

CORE WORD: **Happy**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month, Following the Child's Lead promotes a child/student directed approach to AAC intervention. When you Follow the Child's lead, the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SOCIAL: Expressing feeling/emotion (e.g. I am **happy!**)

SHARE INFORMATION: Describe others/the environment (e.g. She is **happy**. A happy place.)

COMMENT: (e.g. I am so **happy!**, Be happy.)

GOSSIP: (Why is she **happy?**).

ANSWER QUESTIONS: (e.g. They feel **happy**.)

ROUTINES AND SCHEDULES

At the beginning of the day - during the morning meeting and using a visual schedule, the student shares how they feel at morning meeting. (e.g. I feel **happy**.) If the student needs more prompting or review, the adult can ask a yes/no question to the student as, "Do you feel happy?" or model what it looks like to be happy. Can also offer a receptive task with images of different feelings to allow child to point to or take the happy emotion.

PLAY

The adults and students can take photos of themselves expressing different feelings, one of which is **happy**. Print the photos and as a group talk about them (i.e., "Julie is **happy**.") Can then practice having students expressively label the feelings and receptively identify them. Expansion of activity can be to act out and express the different feelings. Visuals and scaffolding are recommended to be provided.

READING

For this week's core word, you can talk about the characters in the story and discuss if they are feeling **happy** as a yes or no answer.

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

Book Read Aloud: THE JAR OF HAPPINESS by Ailsa Burrows

<https://www.youtube.com/watch?v=ilb5-PetjcE> Courtesy of Tammy Nohelty
(Students and adults can discuss what makes them feel **happy**)

Book Read Aloud: WHEN I'M FEELING HAPPY by Trace Moroney

<https://www.youtube.com/watch?v=fBISYTkW6kc> Courtesy of Miss Ems

Bookworm Read Aloud. (Talk about the feeling 'happy' and what makes the bunny feel happy in the story. Expand by asking and answering the questions at the end of the story with students so they can list what makes them happy.)

SOCIAL INTERACTIONS AND VIDEO MODELING

At morning meetings, students can share how they feel and if they feel **happy**. Students can also share something that made them feel happy in the morning.

During conversational turn taking with peers/adults, students can ask each other how they feel and what makes them feel happy.

SENSORY MOTOR

Follow the activity below to create theraputty with students! Theraputty can often make students (and adults) feel **happy** when they use it. Talk about the purpose of the theraputty for students to use to help them feel **happy** and focus. Engage students by making the theraputty together, following the recipe and talking through the process. Expand this into a language activity by taking turns saying the steps out loud and on the AAC device low tech board. Add in commenting and descriptive words to talk about how the theraputty looks, feels, and smells: soft/cold? sticky/good?

After the activity the adult may ask if the students had fun, (providing ALS) with the word '**happy**' on the talker, and the adult can ask if students feel 'happy' after making their very own theraputty. (e.g. Do you feel happy? I feel happy!, etc.).

Activity: [HOW TO MAKE THERAPUTTY](https://www.yourbeautyblog.com/2016/08/how-to-make-theraputty.html) – Courtesy of Cari Dunn.

<https://www.yourbeautyblog.com/2016/08/how-to-make-theraputty.html>

STRUCTURED ACTIVITIES

The students can answer questions about the story that was read aloud such as the JAR OF HAPPINESS or the WHEN I'M FEELING HAPPY. With a focus on the word, **happy**; have the students' share what are things that can bring happiness.

Use of Boom Cards interactive website for expansion of targeting **happy**. Utilize "LR Emotions: Happy" activity by Natalia Burgos, M.A., BCBA: <https://wow.boomlearning.com/deck/lr-emotions-happy-QqhWr2xvZ2LLKutb4> to have students receptively identify the image for 'happy' within a field of three.

For a more varied receptive language task, utilize “L.R. Emotions: (Happy, Sad, Angry)” activity by Natalia Burgos, M.A., BCBA:

<https://wow.boomlearning.com/deck/lr-emotions-happy-sad-angry-JbZwEr7t8ASKh5b26> to have students identify happy, sad, and angry.

VIDEOS, MUSIC, ANIMATED SHORTS

When I Am Feeling Happy | Feeling and Emotion Management Courtesy of BabyA Nursery Channel

<https://www.youtube.com/watch?v=XX-Cpb7trrl> This is a helpful video about the feeling 'happy' and what happy looks like. Provides examples of what makes people feel happy and what you can do when you feel happy

Happy and Sad Courtesy of Sesame Studios

<https://www.youtube.com/watch?v=4Rh6H8fa4UM> animated short (talk about **happy** and sad and how happy cheered up sad).

