CORE WORD: Early

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **early**)

ASK A QUESTION: (e.g., am I **early**?)

DESCRIBE: (e.g., too **early**)

NEGATE: (e.g., you are not **early**)

ROUTINES AND SCHEDULES

Circle: Adults and students can use **early** to indicate who was early to school during the morning circle time routine.

Snack time: Adults can lead students in a discussion about foods and the difference between what type of foods you eat **early** in the day such as breakfast food (e.g., eggs, toast, yogurt, etc.).

PLAY

Freeze Dance: Students can play freeze dance and when an adult or student pauses the music, students can point out if anyone stopped dancing too **early.**

Red Light/Green Light: While playing red light/green light students and adults can use **early** to indicate anyone who stopped running too **early**.

READING

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

The Bravest Fish By Matt Buckingham, courtesy of WizKid Campus: https://www.youtube.com/watch?v=x9qCa0wntIY&ab_channel=WizKidCampus

This book is about a bright, orange fish named Stanley. One day, Stanley and his school are supposed to move to cooler waters. When Stanley gets up, he can't find his school and goes on an adventure. Do we think that Stanley was **early** or late?

The Very Busy Spider by Eric Carle, courtesy of Animated Children's Books: https://www.youtube.com/watch?v=TfL0g-XRxnA&t=34s&ab_channel=AnimatedChildren%27sBooks

This book is about a spider that is very busy building her web. Different animals walk up **early,** since she hasn't completed her web, and ask her different questions.

Llama, Llama Wakey Wake by Anna Dewdney, courtesy of Toddler Book Club: https://www.youtube.com/watch?v=0Lb7llreikY&ab_channel=ToddlerBookClub

This book is about Llama Llama and how his mom wakes him up **early** in the morning to get ready for school.

SOCIAL INTERACTIONS AND VIDEO MODELING

This video can be played to talk about the habit of waking up **early**, even if you are on summer vacation in order to keep a healthy routine, courtesy of ChuChu TV:
https://www.youtube.com/watch?v=SVJDWdRxYsk&ab_channel=ChuChuTVBedtimeStories%26MoralStoriesforKids

SENSORY MOTOR

Adults and students can listen to this "**Early** in the Morning" song by Peder B. Helland. The song consists of different sounds that you might hear **early** in the morning. While they listen to the sounds, they can relax with the lights turned down low and participate in another sensory motor activity that is quiet, such as kinetic sand. Video courtesy of Soothing Relaxation:
https://www.youtube.com/watch?v=vlrPhfrdges&ab_channel=SoothingRelaxation

VIDEOS, MUSIC, ANIMATED SHORTS

Wake Wake Wake Up Now **Early** in the Morning by ChuChuTV, courtesy of ChuChuTV:
https://www.youtube.com/watch?v=bVIJ1NpfPFc&ab_channel=ChuChuTVNurseryRhymes%26KidsSongs

Good Morning Songs for Kids by the Singing Walrus, courtesy of The Singing Walrus - English Songs for Kids:
https://www.youtube.com/watch?v=CuI_p7a9VGs&ab_channel=TheSingingWalrus-EnglishSongsForKids

Early in the morning courtesy of EMD Ideas:
https://www.youtube.com/watch?v=X4hZ9kHPwlk&ab_channel=EMDIdeas

Young Adults:

Early Morning Rain by Bob Dylan, courtesy of mr tambourine:
https://www.youtube.com/watch?v=mkyrJqML4U4&ab_channel=mrtambourine

Early in the Morning by the Gap Band, courtesy of TheGapBandVEVO:
https://www.youtube.com/watch?v=aobIboK_z34&ab_channel=TheGapBandVEVO

Early Morning Rain by Gordon Lightfoot, courtesy of Gordon Lightfoot:
https://www.youtube.com/watch?v=B34qwRrkSvQ&ab_channel=GordonLightfoot-Topic

Lucky by Britney Spears, courtesy of Britney Spears:
https://www.youtube.com/watch?v=4vvBAONkYwI&ab_channel=BritneySpearsVEVO

STRUCTURED ACTIVITIES

Adults can lead students in a discussion about what early means. Adults can use this video to guide the discussion:

What does early mean? Courtesy of 'What does that mean?'

https://www.youtube.com/watch?v=rd0Em-E52lI

Adults can also create a visual schedule for the day and put a sticker of a sun or the icon for '**early**' next to all of the activities that take place early in the day (e.g., arrival at school, circle time, etc.).

Adults and students can generate a list that includes all of the activities that happen **early** in the day (e.g., waking up, eating breakfast, brushing teeth, getting ready for school, etc.).

ART OR SCIENCE ACTIVITIES

Students and Adults can first watch this clip titled "The **Early** Hatchling Gets the Worm", an Angry Birds Special, courtesy of Angry Birds: https://www.youtube.com/watch?v=EcoYI-fk6S8&ab_channel=AngryBirds

After watching the clip, students can create their own picture of the **early** bird getting the worm, craft courtesy of Alisa Lego @newfriendscolletive
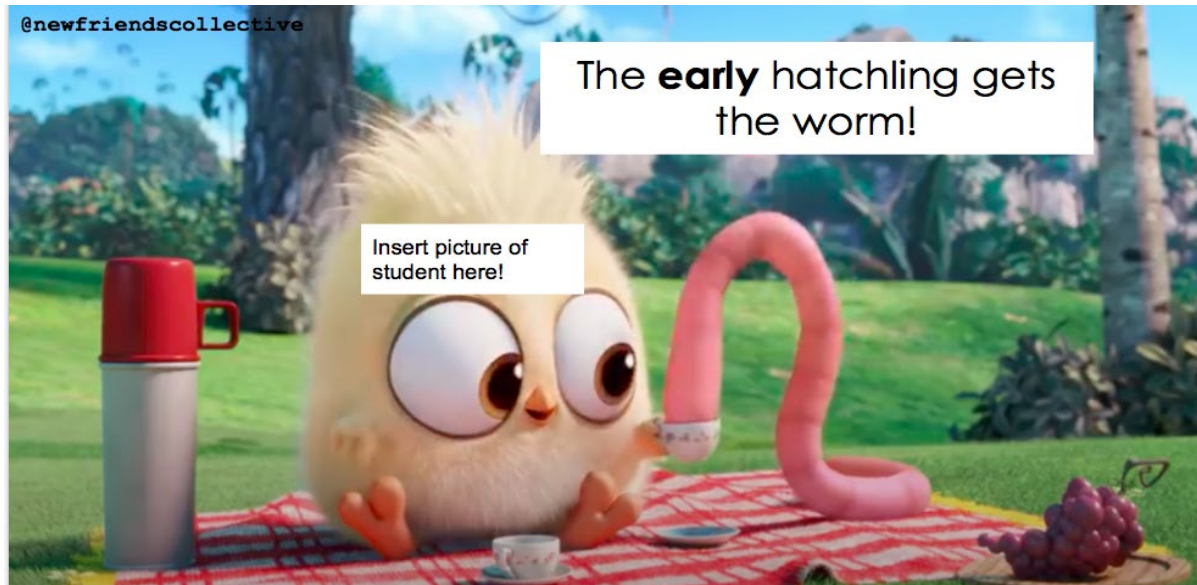
Students and adults can learn how to draw a morning cartoon scene by watching this video called 'How to Draw Morning' courtesy of Drawing Cartoons - How to draw channels on YouTube.

https://www.youtube.com/watch?v=0FtiC2tjQ7w

USE OF APPS OR OTHER TECHNOLOGY

Solar Watch Sunrise Sunset: This app can be used to track when the sunrise and sunset are going to happen. Adults and students can look at what time the sunrise is going to happen and talk about how that happens **early** in the morning.

https://apps.apple.com/us/app/solarwatch-sunrise-sunset-time/id1191365122

WORD WALL: Create a WordWall and add **'early'** 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: Late

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **late**)

ASK A QUESTION: (e.g., am I **late**?)

DESCRIBE: (e.g., too **late**)

NEGATE: (e.g., you are not **late**)

ROUTINES AND SCHEDULES

Circle: Adults and students can use **late** to indicate who was **late** to school during the morning circle time routine.

Snack time: Adults can lead students in a discussion about foods and the difference between what type of foods you eat **late** in the day such as dinner food (e.g., pasta, salad, chicken, fish etc.).

PLAY

Freeze Dance: Students can play freeze dance and when an adult or student pauses the music, students can point out if anyone stopped dancing **late.**

Red Light/Green Light: While playing red light/green light students and adults can use **late** to indicate anyone who stopped running late.

READING

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

Splat the Cat and the **Late** Library Book by Rob Scotton, courtesy of Dramatic StoryTime Theater: https://www.youtube.com/watch?v=C6gcl8RDzi4&ab_channel=DramaticStoryTimeTheater

This book is about a Cat named Splat. Splat cleans out his room to pick out items to donate. When he does this, he realizes that he has a library book that he checked out and forgot to return. Splat doesn't know what to do and doesn't have enough money to pay the fine for the library book!

Don't let the Pigeon Stay Up **Late** by Mo Willems, courtesy of Storytime Anytime: https://www.youtube.com/watch?v=2OCBssTGtSY&ab_channel=StorytimeAnytime

This book is about Pigeon who wants to stay up late. You're told to not let Pigeon stay up late but Pigeon keeps on coming up with excuses and reasons as to why he shouldn't go to be yet.

Froggy goes to School by Jonathon London, courtesy of WizKid Campus: https://www.youtube.com/watch?v=aWSAJ1ASvhI&ab_channel=WizKidCampus

This book is about Froggy who needs to get ready in a hurry because he is **late** waking up to go to school!

Just go to Bed by Mercer Mayer, courtesy of OceanHouse Media: https://www.youtube.com/watch?v=Rf4Tg5ys9AI&ab_channel=OceanhouseMedia

This book is about Little Critter. Little Critter does not want to go to bed and tries to stay up **late**, way past his bedtime.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can watch this video about a group of people who are running **late** to a movie, courtesy of English SingSing:
https://www.youtube.com/watch?v=kOEsLO4ydK8&ab_channel=EnglishSingsing

Halfway through the video, there is a prompt for role playing and practicing what to say and do if you notice your group is running late.

SENSORY MOTOR

Adults and students can listen to this "Forest at Night" song. The song consists of different sounds that you might hear **late** in the evening. While they listen to the sounds, they can relax with the lights turned down low and participate in another sensory motor activity that is quiet, such as kinetic sand. Video courtesy of Hawaii ASMR Nature Relaxation:
https://www.youtube.com/watch?v=3TNK916Pjto&ab_channel=HawaiiASMRNatureRelaxation

VIDEOS, MUSIC, ANIMATED SHORTS

Put on your shoes by Super Simple Songs, courtesy Super Simple Songs - kids songs (this song is about putting the clothes you need to go outside when you're running **late**: https://www.youtube.com/watch?v=-jBfb33_KHU&ab_channel=SuperSimpleSongs-KidsSongs

Also, in Spanish, Ponte Tus Zapatos, courtesy of Super Simple Español:
https://www.youtube.com/watch?v=xFWAmmwe2r4&ab_channel=SuperSimpleEspa%C3%B1ol-CancionesInfantilesYM%C3%A1s

Shake it off by Taylor Swift, courtesy of Taylor Swift VEVO:
https://www.youtube.com/watch?v=nfWlot6h_JM&ab_channel=TaylorSwiftVEVO

Young adults:

Too little, too late by JoJo, courtesy of GodofVamps: https://www.youtube.com/watch?v=YaSs9z8e6YI&ab_channel=GodOfVamps

Apologize by Timbaland featuring OneRepublic, courtesy of Timaland VEVO: https://www.youtube.com/watch?v=ZSM3w1v-A_Y&ab_channel=TimbalandVEVO

It's **Late** by Queen, courtesy of Queen Official: https://www.youtube.com/watch?v=0PItMuGp39Q&ab_channel=QueenOfficial

Always **Late** by Rizzle Kicks, courtesy of RizzleKicks Vevo: https://www.youtube.com/watch?v=S_sNJ0ODQFU&ab_channel=RizzleKicksVEVO

STRUCTURED ACTIVITIES

Adults can also create a visual schedule for the day and put a sticker of a moon or the icon for '**late**' next to all of the activities that take place early in the day (e.g., packing up a backpack, going home etc.).

