

CORE WORD: **Now**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

COMMAND: (e.g., “**Now!**” [listeners perform action])

DESCRIBE: (e.g., “**Now** she is eating”)

REQUEST: (e.g., “I want crackers **now**”)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can give students sequential choices during snack time: offering two choices. The students can have one **now** and save one for later. “I want Goldfish **now**. I want apple slices later”.

Circle: Many teachers and educators can use circle time to practice calendar, weather, clocks, etc. and all of those are excellent contexts for practicing “**now**”. Adults can call on students and ask questions such as “What is the

weather **now**?" or "What time is it **now**". Students can answer "The weather **now** is sunny" or "The time **now** is 10:15".

PLAY

Toys and Games: Adults can find games that require one person to command the players to begin by shouting "**Now!**". There are lots of games and activities that could use this linguistic mechanic with no required materials at all, such as a race ("Ready, set, **now!**"). There are also lots of games that feature this same mass start, such as Hungry Hungry Hippos. You could also use this same activity to practice "Stop", similar to the game "Red light, Green light", where one student gets to start and stop the action by giving commands.



Recess: Adults can assign students to recess groups for dismissing students to recess and calling them back. Group names can be by color, number, or something fun that students find motivating (The Avengers, The Giants, etc.). Students can rotate who gets to call groups to be dismissed for recess and be called back at the end ("**Now** Red Group" or "**Now** Avengers").

READING

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

["Then and Now" by Tracy Seto, illustrations by Ute Simon; Presented by J&D Play Fun YouTube Channel](#)

[Now by Antoinette Portis, courtesy of The Storytime Family:
<https://www.youtube.com/watch?v=l8k-grtbCRg>](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice expanding on "my turn" and "your turn" by adding in "**now**". Using any turn-based game or activity, have students' practice saying, "**Now** my turn" and "**Now** your turn" as they switch. Using simple visuals like sentence strips can help students remember to use their words as they switch turns.

SENSORY MOTOR

Many students benefit from clear visuals to keep them attending to less preferred activities throughout the school day, such as math work or independent reading. Many people use "First, then" visuals, but these could be modified to indicate that the students are doing one activity **now**, and later they will move to another activity. "**Now** I am reading. Next I will go to lunch".

VIDEOS, MUSIC, ANIMATED SHORTS

["Long Ago and Now" by Little Fox: Fairy Tales and Classic Stories for Kids](#)

["What the World Needs Now" by Jack Hartmann Kids Music Channel](#)

[Forever Now by Michael Bublé, courtesy of Michael Bublé:
<https://www.youtube.com/watch?v=VRvYu5oOXF0>](#)

STRUCTURED ACTIVITIES

Many structured language activities target verb tense forms and the word “now” can be an extra layer of support to indicate that something requires present tense verb forms. Adults can use visuals and/or text materials to show scenes of happening either currently, in the past, or in the future. Students can describe the visuals “**Now** she is eat-ing. Then she is finish-ed”.

ART OR SCIENCE ACTIVITIES

I always enjoy using food coloring and containers of water to target different language forms, especially words used for command functions. Students can take turns deciding what color students will add to their water (“**Now** green”).

USE OF APPS OR OTHER TECHNOLOGY

Toontastic 3D by Google LLC can be downloaded free on the Apple App store. Students can draw and animate characters, pick settings, and narrate their own stories. Adults can use this as an opportunity to ask, “What is the character doing **now**?” and the students can answer/narrate “**Now** the character is hiking”.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Wes Heidenreich @ heidenreichwes2@gmail.com

Thank you!

CORE WORD: **Ready**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

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WAYS WE CAN USE THE WORD

QUESTION: (e.g. Are you **ready** to go?)

DIRECT ACTIONS: (e.g., Let's get **ready**, now.)

AGREE: (e.g., Yes, I think you're **ready** for it?)

DISAGREE: (e.g., I don't think I'm **ready**).

GET HELP: (e.g., I need help getting **ready**).

ANSWER QUESTION: (I'm **ready**).

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can ask the students if they want to help get the snacks ready for the group. Adults can provide choices for students and they can help prepare for snack time, by dividing snacks or placing them in containers.

Adults can also encourage students to help them get the meals ready.

Circle: Adults can indicate when they see that students are **ready** for a morning meeting, describing such readiness behaviors, (e.g., the students are seated in their chairs/and facing the teacher).

Adults can blow up balloons with a balloon pump. They can decide with the students what the balloon will look like when it's **ready** (e.g., big, small, long) or how many pumps it will take for the balloon to be ready. When the balloon has enough air, the students can say the phrase, "ready, set, go!" and let it go.

PLAY

Cars and Trucks- Students can race their cars/vehicles, and someone can direct the race, (e.g., **ready**, set, go!).

Dolls: Adults can assist students getting the dolls **ready** for the day, by feeding them, dressing them and/or changing the diapers.

Cooking/Kitchen: Students can cook with pretend food, and once the food is cooked or baked they can announce that it is **ready**.

Students can talk about what different foods, smell, and feel like when they are **ready** (e.g., hot, with sauce, do they get bigger in the oven, etc.).

Recess: Adults can ask the students whether they are **ready** to go out for recess. Adults can indicate that when students demonstrate that they are **ready**, they can line up at the door.

Adults and students can produce the phrase, "**ready**, set, go" while playing at the swing set or on the slide. Adults can model the phrase, provide a phonemic cue (i.e., "r.."), a gestural cue to the student's AAC device, or provide adequate wait time for the student to produce the phrase before pushing the student on the swing or allowing them to go down the slide.

Students can play hide-and-seek and use the phrase, "**ready** or not, here I come!"

READING

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

[How to Get Your Teacher Ready, by Jean Reagan, Read Aloud | Kids Books | Read Along, Courtesy of Readaroo Kids](#)

[Miss Bindergarten Gets Ready for Kindergarten By Joseph Slate | Children's Book Read Aloud, Courtesy of Lights Down Reading](#)

[Are You Ready to Play Outside? by Mo Willems | Elephant & Piggie Book | Read Aloud Book for Kids, Courtesy of SnuggleBug Story Time](#)

[Berenstain Bears Ready, Get Set Go! By Stan and Jan Berenstain, Courtesy of Ready, Set, Go! -By Robert Munsch, Courtesy of the Bookworms](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

[Video Model Project: Getting Ready for School](#) Courtesy of Katelyn Dougherty. (This is an example of how a step-by-step video could be helpful for a student's routine in getting ready for school).

SENSORY MOTOR

Students can play a “stop” and “go” game, using the phrase, “**ready**, set, go!” when starting to move.

Students can get excited for a group dance activity by shouting that they are **ready** in response to the question, “are you ready to dance?!”

Students can set up an outdoors bowling game for each other. They can tell their peers when it is **ready** to be played with.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Elmo's Getting Ready for School](#)

[Are You Ready? Morning Song | Kids Action Song | Children Love to Sing](#)

Courtesy of Christmas Songs and Carols - Love to Sing

[I'M READY TO GO | LYRICS | MOVING UP SONG](#), Teacher Michael TV

[Feed Me - Simon's Cat | SHORTS #28](#) Simon is trying to tell the man that he is ready to eat. (He must be really hungry).

Young Adults

[CHROMANCE – Wrap Me In Plastic \(Official Video\) - Marcus Layton](#)

[Mix](#) Courtesy of Marvellous

[Katy Perry - Dark Horse \(Official\) ft. Juicy J](#), Are you ready for the perfect storm?

Courtesy of Katy Perry

[Taylor Swift - ...Ready For It?](#) Courtesy of Taylor Swift

[Sam Smith, Demi Lovato - I'm Ready](#), Courtesy of Sam Smith

[India.Arie - Ready For Love \(Official Video\)](#) Courtesy of India Arie

[Bad Company-Ready for love \(live\)](#) Courtesy of Petyo Vesilev

STRUCTURED ACTIVITIES

Adults can play many Ready, Steady (or Set) Go, games and activities. Here is a great video from an SLP, Bryony Rust who has lots of ideas to set up such activities. [Here is the video link.](#)

[Sesame Street: Back to School with Elmo PSA | #CaringForEachOther](#). This video discusses going back to school during Covid 19 and how it looks different for different people. He talks about some days students learn at home and some days at school.

Adults and students can co-create Mad Libs by creating their own or using the [RedKid website](#) to create one electronically across multiple topics! Fun.

ART OR SCIENCE ACTIVITIES

Students can create a cartoon of what they do every day to get **ready** for school.

