CORE WORD: Was

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: About the weekend (e.g. I **was** _____)

COMMENT: (e.g. He was swinging, I **was** dancing)

ANSWER QUESTIONS: (e.g. I **was**, she was, he was)

ROUTINES AND SCHEDULES

End of day: During the end of the day meeting, or when coming back from a break from the classroom, an adult can ask the student about what they were doing and help model "I **was** _____" (e.g. playing, reading, singing, writing, etc.)

PLAY

Adults and students can pretend they are the old lady in "There was an old lady who swallowed a fly" and take turns saying silly things that they are eating.

After recess or other activities where students play, an adult can lead a discussion on what each child **was** doing. (e.g., I was playing basketball, I was swinging, etc.)

READING

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

The Very Busy Spider by Eric Carle, read by Animated Children's Books

https://www.youtube.com/watch?v=TfL0g-XRxnA&ab_channel=AnimatedChildren%27sBooks

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling:

Past tense, how was your summer vacation? By English Singsing
https://www.youtube.com/watch?v=KiNUkRPOpQY&ab_channel=EnglishSingsing

SENSORY MOTOR

Adults can facilitate a sports game such as soccer with the students to emphasize different people's turns (e.g. "it was your turn, and now it's your friends turn'). Students can also use '**was'** when they are describing it was someone else's turn.

STRUCTURED ACTIVITIES

The adults could use a writing chart, (paper, a white board or virtually on Google Slides) to ask about topics that a student did the day before or over the weekend. (e.g., I was playing, I was dancing, I was singing, etc.)

I was _____
I was _____
I was _____
I was _____

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core words of the week:

Was song by Miss Molly:
https://www.youtube.com/watch?v=N5gkRCnPEbQ&ab_channel=MissMolly

There was an Old Lady Swallowed a Fly Song – King of the Classroom
https://www.youtube.com/watch?v=DCQzowH7cB8

ART OR SCIENCE ACTIVITIES

 'There **WAS** an (_insert students name here_) Who Had a Fun Day': Adults can take a collection of photographs all throughout the day and at the end of the day put them together in a book or collage.

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters: Talk about how different foods, pans, spices, etc. are beside another object. In the app, there are different scenes. In one scene, the user is preparing food for the Monster, an adult can model "let's get the fruit that is **beside** the meat", etc.

WORD WALL: Create a WordWall and add '**was**' 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: Did

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 **did** a lot of homework)

COMMENT (e.g. You **did** a great job)

ASK QUESTIONS (e.g. **Did** you go on a trip?)

ANSWER QUESTIONS (e.g. Yes, I **did**.)

CLARIFY (e.g. What **did** you mean?)

MAKE CHOICES (e.g. Which one **did** you want?)

DISAGREE (e.g. I **did** not like it).

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, (e.g. "what did you do after school, last night or over the weekend?"). The students can answer questions using their talkers and adults can provide more scaffolded supports if

needed as well as reminders of what occurred, (given shared information from parents, etc.). Adults can provide options, presented in choices of two, (e.g. did you go to the beach or did you go to the park?). Students can utilize the word or phrase, "I did" during this exchange.

After School: Adults can ask students what they did at school. The adults at school can prepare a low-tech worksheet with the students to provide visual support and information to assist them in sharing what they **did** at school. This is the single most consistent question therapists and educators receive from parents. Parents want to be able to ask students, 'what happened during their day.'

PLAY

Adults can comment, (in the moment) on what the student is doing, (e.g. you **did** it, you did a great job), during activities and situations throughout the day. Adults in turn can also comment and inform what they did.

Adults can ask students what they want to play with by providing two modeled choices, (e.g. Did you want ____ or _____?).

Commenting During Play:

(Blocks): The students collectively built a block tower, (e.g. Adults can comment: "We did it." "You did it."

Adults can ask students what or who they played with outside, using ALS and their communication system to offer two choices, ((e.g. Did you play on the swings or slide, or did you play with (insert name) or (insert name)?

READING

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

These books provide a great opportunity to ask the students, "What **did** David do?"

[No, David!](#) - Animated Children's Book

[NO DAVID! - KIDS BOOKS READ ALOUD - COUNT ALL HIS TOYS - FUN FOR CHILDREN](#) | DAVID SHANNON

Ask the students, (e.g. What did he do?) Students can answer but can also learn to pose questions with the word, did.

[David Goes to School](#) - Animated Children's Book
[David Gets in Trouble](#) by Simicrane the one provides a great opportunity to have the students comment on what they were seeing.