Adults and students can generate a list that includes all of the activities that happen **late** in the day (e.g., eating dinner, getting ready for bed, bath time etc.).

ART OR SCIENCE ACTIVITIES

Students can color in this coloring page of the white rabbit from Alice in Wonderland, courtesy of color pages for kids: https://www.coloring-pages-kids.com/coloring-pages/disney-coloring-pages/alice-in-wonderland-coloring-pages/alice-in-wonderland-coloring-pages-images/alice-in-wonderland-coloring-page-04.php

www.coloring-pages-kids.com

USE OF APPS OR OTHER TECHNOLOGY

Solar Watch Sunrise Sunset: This app can be used to track when the sunrise and sunset are going to happen. Adults and students can look at what time the sunset is going to happen and talk about how that happens **late** in the evening.

https://apps.apple.com/us/app/solarwatch-sunrise-sunset-time/id1191365122

WORD WALL: Create a WordWall and add **'late'** 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: Agree

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

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

NEGATE: (e.g., I do not **agree**)

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

CLARIFY: (e.g., Why don't you **agree**?)

ROUTINES AND SCHEDULES

Circle: Adults and students can **agree** on the best song or story to start the day.

Snack time: Students and adults can talk about their favorite snacks and **agree** if they like the same foods as their friends.

PLAY

During play, students can **agree** on a game to play. Adults can present a few choices (e.g., balls, hoola-hoops, blocks) and students can indicate that they **agree** on playing the same game.

READING

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

The Almost Terrible Playdate by Richard Torrey, courtesy of Reading is Awesome: https://www.youtube.com/watch?v=w27QWubsHco&ab_channel=ReadingisAwesome

This book is about two kids who do not agree on what to play. They start to play separately thinking they had the worst playdate ever. Eventually they find something that they can **agree** on and the playdate turns around.

Up the Creek by Nicholas Oldland, courtesy of Susan Horvat - Staff - Holly Grove ES: https://www.youtube.com/watch?v=_J2OmusafU0&ab_channel=SusanHorvat_Staff-HollyGroveES

This book is about three unlikely friends that start to canoe up a river. They disagree on a lot of different things and then slowly find themselves **agreeing** on certain things.

Yes Day! By Amy Krouse Rosenthal & Tom Lichtenheld, courtesy of StoryTime Bunnies: https://www.youtube.com/watch?v=bJYoYCIaZVE&ab_channel=StorytimeBunnies

This book is about a boy's favorite day of the year, Yes day! On yes day, his dad **agrees** with everything he wants to do that day. That's why this day is his favorite day!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice stating a fact that they are passionate about (e.g., "I love pancakes") and students can indicate that they **agree** with their friend. This can also help students find out who has the same interests as them and lead to making more friends!

SENSORY MOTOR

Students and Adults can use different sensory motor activities (e.g., sensory bottle, slime, shaving cream, swing, pressure vest, etc.) and talk about if they agree on liking the same things.

Students can practice making a thumbs up to indicate that they **agree.**

VIDEOS, MUSIC, ANIMATED SHORTS

We're going on a lion hunt by The Kiboomers, courtesy of The Kiboomers - Kids Music Channel (they have to agree on how to go on the lion hunt): https://www.youtube.com/watch?v=03i5v1PS7P4&ab_channel=TheKiboomers-KidsMusicChannel

Yes Yes Song by Super Supremes, courtesy of Super Supremes - Nursery Rhymes & Kids Songs: https://www.youtube.com/watch?v=pmrqzUYIdxc&ab_channel=SuperSupremes-NurseryRhymes%26KidsSongs

Do you like broccoli ice cream by Super Simple Songs, courtesy of Super Simple Songs - kids songs: https://www.youtube.com/watch?v=frN3nvhIHUk&ab_channel=SuperSimpleSongs-KidsSongs

Young adults:

Let's Agree to Disagree from Galavant, courtesy of ABC: https://www.youtube.com/watch?v=9B9rjRzlWtU&ab_channel=ABC

Agree to Disagree by Sleeping with Sirens, courtesy of Sumerian Records: https://www.youtube.com/watch?v=iwZh5tc4Ivg&ab_channel=SumerianRecords

STRUCTURED ACTIVITIES

Adults can use this video to lead into the discussion of what it means to **agree.** Adults can explicitly teach students what it means to **agree** (e.g., 'When we **agree** it means that you feel the same way').

Agree to Disagree Meaning | Idioms In English

Adults can use this '**Agree** Survey' so that students can practice using the word **agree.**

@newfriendscollective

Agree 👍

Thumbs up if you agree!

Dancing is fun 👍

Recess is the best time of the day!

Reading is hard 👍

Pizza is the best food 👍

Playing at the park is fun

Here's a blank template of the '**Agree** Survey':

@newfriendscollective

Agree 👍

Thumbs up if you agree!

Dancing is fun

Recess is the best time of the day!

Reading is hard

Pizza is the best food

Playing at the park is fun

ART OR SCIENCE ACTIVITIES

Students can practice tracing and decorating a thumbs up emoji and with help from adults they can write what it means to **agree.** They can also write some phrases from the '**Agree** Survey.'

@newfriendscollective

I **agree** when I feel the same way.

USE OF APPS OR OTHER TECHNOLOGY

The app store can be looked at for agreeing. Students can look up their favorite apps and see if they **agree** or disagree with the ratings that are on the app.

WORD WALL: Create a WordWall and add **'agree'** 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: Disagree

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

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

NEGATE: (e.g., I **disagree**)

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

CLARIFY: (e.g., Why do you disagree?)

ROUTINES AND SCHEDULES

Circle: Adults and students can **disagree** on the best song or story to start the day.

Snack time: Students and adults can talk about their favorite snacks and **disagree** if they don't like the same foods as their friends.

PLAY

During play, students can **disagree** on a game to play. Adults can present a few choices (e.g., balls, hoola-hoops, blocks) and students can indicate that they **disagree** if playing that game does not sound fun.

READING

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

My No No No Day by Rebecca Patterson, courtesy of Emma Grace:
https://www.youtube.com/watch?v=x-Bpoj5fZr0&ab_channel=EmmaGrace

This book is about a girl who has a no day. She **disagrees** with what everyone is saying to her and refuses to do it.

Up the Creek by Nicholas Oldland, courtesy of Susan Horvat - staff - hollygrove ES:
https://www.youtube.com/watch?v=_J2OmusafU0&ab_channel=SusanHorvat_Staff-HollyGroveES

This book is about a group of friends that try to travel up a creek. They continue to **disagree** about many things while traveling up the creek and will eventually have to start to compromise.

Scarlett and Jackson: The **Disagreeing** Twins by Happy Lion Learning, courtesy of Happy Lion Learning:
https://www.youtube.com/watch?v=QouIhTA9K2Q&ab_channel=HappyLionLearning

This book is about twins that look similar. However, they **disagree** on what they each like and show how different they are.

We **Disagree** by Bethanie Deeney Murguia, courtesy of Jaewon Nicky Hyun:
https://www.youtube.com/watch?v=svL0Rgf8fIk&ab_channel=JaewonNickyHyun

This book is about a mouse and a squirrel. The two animals talk about different things that they like. It turns out, they **disagree** on what they like!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can watch this video from Sesame Street that shows what we can do to resolve **disagreements** we might have with our friends or other people. Video courtesy of Sesame Street in Communities:
https://www.youtube.com/watch?v=tw_nQ4x19Eo&ab_channel=SesameStreetInCommunities

SENSORY MOTOR

Students can practice making a thumbs down to indicate that they **disagree.**

VIDEOS, MUSIC, ANIMATED SHORTS

I like, I don't like courtesy of Joshy's Storytime:
https://www.youtube.com/watch?v=nE8ttvPACeg&ab_channel=Joshy%27sStorytime

I don't wanna by Super Supremes, courtesy of Super Supremes - Nursery Rhymes & Kids songs:
https://www.youtube.com/watch?v=vuRZzoFRWZ0&ab_channel=SuperSupremes-NurseryRhymes%26KidsSongs

Young adults:

I Disagree by Poppy, courtesy of Poppy:
https://www.youtube.com/watch?v=6gmswmbosYo&ab_channel=Poppy

We just Disagree by Dave Mason, courtesy of Riahsha:
https://www.youtube.com/watch?v=p8_FOQ7-P30&ab_channel=Riahsha

We just disagree by Billy Dean, courtesy of Billy Dean:
https://www.youtube.com/watch?v=bOwAQrvslOI&ab_channel=BillyDean

STRUCTURED ACTIVITIES

Adults and Students can watch this video from Kid President that talks about how to disagree with people. Kid President is Over it, courtesy of Soul Pancake:
https://www.youtube.com/watch?v=ghk-nDJB3Tk&ab_channel=SoulPancake

After watching this video, the class can talk about different topics that they might **disagree** on but now they will know how to nicely **disagree** with someone and make sure they are respectful.

ART OR SCIENCE ACTIVITIES

Students can practice tracing and decorating a thumbs down emoji and with help from adults they can write what it means to **disagree.**

@newfriendscollective

I disagree when I don't feel the same way.
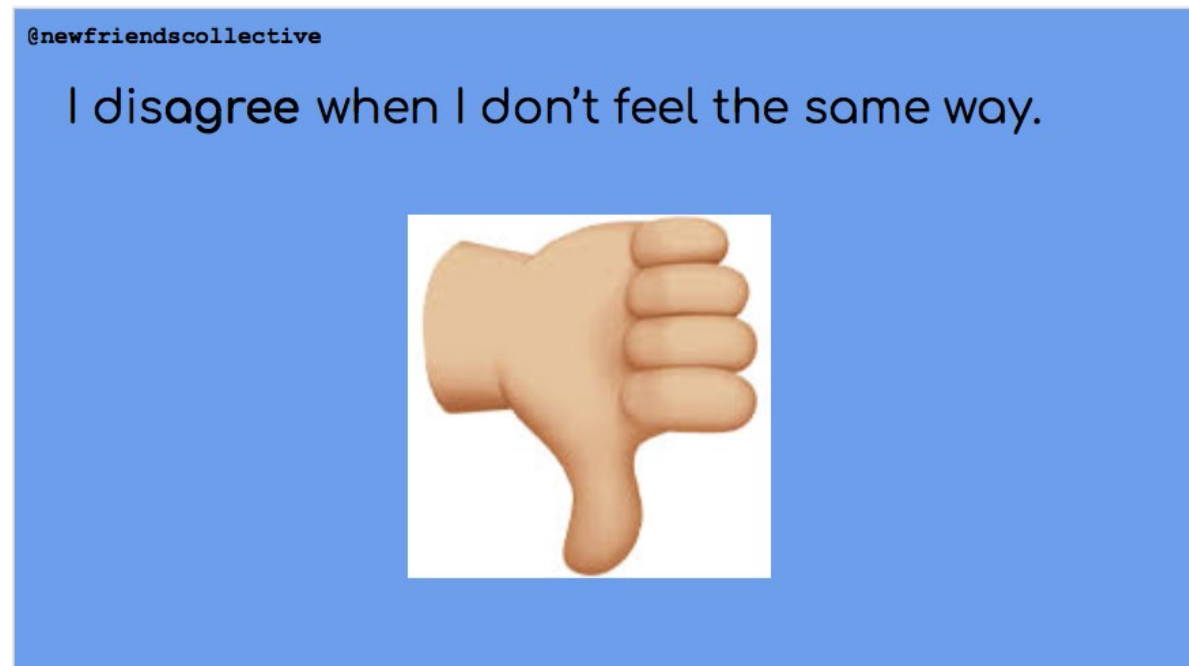
USE OF APPS OR OTHER TECHNOLOGY

The app store can be looked at for disagreeing. Students can look up their favorite apps and see if they agree or **disagree** with the ratings that are on the app.

