

CORE WORDS: **No**

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

CESSATION: (e.g. **No** more.)

DIRECT COMMAND: (e.g. **No! No**, stop!)

GIVE INFORMATION: (e.g. **No**, I like that. **No**, they play soccer.)

ANSWER QUESTIONS: (e.g. **No** thank you! **No**, I don't want that).

INDICATE PREFERENCE/ MAKE A SELECTION: **No**, I want that.

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **no** 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 first. For example, the adult can hold up a sweater and indicate **no** you don't want to wear a sweater during summer (e.g. "No sweater, it's hot").

Snack/Mealtimes: Students can indicate to adults which foods or drinks they prefer by saying **no** to the food/drink that they don't want. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond "no" or "no thank you."

Circle: Adults can create a structured activity where the opportunity to use the word **no** is high. For example, the group can sing the days of the week or the months of the year and the teacher can ask the group what day it is not (e.g. Is today Monday?" The students can reply "No" or "No it is not Monday". The more repetition, the better. If this is a new concept, visual support for choices for a response is important. Adults can also model the target word 'no' when matching the days of the week on the board during circle time (e.g. place 'Tuesday' in the Wednesday spot and wait for the child to indicate 'no' and point to the correct spot to put 'Tuesday' on the weekly schedule.)

Bathroom: During bathroom time adults can use this as an opportunity to have the child indicate **no** if they don't have to use the bathroom by answering the question "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 "**no** more water," and "**no** more soap" to indicate the appropriate cessation of an event. Adults should over-emphasize the word and use gestures to indicate that that part of the activity has finished. It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink so that hands can be free for any physical support needed.

Clean-up/Transitions: Adults can model **no** more, while cleaning up toys and materials. This will help the child to understand that the word **no** can indicate a cessation of events.

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 **no** 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 **no** as they place each puzzle piece into an incorrect spot so that the puzzle piece does not fit. The adult can then hold the puzzle piece of the incorrect place and wait for the child to indicate “no,” “no, not there” before switching the puzzle over to the correct spot. When the puzzle piece is at the correct spot, the child can go a step further and indicate “yes,” “yes, put it there.”

Mr. Potato Head - Adults model **no** as they place each body part or item of clothing on an inappropriate spot on the potato head. E.g. put the arm in on the head and the child could say “no,” “no it goes here! “Expand on the student’s utterance as appropriate (e.g. “No, green arm goes here,” “No, put the shoes here.”).

Trains/Cars - Play with cars, trains, tracks, and roads is a great time to practice **no** together. Adults can model the words as they roll trains and cars on tracks and roads, using the student’s communication system. To practice the word no, the adult can roll a car on the train tracks and wait for the child to indicate “no,” “no, cars don’t go on train tracks.” This gives the child an opportunity to use their communication device to give a direct command or give information.

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

READING

Here are some suggested books on YouTube that can assist in teaching the core word **no**:

NO DAVID!

<https://www.youtube.com/watch?v=u0jeWwduJGY>

Adults can model the word **no** on the student’s communication system each time it is read. This creates lots of opportunities to practice using this core word.

MY NO NO DAY

<https://www.youtube.com/watch?v=x-Bpoj5fZr0>

This book highlights the importance of using the word **no** to indicate preference. A great teaching tool for children who are beginning to learn the meaning of the word “no.”

SOCIAL INTERACTIONS AND VIDEO MODELING

A student’s ability to indicate what they do not want can be improved once they learn how to use the word **no** appropriately. Through modeling, this video shows us how the word no can be communicated through nonverbal gestures, and head shaking. Adults can also model using words to say “no” or “no, the

red toy does not go on the yellow stick.” By coordinating gestures with words, the student can learn different ways to communicate the word **no**.

Video Modeling: No, Yes, Play

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

Video Modeling: No, Yes, Play

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

SENSORY MOTOR

Pouring Station: Adults can create a pouring station for students. Gather many different containers to put at the station. Fill some containers with water and some with glitter and food coloring. The adults should then create opportunities for the students to use direct **no** commands. (Egg: the adult can hold onto the containers and ask, “do you want this one?” the student can respond using yes or **no** for each container filled with food coloring/glitter. By indicating no the student will be giving a direct command and letting the adult know their preference for certain colors/ glitter. The adult will then give the containers and let the child mix the water, colors, and glitter together. Students should have a reliable way to indicate no to each item individually. Adults can first model **no** by using visual cues and pairing with actions. Adults can also use aided language modeling emphasizing phrases like, “no red” or “no glitter” while helping the students at the pouring students.

