

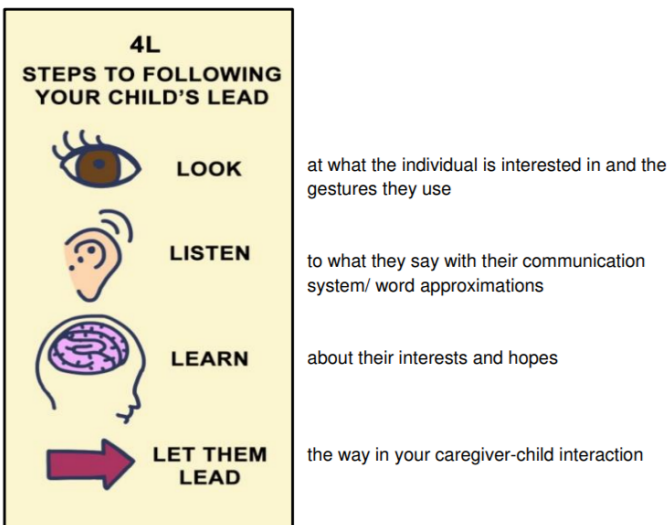
AAC STRATEGY OF THE MONTH

FOLLOWING THE CHILD'S LEAD

The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

Below, please find a helpful resource from the Specialised Assistive Technology Centre outlining the 4 L's to Following the Child's Lead with AAC:

HOW



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Resources:

[Top 3 Strategies to Engage AAC Users](#)

[PrAACtical Resources: AAC for Caregivers](#) This is a comprehensive resource explaining AAC Strategies. Please note the section: Following the Child's Lead for more information.

[Teaching AAC- For Parents](#) (please note the section on Following the Child's Lead)

[Six Steps to Follow the Child's Lead](#) This handout from Hanen does not focus on AAC but outlines ways to follow the child's lead in general and may assist you in your practice.

CORE WORD: **My/Mine**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

PROVIDE INFORMATION: (e.g. She is using **my** crayons. **My** mom's name is Tracy.)

COMMENT: (e.g. I love **my** family.)

DESCRIBE: (e.g. **My** favorite food is pizza)

PROTEST: (e.g. No it's **my** turn!)

Affirmation: (e.g. Yes, that is **mine**. Yes, that is **my** jacket.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks are **mine**. Adults ask the student "Is this your food/drink?" while offering a specific food or drink. Students can respond "**my** food" or "that is my food"

Circle: Adults can create a structured activity where the opportunity to use the word **my/mine** is high. For example, the group can sing the "body parts song" listed in the videos below. The teacher can model 'my neck, my nose, my eyes' to the students and then tell the students to follow along. The students can also

say 'my neck, my nose, my eyes' while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Videos for Circle Time:

Courtesy of ELF Kids Video: <https://www.youtube.com/watch?v=QkHQ0CYwjal>

Courtesy of CoComelon Nursery Rhymes

<https://www.youtube.com/watch?v=yRNXfe9-aWo>

PLAY

Toys and Games:

Mr. Potato Head: Build a Potato head with a partner together! Each person can take a turn to attach a body part onto the potato. Before taking a turn, the student must indicate "**my** turn."

Dollhouse: Adults can assign each student a doll. The adult can then instruct the student to use their words to describe what their particular doll is doing. For example, a student can tell the adult "**My** doll is in the kitchen," or "My doll is asleep."

Trains: Using trains and a train track the adult can make the student take turns and describe what they are doing as they play. For example, the child must indicate that it is "**my** turn" when they want to roll the train on the tracks. Additionally, they can say "My train is rolling on the tracks".

Recess:

Sandbox: Adults can instruct students to describe what they are doing using the core words **my/mine**. For example, "My castle looks like____," "this shovel is mine." If necessary, use visual cues to facilitate this process.

Basketball (shooting hoops): Adults can instruct a small group of students to take turns shooting hoops. The students must indicate their turn by using the phrase "**my** turn" before shooting a hoop.

Swings: Adults can instruct students to describe what is happening when they are on the swing. For example, a student can say “**My** swing is going high,” or “You push my swing.”

READING

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

My Hands - Courtesy of Read Aloud for Kids

<https://www.youtube.com/watch?v=C7VxaxNzYgg>

Pete the Cat: I love my white shoes Courtesy of Whiteboard Entertainment Studios https://www.youtube.com/watch?v=fj_z6zGQVyM

It's My Turn | Read Aloud Children's Book Courtesy of The Storytime Family

<https://www.youtube.com/watch?v=xJBk9mJwkel>

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to comment, describe, share, and take turns can be greatly increased once they learn how to appropriately use the words **my/mine**. Through modeling, these videos show us how the words my/mine can be communicated when taking turns. Adults can also model using words to communicate “my turn” or “this is mine.” Adults may also use nonverbal gestures to model pointing to themselves when they are saying the phrases “my turn” or “this is mine.” By coordinating gestures with words, the student can learn different ways to communicate the words my/mine.

Video Modeling | Taking Turns courtesy of Meredith Harrah

<https://www.youtube.com/watch?v=ehIjPpE51Eo>

SENSORY MOTOR

Finger painting/ Sponge Painting: Students can create a painting using finger paints, sponges, glitter, and other art supplies. Once the students have completed their painting, the adults can instruct the students to present their painting to the group. They must start presenting their painting by using the phrase “**My** painting.” For example, a student can say “My painting has red paint and sparkles,” or “**Mine** is colorful.”

STRUCTURED ACTIVITIES

Adults can create any structured play activity where the students have to take turns. Before taking a turn, the student must declare that it is ‘**my** turn’ using their AAC device or other form of communication.

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can target **my/mine** with any song using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

CGI 3D Animated Short: "Mine!" - by Vasil Hnatiuk, Courtesy of The CGBros

<https://www.youtube.com/watch?v=89zWNfilVpA>

Courtesy of The Higgles- Taking Turns | Songs for Kids

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

Courtesy of Taylor Swift | Mine

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

Courtesy of Tommyka, Finding Nemo | Mine

<https://www.youtube.com/watch?v=H4BNbHBcnDI>

Courtesy of 7531057, Pocahontas | Mine

<https://www.youtube.com/watch?v=XgOCTN14nzA>

Courtesy of Celine Dion | My Heart Will Go on

<https://www.youtube.com/watch?v=fGU7NMxboNE>

ART OR SCIENCE ACTIVITIES

Pasta Skeleton Art

Students can create a pasta skeleton with different pasta pieces. During the project the Adult can indicate that these are the student's own pasta pieces. The student can also indicate this by stating "This is **mine**," or "these pasta pieces are mine." At the end of the project the Adult can also instruct the students to present their Skeleton Art to the class. Students should start the presentation using the phrase "**My** skeleton_____."

Courtesy of Kinderart <https://kinderart.com/art-lessons/seasons/spaghetti-skeleton/>

USE OF APPS OR OTHER TECHNOLOGY

Any app that offers a 2+ player game can be used to practice the core word **my/mine**. Students can use the word my to indicate that it is 'my turn.' Additionally, students can let other players know that those pieces or cards are 'mine.' One example of a game that can be played is Uno! The following apps are available both on iOS and android systems.

UNO!™

<https://play.google.com/store/apps/details?id=com.matteljv.uno&hl=en&gl=US>

UNO!™

<https://apps.apple.com/us/app/uno/id1344700142>

WORD WALL: Create a Word Wall and add 'my/mine' 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](mailto:Sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: **Turn**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. We took **turns**)

COMMENT: (e.g. He is **turning** around)

ANSWER QUESTIONS: (e.g. Your **turn**, my **turn**, his **turn**, her **turn**)

REQUEST: (e.g. Can it be my **turn**)

ROUTINES AND SCHEDULES

Circle time: When leading an activity, an adult can ask "Who's **turn** is it to _____" (e.g. pick a color, pick a number, etc.) and the class can answer "It's _____'s **turn**". This can be expanded into any activity where something can be chosen or the students can answer with whose **turn** it is.

PLAY

Recess: Students can play different games or do different activities at recess and talk about when it is their turn or a classmates' turn. (e.g. "It is my **turn** to swing", "It is your **turn** to jump rope")

When students play different games (e.g. uno, pretend play, etc.) they can practice telling each other when it is their **turn** to play the game. (e.g. "it is your **turn** to be the chef")

Building blocks: Students can take **turns** adding blocks to a tower. Adults and students can take **turns** commenting on who is having a **turn**.

READING

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

It's My Turn by David Bedford, courtesy of TheStoryTimeFamily,

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

Llama Llama It's Time to Share by Anna Dewdney, courtesy of Lights Down Reading. Adults can comment on how Llama Llama and his friend need to take **turns** when they are playing with the toys and how when it's time to take turns, you are sharing you're your friend.

https://www.youtube.com/watch?v=OTR9aV3blWU&ab_channel=LightsDownReading

Can You Turn the Pages by Janice Behrens, courtesy of Woohoo Storytime,

https://www.youtube.com/watch?v=ZNi6NY1YthM&ab_channel=WooHooStorytime

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Sesame Street: Two-Headed Monster Takes Turns:

https://www.youtube.com/watch?v=-leZvqQauWY&ab_channel=SesameStreet

Sesame Street: Learning to Take Turns: Julia and Samuel's playdate:
https://www.youtube.com/watch?v=jDBianNb4c4&ab_channel=SesameStreet

Teaching **turn** taking courtesy of Chirp:
https://www.youtube.com/watch?v=hjzB3iAg9Eo&ab_channel=Chirp

SENSORY MOTOR

Any sensory motor activity can be used for **turn**. Students and adults can take **turns** jumping on the trampoline, playing with kinetic sand, swinging on a swing, shaving cream, etc.

STRUCTURED ACTIVITIES

Read turn-taking books as a class. Adults can comment “it is _____’s **turn** to read now”.

When learning about new words and letters, students can take **turns** going up and sounding out the words together. Adults can comment “You are doing a great job waiting patiently while your friend reads the word. Next it will be your **turn**.”

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core words of the week:

Animated Shorts:

Playmate courtesy of the CG Bros:
https://www.youtube.com/watch?v=2fR9HqilmKM&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=7&ab_channel=TheCGBros

Minions Short “The Competition” Courtesy of FRESH Movie Short
https://www.youtube.com/watch?v=todcApS3BIY&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTlz_ZX&index=30&ab_channel=FRESHMovieTrailers

Music:

Teddy Bear, Teddy Bear Turn Around Courtesy the Kiboomers:

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

The Hokey Pokey Song Courtesy Learning Station:

https://www.youtube.com/watch?v=iZinb6rVozc&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

Turn it off! Courtesy HiDinos

https://www.youtube.com/watch?v=6xJU5jZgnJl&ab_channel=HiDinoKidsSongsWithFunStories

Young adults:

Total Eclipse of the Heart by Bonnie Tyler:

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

Turn! Turn! Turn! By The Byrds:

https://www.youtube.com/watch?v=W4ga_M5Zdn4&ab_channel=embryonicsoul

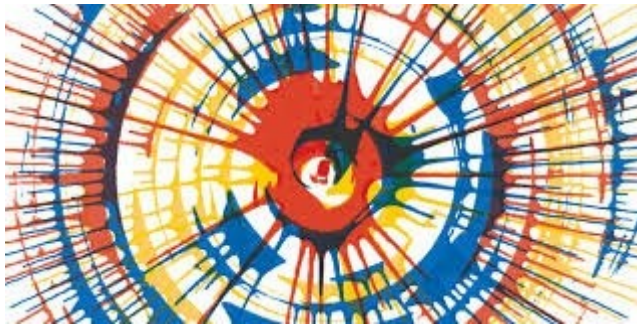
Turn Down For What! By Lil' John and DJ Snake:

https://www.youtube.com/watch?v=np8TgeHnelk&ab_channel=CleanBeats

ART OR SCIENCE ACTIVITIES

Spin art can be created. Adults and students can comment on how the paper and the paint are **turning** and creating spin art. A salad spinner can be used or you can purchase a "spin art kit" Here's a YouTube video explaining spin art courtesy of the Artful Parent:

https://www.youtube.com/watch?v=pb8ZD8Wg8Nc&feature=emb_title&ab_channel=TheArtfulParent



USE OF APPS OR OTHER TECHNOLOGY

Your students' favorite app can be used and an adult or friend can take **turns** with your student playing on the app. *Starfall ABCs* can be used as an educational app that students can take **turns** playing on.