SOCIAL INTERACTIONS AND VIDEO MODELING

Pair two students together and have them ask what they **did**: at recess, over the weekend, or on their summer vacation.

Adults may need to facilitate this interaction at first, and even role play. The use of Aided Language Stimulation as well as visuals would be helpful.

(Chat Editor Program- 60 Basic)
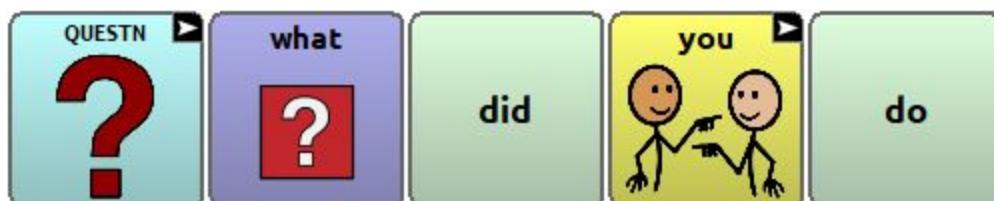
Relaying what happened during the school-day: Adults can prepare students to express what they did during the school day so that they can relay what happened when they get home. How? Adults can take turns role-playing and using ALS along and visual cues to each share what happened during the school day. After practicing a few times, the adult can engage in an exchange of information about what happened during the student's (providing the visual cues, scripts) and by providing pause and wait time for adequate student processing time.

SENSORY MOTOR

Adults can assign each student to perform an ACTION, (depicted on a symbol card accompanied by a word OR just the word depending on the student's reading skills). Such actions can be reviewed as a group to make sure everyone knows and understands each action word. While in a circle or meeting, adults can call on students individually to perform the assigned action in the group. After everyone has a turn performing their action, adults can hold up the card and ask, "who **did** it?" Students can have the opportunity to comment, (e.g. (name) did it, or I did it.

Then, to make this more of an interactive activity, small groups of students can perform a specific action together and then after they are finished, when the group of students is asked, (who did it? They can comment by indicating, "they did it or name each person who did it.

STRUCTURED ACTIVITIES

The adults and students can write about all that they **did** during the day so that students can have the opportunity to share the information with their families when they go home. Using a predictable writing chart in Google Slides adults can write (given class collaboration) what happened during the day and then share the document with the family.

I do many things at school-
I did _____
I did _____
I did _____
I did _____
I did _____
I did _____

I did _____

VIDEOS, MUSIC, ANIMATED SHORTS

Did- song to teach the sight word "did" by Miss Molly

Did Song by Have Fun Teaching:

I Can't Remember The Words To This Song | Kids Songs | Super Simple Songs

Young Adults
Britney Spears - Oops!...I **Did** It Again (Official Video)

Bette Midler - Wind Beneath My Wings (Official Music Video)

ART OR SCIENCE ACTIVITIES

Decorate the word, **DID**.

There are so many ways that students can decorate and create an art project focused on the word, did. Here is one idea:

Adults can write the word, 'did' in glitter glue. They can then continue to decorate the paper with markers, paint, crayons and more.

USE OF APPS OR OTHER TECHNOLOGY

Students can play the free online game Uno and can describe what the other students **did**:
Uno (link)

CookieDoodle App: Students can make cookies, using clear graphics, and make choices regarding shapes, flavors, and then take turns putting in ingredients, decorating the cookies and ultimately eating them. Students can indicate what they did. For example, who put the butter in, (e.g. I **did**, _____ did).

Adults and students collectively can utilize the Pictello app to write about all the things they **did** at school (taking lots of pictures daily to capture the moments that illustrate what they want to convey). This can be shared with families and caregivers by emailing or _____ so that the students can have visual and written support that will help to talk about what happened during the day.

WORD WALL: Add the word, **did** on the Word Wall.

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

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

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

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

CORE WORD: Jump

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: You **jump**

CESSATION: stop **jumping**

RECURRENCE: more **jumping**

NEGATION: no **jumping**

ROUTINES AND SCHEDULES

Recess: There are many different games that can be played at recess that involve jumping (e.g. jump rope, hopscotch, basketball, etc.) Students and adults can talk about the different activities that involve jumping and if the student wants to **jump** or just watch for today.

PLAY

Jump ropes can be used to play. Students can use a jump rope by themselves or with other peers and adults. Adults can model and say, "you are **jumping**" or "you are not jumping right now". This can be expanded into any play activity that involves jumping.

