CORE WORD: Smile

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

COMPLEMENT (e.g. love your **smile**)

DIRECT ACTION (e.g. you **smile**)

DESCRIBE (e.g. big **smile**)

ASK QUESTION (e.g. **smile** together?)

ROUTINES AND SCHEDULES

Arrival: Adults can tell students that they are happy to see their smile when they get to the door. Adults can have a smiley face by the entrance. This creates a moment where adults can model "**smile**" and students can too.

Circle: During circle time adults can give each students a printed out physical copy of their favorite picture and have the students bring it up to share with the class, the adult can facilitate this by saying "Ellie's here and she brought her **smile** today!"

Snack/mealtimes: With permission, students can use crackers to make a smile during snack time. Students/adults can also use "**smile**?" to ask each other if any of their crackers have a smile (goldfish do!).

PLAY

Toys and Games: Students can take photographs and direct people to **smile**, or they can take a selfie and watch themselves smile.

Recess: During recess, adults can help students count how many **smiles** they see (e.g. "Our friends are having fun! I see so many smiles, let's count how many we see, 1, 2, 3.").

READING

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

[I Love it When You Smile by Sam McBratney Read Aloud - Storytime with Miss Jeannie](#)

[Birdy's Smile Book by Laurie Keller read aloud by Anakyn Bookwalker](#)

[Because Amelia Smiled by David Ezra Stein read aloud by Amy Teetzen](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

With supervision, students can go on a walk around school and see how many smiles they can find. Throughout the activity, students can take selfies with the new smiles they find and can be looked over at the end of the activity or put into a book (see 'Use of Apps and Other Technology' section).

SENSORY MOTOR

Students and adults can practice making different size smiles with their face and a mirror (e.g. "let's make a big smile with our mouth! Now let's make a little smile).

Play tag and instead of saying 'tag' when you'd usually say it, say "**smile**" instead. Adults should model this new word, so naturally the first adult who reads this is it. SMILE, you're it! :)

STRUCTURED ACTIVITIES

Adults can explicitly teach "smile" by facilitating a conversation about smiling: E.g. "We **smile** when we feel happy and we share it that way. When we smile, it lets other people know what kind of mood we are in. Smiles help to tell friends that we enjoy their company!"

Predictable Chart Writing

I smile when _____
I smile when _____
I smile when _____

ART OR SCIENCE ACTIVITIES

Students can create an emoji with a **smile**. On the back, adults can help students write "smile" and put the symbol/symbol sequence for smile as well. Adults and students can write a few sentences that may help future communication partners understand the student in a new way, "I smile when to say "yes."

"Smile Fashion Show" - Students can make different smileys using art supplies. Adults can help students attach these smiles to popsicle sticks and students can try on different smiles to see what they look like. Students can try on each other's smiles too and show each other what they would look like in a 'Fashion show' at the end of the activity.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a "smile" story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence with the word. If possible, include the icon sequence for to make modeling easier for all communication partners, and so the child can visually see their system's representation of awesome in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

When Someone Smiles at Me - Faces and Feelings - Dany Rosevear

Kirk Franklin - I Smile (Video)

You Smile, I Smile by Justin Bieber lyrics crazymusicfreak101

Smiley Animation - Karo

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram **@newfriendscollective. :)**

Thank you!

CORE WORD: Cry

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I **cry**)

ASK QUESTIONS (e.g. you **cry**?)

DIRECT ACTION (e.g. **cry** together)

DESCRIBE (e.g. she **cries**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Sometimes food doesn't taste as good as we wish it did, students can use '**cry**' to indicate they are crying, they can also use it to comment that their friend is crying.

Circle: Sometimes getting to school is the hardest part, students can use '**cry**' to indicate they are crying or if they see a friend crying during circle time.

PLAY

Toys and Games: With the students' favorite toy adults can facilitate imaginative play and students can indicate that their character is crying (e.g. "he **cries**").

Recess: Recess can be a tricky time for everyone sometimes, there are rules, a lot of people who we don't know, and sometimes people fall down! During recess students can use "**cry**" to share information about themselves or a friend who is crying.

READING

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

Big Boys Cry by Jonty Howley | Children's Book Read Aloud by Lights Down Reading

Why Do We Cry? Fran Pintadera Read Aloud by The Social Emotional Learning Hub with Ms. Sheera

Llama Llama Misses Mama by Anna Dewdney Read Aloud by Grandma's House

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can teach students that when they see someone who is crying, to say "**cry.**" During these moments it's important to listen to what the child is saying whether their feelings are hurt or worried about a friend, crying provides a special moment to listen.

SENSORY MOTOR

Using sponges and a bucket of water, when the "sponge" is full the only way it can get back to its original size is to 'cry' out the water. Students can use **"cry"** when they are squishing water out of the sponge.