<https://apps.apple.com/us/app/starfall-abc/id395623983>

<https://play.google.com/store/apps/details?id=com.starfall.StarfallABCs>

WORD WALL: Create a WordWall and add '**turn**' 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 write or 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 Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORDS: Listen

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. **Listen** to this)

COMMENT: (e.g. I can't **listen** to that garbage)

TELL SECRETS: (**Listen** to this but don't tell anyone)

ASK QUESTIONS: (e.g. Do you have time to **listen** to something?)

ANSWER QUESTIONS: (e.g. I **listened**)

AGREE: (e.g. When I **listened**, I heard that, too).

EXPRESS A FEELING: (e.g. When I **listen** to this, I feel happy inside).

CLARIFY: (e.g. Please **listen** to what I say in a different way)

DIRECT ACTIONS: (e.g. You need to **listen** closely to this).

SHARE NEEDS: (e.g. I need for you to **listen** to my breathing).

REMIND: (e.g. Don't forget to **listen** to your teachers).

ROUTINES AND SCHEDULES

Arrival: After greeting the student, the Adults can remind the students to **listen** to their teachers and look at the schedule for the day.

Going to bed: Adults can give students a choice of what book they want to listen to, (do you want _____ or _____) and expectantly wait for a choice response.

Circle Time: As the students assemble in a circle or morning meeting, and the adult can discuss the guidelines of the meeting; (e.g. to have the students look, listen and sit in their seats). The use of visuals would also be helpful.

PLAY

Farm Activity: While the students are engaged in a farm activity, the adult can make lots of animal sounds as they play with each animal figure and the child can imitate or if not possible, be asked to '**listen**' to the sounds. Then the adult can hide one of the animals in the barn and make the sound, and then ask the student to listen and guess which animal it is. (Adults may provide a field of object choices, a low-tech communication board or high-tech device to assist the students in identifying the animal that made the sound.

Playing with Vehicles: Follow the child's lead and as they move towards the trains, cars and other vehicles. Join them in play and adults may introduce an additional vehicle by saying something to the effect, 'listen to this. Here I come', (and then produce the corresponding sound of the vehicle that's being introduced).

Students can close their eyes and adults can say, listen for the next vehicle. What's coming? I will make more sounds, so please listen.... Students can be praised for their effective listening skills.

READING

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

The Very Busy Spider Courtesy of Animated Children's, Book

<https://www.youtube.com/watch?v=TfL0g-XRxnA&t=33s>

Listen to My Trumpet! -Kids Book Read Aloud -An Elephant & Piggie Book By Mo Willems -Children's Books Courtesy of a book in Time

<https://www.youtube.com/watch?v=UUXWdpbmA94>

Listen, Listen - Story Book Read Aloud - With Music - Neverending Storytime - Phillis Gershator Courtesy of DICE Outside the Box

https://www.youtube.com/watch?v=pf7aplWSg_0

Listen to the Dance Music Courtesy of Nosy Crow

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

(Adults can ask the students to listen to the music and comment on it. Then describe what's happening in the picture.

Walking In The Jungle | Courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), adults can provide opportunities for students to share a memory, a favorite toy or a remnant from an activity they endeavored. While the students are talking, either verbally or with an AAC system, praise the other students for listening, as noted in the poster by Social Thinking, ([paid](#)) by using *their eyes, ears, quiet mouth, quiet hands and feet, with your body facing the group, your brain thinking what's being said and your heart, caring about what others are saying and how others are listening.* Created by:

info@socialthinking.com



SENSORY MOTOR

Paper Plate Shaker Musical Instrument Craft Courtesy of **AllKidsnetwork**

This craft has direct, fun benefits for students to learn the word listen, as they create their simple shaker instruments. The ingredients are simple and the sounds come from dried beans.

What you'll need: Large paper plate; Crayons, markers, stickers, etc., Stapler, Dried beans

How to make your Paper Plate Shaker Musical Instrument

- Have your child color and decorate the back of a paper plate.
- When they are finished, fold the paper plate in half and staple well around the edges. Leave a hole open at the top.
- Add a few scoops of dried beans to the plate through the hole. When you have enough, staple the hole shut. Make sure that you staple close enough together to prevent the beans from escaping.

Then comes the fun part. The students can decorate their instruments and **listen** to the sounds that they make.



STRUCTURED ACTIVITIES

Adults can gather the students to listen to different sounds during a group activity, (e.g. Animals, weather, instruments) and students can guess what the sound is. Some students may benefit from visual choices and some may be able to spontaneously name the items/people themselves but ensure access to the necessary resources for students to actively participate in this activity.

Older students may benefit from learning about Active Listening. Here is a helpful poster courtesy of Colleen Tighe at The Balance that may be useful in the classroom especially during group discussions and peer/young adult interactions



Image by Colleen Tighe © The Balance 2019

VIDEOS, MUSIC, ANIMATED SHORTS

I Am A Good Listener: Teaching children the importance of listening Courtesy of Affies4Kids <https://www.youtube.com/watch?v=bu10OxyTkkU>

Be a Whole Body Listener | Courtesy of Jack Hartmann Kids Music Channel
<https://www.youtube.com/watch?v=pQ77Nr6TgZo>

Sesame Street: Elmo Knows How to Listen
https://www.youtube.com/watch?v=B0-TWdekQ_M

Cookie's Crumbly Pictures: Listen To Directions Courtesy of Jesse Nathan
<https://www.youtube.com/watch?v=l3b3d7bmlCc>

Sesame Street - When I Listen Courtesy of Rocket Steveo2
<https://www.youtube.com/watch?v=3prkujUXyqU>

Creepy Crawly Calypso | Courtesy of Barefoot Books Singalong
<https://www.youtube.com/watch?v=kKClvjPCgUI>

Young Adults:

The Big Bang Theory Active Listening - English sub (Here's a great video to show the difference between Non and ACTIVE Listening.... The students can discuss the differences https://www.youtube.com/watch?v=3_dAKDsBQyk

[Roxette - Listen To Your Heart \(Official Music Video\)](#)

[Doobie Brothers - Listen To The Music](#)

[Michael McDonald & Toni Braxton - Stop, Look, Listen To Your Heart](#)

[Beyoncé - Listen \[Official First Video\]](#)

ART OR SCIENCE ACTIVITIES

Students can be asked to the differences between weather types such as: rain,

rain with thunder, and wind, (from YouTube videos) and then create an art project reflective of wind and rain with simple materials.

[Tropical WIND on a RAINY Day-Rain and Thunder Sounds for SLEEP & Relaxation](#)

Courtesy of Easy Sounds and Relaxation Channel

[The Wind in the Trees \(10 Hours of Natural White Noise\)](#) Courtesy of Ephemeral Rift

[Wind and rain Process Art Process Created by Play to Learn Preschool](#)



USE OF APPS OR OTHER TECHNOLOGY

SoundTouch app: Utilize the soundtouch app to find animals, vehicles, instruments and home items and listen to the sounds they make. this could be utilized with or without showing the students the screen.

WORD WALL: Add the word, **listen** on the Word Wall.

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

CORE WORD: **Don't**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

INSTRUCT (e.g. **don't** yell)

ARGUE (e.g. I **don't** agree)

EXPRESS A FEELING (e.g. **don't** like this game)

REMIND (e.g. **don't** run inside)

ROUTINES AND SCHEDULES

Circle: Students can say **don't** when they don't want to share anymore during circle time. Students can also say '**don't**' to regulate the behavior of others around them (e.g. 'don't touch').

Snack/mealtimes: Students can use "**don't**" to comment on their food (e.g. "don't want") or to express that they don't want to eat anymore.

PLAY

Toys and Games: Students can use **don't** to let whoever they are playing with to stop what they are doing (e.g. '**don't** take it').

Recess

If students see someone being unsafe during recess, they can use **'don't'** to help enforce the rules in order keep themselves and their friends safe (e.g. **don't** run, **don't** push).

READING

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

[Don't Touch This Book! By: Bill Cotter | Courtesy of Shon's Stories](#)

[I Repeat, Don't Cheat! By: Margery Cuyler Courtesy of Storytime Bunnies](#)

[Little Dinos Don't Bite By: Michael Dahl courtesy of It's Reading Time](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **don't** when someone is interrupting them, below is a video that can aid in modeling.

[Video Modeling: Don't Interrupt! Courtesy of Kelly Palasky](#)

Students can use **don't** to remind their friends of the safety rules (e.g. **don't** run), express opinions (e.g. **don't** agree), or share information (e.g. **don't** do that again).

Adults can teach and model for students the importance of respecting someone's 'don't'. When someone says '**don't**' they are expressing discomfort and setting a boundary which should be respected.

SENSORY MOTOR

Students can practice shaking their head no and indicating that they **don't** want to touch something. Adults can go through a list of sensory motor items with students and make a list of things that their students like and **don't** like to play with. Adults can model "I **don't** like touching the sand., etc."

STRUCTURED ACTIVITIES

Adults can hold a structured conversation about the importance of the core word '**don't**'. **Don't** is a word that holds a lot of power in the sense that it gives students a way to regulate the behaviors of those around them. Adults can teach students that when someone says '**don't**' it is incredibly important that you listen and respect their wishes. If a student says '**don't**' they may be expressing discomfort, and this should not be taken lightly.

If adults notice any instances of misunderstandings between students, they can use this opportunity to step in and model the use of the word '**don't**'.

VIDEOS, MUSIC, ANIMATED SHORTS

[Bob Marley - Don't worry be Happy](#)

[I Don't Wanna Song | Nursery Rhymes For Kids | Courtesy of Baby Songs For Children](#)

[Sesame Street: Bruno Mars: Don't Give Up](#)

[Don't Lie - Always Tell the Truth | Good Habit Songs for Children | Courtesy of Infobells](#)

ART OR SCIENCE ACTIVITIES

Students can create a '**don't**' stop sign. Adults can explain to students that when they don't like what is happening to them, or if something is making them uncomfortable they are able to stop this action by holding up their stop sign and saying '**don't**'.



Created by Alisa Lego

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* or free website *Tar Heel Reader* (tarheelreader.org) adults can create a '**Don't**' story which includes all of the classroom rules that are in place to keep the students safe! For example, one page could say 'don't run', another could say 'don't push', etc. Include the symbol sequence that represents the student's communication system and read the story with the students.

WORD WALL: Create a WordWall and add '**don't**' to the list.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram [@newfriendscollective](#). Thank you!

