https://www.youtube.com/watch?v=XsZyBYV15lk&ab_channel=ReadToMe%21

This book is about Mr. Snake and Mimi Mouse. Mimi Mouse does not trust Mr. Snake, so she builds her house up in a tree. One day, the wind blew her ladder down and she had no choice but to trust Mr. Snake and use his slide to get down from the tree.

Roll, Slope, and Slide by Michael Dahl, courtesy of KnowAtom:

https://www.youtube.com/watch?v=JjJZHpr2G4&ab_channel=KnowAtom

This book is about ramps and all different kinds of ramps. A new neighbor moves in next door and sees all of the ramps that people and animals use.

It's My Turn! By David Bedford and Elaine Field, courtesy of The Story Time Family:

https://www.youtube.com/watch?v=xJBk9mJwkel&t=2s&ab_channel=TheStoryTimeFamily

This book is about a dog and a cat that go to a playground and take turns using the different playground equipment, such as the slide, the swing and more.

Slide, Slurp, Scratch and Burp by Brian P. Cleary, courtesy of KidTimeStoryTime:

https://www.youtube.com/watch?v=7rgaMHMCjLI&ab_channel=KidTimeStoryTime

This book is all about verbs. It shows the different actions that can happen by using a verb and shows the verbs are words that allow us to share what we are doing or what is happening.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask one another if they would like to go down the slide together, "want to **slide** with me?". They can watch these cute pandas **sliding** down a **slide** for inspiration. Courtesy of Chengdu Paw:

https://www.youtube.com/watch?v=sGF6bOi1NfA&ab_channel=ChengduPAW

SENSORY MOTOR

Adults can teach students how to play "slide" and then students and adults can play "slide." Students can say "1,2,3, slide" to indicate when the game starts.

Here's a video of people playing slide as a demonstration, courtesy of Splash Games.

<https://www.youtube.com/watch?v=QXJsX7T8fYM>

VIDEOS, MUSIC, ANIMATED SHORTS

Playtime on the slide, courtesy of SuperJoJo - Nursery Rhymes:

https://www.youtube.com/watch?v=YUEDY2Q11w8&ab_channel=SuperJoJo-NurseryRhymes

10 little babies on the slide, courtesy of Little Angle: Nursery Rhymes & Kids Songs:

https://www.youtube.com/watch?v=yOvLXfzNnT4&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Brain Breaks: Side Slide by the Learning Station, courtesy of The Learning Station:

https://www.youtube.com/watch?v=iJU0ydPh1pM&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

The Cha! Cha! Slide by DJ Casper, courtesy of Collin Atlee:

https://www.youtube.com/watch?v=LkzR1GSLcHM&ab_channel=CollinAtlee

Toosie Slide, courtesy of Kidz Bop:

https://www.youtube.com/watch?v=Dd0PultY92s&ab_channel=KIDZBOP

Yes Yes Playground Song by Cocomelon, courtesy of Cocomelon - Nursery

Rhymes: https://www.youtube.com/watch?v=KTOWPz-zMWY&ab_channel=Cocomelon-NurseryRhymes

YOUNG ADULTS

Slide by Calvin Harris featuring Frank Ocean and Migos, courtesy of Calvin Harris:

https://www.youtube.com/watch?v=8Ee4QjCEHHc&ab_channel=CalvinHarrisVEVO

Slide by the Goo Goo Dolls, courtesy of Goo Goo Dolls:

https://www.youtube.com/watch?v=yP4qdefD2To&ab_channel=GooGooDolls

Slide Away by Miley Cyrus, courtesy of Miley Cyrus:

https://www.youtube.com/watch?v=rrvFv6j3-sM&ab_channel=MileyCyrusVEVO

STRUCTURED ACTIVITIES

Students and adults can go on a **slide** scavenger hunt and find all of the **slides** around school. Students can keep track of how many **slides** they found. Additionally, adults and students can go over some **slide** safety rules (e.g., “don’t stand on the **slide**”).

ART OR SCIENCE ACTIVITIES

Using construction paper, markers, colored pencils or crayons students and adults can draw their dream playground and include a **slide** (or more than one).

Students and adults can also use paint or markers and construction paper to create a **slide** and with help from adults’ students can put pictures of them and their friends going down the slide.

USE OF APPS OR OTHER TECHNOLOGY

Slippery Slides: In this game, a user tries to stay on the water slide as they go down it.

Apple app store: <https://apps.apple.com/us/app/slippy-slides/id1452222586>

Google Play store:

https://play.google.com/store/apps/details?id=com.crazylabs.aqua.park&hl=en_US&gl=US

WORD WALL: Create a WordWall and add ‘**slide**’ 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

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Thank you!

CORE WORD: **SKIP**

For Educators, Related Service Providers and Parents

SHARED READING

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WAYS WE CAN USE THE WORD

DIRECT ACTIONS: (e.g., Let's **skip**! Skip on over here!)

ASK A QUESTION: (e.g., Did you **skip** that part? Want to do this now, or skip it?)

COMMENT: (e.g., You **skipped** my turn!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can hand out the snacks or food items during mealtimes, and students can use the core word to decline or accept (e.g., No thanks! **Skip**!; Don't skip me!).

Circle: Students or adults can use the core word during circle to confirm participation in group activities. For example, "Did we **skip** anyone?"

PLAY

Race: Adults can support students to have a **skip** race outside. Adults or students can make a finish line and add interesting obstacles to the skipping course.

Skip Skip Goose: Adults can modify the terms used in the game, Duck Duck Goose, to instead use the core word. Students will use **skip** instead of duck during the game.

Skip To My Lou: Play the skipping game while singing the song, “Skip To My Lou.” Students stand in a circle, with one person inside the circle. Students sing the chorus and the person in the middle of the circle skips around the inside perimeter. They choose someone to pull into the circle and skip around, then they trade places. The cycle continues while the song continues.

Uno Card Game: Play a game of Uno, which has a **skip** card to incorporate use of the core word in game play. The game can be played virtually as well.

Potato Head: Students can create a Potato Head face and body, and the adult can provide a prompt of different features for the student to **skip** during assembly (e.g., This time, **skip** the eyes.)

Recess: Students can use the word “skip” during recess to describe activities they don't want to participate in (**skip** me).

READING

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

[Skip Through the Seasons: A Seek and Find Book, courtesy of Allura Hibben:](#) Students can **skip** and search through detailed pictures of months and seasons to spot items of interest.

<https://www.youtube.com/watch?v=Y6nV9JqX3rs>

[Leaping Lizards: A Skip Counting Book:](#) Students can practice their skip counting with the help of a team of playful lizards.

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

[Skip to My Lou, courtesy of Read-aloud with Storytime Girl:](#) An illustrated book of the classic rhyme, with multiple repetitions of the core word to support shared reading.

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

[Ready, Set, Skip, courtesy of Storytime Bunnies:](#) Story of a girl who can hop, twirl, and burp, but finally learns how to skip.

<https://www.youtube.com/watch?v=QsvZ0Sp1jYQ>

SOCIAL INTERACTIONS AND VIDEO MODELING

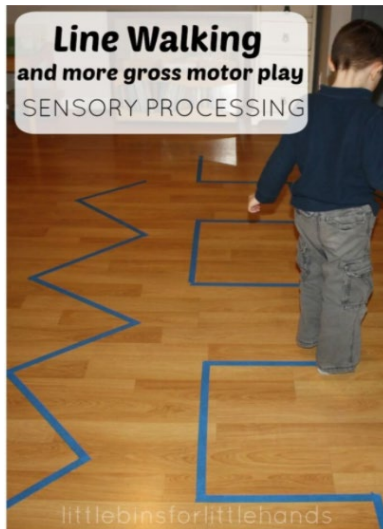
End of Class Discussion: Adults can support students in an end of the day wrap up discussion, focusing on the activities they did, people they saw, etc. What was the best part of the day? What was the part of the day you wanted to **skip**?

What Class Would You Skip: Students can discuss with their peers' what subject or class they would prefer to **skip** in school and why.

Follow The Leader: Adults can facilitate use of the core word through modeling, prompting, and aided language stimulation as students play follow the leader. For example, adults can have students incorporate the action of skipping during game play. Adults can also incorporate the core word by asking questions regarding if someone had their turn skipped.

SENSORY MOTOR

Students can practice skipping to get their body moving. Adults can also add prompts for different types of skipping (e.g., **Skip** fast, **skip** slow, **skip** in a circle). Adults can also place duct tape on the ground in different patterns and have the student skip along the pattern of the lines, as seen in the image below (courtesy of littlebinsforlittlehands.com).



Skip Counting Activity: Create an activity that practices skip counting, such as counting by fives. Activity idea and image courtesy of creativefamilyfun.net.



Hopscotch: Play a game of hopscotch so students can practice skipping through the numbers. Adults can also incorporate the core word to instruct students to **skip** a certain number when jumping. For example, adults can ask students to **skip** over the number 1. (Image courtesy of helpmykidlearn.ie)



VIDEOS, MUSIC, ANIMATED SHORTS

MUSIC

Hop Skip Kip Song, courtesy of Gegewabs Nate YouTube Channel

<https://www.youtube.com/watch?v=Ow0TvVTFQmo>

Skip To My Lou Song, courtesy of Tea Time With Tayla YouTube Channel

https://www.youtube.com/watch?v=H_dOTrtuG4Y

Hop Little Bunnies Song, courtesy of My Little World Of Song YouTube Channel

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

The I Can Skip Song, courtesy of Alberto Arias YouTube Channel

https://www.youtube.com/watch?v=evP7bLRgr_w

Brain Breaks Skip-A-Dee-Doo Song, courtesy of The Learning Station YouTube Channel

<https://www.youtube.com/watch?v=CbzP4LEh3Es>

Life of the Party by Kidz Bop, courtesy of Kidz Bop YouTube Channel

<https://www.youtube.com/watch?v=ETxo7j05Bbg>

Why Try by Ariana Grande, courtesy of SBBSQ Production YouTube Channel

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

Skipping Stones by Gallant ft. Jhene Aiko, courtesy of Gallant YouTube Channel

<https://www.youtube.com/watch?v=SF5TJHmpwFk>

VIDEOS

Most Epic Stonne Skips of 2018, courtesy of Stonne YouTube Channel

<https://www.youtube.com/watch?v=3ZBg6zelb6c>

Learn How To Skip by KIDDO, courtesy of KIDDO YouTube Channel

<https://www.youtube.com/watch?v=Hoz2m7gvroo>

Animated Short

Boundin' Pixar Animated Short, courtesy of Lavazzka YouTube Channel

<https://www.youtube.com/watch?v=7WyR4AqRweY&t=47s>

STRUCTURED ACTIVITIES

What Song Would You Skip: Students can be provided a few different song options and decide which of the songs they would **skip** over and which they would not want to skip.