READING

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

Five Little Monkeys Jumping on the Bed by Eileen Christelow, read by Eunice books and words
https://www.youtube.com/watch?v=BN-uIEWxLkM&ab_channel=EUNICEbooksandwords

Fox and the Jumping Contest by Corey R. Tabor, read by Book time with Arthur Fishface
https://www.youtube.com/watch?v=fUYT6q3kezc&ab_channel=BooktimewithArthurFishface

SOCIAL INTERACTIONS AND VIDEO MODELING

Music can be played, and the students can jump around and dance to the music. Adults and students can pause the music and talk about what dance move or jump they had just done. Students and adults can take turns jumping and asking one another about which jump or dance was their favorite.

After Recess or outdoor play, the adult can ask the students about what they did. They can take turns saying who they played with and if/how they jumped while they played.

SENSORY MOTOR

A trampoline can be used for sensory motor time. At any point, before jumping, during, or after, the adult can model "you are **jumping"**, etc. based upon when they are talking with the student.

The student can also do jumping jacks for sensory motor needs. The adult can focus on modeling "When you do jumping jacks, you are jumping and clapping your hands together."

STRUCTURED ACTIVITIES

The adults make core word into puddles (picture below) that the student is focusing on as well as the word jump. The puddles can then be a space apart and students can say the core word in a sentence "I am **jumping** to _____". Project idea and image from fantastic fun and learning https://www.fantasticfunandlearning.com/puddle-jumping-sight-word-game.html

VIDEOS, MUSIC, ANIMATED SHORTS

Here are a few videos that help to model the core words of the week:

Sight word Jump by ESL Kids World
https://www.youtube.com/watch?v=upIOJllhXOk&ab_channel=ESLKidsWorld

Sight Words Level 1 by Rock n' Learn
https://www.youtube.com/watch?v=Cp8qBjzMPnQ&ab_channel=Rock%27NLearn

ART OR SCIENCE ACTIVITIES

For a science activity, you can do dancing rice. In this experiment, the rice will dance and go up and down and this dancing can also be seen as jumping. Adults and students can comment "the rice is **jumping** up and down" while watching the rice. Instructions can be found at green kids craft https://www.greenkidcrafts.com/dancing-rice-experiment/

USE OF APPS OR OTHER TECHNOLOGY

Dinos Jump: This app has a dinosaur that is controlled by the user. The user makes the dinosaur **jump** to collect coins and avoid different obstacles that are in the course.

WORD WALL: Create a WordWall and add '**jump**' 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: Talk

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. Let's **talk** and catch up on what's happening)

COMMENT (e.g. talk about crazy)

ASK QUESTIONS (e.g. Did you talk to your teacher, yet?)

ANSWER QUESTIONS (e.g. Yes, I talked about it.)

CLARIFY (e.g. Sometimes when I talk it is hard to understand so let me tell you with my AAC system)

DIRECT ACTIONS (e.g. Can I talk you through how to lift me up?).

SHARE NEEDS (e.g. I'd like to talk about my community goals).

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, a variety of questions or even have TOPIC cards to foster conversation, (e.g. let's **talk** about

cats vs. dogs, or pizza vs ice cream, or your favorite vacation. This open-ended activity can really provide an open platform for students to share their ideas, opinions and comments.

After School: Adults can ask students what they did at school and that they want to TALK about it. The adults can use Aided Language Stimulation by saying that they want to TALK about their day and then leave it open for the students to talk and share about their day. Adults, being aware of their student's schedule, can ask them about what they did or what they thought of each activity, (e.g. recess or speech) and/or ask which one they liked better. Reinforcement and praise for 'talking' about their day is recommended.

PLAY

While playing with students, adults can comment and **talk** on what they like to do, using Aided Language Stimulation, and when given the opportunity, ask the student using their talkers' and voice to talk about the toys they like to play with or the things they like to do.

Adults can support students to make comments on specific toys they play with and to talk about them. If students like to play with bubbles, adults can begin modeling making comments on bubbles, (e.g. This is fun, I like it, blow). This strategy of 'talking' about topics and toys can permeate throughout the day.

Following the child's lead and commenting on what they are doing and using the word, 'talk' on their communication systems can assist them in realizing that they are talking when they use their system, (even if students do not have intelligible speech). Positive reinforcement for talking about anything, whether it relates to the topic or not should be provided. Talking is something to be celebrated and responding to and trying to relate what the students express to the present environment will help them build language skills and the courage and habit of using their talker during a multitude of activities.

