

CORE WORDS: Like

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 **like** ice cream, I like to go for a walk)

COMMENT (e.g. I like that)

ASK QUESTIONS (e.g. you like to go to the beach, you like balloons?)

ANSWER QUESTIONS (e.g. Yes, I like that)

AGREE (e.g. I like it, too).

EXPRESS A FEELING (e.g. I feel like I'm going to cry)

CLARIFY (e.g. so you said you like it or you don't like it?)

COMPLAIN (e.g. I don't like it)

MAKE CHOICES (e.g. I'd like that one)

DISAGREE (e.g. but I don't like it).

DIRECT ACTIONS (e.g. I'd like for you to move my arm to the right).

SHARE NEEDS (e.g. I'd like to take a break).

WHINE (e.g. I don't like that anymore)

ROUTINES AND SCHEDULES

Arrival: Adults can provide a compliment to the student, (e.g. "I like your backpack or your coat) or I like your talker, (using the talker to say it and model it).

Mealtimes: The adults can use the talker or low-tech boards to model and indicate the things they **like** to eat, then pausing and waiting for the students to express what they like, too.

Going to bed: Adults could ask would you like me to tell you a story or read a story, or even compliment the student by saying, (verbally and on the talker), I like how you are getting into bed and relaxing. I like to sleep. It feels good).

Getting dressed: Students can be provided choices as to which item to wear. Adults can ask, which one do you like, (providing two choices) the red one or the blue one). Providing two choices helps to model the targets and helps them focus on vocabulary.

Schedules: Adults can review the schedule of the day. After going through the whole schedule, they can indicate which one they like the best.

PLAY

Adults can comment on what they **like** to do, using Aided Language Stimulation, and when given the opportunity, ask the student with their talkers's and your voice to make a choice, (e.g. would you like to play with blocks or bubbles, for example). There are endless possibilities. This is a great way to provide two choices, pairing the word, and providing a context to use the word, like.

Follow the child's lead and comment, you like that, or you like ____.

Comment on what other students like per your observation, or even ask the students which toy specific students like more, (e.g. we all have our favorites). Do you think Johnny likes to play doh or bubbles?

Listen to or watch two different videos or songs and foster the opportunity for them to comment on what they like

READING

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

[I LIKE MYSELF](#) by Karen Beaumont children's book read aloud by Books with Blue

[I Like Me](#) By Nancy Carlson | Children's Book Read Aloud - Read by Lights Down Reading

[I Like it When](#) by Mary Murphy - Story Time - Children's Books

[Just Like My Dad](#) // Read-Along Children's Book // Story Time by David Melling

[Video 4 - Reading story for kids with Leticia](#) - Book: I Like Cars (author unknown)

SOCIAL AND VIDEO MODELING

At morning meeting(s), students can pair up and with or without a provided script or verbal prompt(s) and rehearsals as needed, ask the peer, 'what color do you **like**?'

Other questions can be added, (e.g. Where do you like to go? What do you like to do after school? What show do you like to watch?)

To make it even more interactive, students can reassemble and share out what the other student(s) liked.

[Video Model: Asking Social Questions](#) by Footprints Behavioral Interventions

SENSORY MOTOR

Adults can grab a big bowl and have all the students add one to two items that they '**like**' in the bowl and afterwards, talk about each one in a circle.

During the activity, adults can talk about the tactile surface of the item(s), discussing if the item was: rough, smooth, hard, soft or bumpy.

STRUCTURED ACTIVITIES

Create low tech books out of simple white paper. The adults and students can co-create the books writing the phrase "I **like**" with a space for the student to fill in verbally or in writing on up to 10 pages. Students can draw on and decorate their books. (This is their creation).

Students can be encouraged to share their books with others and/or re-read them to adults, explaining what they like.

During morning meetings, the adult can talk about the word, like. The adult can utilize a projector or use the computer to create a Google slides collage of what all the students like by importing images from the web.

During circle or meeting time, the adult(s) can play a song and ask whether everyone liked it or if they did not like it.

They can talk about whether they like fast or slow music.

Show and tell or sharing-- students can bring two toys and have others guess which one they think the student likes or doesn't like.