CORE WORD: Up

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. the bubbles are **up**)

DIRECT (e.g. go **up** there)

REQUEST (e.g. please pick me **up**)

TELL A STORY (e.g. Today, when I looked **up** in the sky, I saw a bird!)

GREET (e.g. What's **up**?)

ROUTINES AND SCHEDULES

Taking Role: Adults can designate a place on the wall marking who is 'here' or 'absent'. Adults can pull out name cards and ask for the students to identify their name and then go put it **up** on the wall.

Circle: Adults can incorporate a morning stretch into the circle time routine to 'help our bodies get ready to learn'. Students can reach their arms way **up** while stretching. Adults can model the word by emphasizing it within the routine (e.g.

“Let’s reach our arms way **up** high! See how high your arms can go **up**! My arms are going **up** towards the sky!”).

Calendar/Weather: While talking about the calendar, adults can put an emphasis on the weather by describing things **up** in the sky. (e.g. “Today is cloudy. When I look **up**, I can see lots of clouds in the sky”).

Centers: Students can take their name card and put their name **up** on the center or station that they would like to attend in the classroom.

PLAY

Toys and Games:

Adults can take bubbles and model language using the word **up**. They can narrate the actions within the activity that highlight the target word. Something to look out for – the goal is not to blow the bubbles straight out in front of you, but rather pointed upward. We want to give our kids a chance to watch the bubbles blow upwards and then float down. We also want them to have time to pop them! (e.g. “Alright! Are you ready? I am going to blow the bubbles up high!”, “Wow! I saw you jump up to go pop that one!”).

A [mini spinning flyer disc toy](https://www.amazon.com/HJ-Dragonfly-Plastic-Spinning-Children/) is a simple and common toy that can be found in most dollar aisles and is another great way to model the concept. The adult can fasten the disc on the spinner and tell the student “Get ready! Watch this toy go **up**!”. <https://www.amazon.com/HJ-Dragonfly-Plastic-Spinning-Children/>

Students can build a tower of blocks **up** as high as they can before it falls down! Adults can say “Let’s see how high up you can build!”.

Recess

Students can reinforce the concept of **up** and down as opposite concepts on the playground as they climb up, up, up the ladder and then down the slide

READING

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

Up and Down | Oliver Jeffers | [Courtesy of Storytime Circle](#)

A cute story about a boy who goes to great lengths to try and help his penguin friend fly <https://www.youtube.com/watch?v=yOEg3C5Cyl4>

Great Day for Up | Dr. Seuss | [Courtesy of vancemo](#)

Great exposure for the concept of **up** in a variety of contexts!
<https://www.youtube.com/watch?v=UIQ49kUazec>

Let's Say Hi to Friends that Fly | Mo Willems | [Courtesy of ReadingLibraryBooks](#)

Cat the cat is a character who cheers on all her flying friends!
https://www.youtube.com/watch?v=3_i1QKQG3XA

Waiting is Not Easy | Mo Willems | [Courtesy of Heather's Story Time Corner](#)

Piggie has a surprise for his friend Gerald, and it was well worth the wait. At the end of the story, they look **up** in the sky and see the beautiful stars.
https://www.youtube.com/watch?v=HTS_ohuhhPA

SOCIAL INTERACTIONS AND VIDEO MODELING

Introducing the word up in various social interactions will help solidify knowledge and generalize the skill. A student can initiate a conversation by saying "What's **up?**", "are you feeling **up** to a game of chess?" or communicate to an adult that they like to stay **up** late on the weekends. Up has a few different abstract meanings to it

[Video modeling up and down](#) | Hippo looks up and down | Courtesy of CallOTChrissy

Short clip of a hippo shifting eye gaze up and down that reinforces the concept though a natural context. https://www.youtube.com/watch?v=4NTMDMJOR_E

SENSORY MOTOR

Trampoline (equipment not required): During a sensory/movement break, students can safely jump on trampoline or on ground while adult models' language through narrating actions (e.g. "Whoa! You are jumping **up** so high!")

Climbing stairs: While walking up the stairs, adult can try narrating language that involves going **up** higher as you go (e.g. "We are going up! Ready to go higher? Let's go up!")

STRUCTURED ACTIVITIES

Incorporating the concept into other school-related work: Adults can tape two flashcards on a wall, one **up** high and the other down low. For example: if the student is working on sight words, the word 'cat' can be placed up high while the word 'rat' is placed down low directly under. Adults can say "Which one is 'cat'?" and the student can indicate by pointing upwards, jumping up and trying to touch the word, or saying "**up** there!".

Free Handout Created by Speechie Frenchie: A cute dog that is shown looking up and down, while the LAMP WFL icons serve as visual supports.
<https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972>

VIDEOS, MUSIC, ANIMATED SHORTS

[LIFT UP](#) | 3D Animated Short Film | Courtesy of Bloop Animation

A sweet and short wordless animated film that is about a cube living in a world with many spherical friends. This cube is faced with a struggle of climbing **up** a big hill while all of his sphere friends roll up the hill swiftly.

[Up and Down](#) | Gravity Song for Kids | Courtesy of Pancake Manor

An educational song for young kids about movement, gravity and the directional concepts of **up** and down.

[Up! \(Official Music Video\)](#) | Shania Twain

A catchy song for preteens and young adults that models the word up and is used in a variety of contexts (e.g. "Can only go up from here")

ART OR SCIENCE ACTIVITIES

Science: Adults can fill a helium balloon and tell the students to watch it go **up**! You can let it stay resting at the ceiling, and throughout the week the adult and student can remind each other that it is still there and you even predict how long you think it will stay up.

Art: Similar to the helium balloon, hot air balloons rise **up** too! Students can color on this hot air balloon coloring page and glue a picture of themselves in the basket. It can help spark imagination for what it would be like to go up in a hot air balloon! Adults can model language by saying what we might see if we went up in the sky to build schema (e.g. "If we went **up** in a hot air balloon, we might see birds and clouds!").

USE OF APPS OR OTHER TECHNOLOGY

[Baby Games – Balloon Pop](#) by Xiangyi Liu is a simple yet captivating game for young children. The goal of the game is to pop as many balloons floating **up** as you can before they float out of the screen.

[Toca Kitchen Monsters](#) by Toca Boca is a cute game to cook and play with food so you can feed the hungry monsters. Students can pick **up** different foods around the kitchen and add them to your pan.

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

Thank you!

CORE WORD: **Down**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month, Following the Child's Lead promotes a child/student directed approach to AAC intervention. When you Follow the Child's lead, the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

COMMAND: (e.g. Write that **down**.)

GIVE INFORMATION: (e.g. It's **down** the street on the right.)

SOCIAL BID: (e.g. Are you **down** to go to the game on Friday night?)

EXPRESS FEELINGS: (e.g. I've been feeling **down** lately)

REQUEST: (e.g. Please turn the TV **down**. It's too loud.)

ROUTINES AND SCHEDULES

Visual Schedule: On a classroom visual schedule, model **down** every time you finish an activity and take an activity icon down from the schedule. You can also count down from 10 for each activity transition.

Circle: As students join circle time, model down as you ask them to sit down in their chairs. During circle check in with your students about how they are feeling. See who is feeling happy and who is feeling **down**. On rainy days, students can comment how the rain is really coming down outside.

Free choice playtime: Have your students write their name **down** on a sign-up sheet for different play centers or a highly desired play center.

PLAY

Toys and Games:

Chutes and Ladders: This game is great for modeling **down** as students go down the chutes (it is also great for modeling UP when students go up the ladders).

Blocks: Build a tower up, up, up then knock it **down**.

Cars: Have cars go **down** a ramp. Don't have a toy ramp? Take a piece of cardboard and make a ramp from any surface, e.g. chair, desk, bench.

Recess: At recess, students go **down** the slide. Consider putting an icon of "down" at the bottom of the slide where students can touch the icon each time they go down. For our younger students, try playing a game of ring around the rosy, and emphasize when you all fall **down**. For older students, model using slang in friendly competition (e.g. "You're going **down**!")

READING

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

Way Down Deep in the Deep Blue Sea | Jan Peck | [Courtesy of SnuggleBug StoryTime](#)

A boy dives way **down** deep in the deep blue sea, and he sees a new sea creature on each page. The phrase "way down deep" is used on every page. <https://youtu.be/ir4PF70GYQU>

Jabari Jumps | Gaia Cornwall | [Courtesy of Clinton Public Library, Indiana](#)
Jabari has finished his swimming lessons, and he passed his swim test. Today's challenge: jumping off of the diving board **down** into the water. He has watched other children as they sprang up, up, up and then they dove down, down, down. Read along as Jabari debates if he should climb back down the ladder instead of jumping down into the water. <https://youtu.be/d1O-CE6czyE>

Down on the Farm | Merrily Kutner, Illustrated by Will Hillenbrand | Courtesy of [At Home with Berly](#)

Perfect for students who love animals and animal noises! This book features an animal on each page. Each animal sound is followed by the refrain "**Down** on the farm, Down on the farm." <https://youtu.be/5WccJtwjvkE>

Home in the Rain | Bob Graham | [Courtesy of Mrs. Judd in the Library](#)

This sweet story, as the rain comes bucketing down, a mom and daughter drive along together. Francie writes her name, mommy, and daddy on the fogged-up windows and wonders what her unborn sister's name will be. Throughout the story you can comment on how the rain is coming, how the water is running down Young Marcus's neck, when Francie writes down the names, when Francie lies down on her mother's lap, and when Francie's mother puts her down after a hug.

<https://youtu.be/mqondUwydRI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Social interactions are a great way to use the word down in a variety of different contexts. Students can challenge each other to a game/competition (e.g. you're going **down**) or they can initiate a social bid (e.g. Are you **down** for a game of tag?). They can check in on a friend that is looking a little down in the dumps or coming down with something.

Video modeling with Mister Clay | Up and Down | [Courtesy of Mister Clay](#)
[YouTube video](#)

<https://youtu.be/MelZDwsEoOQ>

Video modeling Down | [Courtesy of Michelle Alvarado](#)

<https://youtu.be/5tCrcvLFG8A>

Video modeling Down | [MISD AI Program](#)

<https://youtu.be/cObcA5H2Kdk>

Video modeling Up and Down | [Wings Works](#)

<https://youtu.be/DU-WizXB7VM>

SENSORY MOTOR

During a sensory break, crash **down** on a crash pad or lie down on a fuzzy rug.

If your student benefits from “heavy work” for sensory regulation here is one of my favorite tasks (it requires some prep, but there are many, many ways to use it afterwards): wrap individual reams of paper in different color duct tape, e.g. two reams individually wrapped in blue, two reams individually wrapped in red, two in green. Have your student pick up the different reams, walk them across the room, and put them **down**. I like to make pattern cards showing which colors to stack in which order. Looking for a more environmentally friendly option? Try filling cereal boxes with rice or sand. Be sure to fill all the way and to use an extra layer of duct tape to prevent leaks!