Skip A Page: Adults can do a shared reading with a student (perhaps with a book familiar to the student) and ask the student to identify when they think the adult has skipped a page by using the core word.

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**skip**" and talk about the different meanings of skip.

Adults can explicitly teach the word "**skip**", what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing which can be adapted for distance learning. Students can help the adult fill in what skip means, what it looks like, why you might skip, etc. Additionally, adults can make a collage of pictures to visualize the word.

Chart Writing

Skip means _____.
I like to skip _____.
I never skip a _____.

Simon Says: Play Simon Says incorporating the core word, **skip**, into the directions. For example, "Simon says, skip to the desk." Students can also provide the instructions and practice using the core word.

ART OR SCIENCE ACTIVITIES

Drawing: Adults and students can work together to write ideas of things to draw on slips of paper and put them in a cup. Then, randomly draw from the pile to see what they may have to draw. Students can then use core words to **skip** if they do not want to use the idea, they pulled from the cup to draw.

Coloring Pages: Adults can present the student with multiple coloring pages. Then the student can be prompted to decide which page they want and use the core word to state which of the pages they would like to **skip**.

Science Activities: During science projects/experiments, adults can model the core word by reminding students not to **skip** any steps necessary to complete the project.

Moving Dry Erase Figure: Using a glass bowl, dry erase marker, and water - students and adults can create a figure that moves when water touches it! This easy yet mesmerizing activity can be used to show the core word in action. Using a dry erase marker, draw a stick figure in a skipping pose on the bottom and inside of a glass bowl. Then, pour some water to cover the bottom of the bowl. The water dissolves parts of the dry erase marker and makes the image into a solid form that slides and floats around the bowl. Students can watch their stick figure skipping move around the bowl. (Activity, image, and YouTube demo courtesy of sciencefun.org)

<https://www.youtube.com/watch?v=56diV8cdeDc&feature=youtu.be>



USE OF APPS OR OTHER TECHNOLOGY

Skip Work! Escape Game App: This free app for iPhone and iPad by Eureka Studio is an escape format game where characters try to **skip** out on work. The app is recommended for ages nine and over.

Skip School! Escape Game App: This free app (in app purchases) for iPhone and iPad by Eureka Studio is an escape format game where characters try to **skip** out on school. The app is recommended for ages twelve and over.

Stone Skimming App: This free app (in app purchases) for iPhone and iPad by Voodoo simulates skipping stones across the top of water. Players try to **skip** a rock as far as they can while also avoiding obstacles.

Skip-A-Head-Gumball App: This free app by Cartoon Network is available for iPhone and iPad. The game has characters attempt to **skip** waiting in line through any means necessary - such as riding a dinosaur and bouncing off of heads. There are also mini games available within the app.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Liz Cambra @ lizcambra@gmail.com and Andriana Nikolau @ andriananikolau@gmail.com. Liz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

CORE WORD: **Swim**

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 like to **swim**)

ASK A QUESTION: (e.g., can you **swim**?)

AFFIRM: (e.g., yes, I like to **swim**)

ASK FOR HELP: (e.g., help me **swim**)

REFUSAL: (e.g., No, I won't **swim**)

COMPLAIN: (e.g., The water is cold, I don't want to **swim**)

ROUTINES AND SCHEDULES

Circle: During the morning circle time routine, adults can begin the discussion of '**swimming**' and ask students if they know how to swim and if they enjoy it. Each student can go around the circle and show their classmates their favorite way to **swim**.

Snack: During snack time, students and adults can eat goldfish and pretend to have their goldfish **swim** into their mouth.

Recess: During recess, students and adults can play red light green light and instead of running they can pretend to **swim**.

PLAY

During imaginative play, students can pretend to be fish and **swim** around the classroom.

Adults can bring a baby pool out during the warmer summer months and fill the pools with water and the students can **swim** in the small pools.

READING

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

Froggy Learns to Swim by Jonathon London, courtesy of The Joyful Bookshelf:
https://www.youtube.com/watch?v=ell_Yq423-Y&ab_channel=TheJoyfulBookshelf

Froggy and his parents decide to go for a **swim** on a nice summer day. When they get to the pond, Froggy won't go **swimming**. Instead, Froggy decides to swing and gets thrown into the water. That's when his parents learn he doesn't know how to **swim**.

Llama Llama learns to **swim** by Anna Dewdney, courtesy of The Joyful Bookshelf:
https://www.youtube.com/watch?v=0V5UHxnXJxM&ab_channel=TheJoyfulBookshelf

Llama llama's friends want to go to the beach but Llama llama is nervous because he doesn't know how to **swim**. Llama llama's mom teaches him how to **swim** the next day and then he feels more comfortable going to the beach with his friends.

Swimming Lessons by Betsey Jay, courtesy of Lights Down Reading:
https://www.youtube.com/watch?v=GtjRCnpJQhc&ab_channel=LightsDownReading

Jane is going to learn how to **swim** this summer. But Jane doesn't want to know how to **swim**. She wants to do so many other things instead of **swim**.

Sink or **Swim** by Valerie Coulman, courtesy of Fun2read:

https://www.youtube.com/watch?v=4ZyYxC226dg&ab_channel=Fun2read

This book is about different farm animals and how they want to learn how to **swim**. The animals go look for a teacher that can show them how to **swim**.

Peppa pig goes **swimming** courtesy of Tiny Treasures and Toys:

https://www.youtube.com/watch?v=Nkvi6n3lIE8&ab_channel=TinyTreasuresandToys

This book is about Peppa pig and her family and how they are going **swimming** at a pool. They have so much fun playing and **swimming** in the pool.

Little Penguin Learns to Swim by Eilidh Rose, courtesy of TheStoryHub:

https://www.youtube.com/watch?v=i9dXoz9z4R0&ab_channel=TheStoryHub

Little penguin is learning how to **swim**. As he walks towards the water, he meets other baby animals who are learning how to do other things as well.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask their friends if they know how to **swim** (e.g., "can you **swim**?) or if they like to **swim** (e.g., you like to **swim**?).

SENSORY MOTOR

Students can pretend to **swim** by doing all of the different strokes while sitting, standing, or laying down. Students and adults can practice directing others to **swim** too (e.g., "show us how you **swim**").

Students and adults can also use a sensory bin full of ocean animals.

Example and instructions courtesy of Fun Learning For Kids:

<https://funlearningforkids.com/sand-water-ocean-sensory-bin/>



Sand and Water Ocean Sensory Bin



VIDEOS, MUSIC, ANIMATED SHORTS

The Goldfish (Let's go Swimming by Laurie Berkner, courtesy of The Laurie Berkner Band: https://www.youtube.com/watch?v=Cg-wnQKRHTs&ab_channel=TheLaurieBerknerBand

Swimming Song by Cocomelon, courtesy of Cocomelon Nursery Rhymes: https://www.youtube.com/watch?v=HvNdJ2RCReg&ab_channel=Cocomelon-NurseryRhymes

Baby Beluga by Raffi, courtesy of Raffi: https://www.youtube.com/watch?v=CDx9zqDpSik&ab_channel=Raffi

I'm a Fish by Patty Shukla, courtesy of Patty Shukla Kids TV- Children's songs: https://www.youtube.com/watch?v=p1eNpDXEv8&ab_channel=PattyShuklaKidsTV-Children%27songs

Swim Song courtesy of Loco Nuts English Nursery Rhymes and Kids Songs:

https://www.youtube.com/watch?v=bZybX8kLZ-I&ab_channel=LocoNutsEnglishNurseryRhymesandKidsSongs

Swim like a little fish, courtesy of HeyKids Nursery Rhymes:

https://www.youtube.com/watch?v=MAjQFbhlpkQ&ab_channel=HeyKids-NurseryRhymes

Family at the Swimming Pool, courtesy of Little Angel: Nursery Rhymes & Kids songs:

https://www.youtube.com/watch?v=_ciasFtwkRU&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

YOUNG ADULTS

Swim by Chase Atlantic, courtesy of Chase Atlantic:

https://www.youtube.com/watch?v=mC9v5FaLt84&ab_channel=CHASEATLANTIC

Swim by Alec Benjamin, courtesy of Alec Benjamin:

https://www.youtube.com/watch?v=aKKQdn26QJc&ab_channel=AlecBenjamin

Swim by Douglas Dare, courtesy of Douglas Dare:

https://www.youtube.com/watch?v=guP_ojTqsFY&ab_channel=DouglasDare

Swim by Jack's Mannequin, courtesy of hendork:

https://www.youtube.com/watch?v=sA8Palw5gcE&ab_channel=hendork

Sink or swim by Lewis Watson, courtesy of Lewis Watson:

https://www.youtube.com/watch?v=UVbsh6LHF2U&ab_channel=LewisWatson

STRUCTURED ACTIVITIES

Adults can explicitly teach the word **swim** and go over all the different places someone can **swim** (e.g., ocean, lake, swimming pool) as well as all of the various different strokes.

ART OR SCIENCE ACTIVITIES

Using construction paper, paint, markers or crayons, students and adults can draw the ocean and use sea animal stickers to decorate. Students can write “swim” on their project! *courtesy of Jean-Moreau Kelly



USE OF APPS OR OTHER TECHNOLOGY

Aquapark.io 3D: This application allows a user to race other contestants by swimming at a waterpark.

Apple app store: <https://apps.apple.com/us/app/aquapark-io/id1453989822>

Google

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

WORD WALL: Create a WordWall and add ‘swim’ 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

Thank you!

CORE WORD: **Score**

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

ASK QUESTIONS: (e.g., What's the **score**? Did you see me **score** a goal? Who's keeping **score**?)

SHARE INFORMATION: (e.g., I got a high **score**. I saw him **score**.)

EXPRESS OPINIONS: (e.g., I did not think my **score** was fair. John Williams has the best film **score**. We have a **score** to settle.)

INSTRUCT: (e.g., You will **score** your partner's test. Write your **score** on the board. We will keep **score** as we play.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate use of the core word during snack/mealtimes by helping students compare what food items were most frequent during lunch. Adults can write a **score** for the most popular type of food students brought to lunch (e.g., Today at lunch, the food with the highest **score** was apple! Six students had an apple at lunch today.)

Circle: Students can keep **score** of what type of weather was most popular during the week during morning circle time (e.g., The type of weather with the highest **score** this week was Sunny!)

Students can be asked to share their favorite _____ (color, animal, food, etc.), and adults can keep **score** to discover the most popular response.

