CORE WORD: Them

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: Leave it to **them** because they will help us.

NEGATION/DENY: Not **them**

COMMENT: It's **them** again

GOSSIP: Don't tell **them** what I told you

TELL SECRETS: …. I told **them** not to say anything

ASK A QUESTION: It's **them**, isn't it?

GET HELP: Help **them**

GAIN ATTENTION: Look at **them**

INITIATE: Let's go see **them**

DIRECT ACTION: Give **them** some

ROUTINES AND SCHEDULES

Recess: Adults can inform that at recess (a certain) class will join **them** for a game or activity. The adults can model the word and utterances surrounding the information, (e.g. Let's go see them, Let's give them the ball, We can go with them, etc.).

At Circle: Adults can divide the class into two teams and one team can be the 'givers' who give things and the others can 'receivers' who GET things.

The adults can give the direction, (e.g. Team A-- go give the animal books to them Team B)), (referring to the other team as THEM). The adults can model such phrases as: give them, to them, get them. This can be really fun. Adults can have Team A members become very generous and such can involve toys and other items.

Then once team A has given everything to Team B, they can change roles and Team B can be directed to be the givers and they can give each category of items to Team A and the activity and modeling can be repeated.

Adults can continue modeling and pausing for the students to direct actions, to give to 'them' using the core word, and after continuous modeling adults can wait expectantly for students to initiate comments, actions or express the pronoun, **them**.

PLAY

Adults can comment, (in the moment) on what the student is doing while playing, modeling the word, **them**. There are so many actions, messages and communication functions that can accompany the word 'them' in a free play situation AND that can be modeled 'in the moment' such as: SHOW **THEM**, (showing toys to other students), TELL **THEM**, (talking to other students about what is happening or what they are doing), GIVE **THEM**, (give another student the toy), LISTEN TO **THEM**, (especially if another child is trying to tell them something), HELP THEM, (if someone is hurt or sad), LIKE **THEM**, (asking if a child likes certain items), TAKE **THEM**, (if a child wants to take some toys), GET **THEM**, (if a child wants a toy but is hesitant to go get it), STOP **THEM**, (while playing with vehicles, etc.). PULL **THEM** or PUSH **THEM**, (with rolling toys).

READING

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

[CHILDREN'S BOOK | If You Give A Pig A Pancake by Laura Numeroff | READ ALOUD](#) Courtesy of Storytime with Ryan and Craig (Adults can talk about whether they would want to give the items to both the girl and the pig in the book (and better yet, instead, ask if you would like to give it to **them**). Adults can model the word them along with this book reading activity.

[Disney's Dumbo/ Fly Dumbo Fly/Kids Book Read Aloud/Kids Book Read Along/ Courtesy of Anna's Mom](#) Adults can focus on the word, 'them' by placing attention to what else is happening on the page. (e.g. Look at them. What do you see?)

SOCIAL INTERACTIONS

If the class has different activities occurring simultaneously, students can cycle through the stations and adults can model, (e.g. go and sit with **them**, go play with them). Students can work towards having other students join them, too.

SENSORY MOTOR

Adults could create core building blocks out of Legos or large blocks to create sentences with the word, **them** (by printing out core and fringe words (with symbols) to tape on blocks.   This activity is called: Core word building blocks- By Educational insights https://youtu.be/ZNYT_YzNCB0

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **them** throughout the day. Let's do some Chart writing. Please feel free to add symbols to the activity and have the students act out the actions.

Call _____	
Take _____	
Read to _____	
Give it to _____	

VIDEOS, MUSIC, ANIMATED SHORTS

[TOY STORY 3 | Playtime Clip | Courtesy of Official Disney Pixar UK](#)

Adults can ask the students, 'what were the kids doing with/to **them**?' and then 'what happened to them?' (This provides a great opportunity to provide Aided Language Stimulation modeling to have a conversation.