Students can [make a volcano](#) with the help of an adult. After each step, the adult can ask, "Is it ready to erupt?" When the volcano is done, the student can say, "ready, set, go!" as it explodes.

USE OF APPS OR OTHER TECHNOLOGY

[Angry Birds app](#): Students can take turns playing one of the many Angry Birds apps and when they are just about ready to release one of the many items, they can indicate, '**ready**'.

[Toca Kitchen Monsters](#): Students choose a food for the monster to eat and then cook and prepare the food until it is **ready** to eat.

WORD WALL: Create a WordWall and add '**ready**' 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 at michaelasullivan2@gmail.com, or Sophie Goodwin, M.S., CCC-SLP, at sophiedgoodwin@gmail.com. Sophie Goodwin has a [Boom Cards](#) store that focuses on comprehension and use of core words. Thank you!

CORE WORD: **To**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., bring it **to** the room, let's go **to** the mall)

ASK QUESTION: (e.g., **to** where?, **to** who?)

ANSWER: (e.g., he went **to** the store)

INSTRUCT: (e.g., write a letter **to** mom, this is a pottery how-**to**)

SLANG: (e.g., **to** game something - (to play or manipulate it))

ROUTINES AND SCHEDULES

Snack/mealtimes: During mealtime, adults can ask where they want to go to eat? **To** McDonalds? **To** California Fish Grill? **To** In-n-out? Or should we go **to** the market and cook at home?


Circle: Students can hold an item and play hot potato. Students will have to choose who to give to. Adults will facilitate by saying, "Quick (student's name), **to** whom?).

PLAY

Recess: At recess, play a game of pretend - travel anywhere. Each student will get to pick one place they want to travel **to**. **To** the mall? **To** the market?

READING

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

 Kids Book Read Aloud: DAVID GOES TO SCHOOL by David Shannon
<https://www.youtube.com/watch?v=JWafD1H8tLA>

[Just Go to Bed by Mercer Mayer - Little Critter - Read Aloud Books for Children - Storytime](https://www.youtube.com/watch?v=Rf4Tg5ys9AI)
<https://www.youtube.com/watch?v=Rf4Tg5ys9AI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can go on a scavenger hunt with a partner and must go **to** each room to find what is incorrectly placed in the room. Then, the goal is to put the item back **to** its appropriate room (ex: a fork found in the bedroom, should be brought to the kitchen).

Adults and children can go to the market and have a list of items to buy. The adults can see if the children will know which aisle **to** go to find the items on the list.

SENSORY MOTOR

Students can go **to** the trampoline and jump or pick another sensory motor item, such as kinetic sand. Adults will facilitate by telling the students, "let's go **to** the beach. Close your eyes and imagine the sand in your hands." Adults can also provide a visual with the sight-word "**to**" and fill in the blank with a room.

VIDEOS, MUSIC, ANIMATED SHORTS

[To Song](#)

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

[To- Song for the Sight Word "To"](#)

<https://www.youtube.com/watch?v=f8mYY59kOSU>

[Bruno Mars - Talking To The Moon \(Official Lyric Video\)](#)

<https://www.youtube.com/watch?v=fXw0jcYbqdo>

STRUCTURED ACTIVITIES

Students can write a letter **to** a friend and with an adult, learn how to mail a letter. The student will learn parts of a letter such as the return address and the address the letter is being sent to.

ART OR SCIENCE ACTIVITIES

This is a DIY plant pot how-**to** art activity. Please visit this link:

<https://littlecooksreadingbooks.com/how-to-make-diy-plant-pots/>. This activity is for all ages.

USE OF APPS OR OTHER TECHNOLOGY

Play a game of *Among Us* online with friends. The object of the game is to figure out who the imposter is and the imposter must lie. Using the slang, the imposter has "**to** game something" where he/she will lie about their pathing around the map so he/she doesn't get caught.

Apps:

* A **to** Sea by Joshua Wilson, <https://appsto.re/us/EV97P.i>

* *Alpha Fun*: Play from A **to** J by KrakenEight LLC, <https://appsto.re/us/dDL95.i>

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!

Thank you!

CORE WORD: **With**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I went to the movies **with** my friends yesterday.)

NEGATION/DENY: (e.g., I didn't go **with** her.)

COMMENT: (e.g., I'm not sure it matches **with** that.)

GOSSIP: (e.g., Is she really going out **with** him?)

ASK A QUESTION: (e.g., Are we having salad **with** our pizza?)

ANSWER A QUESTION: (e.g., Yes, we will have vegetables **with** it.)

GET HELP: (e.g., Can you come to the doctors **with** me?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can serve ice cream sundaes **with** a variety of toppings. Students can request what they would like their sundaes with. Adults can offer some "silly" options (e.g., carrots or bread) so students can also communicate what they do not want their ice cream with.

Students can ask each other and answer questions regarding which foods go **with** each other. For example, they can ask, “do you eat pizza with whipped cream?” or “does cake go with ketchup?”

Circle: Students can take turns to request a certain musical instrument to make music **with** as a group. They can choose a color scarf to do a circle time scarf song **with**.

Students can choose a circle time song **with** movements or with an accompanying book on their AAC device or on a low-tech choice board.

PLAY

Adults can support students to ask questions, such as, (“Can I play **with** _____ (person)”) or they can directly ask their friends to play **with** them.

Toys and Games: Students can choose what toys they want to play **with** using a low-tech choice board or by requesting specific items on their AAC device. They can communicate whether they wish to play with a toy or game by themselves or with a peer.

Students can engage in a pretend tea party. They can practice pairing items by asking each other questions such as “do you want your tea **with** sugar?,” “do you want a saucer with your cup?” and “do you want your sandwich with its crusts?” They can decide which dolls or stuffed animals will talk or sit with each other during the pretend party.

Recess:

Students lined up at the door can be paired with another student to walk with outside. This would provide an opportunity for students to indicate who they are going outside **with**.

Prior to going outside for recess, adults could provide students with visual choices of what they could play with outside. Students could then have the opportunity to create a phrase or sentence using the word ‘with’ to request an item, (e.g., I want to play **with** the ball).

READING

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

[Just Grandma and Me - by Mercer Mayer, Little Critter - Read Aloud Books for Children - Storytime](#), Courtesy of Oceanhouse Media. Students can talk about who he played with all day.

[Spot Loves His Daddy by Eric Hill | Read aloud book for baby & toddler | board book story time](#), Courtesy of Snugglebug Story Time. Students can talk about all the things Spot did with his dad.

SOCIAL INTERACTIONS AND VIDEO MODELING

[Sesame Street: Elmo and Rosita Teach Friendship](#). The best thing about friends is spending time with each other. Adults and students can talk about friendship while watching this video. Courtesy of Sesame Street

[Sesame Street: Friends | Elmo's World](#), Elmo asks many people how they play with their friends. Courtesy of Sesame Street

SENSORY MOTOR

Students can ask each other if they want to play **with** them in the sandbox. They can choose what sand toys they want to play with as well.

Students can play in a sensory water and soup bin. They can decide if they want to play **with** a peer or by themselves, if they want their bubbles with food dye, and what toys they want to play with in their bin.

VIDEOS, MUSIC, ANIMATED SHORTS

[Play With Me, Sing Along!](#) Children's Song | Second Version Movement Song | , Courtesy of Patty Shukla, Kid's TV.

[With My Heart](#) | Kids Songs | Super Simple Songs

[Playing with Friends \(Social Story for Kids](#) | Marzia Mohsina

Young Adults

[Michael Jackson - Rock With You \(Official Video\)](#), Courtesy of Michael Jackson

[U2 - With Or Without You \(Official Music Video\)](#), Courtesy of U2

[David Guetta - Without You ft. Usher \(T1 Remix\) | ANIMATED](#) Courtesy of T1

[Avril Lavigne - I'm With You \(Video\)](#), Courtesy of Avril Lavigne

[Jessica Simpson - With You \(Official Music Video\)](#) Courtesy of Jessica Simpson

STRUCTURED ACTIVITIES

Chart Writing

Adults can have students share who they spent time with during the day.

I played with _____. It was _____.

I worked with _____. It was _____.

I cleaned up with _____. It was _____.

I worked with _____. It was _____.

I drove home with _____. It was _____.

Predictable Chart Writing

Adults can talk about what students can do with friends and then create a predictable chart writing activity with a large group of students.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends. I _____ with my friends.
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Adults and students can co-create Mad Libs by creating their own or using the [RedKid website](#) to create one electronically across multiple topics! Fun.