Take a sensory/brain break with this [Koo Koo Kangaroo song Rollercoaster](https://youtu.be/4jxqSHOad18) Courtesy of Steve Steve. Get ready to go **down** the hill. This has been a favorite for my students during distance learning! What's more fun than pretending you are on a rollercoaster when you're really sitting in front of a computer?
<https://youtu.be/4jxqSHOad18>

Need a calming activity? Try [Bring It Down Courtesy of GoNoodle](https://youtu.be/bRkLioT_NA). In this calming flow you are guided through a kid-friendly meditation where you slowly pull a balloon down.
https://youtu.be/bRkLioT_NA

STRUCTURED ACTIVITIES

Boom cards are a fun way to practice concepts and model new words. [Use this fun, free deck to practice down](https://wow.boomlearning.com/deck/pete-the-cat--basic-concept--core-words--go-down-MgxPzN3qP3ArXECTx) Courtesy of Read with me SLP. On each card you will slide Pete the Cat down a ladder or slide. There are cards for SymbolStix and Unity LAMP WFL.
<https://wow.boomlearning.com/deck/pete-the-cat--basic-concept--core-words--go-down-MgxPzN3qP3ArXECTx>

[Check out this free digital activity courtesy of the Speechie Frenchie](https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972). This product can be used digitally in Google Slides or PowerPoint, and it can also be printed out! All of Speechie Frenchie's materials feature her adorable dog, which is an added bonus.
<https://www.teacherspayteachers.com/Product/Look-Up-Look-Down-LAMP-WFL-Core-Word-BookDigital-Activity-5332972>

VIDEOS, MUSIC, ANIMATED SHORTS

Young children:
The Itsy Bitsy Spider | [YouTube Sing-Along Courtesy of Super Simple Play](https://youtu.be/1MXzCD8IAcE)
This sing-along has great visuals and hand motions. Get ready for when the rain comes **down**.
<https://youtu.be/1MXzCD8IAcE>

Down by the Bay | [YouTube Sing-Along Courtesy of Raffi](https://youtu.be/-CSxGHve60E)
While there are many versions of **Down** By the Bay, I have yet to find one that tops Raffi.
<https://youtu.be/-CSxGHve60E>

Wheels on the Bus | [Animated Sing-Along Courtesy of Cocomelon](#) | [Live Action Sing-Along](#)

This song is packed with core words. This week focus on when the people go up and **down**. As you introduce more core words (e.g. open, shut, up, move, on, back, etc.), add them into the song.

Animated version: https://youtu.be/e_04ZrNroTo

Live Action: <https://youtu.be/S9XZX3m06cE>

[For the Birds | Pixar Animated Short Courtesy of Clips Hay](#)

When the big bird sits on the wire it goes **down** and down and down... What will happen when the smaller birds peck at his feet?

<https://youtu.be/nYTrIcn4rjg>

Young adult:

[Down | Jay Sean ft. Lil Wayne](#)

This jam features not only Lil Wayne, but also plenty of opportunities to model **down** (15 times in the chorus alone).

<https://youtu.be/oUbpGmR1-QM>

[Down | Marian Hill](#)

Modern synth-pop, alternative track that asks, "are you **down** di-di- down-di-di-down di-di-down down down, down di-di-down di-di-down di-di-down down down."

<https://youtu.be/DpMfP6qUSBo\>

[Flowers | Moby Courtesy of All in One](#)

Any CrossFit and/or workout fans out there might recognize this song from the squat challenge. Listen to this song and "bring Sally up, bring Sally **down**." You can be Sally getting up and down, or Sally can be a doll, your hands, a book, etc. But make sure you bring it up and bring it down, and don't forget to groove when you hear the lyrics "Old Miss Lucy's."

https://youtu.be/_gPDULwKOkY

ART OR SCIENCE ACTIVITIES

Science experiment: In [this experiment](#), courtesy of Meredith Juckner, see if you can make an egg go **down** into the bottle.

<https://www.wikihow.com/Get-an-Egg-Into-a-Bottle>

[Another eggs-periment!](#) Courtesy of Science Buddies– If you put an egg in a cup of water it will sink **down** to the bottom. What happens if you add salt to the water? Will the egg still sink down to the bottom?

<https://www.scientificamerican.com/article/salty-science-floating-eggs-in-water/#:~:text=Adding%20salt%20to%20the%20water,the%20egg%20will%20then%20float!>

At the beginning of the week, get a balloon filled with helium. Let it float to the ceiling and make predictions on when the balloon will come **down**. Try different kinds of balloons (i.e. latex and mylar). Which balloon will come down first?

Art project: [Melting Crayon Art](#) created by Miss Make on instructables.com. For this project hot glue crayons to the top of a canvas. Once the crayons are glued down, use a blow dryer to melt the crayons. Watch as the wax drips **down** the canvas.

<https://www.instructables.com/Melted-Crayon-Art/>

Remember for any art project you can model down in a variety of ways: glue down, press down, fold down, etc.

USE OF APPS OR OTHER TECHNOLOGY

Use these fun timer apps to count down the end of an activity/session or time until a preferred activity.

Timer for Kids – visual countdown for preschool children! by Idea4e

<https://appsto.re/us/2KCK1.i>

Fun Time Timer byCodigoDelSur, <https://appsto.re/us/gju4M.i>

Game App: *Jelly Fish Deep Blue Sea Diver In Ocean Saga Quest*

In this free game you are a jellyfish swimming down, down, down trying to avoid obstacles.

<https://apps.apple.com/us/app/jelly-fish-deep-blue-sea-diver-in-ocean-saga-quest/id1157420373>

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 write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

[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 Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Feel**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. that **feels** smooth, that **feels** rough)

COMMENT: (e.g. He might **feel** silly)

ANSWER QUESTIONS: (e.g. I **feel** happy today)

REQUEST: (e.g. Can I **feel** it?)

ROUTINES AND SCHEDULES

Circle time: Adults can go around and ask the students how they all **feel** today. Students can take turns describe how they **feel** (e.g. I **feel** happy, I **feel** silly, I **feel** sad, etc.)

PLAY

When playing with different objects, students and adults can describe how they **feel**. Blocks **feel** smooth, Legos **feel** bumpy, stickers **feel** sticky, etc.

During pretend play situations, adults and students can describe how they would **feel** in the situation. For example, if the student is a chef, they can **feel** rushed, warm, busy, etc. depending upon how busy the restaurant is.

READING

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

The Way I feel by Janan Cain, courtesy of A Story for Boo:

https://www.youtube.com/watch?v=MSdSWfCpJ8&ab_channel=AStoryForBoo

Today I feel Silly by Jamie Lee Curtis, courtesy of Yolanda Bivins:

https://www.youtube.com/watch?v=JofkgL7CY5A&ab_channel=YolandaBivins

Grumpy Monkey by Suzanne Lang, courtesy of Toadstools and Fairy Dust:

https://www.youtube.com/watch?v=wylzbbSL668&ab_channel=ToadstoolsandFairyDust

The Color Monster by Anna Llenas, courtesy of Storytime with Elena:

https://www.youtube.com/watch?v=PWujGPb6mgo&ab_channel=StorytimewithElena

The Feelings Book By Todd Parr, courtesy of TFC: The feelings channel:

https://www.youtube.com/watch?v=sBFbQ70AJs&ab_channel=TFC%3ATheFeelingsChannel

In My Heart, A book about feelings by Jo Witek, courtesy of Alisa Lego:

https://www.youtube.com/watch?feature=youtu.be&v=u3Mp8XvvJ0g&app=desktop&ab_channel=AlisaLego

Glad Monster, Sad Monster by Ed Emberley, courtesy of Jennifer Potter:

https://www.youtube.com/watch?v=2ZmWZYIsj30&ab_channel=JenniferPotter

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Sesame Street Name that Emotion with Murray!

https://www.youtube.com/watch?v=ZxfJicfyCdg&ab_channel=SesameStreet

Students and adults can make sure they ask their communication partner how they **feel** when they first say hello. "Hi. How are you **feeling** today?"

SENSORY MOTOR

Students and adults can play with kinetic sand or shaving cream and talk about how it **feels** on their skin. You can also search through a rice box and feel

different items hidden in the rice. Students and adults can take turns describing what they are **feeling** and guessing what the item is.

STRUCTURED ACTIVITIES

Students can make a book about **feelings**. They can fill out a new page each day and at the end of a period of time, Students and adults can read their book and look at the pictures they drew about how they **feel** that day.

Students can also create smart charts to talk about how they **feel** when something happens:

I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.
I feel _____ when _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

Inside Out, Guess that Feeling Courtesy of Laia Garcia:

https://www.youtube.com/watch?v=dOkYKyVFnSs&ab_channel=LaiaGarcia

Watch Your Feelings Courtesy of Ahmed Elshraby:

https://www.youtube.com/watch?v=8AGgblQyqR8&ab_channel=ahmedelshra
[by](#)

Music:

The Feelings Song by Miss Molly: https://www.youtube.com/watch?v=-J7HcVLsCrY&ab_channel=MissMolly

Sesame Street: Dave Matthews and Groover talking about feelings:

https://www.youtube.com/watch?v=Po5lHYJJQfw&ab_channel=SesameStreet

Can't Stop the Feeling by Justin Timberlake from Trolls:

https://www.youtube.com/watch?v=oWgTqLCLE8k&ab_channel=PeacockKids

Can you feel the love tonight by Elton John from Lion King:

https://www.youtube.com/watch?v=25QyCxVkXwQ&ab_channel=DisneyMusicVEVO

Feel so Close by Calvin Harris:

https://www.youtube.com/watch?v=dGghkjpNCQ8&ab_channel=CalvinHarrisVEVO

Man! I feel like a woman by Shania Twain:

https://www.youtube.com/watch?v=ZJL4UGSbeFg&ab_channel=ShaniaTwainVEVO

ART OR SCIENCE ACTIVITIES

After reading Glad Monster, Sad Monster by Ed Emberely, courtesy of Jennifer Potter:

https://www.youtube.com/watch?v=2ZmWZYIsj30&ab_channel=JenniferPotter

Students can create their own monsters based upon their feelings. Ness from Four Cheeky Monkeys has a great art activity for these Monsters. Follow her example at <http://fourcheekymonkeys.com/play-love-learn/sad-monster-glad-monster-feelings-activities-craft-ideas-children/>



USE OF APPS OR OTHER TECHNOLOGY

iTouch Feelings for kids: <https://apps.apple.com/us/app/itouchilearn-feelings-for-preschool-kids-free/id495848904>

Breathe, Think, Do with Sesame Street:

<https://apps.apple.com/gb/app/breathe-think-do-with-sesame/id721853597>

<https://play.google.com/store/apps/details?id=air.com.sesameworkshop.ResilienceThinkBreathDo&hl>

WORD WALL: Create a WordWall and add **'feel'** 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 write or 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 Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORD: **There**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

DIRECT (e.g. Please stand over **there**.)

GREETING (e.g. Hi **there**)

TAKE A TURN (e.g. I'll let you take it from **there**.)

GOSSIP (e.g. they say he's not all **there**.)

DESCRIBE (e.g. she is always **there** for her friends.)

QUESTION (e.g. Are we **there** yet?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can tell adults where they would like to sit during snack/mealtimes. Adults can respond using **there**. (e.g. Okay you can sit over there. / oh, you would like to sit there?)

Circle: Adults can prepare photos of places students frequently visit. When provided with two-three different pictures adults can ask if students went to these places. Students can respond with "yes I went **there**" or "no, I did not go there". This can be done

PLAY

Toys and Games: Students can take turns sharing toys and when a student asks for a turn with a toy, the student using the toy can respond by saying “**There** you go”

READING

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

THERE IS A BIRD ON YOUR HEAD BY MO WILLEMS | Courtesy of SNUGGLEBUG STORYTIME

<https://www.youtube.com/watch?v=F5Oca4vkQfQ>

GREEN EGGS AND HAM BY DR. SEUSS | Courtesy of STORYTIME WITH MISS JEANNIE

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

THERE WAS AN OLD LADY WHO SWALLOWED A FLY BY LUCILLE COLANDRO | Courtesy of KING OF THE CLASSROOM

<https://www.youtube.com/watch?v=DCQzowH7cB8>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can play Headbanz with their peers. Students take turns asking questions to try and correctly guess the card on their head. Students when students are ready to make their final guess, they can ask what is on their heading using there (e.g. Is **there** an apple on my head?).