[Mr. Clown's Word of the Day: Sight Word "Them"](#) Courtesy of Mr. Clown TV

Young Adults:

[Pink Floyd - Us and **Them**](#)
[Paul McCartney & Wings - Let 'Em in 1976](#)
(Adults can emphasize the word 'them' (not 'em' :))

[James Taylor - Shower the People](#)
(emphasize the phrase, 'show them the way you feel')

ART OR SCIENCE ACTIVITIES

Make a collage (using Google Slides) but create two different boxes representing groups in the one slide: One is US and the other is **THEM**. Discuss the differences in each word and model using the words on the device.

The US group can collect many pictures and they are all added under the US box. Once the US box is filled, the US group will be instructed to give away everything in their box to the other group, labeled the **THEM** group. Once each

item is given away, each student repeats/say, 'give it to them' or 'give them.'

Repeat this activity, then have the Us and the **Them** groups sit down and act out giving and receiving using the words more naturally.

Here is a YouTube tutorial on how to make Google Slides with moveable objects that could be very fun and entertaining.

[How to Create Drag and Drop Activities on Google Slides | Courtesy of EdTech Made Easy Tutorial](#) by Pocketful of Primary

USE OF APPS OR OTHER TECHNOLOGY

Use the *Pictello app* to take pictures of the collage and write a story using the action words: Give to **them**.

Use the *My Play Home app* and gather multiple people in the kitchen and adults can model that they are giving the food to them.

Students can use their AAC systems to locate the word, 'them' on their robust AAC system and locate the word and then try to spell it on the keyboard with or without word prediction.

WORD WALL: Add the word, **them** 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 Michaela Sullivan @ **michaelasullivan2@gmail.com**

Thank you!

CORE WORD: Someone

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

ASK QUESTION: (e.g. need **someone**?)

SHARE INFORMATION: (e.g. want **someone**)

DIRECT ACTION: (e.g. **someone** help)

COMPLEMENT: (e.g. you **someone** special)

ROUTINES AND SCHEDULES

Attendance: At the beginning of the day, adults can model 'someone' every time a student arrives at school (e.g. "oh! **Someone** is here). Students can use 'someone' to alert the class that someone has arrived as well!

Circle: Adults can model "**someone**" to ask the class if someone has anything they would like to share. Adults can also use 'someone' to introduce the class to a guest, "there is someone here I would like you to meet."

Students can use 'someone' to share information about a story that they want to tell, "**someone** gave me a present."

Snack/mealtimes: Students can use "**someone**" to indicate that they need help during snack time (e.g. 'someone open'). Students and adults can also have a conversation during snack time to see if anyone else has the same snack.

Students can use "someone" when another friend has the same snack (e.g. someone else has goldfish too).

PLAY

Toys and Games: Using an array of toys and games, adults can facilitate the understanding of '**someone**' by offering options to students, "does someone want to play with this truck?

When a student indicates that they want to play with a toy (raise hand, say 'yes' or 'me', etc.), adults can model this word in context (e.g. "**someone** does" or "**someone** wants to play with the truck").

Students can also say '**someone**' to indicate they would like to play with someone.

Recess

Students can use '**someone**' to alert the adults at recess that they or someone else needs help (e.g. 'someone help').

Adults can lead a game of hide and seek and when they are looking for friends, students can use "**someone**" when they check a potential hiding spot and someone is there (e.g. adult: "let's check behind the tree! No one or someone?" student: 'someone').

Adults can use a 'no one/someone checklist' while playing hide and seek to support the students understanding of '**someone**'. Below is an example of what this checklist could look like created by Alisa Lego:

READING

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

[Giuliana is Someone Special to Meet by Heather McCarthy and Kate Ryan Courtesy of My Little Villagers](#)

[The Someone New by Jill Twiss Courtesy of Harper Kids](#)

[Somebody Swallowed Stanley by Sarah Roberts Courtesy of Mimi and Me](#)

