25 First Words - Core Word Starter Set

Important: This trial plan is not intended to be a 'cookbook'. Language learning occurs best when we follow the child's lead. Since each child has different interests and different learning styles, no two children can be expected to follow the same order in learning words. This plan is simply intended to give you a variety of ideas to facilitate language learning. Please use any and all natural opportunities throughout the day to teach other words.

This is a fluid plan. You will be monitoring your student's progress and modifying lesson plans in order to maintain your student's motivation and forward momentum.

For this brief trial we have selected the vocabulary from **25 First Words** – a core word starter set. The vocabulary selected covers a variety of parts of speech in order to support production of phrases and simple sentences for students who are ready.

Device Setup: If needed, use **Vocabulary Builder** to mask all except the target vocabulary. Instructions for creating sets are on pages #7-8).

Remember: When using Vocabulary Builder to mask vocabulary for teaching, please turn Vocabulary Builder **OFF** at other time to give the student the opportunity to explore all of their vocabulary. Only use Vocabulary Builder when needed to give the student success.

Teaching

All other times

Core Starter Words:

Verbs:		Prepositions:	Pronouns:	Adjectives:
			It	
Do	Look	In	Mine	More
Drink	Make	Out	my	Fast
Eat	Play	On		Slow
Get	Put	Off		
Go	Stop		**Negation:**	**Interjections:**
Help	Turn			
	Want		Don't	all done

*** Learn about the Core Word Starter Set on YouTube [HERE](link) ***

Additional vocabulary can be introduced based on your student's learning rate and interests.

Suggested Words to Add:
- **Interjections** – (fun to model and use) oops, yikes, yum, ha ha ha, yuk
- **Names** – classmates and family names
- **Colors** – red, yellow, blue, green, pink, purple
- **Prepositions** – out, up, down
- **Adjectives** - fast, slow, big, little
- **Favorites – foods, drinks, places to go, toys, games, etc.**

Note: If you are using LAMP Words for Life Transition Level, please refer to page 7 for where to add fringe vocabulary.

Note: Students progress most quickly when the vocabulary is being targeted and used in a variety of environments (home, classroom, community, etc.).

Data Collection

Data will be collected on the following:
1. Vocabulary introduced and targeted in lessons.
2. Vocabulary used spontaneously (without prompting).
3. Communication Functions demonstrated.

Data Collection Sheets are in the Data Collection Folder.

Teaching Ideas

The Vocabulary and Communication Functions can be taught through:
- Direct instructions
- Modeling
- Play activities (gross motor and fine motor activities)
- Reading books – and talking about them
- Any creative **FUN** activity
- Exploration – allow the student to have time every day to just 'push buttons' to explore their vocabulary
- Repetition with variety!
  - o Repeat the activity but change the target words or communication function
  - o Repeat the same words but change the activity

Suggested Training Videos:
- AAC at Home: Tips for Parents and Caregivers English or Spanish (30 minutes) OR
- Getting Beyond Basic Requesting (60 minutes) OR
- Building Communication with Aided Language Input (60 minutes)

![prc-saltillo logo]

Sample Plan

Note: This is only an example. Some students may master only a few words during the trial period. Others will master many more. The purpose of the trial is to see if they are able to make progress. Measure each student against him/herself.

Week 1

Vocabulary: go, stop, turn, play, eat, drink, more, all done

Activities: Information about these activities can be found in the Activities Folder
- Swing (go, stop, turn, more, all done)
- Music (go, stop, more, all done)
- Pretend play with doll/animal (eat, drink, more, all done)

Books:
- Go, Dog, GO by P.D. Eastman
- The Monster at the End of the Book by Jon Stone
- Bear Wants More by Karma Wilson

Games:
- Core Word Jump (go, stop, turn, play, eat, drink, more, all done)

iPad apps:
- Pogg (go, stop, turn, eat, drink)
- Baloonimals (more) – YouTube video demo FB Live Tip

Core Word Songs:

- GO -Go Bananas
- STOP
- TURN
- PLAY

- EAT
- DRINK
- MORE
- ALL DONE

Speaking/Reading/Writing + Lesson Plans:	Active with AAC:
• Play that Music (go, stop, turn, play, more) • Turn it! (turn, go, stop, more) • What Do They Do? (eat, drink, play, go)	• **Bug Hunt:** stop, turn, more (Unity - WordPower) • **Play-Doh**: turn, more, all done (Unity or WordPower)