PLAY

Toys and Games: Students can throw items such as bean bags, balls, etc. into a hoop, box, or basket. Adults and/or students will write down and add up their **score**. Additionally, students can use windup toys (or other moveable toys) to have a race. Which toy will **score** first place?

Action Figures/Dolls/Stuffed Animals: Students can use figures to pretend they are playing a sport and have their figure **score** a goal, basket, point. Adults can model and prompt use of the core word during game play on a device and with their voice.

Board Games/Card Games: Adults can facilitate use of the core word through modeling, prompting, and aided language stimulation while playing a board game/card game with a student or while students play a board game together. The core word can be used across a variety of contexts (e.g., Who will keep **score**? Can you write down my **score**? Wow look at your **score**! You got a great **score**! Here is the final **score**.).

Paper Football: Use a game of paper football, to provide opportunities for students to use the word when they **score** a point.

Recess: Adults can help students use the core word during recess while playing any type of ball game that involves shooting into a hoop, making a goal, etc. Adults can model the core word using the repetitive phrase, "you shoot, you **score**!"

After recess, adults can ask students questions using the core word. For example, adults can ask a student if they scored any goals, baskets, points, etc. while they were playing with their peers.

READING

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

[Long Shot by Chris Paul, courtesy of Happy Cultivated Youtube Channel](#)

<https://www.youtube.com/watch?v=GRhgy1ATpml>

[Froggy Plays Soccer by Jonathan London, courtesy of AHEV Library YouTube Channel](#)

<https://www.youtube.com/watch?v=5E1eqcYlaFc>

Winners Never Quit by Mia Hamm, courtesy of Learning with Mrs. Lammers YouTube Channel

<https://www.youtube.com/watch?v=J-feF1DKLyg>

Albert Keeps Score by Daphne Skinner, courtesy of StoryKids Online YouTube Channel

<https://www.youtube.com/watch?v=ITWOLd4D7sl>

Max and Ruby: Ruby Scores A Goal, courtesy of Reading LibraryBooks YouTube Channel

<https://www.youtube.com/watch?v=S8AO0CBC1Cg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word, **score**, when discussing with their peers. For example, students can discuss with their peers a time they got a good test score, scored a goal/point/basket, a time they scored a great gift, etc.

Additionally, students can play a board game, card game, tic-tac-toe, sports game, quizlet, etc. and practice keeping track of their **score**.

Adults can videotape a student scoring a point in a game (e.g., soccer, basketball, hockey, etc.) to use for video modeling. Additionally, adults can find a video of people scoring a point in different games to model the meaning of the core word.

SENSORY MOTOR

Hide and Find: Adults can hide items in sensory bins and support students to keep **score** of how many of the item they are able to find. For example, something challenging, like small beads, or something easier, like small toys. Students with the highest score can be the next to hide the items.

VIDEOS, MUSIC, ANIMATED SHORTS

Videos

[This Little Big Shot Shoots and Scores on The Ellen Show, courtesy of TheEllenShow YouTube Channel](#)

https://www.youtube.com/watch?v=sXN20_W_zEg

[BEST Last-Minute Goals EVER, courtesy of Vanemas2 YouTube Channel](#)

<https://www.youtube.com/watch?v=ZMjYvnHgnXg&vl=en>

[John Williams Star Wars Suite \(with score\)](#)

https://www.youtube.com/watch?v=_3AiYlxBwD0

[Disney/Pixar Scores Playlist](#)

https://www.youtube.com/watch?v=p_hdmt4vpBo&list=PLMn7j60pET9haNm6XWKaZQUljjil1ewq1

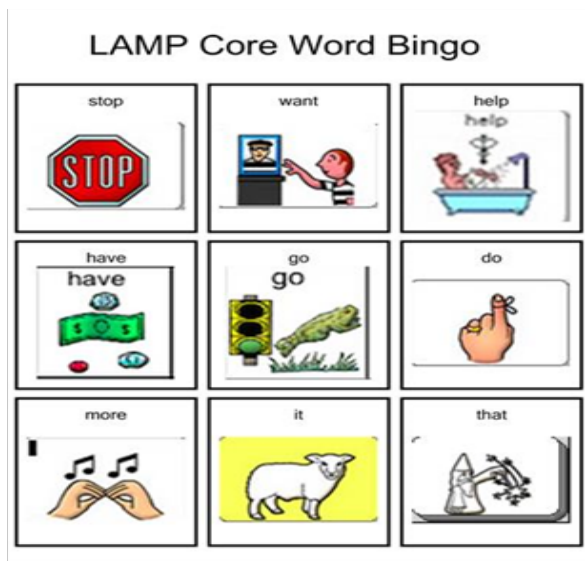
STRUCTURED ACTIVITIES

Keeping Score: Provided through San Francisco Symphony, this pre-made lesson plan provides students interested in music an opportunity to learn about a famous **score** based on the calls of exotic birds, listen to the piece of music, and design their own exotic bird. Adults can support student discussion: how was this score alike or different from a real bird call? Is this a score you would listen to again? This activity also provides a science extension.

Keeping Score, Oiseaux exotiques (Exotic Birds):

<https://www.keepingsscore.org/education/lesson-plans/oiseaux-exotiques-exotic-birds-0>

Core Score: Adults can create a bingo sheet with different core vocabulary the student is learning. The student can practice finding the core words on their device to score a spot on their BINGO card. Adults can model the core word, **score**, during the activity as the student scores different spots on the BINGO card. (Photo courtesy of Boardmaker online).



ART OR SCIENCE ACTIVITIES

Clay Work: The core word can be used in the context of pottery making or clay work. Adults can lead students in an activity using clay or other malleable material and demonstrate how to **score** the clay in order to join it into another piece. Students can use scoring to decorate their work however they choose, and later share about how they decided to score their clay (hard, soft, light, rough).

<https://www.youtube.com/watch?v=px5OT70fuAw>: Fatima demonstrates how to slip and score air dry clay.

USE OF APPS OR OTHER TECHNOLOGY

[Counting to Ten Basketball Game](#): This online game can be used in person, or in online learning by giving remote actions to a student, or having students use their talker to direct actions. After students count to 10, they have an opportunity to free throw. Students can say **score** to cheer on their peers, or exclaim when they make a basket

Bandimal App, 3.99: Students can create their own musical **scores**, as an animal of their choice imitates their creations.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Liz Cambra @ lizcambra@gmail.com and Andriana Nikolau @ andriananikolau@gmail.com. Liz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.
Thank you!

CORE WORD: **Race**

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 want to **race**)

DIRECT ACTION: (e.g., **race** me)

ASK FOR HELP: (e.g., help me **race**)

AFFIRM: (e.g., yes, I want to **race**)

ROUTINES AND SCHEDULES

When creating a schedule in the morning, adults can **race** their students to see who can say their schedule faster. Then they can take their time and write down their schedule together after they **race** to figure out what they're going to do that day.

PLAY

During imaginative play, students can use toy cars and **race**. Another student or an adult can count down "3, 2, 1 **race**!"

READING

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

Race car dreams by Sharon Chriscoe, courtesy of Lights Down Reading:

https://www.youtube.com/watch?v=tJ91-JMfyL0&ab_channel=LightsDownReading

This book is about a **race** car. He's very tired after a day of **racing** and goes to sleep. We find out what **race** cars dream about in the rest of the book.

Twelve More Little Race Cars by Scott and Judy Pruett, courtesy of Little Readers:

https://www.youtube.com/watch?v=U9JiBCXVAKQ&ab_channel=LittleReaders

This book starts with twelve little **race** cars. As the **race** continues, **race** cars keep on falling off and the numbers go down until there is one!

Pete the cat go, Pete go! By James Dean, courtesy of StoryTime with Shelby:

https://www.youtube.com/watch?v=UU-86lbb5Go&ab_channel=StoryTimeWithShelby

Pete the cat **races** a turtle in his **race** car. Will Pete win? Find out in this book!

Racing Days: a Cars book by Brooke Dworkin, courtesy of JL Education TV:

[https://www.youtube.com/watch?v=e1MeN48V5SA&ab_channel=JLEducation](https://www.youtube.com/watch?v=e1MeN48V5SA&ab_channel=JLEducationalTV)
[alTV](https://www.youtube.com/watch?v=e1MeN48V5SA&ab_channel=JLEducationalTV)

Lightning McQueen and team go on his **racing** days and find out if he can keep on winning!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other if they would like to **race**. They can race either by running or use toy cars to race around a track. They can all take turns and talk about the **race** after it's done.

SENSORY MOTOR

Students can pretend to run a **race** when they are outside, other students or adults who aren't racing can count down "3, 2, 1 **race**!"

VIDEOS, MUSIC, ANIMATED SHORTS

Watch your step, courtesy of Badanamu:

https://www.youtube.com/watch?v=erN1mah3JtM&ab_channel=Badanamu

Vroom goes the red race car by Patty Shukla, courtesy of Patty Shukla:

https://www.youtube.com/watch?v=GsgdwM73EgM&ab_channel=PattyShukla
[KidsTV-Children%27songs](#)

Toy Race Car, courtesy of Little Angel: Nursery Rhymes and Kids Songs:

https://www.youtube.com/watch?v=OqRjONsdkvU&ab_channel=LittleAngel%3
[ANurseryRhymes%26KidsSongs](#)

Racecars by Pinkfong, courtesy of Pinkfong:

https://www.youtube.com/watch?v=Wo73SLdolDE&ab_channel=Pinkfong%21Ki
[ds%27Songs%26Stories](#)

Balloon Boat Race by Cocomelon, courtesy of Cocomelon:

https://www.youtube.com/watch?v=GDMel6oO2fU&ab_channel=Cocomelon-
[NurseryRhymes](#)

Let's Race, courtesy of Didi and Friends:

https://www.youtube.com/watch?v=XpbzX72WYAU&ab_channel=Didi%26Frien
[ds-NurseryRhymes%26KidsSongs](#)

YOUNG ADULTS:

Born to race by OneRepublic, courtesy of Rbtvids:

https://www.youtube.com/watch?v=VFEniEBMRu4&ab_channel=Rbtvids

Rat Race by Bob Marley, courtesy of George Marley:

https://www.youtube.com/watch?v=5Qe23LVs2O4&ab_channel=GeorgeMarle
[y](#)

The Race is on by Suzi Quatro, courtesy of suziquatroofficial:

https://www.youtube.com/watch?v=SnkoRLNIBGU&ab_channel=SuziQuatro-
[Topic](#)

STRUCTURED ACTIVITIES

Students can create little paper boats for a lesson plan. After they create the boats, they can set them up to **race** each other. They can create a score sheet and keep track of each **race**.