ART OR SCIENCE ACTIVITIES

Students can decide what art tools (e.g., paint brush, pencils) and colors they want to create an art piece **with**.

Students can paint a picture of themselves with their families or friends.

Students can draw pictures of different professionals with their tools and uniforms (e.g., a firefighter with her red hat and hose, a doctor with his white coat and stethoscope, etc.).

USE OF APPS OR OTHER TECHNOLOGY

[My Playhome app](#): Students can choose which family members should be **with** each other in each room in the house.

[Toca Boca Hair Salon](#) app: Students can choose what tools they want to style their “customers’” hair **with** (e.g., curling iron, scissors, etc.).

WORD WALL: Create a WordWall and add ‘**with**’ 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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CORE WORD: **Push**

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WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g., She helped to **push** the children's wheelchair's today.)

EXPRESSION: (e.g., Don't **push** it.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by pushing away unwanted food/drink when it is presented to them. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by accepting their preferred food or by pushing away their unpreferred food. The adult can model the child's actions on the AAC by saying "You are pushing the food away. You do not want it." On their AAC device, the child can indicate the pushing action as they are performing it. (e.g., "I am pushing the food.)

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

Forces Can Push or Pull | Science Is A Snap | Jack Hartmann

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

PLAY

Dolls: The adult can model **push** by using the word push on the aac device or saying the word 'push' out loud while simultaneously using the dolls to push a toy shopping cart. The adult can then instruct the student to do the same thing with their doll and the shopping cart.

Stuffed Animals: The adult can model **push** by using the word push on the aac device or saying the word 'push' out loud while simultaneously using the stuffed animals to push a baby stroller. The adult can then instruct the student to do the same thing with their stuffed animal and the baby stroller.

Puppets: The adult can model **push** by using the word push on the aac device or saying the word 'push' out loud while simultaneously using the puppets to push a toy shopping cart. The adult can then instruct the student to do the same thing with their puppet and the shopping cart.

Action Figures: The adult can model **push** by using the word push on the aac device or saying the word 'push' out loud while simultaneously using the action figures to push a toy shopping cart. The adult can then instruct the student to do the same thing with their action figure and the shopping cart.

RECESS:

Slides: The adult can model the word **push** by using the word push on the aac device and saying, "I am going to push you down the slide." The child may also

push a peer down the slide and then use their AAC to indicate that they 'pushed' their friend down the slide.

Swings: The adult can model the word **push** by using the word push on the aac device and saying, "I am pushing you on the swings" The child may also push a peer on the swing and then use their AAC to indicate that they 'pushed' their friend on the swing.

READING

Here are some suggested books on YouTube that can assist in teaching the core word. Adults can model the word **push** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

1. Motion: Push and Pull, Fast and Slow | By: Darlene Stille | Jana's Bananas Storytime

<https://www.youtube.com/watch?v=kjIKi6zkzvo>

2. Read Aloud Cece Loves Science Push And Pull | Carla Whipple | By Kimberly Derting

<https://www.youtube.com/watch?v=M7BeugFxGPs>

3. Push and Pull | The Teacher's Library | By Patricia J. Murphy

<https://www.youtube.com/watch?v=jVw31uVoflM>

4. Swings, Slides, and Science | Physics for Kids | By Kimberly Derting

<https://www.youtube.com/watch?v=JvSClZ3vHOI>

5. Don't Push The Button | By Bill Cotter | Read aloud and presented by KidTime StoryTime YouTube Channel

<https://youtu.be/ZMyh-DMzEho>

SENSORY MOTOR

Swings: Students can take a body break and practice using the core word while using swings. Adults can facilitate use of the core word by modeling, prompting, and aided language stimulation. The core word can be used to request (**push** me) or describe actions during the activity (I push, you push, etc.).

Exercise Ball: Students can play and bounce and **push** a large exercise ball.

Wind Chimes: Students can play with wind chimes and listen to the soothing sounds they make when either the wind pushes them or if the student pushes them.

Stamps: Students can use stamps to push the designs into ink and then push the stamp onto a paper to make designs.

Bubble Wrap: Students can **push** in the bubbles on a strip of bubble tape and have fun hearing it pop.

VIDEOS, MUSIC, ANIMATED SHORTS

Happy Feet Video Clip, courtesy of Movieclips YouTube Channel:

<https://www.youtube.com/watch?v=q-H62GgHjeg>

Push And Pull For Kids Video, courtesy of Homeschool Pop YouTube Channel:

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

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

<https://www.youtube.com/watch?v=Gl83ml69nX4>

Push It To The Limit by Corbin Bleu, courtesy of CorbinBleuVEVO YouTube Channel: <https://www.youtube.com/watch?v=A3-JA49q-0o>

Get Yo Body Movin' Dance A Long by Koo Koo Kanga Roo, courtesy of Koo Koo Kanga Roo YouTube Channel:

<https://www.youtube.com/watch?v=XXH0EAKzPcM>

Sweet Cocoon Animated Short by ESMA and The CGBros, courtesy of THECGBros YouTube Channel:
<https://www.youtube.com/watch?v=D0a0aNqTehM&t=299s>

STRUCTURED ACTIVITIES

Puzzles: Students and adults can complete a puzzle together and use the core word as they **push** the puzzle pieces into place.

Simon Says: Adults can use Simon Says to model and facilitate use of the core word **push** by using it in directions (e.g., Simon Says, push the ball! Simon Says, push in your chair.

Bowling: Adults and students can create their own bowling game using old soda bottles and a ball. Students can set up the soda bottles as bowling pins and see what happens when the ball hits the pins and they **push** each other.

Hockey: Students can push a ball around and shoot goals and maneuver around obstacles with a stick, like they are a hockey player on the ice.

Adults can explicitly teach the core word “**push**”, what it means, and have a discussion. For part of the discussion, adults can use Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

I can push a _____.
I like to push _____.
I push _____.
I do not push _____.

Music Conductor: Adults and students can take turns being in control of playing music (such as on YouTube, a music app, on a speaker, etc.). Students can be a music conductor, conducting the adult to **push** play/stop/next. Adults can then take on the role and ask the student to **push** play/stop/next.

Racetrack: Adults and students can build a racetrack. Use your imagination to find materials to make the track and racecourse scenery together. Take toy cars and have the students practice the core word as they **push** the cars around the track.

ART OR SCIENCE ACTIVITIES

Friction Experiments: Teach students about friction and create a definition. Then have students try to **push** the cars on different surfaces to see how they move across the surfaces.

Wind Power: Discuss and explore the power of wind! Wind can blow and push things over! Students and adults can build another car racetrack and then try to blow the cars to make them move with straws or a blow dryer to show stronger winds.

Pendulum Painting: Adults and students can set up a pendulum that sprays paint, with a spray bottle full of paint. Lay a canvas underneath. Then, to create your artwork of swirling patterns! Students can **push** the pendulum to get their artwork in motion. (Image courtesy of buzzfeed.com)



Dinosaur Clay Fossils: Using air dry clay, have students **push** plastic dinosaur shapes into the clay to make a fossil. Later, the fossils can be hidden on the playground or sandbox to be dug up later.



USE OF APPS OR OTHER TECHNOLOGY

Many apps can be used to facilitate using the core word, **push**. Adults can have students direct them how to play and prompt students to use the core word (e.g., you should use push that button, push the car.) Adults can also model the core word by making statements or asking questions during game play: what should I push next? Did I push the right button?

MyPlayHome App: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing with the app through distance learning, adults can have students give instructions on what actions the adults should take during gameplay. Adults can prompt students to focus on using the core word, **push**. For example, students can practice the core word with phrases such as: push on the boy, push the apple button, etc. If an adult is with a student as they use the app, adults can model the core word and comment on what the student is doing while they use the app.

Star Walk Kids Astronomy Game App: This paid app (\$2.99) allows students to explore space through interactive tools and resources. Students and adults can discuss what planets are areas of space they want to **push** on to explore!



Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts

(question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **push**, as they create their own animated stories.

Bookcreator Website - The student can create or retell a story on Bookcreator.com. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. There are also options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **push**.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Shanaz Faisal @ sfaisal1@mail.sfsu.edu and Andriana Nikolau @ andriananikolau@gmail.com. Shanaz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

CORE WORD: **Pull**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., I **pulled** my friend up. She **pulled** up into my driveway.)

SLANG: (e.g., **Pull** up to my house. (to go somewhere))

REQUEST: (e.g., **Pull** me up.)