<https://www.hopebridge.com/blog/10-easy-sensory-activities/>

STRUCTURED ACTIVITIES

Students can indicate **no** during organization/ categorization activities. For example, the adult can have many toys that are different colors to sort into the appropriate colored box (e.g. the yellow toys can go in the yellow box). The adult should model that the yellow toys go in the yellow box. Then the adult can put a blue toy in the yellow box and say “no, this does not belong.” The adult can then create a situation for the child to use the word **no** by putting a red toy into the yellow box and then asking the student “does this toy go in this box?”

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 does not belong in the group, then the child needs to indicate no. The following videos can be used for this type of activity.

Color Song For Kids

<https://www.youtube.com/watch?v=xz5rA5ssww8>

Sorting Objects for Kids

<https://www.youtube.com/watch?v=vpg--e0pCdE>

VIDEOS, MUSIC, ANIMATED SHORTS

Children

A Mickey Mouse Cartoon | Disney Shorts

The adult can point out different contextual clues including negative facial expressions, negative body language, and eye gazes of the main character. (E.g. What word does mickey mouse intend to say? Why does he want to say this word?) This will create a situation for the child to indicate that mickey mouse wants to use the word **no**.

https://www.youtube.com/watch?v=XeRYuMEM_4k

Young Adults

Meghan Trainor - No

Adults can target **no** 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.

<https://www.youtube.com/watch?v=cMTAUr3Nm6I>

ART OR SCIENCE ACTIVITIES

Autumn Leaf Wreath: This activity requires leaves and a wreath wire. Give the student the wire for their wreath. Then pick up one of the leaves and ask the child “do you want this leaf for your wreath?” If they do not want the leaf, then the child should indicate **no** (I do not want that leaf). Repeat this process until they have all the leaves that they need for their wreath. Then help them string the leaves onto the wire and complete this fun art project.

<https://artfulparent.com/a-beautiful-diy-autumn-leaf-wreath/>

Autumn Leaf Sun Catchers- This activity requires glue, sticky transparent contact paper, leaves, and a hole puncher. Students can let the adult know which leaves that they do not want by using the word no when given an option to choose a particular leaf or whole punched shape. Adults can model the target word while creating their own art project next to the student by saying “**no**, I do not want that leaf, **no**, I do not want that shape.”

<https://artfulparent.com/simply-gorgeous-autumn-leaf-suncatchers/>

USE OF APPS OR OTHER TECHNOLOGY

Television: Students can practice at home by indicating non-preferred TV shows or videos. The adult can slowly begin to flip through different channels. The child can indicate “**no**,” “no I do not want to watch this” when an uninteresting channel is presented. If the student is non-verbal it would be useful to have a communication board or visual support with the word **no** readily accessible.

Mr. Potato Head App, for modeling and practicing saying **no** to 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, **no** 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!

CORE WORDS: Put

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

REQUEST: (e.g. **Put** it here. Put on Paw Patrol.)

DIRECT ACTION: (e.g. Stay **put**.)

GIVE INFORMATION: (e.g. She **put** it in the kitchen.)

ASK QUESTIONS: (e.g. Where did you **put** it?).

CLEANING UP: (e.g. I **put** it away.)

ROUTINES AND SCHEDULES

Dressing: Students may need help with dressing. Adults can model **put** on shoes/jacket/etc as they help them, or ask what item the student wants to put on first.

Entry to home/classroom: Adults can model **put** on the student's communication system when putting the backpack and jacket in cubby or on hooks. If the student says, "put," then add 1-2 words onto their utterance (e.g. "You put." "Put it in.").

Snack/Mealtimes: Students can direct adults where to give them food or pour a drink. Adults ask the student (over-emphasizing the target word), "Where should I **put** the goldfish?," while also offering some choices. Students can respond "put on plate," "put here," or "put on your head."