Sesame Street: Kermit And Elmo Discuss Happy And Sad Courtesy of Sesame Street

<https://www.youtube.com/watch?v=lhv1h3V8Nz4> (watch as Kermit and Elmo model happy and sad)

If You're Happy and You Know It! | Courtesy of Barefoot Books Singalong

<https://www.youtube.com/watch?v=71hqRT9U0wg>

Pharrell Williams - Happy (Official Music Video)

https://www.youtube.com/watch?v=ZbZSe6N_BXs

ART OR SCIENCE ACTIVITIES

TeachersPayTeachers Happy, Fluffy, Stuffed Cloud FREEBIE Craftivity & Printables can be used to create **happy** clouds! Within this activity there are also several expansion pages you can do with students to learn about clouds. To target **happy**, you can use the cloud pattern to have students cut out and draw a happy face on. Expand upon activity by using cotton balls to roll and glue onto clouds.

HAPPY, FLUFFY, STUFFED CLOUD FREEBIE CRAFTIVITY & PRINTABLES – Created by First and Kinder Blue SKies

<https://www.teacherspayteachers.com/Product/Happy-Fluffy-Stuffed-Cloud-FREEBIE-Craftivity-Printables-1162573?st=08a495a1c6a504ff36f7cc0ea34d58fc>

USE OF APPS OR OTHER TECHNOLOGY

Adults can create low-tech word banks to make simple sentences, (e.g. “I” “You” “feel” “**happy**” etc.). The students can scramble the words to make phrases or sentences.

Draw and Tell - by Duck Duck Moose LLC allows students to draw a picture/color, tell the story (and can move images while talking), and then save/share drawings and recordings with others. Use the Draw and Tell app to create an abundant number of images and depictions of **happy** while talking about the story you and the students created.

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 ‘**happy**’ 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, 'happy.'

WORD WALL: Add the word, "happy" 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](#) Courtesy of Edmonton Regional Learning Consortium

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

Thank you!

Jessica Oseguera, MA, CCC-SLP is a Speech-Language Pathologist (SLP) who specializes in the fields of Augmentative and Alternative Communication (AAC) and deaf and hard of hearing (D/HH). She earned her Master's in Speech-Language Pathology from San José State University (SJSU) in 2016. Jessica currently works within the San Mateo-Foster City School District (SMFCSD) and is an AAC Team member in the AAC Mentorship program run by Michaela Sullivan, MA, CCC-SLP and Judith Lunger, MA, CCC-SLP.

CORE WORD: SAD

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

EXPRESS A FEELING (e.g. I am **sad**)

GOSSIP (e.g. Her life is **sad**)

DESCRIBE (e.g. He has **sad** eyes)

DISAGREE (e.g. That idea is just **sad**)

ROUTINES AND SCHEDULES

Circle: During morning meetings students can participate in a check in. Students can share using any modality how they are feeling. (e.g. angry, **sad**, tired, happy, excited)

PLAY

Toys and Games: Adults can facilitate structured play time using puppets. For example, if the students are making the puppets eat, the adult can introduce the word **sad** by pretending that the puppet is sad they ran out of the puppet's favorite food. Adults can ask students to label the emotion.

READING

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

[I'M SAD: MICHAEL IAN BLACK | Courtesy of HEATHER'S STORYTIME CORNER](#)

<https://www.youtube.com/watch?v=NwSLEkE0DmA>

[THE COLOR MONSTER: ANNA LENAS | Courtesy of MR. BROOKS READS](#)

<https://www.youtube.com/watch?v=W6wIEp-M4tg>

[MY FRIEND IS SAD: MO WILLEMS | Courtesy of SNUGGLEBUG STORYTIME](#)

<https://www.youtube.com/watch?v=0YsRgWa4-JA>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about different emotions (happy, **sad**, excited etc.) and why people might feel that way with the Sesame Street video: Name That Emotion

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

SENSORY MOTOR

Students and adults can create 'feelings stress balls' out of balloons, play dough and rice. Together, adults and students can fill the balloons with either rice or play dough and can draw a **sad** face on the balloon.



Curiosity

Created by Katie at Gift of

<https://giftofcuriosity.com/teachingkidsaboutemotions>

STRUCTURED ACTIVITIES

Adults can lead a discussion with students about what it means to be **sad**. Discussion topics can include what being sad looks like, feels like, sounds like, and that it is okay to feel sad.