INSTRUCT: (e.g., **Pull** out the drawer. **Pull** the weeds out of the ground. **Pull** the shopping cart to me. **Pull** it.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During a cooking/baking/preparing a meal activity, adults can instruct the students to help out. Adults can say “Go into the kitchen and **pull** out these things...**pull** out from the drawer: a spatula, fork and spoon...” or “You can find the spatula if you **pull** out the drawer...” or “**Pull** the dough”.

At any meal when everyone is sitting together, adults can say “**pull** out the chair and sit.”

Circle: Adults can facilitate a fun circle time game where students will put their hands in their pockets or underneath their legs and play rock, paper, scissors with the person next to them. Adults can say “when I say 3, **pull** out your hand from underneath your legs or out of your pockets with your rock, paper or scissors on your hands!” and repeat the instructions, making sure to instruct students to put their hands back in and **pull** out their hand every turn.

PLAY

Toys and Games: Students can play with a slinky and adults can facilitate by describing the action “you are pushing and **pulling** the slinky together, back and forth.”

In a game of shopping/cash register, adults can facilitate by saying “**pull** out the money from the cash register and give it to the customer.”

Lastly, in a game of cars or trains, adults can once again describe the pushing forward and **pulling** backwards movements of cars/trains, etc.

Recess: Students can play with a bike and have a friend **pull** them to wherever they go on the playground.

Students can also be instructed to hide things in the sandbox, and their friends will have to **pull** out the object they were assigned to.

Students can also play tug-of-war and when the game starts, adults can facilitate by saying “**pull, pull, pull!**”

READING

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

[Push and Pull by Patricia J. Murphy | The Teacher's Library YouTube Channel](https://www.youtube.com/watch?v=jVw31uVoflM)
<https://www.youtube.com/watch?v=jVw31uVoflM>

[Read Aloud Cece Loves Science Push And Pull by Kimberly Derting, Shelli Johannes, ill. V. Harrison](https://www.youtube.com/watch?v=M7BeugFxGPs)
<https://www.youtube.com/watch?v=M7BeugFxGPs>

SOCIAL INTERACTIONS AND VIDEO MODELING

On a seesaw, adults can describe that when someone goes up on a seesaw, you can **pull** yourself higher and higher! When you push down, you go lower and lower.

In a brainstorming activity to introduce fringe words, use a board to think of all things you **pull** (zipper, shoelaces, marbles, drawers, toy cars, etc.)

SENSORY MOTOR

Adults can facilitate a sensory motor break by lightly **pulling** on the student's arm and then pushing with some pressure, if the student would like so. **Pulling** fingers and massaging may also be a great sensory motor break.

VIDEOS, MUSIC, ANIMATED SHORTS

[Forces Can Push or Pull Song | Science Is A Snap | Jack Hartmann](https://www.youtube.com/watch?v=E-SnC_WKsCg)
https://www.youtube.com/watch?v=E-SnC_WKsCg

["PULL-UP" - Jason Derulo Dance | @MattSteffanina Choreography \(Beg/Int Hip Hop\)](https://www.youtube.com/watch?v=Prb4Lgqc-Lg)
<https://www.youtube.com/watch?v=Prb4Lgqc-Lg>

[PULL UP \(DANCE TUTORIAL\) | FORTNITE DANCES IN REAL LIFE](https://www.youtube.com/watch?v=LWo1pUeynPw)
<https://www.youtube.com/watch?v=LWo1pUeynPw>

STRUCTURED ACTIVITIES

Adults can facilitate an exercise activity with **pull** ups and push-ups.

In the classroom, adults can facilitate an I-Spy game where the adult will first review the word **pull**, then identify 2 things in the room that can be **pulled**. Then, it will be the student's turn to look around and spy for items that can be **pulled**.

Older students can think about what things they can '**pull**' in their ordinary day life.

ART OR SCIENCE ACTIVITIES

Adults can teach that any object needs to be pushed and **pulled** in order to start moving. Follow the ideas, such as marbles, swings, shoelaces to take shoes off, zipper to close your jacket, etc. in the push and **pull** book listed below from the reading section.

[Push and Pull by Patricia J. Murphy | The Teacher's Library YouTube Channel](https://www.youtube.com/watch?v=jVw31uVoflM)

<https://www.youtube.com/watch?v=jVw31uVoflM>

Adults can provide the string, blocks, and other building materials to learn forces and interactions.

[STEM Activities with Kindergarten \(NGSS Forces & Interactions: Pushes & Pulls\)](https://www.youtube.com/watch?v=mKX8EXrcj7Y)

<https://www.youtube.com/watch?v=mKX8EXrcj7Y>

USE OF APPS OR OTHER TECHNOLOGY

Grab many items that are similar in weight and take a guess to see which is heavier. Then use a weight scale to see and adults/students can **pull** up one item very slightly to notice a weight difference.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!

Thank you!

CORE WORD: **Same**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

COMMENT: (e.g., Those are the **same**!)

QUESTION: (e.g., Can we do the **same** thing as yesterday?)

DESCRIBE: (e.g., That color is the **same** as my shoes.)

INSTRUCT: (e.g., Use the **same** paper for your notes.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students to use the core word to describe snack items. For example, “Did anyone bring in a snack that’s the **same** from yesterday?” or “Who has the **same** snack as their friend?” “Are we sitting in the same spot?”

Students can practice the core word to indicate what items are the **same** on the lunch table or look the same, such as color, shape, texture, with scaffolding

and support. Adults can comment, model, and use aided language stimulation with the core word “same” when at mealtimes.

Circle: Adults can emphasize the core word “**same**” during circle time, by asking students what looks the same on the board from yesterday or discussing what activities they will be doing that are the same as the day before.

Adults can also stop and ask questions with the core word during circle time (e.g., Should I use the **same** color to write?)

Adults can have students sit next to someone during circle time that they have something in common with (e.g., Sit next to a classmate who is wearing the **same** color as you.)

PLAY

Toys and Games: Students can use the core word to state if they would like to keep using the **same** toy/game or something different.

Duck, Duck, Goose: Students can play Duck, Duck, Goose. The name of the game can be modified to include the core word, “**Same**, Same, Goose!”

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model the core word and prompt students to identify different clothing, accessories, etc. on the toys that are the **same**.

Simon Says: The adult can play a modified game of Simon Says in which the instructions include the core word, **same**. The students can be given instructions such as: Simon Says, jump up and down. Simon Says, do the same jump again!

Copypat: Students and adults can play a game where one has to mirror the **same** actions, dance moves, sounds, etc. that the other person does.

Board Games: Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g., Did you get the **same** card? Do I go to the same spot?).

Memory Game: Adults can play memory matching with cards, and have students look for the **same** pairs of cards.

Recess: Adults can have all the students line up before recess and ask students to remember who they were standing next to in line. After recess, students can try to line themselves up in the **same** exact order.

Adults can help students use the core word before recess by asking if they want the **same** ball, toy, activity, etc. as the previous day or as another student.

After recess, adults can ask students questions using the core word. For example, adults can ask a student if they played any of the **same** games as a classmate.

Follow The Leader: Students can play follow the leader, and the students in line have to follow the same path and motions as the line leader.

Basketball: Students can play basketball and take turns taking a shot. When a student makes a basket, then the next person has to take a shot from the **same** spot. The concept of the game can be applied to soccer, bean bag toss, etc.

READING

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

[Ling and Ting: Not Exactly the Same, courtesy of Ader Family Homeschoolers:](#)

Wonderful book about twin sisters. Students can read and decide what makes these siblings different and the same.

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

[Same Difference by Calida Rawles, courtesy of Austin Roman YouTube Channel:](#)

Book about two cousins who have physical differences, but learn family and people are more than the physical differences. Learn about what the cousins share and what is the same about them, even if they do look different on the outside.

<https://www.youtube.com/watch?v=XpSLtVXF0Mc&t=109s>

[Same Same But Different by Jenny Sue Kostecki-Shaw, courtesy of Woohoo Storytime YouTube Channel:](#) Story about children's lives and how even when things might look a bit different, there is still a lot shared in common. The book uses repetitive phrases with the core word, allowing students to practice using the core word along with the story.

<https://www.youtube.com/watch?v=6XCyoM7KHws>

[Spork by Kyo Maclear and Isabelle Arsenault, courtesy of The StoryTime Family YouTube Courtesy:](#) A story about a spork who feels different because he's mixed between two different types of utensils. He learns to accept himself. Discuss what Spork still has in common with other utensils.