Week 2:

Vocabulary: (add) in, out, on, off, put, help, fast, slow
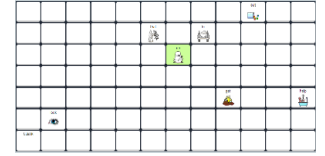
Additional Vocabulary: If your student has mastered the vocabulary so far, add: **Adjectives:** big, little, colors

Activities: Information about these activities can be found in the Activities Folder
- Cars & Trucks (in, out, fast, slow, help, put, on, off)
- Hats and Glasses (on, off, put, help)
- Music (on, off, help)
- Blocks or Stickers (on, off, put, help)
- Swing (on, off, fast, slow)

Books:
- We are in a Book by Mo Willems
- Five Little Monkeys Jumping on the Bed by Eileen Christelow

Games:
- Core Word Jump (help, in, on, off)

iPad apps:
- Pogg (in, out, on, off, put)
- Build a Train (on, off, fast, slow)
- Itsy Bitsy Spider (on, off)
- Nighty Night (off)

Core Word Songs:

- IN-OUT
- ON-OFF
- PUT

- FAST-SLOW
- HELP

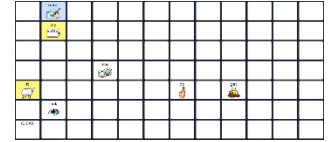| **Speaking/Reading/Writing + Lesson Plans:**	**Active with AAC**:
• Play Ball! (in-out, on-off) • Stop, Go, Fast, Slow (fast-slow) • Let's Play Dress Up (put, on-off) • Play That Music! (on-off, help) • Balloons (fast-slow, help)	• **Obstacle Course:** help, in, out (Unity – WordPower) • **Building Blocks:** put, on, help (Unity – WordPower) • **Cooking/Baking:** help, put, in (Unity – WordPower)

Vocabulary: (add) it, mine, my, play, look, do, get

Additional Vocabulary: If your student has mastered the vocabulary so far, add: **Interjections:** oops, yikes, yum, ha ha ha, yuk

Activities: Information about these activities can be found in the Activities Folder
- Balloons & Balloon Pump (get)
- Bugs, Bug Jar, Bug Net (look, my, mine, get, play)
- Bubbles (do, get)
- Music (play, look, get)
- Mr. Potato Head (look, get, my, play). Watch tip video HERE.
- Reading (look)

Books:
- It's Mine by Leo Lionni
- Are You Ready to Play Outside? By Mo Willems
- You Get What You Get by Julie Gassman

Games:
- Core Word Jump Cards – (my, play, look, get)
- Swat the Word (it, my, do, play) – these cards are available on the AAC Language Lab with a paid subscription.

iPad apps:
- Pogg (it, mine, my, play, look, do, get)
- Nighty Night (play, do, look, it, mine)
- Baloonimals (it, mine, my, play, look, do, get) – YouTube video demo FB Live Tip
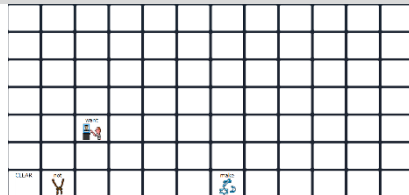
Core Word Songs or Videos

- MY-MINE
- IT
- PLAY

- LOOK
- DO
- GET

Speaking/Reading/Writing + Lesson Plans:	**Active with AAC**:
- Turn it! (it,my) - Play Ball! (my, get) - Play That Music 1 (play) - Let's Play Dress Up (do, mine, look)	**At The Playground:** look, play (Unity – WordPower) **Building Blocks:** it (Unity – WordPower) **Dinosaurs:** get, look, it, my, do (Unity – WordPower)

Jsl2013/rev jlv08.2023

![prc-saltillo logo]

Vocabulary: (add) make, want, don't - continue to model and use all 25 core words

Additional Vocabulary: If your student has mastered the vocabulary so far, add:

      Verbs: open, close   **Prepositions:** up, down

Activities: Information about these activities can be found in the Activities Folder
- Balloons & Balloon Pump (make, want, don't)
- Snack time (want, don't)
- Music (want, don't)
- Mr. Potato Head (make, want, don't). Watch tip video HERE.