Lastly, here is a writing template titled 5 Things I Like about Myself by Freebie Finding Mom:

https://drive.google.com/drive/u/0/folders/1PWN_rkuLXGNCEArqGCkuUTI5Lt3VkzXx

VIDEOS, MUSIC, ANIMATED SHORTS

[Jan Richardson Sight Words](#) | Level A | Like | Jack Hartmann

[The like Song](#) By Miss Molly

[Apples and Bananas with Lyrics - Vowel Songs - Kids Songs by The Learning Station](#)

[Daniel Tiger It's you I like](#) by PBS Avantika Sinha

Young Adults

[Bruno Mars - That's What I Like \(Official Video\)](#)

[It's You I like. Mr. Rogers with Jeff Erlanger](#)

ART OR SCIENCE ACTIVITIES

[Paper Mache Bowls](#)- Create paper Mache bowls with your favorite colors and decorations. Here is the link with step by step directions and materials. After they are finished, students and adults can talk about what they like about each one. This comes to you from The Spruce Crafts

USE OF APPS OR OTHER TECHNOLOGY

I **Like** Books app, (free) 37 Picture Books in one, by Grasshopper apps, (free) (e.g. I like animals, I like boars, I like cats, I like dogs). Users can have the book read to them, they can read it by themselves or have it auto play, listening to it and the page can turn automatically. Students can customize their story and

even read and record it.

Autism iHelp, (colors or toys), (students can scroll through various toys and colors and comment as to whether they 'like' the toy or color.

Adults can create low-tech word banks to make simple sentences, (e.g. with the words: "I" "like" and then add fringe words or pictures to assist students to create phrases. Adults can scramble the words to make phrases or sentences.

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, "I" "like."

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

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

WORD WALL: Add the word, **like** 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 WORDS: **On**

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WAYS WE CAN USE THE WORD

ANSWER QUESTIONS: "**On** Monday"

COMPLIMENT: "Your brows are on fleek."

SHARE PHYSICAL NEEDS: I want to put my jacket on.

DESCRIBE LOCATION: It is on the table.

ROUTINES AND SCHEDULES

Getting dressed: In the morning there are many opportunities to practice "on." As your child gets dressed, narrate what they are putting **on** (e.g. shirt goes on, socks on, put on shoes, etc.).

At school you can practice “on” when it's time to go outside or to go home (e.g. put on jacket, put on backpack).

Brushing teeth: While the student is brushing their teeth, the Adult can model that the toothpaste is on the toothbrush.

PLAY

Cars: You can pretend to turn **on** the car (don't forget to make a super cool engine sound!), and then you're on your way, on the road, etc.

Playdoh: Set up a Play Doh pizza shop and put all of the toppings on the pizza. (I want cheese on my pizza, put on pepperoni, put on pineapple) Want to make the pizza shop more inciting? Download this [free pizza dramatic playset](#).

Dress up: One of my favorite activities for “on” is using funny hats/masks/glasses. Take turns putting on different silly costumes.

READING

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

Pete the Cat and His Four Groovy Buttons | James Dean | Read with Me SLP

Symbolstix: <https://youtu.be/EmR-Mfj3qB4>

Unity/LAMP WFL: <https://youtu.be/WXqDulRzQAA>

Buttons pop off of Pete's shirt, but there are still buttons **on** Pete's shirt. Count the buttons on his shirt, label the color of the buttons on his shirt, predict whether the buttons will stay on or pop off, etc.

Pete the Cat and the Perfect Pizza Party | James Dean

<https://youtu.be/yrVrFBGi43w>

This silly Pete story is not only great for teaching the concept/word on, but it's also great for building phonemic awareness. Pete and his friends are having a perfect pizza party, and they all have different ideas of what to add to the pizza. Some are what you would expect, like pepperoni, while others are a little more adventurous, like pickles and papaya.

Froggy Gets Dressed | Jonathan London

<https://youtu.be/fie6iU-WTwE>

Froggy wants to go out in the snow, but he needs to get dressed first. Read along while Froggy puts on various clothing items. Students love the ending when Froggy's mother yells out to him that he forgot his underwear! [Check out free printable visuals for this story](#) and others at kizclub.com

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), students can say what the weather bear needs to put

on:

<https://www.teacherspayteachers.com/Product/Dress-the-Bear-Weather-Display-5486006?st=f4ae92f6797a5fae22c4ae86c5c6f2a9>

Video modeling:

Mister Clay is always great: <https://youtu.be/vu4iceBSjLw>

Michelle Alvarado has great video modeling examples! Check on her video for on: <https://youtu.be/8iFF8aNYKCM>

SENSORY MOTOR

The Floor is Lava: The floor is LAVA! That means you'll have to stay **on** the furniture as you move around the room. This would work great in a sensory room with obstacle course equipment.