ART OR SCIENCE ACTIVITIES

Students and adults can create a **race** bib just like they were running in an official race. Students can write their names and come up with a location where this **race** would be. Here's an example below:



USE OF APPS OR OTHER TECHNOLOGY

Flippy Race: In this app, users are the driver of a boat. They **race** each other and try to get first place.

Google play store:

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

Apple app store: <https://apps.apple.com/us/app/flippy-race/id1434562378>

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

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@blytle@mail.sfsu.edu
Thank you!

CORE WORD: **Kick**

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., let's **kick** that ball)

ASK FOR HELP: (e.g., help me **kick**)

NEGATE: (e.g., don't **kick** that)

ASK A QUESTION: (e.g., did you **kick** that?)

ROUTINES AND SCHEDULES

Recess: Students and adults can get on teams to play either kickball or soccer. Some students can play and some can coach, the coaches can remind the players where and when to **kick** (e.g., "ready, set, **kick!**").

PE: During PE, adults can teach students how to **kick** and students can direct others to kick.

PLAY

During imaginative play, students can pretend to be professional soccer players and **kick** a ball back and forth. Students can ask each other to kick it to them next (e.g., "**kick** it to me please").

READING

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

Kick, pass, run by Leonard Kessler, courtesy of AHEV Library:

https://www.youtube.com/watch?v=L6kkeI48c_g&ab_channel=AHEVLibrary

This book is about a football that goes on an adventure with different animals and what happens with the football.

Kick it, Mo! By David A. Adler, courtesy of Caroline Schaab:

https://www.youtube.com/watch?v=jfooRyGeKEU&ab_channel=CarolineSchaab

This book is about a boy Mo who is learning how to kick a soccer ball in anticipation of a soccer game he has coming up. When it's game time, will Mo be able to kick the ball?

Kick the Ball, Charlie Brown! By Charles M. Schulz, courtesy of Jose H:

https://www.youtube.com/watch?v=KTjh5VFI6TU&ab_channel=JoseH

This is a classic Peanuts story about how Charlie Brown is supposed to kick a football that Lucy is holding for him.

Froggy Play Soccer by Jonathon London, courtesy of BedTime Stories:

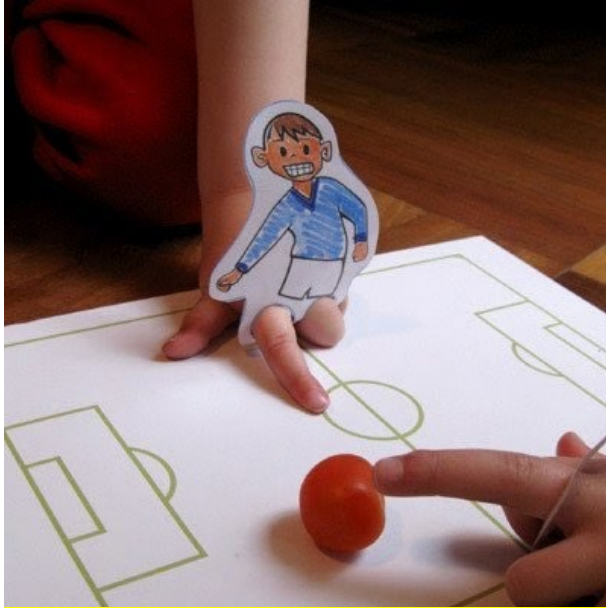
https://www.youtube.com/watch?v=wATOfdXP7_U&ab_channel=BedtimeStories

This book is about Froggy who is going to go play in a soccer game. As Froggy plays in the game, he heads, knees, and kicks the ball to get it down the field and towards the other team's goal.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can complement each other on their kicks, "nice **kick!**". Students can also play the game below where they print out soccer players and use their fingers to **kick** a ball across a field. Courtesy of Veggie Smugglers:

<https://veggiemugglers.com.au/2010/09/02/we-love-you-dad/>



SENSORY MOTOR

Students can **kick** different sized balls and direct others to **kick** as well (e.g., you **kick** now!) Students can also set up a soccer field and use straws to blow a pompom ball across the field as if they were “**kicking**” the ball. Idea courtesy of Spoonful



VIDEOS, MUSIC, ANIMATED SHORTS

Karate song courtesy of Little Angel: Nursery Rhymes & Kids Songs:

https://www.youtube.com/watch?v=7g-extWw7gA&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Kick your knees up, step in time, courtesy of pebbles live:

https://www.youtube.com/watch?v=aG75g9qtknA&ab_channel=Pebbleslive

World Cup Kick song by Hey Dugge, courtesy of CBeebies:

https://www.youtube.com/watch?v=6UW_fHm7SQo&ab_channel=CBeebies

The Soccer song by Cocomelon, courtesy of cocomelon - Nursery Rhymes:

https://www.youtube.com/watch?v=NGf--TVrc4g&ab_channel=Cocomelon-NurseryRhymes

Kick the ball, courtesy of Lulus:

https://www.youtube.com/watch?v=AafJRWJwgLQ&ab_channel=TheLulus

YOUNG ADULTS

Kick the dust up by Luke Bryan, courtesy of Luke Bryan:

https://www.youtube.com/watch?v=Gz2oHRD2pF4&ab_channel=LukeBryanVEVO

Kick, Push by Lupe Fiasco, courtesy of Atlantic Records:

https://www.youtube.com/watch?v=Gl83ml69nX4&ab_channel=AtlanticRecords

Let's Kick it up from the Digimon Movie by Paul Gordon, courtesy of DigimonMoviesTV:

https://www.youtube.com/watch?v=1xDFWYt_pbY&ab_channel=DigimonMoviesTV

STRUCTURED ACTIVITIES

Adults and students can talk about what sports have **kicking** involved. Adults and students can also talk about different objects and if it's okay to **kick** them (e.g., a soccer ball, a chair, a wall) and where it is okay to **kick** them (e.g., playground, in a park, etc.).

ART OR SCIENCE ACTIVITIES

Adults and students can draw a soccer ball and color it in however they'd like. After they are done with their art, students and adults can write "Let's **kick** it!" on the top.



*courtesy of educatall

USE OF APPS OR OTHER TECHNOLOGY

Crazy Kick!: In this application, the user does crazy trick shots and tries to score a goal in different settings.

Apple app store: <https://apps.apple.com/us/app/crazy-kick/id1469889140>

Google play store:

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

WORD WALL: Create a WordWall and add '**kick**' 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,
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[@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)
Thank you!

CORE WORD: **Follow**

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

DIRECT ACTION: (e.g., **follow** me)

ASK FOR HELP: (e.g., help me **follow**)

AFFIRM: (e.g., yes, **follow** me)

SHARE INFORMATION: (e.g., I want you to **follow** me)

NEGATE: (e.g., don't **follow** me)

ROUTINES AND SCHEDULES

Circle: During circle, adults and students can indicate to the class to '**follow** the directions.'

Snack: While students are preparing for snack, adults can indicate to students to **follow** after their friend in line to wash their hands, as well as to **follow** all of the snack time rules.

PLAY

Students and adults can play **follow** the leader in order to practice using the new core word '**follow**.'

READING

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

I can **follow** the rules by Molly Smith, courtesy of Mary Ellen Ariotti:

https://www.youtube.com/watch?v=aONE0KvVixk&ab_channel=MaryEllenAriotti

This book is about a classroom and classroom rules that are in place. The students must **follow** the rules of the classroom and they continue to remind each other of what the rules are.

Follow me, Flo by Jarvis, courtesy of Imaginary Pages:

https://www.youtube.com/watch?v=zMC-bHxggEA&ab_channel=ImaginaryPages

This book is about a duck named Flo. There's a lot that Flo is supposed to do every day but Flo doesn't do them! Flo is going to visit her aunt's new nest with her parents. Her dad sings a **follow** me song. Flo then decided to sing her own song and go off on her own. She got VERY lost and was chased by a fox until she remembered her dad's song.

Follow me! By Ellie Sandall, courtesy of SuperKidFriends:

https://www.youtube.com/watch?v=-ovg8niMt0M&ab_channel=SuperKidFriends

This book is about different animals. You **follow** them throughout the pages and find out about different animals as you turn each page.

Following the Rules by Regina C. Burch, courtesy of The Poem Patch:

https://www.youtube.com/watch?v=HGcYhIVjmh0&ab_channel=ThePoemPatch

This book is about a rat who follows different rules. He tells you the rules as you see a picture of him **following** it.

Follow Your Dreams, Little One by Vashti Harrison, courtesy of Marci Chavalas:
https://www.youtube.com/watch?v=nnklj58NRol&ab_channel=MarciChavalas

This book is all about famous people and how everyone should **follow** their dreams to make a difference in the world.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can talk to their students about **following** a good example and **following** an example that could potentially hurt the environment around us, including our friends and some animals. To help talk about what would happen if everyone **followed** a small thing that could be harmful, adults can have students listen to this book walk of a book called "What if everyone did that?" by Colleen M. Madden, courtesy of KidTimeStoryTime:

https://www.youtube.com/watch?v=811dQ_OisK0&ab_channel=KidTimeStoryTime

SENSORY MOTOR

Students and adults can participate in a conga line around the classroom or playground in which one person follows after the other in a chain of dancing. Students can invite friends to join in by saying "**follow** me!"

VIDEOS, MUSIC, ANIMATED SHORTS

Follow Me with Minecraft animation, courtesy of ZAMination:

https://www.youtube.com/watch?v=xUMvKP1dpS0&ab_channel=ZAMination

Follow Me courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=hW2DDGX7Tcc&ab_channel=SuperSimpleSongs-KidsSongs

Follow me Theme song from Zoey 101, courtesy of Nickelodeon:

https://www.youtube.com/watch?v=RX6YeYT3ed8&ab_channel=Nickelodeon

Follow me by Patty Shukla, courtesy of Patty Shukla:

https://www.youtube.com/watch?v=Jd7p857oiVk&ab_channel=PattyShuklaKidsTV-Children%27ssongs

Pure Imagination by Gene Wilder, courtesy of beralts:

https://www.youtube.com/watch?v=SVi3-PrQ0pY&ab_channel=beralts

Following the leader from Peter Pan, courtesy of DisneyMusics:

https://www.youtube.com/watch?v=5xmNaZqxNpl&ab_channel=DisneyMusics

YOUNG ADULTS:

Treacherous by Taylor Swift, courtesy of Taylor Swift:

https://www.youtube.com/watch?v=VljEf8bv-7A&ab_channel=TaylorSwift-Topic

Follow me by Uncle Kracker, courtesy of Uncle Kracker:

https://www.youtube.com/watch?v=0Gjx-ZQuQ_Y&ab_channel=UncleKracker

Follow by Marc, courtesy of the Vibe Guide:

https://www.youtube.com/watch?v=Ox9RWpM6IW4&ab_channel=TheVibeGuide

[Genesis - Follow You Follow Me \(Official Music Video\)](#), courtesy of Genesis

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word **'follow'** means. Adults can also use this teaching moment to reiterate how it is important to follow the rules at school in order to stay safe and not get hurt!