WORD WALL: Create a WordWall and add **'disagree'** 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: Stay

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **stay** with me)

ASK QUESTION: (e.g., can we **stay**?)

SHARE INFORMATION: (e.g., I want to **stay**)

CLARIFY: (e.g., yes, **stay**)

ROUTINES AND SCHEDULES

Circle: During circle time adults and students can remind their friends to **stay** seated (e.g., '**stay** in your spot').

Snack: During snack time adults and students can remind their friends to **stay** seated at the table (e.g., '**stay** in your seat').

Recess: At recess, students can say '**stay**' to indicate to their friends they want them to stay with them. Also, students can play kick ball or baseball and remind their friends to '**stay**' at the bases until it's their time to run.

PLAY

During play, students can tell their friends to **stay** with them if they would like to keep playing together.

During imaginative play, students can pretend to be crossing guards and direct traffic by telling their friends who are driving cars to '**stay**' in their lane.

READING

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

Why we **stay** home, Suzie learns about Coronavirus by Harris, Scott and Rodis, courtesy of Storytime At Awnie's House: https://www.youtube.com/watch?v=Qu07djSvLNg&t=15s&ab_channel=StoryTimeatAwnie%27sHouse

This book talks about COVID-19 and why it is the most safe thing to **stay** inside of our homes right now.

Don't let the Pigeon **Stay** up late by Mo Willems, courtesy of NomNomReadRead: https://www.youtube.com/watch?v=KaE3eg20Ng8&ab_channel=NomNomReadRead

This book is about how Pigeon wants to **stay** up late and not go to bed. You have to make sure that Pigeon goes to bed and doesn't **stay** up too late.

Stay: A girl, a dog and a bucket list by Kate Klise, courtesy of Read Me a Book: https://www.youtube.com/watch?v=z1HbFzpnB9o&ab_channel=ReadMeABook

This book is about a girl and her dog. They do everything together, including getting older. As the dog gets older, the girl comes up with a bucket list to do with her dog to have great memories together.

A little spot **stays** home: a book about virus and safe distancing by Diane Alber, courtesy of KidTimeStoryTime: https://www.youtube.com/watch?v=3jynA1uTw9E&ab_channel=KidTimeStoryTime

This book is about viruses and how they travel and spread from person to person. As viruses spread, we need to learn about what we can do to keep ourselves and others safe by **staying** home when we should and keeping our distance from others.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults and students can talk about when it is appropriate to **stay** at home and not come to school when you are sick in order to keep your friends from getting sick and so you can get better. They can watch this video "Colds, the Flu and You", courtesy of SciShow Kids, to help them understand: https://www.youtube.com/watch?v=4uzNnKm41W8&ab_channel=SciShowKids

SENSORY MOTOR

Adults and students can use their hand to motion to others to '**stay**' where they are. The following video is an example of how to make a hand signal that represents '**stay.**' For bonus practice students can practice on a pet!

"How to Train Your Dog to Stay in 3 Steps - Force Free" courtesy of Zack George's Dog Training Revolution:

https://www.youtube.com/watch?v=GAziMECDxD0

VIDEOS, MUSIC, ANIMATED SHORTS

Stay by KidzBop, courtesy of KIDZ BOP UK:
https://www.youtube.com/watch?v=5U6YiEywlBU&ab_channel=KIDZBOPUK

Healthy Habits While Social Distancing by Pinkfong, courtesy of Pinkfong! Kids' songs and stories:
https://www.youtube.com/watch?v=Wx2Q_8sSKXw&ab_channel=Pinkfong%21Kids%27Songs%26Stories

Stay awake from Mary Poppins by Julie Andrews, courtesy of moviescences4u:
https://www.youtube.com/watch?v=8yC_voMY6kY&ab_channel=moviescenes4u

Young adults:

Stay stay stay by Taylor Swift, courtesy of Taylor Swift:
https://www.youtube.com/watch?v=BlOfs4VMtBA&ab_channel=TaylorSwift-Topic

Stay Awake by Dean Lewis, courtesy of Dean Lewis:
https://www.youtube.com/watch?v=PzSQJwpljg0&ab_channel=DeanLewisVEVO

Stay by Alessia Cara and Zedd, courtesy of Taz Network:
https://www.youtube.com/watch?v=LS2ifrLAadU&ab_channel=TazNetwork

Stay by Blackpink, courtesy of Blackpink:
https://www.youtube.com/watch?v=FzVR_fymZw4&ab_channel=BLACKPINK

Stay by Rhianna, courtesy of Team Comoco:
https://www.youtube.com/watch?v=1YWDLjvfEs4&ab_channel=Team-Comoco

Stay by Sugarland, courtesy of Sugarland VEVO:
https://www.youtube.com/watch?v=zPG1n1B0Ydw&ab_channel=SugarlandVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students when we use the word "**stay**" (e.g., "you might say '**stay**' when you don't want to be alone or if you think you might need help").

ART OR SCIENCE ACTIVITIES

Students can make a traffic sign using popsicle sticks, construction paper, glue, and makers and with help from adults they can write '**stay**' on it. This sign can be used during Red Light Green Light, or as a visual cue to remind students when they are supposed to **stay** at a particular spot (e.g., at snack time or circle time).

USE OF APPS OR OTHER TECHNOLOGY

Vacation Hotel Stories: This app can be used to create different hotels where characters can **stay** at.

Google play: https://play.google.com/store/apps/details?id=com.playtoddlers.vacationhotelstories.free&hl=en_US&gl=US

Apple App Store: https://apps.apple.com/us/app/vacation-hotel-stories/id1438862407

WORD WALL: Create a WordWall and add '**stay'** 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: Leave

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **Leave** now)

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

SHARE INFORMATION: (e.g., I want to **leave**)

CLARIFY: (e.g., yes, **leave**)

ROUTINES AND SCHEDULES

Circle: Adults can remind students that their parents have to **leave** after they get dropped off at circle time (this can be a very difficult time of the day for them).

Dismissal: Adults can play a goodbye song, like this one courtesy of The singing walrus, as students **leave** for the day to go back home. Adults can say "you're **leaving** now, goodbye! See you next time!":
https://www.youtube.com/watch?v=0LDArAJf7-c&ab_channel=TheSingingWalrus-EnglishSongsForKids

PLAY

During imaginative play, students can role play with stuffed animals or cars and pretend to go on a vacation. They can use '**leave**' to let their friends know that they are **leaving** for a trip.

READING

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

Leave me alone: a tale of what happens when you face up to a bully by Kes Gray and Lee Wildish, courtesy of Storytime Now: https://www.youtube.com/watch?v=GCSYgGXt9mw&ab_channel=StorytimeNow%21

This book starts with a boy who just wants to be left alone. Animals keep on going up to him and asking him what's wrong and he just says, "**leave** me alone". Eventually, they find out that he has a giant who is bullying him. When the giant comes up to the boy, all of the animals stand together with the boy and something different happens!

Before I **Leave** by Jessica Bagley, courtesy of Storytime Bunnies: https://www.youtube.com/watch?v=AN7abPRKejc&ab_channel=StorytimeBunnies

This book is about an animal that has to move away. Before the animal **leaves** there are certain things they want to do.

Leave me alone by Vera Brosgol, courtesy of Auntie Lee Reads: https://www.youtube.com/watch?v=BFqfFbXRrrA&ab_channel=AuntieLeeReads

This book is about an older woman who just wants to be left alone. She cleans her house, packs up her bags and moves. As she moves, she runs into different animals that won't **leave** her alone and she continues looking for a new spot.

The Day the crayons quit by Drew Daywalt and Oliver Jeffers, courtesy of Books Alive!: https://www.youtube.com/watch?v=489micE6eHU&t=133s&ab_channel=BooksAlive%21

This book is about a bunch of crayons who quit drawing for a child and **leave** to do other things that they want to do. Each color writes him a note about what they don't like and why they decided to leave.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can practice with their students what they can say when someone is bothering them and they need space. They can say "Please **leave** me alone." to ask for the space they need.

SENSORY MOTOR

Adults and students can point to the door and say "**leave**" simultaneously.

VIDEOS, MUSIC, ANIMATED SHORTS

Where you are from Moana, courtesy of DisneyMusicVEVO:
https://www.youtube.com/watch?v=RTWhvp_OD6s&ab_channel=DisneyMusicVEVO

Go Away!, courtesy of Super Simple Songs - kids songs (this can be used to show the monsters **leaving**):
https://www.youtube.com/watch?v=Ec1cz_jHQM8&ab_channel=SuperSimpleSongs-KidsSongs

Leave it all to me by Miranda Cosgrove from iCarly, courtesy of Miranda Cosgrove:
https://www.youtube.com/watch?v=HPM05dQgdig&ab_channel=mirandacosgroveVEVO

Young adults:

Leave (get out) by JoJo, courtesy of GodofVamps:
https://www.youtube.com/watch?v=ggWyUEuGcWY&ab_channel=GodOfVamps

Never gonna **leave** this bed by Maroon 5, courtesy of Maroon 5:
https://www.youtube.com/watch?v=ADmCFmYLns4&ab_channel=Maroon5VEVO

Leave a light on by Tom Walker, courtesy of Tom Walker:
https://www.youtube.com/watch?v=nqnkBdExjws&ab_channel=TomWalkerVEVO

Leave me alone by the kidszn, courtesy of thekidszn:
https://www.youtube.com/watch?v=_OujdBusFsg&ab_channel=Thekidszn-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what "**leave**" means. Adults can stress the meaning of this word during transitions throughout the day (e.g., from the classroom to recess) and students can practice saying "**leave**" as they leave the classroom at any point.

ART OR SCIENCE ACTIVITIES

Using construction paper, scissors, glue, and markers students can create a sign that says "**leave.**" This can be used as a visual aid during transitions.

USE OF APPS OR OTHER TECHNOLOGY

My PlayTown: Users can create their town and have characters go into stores and then **leave** the stores when they are done shopping. They can practice identifying when someone is **leaving** instead of staying in a certain area.

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

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

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

Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: Communicate

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g. "this is how I **communicate", "**AAC means Alternative and Augmentative **Communication")**

ASK A QUESTION: (e.g., "how do you **communicate**?")

PROTEST: (e.g., "it's hard to **communicate** with you")

REQUEST: (e.g., "can you help me **communicate** with her?")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate a conversation about the different ways people **communicate** at snack, such as using words, pointing, using different facial expressions, using AAC, using a different language, using signs or gestures etc.

Circle: Adults can modify a familiar song and provide a choice board showing different modes of **communication** (AAC, words, facial expressions, gestures) referring to how we can communicate. For example, "this is how I

communicate, communicate, communicate, this is how I communicate, I use …." (then the student can verbalize, select a picture from the choice board and/or use their AAC system to share one way they communicate.)

PLAY

Toys and Games:

Students can play barrier games which target a variety of **communication** skills including theory of mind, language concepts, descriptive language, vocabulary and grammar development, and communication repair. Adults can help the students by talking explicitly about **communication** strategies.

Here is a link to an article about barrier games with tips on how to include AAC users: Barrier **Communication** Games: Including Students with Disabilities! by Caroline Musselwhite: http://www.aacintervention.com/home/180009852/180009852/tips/2007/01jan2007/Barrier%20Communication%20Games.pdf

Students can play "guess the object". Adults can facilitate by talking about how the students can **communicate** about something out of sight by asking and answering questions.