You could also jump on the trampoline, put on a body sock, put on a weighted blanket, etc.

Balance contest: Stand on a balance beam (don't worry if you don't have one, you can be creative with a plank of wood, or even the curb on a sidewalk). See who can stay on for the longest time or who can walk the longest distance on the surface.

Sticker lines: Work on that pincer grasp and fine motor skills while modeling on. Have your student put stickers on a drawn line.

<https://busytoddler.com/2019/02/sticker-lines/>

STRUCTURED ACTIVITIES

After a read aloud, complete an interactive activity, such as a Boom Card deck. Boom Card accounts are free, and some of the resources are too. Here are some free Boom Card Decks that target the word **on**.

[Pete the Cat and His Four Groovy Buttons: Put ON](#)

[ON - Core Word Learning! Deck](#)

VIDEOS, MUSIC, ANIMATED SHORTS

Wheels **on** the Bus: https://youtu.be/e_04ZrNroTo Talk about the wheels on the bus, people on the bus, wipers on the bus, etc.

Dynamite from GoNoodle: <https://youtu.be/H9lO6a3yGjM> (lyrics: And it goes on and on and on)

Animated Short: Pixar's "For the Birds" - What happens when all of the birds sit on the wire? <https://youtu.be/nYTrlcn4rjg>

Young Adults:

Jeremih "Down on Me" https://youtu.be/AaXaig_43lU (lyrics "Put it down on me, put it down on me)

Young Adults: Sean Kingston "Fire Burning" https://youtu.be/YkyhvCdJ_vM
(Lyrics: "Shawty call 9-1-1, Shawty fire burning on the dance floor)

ART OR SCIENCE ACTIVITIES

Science experiment: Fizzy Fruit - in this science experiment you will see bubbles form **on** the fruit. Then when you eat the fruit you can describe where you feel the bubbles (e.g. on your tongue, on your lips, etc.)

<https://www.sciencefun.org/kidszone/experiments/fizzy-fruit-and-ph-indicator/>

Science experiment: Crystal Candy - make rock candy in this experiment. To make the rock candy you will have to put more layers of sugar on the string.

<https://www.sciencefun.org/kidszone/experiments/crystal-candy/>

Art activity: Temporary tattoos - Get an assortment of temporary tattoos (or stickers) that are motivating to the child/student (dinosaurs, princesses, construction equipment, vehicles, etc.). Take turns picking which tattoo you want to put on, and decide where you will put it (on your hand, on your arm, on your ankle, etc.)

Art Activity: design your own t-shirt - For this you will need a t-shirt, a printer, iron transfer paper (you can find this at most craft stores and online), and an iron. Decide what you want to put on your shirt. You can search the internet or design yourself. Simple print on the transfer paper, iron on the shirt, and then put the shirt on.

USE OF APPS OR OTHER TECHNOLOGY

Online game: Make a Pizza - <https://www.abcya.com/games/pizza> Decide what to put on the pizza. There are also free apps where you can make a pizza. Search the apple or android app store for different free pizza making games.

App: My Town Fashion Show - Have fun picking out your models and then designing what they will put on for when they walk down the runway
https://play.google.com/store/apps/details?id=mytown.fashion&hl=en_US

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, 'on.'

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

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

WORD WALL: Add the word “**on**” 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 write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

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For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com

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

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

CORE WORDS: **Off**

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: The power is **off**.

COMMENT: It's dark in here with the lights off.

GOSSIP: He seems a little off.

TELL SECRETS: I need to get this off my chest...

REJECT: "Bug off!"

ROUTINES AND SCHEDULES

As you move through your day, cross things **off** of your to do list, or take icons off of a visual schedule.

During cleaning routines, you can take things off the table, wipe off the table, etc.

Snack time: Take the peel off of the tangerine, the peel off of the banana, etc.

When you get home, you can take off your coats, shoes, etc.

At bedtime you can turn off the TV, the lights, etc.

PLAY

A Thief in the Dark: Choose twenty or more items and place them in a specific area of a room or on a table. Assign a "Thief" to remove one object with the lights **off**. To play, allow the players to take some time to study the area. When the players are ready, they can tell the "thief" to turn off the lights. When the lights come back on let the players see if they can tell what item has been removed.