Here is a video of elephants **following** one another by holding on to their tails, courtesy of 123DJLOUHLIN.

[Elephants Walking Trunk to Tail](#)

ART OR SCIENCE ACTIVITIES

Students can create artwork of elephants **following** each other. They can either be **following** just walking behind each other or they can be following by holding on the tail of the elephant in front of them. There is a step-by-step guide of how to do handprint elephants from FunHandPrintArt Blog:

<https://funhandprintartblog.com/kids-collage-art-handprint-elephant-jungle-craft.html>



*courtesy of Fun Handprint Art Blog

USE OF APPS OR OTHER TECHNOLOGY

Follow the Line 2: This app allows a user to use their finger and follow the line that's on their screen.

Google Play store:

https://play.google.com/store/apps/details?id=com.crimsonpine.followtheline2&hl=en_US&gl=US

Apple app store: <https://apps.apple.com/us/app/follow-the-line-2/id979888653>

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

Thank you!

CORE WORD: **Around**

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., **around** the corner)

DIRECT ACTION: (e.g., look **around** the door)

ASK A QUESTION: (e.g., are you **around** this weekend?)

AFFIRM: (e.g., yes, I am **around**)

ROUTINES AND SCHEDULES

Circle: Adults can use **around** during morning circle to let students know that they are going to take turns going '**around**' the circle and share some news with the class.

Recess: Students and adults can use '**around**' at recess in order to let each other know that they are going to walk **around** other kids who are playing outside (e.g., "let's walk **around** the basketball court").

PLAY

During imaginative play, students can dress each other up like mummies and put toilet paper all **around** each other or direct someone else to do it for them (e.g., "put it **around** her").

READING

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

The Day you Begin by Jacqueline Woodson, courtesy of Netflix, Jr.:

https://www.youtube.com/watch?v=KDs5d_qFbEs&ab_channel=NetflixJr.

This story is about a boy who transferred schools from across the world. He at first feels very alone because other people don't look like him and can't understand him. As he looks **around**, he realizes that just because he feels alone, that doesn't mean he can't connect with others. This book is all about helping those **around** us and making them feel included.

Schools **around** the world by Margaret C. Hall, courtesy of Jennifer Tucker:

https://www.youtube.com/watch?v=MPXL4ai_4pA&ab_channel=JenniferTucker

This book talks about how different schools **around** the world look different from other schools in different parts of the world.

Let's Celebrate: Special days **around** the world by Kate DePalma, courtesy of Suchitra - the PhDMama:

https://www.youtube.com/watch?v=dTLNHW3ZqE8&t=148s&ab_channel=Suchitra-ThePhDMama

This book is all about different holidays that celebrate all **around** the world. It talks about the holiday itself and where in the world that holiday is typically celebrated.

Up, Down, and **Around** by Katherine Ayers, courtesy of Lights Down Reading:

https://www.youtube.com/watch?v=FQYPuJXkVpY&ab_channel=LightsDownReading

This book is about how different foods grow. Some foods grow up, some grow down and some even grow all **around**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about different ways that people get **around**. They can talk about how some people walk, some people use a wheelchair, some use a walker. There are many different ways to get **around**.

Adults and students can also talk about the different ways that children get to school **around** the world. They can use this video on YouTube titled "How Children Around the World get to School" courtesy of English With Nassrin: https://www.youtube.com/watch?v=k9K1t8b9t3s&ab_channel=EnglishWithNassrin

SENSORY MOTOR

Students and adults can run **around** the classroom or playground in order to reinforce the meaning of around. Additionally, students can wrap their arms **around** a friend (with permission).

VIDEOS, MUSIC, ANIMATED SHORTS

Teddy Bear, Teddy Bear, Turn Around, courtesy of the Kiboomers - kids music channel:

https://www.youtube.com/watch?v=76wc4xdgzGk&ab_channel=TheKiboomers-KidsMusicChannel

Hello to the children of the world, courtesy of ABUDL ISSA:

https://www.youtube.com/watch?v=4hoFO6mo2Pg&ab_channel=ABDULISSA

Ring around the Rosy, courtesy of Cocomelon - Nursery Rhymes:

https://www.youtube.com/watch?v=uJl11ekrXy0&ab_channel=Cocomelon-NurseryRhymes

A Musical Journey around the world, courtesy of songlibrary:

https://www.youtube.com/watch?v=iNv6XvRJS4&ab_channel=songlibrary

Travel around the world, courtesy of WOLRDKIDS:

https://www.youtube.com/watch?v=P7kyRww9XKg&ab_channel=WOLRDKIDS

Shapes are all around, courtesy of Pinkfong! Kids' songs and stories:

https://www.youtube.com/watch?v=lcl8uB2AWM0&ab_channel=Pinkfong%21Kids%27Songs%26Stories

Stand up, sit down by Patty Shukla, courtesy of Patty Shukla Kids TV - Children's songs:

https://www.youtube.com/watch?v=t9WAGkQUUL0&ab_channel=PattyShuklaKidsTV-Children%27songs

YOUNG ADULTS

Around the world by daft punk, courtesy of daft punk:

https://www.youtube.com/watch?v=dwDns8x3Jb4&ab_channel=DaftPunk

All around the world by ATC, courtesy of Gattikus Howard:

https://www.youtube.com/watch?v=IRvGZffXhfk&ab_channel=GattikusHoward

Total Eclipse of the Heart by Bonnie Tyler, courtesy of Bonnie Tyler:

https://www.youtube.com/watch?v=lcOxhH8N3Bo&ab_channel=bonnietylerVEVO

Turn Around by Conor Maynard featuring Ne-Yo, courtesy of Conor Maynard:

https://www.youtube.com/watch?v=OwP6U0LRzQM&ab_channel=ConorMaynard

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **around** means (e.g., “**around** means something is located on every side. It can also mean that it is in many places all over, or close by”).

ART OR SCIENCE ACTIVITIES

Around The World: Students and adults can use markers, paint, or crayons to draw the world and students can talk about different places where their parents might be from.

Adults and students can talk about how the moon rotates **around** the earth.

Here's a video of the Earth and Moon Rotation courtesy of NexusTVFull.

<https://www.youtube.com/watch?v=Zi6FkABFcQY>

USE OF APPS OR OTHER TECHNOLOGY

Ice Skating Ballerina: The user gets to pick which ice skater they want to be and the outfit they dress up in. After they set up their ice skater, they get to do an ice-skating routine and will turn **around** in spins during their routine.

Google play store:

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

Apple app store: [https://apps.apple.com/us/app/ice-skating-](https://apps.apple.com/us/app/ice-skating-ballerina/id1187823762)

[ballerina/id1187823762](https://apps.apple.com/us/app/ice-skating-ballerina/id1187823762)

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

Thank you!

CORE WORD: **Fall**

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

ASK QUESTION: (e.g., Did you **fall**? Did he **fall**? Did he **fall** in love?)

PROVIDE WARNING: (e.g., Don't **fall**!)

DIRECT ACTIONS: (e.g., You **fall** down!)

SHARE INFORMATION: (e.g., He **fell** down)

REQUEST: (e.g., Please help me not **fall**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can have a "**fall** feast" with seasonal food and fall colors (i.e., red, yellow, orange).

Circle:

Students can sing the song "Autumn Leaves are **Falling** Down" with corresponding movements.

Students can play "Hot Potato" as a group, trying not to make the bean bag or ball fall down.

Adults can discuss the different seasons of the year, and during the **fall** months, discuss the season.

PLAY

Toys and Games:

Students can play stacking games like “Jenga” together, trying not to be the person who makes the blocks **fall** down. When stacking blocks, students can tell their peers on their talkers when to make the blocks fall down.

Connect 4: After the game is over, students can take turns releasing the pieces and watching them **fall** down.

Recess:

Students can sing and play “Ring Around the Rosy” together. They can “**fall** down” while holding hands at the end of the song.

Students can sing and play “[London Bridge is Falling Down.](#)”

Students can take turns hitting a balloon to keep it from falling down.

READING

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

[I Fall Down](#), by Vicki Cobb _ Stefani Tovar

https://www.youtube.com/watch?v=tHB5l-l_Yvc

[Pete the Cat Falling for Autumn](#), by Kimberly and James Dean _ Michele Van Pelt

https://www.youtube.com/watch?v=pe5XitiX6_A&t=197s

[The Sky is Falling!](#), by Mark Teague _ Reading LibraryBooks

<https://www.youtube.com/watch?v=jk0cXaqueqQ>

[After the Fall By Dan Santat](#), (How Humpty Dumpty Got back up again) A READ ALOUD by PV Storytime

Young Adults

[The Boy, The Mole, The Fox and The Horse](#), written by Charlie Mackesy - Read aloud by Tim Uffindell. This is a sort of story guide to life; to get up if you fall down, to be strong, to focus on the important things and above all, to be kind.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can discuss what they need and what they should do when they fall. Adults can model navigating to relevant pages and icons on their talkers (e.g., I hurt, body parts, help, etc.) and pre-program phrases as needed. Students can pretend-play asking for help and telling adults where something hurts.

SENSORY MOTOR

Students can make seasonal "sensory" bins with snow and leaves.

Adults can assign two bins, (one for snow and ones for leaves) and adults can demonstrate how the leaves and/or 'fake' snow **falls** down into the bin(s). Adults can talk about how the leaves fall off the trees (in the fall) and in winter, when it is very cold, snow may fall, (like rain), but more slowly.

VIDEOS, MUSIC, ANIMATED SHORTS

[Rock-a-bye Baby](#) ⊥ CoComelon Nursery Rhymes and Kids Songs

<https://www.youtube.com/watch?v=03VAIrkmrD0>

[Humpty Dumpty](#) ⊥ Kid's Songs ⊥ Super Simple Songs

<https://www.youtube.com/watch?v=nrv495corBc>

[Jack and Jill Nursery Rhymes](#) ⊥ Kids Songs with Lyrics ⊥ Went Up the Hill ⊥ Little Bo Bo Nursery Rhymes - FlickBox Studios

<https://www.youtube.com/watch?v=1vMUmCKFTp8>

Young Adults

[Fallin](#), Alicia Keys

<https://www.youtube.com/watch?v=Urdlvw0SSEc>

[Free Fallin'](#), Tom Petty

<https://www.youtube.com/watch?v=1IWJXDG2i0A>

[Selena - I Could Fall In Love \(Official Music Video\)](#) Courtesy of Selena Official

[Detroit Spinners - Could It Be I'm Falling In Love . HD](#) Courtesy of Lous De Nennie

[Chumbawamba - Tubthumping \(Official Video\) \(I Get Knocked Down, But I Get Up Again\)](#) Courtesy of ChumbawambaVEVO

[Diana Krall - Pick Yourself Up \(Live\)](#) Courtesy of Diana Krall

STRUCTURED ACTIVITIES

Adults can facilitate a cooking project for a **fall** food (e.g., a pumpkin pie).
Adults can emphasize when foods fall into the bowl (e.g., flour, eggs, etc.).