Recess:

Adults can model, teach, and reinforce positive **communication** skills on the playground. For example, if a student gets out of a game of four-square peers can say "nice job, good try" or give high fives. Adults can tell students how they appreciate positive communication behaviors and how they help make friends.

Students can play games that involve non-verbal communication such as Red-Light Green Light using gestures. Adults can talk about how we can **communicate** with gestures.

READING

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

Communication, by Aliki. This is a longer video but can be broken down into separate lessons.

https://www.youtube.com/watch?v=HKi2Ik2Kcz0

Saying What You Mean--A Children's Book About Communication

https://www.youtube.com/watch?v=1hnLfnuIwZw

SOCIAL INTERACTIONS AND VIDEO MODELING

Students who use AAC can work with adults to create a book, document, or message on their AAC device introducing "**How I Communicate**." Students can practice meeting new people and telling them how they communicate.

Adults can teach AAC users and their communication partners strategies on how to repair **communication** breakdowns.

Adults can create video models of social communication skills while providing maximum prompting to get the desired responses from students. The adult can then edit out the prompts and students can watch. Adults can tell students that they are watching videos of how to **communicate** with peers and adults as part of explicit instruction about communication skills.

SENSORY MOTOR

Students and adults can look in a mirror together, make faces and talk about how facial expressions can **communicate** emotions and internal states.

Adults can create sensory boxes and bins and provide AAC tools to help the child **communicate** about what they see, feel, hear. The adults can explicitly use words related to communication like "you told me" how it felt, "you communicated about what you saw using your device" or "you communicated with your face and body that you really liked playing in the water."

VIDEOS, MUSIC, ANIMATED SHORTS

Repairing a Communication Breakdown Using AAC

Introduction to AAC

Repairing Communication Breakdowns with Categories and Phonemic Cues
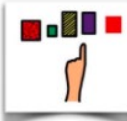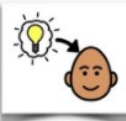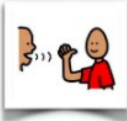
STRUCTURED ACTIVITIES

Students can play a game that involves **communicating** a message, such as Pictionary, charades, telephone, or a barrier game. Adults can help the students think about strategies and AAC tools they can use to successfully communicate their message.

ART OR SCIENCE ACTIVITIES

Students can make a collage of words, pictures, and symbols from their AAC system related to **communication** such as "listen", "talk", "tell", "text", "AAC device", "think", "turn" etc. Students can make their own **Communication** Bill of Rights using symbols and text from this poster:

My Communication Bill of Rights

Adults can present activities from the One Community Lesson Plan for **Communication** which includes communication lessons in art, science, English, math, technology, and health.

Adults can present the Bill Nye **Communication** episode to teach students about the science of **communication.**

Students can learn about how animals **communicate** by watching videos and reading books. There are many online resources for all age levels about animal communication.

USE OF APPS OR OTHER TECHNOLOGY

Chat feature in Zoom or Google Meet. Teachers can let students know that this is one way they can **communicate** during online/distance learning classes.

Teach older students about how they can **communicate** electronically using different methods such as social media apps and texting. Research shows that texting and direct messaging are becoming predominant forms of social communication for teens.

Here is an article about how AAC users use social media to **communicate.**

Students can create a button on their device with a message explaining how they **communicate** and what partners can do to help. They can use this message when they meet new communication partners or to remind partners of what they need (such as wait time, etc.).

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

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

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

Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jamie Deiner @ deinerj@sfusd.edu. Jamie is a speech and language therapist who primarily works with preschool students who use AAC and the teams that support them.
Thank you!

CORE WORD: Speak

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals as determined by the team. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is recommended that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DIRECT OTHERS: (e.g., **Speak** louder)

REQUEST: (e.g., Can I please **speak** to you?)

SHARE INFORMATION: (e.g., I got to **speak** in front of the class.)

GOSSIPING: (e.g., He is not **speaking** to me anymore.)

ASK A QUESTION: (e.g., What language does she **speak**?)

GET HELP: (e.g., I need help with my AAC device because it's not **speaking**.)

GAIN ATTENTION: (e.g., I can **speak** with my talker now.)

DIRECT ACTION: (e.g., Please **speak** for me?)

MAKE CHOICES: (e.g., I want to use my talker to **speak**.)

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, a variety of questions or even have TOPIC cards to foster conversation. Adults can make sure that everyone has a turn to **speak** in whatever way they communicate. (e.g., let's **speak** about cats vs. dogs, or pizza vs ice cream, or your favorite song. This open-ended activity can provide an open platform for students to share their ideas, opinions, and comments). Students can then become leaders by coming up with their own topics.

After School: Adults and students can set aside time to **speak** to each other about what they did at school. Adults can use the student's talker to express what happened during their day and pause and wait for students to express what happened during the school day as well. Adults can ask them about specific activities that they would enjoy speaking about or motivated to share such as what games or toys they played with or what happened at recess.

PLAY

Toys and Games:

Students can take turns holding a play microphone and direct each other to **speak** in a variety of ways. For example, they can prompt each other to speak loudly, softly, quickly, slowly, sadly, angrily, and even speak in a funny voice.

Adults can support, scaffold, and encourage the students to **speak** using any form of communication they use. Adults can amplify the fact that there are many ways to communicate.

Adults can model and express a variety of communication functions such as commenting or requesting as they engage in child directed play. Any and all attempts at communication in any form are accepted, embraced, and reinforced. Adults can acknowledge that any communication attempt, (verbal or AAC) is considered a form of **speaking**.

Students can take turns playing Simon Says, by **speaking** each directive, (using verbal speech and/or the AAC system). This can help support directing actions.

READING

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

Speak Up, by Miranda Paul, Caroline Schaab

https://www.youtube.com/watch?v=dYqmTy0LgEA

Mice Squeak, We Speak, by Tomie dePaola, Mrs. Clark's Reading Corner

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

Martha Speaks by Susan Meddaugh, Courtesy of Story Time at Awnie's House

https://www.youtube.com/watch?v=OM4ygV8_k9o

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can recognize the many ways their students **speak** and communicate during interactions, (e.g., verbally talking, gestures, using eye gaze, pointing, moving their bodies, using low-tech communication boards, and using communication systems). School classrooms, communities and societies contain a diverse population of learners and communicators. We are making progress in increasing the awareness of the many ways that we all use technology and AAC to communicate, (such as texting or emailing). The more we **speak** about this topic to the wider community, the more awareness and understanding the school community can have.

Some ideas to address more direct capacity building might be to do one or more of the following: Inviting typical peers into classrooms where students use AAC systems and teach them how they can communicate and speak with one another, SLP's and teachers can host short presentations for classes on topics like Ability Awareness and AAC in Everyday Life which can increase awareness, knowledge, curiosity, and compassion. The ideas are endless. Please share some of your ideas with us.

Facilitating ways for students with complex communication needs to communicate and speak with each other is no small feat. Provision of wait time and providing systems and targets for high-demand activities, (timewise) will be necessary for successful communication interactions, (e.g., using a Step by Step to answer a question or to read a repeated line helps achieve participation). Now, more than ever, we are relying on the CORE words as the words to be attuned to, as they can be utilized in a variety of contexts and have so much power.

We, as SLP's, Educators, Para Pros, Parents, and many other specialists are still figuring this out. We reach for guidelines in the AAC participation plans we

create but speaking with one another using AAC is that goldmine that is hard to find and does not happen overnight.

Building the safe community of communication partners seems to be the golden ticket.

We have all seen magic happen, when educators and parents and others view their students' communication systems as true extensions of themselves and where it is used throughout the day to **speak**. When students begin feeling comfortable **speaking** and communicating in structured situations, then more spontaneous communication often happens in a variety of settings. And with this expectation and with facilitation, encouragement and just communicating with one another using multiple modes then this expectation develops into a habit for our students. That's the magic! We expect them to speak and wait and respond to what they say…. whatever they say and relate it to the context we're in to give it meaning.

We continue to strive and to **speak** with one another in whatever form and engage across settings, classes, and situations.

[Playing With Friends (Social Story for kids)](#)

SENSORY MOTOR

Spotlight each student's communication system by writing a story on Pictello or Book Creator incorporating the senses about what it looks like, sounds like, feels like and how the student uses it to **speak**.

_____ AAC system looks _____
_____ AAC system sounds _____
_____ AAC system feels _____

VIDEOS, MUSIC, ANIMATED SHORTS

Speak, Music Video, Elana of Avalor, Disney Junior

https://www.youtube.com/watch?v=o6NdglXWrP8

MARTHA SPEAKS | Theme Song | PBS KIDS

Sing, Speak, Whisper, Shout - A song about different voices, Elementary Music Fun - Happy Tunes

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

Proloquo2Go - Communication is Conversation (by Assistiveware)

These students are talking to and with each other and adults are facilitating!

Young Adults:

Don't Speak, No Doubt - NoDoubtTV

https://www.youtube.com/watch?v=TR3Vdo5etCQ

Speak Slow, Tegan and Sara

https://www.youtube.com/watch?v=_bqL8o6SxUo

Snack Attack by Eduardo Verastegui How could this interaction have been different if they could **speak** to each other? What would they have said?

STRUCTURED ACTIVITIES

Compare two students' talkers (at a time), side by side and discuss the different ways that they **speak** using them. Adults can discuss how some students point to items, and some use their eyes or a switch to choose the words.

Chart Writing

Each student can fill in questions related to **speaking**

I like to speak to _____

I like to speak using my _____

I like to speak about _____

I like to speak in different places, like _____ and _____ and
_____.

Create or present each student's Message Item (Pre-recorded or created messages describing how an AAC user communicates): Sometimes, students do not have specific directions that can be utilized by a new communication partner that specifically describes how they communicate or speak, (in a step-by-step fashion). Once completed, this story or guide could be helpful to the next teacher or new caregiver who may not know how to use the AAC system. Others may then gain a better understanding of how the student **speaks**/communicates.

ART OR SCIENCE ACTIVITIES

Students and adults can create a collage, entitled, **SPEAK**, containing pictures depicting each student's talker(s) in the classroom, and even the visuals that are utilized. The collage could be placed outside the classroom with an invitation to come and **speak** with us!

Students can create a drawing or collage of a mouth **speaking**. They can write a collection of topics or statements that they feel are important to **speak** about.

USE OF APPS OR OTHER TECHNOLOGY

Toca Tea Party app iOS: Students can engage and increase motivation to speak by using their voice and/or AAC system to indicate what they want, in terms of a tablecloth, type of plate, food and drink. There are many opportunities to comment and request different types of music, (fast or slow), or whether they want to turn it off.

[Word Wizard app iOS](#): This app provides a talking, moveable alphabet that speaks each letter and additionally, provides word practice, scrambled letters, and spelling quizzes, (with the opportunity to use the built-in word lists or the opportunity to create your own). Enjoy

[Voice Meter Pro](#): is an iOS app that can help children and adults increase their awareness and even help them to control and monitor their speech volume.

WORD WALL: Create a WordWall and add **'speak'** 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 Michaela Sullivan, M.S., CCC-SLP @ michaelasullivan2@gmail.com or Sophie Goodwin, M.S., CCC-SLP @sophiedgoodwin@gmail.com
Thank you!

CORE WORD: Hide

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

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

ASK A QUESTION: (e.g., did you **hide** it)

DIRECT ACTION: (e.g., **hide** with me)

SHARE INFORMATION: (e.g., I like **hide** and go seek)

ROUTINES AND SCHEDULES

Circle: Adults can **hide** a stuffed animal and have the students work together to find it during morning circle.

PLAY

Hide and go seek: Adults and students can play **hide** and go seek together and talk about what it means to **hide** during the game.

I Spy: An I Spy sheet can be used to talk about how certain items are **hidden** throughout the sheets and we are trying to find them using the hints that we are given.