<https://www.youtube.com/watch?v=xZd3F9WQz48>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can discuss with their peers what things they have in common, and what is the **same** about them (e.g., the foods they like to eat, the colors they like, T.V. shows, superheroes, toys, games, etc.).

Same Expression Game: Students can take turns making a silly face with a peer, and then their peer has to try to make the **same** face.

Sorting Game: Students can be given a list of things or physical objects and work together to describe what is the **same** about them.

Photo Matching: Provide pairs or groups of students with a stack of cards, each card will have an identical pair. Ask students to work together to sort the cards as quickly as possible and match the **same** pairs together.

SENSORY MOTOR

DIY Scented Playdough: Adults can support students to create their own scented playdough. Adults can support students to use their communication device or communicate book to use the core word while making their

playdough. For example: Do you want the **same** scent as them?; Who has the same color playdough?

[DIY Scented Playdough Video](#), courtesy of HGTV

<https://www.youtube.com/watch?v=EdraObo-23c>

Create a Vertical Garden: Adults can support students to collect leaves, flowers, and other plants outdoors. Adults can attach contact paper to a wall or board, and students can press their collected plants on to create a vertical garden. Students can use their communication system and the core word to ask for materials (e.g., Can I have the **same**?; I don't want the same), describe who is "planting" the same flower as them, etc. More information on completing this sticky sensory garden can be found here:

<https://www.fantasticfunandlearning.com/sticky-flower-garden-sensory-art-for-kids.html>

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: We All Sing the Same Song](#), courtesy of Sesame Street:

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

[Same and Different Preschool Rhyme](#), courtesy of Kumon Studies:

<https://www.youtube.com/watch?v=c5h0bDRe5Kc>

Older Students

[Same Song, by Luka](#), courtesy of Snowstar Records:

<https://www.youtube.com/watch?v=xB2oMQ-7N8Y>

[Same to You, by Melody Gardot](#), courtesy of Melody Gardot

<https://www.youtube.com/watch?v=Jb3ITVL7qM8>

[Labyrinth, The Cure](#), courtesy of Davide Vinditti:

<https://www.youtube.com/watch?v=jvGLuH19hwE>

[The Same, by Ashe, courtesy of Ashe:](#)

<https://www.youtube.com/watch?v=BYQX627Ucag>

STRUCTURED ACTIVITIES

Bingo: Adults can play a BINGO game with students, (as students will have to match what is called and if they have the **same** spot on their Bingo card they can place a chip). Games can be modified into AAC Bingo, where the Bingo spaces contain AAC icons from the student's device.

Extension Activity for *Ling and Ting: Not Exactly the Same*: Students can pair up in the class and use chart writing to describe things that are the **same** or not the same between them. Alternatively, students can complete these items with a family member or close friend.

Chart Writing

Same means_____.
We like the same_____.
We have the same _____.
We do not like the same_____.
We do not have the same_____.

ART OR SCIENCE ACTIVITIES

Paper People Chain: Fold a sheet of colorful paper into an accordion shape. Outline half the shape of whatever the student chooses - such as a person, flower, or heart. Then have students cut along the outline to create a connected chain of shapes. The core word can be used to discuss how each part of the chain is exactly the **same**. (Image courtesy of auntannie.com)



Geology Rocks: Adults can help students sort types of rocks. Students can choose how to sort the rocks by looking at what makes them different and the **same**. Students could sort the rocks into categories based on the same size, shape, appearance, texture, etc. (Image and activity courtesy of rhythmsofplay.com).



USE OF APPS OR OTHER TECHNOLOGY

Bookcreator.com Website: The student and adult can create or retell a story on Bookcreator. Adults can work with students to create a story or personal narrative that includes question asking or uses the core word **ask**. For example, adults can have each page of the story start with a carrier phrase that includes the core word (e.g., I asked my [friend/parent/teacher] about _____. They said_____)

WORD WALL: Create a WordWall and add '**core word in bold**' to the list.

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

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

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

CORE WORD: **Different**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

COMMENT: (e.g., That's **different!**)

QUESTION: (e.g., Can we do something **different?**)

DESCRIBE: (e.g., That color is **different** today.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students to use the core word to describe snack items. For example, "Did anyone bring in a snack that's **different** from yesterday?", or "Who wants a **different** snack than what they have?"

Students can also use the core word to describe **different** snacks they like to eat.

Circle: Adults can use the core word to describe any items in the daily schedule that might be **different** from yesterday. Students can use the word different to describe things they notice that are different: the weather, the day of the week, the schedule, something they're wearing, etc.

PLAY

Toys and Games: Students can use the word **different** to describe when they want a change of toy or activity (e.g., Let's play something **different**! Want to try a **different** toy?).

Memory Game: Students can play the game Memory and use the core word to describe actions in the game (e.g., I didn't find a match, I found something **different**).

Recess: Adults can challenge students before recess to play a **different** game or activity than they usually do and lead a share out when students return.

READING

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

For any book, adults can support students to make a prediction about what they think a story will be about, what the ending of a story might be, or even to make predictions during reading. Later, students can discuss if what happened in the book was the same or **different** than their expectations.

[Ling and Ting: Not Exactly the Same, courtesy of Ader Family Homeschoolers:](#)

Wonderful book about twin sisters. Students can read and decide what makes these siblings different.

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

[My Papi Has a Motorcycle, courtesy of Ms. Angela reads aloud](#)

Everyday a girl and her dad ride through her neighborhood. Things change around them, but their relationship is constant. Students can examine pictures and describe aspects of the neighborhood that are different from the start to end of the book. This book is available in Spanish as well as English.

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

SOCIAL INTERACTIONS AND VIDEO MODELING

End of Class Discussion: Adults can lead an end of class discussion and ask students to debrief about the day. Was there anything they wished was **different** about the day? Was there anything that happened that was **different** from what they expected?

SENSORY MOTOR

Sensory Salad: Create a pretend salad using materials of different color, texture, and size. Green construction paper can be used as the lettuce, the student can tear the paper into leaves. Then different textured items such as pom-poms, pipe cleaners, buttons, and small blocks can be added to represent different salad ingredients. The student can add the different ingredients and then mix the salad with their hands to feel the different textures. The student can also serve the pretend salad using tongs. During the activity, adults can focus on the core word while discussing the **different** ingredients in their salad, as well as how each item feels and looks **different**. (Image and activity courtesy of otplan.com).



Sensory Treasure Hunt: Gather different small materials such as beads, small toys, pegs, coins, etc. Then hide the items inside of playdough, floam, and/or silly putty. Have the student dig inside and stretch the playdough to uncover the

items hidden inside. Adults can facilitate use of the core word by discussing the **different** items found on the treasure hunt.

DIY Sensory Bin: Adults and students can create their own sensory box together using different materials. Adults and students can discuss all the **different** items they are using to create their complete sensory bin (e.g., different beans, rice, toys, popcorn kernels, sprinkles, pom-poms, etc.). Once the sensory bin has been created using different items, different toys can be hidden inside the bin and the student can search inside for them. (Image courtesy of themamacoach.ca)



VIDEOS, MUSIC, ANIMATED SHORTS

So Many Colors, So Many Shapes Diversity Song courtesy of The Singing Walrus YouTube Channel: <https://www.youtube.com/watch?v=ZiOSzuXjDD0>

We Are A Family Song, courtesy of Jack Hartmann Kids Music Channel YouTube Channel: <https://www.youtube.com/watch?v=foptl0BeXnY&t=107s>

Everybody Is Different song by Kidloom YouTube Channel: https://www.youtube.com/watch?v=403s_HcQsa0

We're All Amazing! By London Rhymes, courtesy of London Rhymes YouTube Channel: https://www.youtube.com/watch?v=vbHQ-OS9_G0

Hello Around The World, Say Hello In 15 Different Languages, courtesy of JunyTony - Songs and Stories YouTube Channel: <https://www.youtube.com/watch?v=472AnCrHYVs>

Same And Different For Kids Video, courtesy of Learning Time Fun YouTube Channel: <https://www.youtube.com/watch?v=GdwHRCdnAVE>

Children Song About Different Food by Sunny Kids Songs:
<https://www.youtube.com/watch?v=dwZKTtjkMsM>

STRUCTURED ACTIVITIES

Grab Bag: Place different objects or tools into a box and have students reach in and grab an item out. Then adults can facilitate discussion on how items the student grabbed are **different** from one another.

Spot The Difference: Adults and students can use spot the difference pictures to facilitate use of the core word. Students can look at two similar photos and find all the ways they are **different**. Activity can be done in person or virtually.