Adults can conduct a group writing lesson focused on the fall, using Predictable

Chart Writing.



In the fall we can _____

In the fall we can _____

In the fall we can _____

In the fall we can _____

In the fall we can _____

In the fall we can _____

In the fall we can _____

ART OR SCIENCE ACTIVITIES

Students can make a “**fall**/Autumn” themed collage using found dried leaves and orange/red/yellow art materials.

Students can make [fake snow](#) that they can use to make a winter scene or as part of a sensory bin.

USE OF APPS OR OTHER TECHNOLOGY

Pictello app: Adults can utilize the *Pictello* app for writing a group story about the season of fall or what to do if someone falls down, etc.

My Play Home app- Students can act-out how adults can assist children or others who may fall down.

WORD WALL: Create a WordWall and add ‘**fall**’ 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 Sophie Goodwin, M.S., CCC-SLP. Sophie Goodwin has a “core word” focused Boom Cards store, [Core Communication](#). Please also contact Michaela Sullivan, Speech-Language Pathologist
@ michaelasullivan2@gmail.com.
Thank you!

CORE WORD: **Over**

(Many activities in this worksheet are intended to be introduced in tandem with the Under worksheet)

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 jacket is hanging **over** my chair in my bedroom.")

CLARIFY: (e.g., "Is the game **over** at 5 o'clock?")

ASK QUESTIONS: (e.g., "Is the store **over** there?")

DIRECT: (e.g., "Put the blanket **over** my legs, please.")

ROUTINES AND SCHEDULES

Classroom Helpers: Students can be assigned to a helper role at the beginning of each week. Throughout the week, the students are to make sure they are carrying out their assigned role. One idea for a classroom helper role could be to manage the backpack hooks by making sure that they are all hanging on their assigned hook with their name tag **over** it. When school is **over**, the backpack manager can assist his classmates in getting their backpacks. If needed, they can help their classmates out by putting their backpacks **over** their shoulders or the back of wheelchair.

Hide and Seek Attendance: Adults can hide name cards around the room before students arrive. During circle time, adult can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look **over** the door"). After they find their name card, they can put it

up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts.

Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

PLAY

Pretend Play: During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word over into various contexts during play. For example, if the child is suggesting that you make pretend food, the adult can say "Sure! Let's go over there and see what is in the fridge." Or "The apron is hanging over the chair")

Positional Word Activity: Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... under, over, behind/in the back of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdcNjdRQkgfRW5MdXhlXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ) at:

<http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdcNjdRQkgfRW5MdXhlXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBROFadFNZ>



Picture from The Primary Post

READING

Over and Under the Snow | by Kate Messner | [Read Aloud by Randi Sosny-Handler](#)

A cute story about a child who explores his environment **over** the snow and learns about what's under it too.

Around the House Chased the Fox and the Mouse | by Rick Walton | [Read Aloud by Corinne Anderson](#)

A prepositional tale about a fox who chases the mouse all around the farm. Story is packed with prepositional words, including **over** and **under**.

We're Going on a Bear Hunt | by Michael Rosen | [Read Aloud by Sam M](#)

A family embarks on an exciting adventure to find a bear as they encounter many terrains. They come across some long, wavy grass that they can neither go over or **under**.

Room on the Broom | by Julia Donaldson and Axel Scheffler | [Read Aloud by Alan Mandel](#)

The witch and her cat fly happily **over** forests, rivers, and mountains on their broomstick until they come across some friends that want to join.

Jump Over the Puddle | by Emma Quay | [Read Aloud by JL English](#)

A cute story about a panda and his other animal friends who are trying to jump **over** a rain puddle.

The Detective Dog | by Julia Donaldson | [Read Aloud by Give Us A Story!](#)

A dog who is trying to find the thief who stole the books and looks all **over** town in many locations.

The Cow Tripped Over the Moon | by Tony Wilson | [Read Aloud by Mumma to Three](#)

A cute spin-off of the riddle 'the cow jumped **over** the moon'.

The Three Billy Goats Gruff | By Paul Galdone | [Read Aloud by Storytime with Miss Jeannie](#)

A classic fairytale children's story about three goats that pass over a bridge and have to get past a troll who lives **under** it. Luckily the goats manage to think on their feet and outsmart the troll to reach the other side of the hill safely.

SENSORY MOTOR

Adults can make an 'obstacle course' made of random things throughout the classroom, house, or outside. As the students move through the obstacle course, the adults can verbally direct them by saying "jump **over** the stick!" or "Quick! Crawl under the chair!". For more ideas and pictures, head over to this [blog post](#).

<https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>

VIDEOS, MUSIC, ANIMATED SHORTS

[Learn OVER & UNDER \[Preschool Learning Lesson/Guessing Game\] | Preschool Kids TV](#)

Animated preschool teacher is going to show you the difference between 'over' and '**under**'. Watch and play a fun guessing game too!

<https://www.youtube.com/watch?v=w7oWuofeA6U>

Classic Sesame Street – Over and Under

An old 1970 Sesame Street clip that demonstrates 'over' and '**under**' spatial concepts.

<https://www.youtube.com/watch?v=5DCIjdFSmr4>

STRUCTURED ACTIVITIES

Clock and Visual Schedule: For students who use visual schedules during instruction, a mini activity that incorporates spatial words would be to instruct the student to hang (or tape) their visual schedule **over** or under the clock. Placing the visual schedule near the clock will enforce the concept of time, add structure to a routine, and incorporate the target core word **over**.

Spring Preposition Adapted Books | by File Folder Heaven - \$4.50

3 adapted books that contain manipulatives for learning various prepositional concepts. Three books contain concepts of **over** and under, in and out, and up and down.

<https://www.filefolderheaven.com/adapted-books/preposition-adapted-books/spring-prepositions-adapted-books>

ART OR SCIENCE ACTIVITIES

Over and Under the Snow Extension Activity | Idea from Leah Newton Art

After reading the book, Over and Under the Snow, students will draw a depiction of them in the snow, along with what they imagine is living under the snow. The picture will contain scenes from both **over** and under the snow.

<https://leahnewtonart.com/2020/12/14/over-and-under-the-snow-art-project-lesson/?pp=1>

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: **over**, under, different, same, many, few, down, up, and more!

My Play Home (PlayHome Software Ltd): \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like **over** and under during play on the app.

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

CORE WORD: **Under**

(Many activities in this worksheet are intended to be introduced in tandem with the Over worksheet)

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., "There is a green ball **under** the coffee table.")

CLARIFY: (e.g., "What is that **under** your car?")

ASK QUESTIONS: (e.g., "When are there going to be presents **under** the tree?")

DIRECT: (e.g., "Put the suitcase **under** my bed.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can choose a snack from their lunch box to play a game of directing one another's actions. Students and adults can take turns telling each other where to put the snack item, and the other person needs to move it to that place. (e.g., "Put the fruit snacks **under** the lunchbox"). Students will get great practice for understanding of prepositional words with every day, familiar items. When the students place something under their lunchbox, adults can act surprised and pretend like they do not know where it went by saying

'Where did it go?!' which gives the student an opportunity to expressively use the target word.

Hide and Seek Attendance: Adults can hide name cards around the room before students arrive. During circle time, adults can give the student a 'clue' incorporating prepositional word that describes the location of their name card (e.g., "Go look **under** my desk"). After they find their name card, they can put it up on the wall/attendance chart. This is a fun way to make attendance a more fun and engaging experience, while teaching the students spatial concepts. To give the students an opportunity to use the word expressively, students can tell the class where they found their name card upon finding it.

Kid-Friendly Attendance Charts for Kindergarten



Picture by Primary Delight Teaching

PLAY

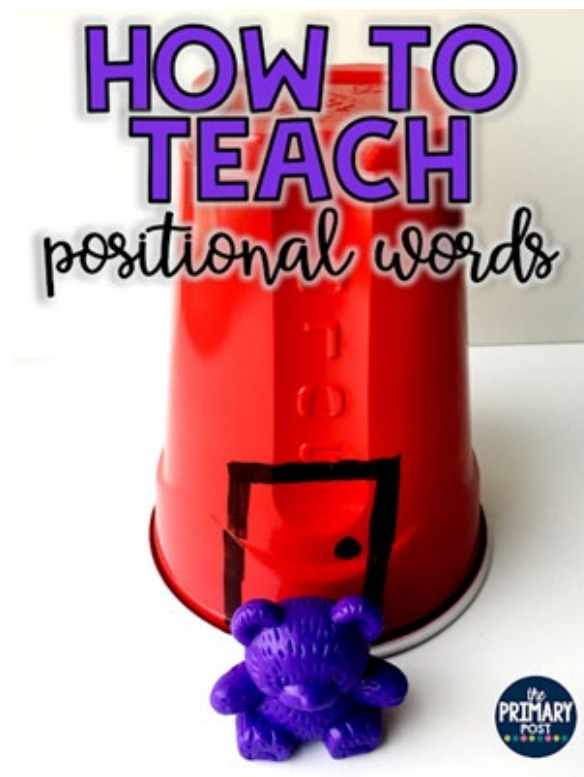
Pretend Play: During child-led pretend play, adults can incorporate targeted vocabulary involved with the play. In this case, adults can incorporate the word **under** into various contexts during play. For example, if the child is suggesting to cook some pretend food, you can gather ingredients by describing where they

are located around the kitchen (e.g., “I am going to get the plates from the cabinet **under** the sink”).

Hide and Seek: During a game of hide and seek, adults can hide under something, then and can model the word after being found by saying “Wow! You found me **under** the table!”. Or adults can ask students to describe the location of their hiding spots for an opportunity to expressively use target words.