Adults can substitute 'somebody' for 'someone' while they are modeling language throughout this story.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**someone**" to indicate that they need someone to help them or comfort them. We all need someone for so many different reasons throughout the day. Adults can create low-tech visual aids to create a visual aid that gives the students choices in how their 'someone' can help them. Co-regulation strategies such as deep breathing, positive self-talk, or relaxation have been researched to support students.
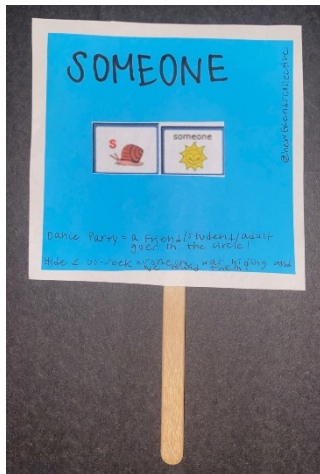
"Through an interactive process called "co- regulation," adult caregivers such as parents, teachers, coaches, and other mentors play a critical role in shaping and supporting self-regulation development from birth through young adulthood. Co-regulation involves three types of caregiver support: a warm relationship, environmental structure, and skills instruction and coaching" (Rosanbalm (2017).

Rosanbalm, K.D., & Murray, D.W. (2017). Caregiver Co-regulation Across Development: A Practice Breif. OPRE Brief #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US. Department of Health and Human Services

SENSORY MOTOR

Adults can model '**someone**' by having the students form a circle and sit right next to a friend. Adults can explain to the students that 'someone' can mean there is a friend next to you.

'No one'/'Someone' Dance Circle: Prior to the activity, adults can create a visual aid for '**someone**' (e.g. print out the symbol/symbol sequence and tape to a popsicle stick) Example created by Alisa Lego. During this dance circle, an adult or student can be in charge of 'someone' and hold up the visual aide/announce with their speech generating device "someone (dance)." When this happens, someone joins in the dance circle to show off some of their favorite dance moves!

STRUCTURED ACTIVITIES

Adults can facilitate a conversation about 'someone' and what it means.

Merriam-Webster Definition of 'someone'

Students and adults can look out the window and point out people they see, adults can model this new core word by pointing out people they see and narrating, "**someone** is driving", "someone is gardening", "someone is playing."

VIDEOS, MUSIC, ANIMATED SHORTS

Somebody That I Used To Know - Gotye Clean Lyrics HD NEW Courtesy of Matt Noah
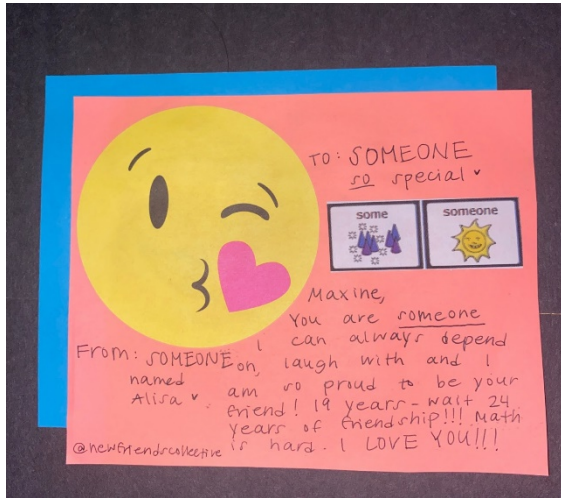
Adults can model 'someone' instead of 'somebody' during this song.

Adele - Someone Like You (Lyrics) Courtesy of the Best Pop

Someone You Loved - Lewis Capaldi | Karaoke Version | Courtesy of KaraFun

ART OR SCIENCE ACTIVITIES

Students can make an art project for '**someone** special' using paper, an envelope, or PowerPoint slides if this is a virtual learning activity! Students can give this to their 'someone special' whether it is their mom, dad, neighbor, or a new friend! Example created by Alisa Lego.

USE OF APPS OR OTHER TECHNOLOGY

'**Someone** Story: Using paid app *Pictello* or any other story generating tool (google slides, Tar Heel Reader) adults can take pictures of any of the above activities and include these in the book along with a sentence on each page with the word 'someone' (e.g. "someone was behind the tree", "someone was outside playing basketball", etc.).

WORD WALL: Create a WordWall and add **'someone'** 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 Alisa Lego on Instagram **@newfriendscollective.**
Thank you!

CORE WORD: No one

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. **no one** here)

DIRECT OTHERS: (e.g. need **no one**)

CESSATION: (e.g. **no one** help)

EXPRESS OPINIONS: (e.g. **no one** cares)

TELL SECRETS: (e.g. **no one** knows but…)

ROUTINES AND SCHEDULES

Circle: Adults can model "**no one**" during circle time when everyone has shared and there is no one left to share.

