CORE WORD: You

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

DIRECT OTHERS (e.g. **you** do it)

DIRECT ACTIONS (e.g. **you** hang)

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

COMPLEMENT (e.g. **you** awesome)

ROUTINES AND SCHEDULES

Circle: Students can use **you** to tell a friend that it is their turn to share at circle time (e.g. "you go" or "you turn").

Attendance: Adults can ask the students "*(insert student's name)*, **you** here?" Adults can answer their own question when students are learning and not sure what to say "*(insert student's name)* **you** are here."

Snack/mealtimes: Students can ask about or comment on a friend's food (e.g. "**you** eat crackers" or "what are you eating?").

Students can hand out napkins to other students and say "**you**" to each person as they hand out each napkin indicating to their friends that the napkin is for them.

PLAY

Toys and Games: Students can use **"you"** to indicate who's turn it is during each and every game.

During a board game such as chess, students can indicate it is someone else's turn by saying "now you" or just "you." After an adult takes a turn, they can model for students by looking at the student, gesturing with their body (e.g., pointing) and saying "you."

Recess: Students can play tag and say 'you' where tag normally is (e.g. "you it!" or "I got **you**")

In sharpie on a rubber ball, adults can write "you" on one side and "me" on the other side. Together, adults and students can roll this "me/you" ball to their friends. Adults can model "you" as the roll it to whomever they choose to roll it too.

READING

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

[I Love You Because You're You By: Liza Baker, Illustrated by David McPhail Read Aloud Reece Reads: Nursery Rhymes](#)

[Because of You - B. G. Hennessy & Illustrated by Hiroe Nakata](#)

[I Am - Judi Abbot (You remix - Alisa)](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

[AAC Everyday- Core Vocabulary Modeling "YOU" Sarah Weber](#)

Students can interview their friends to practice using "you" in context. There are some sample questions below, but adults and students can get creative and ask any questions they may come up with.

You Scavenger Hunt: Together, students and adults can walk around school and direct others to do actions (e.g., jump on one foot, turn around, clap, sing, dance, etc..) by saying "**you** *insert action here".* This can be photographed and added to the "You" Book that is explained more below.

SENSORY MOTOR

Students can have a "**you**" dance party where students and adults gather in a circle and take turns going in the middle. Whoever is in the middle of the circle chooses the next friend at the end of their turn by using "you" (e.g. "you dance", "you next" or "you turn").

STRUCTURED ACTIVITIES

The pronoun **you** is used when we are involving somebody else. Whether we are telling them what to do, asking a question, or alerting them of something, "you" is always directed at someone else, as opposed to "me" or "I") and can create structured and more natural opportunities throughout the day for students to practice through using any of the other "you" activities mentioned on this page.

Adults can explicitly teach and model you with visual cues and gestures such as body orientation, pointing, and eye contact (e.g., "I am Miss Alisa, you are Keyshawn, you are Alina, you are Anna").

ART OR SCIENCE ACTIVITIES

Students can create an art project to give to a friend of their choice titled. **"This is for you"** or **"I made this for you"** at the top.

Pronoun Cheat Sheet: Students can trace their hand (with help if needed) and cut it out. On the index finger, adults can help students write "you" as well as put the symbol for you to emphasize that "you" is referring to somebody else.

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello,* or any other story generating app, create a "you" story for the student(s). Adults can take pictures of the students doing the above activities (e.g. handing a friend a toy, giving a friend the craft, adults modeling with the students - pointing, etc..) and on each page write a sentence "**you** _____". If possible, include the icon sequence for "you" 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

Do You Believe in Magic Aly & AJ

Sight word: "You" Song - Sollyinfusion

WORD WALL: Create a WordWall and add **'you'** 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

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

Thank you!

CORE WORD: Eat

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

REQUEST: May I **eat**?

DIRECT AN ACTION: You go **eat**.

DESCRIBE: He is **eating** an apple.

ANSWER A QUESTION: The cat is **eating**.

ROUTINES AND SCHEDULES

Snack/Lunch/Mealtime: When students are sitting down to eat. An adult can talk about what the student is eating. (e.g., "Oh, you are **eating** goldfish.")

