

CORE WORD: **Awesome**

For Educators, Related Service Providers and Parents

Aided Language Stimulation: Say the core word or combination of words with your voice as you model/point to them on the device. Grow your student's vocabulary by using other core words as well.

Guide to ALS: from Coughdrop <https://blog.mycoughdrop.com/modeling-made-simple/>

us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. "it **awesome**")

COMPLEMENT (e.g. "she awesome")

EXPRESS A FEELING (e.g. "this awesome")

EXPRESS OPINIONS (e.g. not awesome)

DESCRIBE (e.g. mommy awesome)

ROUTINES AND SCHEDULES

Expressing to others about routine activities completed:

For example:

Recess **awesome**.

Snacktime awesome.

PE awesome.

Games awesome.

Snack/Mealtimes: Students can use “**awesome**” to indicate that their food is awesome, good or delicious with scaffolding and support. .

Circle Time or Morning Meeting: Students/teachers can use ‘**awesome**’ to comment on a story or object that a classmate shares with the group with scaffolding and support.

Students can also use “awesome” when a communication partner asks them “how are you?”

PLAY

During play, students can use “**awesome**” to comment on an activity that they are participating in (e.g. “awesome” after going down slide, “awesome” while blowing bubbles).

Adults assist students in formulating their comments through explicit teaching, role playing with another adult to demonstrate the use of awesome (e.g. “if I’m doing something that is fun, and I love it I can tell my friends “this awesome”).

READING

Here’s a suggested books on YouTube that can assist in teaching the core word:

[Daddy, You're Awesome - Read aloud Laine Mitchell Renee Trem!](#)

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

SOCIAL INTERACTIONS and VIDEO MODELING

[Video Modeling- Giving a Compliment \(kellbell924\)](#)

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

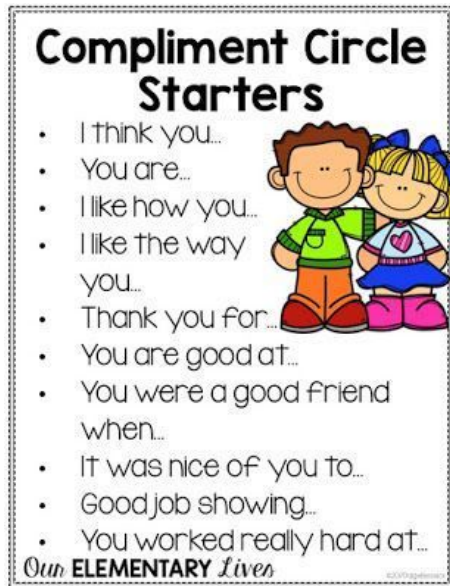
Students can use “awesome” to complement their friends or other communication partners (e.g. you **awesome**).

Students can use “awesome” as a comment to something that a friend shares with or shows them (e.g. that awesome).

Students can use “awesome” when someone asks them “how are you?”

<https://www.pinterest.com/pin/439452876126441488/>

<https://paigebessick.com/2017/01/compliment-circles-creating-kind.html>



SENSORY MOTOR:

During a dance party, students and adults can take turns doing different dance moves or tricks. Students can use “**awesome**” to indicate that they liked their friend's dance move (e.g. that awesome, she awesome).

During motor activities (obstacle course, race, sports), students can use “awesome” to cheer on their friends (e.g. you awesome).

STRUCTURED ACTIVITIES

Adults can explicitly teach the word “awesome” using some definitions and examples (e.g. “The word awesome means we LOVE something! Something that is awesome makes us happy, we enjoy it, we think it is very good. I think dancing is awesome. My mom is awesome.”

Adults can create opportunities to practice commenting “awesome” by watching short clips (e.g. video of someone doing gymnastics, video of

someone doing art, video of a spaceship, video of a big playground, ect) and use their device, your voice, and any other communication system to model 'That **awesome!**'

[The Word Awesome Video - Powtoon](#)

<https://www.youtube.com/watch?v=IQiEqx3kyzE>

[Awesome - Word of the Week Video British Council | LearnEnglish Kids](#)

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

Predictable Chart Writing

_____ is awesome
_____ is awesome
_____ is awesome

VIDEOS AND MUSIC AND ANIMATED SHORTS

[Everything is Awesome - Lego Song Marc Donis](#)

<https://www.youtube.com/watch?v=9cQgQIMlwWw>

ART OR SCIENCE ACTIVITIES

"Make Something Awesome" Art Project

With a variety of different art supplies (stickers, glitter, different pattern paper, different color items, clip art, ect) encourage the student to pick out their favorite supplies and make something "awesome" with it. " (Student's name) made something **awesome!** Here it is."