STRUCTURED ACTIVITIES

Adults can explicitly teach students some reasons we **cry.**

The following videos may be helpful in facilitating a conversation about crying:

Why Do We Cry? - It's Okay to Be Smart

[Why Do We Cry When We're Sad? SciShow Kids](#)

Predictable Chart Writing

I cry when _____
I cry when _____
I cry when _____

ART OR SCIENCE ACTIVITIES

"I Feel Wheel"- using a paper plate/flashcard, any available art supplies (paint, markers, and a binder ring. Students can create an emoji who is **crying**. On the back, adults can help students write "**cry.**"

For adults and students who enjoy science, the following video explains the scientific reasons why onions make us **cry**:

[Why Do Onions Make You Cry? Magicbox English](#)

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello or Tar Heel Reader,* create a story that captures the meaning of **cry** for that particular student. Adults can take pictures of the students doing the above activities (e.g. creating their "I feel wheel"). If possible, include the icon sequence for "cry" to make modeling easier for all communication partners, and so the child can visually see their system's representation of awesome in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

The following videos may be helpful in facilitating a conversation about crying:

[Inside Out - Meet Sadness](#)

Feelings and Emotions Song for Kids - Fun Kids English

When I Am Feeling Sad - BabyA Nursery Channel

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram at **@thenewfriendscollective**!
Thank you!

CORE WORDS: Spell

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I will spell out my answer)

COMMENT (e.g. great job spelling)

ASK QUESTIONS (e.g. Can you spell it?)

ANSWER QUESTIONS (e.g. I can spell it)

CLARIFY (e.g. I don't understand that. Can you spell it?)

SHARE NEEDS (e.g. I need help with my spelling).

ROUTINES AND SCHEDULES

Arrival: Adults can point to the student's name on the top of their schedule once they arrive and check their schedule. Adults can take a few moments to verbalize the spelling of their name. Additionally, using the talker, the adults

could utilize it and ask, which is your name and provide a choice of two names on the talker, (by pointing to two choices).

Circle or Morning Meetings: The adults can point to and **spell** together everyone's name as they are called to the circle/meeting.

PLAY

Students can play with a variety of toys to assist with letter awareness and **spelling**, such as puzzles with the alphabet, puzzles matching the word to the item, a magna doodle or magnetic letters on a board.

Adults can follow the child's lead and comment; you chose the letter ___ as in _____.

READING

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

How to **Spell** - Book by HooplaKidz

English Learning with Dora For Children | Easy Words Spelling Book by Om Tom Kids

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can make alphabet soup together putting in various letters and 'play' ingredients, as led by an adult. Each student takes turns putting in the letters

individually as the group sounds them out. Once the soup is 'cooked' the adult or student, spoons the letters into bowls and the students work on **spelling** words and sounding them out.

SENSORY MOTOR

Adults can put magnetic or wooden letters in a bowl that students can take turns picking and then the group can sound out and try to **spell** words with the letters.

Adults can immerse the letters in a sand table or water table and then adults can model each letter sound as the students try to find them. Once they find them, adults and students can put letters together to try and spell words.

STRUCTURED ACTIVITIES

Students can use their alternative pencils to **spell** some of their favorite words on the word wall or to describe a picture. The adults can provide positive, productive feedback focusing on what they <u>can</u> do. (e.g. You can write letters. I see your beautiful letters about the word/picture _____. I see the letter ____ which is on our word wall or which describes something in the picture. What a great job. Let's sound out all of your letters.

Each individual student will have strengths and needs and will need varying levels of support to try and spell words, (e.g. help students access a Partner Assisted Scanning Board to select letters or to act as a scribe, as they select letters on a low-tech system, or students may need help holding a marker or pencil).

Alternative pencils can be a low-tech letterboard, a standard keyboard, or a keyboard as part of a communication device, just to name a few.

Students can draw pictures on paper and then write about it using a pencil or an alternative pencil and then share their stories. Adults can do everything BUT correct the students for any spelling errors. Everything is a win.

Students can be encouraged to talk about their pictures and what they have written.

Please refer to notable researchers in this field, such as Caroline Musselwhite, Gretchen Hanser, as well as Karen Erickson and David A. Koppenhaver's work and their most recent book: Comprehensive Literacy for All, (Teaching Students with Significant Disabilities how to Read and Write).