Students can use '**no one**' to answer questions at circle time (e.g. adult: "who did you play soccer with? Student: "no one").

Snack/mealtimes: Students and adults can use "**no one**" to indicate that they wish to do something without help from others during snack time (e.g. open lunchbox). Students and adults can also have a conversation about which food everyone has, and use "no one" when there is nobody else who has the same food!
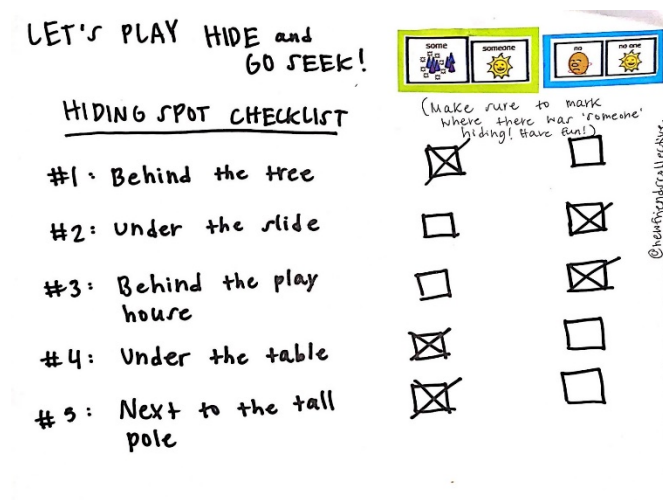
PLAY

Toys and Games: Using the students' favorite toy or game, adults can facilitate the understanding of '**no one**' by having only one doll, car, or block and say, 'there's no one else for this doll to play with!' Adults can model that no one is playing with certain toys throughout the day as well, for example "oh looks like *no one* wants to play basketball today!"

Recess

Adults can lead a game of hide and seek and when they are looking for friends, students can use "**no one**" when they check a potential hiding spot and nobody is there (e.g. adult: "let's check behind the tree! No one or someone?" student: 'no one').

Adults can use a '**no one**/someone checklist' while playing hide and seek to support the students understanding of no one. Below is an example made by Alisa Lego of what this checklist could look like:

READING

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

[The Sheep No One Could Find by Anthony DeStefano Courtesy of Sunny Books](#)

[When No One is Watching by Eileen Spinelli | Story Time Pals | Courtesy of Kids Books Read Aloud](#)

[No One Saw by Bob Raczka Courtesy of Artrageous Art Teacher](#)
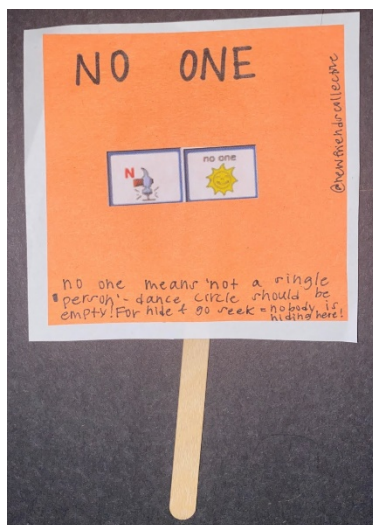
SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use "**no one**" to indicate that they wish to have some alone time if they need a break. We all need some 'no one' time sometimes. Adults can set up a place in the classroom or at home that is a safe 'no one' zone where students can explore alone time and decompress if it helps them to do this alone. This can support the students in exploring self-regulation strategies with the safety of being in the same space as adults.

Students can use '**no one**' to answer questions and provide information to friends during social interactions.

SENSORY MOTOR

Adults can model '**no one**' by having the students form a circle and sit in the middle of it alone. Adults can explain to the students that 'no one' can mean no one is next to you.

'No one'/'Someone' Dance Party: Adults and students can get in a large circle with no one in the middle to start. Adults can explain to students that when someone holds up the 'no one' popsicle stick, everyone inside the dance circle must go back to the outside. Prior to the activity, adults can create a visual aide for '**no one**' (e.g. print out the symbol/symbol sequence and tape to a popsicle stick). Pair this with someone, another core word this month! Example created by Alisa Lego.