READING

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

[My Crayons Talk by Patricia Hubbard](#) | Children's Book Read Aloud (Read by Lights Down Reading),

[The Gingerbread Man Fairy Tales and Bedtime Stories for Kids in English](#) by Fairy Tales and Stories for Kids

[Are You My Mother](#)? By P.D. Eastman Read Aloud (Read by Story Time with Miss Jeannie)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can recognize the many ways their students communicate during interactions, (e.g. verbally talking, gestures, pointing, moving their bodies, using low-tech communication boards and using communication systems). School classrooms, communities and societies contain a diverse population of learners and communicators.

Facilitating ways for students with complex communication needs to communicate with each other is no small feat. Provision of wait time, and providing systems and targets for high-demand activities, (time-wise) will be necessary for successful communication interactions, (e.g. using a Step by Step to answer a question in an Inclusion English class or to read a repeated line). Now, more than ever, we are relying on the CORE words as the words to be attuned to, for the peers to be attuned to, and for us to help facilitate the interaction and even interpret what they are trying to say.

We, as SLP's, Educators, Para Pros, Parents and many other specialists are still figuring this out. We reach for guidelines in the AAC participation plans we create but true communication with one another is that goldmine that is hard to find and does not happen overnight.

Building the safe community of communication partners seems to be the golden ticket.

I've seen magic happen, when educators and parents and others view their students' communication systems as true extensions of themselves and where it is used throughout the day to **talk**. When students begin feeling comfortable speaking/communicating in structured situations, then more spontaneous communication often happens in a variety of settings. And with this expectation and with facilitation, encouragement and just communicating with one another using multiple modes then this expectation develops into a habit for our students. That's the magic! We expect them to talk and wait and respond to what they say…. whatever they say and relate it to the context we're in to give it meaning.

I have often visited other classrooms where students may be fully included and have spoken to the entire classroom of general education students about the many forms of communication including texting, gestures, sign language, and, of course, AAC. This has been helpful in building an awareness of how students use AAC systems to communicate and usually one or two or more students emerge who want to learn more about it and serve as a peer mentor.

We continue to strive and to talk and engage.

SENSORY MOTOR

Students can learn very well in real life situations where they can touch or feel something.

Make sure each student in the class has the opportunity to see one another's talkers and with permission, maybe they could even touch their friend's communication system.

Adults can reiterate that this is the way that _____ **talks** to us.

As adults we continue to reiterate that there are many ways to talk to each other and the AAC system is one of them.

STRUCTURED ACTIVITIES

The word, **talk**, is one we use all the time with our students who use AAC systems. Explicitly teach the word, talk using a big core board or on the students' AAC systems.

Adults can talk about the many ways the students talk or communicate. Many of our students can speak, (either a lot or very little). Some of our students speak clearly, but the language that is expressed may be more scripted and may not be relevant to the situation at hand and for other students, their speech may be highly unintelligible. We often refer to our students' communication systems as 'talkers,' and the way and to the extent that each student utilizes their system is very unique and individualized given their strengths, skills and needs.

Once a student has an AAC system, they begin 'talking' or communicating in a different way. We teach them the core words and make sure they have support to access the curriculum and community. Participation plans are important so that we can make sure they have a robust communication system to express themselves and grow into. Having a curriculum and program is important in order to have a framework to apply their communication skills.

Take pictures and/or videos of each student and create a Google Slides or PPT presentation and in front of the class spotlight each student and talk about how he/she communicates, the various systems and how they communicate with each other.

Ask students what their favorite words are to say!

Ask the student what their favorite topics are to **talk** about.

VIDEOS, MUSIC, ANIMATED SHORTS
Proloquo2Go - Communication is Conversation (by Assistiveware)
These students are talking to and with each other and adults are facilitating!

Animated Short:

Snack Attack by Eduardo Verastegui
How could this interaction have been different if they had **talked** to each other?

ART OR SCIENCE ACTIVITIES

Compare two students' talkers (at a time), side by side and **talk** about how they are the same and how they are different.

USE OF APPS OR OTHER TECHNOLOGY

Spotlight each student's communication system by writing a story on Pictello or Book Creator about what it looks like and how the student uses it. This story could be helpful to the next teacher or new caregiver who may not know how to use the system. The adult can be as specific as possible, (e.g. how to program or backup or strategies used) or as general as needed or appropriate.

WORD WALL: Add the word, **talk** 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](#)

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Thank you!