Categories: Adults can have students write or discuss different things within a single category (e.g., **different** animals, places, transportation).

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**different**" and talk about different things students use, do, or see throughout the day.

Adults can explicitly teach the core word "**different**", what it means, and have a discussion. For part of the discussion, adults can use Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

Different means _____.
I like different _____.
I see different _____.
I want different _____.

ART OR SCIENCE ACTIVITIES

For art and science activities, adults can discuss what **different** materials they will be using for the activity to model the core word. Students can practice the core word by describing what different things they will use to complete the activity.

Cherry Blossom Painting: Adults and students can use paint, paint brushes, and cotton balls to make their own cherry blossom painting. During the activity, use the core word to discuss the different steps in making the art piece, the different materials, and different colors. (Image and activity courtesy of projectswithkids.com).



Bee In Garden Craft: Adults and students can create a springtime garden with a paper plate, paper flowers, and paper bee on a stick that can move through the garden. The core word can be used to discuss the **different** colored flowers that will be placed on the plate, and how the bee can move to different places in the garden. (Activity and image courtesy of craftsbyria.com).

<https://www.craftsbyria.com/spring-craft-for-kids-paper-plate-garden/>



Edible Soil Model: Use different ingredients such as crushed chocolate cookies, graham crackers, pudding, dyed cool whip, sprinkles, gummy worms, etc. Students can assemble the materials to make different layers that mimic the **different** layers of soil. (Activity and image courtesy of <https://farmersdaughterct.wordpress.com/2009/03/30/yummy-soil-model/>)



Geology Rocks: Adults can help students classify **different** types of rocks. Students can choose how to sort the rocks by looking at what makes them different or the same. Students could sort the rocks into categories based on size, shape, appearance, texture, etc. (Image and activity courtesy of rhythmsofplay.com).



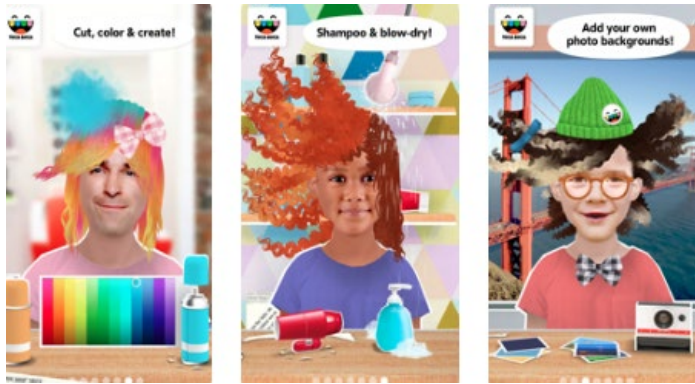
USE OF APPS OR OTHER TECHNOLOGY

Bamba Ice-Cream: Students can create and run their own ice cream shop. Adults can prompt students to practice core words, by having students create **different** types of ice cream sundaes each time.



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

Toca Hair Salon Me: This paid app (\$3.99) allows students to style, color, and cut **different** hairstyles on their own picture. Adults can prompt, model, and facilitate using the core word for the different styles.



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

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

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

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

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

CORE WORD: **Top**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

REQUEST: (e.g., Can I play with the **top**?)

COMMENT: (e.g., I like your **top**!)

PROTEST: (e.g., Don't try to **top** me!)

PROVIDE INFORMATION: (e.g., It's on the **top** shelf.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can request “**top** off” to ask for help removing lids from containers.

Circle: Students can label the **top**, bottom, front and back of a book as part of print awareness/early literacy routines.

Visual Schedule: Adults can use the word **top** to help students orient to a vertical visual schedule.

Brushing Teeth and Washing Hands: Adults can talk about the **top** and bottom of hands while washing them as well as the top and bottom teeth while brushing.

Clean up: Shelves can be labeled with a word and/or picture symbol of **top**, middle, and bottom as well as pictures of the toys and adults can help children learn which toys go on the top, bottom, and middle shelves.

PLAY

Toys and Games:

Tops: Students can play with different colored, sized, or themed **tops**. Adults can model and encourage use of comments (“the top stopped”), requests (“I want the green top”), and protests (“no, that’s my top”) during play. Tops are great for joint attention and can be a good “people toy” if the child needs help to make the top spin. You can find tops with lights and sounds—good for some students with visual sensory preferences.



Jenga: Students can take blocks from the **top** or bottom or use their AAC system to direct a communicative partner.

Trains: Adults can model and students can talk about trains going to the **top** of the bridge before going down.

Birthday: Use playdough for the cake. Adults can show the students how to put crayon “candles” on **top** of the cake, sing, and pretend to blow them out. If children enjoy activities where adults do the unexpected, adults can start to put the crayons in the wrong place, such as under the cake or in the side, and students can correct them by telling them “no, on top!”

Recess: Adults can climb up on the play structure with students. When students get to the top adults can model “you’re at the **top**” **and** share enjoyment with the students. Core and fringe boards can be attached to play structures at the top and bottom to encourage students to communicate about where they and other students are and to make comments and questions such as “go up top” or “help me go up top.”



READING

Here are some suggested books on YouTube that can assist in teaching the word “top”:

[The Napping House by Audrey Wood: this repetitive book has animals sleeping on top of each other](#)

<https://www.youtube.com/watch?v=aZ9yibGwUNA>

Tops and Bottoms by Janet Stevens, courtesy of StoryTime at Awnie's House:
<https://www.youtube.com/watch?v=sm5nAcqWmJU>

You read this fun book from **top** to bottom instead of left to right. This book is about a family of rabbits that need to figure out a way to work with their neighbor Bear to create a business of farming. Hare, the rabbit, has Bear pick between the **top** half of the field or the bottom half. What will happen next?

All the way to the Top by Annette Bay Pimentel, courtesy of Gotham Reads:
<https://www.youtube.com/watch?v=dSdtomrJnco>

This book is a true story about how one girl's fight for Americans with disabilities changed everything. Jennifer Keelan was determined to make a change- even if she was just a kid. She never thought her wheelchair could slow her down, but the way the world around her was built made it hard to do even simple things. Like going to school or eating lunch in the cafeteria. Jennifer helped make sure the Americans with Disabilities Act passed in congress. Read to find out how.

Chicka Chicka Boom Boom by Bill Martin Jr., John Archamault and Louis Ehler, courtesy of StoryTime at Awnie's House:
<https://www.youtube.com/watch?v=VdrTXRD090U>

This book is about the letter of the alphabet and how they make their way to the **top** of the coconut tree. What will happen when all of the letters get to the **top**?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help students request turns activating a high interest spinning **top**, such as one with music or lights.

Adults can show students this video and talk about how we put the blocks on **top** of each other: [Autism Video Modeling to Teach Play Skills Block Tower](#)

Adults can show students this video and talk about how the child puts the cups on **top** of each other: [Autism Video Modeling to Teach Play Skills Stacking Cups](#)

Students can take turns putting blocks on **top** of a tower and talk about what they are doing/making to create a structure or scene with a common purpose.

[How to Play on a Slide by The Kids Picture Show](#): you can pause the video and talk about how the child in the video climbed to the **top** before sliding down.

SENSORY MOTOR

Students can match the word **top** or the picture symbol for top to a picture symbol or word at the top of the slide.

During a lotion activity students can request lotion on the bottom or **top** of their hands and feet.

Adults can use a spray bottle and students can request they be sprayed on the **top** of their head or other body parts.

Students can pretend to spin or turn like **tops**.

VIDEOS, MUSIC, ANIMATED SHORTS

Handwashing: [Tops and Bottoms Handwashing song by Jazzwanki](#)

[Wall Climbing for Kids](#): adults can talk about how the kids in the video are climbing to the **top**. For kids who are interested in rock climbing there are many videos on the internet showing climbers reaching the top of a rock wall.

[Baby Hermit Crab Rides on Top of His Mom](#) : there are many short videos of baby animals getting a ride on **top** of their mother's back.

[Top-Bottom Basic Concepts by Speech and Language Songs](#)

STRUCTURED ACTIVITIES

For older students adults can teach a lesson about the literal and figurative meanings of the word **top**. Examples: a top you wear, a top you spin, the top of something, being a top athlete, feeling on top of the world, what is a top chef/athlete etc.