READING

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

How to **hide** a lion by Helen Stephens, courtesy of Little Cozy Nook: https://www.youtube.com/watch?v=REiuXArnqfk&ab_channel=LittleCozyNook

This book is about a lion and a girl named Iris. The lion needed somewhere to **hide** and Iris helped find a good place to **hide** the lion.

Hide and Seek by Deborah Schecter, courtesy of Miss Suzy Academy: https://www.youtube.com/watch?v=d_o1M7pApuI&ab_channel=MissSuzyAcademy

This book is a **hide** and seek read aloud book. It shows different areas where people can **hide**.

Five Little Monkeys play **hide** and seek by Eileen Christelow, courtesy of StoryTime Train: https://www.youtube.com/watch?v=Zc8y6Lfn39c&ab_channel=StorytimeTrain

The five little monkeys' parents go out for some dancing. Their babysitter Lulu comes over and the little monkeys suggest playing **hide** and seek. Will Lulu be able to find them before it's bedtime?

Tales from Acorn Woods, **Hide** and seek with pig by Julia Donaldson and Axel Scheffler, courtesy of World Book Day: https://www.youtube.com/watch?v=108tpZtQQe0&ab_channel=WorldBookDay

Pig and Hen decide it's time to play **hide** and seek. Pig goes to try to find hen and enlists the help of some of his other friends along the way.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can work together to **hide** treasure and then lead their classmates on a treasure hunt. Students can also play peek-a-boo with each other which involves **hiding** behind their hands.

SENSORY MOTOR

Using a sensory bin of their choice, adults and students can take turns **hiding** different items in the sensory bin and seeing if the other person can look and find the **hidden** items.

VIDEOS, MUSIC, ANIMATED SHORTS

Hide and Seek featuring Noodle and friends, courtesy of Super Simple Songs - kids songs:
https://www.youtube.com/watch?v=Tt_S9qoupAk&ab_channel=SuperSimpleSongs-KidsSongs

Hide n' Seek by Pinkfong, courtesy of Pinkfong! Kids Songs & Stories:
https://www.youtube.com/watch?v=uX5t5tdJsZQ&ab_channel=Pinkfong%21Kids%27Songs%26Stories

Young Adults:

Hide by Juice WRLD and Seezyn, courtesy of RapCity:
https://www.youtube.com/watch?v=qAmCtvPCCE0&ab_channel=RapCity

Hide away by Daya, courtesy of Daya VEVO:
https://www.youtube.com/watch?v=RwHQfn0s94M&ab_channel=DayaVEVO

Cardigan by Taylor Swift, courtesy of Taylor Swift:
https://www.youtube.com/watch?v=K-a8s8OLBSE&ab_channel=TaylorSwiftVEVO

STRUCTURED ACTIVITIES

Adults and students can watch this video of shark family **hiding**. The fox has to go and find all of the members of the fox family and students can help the fox do that, courtesy of Pinkfong, Kids Songs & Stories:
https://www.youtube.com/watch?v=Tb7GG25Y91Y&ab_channel=Pinkfong%21Kids%27Songs%26Stories

ART OR SCIENCE ACTIVITIES

Using construction paper, stickers, and scissors students can create their own I Spy inspired craft and **hide** stickers behind flaps of paper. Students can take turns finding each other's hidden gems!

USE OF APPS OR OTHER TECHNOLOGY

Hide and Seek: Cat Escape!: Users can use this game to try to run and beat a cat. However, if the cat sees them, then they lose. They can use objects in the area to **hide** behind so the cat doesn't find them.

Google Play Store:
https://play.google.com/store/apps/details?id=com.joypac.nigeneko.gp&hl=en_US&gl=US

Apple App Store: https://apps.apple.com/us/app/hide-and-seek-cat-escape/id1544214459

WORD WALL: Create a WordWall and add '**hide**' 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: Find

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I will **find** it)

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

NEGATE: (e.g., did not **find** it)

DIRECT ACTION: (e.g., you **find** it)

ROUTINES AND SCHEDULES

Circle: During circle time adults can direct students to **find** their spot on the carpet.

Snack time: During snack time adults can tell students to **find** a seat at the table.

PLAY

Scavenger Hunt: Adults can direct students on a scavenger hunt and give them a list of objects to **find** (e.g., '**find** the soccer ball, **find** the playground, **find** a pencil).

Hide and Go Seek: Adults and students can play hide and go seek and practice saying **find** when they are looking for specific friends (e.g., 'time to **find** Jessica').

READING

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

How to **find** a Unicorn by Sue Fuess, courtesy of Kidtime Storytime: https://www.youtube.com/watch?v=07vQBEPI-Ec&ab_channel=KidTimeStoryTime

This book is all about how to **find** a unicorn and the different steps to take.

The Day I met my shadow by Melissa LeBrun, courtesy of TheStoryTimeFamily: https://www.youtube.com/watch?v=8L52xSUtJNg&ab_channel=TheStoryTimeFamily

A boy goes to play outside and he **finds** a strange, dark spot who does everything he does and grows bigger every time he backs up. He can't get rid of it no matter what he does unless the sun hides behind the clouds. Is this spot a person?

Where are you? By Sarah Williamson courtesy of TheStoryTimeFamily: https://www.youtube.com/watch?v=34UihBwASD8&ab_channel=TheStoryTimeFamily

This a fun search and **find** book that follows an animal looking for someone else!

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can hide different objects around the classroom or playground. Students can work together to **find** the different objects. This will help prepare students for being able to help others when they lose something and might need the help of their family or friends to find their lost object.

SENSORY MOTOR

Adults and students can practice pointing to an object or person while saying or selecting **'find'** on their speech-generating device. Adults can model this during hide and go seek or the classroom scavenger hunt.

Students can also explore a sensory bin and **find** objects in that, adults can direct students to **find** specific objects such as a cup.

VIDEOS, MUSIC, ANIMATED SHORTS

We know the way from Moana, courtesy of DisneyMusicVEVO: https://www.youtube.com/watch?v=ubZrAmRxy_M&ab_channel=DisneyMusicVEVO

Find the music in you from My Little Pony, courtesy of SugarCube Corner: https://www.youtube.com/watch?v=WXw6T-Nlstc&ab_channel=SugarcubeCorner

Young adults:

Cheerleader by OMI, courtesy of Ultra Music: https://www.youtube.com/watch?v=jGflUbPQfW8&ab_channel=UltraMusic

Find me by Marshmello, courtesy of Marshmello: https://www.youtube.com/watch?v=ymq1WdGUcw8&ab_channel=Marshmello

Gotta **find** where I belong from Zombies 2, courtesy of DisneyMusicVEVO: https://www.youtube.com/watch?v=I1kXl8NzWvg&ab_channel=DisneyMusicVEVO

Count on me by Bruno Mars, courtesy of DopeLyrics: https://www.youtube.com/watch?v=Msl2fl3h59I&ab_channel=DopeLyrics

STRUCTURED ACTIVITIES

Adults can explicitly teach students what **'find'** means (e.g., **'find** means to locate').

Adults can use the following video to further teach what the word **find** means. This video goes into detail about the origin, the part of speech and example sentences using **find,** video is courtesy of Super Video Dictionary.

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

Adults can set up a treasure hunt in the classroom or in the sandbox outside and students can practice **finding** treasure!

ART OR SCIENCE ACTIVITIES

Using an empty toilet paper or paper towel roll and a cup with a hole cut out of the bottom students can create a telescope and use this to **find** treasure.

Here's an example of a spyglass below, image courtesy of Busy Bee Kids Crafts.com.

Here's a link to more instructions on how to make a spyglass:

http://www.busybeekidscrafts.com/Spyglass-Telescope.html

USE OF APPS OR OTHER TECHNOLOGY

Find out - hidden objects: Users can use this app to **find** different objects that are hidden throughout a picture. Similar to I spy.

Apple App store: https://apps.apple.com/us/app/find-out-hidden-objects/id1488572081

Google Play store: https://play.google.com/store/apps/details?id=com.find.out.hidden.objects&hl=en_US&gl=US

WORD WALL: Create a WordWall and add **'find'** 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: **Full**

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., this is **full**)

ASK FOR HELP: (e.g., help, this is **full**)

ASK A QUESTION: (e.g., is it **full**?)

DIRECT ACTION: (e.g., carry this, it is **full**)

SHARE INFORMATION: (e.g., I am **full**)

ROUTINES AND SCHEDULES

Arrival: Students can ask for help hanging up their backpack if it is **full** (e.g., 'help me it's **full**').

Snack: During snack time, adults and students can indicate that they are **full** after they have eaten all their food.

PLAY

During imaginative play, students can role play using stuffed animals or puppets who are eating and can practice saying "I am **full**." During clean up after play, students can indicate that a specific bin is **full**.

READING

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

How **full** is your bucket? By Tom Reth and Mary Reckmeyer, courtesy of WillowCaynonWidlcats: https://www.youtube.com/watch?v=A5R6-2m_qHk&ab_channel=WillowCanyonWildcats

This book is about a boy who has a fight with his sister. When he goes to school, he has an empty mental bucket and needs to find ways throughout the day to fill up his bucket until it is **full**.

Strega Nona by Tomie dePaola, read by Mary Steenburgen, courtesy of StoreylineOnline: https://www.youtube.com/watch?v=PGVXwMX0e5w&ab_channel=StorylineOnline

This book is about Strega Nona, a grandma witch that has magical powers. She asks someone to help her out and tells them not to touch her special pasta pot. Her assistant peeks in the window and sees Strega Nona cast a magical spell that fills her pasta pot **full** of pasta. When she goes out of town, her assistant decides to use her pot without her permission and something goes wrong…

Little Excavator by Anna Dewdney, courtesy of Brightly Storytime: https://www.youtube.com/watch?v=fL5Rcw4vjCQ&ab_channel=BrightlyStorytime

This book is about a little excavator who works on a constructions site. The other big trucks continue to fill up different trucks and areas until everything is **full**. When they have to put a baby tree on a small island, they find that no big truck can fit, then comes a little excavator to the rescue!

SOCIAL INTERACTIONS AND VIDEO MODELING

Elmo and Zoe from Sesame street video model what it means for something to be **full** or empty, courtesy of Sesame Street:
https://www.youtube.com/watch?v=-90A573cx3w&ab_channel=SesameStreet

SENSORY MOTOR

Adults and students can create a sensory bottle. They can talk about what they are putting in the bottle to make it **full** and colorful and fun to play with.