Circle: Adults can build a routine talking about the clean-up completed before transitioning to circle time. Students can make comments about where they put the classroom toys, art tools, or other materials. Adults ask, "Where did you **put** the trains?" Responses can be general (e.g. Put away!) or specific (e.g. Put in the bin!). The more repetition, the better. If this is a new concept, visual supports for choices for a response is important. Adults can also model the target word when asking students to put their picture on the board during roll call.

Bathroom/Washing hands: Adults can model the target word during various steps of the toileting routine including **put** pants back on, put toilet paper in toilet, put soap on, and put paper towel in trash. Adults should over-emphasize the word and use gestures, eye gaze, and a point to indicate that something is being "put" somewhere. It may be helpful to attach visual supports for aided language modeling to the walls in the bathroom or near the sink so that hands can be free for any physical support needed.

Clean up/Transitions: Adults can model **put** away, put it here/there, or I put it in the box while cleaning up toys and materials. Adults can entice students to direct their actions by asking where they should put items. It's always best to model using the student's own individual communication system.

Riding Public Transportation: Adults can model **put** dollar/coin/card in to pay for fare.

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. It may be helpful to highlight the target word in another color while learning.



PLAY

Puzzles - Adults model **put** on as they place each puzzle piece into its spot.

Mr. Potato Head - Adults model **put** eyes/ears/arms/etc on as they place each body part or item of clothing on the potato head. Expand on the student's utterance as appropriate (e.g. "I put hat on." "Put green shoes on.").

Trains/Cars - Building tracks and roads is a great time to practice **put** together. Adults can model the words as they connect the tracks, using the student's communication system. The student can work on different language functions (e.g. requesting to put tracks together, commenting as they are putting tracks together, or directing an adult's action to put a train/car on the track).

Dollhouse - Students can direct where they would like to **put** various house items (e.g. Put refrigerator in kitchen.). Adults can model putting characters to bed, in the bathtub, or on the potty.

Blocks/Legos - Adults can model **put** on top, put on bottom, or put next to while stacking blocks or legos. Students may be motivated by what color or size block they can stack. Adults can use the most motivating blocks to encourage students to use more words to make comments and request (e.g. Put big block on top or put small block on top?).

Shape Sorter - Adults can model **put** in circle/star/etc as they or the student places the shape into the hole.

READING

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

[Kids Book Read Aloud: PUT ME IN THE ZOO by Robert Lopshire](#)

<https://youtu.be/DyshEclzRxk>

Adults can model the word on the students communication system each time it is read.

[Kids Book Read Aloud: GO AWAY BIG GREEN MONSTER by Ed Emberley](#)

<https://www.youtube.com/watch?v=m2KnlX1txho>

Create various facial features mentioned in the book using construction paper or felt (yellow eyes, squiggly purple hair, etc). Pause the video after each page, and place each feature on a big black felt board or black piece of construction paper. Use aided language modeling (e.g. **put** on eyes) and fading prompts/choice giving to allow students an opportunity to tell what's next.

SOCIAL INTERACTIONS AND VIDEO MODELING

Student's impulsivity to grab and control toys or other items can be curbed when they have the ability to direct others' actions. Adults can model using words to have other students **put** items in desired places and then give fading prompts to help the student use the target word/phrase on their own. Students can take turns being the "Director" and the "Doer." This is also an opportunity to work on coordinating gestures with words, pointing to the desired location, and using a distal point.

Video Modeling: Put on, Take off

<https://www.youtube.com/watch?v=MEuDLo-QaAc>

SENSORY MOTOR

Students can create their own sensory bins. Provide a range of materials to go in the bin (e.g. beans, sprinkles, sequins, cotton balls, small toy animals, etc) or take from the suggestions below. Students should have a reliable way to request each item individually. Adults can first model **putting** items into their bin, using visual cues and pairing with actions. Adults can then use aided language modeling emphasizing phrases like, “put sand in,” or “put a little in,” while helping the students create their own sensory bins.