Positional Word Activity: Adults can use a red solo cup (or any plastic cup) and a small item or toy to use for teaching spatial concepts. Adults can introduce the cup as a house for the toy and direct them to move the bear to different places around the cup. (e.g., Put the bear... **under**, behind/in the back of, in front, on top, next to, etc.) See full blog [post](http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ) at:

<http://theprimarypost.com/2018/03/positional-words.html?epik=dj0yJnU9bkdCNjdRQkgfRW5MdXhILXhFeFd0TFdZcHpNYWtwcy0mcD0wJm49YnRrUUdhMDJ2bzd0Snhlam5WV3hKQSZ0PUFBQUFBR0FadFNZ>



Picture from The Primary Post

READING

Over and Under the Snow | by Kate Messner | [Read Aloud by Randi Sosny-Handler](#)

A cute story about a child who explores his environment **over** the snow and learns about what's under it too.

The Three Billy Goats Gruff | By Paul Galdone | [Read Aloud by Storytime with Miss Jeannie](#)

A classic fairytale children's story about three goats that pass over a bridge and have to get past a troll who lives **under** it. Luckily the goats manage to think on their feet and outsmart the troll to reach the other side of the hill safely.

Listen My Bridge is So Cool | by Nancy Loewen | [Read Aloud by Dixy's Storytime World](#)

A spin-off of the classic fairytale story, The Three Billy Goats Gruff, as told from the perspective of the troll who lives under the bridge.

We're Going on a Bear Hunt | by Michael Rosen | [Read Aloud by Sam M](#)

A family embarks on an exciting adventure to find a bear as they encounter many terrains. They come across some long, wavy grass that they can neither go over or **under**.

Where, Oh Where, Is Rosie's Chick? | by Pat Hutchins | [Read Aloud by Reading Library Books](#)

Rosie the hen has lost her egg and she looks in many places to find it. She looks **under** the henhouse, and discovers it is not there.

Where's Spot? | by Eric Hill | [Read Aloud by ABC LearningFree](#)

An interactive book for toddlers for finding Spot the dog around different locations. Is he **under** the stairs or **under** the rug?

Around the House Chased the Fox and the Mouse | by Rick Walton | [Read Aloud by Corinne Anderson](#)

A prepositional tale about a fox who chases the mouse all around the farm. Story is packed with prepositional words, including over and **under**.

SENSORY MOTOR

Adults can make an 'obstacle course' made of random things throughout the classroom, house, or outside. As the students move through the obstacle course, the adults can verbally direct them by saying "jump over the stick!" or "Quick! Crawl **under** the chair!". For more ideas and pictures, head over to this blog [post](#).

<https://www.familyeducation.com/fun/indoor-activities/indoor-obstacle-course>

VIDEOS, MUSIC, ANIMATED SHORTS

Videos

[Learn OVER & UNDER \[Preschool Learning Lesson/Guessing Game\] | Preschool Kids TV](#)

Animated preschool teacher is going to show you the difference between 'over' and '**under**'. Watch and play a fun guessing game too!

<https://www.youtube.com/watch?v=w7oWuofeA6U>

[Classic Sesame Street – Over and Under](#)

An old 1970 Sesame Street clip that demonstrates 'over' and '**under**' spatial concepts.

<https://www.youtube.com/watch?v=5DCIjdFSmr4>

[Where is it? | Maple Leaf Learning](#)

A video that models the concepts under, on and in in context with various common items, animals, and objects.

<https://www.youtube.com/watch?v=8F0NYBBKczM>

STRUCTURED ACTIVITIES

Clock and Visual Schedule: For students who use visual schedules during instruction, a mini activity that incorporates spatial words would be to instruct the student to hang (or tape) their visual schedule over or **under** the clock. Placing the visual schedule near the clock will enforce the concept of time, add structure to a routine, and incorporate the target core word **under**.

Positional Words Kindergarten Positional Words 1st Grade Preposition Activities | TeachersPayTeachers.com

\$3.50 PowerPoint-based activity that targets an interactive way to teach prepositional concepts such as in front, behind, next to, **under**, and inside.

<https://www.teacherspayteachers.com/Product/Positional-Words-Kindergarten-Positional-Words-1st-Grade-Preposition-Activities-2080232>

Prepositional Words Resource Box | LakeShore Learning

A \$39.99 kit that is sold at LakeShore Learning store that is filled with prepositional directions and physical items that the student can manipulate to display the various spatial concepts (e.g., put the bear in **front** of the box).

https://www.lakeshorelearning.com/products/ca/p/PP949/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=520011010000099155&CADevice=c&gclid=CjwKCAiAjeSABhAPEiwAqfxURWQTGR-mCJea_HzpHxVTaFNcR0-ty_9XyBYiya8h8WXUjHAEvoaikhoC3XAQAvD_BwE

ART OR SCIENCE ACTIVITIES

Over and Under the Snow Extension Activity | Idea from Leah Newton Art

After reading the book, Over and Under the Snow, students will draw a depiction of a theme in the snow, along with what they imagine is living under the snow. The picture will contain scenes from both **over** and under the snow.

<https://leahnewtonart.com/2020/12/14/over-and-under-the-snow-art-project-lesson/?pp=1>

USE OF APPS OR OTHER TECHNOLOGY

Magical Concepts (Virtual Speech Center Inc.): \$9.99 in the Apple Store. An app full of opposite concepts with visuals to help students learn the conceptual vocabulary associated with familiar objects. Some concepts include: over, **under**, different, same, many, few, down, up, and more!

My Play Home (PlayHome Software Ltd): \$3.99 in the app store. An app with household objects and characters that are able to be manipulated in many different ways. This interactive game can be facilitated by adults by incorporating concept vocabulary like over and **under** during play on the app.

WORD WALL: Create a WordWall and add '**under**' 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 **Amy Burt @ amyaburt@gmail.com.**

Thank you!

CORE WORD: **Throw**

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., "He is **throwing** the ball to the dog!")

COMMAND/REQUEST: (e.g., "Can you **throw** the ball to me?", "Throw the ball to me.")

SOCIAL INTERACTION: (e.g., "Let's **throw** the ball.")

EXPRESS HAPPINESS: (e.g., "I love **throwing** a party for my Mom.")

EXPRESS FEELINGS: (e.g., "I feel sick. I am going to **throw** up.")

NEGATION: (e.g., "Don't **throw** it away.")

ROUTINES AND SCHEDULES

Snack/mealtimes: After we finish eating, we need to:

- **Throw** our papers in the garbage
- **Throw** our scraps away

Chores: make a game of or participate in **throwing** dirty clothes in the clothes hamper, **throwing** garbage in the garbage container, **throwing** cans in the recycle bin.

Circle Time: During circle, students can **throw** a ball, or other appropriate item, to who they want to take the next turn.

PLAY

Toys and Games: Horseshoes, Corn Toss - Students can throw horseshoes/bean bags towards the target. Students will write down and add up scores to determine who wins.

Recess: Children can play catch using balls, bean bags, balloons, or any other appropriate objects, with each other, to take turns, to work on social interaction and joint referents. Saying “my turn to **throw**”, “your turn to **throw**” or asking questions “Is it my turn to **throw**?” “Is it your turn to **throw**?”

READING

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

Tarheel Reader - Let's Play Ball- includes other concepts besides **throw**,
<https://tarheelreader.org/2018/06/09/lets-play-ball-3/>.

“Watch Me **Throw** the Ball” read aloud at
<https://www.youtube.com/watch?v=F9nvhDV-8Uw>.

“Don't **Throw** Tantrums at the Store” read aloud that covers emotions and behaviors, at <https://www.youtube.com/watch?v=YXPslBvzgrg>.

“Don't **Throw** That Away!” (a book about recycling and reusing) read aloud at
https://www.youtube.com/watch?v=H_-HtCfkdCk.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play a game of catch - **throwing** any type of ball, frisbee or other appropriate items to each other. The student **throwing** can ask the student catching a question. If this is done with a staff, the staff member should take turns with the student asking and answering questions.

Teachers, or other students, can model how they **throw** various types of balls, i.e., a basketball, beachball, tennis ball, baseball, etc.

SENSORY MOTOR

Students and adults can play catch with various items, throwing to each other. They can compare and contrast **throwing** big balls, heavy balls, cotton balls and comment how they are different and how they are the same.

Students and adults can **throw** different items into different size containers. To make this more difficult, they can throw items positioned in different places in the room, they could throw items, while they are on a platform swing, while they are jogging, while hopping on one leg, while throwing with their nondominant hand.

STRUCTURED ACTIVITIES

Boom cards reviewing “Put Away or **Throw** Away”

<https://wow.boomlearning.com/deck/put-away-or-throw-away-nK89wcmm7MS7tcvnt>

Boom Cards reviewing various verbs including “I Can Throw” at

<https://wow.boomlearning.com/deck/i-can-set-2--wave-throw-with-sound-9AYvJosgbxSv542Qg>.

Teacher Pay Teachers - Boom Cards, Snowball Fight-long vowels OI-OY, students throw snowballs at the sounds and then type the

words. <https://www.teacherspayteachers.com/Product/Boom-Cards-SNOWBALL-FIGHT-Long-Vowels-OI-OY-FREE-6231826?st=35435acc1936ad60cce92ae62d0c81c0>

VIDEOS, MUSIC, ANIMATED SHORTS

Wordless short film - One Man Band trailer. Should the little girl throw the coin in the fountain or in one of the One Man Bands' cups?

<https://www.youtube.com/watch?v=8A7Pe8oGhq8>

ART OR SCIENCE ACTIVITIES

ART - To create an abstract painting, you can **throw** sponges, balls, and other absorbent items, dipped in paint, on large pieces of paper.

Science/Math - Create a chart comparing the distance each child can throw the various items (i.e., big balls, heavy balls, cotton balls, etc.) Compare the differences between the types of balls.

USE OF APPS OR OTHER TECHNOLOGY

Computer based Online Ball Games have several games you can choose from to work on the word “**throw**” at

<https://www.learn4good.com/games/ballgamesforkids.htm>.

WORD WALL: Create a WordWall and add ‘**throw**’ 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. 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.

Thank you!

CORE WORD: **Bounce**

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., don't bounce, biggest bounce, smallest bounce)

COMMENT ON SPORTS: (e.g., good/bad **bounce!**, it **bounced** out)

DIRECT ACTION: (e.g., let's **bounce, bounce** over to him)

SHARE INFORMATION: (e.g., I'm/you're **bouncing** off the walls, **bouncing** ideas around)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell when they are finished eating and ready to leave the table, cafeteria, or restaurant (e.g., let's **bounce!**)

Circle:

Students can share about a topic "popcorn" style: one student shares, then they randomly pick the next person (e.g., **bounce** Jenna).

Adults can facilitate by having students pass a ball to the next speaker and model how the students can use the word in that situation (e.g., **bouncing** over to Jenna).

PLAY

Toys and Games:

Adults and students can set up cups and students can take turns **bouncing** ping-pong balls into them. Taking turns students can indicate to another student when it is their time to bounce, "you **bounce**."