Other ideas: After dinner, everyone can ask "What did you eat?", using their voice and the talker.

PLAY

Students and adults can pretend to cook in a kitchen. They can ask each other what they want to **eat** and take turns making the food for each other. They can expand on what they are pretending to eat during this play.

Students and adults can use stuffed animals or other toys and pretend they are hungry and talk about what the animals or toys want to eat.

READING

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

Green eggs and Ham by Dr. Suess read by Storytime with Miss Jeannie

https://www.youtube.com/watch?v=jdotPwVJYzs&t=8s&ab_channel=Storytime withMissJeannie

How do Dinosaurs eat their food? By Jane Yolen read by Storytime Castle

https://www.youtube.com/watch?v=UgauDlXG4eY&ab_channel=StorytimeCast le

SOCIAL INTERACTIONS AND VIDEO MODELING

During the circle, the adult can ask the students to take turns telling everyone what they like to eat. Students can practice saying "I like to **eat** ____". After

they take turn saying what they like to eat, this can then be further expanded into a structured activity. Please see structured activities for expansion on this.

SENSORY MOTOR

An adult can have a rice box or other sensory bin and have small figures of different foods hidden in the box. Students and adults can take turns finding the different foods. After they have found the foods, they can say the sentence "I **eat** _____ (apple, grapes, bananas, etc.)"

STRUCTURED ACTIVITIES

Expanding on the social interaction above, after the students talk about what they like to eat, the adult can run an activity where the students group the foods together in similar categories. If one student likes to eat goldfish, and one student likes to **eat** crackers, they can both be in the crunchy foods' category.

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about items that the students like to eat (e.g., I like to eat pizza, I like to eat carrots, etc.).

I like to eat _____
I like to eat _____
I like to eat _____

I like to eat _____

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core word:

Eat, core vocabulary song by Speech and Language Songs:

https://www.youtube.com/watch?v=yYf_UXoMvCQ&ab_channel=SpeechandLanguageSongs

The Very Hungry Caterpillar by Eric Carle animated by Illuminated films:

https://www.youtube.com/watch?v=75NQK-Sm1YY&t=7s&ab_channel=IlluminatedFilms

Apples and Bananas by Super Simple Songs:

https://www.youtube.com/watch?v=r5WLXZspD1M&ab_channel=SuperSimpleSongs-KidsSongs

Animated Short, Ormie the Pig by Jam Filled:

https://www.youtube.com/watch?v=EUm-vAOmV1o&list=PLkqqbry9A6FvquWV0BNs_ZYuRWfTIz_ZX&index=18&ab_channel=JamFilled

ART OR SCIENCE ACTIVITIES

This art project has the Very Hungry Caterpillar and the different foods that he **eats** through. As students make the different foods, it can be discussed as to what the caterpillar is **eating.** Instructions for this art project can be found at https://mommyapolis.com/tag/the-very-hungry-caterpillar-art-projects/

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters: Talk about how the monster can eat different foods from the kitchen. In the app, there are different scenes. In one scene, the user is feeding food to the Monster, an adult can model "let's have the monster **eat** the fruit", etc.

WORD WALL: Create a WordWall and add '**eat**' 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ **blytle@mail.sfsu.edu**

Thank you!

CORE WORD: Drink

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

REQUEST: I want a **drink**.

DIRECT AN ACTION: Make me a **drink**.

DESCRIBE: He is **drinking**.

ASKING A QUESTION: What can I **drink**?

ROUTINES AND SCHEDULES

Snack/Lunch/Mealtime: When students are sitting down to eat. An adult can talk about what the student has to **drink**. (e.g., "Do you have water or juice to **drink**?")

Other ideas: After meals, everyone can ask each other what they had to **drink** with their meals using their voice and/or talkers.

PLAY

Students and adults can pretend to have a lemonade stand. They can make the lemonade together and ask different customers what they want to **drink**. Stuffed animals, toys, and other people in the environment can all be used to pretend to be customers.