[List of 40+ sensory bin ideas](#) - Yourkidstable.com

<https://yourkidstable.com/ultimate-list-of-sensory-bin-ideas/>

STRUCTURED ACTIVITIES

Students can **put** items into different boxes or “settings” during categorization activities. For example, while separating a bag of farm animals and sea animals, students can put each animal on a picture of a farm or a picture of the ocean. If working virtually, sorting activities can be created on PowerPoint (examples to use below) or Word.

[Categorization Slides](#) - Vehicles/Food, Ocean/Farm Animals

<https://docs.google.com/presentation/d/1uS3N5bAnDn9xTUvdy97P5TBF9yG4llvDZ8lXY-2JcYE/edit?usp=sharing>

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can target **put** 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.

Hokey Pokey - Kids Dance Song - Children's Songs by The Learning Station

<https://www.youtube.com/watch?v=iZinb6rVozc>

Put On Your Shoes | Clothing Song for Kids

Super Simple Songs - Kids Songs

https://www.youtubekids.com/watch?v=-jBfb33_KHU

Put Your Toys Away S3 E11

WonderGrove Kids - Animated Short

<https://www.youtubekids.com/watch?v=U8FrkTzsGZk>

Young Adults

Beyoncé - Single Ladies (Put a Ring on It)

<https://www.youtube.com/watch?v=4m1EFMoRFvY>

ART OR SCIENCE ACTIVITIES

Paper Plate Faces - Use paper plates as faces, and whatever materials available to make eyes, nose, mouth, freckles, ears, and hair. Model the target word when **putting** glue on and putting facial features on. Students can also replicate the big green monster after reading/listening to the book above.

Dirt Cups - Adults can model the target word while **putting** various ingredients into the cup (crushed oreos, chocolate pudding, gummy worms).

Rainbow Swirls - Create different colors using food coloring dropped into small bowls of shaving cream and stirring around with a popsicle stick or spoon.

Students can request what colors they want to **put** in, or how many drops they want to be put into their bowls.

USE OF APPS OR OTHER TECHNOLOGY

Students can request songs on Google/Apple platforms using “Siri/Alexa, put on _____.” If a student is using a low tech or mid tech voice output device, it may be helpful to program the control phrase “Siri/Alexa, put on” nearby a list of song choices so that the device is more likely to be activated.

Students can practice at home by requesting to **put** on preferred TV shows or videos. If the student is pre-verbal or still using visual supports for communication, it's important to have the students communication system nearby and accessible at all times. Adults may choose to transport the same communication visuals room to room, or keep specific pages in different locations (e.g. activity page for watching TV with core words & favorite shows taped to coffee table, or visuals “put + on + Peppa Pig” taped to the back of the remote control).

Mr Potato Head App, for modeling and practicing putting on body parts/items of clothing.

Toca Boca Kitchen App, for modeling and practicing **putting** food items on pan/in blender/on plate/in microwave.

Endless ABC App, for modeling and practicing **put** on A/B/C/etc.

Pinkcatgames.com - Build a Monster, can target “**put** on” while also targeting other skills (searchable by keywords like “CVC words” or “WH questions”).

<https://www.pinkcatgames.com/play?featured=1>

PBS Kids - Pizza Place Game, for modeling **putting** on pizza toppings by #.

<https://pbskids.org/peg/games/pizza-place>

WORD WALL: Add the word, **put** 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 Molly Hartzell @ molly.hartzell.mh@gmail.com
Thank you!

My name is Molly Hartzell and I am a Speech Language Pathologist working in San Francisco Unified School District. My experience includes working with patients and students throughout the lifespan and in a variety of settings, but currently my work is focused on preschool aged children, Autism Spectrum Disorders, and Augmentative & Alternative Communication. In my therapeutic approach, I value imaginative play, interaction, and most importantly, fun. Email me at molly.hartzell.mh@gmail.com.

CORE WORD: See

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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: About the environment (e.g. I **see** a bird.)

COMMENT: (e.g. **See** you later!, I **see**.)

GOSSIP: (Did you **see** that?).

TELL SECRETS: (**See** you tonight.)

ANSWER QUESTIONS: (e.g. I **see** your point)

ROUTINES AND SCHEDULES

At the beginning of the day- during the morning meeting and using a visual schedule, the student discusses who they **see** at morning meetings. (e.g. I **see**

Johnny. I see teacher.) If the student needs more prompting or review, the adult can model who is present at morning meeting during attendance.