STRUCTURED ACTIVITIES

Adults can have a structured conversation with students and explicitly teach the meaning of '**no one**' (e.g. 'not a single person'). These videos may be helpful to spark some conversations about this new core word.

[No One Meaning Courtesy of SDictionary](#)

[Ohana means family. Family means no one gets left behind... or forgotten!](#)
Courtesy of Felipe Ramalho

VIDEOS, MUSIC, ANIMATED SHORTS

[No One - Alicia Keys (Lyrics)](#) **Courtesy of Dope Lyrics**

[Natalie Okri sings Alicia Key's No One - Britain's Got Talent - Show 6](#) Courtesy of Britain's Got Talent

[Alicia Keys-No One Chipmunk Version](#) Courtesy of Chipmunks Song Remixes

ART OR SCIENCE ACTIVITIES

'**No one** like me' or 'there's no one like (*insert students name here)'*
Collage: Adults can emphasize to students how we are all unique. There is **no one** quite like us. Students can create a collage with a selfie, pictures of their family, friends and all of their favorite things (hobbies, animals, food, colors, etc.). Adults can support students in decorating this collage with any available art supplies such as stickers, gems, and glitter. Students can present this to the class if they wish. Example made by Alisa Lego.

USE OF APPS OR OTHER TECHNOLOGY

'There's **No One** Like Me' Story: Using paid app *Pictello* or any other story generating tool (google slides, Tar Heel Reader) adults can help students create a story which includes some of the ideas that have been explored in the '**No one** like me' collage (see Art and Science section for more information). Adults can take pictures of any of the above activities and include these in the book as well!

WORD WALL: Create a WordWall and add **'no one'** 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 Alisa Lego on Instagram **@newfriendscollective.**
Thank you!

CORE WORD: Fix

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMMENT/SHARE INFORMATION: (The toy is broken, we need to **fix** it)
REQUEST: (e.g. can you **fix** this??)
COMMAND: (e.g. **fix** the tv!)
RESPOND TO QUESTIONS: (e.g. Yes, that's a quick **fix**)

ROUTINES AND SCHEDULES

Dressing: the student may indicate that they need to **fix** their part of their clothing (e.g. their buttons, shoelaces, zipper, etc.). Adults can model fix as getting dressed for items that are put on incorrectly.

Morning Routine: Adults can make sure the student has fixed their bed. Model "**Fix** your bed."

Device Maintenance: Take this opportunity to check in with your students regarding their device. See if you need to **fix** anything, e.g. does the orientation need to be fixed, is the strap the right length, are vocabulary items missing? Fix it!

Snack/mealtimes: Adults can model that we need to fix dinner before we can eat. Try modeling these phrases (fix dinner, fix potatoes, fix dessert, fix any food).

PLAY

Toys and Games:
Blocks: Build a tower or something tall and exciting, take a picture, let the student knock the structure down and then have them **fix** it back to how you had built it!

Potato Head (AKA Picasso Potato Head): Put all of the body parts in the wrong place and have the student fix the potato to be in the typical place.

Recess
Human knot: To begin, have students stand together in a circle. Have them join each hand with another student across the circle (students cannot hold the hand of a person next to them). Once everyone is holding hands, try to untangle and **fix** the circle.
Courtesy of Education.com
https://www.education.com/activity/article/untangle-group-knot/

READING

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

Pete the Cat Construction Destruction by James Dean- Courtesy of Storytime Train
Pete explores a lot of broken items and objects that he needs to fix. As you read, model the word fix with the items that are broken, e.g. HE will FIX IT.
https://www.youtube.com/watch?v=yekiH93Qhz0

The Fix-It Duck | Jez Aborough | Courtesy of StoryTellers
A leaking roof? A window stuck? These are jobs for... *Fix-It Duck!*
He's got his tools. He's smart-he's strong. What can possibly go wrong?
But Duck is up to his old tricks. Now who'll end up in a fix?
Jez Alborough's inimitable Duck first appeared in Du*ck in the Truck.*
https://youtu.be/T-WQG7eJSaM

SOCIAL INTERACTIONS AND VIDEO MODELING
Adults can facilitate a conversation about how you want to **fix** your hair, talk with students about ideas about how you should fix your hair. Have them come up with ideas about how you can fix your hair.