VIDEOS, MUSIC, ANIMATED SHORTS

When will my life begin from Tangled (we can talk about how her walls are **full** of paintings), courtesy of DisneyMusic VEVO:
https://www.youtube.com/watch?v=kRXmAIHYQR4&ab_channel=DisneyMusicVEVO

Part of your world from the Little Mermaid (we can talk about how Ariel's cave is **full** of so many treasures), courtesy of DisneyMusicVEVO:
https://www.youtube.com/watch?v=SXKlJuO07eM&ab_channel=DisneyMusicVEVO

Young adults:

Heart is **full** by Miike Snow, courtesy of Miike Snow:
https://www.youtube.com/watch?v=EWJHK0JT_Xc&ab_channel=MiikeSnow

Heart is **full** by Jon Bellion, courtesy of Liquid Sounds:
https://www.youtube.com/watch?v=b3yZfeQpfYc&ab_channel=LiquidSounds

A head **full** of dreams by Coldplay, courtesy of Coldplay:
https://www.youtube.com/watch?v=vGZMvV9KBp8&ab_channel=Coldplay

A Sky **full** of stars by Coldplay, courtesy of Coldplay:
https://www.youtube.com/watch?v=VPRjCeoBqrI&ab_channel=Coldplay

Sack **full** of dreams by Donny Hathaway, courtesy of Donny Hathaway:
https://www.youtube.com/watch?v=tEXq5JHl9Ww&ab_channel=DonnyHathaway-Topic

Bag **full** of dreams by Lotte Walda, courtesy of alexrainbirdMusic:
https://www.youtube.com/watch?v=tz4ELHsEWkw&ab_channel=alexrainbirdMusic

STRUCTURED ACTIVITIES

Adults and students can watch these two videos explaining **full** and empty, courtesy of Sesame Studios: https://www.youtube.com/watch?v=V7Ds6-rnvi0&ab_channel=SesameStudios

Courtesy of BabyFirst Learn Colors, ABCs, Rhymes & More: https://www.youtube.com/watch?v=TJKwtpm6MaY&ab_channel=BabyFirstLearnColors%2CABCs%2CRhymes%26More

After watching the videos, adults can give students these pictures of empty buckets and students can talk with each other about what they would put in their buckets to make them **full**. *courtesy of clipart library
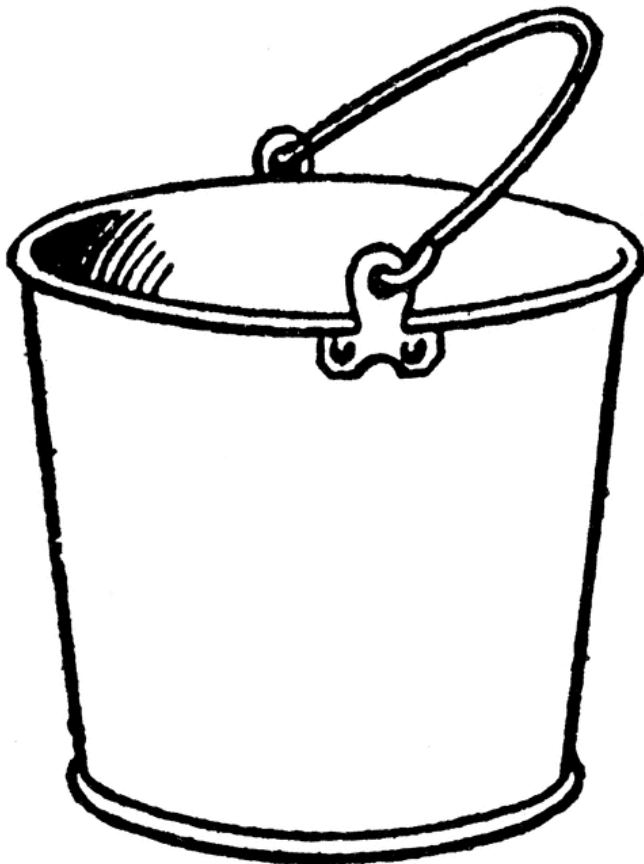
ART OR SCIENCE ACTIVITIES

Building upon the last activity, students can fill in this bucket in order to make it **full**. Students can use stickers, colored pencils, or makers to do so.
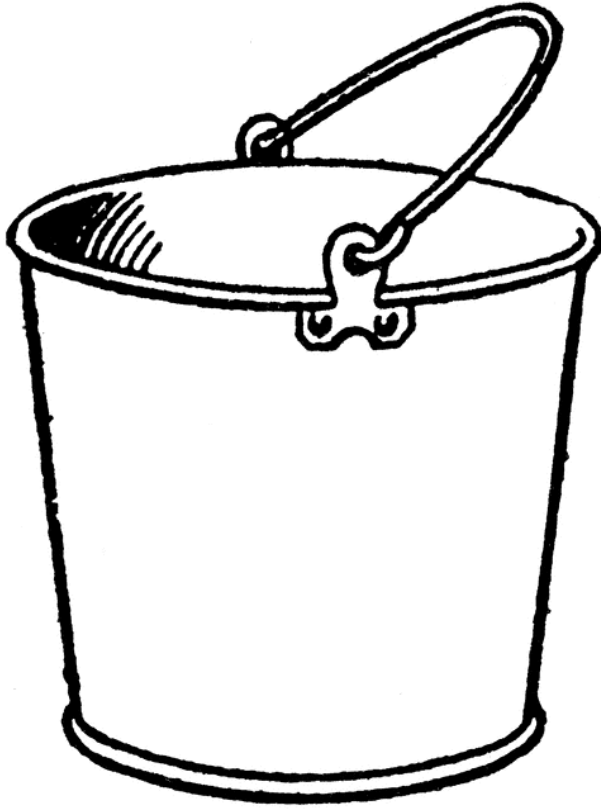
What makes your heart **full?**

Adults and students can use the following template to list what makes their heart **full**. Students can list the items with support from adults or use pictures or stickers to get the message across!

What makes your heart full?

USE OF APPS OR OTHER TECHNOLOGY

Happy Glass: Users can use this app to draw lines to fill up a glass of water until it's **full**

Apple App Store: https://apps.apple.com/us/app/happy-glass/id1425793208

Google Play Store:
https://play.google.com/store/apps/details?id=com.game5mobile.lineandwater&hl=en_US&gl=US

WORD WALL: Create a WordWall and add **'full'** 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: Empty

STRATEGY OF THE MONTH

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WAYS WE CAN USE THE WORD

DIRECT ACTION: (e.g., **empty** this out)

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

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

DESCRIBE: (e.g., it's **empty** now)

ASK A QUESTION: (e.g., is it **empty**?)

ROUTINES AND SCHEDULES

Circle: Adults can pass around a box of puppets, stuffed animals, or any other prop for the morning circle and whoever picks out the last item can indicate that the box is **empty.**

Snack time: During snack, student students can indicate that their snack is all gone by saying **empty.** Additionally, once students finish their snack, they can indicate that it is **'empty.'**

PLAY

Students can try to throw balls into an **empty** trashcan or an **empty** box. Once the box is full, they can dump out all of the balls and indicate that it is **empty** again.

READING

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

The **empty** pot by Demi, read by Rami Maley, courtesy of Storytime Online: https://www.youtube.com/watch?v=a9K-sAKdk2Y&ab_channel=StorylineOnline

This book is about an Emperor and how he wants to find a successor to his throne. A boy named Ping tries to grow a seed and only find an **empty** pot, what will the Emperor think?

How Full is Your Bucket by Tom Rath and Mary Rethmeyer, courtesy of WillowCaynonWildcats: https://www.youtube.com/watch?v=A5R6-2m_qHk&ab_channel=WillowCanyonWildcats

This book is about a boy who has a fight with his sister at home. When he goes to school, his mental "bucket" is **empty**. As he goes throughout his day, he must find ways to fill his bucket back up.

If you give a mouse a cookie by Laura Joffe Numeroff, courtesy of The Teacher's Library: https://www.youtube.com/watch?v=QCDPkGjMBro&t=44s&ab_channel=TheTeacher%27sLibrary

This book is about a mouse and how his requests continue to snowball if you simply offer him a cookie. He continues to **empty** things throughout the book, like a glass of milk.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can take students on a virtual field trip of **empty** Disney World, video courtesy of resortTV1. Adults and students can talk about what would be expected of each other socially if the park is **empty** versus when it is full.

SENSORY MOTOR

Adults can provide students with some empty containers to hold (e.g., bottles, bowls, bins). Students can also practice dumping the contents of any of those containers to further understand what **empty** means.

VIDEOS, MUSIC, ANIMATED SHORTS

Full and Empty - Lili & Torto's Opposite show, courtesy of Sesame Studios.

https://www.youtube.com/watch?v=V7Ds6-rnvi0

Dump Truck video for children that emphasizes what '**empty**' looks like (for all the future construction workers out there), courtesy of twentytrucks.

https://www.youtube.com/watch?v=omCDE64AveU

Adults and students can watch this timelapse of artist Marcello Barenghi drawing an empty bottle, video courtesy of Marcello Barenghi.

https://www.youtube.com/watch?v=3fCJfUw78LU

Young adults:

Empty by Olivia O'Brien, courtesy of Olivia O'Brien VEVO:
https://www.youtube.com/watch?v=4Mu-GhLFyTs&ab_channel=OliviaOBrienVEVO

Empty by Juice WRLD, courtesy of Polar Records:
https://www.youtube.com/watch?v=dJxQdPWM_7I&ab_channel=PolarRecords

Empty by Ray LaMontagne, courtesy of Ray LaMontagne:
https://www.youtube.com/watch?v=0K8ut4H1UPY&ab_channel=RayLaMontagne-Topic

STRUCTURED ACTIVITIES

Adults can explicitly teach students what '**empty**' means (e.g., 'something is **empty** when it is all gone'). Adults can use this video to help support teaching

of the word **empty**, courtesy of Sesame Studios:
https://www.youtube.com/watch?v=Ez7q6_RrMxU&ab_channel=SesameStudios

ART OR SCIENCE ACTIVITIES
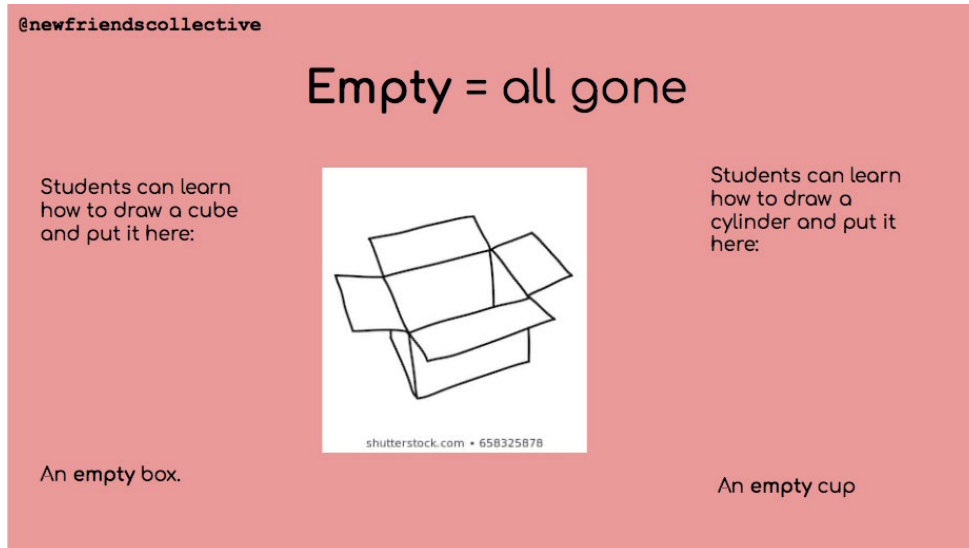
Students can create an 'Empty = all gone' art project to help them understand what **empty** means, they can teach it to a friend after for more practice with the new word.

Here is a video that goes over how to draw a cube called 'How to Draw a Cube Step by Step', courtesy of Cutest Drawings.

https://www.youtube.com/watch?v=QwgWhYr8hfA

Here's a video that goes over how to draw a cylinder, 'How to Draw a Cylinder' courtesy of Factidraw.

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

USE OF APPS OR OTHER TECHNOLOGY

Empty: Users can use this app to make a room completely **empty**.

Apple App Store: https://apps.apple.com/us/app/empty/id1191062782

Google play store:
https://play.google.com/store/apps/details?id=com.dustyroom.Empty&hl=en_US&gl=US

WORD WALL: Create a WordWall and add **'empty'** 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: Pick

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

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WAYS WE CAN USE THE WORD

DIRECT BEHAVIOR: (e.g., **Pick** one. You **pick. Pick** up.)

REQUEST: (e.g., I want to **pick.** Let me **pick. Pick** it up.)

ASK QUESTION: (e.g., Can I **pick**? Will you **pick**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "**pick**" when giving students choices about what to eat/when to eat/what to drink. Students can use carrier phrases "I pick…" or they can ask a friend or adult to pick for them (you pick).