PLAY

The adults and students can collectively view photos sent from home, (low-tech or on the smart board or online), regarding what they saw over the weekend. They can discuss what they **see** in the pictures and could comment as to how people in the pictures feel, whether they had fun, had a good time, had a bad time, etc. Visuals and scaffolding are recommended to be provided.

READING

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

Book Read Aloud: I SEE A CAT by Paul Maisel

<https://www.youtube.com/watch?v=WNfTkvjOf-k> read by Marie Craft (Students and adults can discuss what the dog **sees**)

Book Read Aloud: BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? by Eric Carle

<https://www.youtube.com/watch?v=WST-B8zQleM> read by Darren Robert McTurk. (Students can have the opportunity to comment on the different animals they see)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meetings, students can share who they **see** at morning meetings and when they come to school. Students can also share what they see on their way to school.

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions and then share with the group.

SENSORY MOTOR

Adults can cut and staple to create books then have students color each animal from the Brown Bear activity (below). Expand this activity to have students highlight the word **see** on each page. The last page of activity has words and animal icons to create sentence strips and model constructing “I see a...” sentences. Expand this into a sensory activity where the students can cut out additional icons and sort based on color. Use colored/textured fabrics to allow for sensory piece. They can also discuss/describe the animals: Big/Small? Does it fly/swim?

After the activity the adult may ask if the students had fun, (providing ALS) with the word ‘see’ on the talker, and the students could comment (e.g. I see you did a great job!, Do you see the red bird?, etc.).

Activity: [BROWN BEAR EMERGENT COLOR WORD READER](https://www.teacherspayteachers.com/Product/Brown-Bear-emergent-color-word-reader-23677?st=b398504f5b5d83f720f79e8655527e02) – by Lisa W.

<https://www.teacherspayteachers.com/Product/Brown-Bear-emergent-color-word-reader-23677?st=b398504f5b5d83f720f79e8655527e02>

STRUCTURED ACTIVITIES

The students can answer questions about the story that was read aloud such as the [Brown Bear, Brown Bear, What Do You See?](#) or the [I See a Cat](#). With a focus on the word, **see**; have the students’ share what did each animal see or what did the dog see.

Use of Boom Cards interactive website for expansion of Brown Bear, Brown Bear, What Do You See? book for targeting **see**. Utilize “Brown Bear ‘I see’

Nonidentical Matching" activity by CKauffer:

<https://wow.boomlearning.com/play/a3H94KfsjPKMyyxjp/teacher> to have students fill in the sentence "I look/see a..." For a receptive language task, utilize "Brown Bear Receptive Vocabulary FREEBIE" activity by Speechy Sarah SLP: <https://wow.boomlearning.com/play/wL6Xc3XkGFRoitboA/teacher> to have students identify the color/animal.

VIDEOS, MUSIC, ANIMATED SHORTS

Brown Bear, Brown Bear, What Do You See? - Whiteboard Animation

https://www.youtube.com/watch?v=z_718ht4ZJA Read Along

(again, talk about what each animal **sees**).

Eric Carle's Brown Bear Animal Parade (StoryToys Entertainment Limited) -

KidsApp Tv <https://www.youtube.com/watch?v=0uyABOeD62w> (Music and animation of story without words)

I See | Core Vocabulary Song

<https://www.youtube.com/watch?v=HrrH5JsmUoU>

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Brown Bear, Brown Bear Sequencing Hat activity printable activity helps to support and expand upon the Brown Bear, Brown Bear, What Do You See? book with printable cut-outs and an art project. The story can come to life when students use these tangible items while listening/reading the story. Expand upon story with recall and sequencing.

BROWN BEAR, BROWN BEAR SEQUENCING HAT {Freebie} – CARLSON'S CLASS

<https://www.teacherspayteachers.com/Product/Brown-Bear-Brown-Bear-Sequencing-Hat-Freebie-2714360?st=dd207b9b21e4696c942fef1fff305e31>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. “I” “You” “**see**” “a” “brown” “red” “bear” “bird” etc.). The students can scramble the words to make phrases or sentences.