READING

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

Froggy's Lemonade Stand by Jonathon London, read by AwesomeVille Story Time
https://www.youtube.com/watch?v=GfIRr-Iu2vA&ab_channel=AwesomeVillePlayTime

Lemonade for Sale by Stuart J. Murphy, read by firstgradeSMES
https://www.youtube.com/watch?v=Tk9KWw4q9Fk&ab_channel=firstgradeSmes

SOCIAL INTERACTIONS AND VIDEO MODELING

During the circle, the adult can ask the students to take turns telling everyone what they like to drink. Students can practice saying "I like to **drink** ____". After

they take turns saying what they like to eat, this can then be further expanded into a structured activity. Please see structured activities for expansion on this.

SENSORY MOTOR

At a water table or using a sensory bin, a student and adult can use a cup to scoop the water or rice or sand. While using the cup to scoop, it can be discussed that you use a cup to **drink** from, but you would not drink the rice/sand/water from the water table.

STRUCTURED ACTIVITIES

Expanding on the social interaction above, after the students talk about what they like to drink, the adult can run an activity where the students put their favorite drinks in different piles if they are the same. Then after all drinks have put accounted for, the class can add up how many students like to **drink** the same drink.

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about items that the students like to drink (e.g., I like to drink water, I like to drink juice, etc.).

I like to drink _____
I like to drink _____

I like to drink _____

I like to drink _____

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core word:

Drink, core vocabulary song by Speech and Language Songs:

https://www.youtube.com/watch?v=5df_RtAYEfQ&ab_channel=SpeechandLanguageSongs

I'm thirsty! **Drink** song by Fun Kids English:

https://www.youtube.com/watch?v=Gtb_jK1scL8&ab_channel=FunKidsEnglish

Lemonade money song by Patty Shukla:

https://www.youtube.com/watch?v=yodYEPyyQ2k&ab_channel=PattyShuklaKidsTV-Children%27ssongs

ART OR SCIENCE ACTIVITIES

For science, different drinks can be discussed, and students can make guesses if they think that **drink** will be hot or cold. Students can feel the cup to confirm if their guess is correct (e.g., hot chocolate, milk, water, tea, etc.)

For art, students can make the following art project and pretend that it is their favorite **drink**. For cold beverages, find the art project at preschoolplanet.us,

. For hot beverages, use the
template found by Melissa and Doug,

USE OF APPS OR OTHER TECHNOLOGY

Toca Birthday Party: In this app, the user throws a birthday party. They go
through the steps of picking out the toy to give as a present, plates to use, cake
to use. After the app sings a birthday song and the user blows out the candles,
they can then eat and **drink** the cake and juice. Adults can focus on trying to
have the user **drink** from the cups and comment on what they are drinking and
how much they are drinking.

WORD WALL: Create a WordWall and add '**drink**' 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ **blytle@mail.sfsu.edu**

Thank you!

CORE WORDS: Yes

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

AFFIRMATION/ CONFIRMATION: (e.g. **Yes. Yes**, please)

DIRECT COMMAND: (e.g. **Yes! Yes**, give me that!)

GIVE INFORMATION: (e.g. **Yes**, she took the toy. **Yes**, they play soccer.)

ANSWER QUESTIONS**:** (e.g. **Yes**, thank you! **Yes**).

INDICATE PREFERENCE/ MAKE A SELECTION: (**Yes**, I want that. **Yes**, I like that)

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **yes** to help the child indicate their preference of shoes/jacket/etc. as they help them or ask what item the student wants to put on. For example, the adult can hold up a

sweater and indicate that **yes** you do want to wear a sweater because it is cold (e.g. "Yes sweater, it's cold".)

Snack/Mealtimes: Students can indicate to adults which food or drink they prefer by saying yes to the food/drink that they want. Adults can ask the student "Do you want this?" while offering a specific food or drink. Students can respond "**yes**" or "yes please."

Circle: Adults can create a structured activity where the opportunity to use the word **yes** is high. For example, the group can sing about the seasons or the months of the year and the teacher can ask the group what season it is (e.g. Is it Spring right now?" The students can reply "Yes" or "Yes, it is Spring". The more opportunities that are created for the child to respond 'yes', the better. If this is a new concept, visual support for choices for a response is important. Adults can also model the target word when asking students to put the correct season on the board during circle time.