VIDEOS, MUSIC, ANIMATED SHORTS

[WHEN I'M FEELING SAD](#) Courtesy of Tree House Direct

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

[INSIDE OUT: GET TO KNOW SADNESS](#) Courtesy of Pixar

https://www.youtube.com/watch?v=l8h_6uV7Yzs

ART OR SCIENCE ACTIVITIES

For Halloween, Students can create their own emotions with a sad face monster using paint, paper, glue and scissors.



[Kidssoup.com](https://www.kidssoup.com)

Created by Kids Soup

<https://www.kidssoup.com/activity/emotions-and-feelings-preschool-activities-games-and-lessons>

USE OF APPS OR OTHER TECHNOLOGY

Learning Emotions with the Rainbow Feelings Bear by Alana Noakes,
<https://appsto.re/us/S4zm5.i>

WORD WALL: Create a WordWall and add 'sad' to the list.

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Abigail Duarte @ aduarte3@mail.sfsu.edu.

Abigail Duarte is a second-year student speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abigail has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!

CORE WORD: Sick

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION/FEELING (e.g. I feel **sick**.)

COMPLIMENT (e.g. That was a **sick** skateboard trick!)

EXPRESS DISGUST (e.g. I'm **sick** of your attitude.)

ANSWER QUESTION (e.g. Why were you absent? I was **sick**.)

ROUTINES AND SCHEDULES

Circle: Students can identify if any classmates are absent because they are **sick**.

Ask students if they are **sick** of any elements of the daily routine. Maybe they're sick of the current welcome song, or they're sick of the days of the week song. Whatever they are sick of, do your best to find an alternative. If the students are not sick of any element, you can change a random element and model that you were sick of it.

PLAY

Toys and Games:

Dramatic Play Doctor's Office – Take turns being the doctor and the **sick** patient, or use stuffed animals as patients. [Use these free dramatic play props from Preschool Plans](#) on Teachers Pay Teachers created by Preschool Plans.

<https://www.teacherspayteachers.com/Product/Doctors-Office-Dramatic-Play-5061032?st=632bbc47509af2c5c01d226fc67418d6>

[Operation](#) – There are a lot of things making the man **sick**. Take turns removing items from the man in this game. [Here is a free online version](#) courtesy of crazygames.com.

Buy the game: <https://www.amazon.com/Hasbro-B2176-Classic-Operation-Game/dp/B01JF1VRL0>

Free online version: <http://www.crazygames.com/game/operation>

[Pandemic](#) Courtesy of Board Game Geek – This is a cooperative game that older students may enjoy. Keep the pandemic from taking over the world. Avoid if you're trying not to think about the current COVID situation.

<https://boardgamegeek.com/boardgame/30549/pandemic>

Recess

At recess, take turns shooting the basketball. Try to come up with your sickest trick shot!

READING

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

Llama Llama Home with Mama | Anna Dewdney | [Courtesy of Grandma Annii](#)

<https://youtu.be/2nOyXY9xxTY>

How Do Dinosaurs Get Well Soon? | By Jane Yolen | [Courtesy of Broward County Library](#)

When dinosaurs get sick, you might think they act like monsters. However, they listen to the doctor, take their medicine, and get lots of rest.

<https://youtu.be/FH2Q0FmhSOY>

A Bad Case of Stripes | By David Shannon | [Courtesy of StoryTime at Awnie's House](#)

The main character is a girl named Camilla Cream who secretly loves lima beans but doesn't want to eat them because her friends dislike them and she wants to be just like them. One day she wakes up to discover thick, solid-colored stripes all over her body. Doctors, specialists, and experts try to figure out what is making her **sick**.

<https://youtu.be/QqnChSV2mdM>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling of handwashing | Courtesy of COR Behavioral | [YouTube video](#)

Use this video modeling to show how to keep from getting **sick**

<https://youtu.be/vm2vxbKGulY>

Social stories: Head over to Teachers Pay Teachers to see the free social stories created by The Curious Educator of Oz. There you can find social stories about specific ailments: [tummy ache](#), chest infection/asthma, ear ache, influenza, sore throat, and runny nose!

<https://www.teacherspayteachers.com/Product/Free-When-I-am-Sick-Social-Story-Tummy-Ache-3700620>

It's important for our students with complex communication needs to be prepared for situations surrounding the COVID-19 health crisis. [This website has social stories for children as well as social stories for adults courtesy of Autism Resource Central.](#)

<https://www.autismresourcecentral.org/social-stories-for-young-and-old-on-covid-19/>

Check out this [PrAACtical AAC post](#) from Carole Zangari about other coronavirus must do items for AAC users.

<https://practicalaac.org/practical/a-coronavirus-must-do-for-aac-users/>

SENSORY MOTOR

Find something to spin on in a sensory room, playground, or just use an office-style chair. Spin around and around. Adults can model they need to stop because they feel **sick**.