SoundTouch: Use the SoundTouch app to see an array of categorized vocabulary such as, (pets, birds and wild animals) as well as vehicles, instruments and home items where you can discuss what you **see**. The pictures come to life with real, large photographs and sound effects.

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 ‘**see**’ 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, ‘**see**.’

WORD WALL: Add the word, “**see**” 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.

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

Thank you!

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CORE WORD: Sit

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

DIRECT ACTION: (e.g. **sit**, **sit** down, **sit** up, **sit** still)

REMIND: (e.g. We **sit** during circle time, make sure to **sit** in your chair)

INSTRUCT: (e.g. come **sit** down, we will **sit** outside, time to **sit** in our chairs)

REQUEST: (e.g. Can you **sit** on the rug? May we **sit** together?)

COMMENT: (e.g. I like to **sit** here, this is where I **sit**, I **sit** in a wheelchair)

ASK A QUESTION: (e.g. Where do I **sit**? Can I **sit** with you?)

INFORM: (e.g. you **sit** here, this is where you can **sit**, **sit** down over there)

ROUTINES AND SCHEDULES

Daily Routines

Adults can model the word, **sit**, on the student's communication system(s) when appropriate in daily activities or tasks such as mealtime, school work, and circle time. Add 1-2 more words to the length of utterance usually expressed by the student, and when modeling, focus on target phrases that may be used again in daily routines. For example, as you model the word, **sit**, you can add further meaning to the words in context and to incorporate two choices: (e.g. "sit here", "sit there"). When modeling the word, adults can say the word verbally, and perform the action of sitting to reinforce the core word. Additionally, the strategy of giving two choices could be used offering choices of **sit/not sit** or use the choices **sit/stand**.

Snack/mealtimes: When it is time for snack or mealtime, as the student is going to sit down, you can model the core word, **sit**. Adults can also point out other students as they **sit**, and model the core word, **sit**, each time a student sits down. Students can indicate when it is time to sit on their communication system(s) to at the beginning of snack/mealtimes. Students can also be given the choice between sit and not sit, or sit and stand, before it is time to have snack or meal, to provide two different choices.

Circle Time or Morning Meeting: At the beginning of circle time or morning meeting, model **sit** as the students come to the floor for circle time. Adults can emphasize the core word, **sit**, modeling it for students using phrases such as "it's time to come **sit** together on the floor", "this is where we all come to **sit**", "let's all **sit**", "I like how you came to the rug to **sit** down", etc.

Bathroom: If adults assist students in the restroom, the core word **sit** can be modeled as they are going to use the restroom.

Activity Centers: Students can indicate where they want to sit during activity table time (e.g. "sit here"). Adults can model the word, **sit**, as the students come to the activity table and take a seat.

PLAY

While playing in a group, adults can model for the students how to invite other children to come **sit** and join in the play (e.g. “come **sit**”, “let’s **sit** together”, “we **sit**”, “**sit** down”).

The adults and students can collectively view photos sent from home, (low-tech or on the smart board or online), involving places they like to sit at home or in their community (e.g. “**sit** at the park”, “**sit** with family”). Visuals and scaffolding are recommended to be provided.

Students can watch videos of people who work in the community and usually **sit**, as part of their job such as bus drivers, airline pilots, software designers, etc. Or maybe go on a virtual field trip as part of the meeting to learn more about the people in the community who often **sit** during their workday or moments that require people to sit for an extended period of time such as airplane flight, trip on the bus, car ride, biking, kayaking. After the field trip or clip is over, the adult could say something like, “they have to **sit** at work”, and learn about what they do or what it is like to take a trip on transportation that requires staying seated.

“Kids First Time On An Airplane” by *Ali Plays Toys*

Video of a young boy taking his first flight, opportunities to use the word **sit** to describe what the passengers and young boy are doing during the flight
https://www.youtube.com/watch?v=pTOWue6N6pk&ab_channel=ALIPLAYTOYS

“Riding School Bus and Ambulance Ride on Cars At the Playground” by *Toys Make Me Smile*

Video of two young children playing in toy cars on a playground, video presents opportunities to use the word **sit** to describe what the children are doing during play.
https://www.youtube.com/watch?v=YJFnuGpFQ3U&ab_channel=ToysMakeMeSmile

Toys and Games: Students can indicate that they want to **sit** when they use a certain toy or game. Conversely, students can indicate that to use a certain toy or game they cannot sit (e.g. “no **sit**”).