Students can practice counting and learning and talking about the word **top** with an extension activity based on [Five Apples Up on Top](#). Students can paste their pictures or a picture of a favorite animal, vehicle, or character at the bottom of the paper. Then they can paste pictures of apples piled on top of the

bottom picture, count them, and use their AAC system to construct a sentence "X has X apples up on top."

ART OR SCIENCE ACTIVITIES

[Balloon Blow Up Science Experiment](#): put a balloon on **top** of a bottle and watch it get bigger.

[Make Your Own Spinning Top](#): this is just one of many videos showing how to make tops. Another popular version makes tops out of old CDs.

Tops on markers: Adults can teach children to take off and replace marker tops during art activities.

Watercolors: Adults can help students wet their watercolor paper. Then students can paint a line of color across the **top** of the page and watch the paint move down through the wet paper.

Rainforest: In a science unit about the rainforest adults can teach children which plants and animals live at the **top**, in the canopy layer.

Cooking: Many cooking activities involving putting ingredients on **top** of other ingredients. Students can follow and write or direct others to follow recipes/directions for favorite foods and use the word "top". Some examples are making a pizza, making a sandwich, making and icing a cake or cupcakes.

Gardening/Geology: Students can learn about the layers of the earth and the importance of **topsoil**.

Top of the food chain/apex predator: Many students are interested in predatory animals. Adults can present a science unit about the food chain and talk about which animals are on **top**.

USE OF APPS OR OTHER TECHNOLOGY

Stack: This app allows users to stack blocks on **top** of each other and the goal is to create the highest tower of blocks possible.

Google play store:

[https://play.google.com/store/apps/details?id=com.ketchapp.stack&hl=en_US
&gl=US](https://play.google.com/store/apps/details?id=com.ketchapp.stack&hl=en_US&gl=US)

Apple Store: <https://apps.apple.com/us/app/stack/id1080487957>

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

Thank you!

CORE WORD: **Bottom**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE LOCATION/POSITIONAL WORD: (e.g., It's on the **bottom** shelf.)

ASSERTING A POINT: (e.g., **Bottom** line, it needs to get done.)

LABEL BODY PART: (e.g., Sit on your **bottom**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults or students can direct others to find a particular snack on the **bottom** shelf, or at the bottom of the refrigerator. When a snack item gets low, students or adults can comment that they see the bottom of the bag or box.

Students can cook or assemble a variety of things to target the word:

- Sandwiches ("Put mustard on the bread; that will be the bottom of our sandwich.")

- Trifles ("Put brownies at the bottom of the cup, then add pudding.")

- Two- or three-layer cake ("Spread frosting on the bottom layer.")

- Smoothies or milkshakes ("Pour the milk into the bottom of the blender.")

Circle: At circle time, adults can direct students to sit on their **bottoms**.

PLAY

Toys and Games: Students can play games such as:

- Marble tower: students can watch the marble travel down the tower to get to the **bottom**
- Connect Four: after playing the game, students can pull the tabs at the **bottom** to watch all the checkers fall out
- Jenga: students can pull blocks out from the **bottom** of the tower
- Chutes and Ladders: students can label the tops and **bottoms** of the chutes and ladders. Adults can model, "Oh no, down the chute, all the way to the bottom!" or "Yay, start at the bottom of the ladder, and go up to the top."
- Legos: students can stack Legos to make a tower and talk about which colors are on the **bottom** of the tower.
- Lincoln Logs: students can build cabins, using the flat logs on the **bottom**.

Recess: Students can roll down to the **bottom** of a hill, slide to the bottom of the slide, or come down to the bottom of the jungle gym. Adults can model, "get to the bottom," or "go down to the bottom" or ask, "Will you make it to the bottom?" "Where should I stand? At the bottom?" Students can direct adults, "Go bottom," or "Wait bottom."

READING

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

[Caps for Sale, written by Esphyr Slobodkina](#), courtesy of Read Aloud Crowd

<https://www.youtube.com/watch?v=c3HBH8FnulA>

Students can listen to the story, then complete the stacking caps activity below, first coloring each cap, then cutting them out. Adults can direct students to put a certain color cap on the **bottom**.

[Caps for Sale Template](#), courtesy of Scholastic Professional Books

<https://drive.google.com/file/d/0B25-0oZMCm0tZDZIYzVkn2MtODMzYy00OTJILWlzY2ltNjZkNDZNGQxZTgy/view>

[The Napping House, written by Audrey Wood](#), courtesy of Kids Books Read Aloud

<https://www.youtube.com/watch?v=1uhyQqXs-8E>

Students can talk about who is on the bottom (and top) for each page of the story.

[Tops and Bottoms, written by Janet Stevens](#), courtesy of StoryTime at Awnie's House

<https://www.youtube.com/watch?v=sm5nAcqWmJU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling: [How to use a dishwasher](#), courtesy of COR Behavioral.

<https://www.youtube.com/watch?v=bXU5a91NT3g>

Adults can model labeling the top and **bottom** drawers of the dishwasher, and where each item goes.

SENSORY MOTOR

Adults can bury a variety of items or words into a sensory bin, then students can dig to the **bottom** to find the items.

VIDEOS, MUSIC, ANIMATED SHORTS

Top-Bottom Basic Concepts song, courtesy of Speech and Language Songs

https://www.youtube.com/watch?v=0Op2_Q2YwXU

[There's A Hole In The Bottom Of The Sea](#), courtesy of Super Simple Songs-Kids Songs

<https://www.youtube.com/watch?v=UK6UNRnbfw4>

STRUCTURED ACTIVITIES

During reading instruction, adults can direct students to find words, pictures, or page numbers at the **bottom** of the page.

Adults can explicitly teach the use of the word, labeling the bottoms of items, bottom locations, etc.

When working on handwriting, adults can point out where to write the letters, or use cues for each letter ("Letter L goes down all the way to the bottom line.")

ART OR SCIENCE ACTIVITIES

Students can make their own glitter sensory bottles, shaking them up and watching the glitter settle to the **bottom**.

[DIY Glitter Bottle Sensory Tool](#), courtesy of Little Bins for Little Hands blog

<https://littlebinsforlittlehands.com/glitter-bottle-calm-sensory-tool-anxiety-relief/>



USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[Top, Middle, and Bottom](#), courtesy of Charlie Chats

<https://wow.boomlearning.com/deck/top-middle-and-bottom-wgWMtTsSqPK2WfoPx>

[Turkey: Top, Middle, and Bottom](#), courtesy of Tami's Tools

<https://wow.boomlearning.com/deck/turkey-top-middle-bottom-xuSuDBYjrNvyJBwWX>

[Stock the Shelves Pantry SAMPLE](#), courtesy of Paul121

<https://wow.boomlearning.com/deck/stock-the-shelves-pantry-sample-uidbA5bm3YScJj6PF>

[Stock the Shelves Cans SAMPLE](#), courtesy of Paul121

<https://wow.boomlearning.com/deck/stock-the-shelves-cans-sample-WMsZnv69RxEA8TagC>

[Spatial Concepts Deck Top and Bottom Interactive Play](#), courtesy of

<https://wow.boomlearning.com/deck/spatial-concept-deck-top-and-bottom-interactive-play-XL6HiQpT4WzcgXudS>

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special

education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Some**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I like **some** of the colorful balls; or dolls or foods.")

SOCIAL INTERACTION: (e.g., "Do you want **some** toys?")

REQUEST: (e.g., "I want **some** candy.")

ROUTINES AND SCHEDULES

Snack/mealtimes:

- Adults can put out snack items and ask the student "Do you want **some** ____ or **some** ____?"
- Adults can ask the child to give them **some** items to help in cooking.
- Adults can give the child items to set the table, but not enough of certain items and wait for the child to ask for "**some** more".

Circle Time:

- During circle, students can say if **some** or all of their friends are in by looking at charts of who is in and who is absent.
- During weather, you can see if all or **some** of the days have had the same weather, by looking outside and posting on the calendar or the weather chart. If you are using a calendar, you can see if all or **some** Mondays, Tuesdays, etc. have had the same or different weather.

PLAY: An adult or peer can have all of the toy items (i.e., blocks, cars, etc.) and wait for the child to ask for “**some**” of the item. It might be helpful to have a visual of the “**some**” icon present to point to as a cue.

READING:

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

The Doorbell Rang by Pat Hutchins - Each ring of the doorbell brings more friends to share **some** of the delicious cookies. After reading the story the children can share cookies or some other item/items where each child gets **some**.

Tarheel Reader -

“**Some** Cats” - describes features that some cats have,
<https://tarheelreader.org/2020/03/26/some-cats-2/>.