Put on some music and try out some **sick** dance moves.

STRUCTURED ACTIVITIES

Use these [Sick v. Healthy picture cards created by Georgia Duan SLP](#) for a structure activity about recognizing when someone is **sick**.

<https://www.teacherspayteachers.com/Product/Sick-vs-Healthy-Picture-Cards-3593074>

Another option is to use these [Identifying Physical Feelings clip mats from Give It a Look](#) on Teachers Pay Teachers created by Give It a Look.

In a structured setting help students identify physical feelings on the cards. Feelings include: hungry, tired, thirsty, **sick**, hot, and cold.

<https://www.teacherspayteachers.com/Product/Identifying-Physical-Feelings-5163401?aref=wgks2gs7>

VIDEOS, MUSIC, ANIMATED SHORTS

[Clip from Finding Nemo](#) Courtesy of Pixar where Marlin is going to be **sick** due to Crush's sick swimming moves: <https://youtu.be/mL9hNsNSFTw>

Young Adults:

You Make Me Sick | P!nk | [YouTube video](#)

For those of you that remember R&B P!nk. The chorus has the phrase "You make me sick" twice each time it plays.

<https://youtu.be/MGfz0fv5wfQ>

Time to Get Ill | Beastie Boys | [YouTube video](#)

So, while this song doesn't contain the word "sick", there are plenty of examples of ill, and in my opinion it's a pretty **sick** song. Use it to talk about synonyms, or just talk about how it's a great, sick jam.

<https://youtu.be/77D7DF4Gpo0>

ART OR SCIENCE ACTIVITIES

Science: Watch [this video](#) to learn about how germs make us sick. Then try [this experiment](#) to show how washing our hands with soap keeps germs away and keeps us from getting sick.

Video: <https://youtu.be/yxonJTWhBJQ> Courtesy of Ted-Ed

Experiment courtesy of Rosalind Muggeridge:

<https://momypoppins.com/boredom-busters/pepper-and-soap-easy-science-experiment-for-kids-at-home>

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Adults can utilize the *Pictello* app for writing a group story about "When You Feel **Sick**" and other topics.

Doctor Pets Taking Care of Baby Animals | Pilcom

Use this free app to pretend to take care of **sick** animals. Comment on what is making the animals sick and when the animals are not sick anymore because of the great care they received.

<https://apps.apple.com/us/app/doctor-pets/id952172720>

WORD WALL: Create a WordWall and add '**sick**' 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 the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) by Sparrow Pediatrics Inc. for a hands on approach.

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

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 WORD: **Tired**

For Educators, Related Service Providers and Parents

In addition to our previous month's strategies of Aided Language Stimulation and provision of 'Wait Time,' our October strategy of the month is Following the Child's lead. The strategy of Following the Child's Lead promotes a child/student directed approach to AAC intervention where the communication partner has the opportunity to observe and respond to what the child is engaged in and to integrate use of the AAC system across a variety of situations that are of interest to the student. Additionally, communication partners can provide and embed the use of other AAC strategies (such as Aided Language Stimulation and Wait Time) when they engage with students.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. I feel **tired** at night, **tired** from working hard)

ASK QUESTION: (e.g. mama **tired**?)

DESCRIBE: (e.g. they look **tired**)

EXPRESS OPINION: (e.g. **tired** of this game, **tired** of waiting, **tired** of listening, **tired** of walking)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell about what they are bored of eating or have eaten too much of ("I'm **tired** of eating pumpkin!"), or what they always love eating more of ("never **tired** of candy!").

Adults can model reactions to being tired of eating something (e.g. bored, annoyed) or eating too much of something (e.g. feeling really full, having a tummy ache).

Circle:

Adults can pretend to be tired in the morning (e.g. "I couldn't sleep, I feel **tired**") and describe each other acting tired (e.g. her eyes are closing, she laid down, he's yawning).

Students can go around the circle noticing what being tired looks like - how a tired person acts/what they do, what time of day they get tired (e.g. **tired** wake-up morning), what they want to do when they are tired (e.g. go to bed/sleep).

PLAY

Toys and Games:

Students can invite each other's toys to a sleepover. The toys want to stay up late having fun. Each student's toy tried to stay awake the longest at the sleepover, and students pretend to ask each other's toys if they are tired yet (e.g. "firetruck **tired**?")

Adults can set expectations for this theme by setting up the environment: have blankets and pillows, pretend movie screen/DVDs to pick, pretend party snacks, have visual timers showing how late at night it is.