Recess: Adults can model the core word, **sit**, as the student plays during recess on equipment such as the swings or the slide (e.g. “before we can swing, we have to **sit**”, “before we slide, we **sit** down”).

READING

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

Many books can be used, and adults can talk about how different characters on the pages are sitting (e.g. “Look, they **sit** on the chair”, “Where would you **sit**?”)

Frog On A Log by Kes Grat and Jim Field, Read Aloud by Storytime Anytime

https://www.youtube.com/watch?v=Q22HH2DpAPI&ab_channel=StorytimeAnytime

Sakura’s Cherry Blossoms by Robert Paul Weston and Misa Saburi, Read Aloud by PV Storytime

https://www.youtube.com/watch?v=3svHxBS5p6o&ab_channel=PVStorytime

There’s a Bear On My Chair by Ross Collins, Read Aloud by Read It Again

https://www.youtube.com/watch?v=57YEr1kg6Q&ab_channel=READITAGAIN

My Brother’s Wheelchair by Kwentong Pambata, Read Aloud by Komyuniti

https://www.youtube.com/watch?v=MrKUrp3h1_k&ab_channel=Komyuniti

SOCIAL INTERACTIONS AND VIDEO MODELING

During activities throughout the day, it can be discussed when a student is sitting, if a student needs to sit for an activity, or a student can be given the choice to **sit** OR not **sit/stand**. For example, during math or reading, an adult can model: You **sit** next to _____ , we sit during math, we do not **sit** for recess.

Video Modeling: In the video and with the help of an adult model, it can be discussed who is sitting (e.g. dog **sit**), where they sit (e.g. **sit** down, **sit** on chair), etc.

Scotch Collie Puppies Sitting For Treats by Hycottage Farm Collies

https://www.youtube.com/watch?v=Lu8syrKCMI&ab_channel=HycottageFarmCollies

Dogs Sitting On Cats - Funny Cats vs Dogs by Funny and Fail Videos

https://www.youtube.com/watch?v=9mdoXmuDViU&ab_channel=FunnyAndFailVideos

SENSORY MOTOR

Play duck, duck, goose as a class and first talk about how everyone has to sit before each round starts, this can be modeled by an adult or student with their device. For example, we **sit** down.

Play red light, green light as a class but when it is red light have the students sit, "red light sit! Green light up!"

Play freeze dance while students are at their seats and when the music stops, have them **sit** to freeze. Or play musical chairs and yell out, **sit**, when the music stops and students have to find a chair.

Practice yoga poses appropriate for children that incorporate sitting in different positions, and model the core word (e.g. First, we **sit**. Next, we **sit** with our legs in front of us).

STRUCTURED ACTIVITIES

During circle or large group instruction, the adult can review the word, sit and demonstrate access to the words on the communication system(s).

Students can make a list of what type of vehicle they would want to **sit** in/on (e.g. race car, airplane, bicycle, motorcycle, train, bus, jetski, kayak, etc.).

Students can make a list of animals they think would be fun to sit on and have an adventure (e.g. elephant, giraffe, dragon, dinosaur, horse, whale, etc.)

ART OR SCIENCE ACTIVITIES

Adults can create a science activity discussing different animals or plants that sit/sit still for a large portion of the day, like a Koala Bear or a Venus Flytrap

20 Laziest Animals by Nancy Barber and Sara Tan

<https://mom.com/momlife/19091-laziest-animals/owl-monkey>

The Venus Flytrap from Plants Behaving Badly on PBS.org

<https://www.pbs.org/video/plants-behaving-badly-venus-flytrap/>

During an art project, students can practice drawing how to sit, sit in chair, sit down, etc. Model the word on their AAC system along with your voice during the art project.