Community: Adults can offer students choices about where to go, what to do, and what to get on shopping outings, asking "What do you pick?" or saying, "It is your pick." Adults can model "picking up" things from the community, or

"picking up" people (e.g., Picking someone up at the airport, picking up someone after school/after work).

Circle: Adults can offer choices and have students "pick" which songs to sing, what books to read, etc.

At home: Adults can offer choices and have students "pick" what to eat, what to do for leisure, when to do work/take a break, etc.

PLAY

Toys and Games: Adults can offer a choice of toys and games to play, and students can use the phrase "I **pick**…"

Adults and students can play games together that involve taking turns picking something, such as picking cards, picking sticks, etc.

Adults and students can play with cars and pick-up trucks. Adults and students can talk about "picking up" things with toys that can be carried, or that carry other things.

READING

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

The Boy Who Picked His Nose by Sarah Van Buskirk, read aloud by Toadstools and Fairy Dust

https://www.youtube.com/watch?v=rdCn_rMJI78

Apple Picking Day by Candice Ransom, Illustrated by Erica Meza, read aloud by Manicka Thomas at Rooted and Reading.

https://www.youtube.com/watch?v=1YNGmYMw2eY

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can use **"pick"** anytime they give a student a choice or give another person a choice. Visuals can be used with a carrier phrase/word to help students be successful.

Adults can create video models of students or peers using the phrase "I pick…" when making a decision or following the instruction to "pick up ____ for me." It can be groceries, clothes off the floor, etc.

SENSORY MOTOR

Adults can help students create slime and vary the ingredients a bit between each student. Students can feel the different slime textures and **pick** the one they like best, and perhaps talk about why. Students can also pick what color their slime will be, and what they might put in it.

Example:

How to Make Glitter Galaxy Slime Recipe #3, by Emmymade Extras

https://www.youtube.com/watch?v=FWv6RUPweK4

Adults can help students prepare a food recipe, with some options that the students can pick between. For example, adults can help students make "ants on a log," but have different nut butters or other fillings available (such as cream cheese), or different toppings. Students can pick what ingredients they want and can try different creations and pick their favorite.

VIDEOS, MUSIC, ANIMATED SHORT

Peter Piper by Mother Goose Club Playhouse Kids Video

https://www.youtube.com/watch?v=I_Xx2SB8ewI

Clean up, Pick up (Song) from Daniel Tiger's Neighborhood, PBS KIDS

https://www.youtube.com/watch?v=nm99z1zVee8

5 Minute Clean up Song with Countdown for Kids! From PLEXKITS

ttps://www.youtube.com/watch?v=bXFjuymX4HI

Which animal do you want? Pick one

https://www.youtube.com/watch?v=f6grJadXOF4

STRUCTURED ACTIVITIES

Adults can introduce the core word on the talker or big core board. Adults can introduce various activities or songs that illustrate the different ways you can use the word **'pick.'** For example, picking up (cleaning), picking up (items or people), or picking and choosing.

Adults can create shared writing activities; students can start with the phrase "I pick" in reference to a choice or expressing an opinion. Make sure students understand that "I pick" and "You pick" are not one-word phrases by modeling on AAC and/or using visuals.

ART OR SCIENCE ACTIVITIES

Students can create art collages based off of things they **pick** with the support of a peer or adult. Adults or peers can generate a list of questions or prompts (Who would you pick to share a treat with? If you could only pick one food to eat every day, what would you pick?). Students can find the images online or cut the pictures out of magazines or draw them.

Many science activities are good opportunities to use the word "pick." Students can make choices as part of the scientific process, whenever they are making predictions. For example, Adults can set up a science activity where students can put different things in water and pick which ones they think will float or sink in water and talk about why different things sink or float.

USE OF APPS OR OTHER TECHNOLOGY

Toca Boca Games: Many games in the *Toca Boca Suite*, such as *Toca Monsters* and *Toca Tea Party,* have many choices that students can make, and things to **pick** from. In *Toca Monsters*, students can pick which color monster to feed, what food to eat, what kitchen tools to use. With Toca Tea Party, students can pick what cake they want, what drink they want to have, and what plates they will use for a pretend tea party.

WORD WALL: Create a WordWall and add **'pick'** 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 Jennifer Yoshimura @ jyoshimura@acts-at.com.

Thank you!

CORE WORD: Important

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., home is **important**, **important** to me)

COMMENT: (e.g., That's **important**!, not **important,** I think it's **important**)

DIRECT ATTENTION: (e.g., **important** to listen!, please come it's **important**)

DESCRIBE: (e.g., **important** job, **important** plants, **important** ideas)

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

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can be responsible for getting everyone's attention when the meal is ready (e.g., **important**! Dinner).

Adults can role play how to get someone's attention and follow the student's directions when they tell them dinner is ready.

Circle:

Students can listen to a song about a morning routine, then share **important** parts of their morning routines (e.g., brushing my teeth is **important).**

Adults can introduce the video by stating the purpose for the song (e.g., hear/see what **important** things they need to do in the morning).

"My Morning Routine Song - Music Video for Children by Kids" from YouTube courtesy of Kids Learning Songs

https://youtu.be/shgroR2T7ds

PLAY

Toys and Games:

During imaginative play, students can role play being **'important'** figures such as kings or queens and other students can follow their lead like Simon says. Additionally, students can role play being firefighters, doctors, teachers, or any other **important** figure that they would like. Students can teach a friend about the **importance** of these people in the community.

Recess:

Students can create a list of important rules for recess (e.g., sharing is **important**).

Adults can support discussion by providing sentence starters (e.g., "at recess it's important to…..") and asking direct questions about what makes recess fun and safe. Adults can then post the student's list for all to see at recess time.

READING

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

The **Important** Book by Margaret Wise Brown read aloud on YouTube, courtesy of Story Time with Bizzy Book Club

https://youtu.be/CjPtA4jcDy0

I am **Important,** book of affirmations, courtesy of Affies4Kids

https://youtu.be/5diQEk6nNuI

Pete the Cat: Firefighter Pete by James Dean, courtesy of Let's Read Stories. Adults can talk about the **importance** of firefighters when reading this story.

https://youtu.be/AvuHfFq6gI4

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch this video model of "Seeing Someone Else's Side" and discuss what is important to each person. In the video two friends show how thinking about what matters to the other person helps them get through a disagreement. Students can describe what is **important** and make comments when they agree with a classmate (e.g., that's **important**! Or Feelings are **important**).

Adults can guide viewing of the video by pausing to ask questions (e.g., Why do you think his shoes are **important**?)

"Seeing Someone Else's Side" from YouTube courtesy of Everyday Speech.

https://youtu.be/r_cnk_yObRQ

SENSORY MOTOR

Students can do exercises for different parts of the body and describe what body part or activity the exercise is important for (e.g., **important** for legs, **important** run fast).

Adults can demonstrate the exercises, and adapt exercises as needed for each student. Adults can facilitate discussion by covering exercises for one body part at a time and showing a visual of the human body. Adults can also expand on student descriptions about why exercises are important (e.g., students might say: **important** arms; Adults can add to this: Right! Pushups are **important** for strong arms.)

VIDEOS, MUSIC, ANIMATED SHORTS

"Pip - A Short AnimatedFilm" from YouTube courtesy of Southeastern Guide Dogs

https://youtu.be/07d2dXHYb94

CGI Animated Short Film: "One Small Step" by Tailo Studios - CGI Meetup from YouTube courtesy of CGMeetup

https://youtu.be/yWd4mzGqQYo

STRUCTURED ACTIVITIES

Students can make a list of important people in their lives and why they are important (e.g., **important** people help/share/love/teach)

Adults can facilitate by sharing a table to write down everyone's responses. Adults can guide the discussion by asking questions (e.g., **Important** people make you happy. Who makes you feel happy?).

ART OR SCIENCE ACTIVITIES

Students can use the *1 Second Every Day: Video Diary* app (free) to make a life movie over the course of 1 week. Students can share an **important** thing they needed to do, an **important** person they spent time with, and an **important** activity that made them happy.

Adults can help students record videos as needed and provide a graphic organizer with the 3 kinds of **important** things each student will share.

USE OF APPS OR OTHER TECHNOLOGY

Hub Family Organizer by Ironark Inc. Students and adults can enter **important** events together into the calendar and make lists together of **important** groceries to buy. https://apps.apple.com/us/app/hub-family-organizer/id614810693

1 Second Every Day: Video Diary by 1SE Students can use this as a photo journal to record **important** memories. Students can use the photos to support telling personally **important** stories.

https://apps.apple.com/us/app/1-second-everyday-video-diary/id587823548

WORD WALL: Create a WordWall and add **'important'** 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: Grouchy

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **grouchy**)

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

CLARIFY: (e.g., yes, I am **grouchy**)

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

ROUTINES AND SCHEDULES

Circle: Students can indicate that they are feeling **grouchy** during circle time (e.g., 'I am **grouchy**').

Snack: Students can indicate that they are feeling **grouchy** during snack time (e.g., 'I am **grouchy**').

PLAY

During imaginative play, students can play with puppets or stuffed animals and role play being grouchy (e.g., 'monkey is **grouchy**').

Additionally, if a student is not having fun during play, they can indicate to a friend that they are feeling grouchy and would like to take a break (e.g., 'I am **grouchy**').

READING

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

The Grunt and the **Grouch** by Tracey Corderoy and Lee Wildish, courtesy of JessicasLife: https://www.youtube.com/watch?v=o7Nt2L-DLWE&ab_channel=JessicasLife

The Grunt is unexpectedly invited to go to a party on a Tuesday. To his surprise, a visitor shows up in his yard for a party and he meets the grouch.

When Oscar was a little **grouch** by Sesame Street, courtesy of Shon's Stories: https://www.youtube.com/watch?v=nGaor3VDAsI&ab_channel=Shon%27sStories

This book is about Oscar the **grouch** and what he was like when he was little and growing up.

Three Little **Grouches** by Sesame Street, courtesy of Lily reads Children's books aloud: https://www.youtube.com/watch?v=tOJGBzK2TiU&ab_channel=LilyReadsChildren%27sBooksAloud

This book is about three different **grouches** and what each **grouch** is like.

How to be a **grouch** by Sesame Street, courtesy of Eiramyzdyl: https://www.youtube.com/watch?v=wZDiSK6pYe4&ab_channel=Eiramyzdyl

This book is about how to be a **grouch**, read by Oscar the **grouch**!

Ten **Grouchy** Groundhogs by Kathryn Heling and Deborah Hembrook, courtesy of Storytime Anytime: https://www.youtube.com/watch?v=L4bSv_Kp_HM&ab_channel=StorytimeAnytime

This book is about ten **grouchy** groundhogs that are crowded in a den. As the book goes on, the den gets less crowded.

The **Grouchy** ladybug by Eric Carle, courtesy of VidswithRy:
https://www.youtube.com/watch?v=Jr3ha03MsK0&ab_channel=VidsWithRy

This book is about a happy ladybug and a **grouchy** ladybug. The happy and friendly ladybug tries to work with the **grouchy** ladybug and she says no way.

Clifford and the **grouchy** neighbors by Norman Birdwell, courtesy of Little Ones Story Time Video Library:
https://www.youtube.com/watch?v=ilc9PnHBYZw&ab_channel=LittleOnesStoryTimeVideoLibrary

This book is about Clifford the big, red dog and the **grouchy** next-door neighbors.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about how they are feeling that day. If someone is **grouchy,** they can talk about why. If no one is **grouchy**, they can talk about what would have made them **grouchy** that day.

SENSORY MOTOR

If there are Sesame Street figurines available, adults can make sure they hide Oscar the grouch in a sensory bin. When students pull him out, they can talk about what it means to be **grouchy**.