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, powerpoint, ect) create an **awesome** story for the student(s). Adults can take pictures of the students doing things that they think are awesome (e.g. going down the slide, blowing bubbles, hugging mom, ect) and on each page write a sentence " _____ awesome." If possible, include the icon sequence for "awesome" to make modeling easier for all communication partners, and so the child can visually see their systems representation of awesome in their story! Read the story with the students.

WORD WALL: Create a WordWall and add **awesome** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego @ legoalisa@gmail.com.
Thank you!

CORE WORD: Hang

For Educators, Related Service Providers and Parents

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us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	aweso me	How are you?

WAYS WE CAN USE THE WORD

DIRECT ACTION (e.g. **hang** up)

GET HELP (e.g. help hang)

NEGATION (e.g. no hang)

CESSATION (e.g. all done hang)

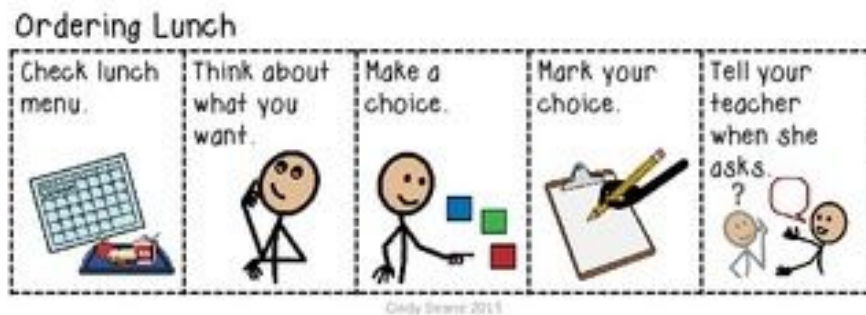
REQUEST (e.g. you hang, I hang)

RECURRENCE (e.g. more hang)

ROUTINES AND SCHEDULES

Circle Time or Morning Meeting: Students can use "**hang**" to indicate that they need to hang up their backpack/jacket/lunch box at the beginning of the day. Adults can support students learning through modeling "time to hang." Students

can also use 'hang' while they help each other hang their backpacks up, or wait in line to hang something up.



<https://www.pinterest.com/pin/301600506274236927/>

PLAY

During dress up, students can use **"hang"** to indicate it is time to hang up clothes.

During imaginative play, students can use "hang" while hanging up a phone.

READING

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

[Mrs. McNosh Hangs Up Her Wash - Sarah Weeks Read Aloud](https://www.youtube.com/watch?v=u7jf0H0M1WY)
<https://www.youtube.com/watch?v=u7jf0H0M1WY>

SOCIAL INTERACTIONS AND VIDEO MODELING

RECESS:

Students can use “**hang**” to hang from the monkey bars (with supervision).

Video Modeling- Hanging up clothes by Nicole Cataldo

https://www.youtube.com/watch?v=YKMvJo7_LJg

SENSORY MOTOR:

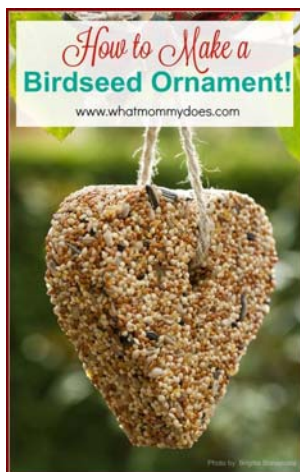
Students can explore a pinata that is hanging from a tree or a bar outside (e.g. pull on the rope, hold the pinata, help teacher hang it up, ect.) and tell a friend how the pinata works (e.g. “it **hang**”).