SENSORY MOTOR

As an accompanying activity to ***There** Was an Old Lady Who Swallowed a Fly*, Students can take turns feeding the old lady the different things she swallowed as the story is being read. Pieces can be made of felt, paper, etc. and the Old Lady's body can be a paper bag taped to the board/wall.



Created by Mrs. D's Corner <https://www.mrdscomer.com/books-teachers-love-old-lady-swallowed/>

Created by Coco's Felt Design
<https://www.pinterest.com/pin/850335973377781527/>

STRUCTURED ACTIVITIES

As an accompanying activity to **There Was an Old Lady Who Swallowed a Fly**, students can practice sequencing by writing the things the old lady swallowed using sentence frames. This can be done using a pencil or alternative pencil.

1. There was an old lady who swallowed a _____.
2. There was an old lady who swallowed a _____.
3. There was an old lady who swallowed a _____.
4. There was an old lady who swallowed a _____.
5. There was an old lady who swallowed a _____.
6. There was an old lady who swallowed a _____.
7. There was an old lady who swallowed a _____.

VIDEOS, MUSIC, ANIMATED SHORTS

THERE SHE GOES: THE LA'S Courtesy of CHDEXTER5

<https://www.youtube.com/watch?v=eu2iv-vMKT8>

HERE THERE AND EVERYWHERE: THE BEATLES Courtesy of Ivan Bralic

<https://www.youtube.com/watch?v=CHLQs6u9wXw>

I'LL BE THERE: JACKSON 5 Courtesy of MM

<https://www.youtube.com/watch?v=W-apalOOoAo>

ART OR SCIENCE ACTIVITIES

As an accompanying activity to *There is a Bird on Your Head*, Adults can prepare cut outs of their student's picture and have students draw a bird or any other preferred animal on top of their heads. Students can also write on the paper "**There** is a bird on ____'s head".



Courtesy of Abbie Duarte

USE OF APPS OR OTHER TECHNOLOGY

*Knock Knock Guess Who is **There*** by Irit Yablon

<https://appsto.re/us/IQRNI.i>

WORD WALL: Create a WordWall and add **'there'** 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 Abigail Duarte @ aduarte3@mail.sfsu.edu.

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

Thank you!

CORE WORD: **Happy**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month, Following the Child's Lead promotes a child/student directed approach to AAC intervention. When you Follow the Child's lead, the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SOCIAL: Expressing feeling/emotion (e.g. I am **happy!**)

SHARE INFORMATION: Describe others/the environment (e.g. She is **happy**. A happy place.)

COMMENT: (e.g. I am so **happy!**, Be happy.)

GOSSIP: (Why is she **happy?**).

ANSWER QUESTIONS: (e.g. They feel **happy**.)

ROUTINES AND SCHEDULES

At the beginning of the day - during the morning meeting and using a visual schedule, the student shares how they feel at morning meeting. (e.g. I feel **happy**.) If the student needs more prompting or review, the adult can ask a yes/no question to the student as, "Do you feel happy?" or model what it looks like to be happy. Can also offer a receptive task with images of different feelings to allow child to point to or take the happy emotion.

PLAY

The adults and students can take photos of themselves expressing different feelings, one of which is **happy**. Print the photos and as a group talk about them (i.e., "Julie is **happy**.") Can then practice having students expressively label the feelings and receptively identify them. Expansion of activity can be to act out and express the different feelings. Visuals and scaffolding are recommended to be provided.

READING

For this week's core word, you can talk about the characters in the story and discuss if they are feeling **happy** as a yes or no answer.

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

Book Read Aloud: [THE JAR OF HAPPINESS](#) by Ailsa Burrows

<https://www.youtube.com/watch?v=ilb5-PetjcE> Courtesy of Tammy Nohelty
(Students and adults can discuss what makes them feel **happy**)

Book Read Aloud: [WHEN I'M FEELING HAPPY](#) by Trace Moroney

<https://www.youtube.com/watch?v=fBISYTkW6kc> Courtesy of Miss Ems

Bookworm Read Aloud. (Talk about the feeling 'happy' and what makes the bunny feel happy in the story. Expand by asking and answering the questions at the end of the story with students so they can list what makes them happy.)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meetings, students can share how they feel and if they feel **happy**. Students can also share something that made them feel happy in the morning.

During conversational turn taking with peers/adults, students can ask each other how they feel and what makes them feel happy.

SENSORY MOTOR

Follow the activity below to create theraputty with students! Theraputty can often make students (and adults) feel **happy** when they use it. Talk about the purpose of the theraputty for students to use to help them feel **happy** and focus. Engage students by making the theraputty together, following the recipe and talking through the process. Expand this into a language activity by taking turns saying the steps out loud and on the AAC device low tech board. Add in commenting and descriptive words to talk about how the theraputty looks, feels, and smells: soft/cold? sticky/good?

After the activity the adult may ask if the students had fun, (providing ALS) with the word '**happy**' on the talker, and the adult can ask if students feel 'happy' after making their very own theraputty. (e.g. Do you feel happy? I feel happy!, etc.).

Activity: [HOW TO MAKE THERAPUTTY](https://www.yourbeautyblog.com/2016/08/how-to-make-theraputty.html) – Courtesy of Cari Dunn.

<https://www.yourbeautyblog.com/2016/08/how-to-make-theraputty.html>

STRUCTURED ACTIVITIES

The students can answer questions about the story that was read aloud such as the JAR OF HAPPINESS or the WHEN I'M FEELING HAPPY. With a focus on the word, **happy**; have the students' share what are things that can bring happiness.

Use of Boom Cards interactive website for expansion of targeting **happy**. Utilize "LR Emotions: Happy" activity by Natalia Burgos, M.A., BCBA: <https://wow.boomlearning.com/deck/lr-emotions-happy-QahWr2xvZ2LLKutb4> to have students receptively identify the image for 'happy' within a field of three.

For a more varied receptive language task, utilize “L.R. Emotions: (Happy, Sad, Angry)” activity by Natalia Burgos, M.A., BCBA:

<https://wow.boomlearning.com/deck/lr-emotions-happy-sad-angry-JbZwEr7t8ASKh5b26> to have students identify happy, sad, and angry.

VIDEOS, MUSIC, ANIMATED SHORTS

When I Am Feeling Happy | Feeling and Emotion Management Courtesy of BabyA Nursery Channel

<https://www.youtube.com/watch?v=XX-Cpb7trrl> This is a helpful video about the feeling 'happy' and what happy looks like. Provides examples of what makes people feel happy and what you can do when you feel happy

Happy and Sad Courtesy of Sesame Studios

<https://www.youtube.com/watch?v=4Rh6H8fa4UM> animated short (talk about **happy** and sad and how happy cheered up sad).

Sesame Street: Kermit And Elmo Discuss Happy And Sad Courtesy of Sesame Street

<https://www.youtube.com/watch?v=lhv1h3V8Nz4> (watch as Kermit and Elmo model happy and sad)

If You're Happy and You Know It! | Courtesy of Barefoot Books Singalong

<https://www.youtube.com/watch?v=71hqRT9U0wg>

Pharrell Williams - Happy (Official Music Video)

https://www.youtube.com/watch?v=ZbZSe6N_BXs

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Happy, Fluffy, Stuffed Cloud FREEBIE Craftivity & Printables can be used to create **happy** clouds! Within this activity there are also several expansion pages you can do with students to learn about clouds. To target **happy**, you can use the cloud pattern to have students cut out and draw a happy face on. Expand upon activity by using cotton balls to roll and glue onto clouds.

HAPPY, FLUFFY, STUFFED CLOUD FREEBIE CRAFTIVITY & PRINTABLES – Created by First and Kinder Blue SKies

<https://www.teacherspayteachers.com/Product/Happy-Fluffy-Stuffed-Cloud-FREEBIE-Craftivity-Printables-1162573?st=08a495a1c6a504ff36f7cc0ea34d58fc>

USE OF APPS OR OTHER TECHNOLOGY

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

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant number of images and depictions of **happy** while talking about the story you and the students created.

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

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

WORD WALL: Add the word, "happy" on the Word Wall.

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jessica Oseguera @ jeoseguera09@gmail.com

Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: SAD

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

EXPRESS A FEELING (e.g. I am **sad**)

GOSSIP (e.g. Her life is **sad**)

DESCRIBE (e.g. He has **sad** eyes)

DISAGREE (e.g. That idea is just **sad**)

ROUTINES AND SCHEDULES

Circle: During morning meetings students can participate in a check in. Students can share using any modality how they are feeling. (e.g. angry, **sad**, tired, happy, excited)

PLAY

Toys and Games: Adults can facilitate structured play time using puppets. For example, if the students are making the puppets eat, the adult can introduce the word **sad** by pretending that the puppet is sad they ran out of the puppet's favorite food. Adults can ask students to label the emotion.

READING

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

[I'M SAD: MICHAEL IAN BLACK | Courtesy of HEATHER'S STORYTIME CORNER](#)

<https://www.youtube.com/watch?v=NwSLEkE0DmA>

[THE COLOR MONSTER: ANNA LLENAS | Courtesy of MR. BROOKS READS](#)

<https://www.youtube.com/watch?v=W6wIEp-M4tg>

[MY FRIEND IS SAD: MO WILLEMS | Courtesy of SNUGGLEBUG STORYTIME](#)

<https://www.youtube.com/watch?v=0YsRgWa4-JA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about different emotions (happy, **sad**, excited etc.) and why people might feel that way with the Sesame Street video: Name That Emotion

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

SENSORY MOTOR

Students and adults can create 'feelings stress balls' out of balloons, play dough and rice. Together, adults and students can fill the balloons with either rice or play dough and can draw a **sad** face on the balloon.



Curiosity

Created by Katie at Gift of

<https://giftofcuriosity.com/teachingkidsaboutemotions>

STRUCTURED ACTIVITIES

Adults can lead a discussion with students about what it means to be **sad**. Discussion topics can include what being sad looks like, feels like, sounds like, and that it is okay to feel sad.

VIDEOS, MUSIC, ANIMATED SHORTS

[WHEN I'M FEELING SAD](#) Courtesy of Tree House Direct

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

[INSIDE OUT: GET TO KNOW SADNESS](#) Courtesy of Pixar

https://www.youtube.com/watch?v=l8h_6uV7Yzs

ART OR SCIENCE ACTIVITIES

For Halloween, Students can create their own emotions with a sad face monster using paint, paper, glue and scissors.



[Kidsoup.com](http://kidsoup.com)

Created by Kids Soup

<https://www.kidssoup.com/activity/emotions-and-feelings-preschool-activities-games-and-lessons>

USE OF APPS OR OTHER TECHNOLOGY

Learning Emotions with the Rainbow Feelings Bear by Alana Noakes,
<https://appsto.re/us/S4zm5.i>

WORD WALL: Create a WordWall and add 'sad' 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.

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Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

CORE WORD: Sick

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION/FEELING (e.g. I feel **sick**.)