VIDEOS, MUSIC, ANIMATED SHORTS

Angry Song, learning about emotions by Learning Station, courtesy of TheLearningStation - Kids Songs and Nursery Rhymes:
https://www.youtube.com/watch?v=SYv2WkhDvB8&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

If you're **Grouchy** and you know it, courtesy of Sesame Street:
https://www.youtube.com/watch?v=eCkwR4Xb68Y&ab_channel=SesameStreet

The Gross **Grouch** song with Oscar, courtesy of Sesame Street:
https://www.youtube.com/watch?v=rgzNVqtvS2w&ab_channel=SesameStreet

Yuck by Oscar and Mackelmore, courtesy of Sesame Street:
https://www.youtube.com/watch?v=STH9ZpeFH2o&ab_channel=SesameStreet

I love trash by Oscar the **Grouch**, courtesy of Sesame Street:
https://www.youtube.com/watch?v=rxgWHzMvXOY&ab_channel=SesameStreet

STRUCTURED ACTIVITIES

Using sentence strips, students can talk about and try to pinpoint what makes them **grouchy**. By doing this, students and adults can actively try to make sure those things don't happen so they can come to school and not by **grouchy**.

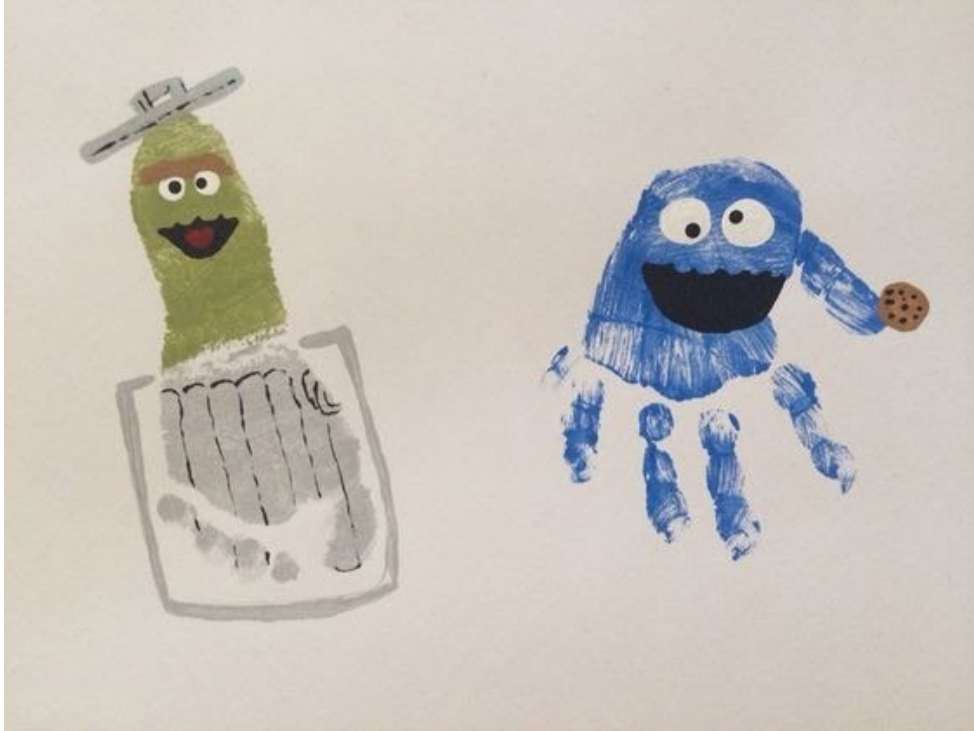| |
|---|
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |

ART OR SCIENCE ACTIVITIES

Students can create and/or color Oscar the Grouch and talk about how he is **grouchy**.

*coloring page courtesy of coloring home

*project courtesy of Lisa Watkins

*project courtesy of Amanda Coles Sherman

USE OF APPS OR OTHER TECHNOLOGY

Sesame Street: User can play in this app and watch videos of Oscar the **grouch**

Google play store:
https://play.google.com/store/apps/details?id=com.sesame.go&hl=en_US&gl=US

Apple App store: https://apps.apple.com/us/app/sesame-street/id912435108

WORD WALL: Create a WordWall and add **'grouchy'** 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: Grumpy

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **grumpy**)

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

CLARIFY: (e.g., yes, I am **grumpy**)

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

ROUTINES AND SCHEDULES

Circle: Students can indicate that they are feeling **grumpy** during circle time (e.g., 'I am **grumpy**').

Snack: Students can indicate that they are feeling **grumpy** during snack time (e.g., 'I am **grumpy**').

PLAY

During imaginative play, students can play with puppets or stuffed animals and role play being grumpy (e.g., 'monkey is **grumpy'**).

Additionally, if a student is not having fun during play, they can indicate to a friend that they are feeling grumpy and would like to take a break (e.g., 'I am **grumpy').**

READING

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

Grumpy monkey by Suzanne Lang, courtesy of Read Aloud Kids Book Time: https://www.youtube.com/watch?v=37RVQ2vvy9w&ab_channel=READALOUDK IDSBOOKTIME

This book is about a monkey named Jim. He woke up one morning and nothing felt right to him. One of Jim's friends, Norman, said he might be **grumpy**. Jim said he wasn't **grumpy** but as the day went on, it became more apparent that Jim might be **grumpy**.

Grumpy Groundhog by Maureen Wright, courtesy of Once Upon a Story: https://www.youtube.com/watch?v=bYjSdP6yIEI&ab_channel=OnceUponAStor y

This book is about a **grumpy** groundhog who does not want to come out on groundhog day. The people of the town try to find a way to make the groundhog less **grumpy** and come out for groundhog day.

Grumpy bird by Jeremy Tankard, courtesy of Shon's Stories: https://www.youtube.com/watch?v=YNlyN4wZcCw&ab_channel=Shon%27sStor ies

This book is about a bird named Bird who woke up very **grumpy** one day. He was even too **grumpy** to fly, so instead he walked. As he walked, he came across other animals who wanted to join him walking.

Maya was **Grumpy** by Courtney Pippin-Mathur, courtesy of Marissa Rivera Read Aloud Book: https://www.youtube.com/watch?v=TmtFXg5cExM&ab_channel=MarissaRivera ReadAloudBooks

This book is about a girl named Maya who woke up so **grumpy**. She didn't want to do anything, but her grandma tried a lot of strategies to help Maya not be as **grumpy**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about how they are feeling that day. If someone is **grumpy,** they can talk about why. If no one is **grumpy**, they can talk about what would have made them **grumpy** that day. Adults can also use this clip from Finding Nemo, courtesy of BaptistKitty, to ask someone if they are **grumpy**: https://www.youtube.com/watch?v=BQCphegEyIM&ab_channel=BaptistKitty They can also use the core board below to identify how they are feeling, courtesy of boardmakershare
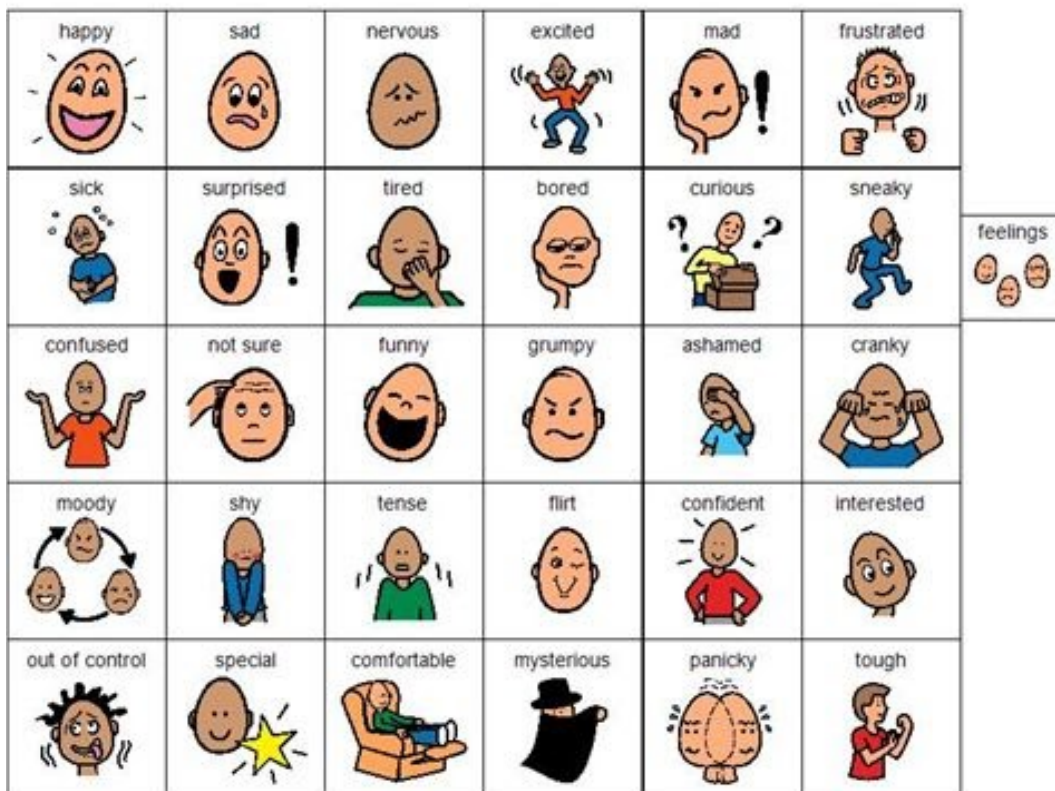
SENSORY MOTOR

If there are Snow White figurines available, adults can make sure they hide **Grumpy** the dwarf in a sensory bin. When students pull him out, they can talk about what it means to be **grumpy**.

VIDEOS, MUSIC, ANIMATED SHORTS

Feeling **grumpy** song by LBB Songs, courtesy of Moonbug Kids - Cartoon and Kids Songs:
https://www.youtube.com/watch?v=RyHCt7HJAQI&ab_channel=MoonbugKids-CartoonsandKidsSongs

Grumpy as a Grizzly Bear by StoryBots, courtesy of Netflix, Jr.:
https://www.youtube.com/watch?v=2sGrSFa15eA&ab_channel=NetflixJr.

Grumpy music for aardvarks as seen on Nick Jr., courtesy of tang404:
https://www.youtube.com/watch?v=giTllL_QAeM&ab_channel=tang404

The Mr. **Grumpy** song as seen on Cartoon Networks, courtesy of MagicalRose456:
https://www.youtube.com/watch?v=5tG7nH5rCu0&ab_channel=MagicalRose456

STRUCTURED ACTIVITIES

Adults and student can first watch this **grumpy** care bear video lesson, courtesy of CareBears:
https://www.youtube.com/watch?v=IWMXgbmeS5g&ab_channel=CareBears

They can also watch these cute clips of cats looking **grumpy**, courtesy of The Pet Collective:
https://www.youtube.com/watch?v=nvEXiozDNHQ&ab_channel=ThePetCollective

After watching these videos, students can write sentences, using sentence strips, to identify what might make them **grumpy**.

I feel **grumpy** when _____.
I feel **grumpy** when _____.

I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.

ART OR SCIENCE ACTIVITIES

Students can color in **Grumpy** the dwarf from Snow White, courtesy of colouringdisney

USE OF APPS OR OTHER TECHNOLOGY

Grumpy Cat's worst game ever: This app allows users to play fun games while pretending to be **grumpy** cat.

Google Play: https://play.google.com/store/apps/details?id=com.luckykat.grumpycat&hl=en _US&gl=US

Apple App: https://apps.apple.com/us/app/grumpy-cats-worst-game-ever/id1151747316

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

March

early	late	agree	disagree
+ - ?	+ - ?	+ - ?	+ - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
stay + - ?	leave + - ?	communicate + - ?	speak + - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
hide + - ?	find + - ?	full + - ?	empty + - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:
pick + - ?	important + - ?	grouchy + - ?	grumpy + - ?
Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:	Date(s)_____ Progress:

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