For persons with more physical challenges, there are many alternative pencils such as the following:

by Weebly
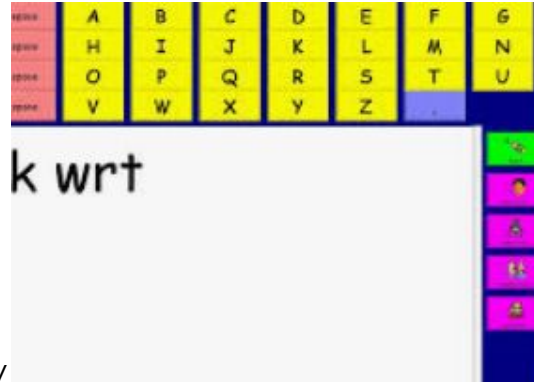
For more information from Weebly go to the following website:
http://alternativepencils.weebly.com/

VIDEOS, MUSIC, ANIMATED SHORTS

Learn to Read & **Spell** With 3 Letter Sight Words! Easy ABC 3 Letter Word Phonics By Kid Friendly TV

ABC Phonics Song | Blue Bagoo - Kids Songs

Phonics Song 2 by Kids TV 123

Sesame Street and Autism: Spelling Nasaiah

Informational Videos for Educators, Related Service providers and parents about providing opportunities for literacy for students with Complex Communication Needs

[Importance of Repetition and Variety in Learning with Dr Caroline Musselwhite](#)

[The Art of Attributing Meaning to Student Attempts with Dr Caroline Musselwhite](#)

[Kelly Fonner: Alternative Pencils -- What Are They & How Are They Used - AAC in the Cloud 2020](#)

ART OR SCIENCE ACTIVITIES

[5 WAYS TO USE MAGNETIC LETTERS & FREE PRINTABLES - From No Time for Flashcards:](#)

[Adults can create a Wordle](#) (or an image made of text) of student words and project it to the class

USE OF APPS OR OTHER TECHNOLOGY

Students can utilize magnetic letters to learn sounds, combine sounds and try to create and **spell** words with supports from adults as well as during play activities with other students.

Students can utilize a computer or Chromebook with access to a standard keyboard with or without word prediction to create words. (Apps that provide word prediction include but are not limited to: Cowriter and Read and Write for Google)

Students with physical or vision impairments may wish to try a more adapted keyboard, Keeble, by Assistiveware.

Students can utilize the Starfall app (free) - with a focus on the free alphabet section

Word Wizard: by L'Escapadou (paid) provides access to the following: talking movable alphabet, word practice, scrambled letters, spelling quizzes
(Adults can utilize prestored wordlists such as CVC words for beginners, Dolch Words, and a variety of other types of words, (CCVC, DVCC) and categories.

Use *Clicker Writer* for writing words, phrases or sentences with or without picture support as well as word banks to support a writing activity.

Abilipad app could also be used for writing with or without the use of pictures, which is an adaptable keyboard, with option of word banks, and word prediction.

WORD WALL: Add the word, **spell** 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

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

CORE WORD: Angry

For Educators, Related Service Providers and Parents

Wait Time: Last month we addressed Aided Language Stimulation, this month we take a look at wait time. Providing adequate 'wait time' is an important consideration for communication partners while interacting and engaging with persons who use AAC systems. Sometimes the need to 'wait' may seem uncomfortable at first but over time, practice and when given focused attention, the amount of wait time needed for each individual will become more natural. As communication partners we can wait expectantly for AAC users to respond and engage.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. me **angry**)

ASK QUESTIONS (e.g. daddy **angry**?)

DIRECT ACTION (e.g. **angry** stop)

COMMENT (e.g. he **angry**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Sometimes opening apple sauce is hard without help, students can use **angry** to comment on this during snack time.

Circle: Students can use **angry** during circle time to indicate that they are mad during circle time.

PLAY

Toys and Games: Students can use "**angry**" when they are upset about the way things worked out during play time.

READING

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

[When I Feel Angry | Story Time Read Aloud! | 😤🤬😬 | Shon's Stories](#)

[When I'm Feeling Angry | by Trace Moroney - Read Aloud](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **angry** when a friend asks them how they are doing.

SENSORY MOTOR

Students can use **angry** during sports when something doesn't go right, and they are confused. Adults can use this moment to point out how angry moments feel while they support the student through it.

STRUCTURED ACTIVITIES

Adults can explicitly teach the meaning of the word **angry** with the following ideas:

[When I am feeling angry | Feeling and Emotion Management by BabyA Nursery Channel](#)

[Get to Know your "Inside Out" Emotions: Anger - Pixar](#)

[Listen Better Kids #5- Video "Howard B. Wigglebottom Learns It's OK to Back Away;](#)

Students can practice using the word **angry** during this time.

ART OR SCIENCE ACTIVITIES

Anger is important to teach because it happens when people are confused. Adults can support students in making a collage of all the things that make them angry.

For all of the scientists who want to learn about '**anger**', here's how a volcano might explain it if it had used words:

[How to Make a Volcano for the Science Fair](#)

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a "**anger**" story for the student(s). Adults can take pictures of the students doing the above activities and, on each page, write a sentence with the word. If possible, include the icon sequence to make modeling easier for all communication partners, and so the child can visually see their system's representation of anger in their story! Read the story with the students.

VIDEOS, MUSIC, ANIMATED SHORTS

[Angry Song 😬 Emotions Song and Feelings Song for Children 😬 Kids Songs by The Learning Station](#)

[Feelings and Emotions Song for Kids | Kindergarten, Preschool & ESL | Fun Kids English](#)

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

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

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

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