COMPLIMENT (e.g. That was a **sick** skateboard trick!)

EXPRESS DISGUST (e.g. I'm **sick** of your attitude.)

ANSWER QUESTION (e.g. Why were you absent? I was **sick**.)

ROUTINES AND SCHEDULES

Circle: Students can identify if any classmates are absent because they are **sick**.

Ask students if they are **sick** of any elements of the daily routine. Maybe they're sick of the current welcome song, or they're sick of the days of the week song. Whatever they are sick of, do your best to find an alternative. If the students are not sick of any element, you can change a random element and model that you were sick of it.

PLAY

Toys and Games:

Dramatic Play Doctor's Office – Take turns being the doctor and the **sick** patient, or use stuffed animals as patients. [Use these free dramatic play props from Preschool Plans](#) on Teachers Pay Teachers created by Preschool Plans.

<https://www.teacherspayteachers.com/Product/Doctors-Office-Dramatic-Play-5061032?st=632bbc47509af2c5c01d226fc67418d6>

[Operation](#) – There are a lot of things making the man **sick**. Take turns removing items from the man in this game. [Here is a free online version](#) courtesy of crazygames.com.

Buy the game: <https://www.amazon.com/Hasbro-B2176-Classic-Operation-Game/dp/B01JF1VRL0>

Free online version: <http://www.crazygames.com/game/operation>

[Pandemic](#) Courtesy of Board Game Geek – This is a cooperative game that older students may enjoy. Keep the pandemic from taking over the world. Avoid if you're trying not to think about the current COVID situation.

<https://boardgamegeek.com/boardgame/30549/pandemic>

Recess

At recess, take turns shooting the basketball. Try to come up with your sickest trick shot!

READING

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

Llama Llama Home with Mama | Anna Dewdney | [Courtesy of Grandma Annii](#)

<https://youtu.be/2nOyXY9xxTY>

How Do Dinosaurs Get Well Soon? | By Jane Yolen | [Courtesy of Broward County Library](#)

When dinosaurs get sick, you might think they act like monsters. However, they listen to the doctor, take their medicine, and get lots of rest.

<https://youtu.be/FH2Q0FmhSOY>

A Bad Case of Stripes | By David Shannon | [Courtesy of StoryTime at Awnie's House](#)

The main character is a girl named Camilla Cream who secretly loves lima beans but doesn't want to eat them because her friends dislike them and she wants to be just like them. One day she wakes up to discover thick, solid-colored stripes all over her body. Doctors, specialists, and experts try to figure out what is making her **sick**.

<https://youtu.be/QqnChSV2mdM>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling of handwashing | Courtesy of COR Behavioral | [YouTube video](#)

Use this video modeling to show how to keep from getting **sick**

<https://youtu.be/vm2vxbKGulY>

Social stories: Head over to Teachers Pay Teachers to see the free social stories created by The Curious Educator of Oz. There you can find social stories about specific ailments: [tummy ache](#), chest infection/asthma, ear ache, influenza, sore throat, and runny nose!

<https://www.teacherspayteachers.com/Product/Free-When-I-am-Sick-Social-Story-Tummy-Ache-3700620>

It's important for our students with complex communication needs to be prepared for situations surrounding the COVID-19 health crisis. [This website has social stories for children as well as social stories for adults courtesy of Autism Resource Central.](#)

<https://www.autismresourcecentral.org/social-stories-for-young-and-old-on-covid-19/>

Check out this [PrAACtical AAC post](#) from Carole Zangari about other coronavirus must do items for AAC users.

<https://practicalaac.org/practical/a-coronavirus-must-do-for-aac-users/>

SENSORY MOTOR

Find something to spin on in a sensory room, playground, or just use an office-style chair. Spin around and around. Adults can model they need to stop because they feel **sick**.

Put on some music and try out some **sick** dance moves.

STRUCTURED ACTIVITIES

Use these [Sick v. Healthy picture cards created by Georgia Duan SLP](#) for a structure activity about recognizing when someone is **sick**.

<https://www.teacherspayteachers.com/Product/Sick-vs-Healthy-Picture-Cards-3593074>

Another option is to use these [Identifying Physical Feelings clip mats from Give It a Look](#) on Teachers Pay Teachers created by Give It a Look.

In a structured setting help students identify physical feelings on the cards. Feelings include: hungry, tired, thirsty, **sick**, hot, and cold.

<https://www.teacherspayteachers.com/Product/Identifying-Physical-Feelings-5163401?aref=wgks2gs7>

VIDEOS, MUSIC, ANIMATED SHORTS

[Clip from Finding Nemo](#) Courtesy of Pixar where Marlin is going to be **sick** due to Crush's sick swimming moves: <https://youtu.be/mL9hNsNSFTw>

Young Adults:

You Make Me Sick | P!nk | [YouTube video](#)

For those of you that remember R&B P!nk. The chorus has the phrase "You make me sick" twice each time it plays.

<https://youtu.be/MGfz0fv5wfQ>

Time to Get Ill | Beastie Boys | [YouTube video](#)

So, while this song doesn't contain the word "sick", there are plenty of examples of ill, and in my opinion it's a pretty **sick** song. Use it to talk about synonyms, or just talk about how it's a great, sick jam.

<https://youtu.be/77D7DF4Gpo0>

ART OR SCIENCE ACTIVITIES

Science: Watch [this video](#) to learn about how germs make us sick. Then try [this experiment](#) to show how washing our hands with soap keeps germs away and keeps us from getting sick.

Video: <https://youtu.be/yxonJTWhBJQ> Courtesy of Ted-Ed

Experiment courtesy of Rosalind Muggeridge:

<https://momypoppins.com/boredom-busters/pepper-and-soap-easy-science-experiment-for-kids-at-home>

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "When You Feel **Sick**" and other topics.

Doctor Pets Taking Care of Baby Animals | Pilcom

Use this free app to pretend to take care of **sick** animals. Comment on what is making the animals sick and when the animals are not sick anymore because of the great care they received.

<https://apps.apple.com/us/app/doctor-pets/id952172720>

WORD WALL: Create a WordWall and add '**sick**' 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 write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) by Sparrow Pediatrics Inc. for a hands on approach.

[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 Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Tired**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. I feel **tired** at night, **tired** from working hard)

ASK QUESTION: (e.g. mama **tired**?)

DESCRIBE: (e.g. they look **tired**)

EXPRESS OPINION: (e.g. **tired** of this game, **tired** of waiting, **tired** of listening, **tired** of walking)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell about what they are bored of eating or have eaten too much of ("I'm **tired** of eating pumpkin!"), or what they always love eating more of ("never **tired** of candy!").

Adults can model reactions to being tired of eating something (e.g. bored, annoyed) or eating too much of something (e.g. feeling really full, having a tummy ache).

Circle:

Adults can pretend to be tired in the morning (e.g. "I couldn't sleep, I feel **tired**") and describe each other acting tired (e.g. her eyes are closing, she laid down, he's yawning).

Students can go around the circle noticing what being tired looks like - how a tired person acts/what they do, what time of day they get tired (e.g. **tired** wake-up morning), what they want to do when they are tired (e.g. go to bed/sleep).

PLAY

Toys and Games:

Students can invite each other's toys to a sleepover. The toys want to stay up late having fun. Each student's toy tried to stay awake the longest at the sleepover, and students pretend to ask each other's toys if they are tired yet (e.g. "firetruck **tired**?)

Adults can set expectations for this theme by setting up the environment: have blankets and pillows, pretend movie screen/DVDs to pick, pretend party snacks, have visual timers showing how late at night it is.

Recess

Students can share that they need to rest after a tiring game (**tired** take a break)

Adults can support this by setting up a recess area where students can take rest breaks, for example a place where students play more calm games.

READING

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

[Don't Let the Pigeon Stay Up Late! by Mo Willems courtesy of Amanda PM Story Time](#)

<https://youtu.be/HX2joPI8dgo>

Students can share what they do when it is bedtime but they don't feel tired, (e.g. How do you get dad to let you stay up later?) or share what makes them feel tired ("**tired** reading at bedtime")

[Waiting is Not Easy by Mo Willems courtesy of YouTube: Mr. Shawn's Storytime](#)

<https://youtu.be/tNDt0s-AQVs>

Adults can model “Gerald (the elephant) is **tired** of waiting” and support student expansion with “I know Gerald is tired of waiting because he ____.” Students can describe what being tired of waiting looked like in the book. After, students can share what they have to wait for, and how waiting a long time makes them feel.

[Bear and Duck by Katy Hudson courtesy of YouTube: Storytime with Ms. Becky](#)

<https://youtu.be/lkWG7Oe5Mg>

Adults can highlight why Bear learns to be a duck (i.e. **tired** of doing bear things). Students can share what they do when they are tired of something (“try new game/new book/new place”)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can notice when a student is tired and model language with Aided Language Stimulation (ALS) (e.g. saying: “you are yawning...you look **tired**” while modeling on the communication device). Adults can then role play yawning and point to the communication device to facilitate the student asking the adult “feel **tired**?”

SENSORY MOTOR

Students can do a very tiring motor task, such as picking up heavy objects or dancing fast. Adults can model “I feel **tired**” when a student shows fatigue.

Adults can set up a sensory environment for students to explore what makes them feel calm and eventually tired (e.g. soothing music, bedtime stories out loud, soft or weighted blankets, dim/off lights, quiet time)

STRUCTURED ACTIVITIES

Set up a social skills lesson on how to politely negotiate when you are tired of doing something. Adults can introduce the Core Word: tired on the core wall and introduce the topic with an online class pole such as which activities you do every day & which activities you don't like. Adults can facilitate students sharing things that they have to do all the time but don't like doing (e.g. playing their friends favorite game). Adults can expand on student answers to models using

tired (“**tired** playing their game). Students can then read a social story on how to politely suggest a new game to a friend, and role play scenarios with adults and other students.

[Negotiating Social Story created by All Talk Therapy \(Paid: \\$2.00 on Teachers Pay Teachers\)](#)

<https://www.teacherspayteachers.com/Product/Lets-work-it-out-Skills-of-Negotiation-Social-Story-4461819>

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

“Wake up Call” by Luke Angus courtesy of the CGBros

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

“Tired” by Megan McShane Courtesy of CG Meetup

<https://youtu.be/ljewOporPMc>

Songs:

I’m So Tired of Love Songs by KidzBop

<https://youtu.be/t8sg-C6wWlc>

If You’re Tired and You Know It, courtesy of YouTube Excellence School

<https://www.youtube.com/watch?v=bfpEITPZb3U>

ART OR SCIENCE ACTIVITIES

Students can watch videos about where different animals go to sleep. Students can do an art project to make homes for these animals, and sort pictures or mini animals into their homes to sleep. Adults can provide opportunities for students to show their art and say why the animal went into its home (e.g. bird **tired**). Adults can expand student answers with information about the type of home each animal sleeps in.

[San Diego Zoo Animal Live Cams:](#)

<https://zoo.sandiegozoo.org/live-cams>

Crafts Ideas:

Make a Birds Nest from Kids Craft Room

<https://kidscraftroom.com/make-a-birds-nest-steam-project/>

Make a Turtle in its shell created by First Palette

<https://www.firstpalette.com/craft/paper-bowl-turtle.html>

USE OF APPS OR OTHER TECHNOLOGY

Goodnight ABC by Quasar Alliance, Inc – Students can explore a letter and then watch the related animal fall asleep. <https://apps.apple.com/us/app/goodnight-abc/id539568451?mt=8>

Jellyfish Heaven HD – Time to get **tired!** Relax & sleep well in good dreams by Kakumei

<https://appsto.re/us/fMlCH.i> (use in airplane mode to block ads & Guided Access to lock buttons at the bottom of the screen.)