“**Some** Bugs Have Legs” - compares bugs that do have legs and bugs that do not have legs, <https://tarheelreader.org/2019/05/10/some-bugs-have-legs/>.

SOCIAL INTERACTIONS AND VIDEO MODELING

Children can take turns with the first child giving the second child **some** of an item, The children can interact with the items. An adult can model asking the first child for **some** more. The children can then switch positions, with the second child giving the first child **some** of the same or different items. The other child can ask for **some** more, with or without models from an adult. The children should have opportunities to interact with the items before they switch turns.

SENSORY MOTOR

Use a bin, filled with rice, and have the child find **some** of the hidden items. You can hide multiple types of items in the rice and the child can find **some** of each.

- Bins or containers can be set about the room and the child can put **some** of different items (i.e., balls, cotton balls, pegs, counting bears, etc.) in each bin. They can work on hopping, walking, skipping, etc. to the different containers or the containers can be set around the child and the child can try to throw the items into the containers. You can reinforce how the child was able to get/throw/place **some** of the items in each bin.

VIDEOS, MUSIC, ANIMATED SHORTS

Any of the counting songs can be done by talking about some of the items on each page. (e.g., We have 2 monkeys on the bed, We have **some** monkeys on the bed." Some song videos that could be used are:

Five Little Ducks - https://www.youtube.com/watch?v=XECtg0w_YKk

Five Little Monkeys Jumping on the Bed - <https://www.youtube.com/watch?v=-1cyFOW--Tw>.

STRUCTURED ACTIVITIES

Math: Have various items available and practice putting **some** of each in containers. Physically hold your hand over a few of the items so the child cannot put them all in the containers.

ART OR SCIENCE ACTIVITIES

Put out a bunch of household items (i.e., cotton balls, paper clips, cereal, paper bags, scrap paper, markers, crayons, stickers, etc.) and have the student make an art project using **some** of each of the materials.

Students can collect different household items and place them in a container of water to see which one sink and which one float. The child can fill out a

graph showing how many floated and how many sank and the adult can reinforce that **some** float and **some** sink.

USE OF APPS OR OTHER TECHNOLOGY

Teacher Pay Teacher activities for prepositions, including “**some**”, “all”, “none” listed at

<https://www.teacherspayteachers.com/Browse/Search:some%20all%20none>.

More Trucks by Duck Duck Moose -

<https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/more-trucks/>. You could compare the trucks and talk about what **some** trucks have and **some** do not.

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own personalized topics, e.g. “**Some** of my clothes have stripes, **some** don't”, “**Some** of my food is orange, **some** isn't”, etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>).

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Carolann Cormier, MS, CCC-SLP, at ccormier@crec.org. I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at https://twitter.com/CREC_ATech.

CORE WORD: **All**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I ate **all** my food." "I am **all** done.")

ASK: (e.g., "Do you want **all** the blocks?")

SOCIAL INTERACTION: (e.g., "We are **all** here.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can put some of the snack item out and ask the child if they want "some of the ____" or "**all** of the ____". This also works on the word "some".

Circle Time:

During circle, students can say if some or **all** of their friends are in by looking at charts of who is there and who is absent.

During weather, you can see if **all** or some of the days have had the same weather, by looking outside and posting on the calendar or the weather chart. If you are using a calendar, you can see if **all** Mondays, Tuesdays, etc. have had the same or different weather.

PLAY

Imaginary: Students can play in the 'play' kitchen pretend eating or pretend feeding friends or dolls **all** of the food.

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

READING

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

"I Love You **All** Day Long" by Francesca Rusackas - is a story that deals with separation anxiety at school, there are some good things and some bad things but you love them **all** day long.

"We're All Wonders" by R.J. Palacio is about choosing kind because we are **all** wonders even if someone looks different.

"A Fish Out of Water" by Helen Palmer - the boy feeds the fish **all** the food and the fish grows and grows and grows.

"The Wheels on the Bus" - the repeated lines "**All** through the town."

Tarheel Reader

All Done - <https://tarheelreader.org/2020/01/14/all-done-7/> - Talks about the daily routine and what you do when you are **all** done.

All The Animals - <https://tarheelreader.org/2020/01/02/all-the-animals/> - this story incorporates in additional concepts

All or None - <https://tarheelreader.org/2019/06/15/all-or-none/> - the story has one page where **all** is featured and the next where none is featured (i.e., "**All** these horses are brown. None of these horses are brown."

SOCIAL INTERACTIONS AND VIDEO MODELING

Children can take turns with the first child giving the second child **all** of an item, The child can interact with the items. An adult can model asking the second child for **all** of the items back. The children can play the same game with different items taking turns giving each other **all** of the items. The children should have opportunities to interact with the items for a short time before they switch turns. You could switch the rules of the game and work on sorting, where the first child may give the second child **all** of the red counting bears/Legos/cars or the second child can ask the first child for **all** the ____.

Children can take turns being the paper collector and go to each child to ask for and collect **all** the papers. This could be done for **all** of the other items (i.e., glue, trash, crayons, etc.)

SENSORY MOTOR

Use a bin, filled with rice, and have the child find **all** of the hidden items. You can hide multiple types of items in the rice and the child can find **all** of each or **all** of only one type of item.

Bins or containers can be set about the room and the child can put **all** of different items (i.e., balls, cotton balls, pegs, counting bears, etc.) in each bin. One bin could have **all** cotton balls, one bin could have **all** balls, one bin could have **all** counting bears, etc. The child can work on hopping, walking, skipping, etc. to the different containers or the containers can be set around the child and the child can try to throw the items into the containers. You can reinforce how the child was able to get/throw/place **all** of the items in the different bins.

VIDEOS, MUSIC, ANIMATED SHORTS

"The Green Grass Grows **All** Around" video and song
<https://www.youtube.com/watch?v=CTbswd1Q3-o>.

Daily Routine song "**All** in a Day" goes through the sequence of a daily routine
<https://www.youtube.com/watch?v=oPo77rZW58M>. This could be paired with doing a schedule with a picture for each activity.

"The Wheels on the Bus" with the repetitive line "**All** Through the Town"
<https://www.youtube.com/watch?v=GzrjwOQpAl0> and numerous other versions available.

STRUCTURED ACTIVITIES

Math:

Have a child help set the table and put on **all** the plates, **all** the napkins, **all** the cups, etc.

Have the child help with laundry by putting in **all** the socks, all the towels, **all** the shirts, etc. The child can help fold **all** the socks, **all** the towels, etc.

Have the child work on addition by putting **all** the counters together and counting them up for a total. **All** of them equals ____.

ART OR SCIENCE ACTIVITIES

Art

Put out a bunch of household items (i.e., cotton balls, paper clips, cereal, paper bags, scrap paper, markers, crayons, stickers, etc.) and have the student make an art project using **all** of one of the materials. If there are multiple children, they can each make an art project out of **all** of one of the materials. You can pick a type of picture (i.e., a house, a flower, a person, etc.) and have the children experiment in making that picture using **all** of their materials and then compare each other's finished products at the end. Make a scrapbook using the actual art pages or pictures and label each page (i.e., "This is a house made of **all** cotton balls. This is a house made of **all** paperclips." etc.) If you take pictures of the pages, you can publish your scrap book using an app or website (see Technology section for more information on book creators.)

Science

Students can collect different household items and place them in a container of water to see which one sink and which one float. The child can fill out a graph showing how many floated and how many sank and the adult can reinforce that **all** plastic floats and **all** metal sinks.

USE OF APPS OR OTHER TECHNOLOGY

Duck Duck Moose "The Wheels on the Bus" with the repetitive line "**All** through the Town" app available on multiple platforms

<https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/wheels-on-the-bus/>.

Boomcards - "I am **all** done with ____" at <https://wow.boomlearning.com/deck/all-done-interactive-vocab-book-FeesPLMfxiChMDDuj>.

Teacher Pay Teacher activities for prepositions, including "some", "**all**", "none" listed at <https://www.teacherspayteachers.com/Browse/Search:some%20all%20none>.

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own stories about "**All** the Things I Love", "**All** the Foods I Eat", "All my Trucks", "All my Shirts with Stripes", etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>). Your student and his/her friends and family can then read the published book over and over.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Carolann Cormier, MS, CCC-SLP, at ccormier@crec.org. I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at https://twitter.com/CREC_ATech.

May			
now	ready	to	with
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
push	pull	same	different
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
top	bottom	some	all
+	+	+	+
-	-	-	-
?	?	?	?
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

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