Recess:

Students and adults can practice using the word '**bounce**' when bouncing different types of balls or directing someone else to bounce for them! Students can use **bounce** to invite others to play with them, or to let someone know what they would like to do.

READING

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

Bounce by Doreen Cronin and Scott Menchin, courtesy of Lights Down Reading:
https://www.youtube.com/watch?v=NZUgOhsTzmM&ab_channel=LightsDownReading

This book is about different animals and objects that **bounce** and how they go about **bouncing**!

Summertime Bounce, courtesy of Flitzybooks.com:
https://www.youtube.com/watch?v=0htGZFzR3i4&ab_channel=FlitzyBooks.com

This book is about summertime and the different toys that you play with during summer. Specifically, about a beach ball and how the beach ball kept on **bouncing** and had help from other people or creatures to keep on **bouncing**.

Mr. Bounce by Roger Hargreaves, courtesy of Books Read Aloud for Kids:

https://www.youtube.com/watch?v=oxPsdeKil4&ab_channel=BooksReadAloudForKids

This book is from the Mr. Men series and it's all about Mr. **Bounce**. Mr. **Bounce** goes about his day by **bouncing** nonstop. Follow him as he **bounces** around.

Winnie the Pooh: Out of Bounce, courtesy of JL Educational TV:

https://www.youtube.com/watch?v=5B37SSTeG74&ab_channel=JLEducationalTV

This book is from the Winnie the Pooh series. One day Tigger bounces around and talks about how he loves **bouncing**. He realizes that none of his friends know how to **bounce** and decides to fix that. He puts springs on the feet of his friends and tries to teach them to **bounce**. What could go wrong?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch this video model of how to play basketball with friends. Students can explore how to **bounce** a basketball to dribble and pass.

https://www.youtube.com/watch?v=PDoZML99-Ww&ab_channel=WatchMeLearn

Adults can talk about different ways you bounce the ball in the game (e.g., **bouncing** the ball by yourself is dribbling, **bouncing** the ball to a friend is passing).

SENSORY MOTOR

Sounds and Visual Choice: Students can make a bouncy sensory toy. Students can cover small balls or toys in paint, put them in a clear take out and shake it. As the items bounce around inside, they will mix the paint and making interesting noises and colors. Adults can talk about why these noises and colors happen (e.g., the toys are **bouncing** around).

Physical/movement Choice: Students can try to bounce different sizes of balls (e.g., a weighted ball, a basketball, a tennis ball). Students can share which ones they like **bouncing** best (e.g., I like bigger **bounce**)

VIDEOS, MUSIC, ANIMATED SHORTS

The Bounce song, courtesy of Rocking Dan, Teaching Man:

https://www.youtube.com/watch?v=IAFt6jEKUNQ&ab_channel=RockingDanTeachingMan

The Bouncing song, courtesy of Kids TV 123:

https://www.youtube.com/watch?v=o4KMcYTIG00&ab_channel=KidsTV123

Bouncing up and down, courtesy of Patty Shukla:

https://www.youtube.com/watch?v=-HLjxcrgiPg&ab_channel=PattyShuklaKidsTV-Children%27ssongs

Boundin Pixar HD short film from YouTube courtesy of Lavazzka

https://www.youtube.com/watch?v=7WyR4AqRweY&ab_channel=Lavazzka

Song for teens and young adults:

Bounce by Calvin Harris ft. Kelis from YouTube courtesy of Calvin Harris:

https://www.youtube.com/watch?v=ooZwmeUfuXg&ab_channel=CalvinHarrisVEVO

Bounce by Samantha Jade, courtesy of Samantha Jade:

https://www.youtube.com/watch?v=TaXqwlFs88c&ab_channel=SamanthajadeauVEVO

Bounce by Timbaland featuring Dr. Dre, Missy Elliot and Justin Timberlake, courtesy of Alex Devine: Clean version

https://www.youtube.com/watch?v=u51fm3tzrgg&ab_channel=AlexDevine

Make It Bounce by Iggy Azalea from YouTube courtesy of IggyAzaleaMusicClean

https://www.youtube.com/watch?v=rgDmltBApl8&ab_channel=IggyAzaleaMusicClean

STRUCTURED ACTIVITIES

Students can brainstorm ideas for a specific topic, for example what to do this weekend or the best way to celebrate someone's birthday. Students can **bounce** ideas around and **bounce** off of each other's ideas. Students can write down all their ideas on one big paper, then highlight other ideas that helped them think of new ideas.

Adults can facilitate by describing what brainstorming (e.g., we **bounce** ideas around by listening to each other and sharing any new, wild, or fun ideas).

iBrainstorm by Erik Loehfelm. Students can use this app to visually organize their ideas while brainstorming. Adults can help students visually explain how their ideas **bounce** off of each other by drawing lines to connect them.

<https://apps.apple.com/us/app/ibrainstorm/id382252825>

ART OR SCIENCE ACTIVITIES

Students can drop different objects (e.g., clean recycling or trash) and see which items have the biggest to smallest **bounce**.

Adults can provide a list of the items in a table so students can write or draw the description of each item's bounce.

USE OF APPS OR OTHER TECHNOLOGY

iBrainstorm by Erik Loehfelm. Students can use this app to visually organize their ideas while brainstorming. Adults can guide students visually explain how their ideas **bounce** off of each other by drawing lines to connect them.

<https://apps.apple.com/us/app/ibrainstorm/id382252825>

Bouncy Ball Free by Young Ok Park. Students can **bounce** the ball to jump from block to block in this game. <https://apps.apple.com/us/app/bouncy-ball-free/id581876745>

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron at mrbaron2017@gmail.com and Alisa Lego on Instagram [@newfriendscollective](#)

Thank you!

CORE WORD: **Step**

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

ASK FOR HELP: (e.g., help me **step**)

SHARE INFORMATION: (e.g., I **step**)

DIRECT ACTION: (e.g., you need to **step**)

NEGATE: (e.g., don't **step** there)

ROUTINES AND SCHEDULES

Circle: At circle, students can **step** into the center of a circle and share something special that happened the previous night.

Snack time: Adults and students can indicate not to **step** onto any spilled food.

PLAY

Students can play games such as follow the leader and indicate to their peers to **step** right behind them.

Students can also make up dance routines and talk about the different **steps** they have to know in order to do the dance together.

READING

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

Hey, Little Ant by Phillip and Hannah Hoose, courtesy of Mrs. Britton's Book Nook:
https://www.youtube.com/watch?v=ehH6l6v5sYM&ab_channel=Mrs.Britton%27sBookNook

This book is about a boy and an ant. The boy wants to **step** on the ant and squish him flat. The ant is asking the boy to please just leave him be and let him bring his bit of pie back to his family!

Stepping Stones: A refugee family's journey by Margriet Ruurs, courtesy of Humda Malik:
https://www.youtube.com/watch?v=bl5TuJCOTV0&ab_channel=HumdaMalik

This book has beautiful pictures for the illustrations of a family that is made entirely out of stones. Each picture has a quote or a poem that goes with it that helps tell the story of a refugee family's journey to safety.

Les and Ronnie Step out by Andrew Kolb, courtesy of Brightly Storytime:
https://www.youtube.com/watch?v=6ghzKaSPx3l&ab_channel=BrightlyStorytime

This book is about two feet named Les and Ronnie. Les and Ronnie are complete opposites when it comes to what they like and how they organize their weeks. They are such different feet but they also have to work together.

Pete the Cat: I love my white shoes by Eric Litwin, courtesy of Whiteboard Entertainment Studios:
https://www.youtube.com/watch?v=fj_z6zGQVyM&t=4s&ab_channel=WhiteBoardEntertainmentStudios

This Pete the Cat book is all about how Pete likes his nice, white shoes. Pete uses his shoes and his feet to help him step through his day. Throughout his day, he continues to step in things in his white shoes that may turn them into a different color that is not white!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can help each other complete an obstacle course and indicate where to **step** next. Ideas for obstacles courses can be found at:

<https://happytoddlerplaytime.com/20-amazing-backyard-obstacle-courses-for-kids/>, courtesy of happy toddler playtime.

SENSORY MOTOR

Adults can set up hopscotch for their students. Students can take turns doing the hopscotch and **stepping** with one foot or two feet in the appropriate squares.

VIDEOS, MUSIC, ANIMATED SHORTS

Kick your knees up step in time, courtesy of Pebbles Live:

https://www.youtube.com/watch?v=aG75g9qtknA&t=33s&ab_channel=PebblesLive

Walking in the Jungle, courtesy of super simple songs - kids songs:

https://www.youtube.com/watch?v=GoSq-yZcJ-4&ab_channel=SuperSimpleSongs-KidsSongs

Baby's first steps, courtesy of Little Angel: Nursery Rhymes & Kids Songs:

https://www.youtube.com/watch?v=ISq-DoJTdo&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Watch your step, courtesy of Badanamu:

https://www.youtube.com/watch?v=erN1mah3JtM&ab_channel=Badanamu

Step in Time from Mary Poppins Musical, courtesy of Disney on Broadway:

https://www.youtube.com/watch?v=1VNGIQ51aiw&ab_channel=DisneyOnBroadway

Krabby Step by Swae Lee, Tyga, Lil Moosey, courtesy of Tyga:

https://www.youtube.com/watch?v=IOLvuGV-88o&ab_channel=TygaVEVO

YOUNG ADULTS:

Step by Step by New Kids on the Block, courtesy of New Kids on the Block:

https://www.youtube.com/watch?v=ay6GjmiJTPM&ab_channel=NewKidsVEVO

Pon de Replay by Rihanna, courtesy of Rihanna:

https://www.youtube.com/watch?v=oEauWw9ZGrA&ab_channel=RihannaVEVO

Step by Step by Whitney Houston, courtesy of Whitney Houston:

https://www.youtube.com/watch?v=sWa5vE4MUpU&ab_channel=whitneyhoustonVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students what it means to **step**. Students can explore what it feels like to **step** on different surfaces such as tanbark, concrete, carpet and even a little water.

ART OR SCIENCE ACTIVITIES

Adults can assist students in tracing their foot or putting paint on the bottom of their foot and stepping on a piece of paper. Students can practice writing **step** on the art project too!



*courtesy of hands on as we grow: <https://handsonaswegrow.com/big-and-small-activity/>

USE OF APPS OR OTHER TECHNOLOGY

Any step counter app can work for “**step**”. It can track how many steps we take in a day and then the class can talk about why they take more steps some days and less steps other days.

WORD WALL: Create a WordWall and add ‘**step**’ 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
Thank you!

April

grow	climb	slide	skip
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
swim	score	race	kick
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
follow	around	fall	over
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
under	throw	bounce	step
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			