Recess

Students can share that they need to rest after a tiring game (**tired** take a break)

Adults can support this by setting up a recess area where students can take rest breaks, for example a place where students play more calm games.

READING

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

[Don't Let the Pigeon Stay Up Late! by Mo Willems courtesy of Amanda PM Story Time](#)

<https://youtu.be/HX2joPI8dgo>

Students can share what they do when it is bedtime but they don't feel tired, (e.g. How do you get dad to let you stay up later?) or share what makes them feel tired ("**tired** reading at bedtime")

[Waiting is Not Easy by Mo Willems courtesy of YouTube: Mr. Shawn's Storytime](#)

<https://youtu.be/tNDt0s-AQVs>

Adults can model “Gerald (the elephant) is **tired** of waiting” and support student expansion with “I know Gerald is tired of waiting because he ____.” Students can describe what being tired of waiting looked like in the book. After, students can share what they have to wait for, and how waiting a long time makes them feel.

[Bear and Duck by Katy Hudson courtesy of YouTube: Storytime with Ms. Becky](#)

<https://youtu.be/lkWG7Oe5Mg>

Adults can highlight why Bear learns to be a duck (i.e. **tired** of doing bear things). Students can share what they do when they are tired of something (“try new game/new book/new place”)

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can notice when a student is tired and model language with Aided Language Stimulation (ALS) (e.g. saying: “you are yawning...you look **tired**” while modeling on the communication device). Adults can then role play yawning and point to the communication device to facilitate the student asking the adult “feel **tired**?”

SENSORY MOTOR

Students can do a very tiring motor task, such as picking up heavy objects or dancing fast. Adults can model “I feel **tired**” when a student shows fatigue.

Adults can set up a sensory environment for students to explore what makes them feel calm and eventually tired (e.g. soothing music, bedtime stories out loud, soft or weighted blankets, dim/off lights, quiet time)

STRUCTURED ACTIVITIES

Set up a social skills lesson on how to politely negotiate when you are tired of doing something. Adults can introduce the Core Word: tired on the core wall and introduce the topic with an online class pole such as which activities you do every day & which activities you don't like. Adults can facilitate students sharing things that they have to do all the time but don't like doing (e.g. playing their friends favorite game). Adults can expand on student answers to models using

tired (“**tired** playing their game). Students can then read a social story on how to politely suggest a new game to a friend, and role play scenarios with adults and other students.

[Negotiating Social Story created by All Talk Therapy \(Paid: \\$2.00 on Teachers Pay Teachers\)](#)

<https://www.teacherspayteachers.com/Product/Lets-work-it-out-Skills-of-Negotiation-Social-Story-4461819>

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

“Wake up Call” by Luke Angus courtesy of the CGBros

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

“Tired” by Megan McShane Courtesy of CG Meetup

<https://youtu.be/ljewOporPMc>

Songs:

I’m So Tired of Love Songs by KidzBop

<https://youtu.be/t8sg-C6wWlc>

If You’re Tired and You Know It, courtesy of YouTube Excellence School

<https://www.youtube.com/watch?v=bfpEITPZb3U>

ART OR SCIENCE ACTIVITIES

Students can watch videos about where different animals go to sleep. Students can do an art project to make homes for these animals, and sort pictures or mini animals into their homes to sleep. Adults can provide opportunities for students to show their art and say why the animal went into its home (e.g. bird **tired**). Adults can expand student answers with information about the type of home each animal sleeps in.

[San Diego Zoo Animal Live Cams:](#)

<https://zoo.sandiegozoo.org/live-cams>

Crafts Ideas:

Make a Birds Nest from Kids Craft Room

<https://kidscraftroom.com/make-a-birds-nest-steam-project/>

Make a Turtle in its shell created by First Palette

<https://www.firstpalette.com/craft/paper-bowl-turtle.html>

USE OF APPS OR OTHER TECHNOLOGY

Goodnight ABC by Quasar Alliance, Inc – Students can explore a letter and then watch the related animal fall asleep. <https://apps.apple.com/us/app/goodnight-abc/id539568451?mt=8>

Jellyfish Heaven HD – Time to get **tired!** Relax & sleep well in good dreams by Kakumei

<https://appsto.re/us/fMlCH.i> (use in airplane mode to block ads & Guided Access to lock buttons at the bottom of the screen.)

Classify It! by American Associations for the Advancement of Science – Students can categorize animals by different characteristics. Adults can introduce this app after the science activity discussing different kinds of animal homes.

<https://apps.apple.com/us/app/classify-it/id911484593?mt=8>

-

WORD WALL: Create a WordWall and add '**tired**' to the list.

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)
Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!