Bathroom: During bathroom time, adults can use this as an opportunity to have the child indicate **yes** if they have to have to use the bathroom (e.g. "Do you want to go to the bathroom.")

Washing hands: When washing hands, adults can model the target word during various steps of the washing routine including "**yes** more water," and "**yes** more soap" to appropriately answer questions, and to give confirmation to the adult. Adults should over-emphasize the word 'yes' by using gestures, eye gaze, and pointing to that part of the activity (e.g. say **yes**, nod, and point to the extra

water that they are now receiving.) It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink.

Clean-up/Transitions: Adults can model "**yes** more," while cleaning up toys and materials. This will help the child to understand that 'yes' we should keep cleaning up.

At the Park: Adults can provide the child with many different choices at the park that encourage the child to give a preference or to give a direct command. (E.g. when pushing the child on the swing, the adult can ask "do you want me to push you slowly? Do you want me to push you fast?" and wait for the child to respond **yes** to one of those questions.

"For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends."

PLAY

Puzzles - Adults model **yes** as they place each puzzle piece into the correct spot so that the puzzle piece fits properly. The adult can then hold a puzzle piece on top of the correct spot and pause to wait for the child to indicate "yes," "yes, put it there." Once the child has indicated 'yes', then the adult can give the shape to the child so that the child can put the shape in its place.

Mr. Potato Head - Adults model **yes** as they place each body part or item of clothing on the appropriate spot on the potato head. (E.g. adult puts the foot on the bottom of the potato and the student could say "yes," "yes this goes here!" Expand on the student's utterance as appropriate (e.g. "yes, put green shoes here," or "yes, put the arm here.").

Trains/Cars - Playing with cars, trains, tracks, and roads is a great time to practice **yes** together. Adults can model the word as they roll trains and cars on tracks and roads, by using the student's communication system. To practice the word yes, the adult can roll a car on into a garage and wait for the child to indicate "yes," and "yes, cars go in the garage." This gives the child an opportunity to use their communication device to give a direct command or share information.

Dollhouse - Students can direct where they should put various house items (e.g. "**Yes**, the fridge goes in the kitchen.)" This can give them the opportunity to give direct commands. The student can also take it a step further and use an additional core word '**no**' to indicate that "no, the fridge does not go in the bathroom".

READING

Here is a book on YouTube that can assist in teaching the core word: **yes**

YES DAY!

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

This story is about a child who asks questions and always receives **yes** as an answer. This is showcased and perceived by the events that are allowed to take place in the story. Adults can model the word 'yes' on the student's communication system each time it is obvious that an event has taken place because a character said the word 'yes'. Slowly fade these prompts and allow the student opportunities to use the word 'yes' independently.

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to indicate what they want can be improved once they learn how to use the word **yes** appropriately. Through modeling, this video shows us how the word yes can be communicated through nonverbal gestures, and head nods. Adults can also model using words to say "yes" or "yes, the red toy goes on the red stick."   By coordinating gestures with words, the student can learn different ways to communicate the word **yes**.

Video Modeling: No, Yes, Play

https://www.youtube.com/watch?v=1nk825WOtyM

SENSORY MOTOR

Shaving Cream Activity

https://www.youtube.com/watch?v=pGl84fVN3v0

Students can create a sensory shaving cream bag. Materials required include Ziploc bags, shaving cream, different colors of paint, beads, and glitter. Each child will be given a Ziploc bag and then they must fill the bag up with the desired amount of shaving cream, paint, beads, and glitter. Then the Ziploc bag must be sealed, and the child can freely mix all the contents together. During this process the adults should create a reliable method for each child to indicate preferences towards the items that are going to be put into their bag. The adult can ask the child "Do you want red paint." The child should indicate preference by using the word **yes**. This same method can be used to indicate preference for other colors, beads, and glitter.