Classify It! by American Associations for the Advancement of Science – Students can categorize animals by different characteristics. Adults can introduce this app after the science activity discussing different kinds of animal homes.

<https://apps.apple.com/us/app/classify-it/id911484593?mt=8>

-

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **A**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

INSTRUCT: (e.g. you need **a** glue stick)

ASK QUESTIONS: (e.g. need **a** hug?)

REQUEST: (e.g. **a** large scoop of ice cream)

ANSWER QUESTIONS: (e.g. **a** penguin)

PRETEND: (e.g. I'm **a** fairy)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use 'a' to tell others what food they have for snack time (e.g. a sandwich, a cookie, a juice box).

Circle: Students can use 'a' to answer questions at circle time as well as share information with the class about what they did over the weekend (e.g. 'it's **a** bear' or 'I went on **a** hike'). Students can bring a special item from home or choose something from the classroom and use 'a' to tell their friends what it is (e.g. 'a bunny').

PLAY

Toys and Games: Students can use 'a' to instruct, pretend, and share information during play.

During imaginative play, students can pretend to be anything they would like to be (e.g. doctor, princess, race car driver, etc.). Using any available costumes or dress up clothes, students can share this information with the class (e.g. "I'm a firefighter).

Recess

During recess, students can all agree on a sport to play and create a sports team. An adult can lead the students in figuring out what everyone's 'role' or position is (e.g. "we need a goalie, a center midfielder, a team captain, a coach", etc.). Students can choose which position they want and share with the class, "I'm a goalie!"

READING

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

[If You Give a Mouse a Cookie by Laura Joffe Numeroff Courtesy of The Teacher's Library](#)

[I Pretend by Heidi Goennel Courtesy of Alisa Lego](#)

[I WANT TO BE A PIRATE KIDS STORY Courtesy of HK Stories](#)

[When I Grow Up By Al Yankovic | Courtesy of Lights Down Reading](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use 'a' to teach someone about their favorite toy or game. For example, if a student loves chess, this student can teach an adult or a friend about all of the pieces (e.g. "this a queen, this a king, this a bishop").

Students can also use 'a' while they are answering questions, sharing information, or showing their friends some cool tricks during conversation (e.g. this is a cartwheel).

SENSORY MOTOR

If there are some future actresses and actors in the crowd, students can play charades! All of the participants can use 'a' to guess and the actor/actress can use 'a' to share what they were pretending to be (e.g. adult: "are you a gymnast?" student: "a dancer").

[GUESS WHAT I AM?? KIDS CHARADES Challenge Courtesy of Norris Nuts Do Stuff](#)

[DIY How to Play Animal Charades for Kids Courtesy of Curious World](#)

STRUCTURED ACTIVITIES

In order to create some contextual meaning to the word 'a', adults can facilitate a structured conversation about 'a' and when we use it. 'A' is an article, a is another way to say 'one.' There is a link to the dictionary.com definition as well and a helpful video for adults is on the web page too.

<https://www.dictionary.com/browse/a>

The following videos do a great job outlining grammar rules when using articles!

[How to use Articles - 'a, an and the' correctly \(Grammar for kids\) -English](#)

Courtesy of Bodhaguru

[Articles A, An and The | English Grammar For Kids with Elvis | Grade 1 | #5](#)

Courtesy of Roving Genius

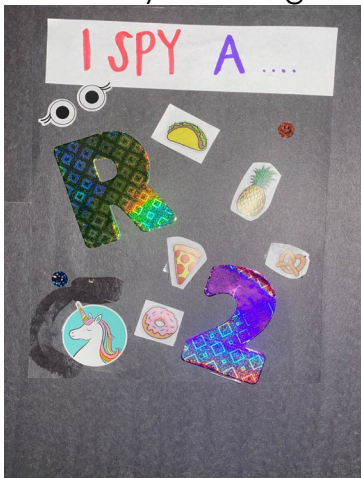
VIDEOS, MUSIC, ANIMATED SHORTS

Adults can facilitate the use of 'a' during I Spy activities (if students already have I spy books, these will work perfect too). When students see the target object they can use 'a' before the referent to practice using 'a' while expanding their utterance length (e.g., 'a pizza' or 'I see a pizza').

[I SPY games for kids 2 Courtesy of Aarons Practical Reviews](#)

ART OR SCIENCE ACTIVITIES

'I spy a...': Students can make their own I spy craft using clip art, stickers and other available materials. Students can use this creation to play 'I spy a...' with their friends and other communication partners (e.g. I spy a taco). Image Created by Alisa Lego



If students enjoy numbers or lists, students can create an 'a' page and use a in correlation with '1' while pretending to pack for a trip or a day at school. There is an example of this below created by Alisa Lego:

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

For specific questions or more ideas regarding this core word Activity Sheet,
please contact Alisa Lego on Instagram [@newfriendscollective](#).

Thank you!

CORE WORD: **SCARED**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

EXPRESS A FEELING (e.g. I'm so **scared**)

TELL A STORY (e.g. We went through a haunted house. We were **scared!**)

JOKE (e.g. Don't be such a **scaredy** cat!)

COMPLIMENT (e.g. You're so brave. You never get **scared!**)

COMMENT (e.g. I get **scared** when I watch scary movies)

ROUTINES AND SCHEDULES

Circle: Adults can lead a discussion with students about what it means to be **Scared**. Discussion topics can include what being scared looks like, feels like, and sounds like.

PLAY

Toys and Games: Students can practice describing different emotions by playing the Which emotion? guessing game. Similar to Headbanz, students can guess which emotion (e.g. happy, sad, **scared**, mad) they are by asking questions related to emotions. A free download of the emotion cards can be found at created by Christie Burnett: <https://childhood101.com/which-emotion-am-i-exploring-emotions-guessing-game/>

READING

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

[THE I'M NOT SCARED BOOK BY: TODD PARR Courtesy of MRS. SHELTON'S READ ALOUDS](#)

<https://www.youtube.com/watch?v=AXld4PYemYw>

[I AM \(NOT\) SCARED: BY ANNA KANG | Courtesy of STORYTIME BUNNIES](#)

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

[FEELING SCARED: BY BARNHAM | Courtesy of KERRY LINDGREN](#)

<https://www.youtube.com/watch?v=zez9ah1AIFw>

[BEAR FEELS SCARED: BY KARMA WILSON | Courtesy of SARA SHUMACHER](#)

<https://www.youtube.com/watch?v=aR5UJ1BabPI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take a survey of their peers and ask them what makes them feel **scared**.

SENSORY MOTOR

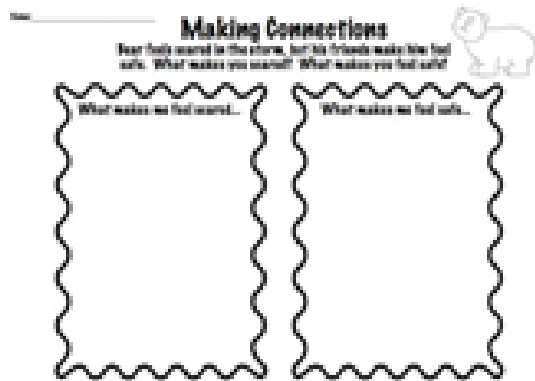
Students can use Halloween themed playdough mats to create different emotions. (e.g. happy, sad, **scared**)_ Created by Printables Fairy



<https://www.printablesfairy.com/halloween-playdough-mats/>

STRUCTURED ACTIVITIES

As an accompanying activity to *Bear Feels Scared*, Students can write using a pencil or an alternative pencil about what makes them feel **scared** and what makes them feel safe. Worksheet created by Crazy Speech World



<http://crazyspeechworld.blogspot.com/2012/12/bear-feels-scared-language-activities.html>

VIDEOS, MUSIC, ANIMATED SHORTS

IM NOT SO SCARED: Courtesy of PLAYKIDS

<https://www.youtube.com/watch?v=gq8XeeKbQKM>

SESAME STREET: JAMES GANDOLFINI TALKS ABOUT FEELING SCARED

<https://www.youtube.com/watch?v=Y-v6T4gUmkw>

ART OR SCIENCE ACTIVITIES

Students can add to their emotion monster collection by creating a **scared** faced monster.

USE OF APPS OR OTHER TECHNOLOGY

Learning Emotions with the Rainbow Feelings Bear by Alana Noakes,
<https://appsto.re/us/S4zm5.i>

WORD WALL: Create a WordWall and add **'scared'** 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 Abigail Duarte @ aduarte3@mail.sfsu.edu.

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

Thank you!

CORE WORD: **Mad**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

DESCRIBE: (e.g. looking at a picture/person, "He's **mad!**")

EXPRESS A FEELING: (e.g. "I'm **mad.**")

ASK QUESTIONS: (e.g. "Are you **mad?**")

PROTEST: (e.g. "I'm **mad**, I don't want to.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "You're **mad**," when a student is impatient if their food is taking too long to be prepared or dispersed.

Circle: Students can report how they feel everyday using a choice board of feelings and carrier sentence(s) (ex. "Today, I feel **mad.**"). Adults should support students in describing why they are mad however they are able to (ex. Pointing to a toy that broke or saying "because we are all done with playtime").

PLAY

Toys and Games: Adults can bring awareness to the feelings of peers in order to promote better play skills. Adults can help students to see that their actions caused another peer to be **mad**. It's helpful to use consistent language each time (ex. Look at her face. How does she feel?). Using a visual support can aid

students in identifying the emotion if they have difficulty with reading facial expressions in real life.

Recess: Adults can use recess or outdoors time to work on social awareness, turn taking, and play skills. Adults can model and help students articulate feeling angry when a peer takes their toy, pushes them, or upsets them in another way (ex. You're **mad** because Joey isn't sharing the ball.). Adults can also model their own feelings (ex. I'm mad because no one is lining up for lunch time.).

READING

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

[Attack of the 50 ft Fluffy by Mike Boldt | Courtesy of Story Time in Aveya's Glitter World](#)

<https://youtu.be/Rk4zmixj3u8>

[Story Time: Cloud's Best Worst Day Ever | Courtesy Kinder Studios](#) (a part of the Kimochis curriculum)

<https://youtu.be/t1dtDvXMP8Q>

[Finn Throws A Fit by David Elliot | Courtesy of Eli Elliot YouTube Channel](#)

<https://youtu.be/NyeZRJZAIYM>

[HOW DO DINOSAURS SAY I'M MAD Book Online | Dinosaur Books for Kids | Courtesy of Children's Books Read Aloud](#)

<https://youtu.be/WkUazp3gJCA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model emotions throughout the day using visual supports that travel well like the emotion's bracelet below. Adults can laminate and wear this bracelet or carry a keyring of emotion icons to help comprehension and expression of **mad** in the moment. It may be helpful to imitate the features of someone who is mad when communicating with the student (ex. "Wow! I see he is mad." while stomping feet, frowning, and lowering voice).

[Being Angry and Safe Social Story Video | Courtesy of belikebuddy](#) - less than 3-minute video including antecedent, body language and facial feature recognition, and methods to calm down using visual supports. Adults can watch the video with the student to teach the concepts, then refer back to the video when the student is **mad** like Buddy.