Online game: Lights Off - The Lights Off game has the following rules: (1) the purpose of the game is to turn off all the lights on the board (2) clicking on a square switches its lightning state (3) clicking on a square also switches the state of its North, South, East and West neighbors (4) all the levels are randomly

generated, but they tend to increase in difficulty

<https://www.goobix.com/games/lights-off/>

Pretend play: Astronauts - Blast off and travel to far off planets and galaxies.

Take off your spacesuit and helmet when you get back to the ship. Maybe you were having so much fun your spaceship is now off course! Here is a free astronaut helmet craft/prop for your adventures:

<https://www.teacherspayteachers.com/Product/Astronaut-Alien-Masks-for-Sci-Fi-Readers-Theater-Kid-Astronaut-Prop-Mask-4141896?st=9b2928723c1ed22e556ac18574e96c5c>

Jenga - Take off pieces without knocking the tower down.

READING

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

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Buttons are popping **off** of Pete's shirt. Talk about the color of the buttons that popped off, how many buttons popped off, etc. Check out

<https://wow.boomlearning.com/author/read.with.me> for some read aloud

follow up activities!

Go Away Big Green Monster | Ed Emberly | Read Aloud by Stories for Kids |

<https://youtu.be/NkVXQ0dV-U>

While the first half of the book adds layers to the monster, the second half takes features off one by one. Take off the straggly hair, take off the sharp white teeth, take off the two big yellow eyes, take off everything until the monster is all gone.

SOCIAL INTERACTIONS AND VIDEO MODELING

On Monday, students can share what they did over the weekend with their time **off** from school.

In undesirable social situations, use the word off to indicate rejection/displeasure (e.g. "bug off" "knock it off!"). You can also express amazement (e.g. "That knocked my socks off").

Video modeling:

Watch Mr. Clay model on and off:

<https://www.youtube.com/watch?v=vu4iceBSjLw&t=117s>

Video modeling from Wings Works

<https://www.youtube.com/watch?v=0Xjer-Z1QaQ>

SENSORY MOTOR

Chip Clip activity from Mama OT: Squeeze chip clips onto the rim of a plastic container. Then take them **off**. Then put them back on again. Then take them

off. And so on and so forth. You'd be surprised at how time consuming this activity can be! To really strengthen those little fingers and hands, encourage your kiddo to squeeze and pinch with their fingertips, as opposed to squeezing with their palm or the side of their thumb.

<http://mamaot.com/fine-motor-activities-using-household-items/>

During snack time practice taking the peel off of the tangerine, banana, etc.

Taped Toys: Tape toys to surfaces and practice peeling off the tape to get the toy off of whatever surface it is on.

<https://laughingkidslearn.com/taped-toys-fine-motor-activity-for-toddlers-and-preschoolers/>

Jump off of fun surfaces like a trampoline, bed, etc.

STRUCTURED ACTIVITIES

After a read aloud, complete an interactive activity, such as a Boom Card deck. Boom Card accounts are free, and some of the resources are too. Here are some free Boom Card Decks that target the word **off**.

Interactive deck for 5 Little Monkeys Jumping on the Bed - Take off a monkey each time the story indicates.

<https://wow.boomlearning.com/deck/free-5-little-monkeys--interactive-song-cards-guG8WLpKPxkiH9BJo>

Take off Masks: This is great for Covid-19! Take off each mask to see which community helper is under the mask:

<https://wow.boomlearning.com/deck/whos-under-the-mask-community-helpers-edition-y4fWBXCx6Mrk8FD73>

VIDEOS, MUSIC, ANIMATED SHORTS

Five Little Monkeys | The Learning Station | <https://youtu.be/-1cyFOW--Tw>

Sing along as the monkeys fall **off** of the bed one by one.

Music: Shake it Off - Sing along with the version from the movie "Sing"

<https://youtu.be/Z2xooz6844k> or with Taylor Swift: https://youtu.be/nfWlot6h_JM

Watch people get launched off of water blobs: <https://youtu.be/aQ9xGloqpUg>

Young Adults: Scene from 10 Things I Hate About You, Frankie Valley "Can't Take My Eyes Off of You" sung by Heath Ledger: <https://youtu.be/S7N6kB11GpE>

Young Adults: The Book of Mormon "Turn it Off" - <https://youtu.be/Of5cgecGlhg>

ART OR SCIENCE ACTIVITIES

Paper airplanes: Make paper airplanes then BLAST **OFF!** See how long the plane stayed off of the ground.