STRUCTURED ACTIVITIES

Students can use **hang** while they decorate the classroom for a class party using any available party decorations or decorations that they make (e.g. hang streamers, party decorations, posters, ect.).

Explore all of the different places you can **hang** things in the classroom (e.g. door knobs, hooks, pegs, corners of tables, ribbon, ect) while pairing with their device, your voice, and any other communication system that they use.

Students can make bird seed ornaments and hang them outside around the playground. During this they can ask for help (e.g. help hang) or direct others (e.g. you hang, hang there).



<https://www.pinterest.com/pin/837810336913891034/>

VIDEOS, MUSIC, ANIMATED SHORTS

[Four Ways to Hang a Pinata Tutorial Mike Rafael Channel](https://www.youtube.com/watch?v=g-BaQ782Sto)
<https://www.youtube.com/watch?v=g-BaQ782Sto>

[This what it sounds like when someone hangs up the phone!](#)
[FaceTime hang up sound](#)

ART OR SCIENCE ACTIVITIES

Adults and students can cut out pictures of clothing items, students can use 'hang' as they practice hanging the pictures up on the ribbon with clothespins (or direct adults to do it for them).

Adults can gather string/ribbon and beads so that the students can make a necklace or bracelet. Students can use "**hang**" to hang their creations around the classroom (or direct you to do it for them).

Students can decorate a hanger with art supplies (various ribbons, string, strips of construction paper, felt, ect.) and use hang when hanging it up.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, powerpoint, ect) create a story for the students. In this story take pictures of the students doing any of the above activities (e.g. hanging up their backpacks, decorating a hanger, making necklaces, hanging up a phone, ect.) and on each page write a sentence about the picture (e.g. "we hang"). If possible, include the icon sequence for "**hang**" to make modeling easier for all communication partners, and so the child can visually see their systems representation of hang in their story! Read the story with the student.

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

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Thank you!

CORE WORD: **How are you?**

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beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE PHRASE: **'How are you?'**

ASK QUESTIONS (e.g. "how are you?")

GREETING (e.g. "how are you?")

ROUTINES AND SCHEDULES

CORE WORD: Okay

For Educators, Related Service Providers and Parents

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us	had	meet	went	funny	outside	inside	better
beside	Next to	run	hear	hang	okay	awesome	How are you?

WAYS WE CAN USE THE WORD

ASK QUESTIONS (e.g. "You okay?")

SHARE INFORMATION (e.g. "Im okay")

COMMENT (e.g. "okay")

NEGATE (e.g. "not okay")

ANSWER QUESTION (e.g. "I'm okay")

ROUTINES AND SCHEDULES

Mealtime: Students can use "okay" to talk about their food (e.g. Communication partner: "Is your food good 👍, bad 👎, or okay 🙌?" "food okay")

Circle Time or Morning Meeting: Students can use 'okay' when asked "how are you?" during circle time. Adults can review feelings, and model that they are okay.

PLAY Students can use “okay” to talk about the activity they are participating in (e.g. Communication partner: “Is this game good 👍, bad 👎, or okay 🤔?” “game **okay**”)

READING

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

[It's Okay to Make Mistakes - By: Todd Parr](#)

<https://docs.google.com/presentation/d/12hca-O8SVJbYB4z1wdwV6vtfoMQ7qq4H9qjxNh9tTel/edit?usp=sharing>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can indicate that they are **okay** during a conversation in which someone asks them (e.g. “how are you?”), or when someone is checking on them if they are sad/hurt (e.g. “Im okay”)

Students can use okay to ask someone if they are okay if they seem upset or got hurt (e.g. “you okay?”)



RECESS:

Students can check on friends during recess if they get hurt on the playground (e.g. “you okay?”). Students can also use okay when someone asks them if they got hurt (e.g. I’m **okay**).

STRUCTURED ACTIVITIES

Adults can explicitly teach the word “**okay**” and what it means, “Okay means that we approve of something. We give it the green light or the go-ahead. Something that is just okay is not especially good but not bad.”

Predictable Chart Writing

_____ is okay
_____ is okay
_____ is okay

_____ is not okay
_____ is not okay
_____ is not okay

WORD WALL: Create a WordWall and add ‘**okay**’ 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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