With older students, have students discuss how they can fix they're code. They can discuss fixes that worked and fixes that did not work.

SENSORY MOTOR

Gross Motor: Adults can build an obstacle course of things/toys that are broken (e.g. Lego sets, Mr. potato head, etc..) and the child run and try to **fix** the items as quickly as they can. Model 'fix _____' as the student is fixing each item, and 'you fixed it, now fix _____' once they've finished an item.

Fine Motor: Oh no! A beaded necklace is broken! Students can **fix** the necklace by stringing beads, pasta, etc. onto string/cord.

Use this hammering kit from Lakeshore or make your own and use toy tools you already have. Make your own with a piece of Styrofoam and felt! (Nifty Thrifty tip: you can buy the plastic nails and replacement foam from Lakeshore for less than $15)
https://www.lakeshorelearning.com/products/ca/p/LC955/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&CATARGETID=520011010000097137&CADevice=c&gclid=CjwKCAjw_NX7BRA1EiwA2dpg0jsRJTD8se_TKlO7G3yDiz3704HaqPnL5Ny-qeMRIVFT6uwQfgy9HhoC60QQAvD_BwE

STRUCTURED ACTIVITIES

During English Language Arts time, teach students the skill of revising and **fixing** their writing. Have students re-read one of their writing samples and fix elements. Or create and present writing/spelling errors at your student's current level. Not at the writing/spelling stage yet? Create sets of cards (1) with a letter and (2) an icon/picture with an item beginning with that letter sound. Mix up the sets and have your students fix the pairings.

Community Helpers: Show students' pictures of different community helpers, e.g. firefighter, doctor, construction worker, plumber, dentist, etc., talk about what they **fix**.

VIDEOS, MUSIC, ANIMATED SHORTS

Bob the builder-Can we fix it? Courtesy of Liam Fitzgerald
https://www.youtube.com/watch?v=l-epqIHe4w0

Fixing My Hair | Courtesy of Sesame Street
Watch children as they **fix** their hair.
https://youtu.be/0PQPF55Y-C0

Humpty Dumpty Fixed Fairy Tales Courtesy of Hishe Kids

Before watching this, talk about the original story and how all the King's horses and all the King's men couldn't **fix** Humpty Dumpty. Then watch this alternative ending where the ending is **fixed**.
https://youtu.be/zpnq5Hl8uwQ

Coldplay-Fix You
https://www.youtube.com/watch?v=k4V3Mo61fJM

ART OR SCIENCE ACTIVITIES

Can you fix it? - take apart a simple battery powered tool or toy like a flashlight (or radio) and have the student try to figure out how to **fix** it! Once the student has succeeded use the opportunity to model other core words 'on' and 'off' Courtesy of Prekidners.com: https://www.prekinders.com/can-you-fix-it/

Building upon the activities in the fine motor section: Find toy tools around your house or from your favorite local thrift store, and build a fix-it-box for students to explore different tools to fix with! Courtesy of Teacher Preschool: https://teachpreschool.org/2013/07/26/under-construction-with-our-diy-fix-it-box/

For older students try working on a website like https://www.codemonkey.com/ and model while they fix the computer code, or "your code is broken you need to fix it for it to work!"

USE OF APPS OR OTHER TECHNOLOGY

Toy Repair Workshop – fix broken doll, vehicle, robot, plush bear and more toys for kids by Sebastian Bachorzewski, https://appsto.re/us/XhRbQ.i

Tractor game for Build a House – fix up the different trucks with different tools for fixing. Then send them through the car wash!
https://apps.apple.com/us/app/mining-tycoon-digging-craft/id1494262107?mt=12

WORD WALL: Create a WordWall and add **'Fix'** 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 Kelsey Robin @ kelseyrobin.ccc.slp@gmail.com
And Jordan Stuhltrager @the.read.with.me.slp@gmail.com
Thank you!