STRUCTURED ACTIVITIES

Puzzle: Students can indicate **yes** during organization/ categorization activities. For example, an adult can use a wooden puzzle (pictured below) to help the student during a sorting activity. The adult can model putting the appropriate shape into the correct spot while indicating that "yes, this is the right spot". The adult can then hold a square over the correct square spot and wait for the child to indicate "yes," before putting the square into its proper spot.

Videos: In a virtual setting, students can watch a video that focuses on sorting colors, shapes, and sizes. The adult can pause the video, point to an item and ask if that item belongs to the group. If it belongs in the group, then the child needs to indicate **yes**. The following videos can be used for this type of activity.

Shape Sorting | Circle, Triangle, Square

https://www.youtube.com/watch?v=2NuRiCaI7FI

Sorting Objects and Counting for Kids

https://www.youtube.com/watch?v=O3g12WeHUp0

VIDEOS, MUSIC, ANIMATED SHORTS

Children

Yes Yes Yes Vegetable Song

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

Adults can target **yes** 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.

Young Adult

Say Yes to the Dress!

https://www.youtube.com/watch?v=IKvaPJiO7c0

Adults can talk about the bride's final decision. Use the following questions to help facilitate conversations in which the student is given the opportunity to use the word **yes**. (E.g. What did she finally say? What dress did she choose? What dress did she not choose?)

ART OR SCIENCE ACTIVITIES

Nature Crowns

Materials: Brown Paper Bags, scissors, duct tape, flowers, stapler, glitter, markers

The adult can hold up the materials that will be used to decorate the crown including glitter, markers, and flowers. The adult can ask the question "Do you want this? The student must indicate "**yes"** or "yes, I want" for each presented material that they would prefer to use on their crown. They may also use the core word **no** to indicate that they do not want a particular item.

https://artfulparent.com/simple-flower-crowns-for-kids/

Autumn Tree Art

Materials: Colored Tape, paper, stamp pad, pressed leaves, glue

The adult can present the materials that will be used to decorate the tree including the leaves, colored tape, and stamp pads. The adult can ask the question "Do you want this?" The student must indicate "**yes"** or "yes, I want" for each presented material that they would prefer to decorate their tree with. They may also use the core word **no** to indicate that they do not want a particular item.

https://artfulparent.com/fall-leaf-art-masking-tape-trees-leaf-prints/

USE OF APPS OR OTHER TECHNOLOGY

Television

Students can practice at home by requesting preferred TV shows or videos. The adult can slowly begin to flip through different channels. The child can indicate "**yes**," "yes I want to watch this" when an interesting channel is presented. If the student is non-verbal it would be useful to have a communication board or visual support with the word **yes** readily accessible.

Mr. Potato Head App

This can be used for modeling and practicing saying **yes** while putting different body parts/items of clothing onto different areas of the potato.

Yes/No APP for iPhone

"from I Can Do Apps is an educational tool designed in collaboration with a Speech Language Pathologist that allows non-verbal individuals to communicate yes and no. This clean and simple design allows users to indicate yes/no responses with a tap of the screen and hear their responses. Yes/No from I Can Do Apps allows individuals to work on answering yes/no questions and indicate their wants and needs more clearly."

https://apps.apple.com/us/app/yes-no-from-i-can-do-apps/id635649909

Yes/ No APP for Android

This is a similar app to the one mentioned above but is available for people who do not use an IOS system

https://play.google.com/store/apps/details?id=com.utopiaprogramming.android.mason&hl=en_US

Yes or No Questions Game

"Yes or No is a fun and addicting game, perfect for playing on your own or with friends and family. This game contains hundreds of the best hand-picked Yes or No questions. How many do you agree or disagree with?"

https://play.google.com/store/apps/details?id=marcostudios.yesorno&hl=en_US

Yes or No Wheel

Students Can use this wheel to help decide which word they are going to focus on for that session (either **yes** or **no**).

https://wheeldecide.com/wheels/chance-fortune/yes-or-no-decision-maker/

WORD WALL: Add the word, **yes** 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 Shanaz Faisal @ **sfaisal@mail.sfsu.edu**

Thank you!