Books:
- The Most Magnificent Thing by Ashley Spires
- Bear Wants More by Karma Wilson
- The Pigeon Wants a Puppy by Mo Willems
- Monsters Don't Eat Broccoli by Barbara Jean Hicks

Games:
- Core Word Jump Cards – (want). Watch how-to video HERE. Tip video HERE.
- What Dogs Do (don't) – these cards are available on the AAC Language Lab with a paid subscription. Watch how-to video HERE.

iPad apps:
- Pogg (make, want, don't)
- Lazoo: Squiggles (make, want, don't)

Core Word Songs or Videos

- MAKE
- WANT
- *DON'T

Speaking/Reading/Writing + Lesson Plans:	Active with AAC:
- What Do They Do? (make, don't) - Let's Play Dress Up (don't, make, want) - We Are Home (don't). Watch tip video HERE.	**Cooking/Baking:** make, want, don't (Unity – WordPower) **Building Blocks:** make, want (Unity – WordPower) **Dinosaurs:** want, don't, make (Unity – WordPower)

Creating / Loading a Vocabulary Builder List for the
25 First Words Core Word Starter Set

On **Accent with Empower**:

1. Select **Menu** then **Vocabulary Builder**.
2. Select **Change List** then **Default Lists**.
3. Select the pencil beside 25 First Words.
4. Select **Finished** and **Exit**.

On **iPad with LAMP Words for Life**:

1. From the app, select **Menu**.
2. Select **Vocab Builder**.
3. Slide the **On/Off** button at the bottom to **On**.
4. Select **Disable All** on the bottom right of the screen.
5. Either (a) type a word you want to teach in the search window and then check the box next to that word on the list *or* (b) select the Quick Edit key at the bottom left of the window and type in each word, selecting **Add Word**, after each entry.
6. Select **Save**.
7. Select **Done**.

On **Accent with NuVoice and Unity Sequenced**:

1. Select the **TOOLS** key.
2. Select **VOCABULARY BUILDER MENU**.
3. Select **BUILD YOUR OWN.**
4. Select **FIRST WORDS 25**.

### On **Accent with NuVoice and LAMP WFL or Unity 1-Hit**:

1. Select the **TOOLS** key.
2. Select **VOCABULARY BUILDER MENU**.
3. Select **MASK ALL**. **
4. Select **SPELL TO UNMASK**.
5. Type the word(s) to unmask using commas to separate words.
6. Select **OK**.
7. Select **OK** to exit the VB Menu

Your display should look something like this. This is LAMP WFL. If you are using a different vocabulary, like Unity 36 or 60, your display will look slightly different but you will have the same words.

Adding fringe vocabulary in LAMP Words for Life:

Notice that in LAMP Words for Life Full, the first eight keys in the second row are almost always empty.
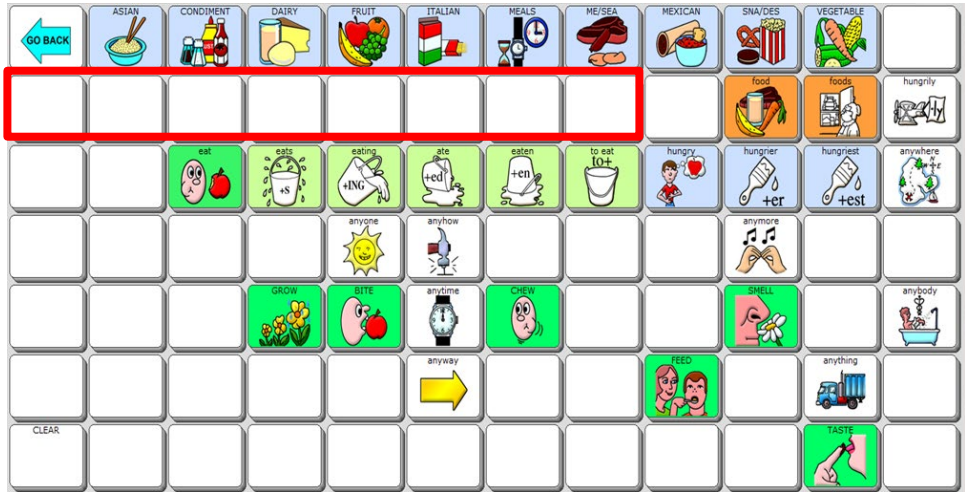
If you are using the Transition level of Words for Life, please use those spaces to add fringe vocabulary so that when your student transitions to Full, those words can be added in the same spaces to keep the motor plan consistent.