How to Draw A Sitting Posture - Drawing Tutorial For Kids by Art Train

https://www.youtube.com/watch?v=7euXVGHhTlk&ab_channel=ArtTrain

USE OF APPS OR OTHER TECHNOLOGY

MyPlayHome App: This app can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. The characters can sit in different rooms throughout the game. Adults can model the word **sit** throughout game play while the characters sit. Or, students can use the word **sit** to indicate when they want a character to sit or if they have made a character sit.

MyPlayHome Part 2 - Ipad App Demo for Kids by Smart Apps for Kids

https://www.youtube.com/watch?v=3gfyrBqMcM&ab_channel=SmartAppsforKids

Toontastic 3D App: This app allows students to draw, animate, and voice their own cartoon animations. There are different settings, characters, and images to choose from in the app. Students can also add their own faces or pictures into their animations.

Kid in Story - The student can create or retell a story (e.g. in *Pictello*, *Book Creator*, etc.) about their favorite places to sit, places they want to sit, places they sit throughout the day or different reasons we sit down. Each sentence can start with phrases such as: I sit, I want to sit, We sit to (e.g. I sit to eat dinner, I sit to watch TV, I sit to use the I-Pad, I want to sit on the beach, I want to sit on a dragon). Add pictures of the places and put the student's picture IN the story.

For example, there can be a picture of where the student sits for homeroom, at their desk and on the carpet. There can also be pictures of where they sit in art, music, at lunch, etc.

Clicker Writer can be utilized for writing words, phrases or sentences with keyboard, word prediction, word banks and picture support.

Abilipad could also be used for writing with use of pictures, adaptable keyboard, word banks, and word prediction.

<https://appytherapy.com/abilipad/>

VIDEOS, MUSIC, ANIMATED SHORTS

Videos and Animated Shorts

Video Clip: How To Train Your Dragon - Learning to Fly Scene by Movie Clips MyPlayHome Part 2 - Ipad App Demo for Kids by Smart Apps for Kids (Adults can model the word sit on their AAC system along with their voice video as the character sits to ride a dragon. Adults could later have students pretend they are sitting on a dragon and then learning to ride).

https://www.youtube.com/watch?v=ZDyEERuK31Y&ab_channel=Movieclips

Pixar Animated Short: For The Birds (Funny animated short of birds trying to sit together on a telephone wire.)

https://www.youtube.com/watch?v=nbVTUYVKxg&list=PLlbkyhAZrBl-XJQudaCf_oMsGy_Jjau6HE&index=8&ab_channel=BlockBuster

Hair Love Animated Short by Sony Pictures Animations (Beautiful and moving animated short about a father struggling to style his daughter's hair. There are several moments where the characters sit in the short, or are sitting in different places. The video could be used to demonstrate and model core word)

https://www.youtube.com/watch?v=kNw8V_Fkw28&ab_channel=SonyPictureSA nimation

Music

Sit on The Mat and Clap by KindyRock - Learning Songs For Kids

https://www.youtube.com/watch?v=09EgXvcHOVI&ab_channel=kindyRock-LearningSongsforKids

You Are Rocking the Boat, Sing-A-Long Song by Ppo Ppo Ppo Friends

https://www.youtube.com/watch?v=tLdVcfSCk4g&ab_channel=%EB%BD%80%EB%BD%80%EB%BD%80%EC%B9%9C%EA%B5%AC%EC%B9%9C%EA%B5%AC%5BPpoPpoPpoFriends%5D

Stand Up, Sit Down Children's Song by Patty Shukla

https://www.youtube.com/watch?v=t9WAGkQUUL0&ab_channel=PattyShukla&list=PLKsTV-Children%27songs

Stand Up, Sit Down by Fun Kids English

https://www.youtube.com/watch?v=WsiRSWthV1k&ab_channel=FunKidsEnglish

Sit Down! Learning Songs by Little Fox: Fairy Tales & Classic Stories for Kids

https://www.youtube.com/watch?v=vHQfuq0qu_4&ab_channel=LittleFox%3AFairyTales%26ClassicStoriesforKids

Kookaburra Sits In The Old Gum Tree by Aussie Kids Songs

https://www.youtube.com/watch?v=ysaskdFpPz8&ab_channel=AussieKidsSongs

WORD WALL: Create a WordWall and add **'sit'** 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 **'sit'** on the keyboard or write the word together.

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

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