<https://www.diynetwork.com/made-and-remade/learn-it/5-basic-paper-airplanes>

Art Project: Tape Resist Paintings - This highly motivating art project is great for all students and can be adapted for a wide range of fine motor skills. Place tape (masking, washi, painting, etc.) on a canvas. You can make a pattern, a letter/word, or just something abstract, then paint away. When the paint is dry, peel off the tape and reveal your painting.

<https://artfulparent.com/tape-resist-paintings-kids/>

USE OF APPS OR OTHER TECHNOLOGY

Use a smart home app to turn **off** the lights, tv, etc.

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, "off."

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

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WORD WALL: Add the word **off** on the Word Wall.

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: I am **finished** with my food

COMMENT: (e.g. The movie is finished, I'm finished cooking)

GOSSIP: (He didn't finish his work).

TELL SECRETS: (Don't tell anyone, that I finished the cookies)

ANSWER QUESTIONS: (e.g. yes, I'm finished, she's/he's finished, we're finished)

ROUTINES AND SCHEDULES

Using a visual schedule, comment of things being **finished** (e.g. 'you finished math' 'we're finished playing' 'school is finished')

During mealtime, play time, and other activities comment when you are about to finish and when the activity is finished.

PLAY

Pretend play cooking and talk about items being **finished** cooking. Also, comment on being finished with each ingredient (e.g. finished with eggs, finished with flour, finished with milk)

<https://www.teacherspayteachers.com/FreeDownload/Sort-Baking-and-Playing-Language-Activities-Real-Photos-3830509>

READING

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

Clifford's spring clean up

<https://www.youtube.com/watch?v=X8Nu7e16-7Q>

(As you are reading, comment on things Clifford has finished doing)

We're going on a Bear Hunt

<https://www.youtube.com/watch?v=kL36gMrHJaI>

(Talk about what they have “finished” going through)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meeting(s), students can share what they finished doing yesterday, students can also talk about what they need to **finish** soon or later and can ask what other people need to finish doing.

SENSORY MOTOR

In a sensory bin filled with the students preferred sensory filler (sand, beans, rice, shredded paper, etc.) add various items or pictures at the student level (e.g. different colors for younger students, and more complex categories for older students) practice digging through the bin for one color or category until you are **Finished** with one color or categories (model “finished” finding horses, “finished finding “blue”). Once you have dug out everything the model “finished” with digging!

Following the same concept as above try hiding items and playing, find the colors or find the animals (or any other categories) around a room and run around looking for the items for more large movement! Once you’ve found all the items in a category, model “finished blue” or “finished cats”

STRUCTURED ACTIVITIES

At the end of the day have students focus on things they have finished doing today and practice talking about those activities. Practice modeling “I finished reading” “I finished coloring” “we finished our story” etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Day-O Time to Go Home

<https://www.youtube.com/watch?v=sGT9hjGcA10>

(talk about being **Finished** with the day, talk about all the things that they **Finished** during the day)

Young Adults

The Kill-30 Seconds to Mars

Lyrics- “I am finished with you”

<https://www.youtube.com/watch?v=8yvGCAvOafM>

ART OR SCIENCE ACTIVITIES

Choose a craft for ‘Going on a Bear Hunt’ that involves multiple steps such as cutting, gluing, and coloring. As you finish each step, practice saying “finished cutting” “finished gluing” then put the materials needed for the step you are finished with away or out of sight.

[http://www.pinkstripeysocks.com/2014/07/3-easy-bear-hunt-activities-with.html#
more](http://www.pinkstripeysocks.com/2014/07/3-easy-bear-hunt-activities-with.html#more)

USE OF APPS OR OTHER TECHNOLOGY

Make cupcakes on *Cupcake Maker-by Bluebear* **and emphasize the word** 'Finished' **after each step of the “cooking” process.**

Adults can create low-tech word banks to make simple sentences, (e.g. “we” “are” “finished” “with” “” “eggs” “flour” “butter”, etc.). The students can scramble the words to make phrases or sentences.

Toca Hair Salon

Take turns cutting, coloring, styling hair and model “finished” after each step. “Finished cutting” “finished coloring” “finished brushing”

WORD WALL: Add the word, **Finished** 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ kelseyrobin93@gmail.com

Thank you!