SENSORY MOTOR

While learning about the concept of **mad**, students can also learn calming techniques. Adults can present a range of physical objects or actions to help students regulate before they can think of a solution. It's helpful to match the presentation of supports with the visual aid or student's personal AAC system so that the student can choose from the visuals at a later time for functionality.

Examples for breathing: smelling the flowers/blowing out the candles, putting hands on chest and making it get bigger and smaller, or blowing bubbles. Examples for letting out energy: squeezing a ball or playdough, pushing the wall (can you make it move?!), or asking for a hug from an adult.

STRUCTURED ACTIVITIES

Flash cards: Adults can use photo cards of real children or adults to teach emotions and **mad**. Adults should model on their own faces and using coordinating body language while asking students how each person feels. Using a simple reward system works for structured activities to label or identify.

Self-sabotage: Adults can sabotage their own play (blocks falling down, Legos not connecting, paint on hands) and model that they are **mad** by expressing verbally, presenting a solution to fix it, resolving, and then repeating after a minute the same scenario. Students will enjoy the activity and attend more if the sabotage is funny and exaggerated. Getting paint/food on the nose usually works and helps to draw attention to the face.

Role Play: Create different facial expressions on paper plates, then attach each to a large popsicle stick. Students can pretend to demonstrate the emotion of the face given to them, while holding it in front of their own face. Depending on the student's level, adults can challenge them by presenting a scenario or event (ex. The toys are everywhere. The room is messy. Mommy just came home and is mad and Penny feels bad.).

VIDEOS, MUSIC, ANIMATED SHORTS

Daniel Tiger's Neighborhood FULL EPISODE | Daniel Gets Mad / Katerina Gets Mad | Courtesy of PBS KIDS - 26-minute episode

<https://youtu.be/923WfmDgQMc>

Muse - Madness - for older students

<https://youtu.be/Ek0SgwWmF9w>

Animated Short Film " DO NOT BE ANGRY " Courtesy of Ahmed Elshraby - less than 3-minute short video about a boy who is angry while building a floor.

<https://youtu.be/8vzSckg8jk8>

ART OR SCIENCE ACTIVITIES

Students can learn the facial features of someone who is **mad** and their body language by drawing/copying a mad face, mad body, mad animal, or scene where someone is mad. An alternative option for students who are not drawing yet is gluing on an angry mouth, eyes, hands, etc.

In the virtual world, adults can use PowerPoint to drag and drop facial features onto a face with their students.

USE OF APPS OR OTHER TECHNOLOGY

Breathe by Sesame Street is an app that demonstrates an interactive **mad** monster going through various coping strategies to solve problems. Students are able to tap on the monster's belly to help him breathe, pop bubbles while thinking, and choose their own solution.

My Tom is an app featuring an interactive cat that imitates speech and shows an angry face when tapped in a way he doesn't like. Adults can use this app to talk about the cat's feelings and what makes him **mad** vs happy.

WORD WALL: Create a WordWall and add '**mad**' 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 Molly Hartzell @ molly.hartzell.mh@gmail.com.
Thank you!

CORE WORD: **Who**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

ASK QUESTIONS: (e.g. **who** is wearing a red shirt?)

GOSSIP: (e.g. Want to know **who** eats their boogers?)

ARGUE: (e.g. **Who** do you think you are?!)

DESCRIBE: (e.g. The person **who** is wearing a red shirt is my brother)

TELL SECRETS: (e.g. I will tell you **who** I have a crush on, but you can't tell anyone)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students/Adults can talk about **who** has different food items. You can ask about specific food items or describe features. For example, You can ask, "Who has something green?" Students can raise their hands if they have something green. Pick one of those students to ask the next "who has" question.

Circle: This is the perfect time to discuss **who** is in school and who is absent. You can also use this time to talk about who has a birthday today/this week/this month, who has which classroom job, etc.

PLAY

Toys and Games: With any game, you can ask, “**who** is next?” If you’re deciding which game to play, take a vote by asking who wants to play game A and who wants to play game B.

Guess Who?: This is a great game to target a variety of core words and language skills. Playing the game traditionally can be challenging for some of our students. Use the game in another way: Put out a field of character cards based on your student’s abilities. Take turns finding characters based on traits/features (e.g. “Find someone **who** has a hat.”)

Recess: Tag has a lot of opportunities to ask **who** is “it.” Support students in initiating cooperative play by helping him/her choose who they want to play with. Do you have a ball helper, bell helper, or line leader? Talk about who has each job.

READING

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

Eggs 1, 2, 3, Who will the babies be? | By Janet Halfmann | [Courtesy of Matt Linden](#)

There are ten spreads that reveal different hatching creatures. From one penguin egg to ten ostrich eggs, the refrain is the same: **Who** will the babies be?

<https://youtu.be/UilGZ7Xllzo>

Who Has These Feet | By Laura Hulbert | Courtesy of [NomNomReadRead](#)

Find out **who** has each set of feet and why the feet of tree frogs, and those of eight other animals, are perfectly adapted to their habitats.

<https://youtu.be/bPKexcZqHC8>

Spot’s Birthday Party | By Eric Hill | [Courtesy of Purposeful Parker](#)

It’s Spot’s birthday party, and he is playing hide and seek with friends. See **who** is hiding behind each flap.

<https://youtu.be/KeVhXVVk0D0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can take turns telling [knock-knock jokes](#) courtesy of Parade.com. TouchChat with WordPower has prestored knock knock jokes. In 42 Basic or 60 Basic, press Groups, Jokes, Then the blue arrow for the second page.

Knock, knock. Who's there. Tank. Tank who. You're welcome for all of these amazing knock-knock jokes.

<https://parade.com/944054/parade/knock-knock-jokes/>

[Video modeling of "Who"](#) | courtesy of Wings Works

This video shows many examples of how to use the word **who** throughout a day.

<https://youtu.be/WPRlaxEHqNw>

SENSORY MOTOR

Dot to Dot pictures are a great way to increase visual tracking skills. [This website](#), Woo Jr. Kids Activities, has free dot to dot pictures of some of the most loved children's characters. Dot to dot a picture of [Olaf](#), [Mickey](#), and others. Talk about **who** is in each picture, or who has a certain character, etc.

<https://www.woojr.com/disney-dot-to-dots-printables/>

Hide high-interest character figures in a sensory bin filled with sand, beans, water beans, rice, etc. See **who** you can find. Looking for a way to reduce touch surfaces and germs? [Try this sensory bin alternative](#). Put pictures of characters, classmates, or family members in the "grass" of the drying rack. See who you can find, and easily wash/sanitize the rack when you're finished.

Gather different flavors, e.g. lemon slices, sugar cube, potato chip, and lick the different flavors. Who can guess what the food item is? Who can name the flavor? Who likes the taste?

STRUCTURED ACTIVITIES

Do your students love Star Wars? If so, check out [this free resource courtesy of The Bookish SLP](#) on Teachers Pay Teachers. This interactive book has 15 pages of **who** practice featuring Star Wars characters.

<https://www.teacherspayteachers.com/Product/Interactive-Core-Word-Book-Who-5171228?st=2c8d9ba979e007de1a2c87727618c2e6>

Do you use a green screen for teletherapy? [Download this green screen background courtesy of The Language Ladies SLP](#) on Teachers Pay Teachers and see **who** is at the door.

<https://www.teacherspayteachers.com/Product/Green-Screen-Backgrounds-for-Speech-Therapy-WHOS-at-the-Door-5762595?st=c42103d0775e868811152f7b98a62707>

Play **Who** Wants to Be A Millionaire. Select questions that are related to high interest topics for your student and focus on “who” questions. Give your student a chance to be the host! Design student-host questions based on your student's skill level and remember to focus on core words (e.g. show a picture of a character and the student can ask you “who is it?”).

VIDEOS, MUSIC, ANIMATED SHORTS

[Who's on First](#) | Abbot and Costello Courtesy of NYY Gehrig

This classic comedy bit is packed full of opportunities to model who('s).

<https://youtu.be/kTcRRaXV-fg>

[Who Stole the Cookies from the Cookie Jar? Ft. Elmo, Abby, and Cookie Monster Courtesy of Sesame Street](#)

Who Stole the Cookies is a perennial favorite, and who doesn't love Elmo and friends?

<https://www.youtube.com/watch?v=phn6z2kOxx4>

[Who Said](#) | Hannah Montana Courtesy of DisneyMusic

Before Miley was Miley, she was Hannah Montana. Sing along with this great tween jam.

https://youtu.be/X-V_WHJ_UPE

[Who Let the Dogs Out](#) | Baha Men Courtesy of Karan Thakur

Who remembers this song? Who? Who? Who?

<https://www.youtube.com/watch?v=Qkuu0Lwb5EM>

[Who's That Girl](#) | Madonna Courtesy of DJ Zsori Gold Hits

If you loved the throwback Who Let the Dogs Out, you'll love this Madonna song.

<https://www.youtube.com/watch?v=Zi8U2S-2-Cc>

ART OR SCIENCE ACTIVITIES

[Science of fingerprints](#) Courtesy of Jacquie Fisher on Kc Edventures: For this you will need some clay. Have everyone press a thumb into a piece of clay. Take a magnifying glass and look at **who** has different patterns of fingerprints. See if you can guess who made each fingerprint. [Don't have clay? Try dipping a finger in baby powder then pressing it onto a piece of packing tape!]

<https://www.kcedventures.com/blog/fingerprint-science-for-kids>

Inherited Traits – [Fill out this worksheet](#) Courtesy of FamilyLocket.com to see who has which traits such as cheek dimples, freckles, and attached earlobes.

<https://familyloket.com/wp-content/uploads/2017/04/Family-Traits.pdf>

Picasso Picture: **Who** can guess the artist? For this art project you will need a large (8x10 or bigger) picture of each person's face. It does not have to be on photo paper. Regular printer paper will work. Take the picture and cut it either into squares (you could also cut it into strips). Mix up the pieces, then glue them onto a new sheet of paper. Hang them on the wall and see who can guess the person in each portrait. While making the project you can see who needs help, who needs glue, who is finished, who needs more time, etc.

USE OF APPS OR OTHER TECHNOLOGY

Animal Game Show – Whose Toes are Those? – Matching Fun for Kids and Family – Ultimate Edition by Eggroll Games LLC, <https://appsto.re/us/TwEpE.i>

Knock Knock Guess Who is There by Irit Yablon, <https://appsto.re/us/lQRNI.i>

A Who Am I – Animal Game by Nth Fusion LLC, <https://appsto.re/us/nbvzy.i>

WORD WALL: Create a WordWall and add **'who'** 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 write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

[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 Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

October

<p>my/mine</p> <p>+ - ?</p>	<p>turn</p> <p>+ - ?</p>	<p>listen</p> <p>+ - ?</p>	<p>Don't</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>up</p> <p>+ - ?</p>	<p>down</p> <p>+ - ?</p>	<p>feel</p> <p>+ - ?</p>	<p>there</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>happy</p> <p>+ - ?</p>	<p>sad</p> <p>+ - ?</p>	<p>sick</p> <p>+ - ?</p>	<p>tired</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:
<p>a</p> <p>+ - ?</p>	<p>scared</p> <p>+ - ?</p>	<p>mad</p> <p>+ - ?</p>	<p>who</p> <p>+ - ?</p>
Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:	Date(s) _____ Progress:

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