

CORE WORD: **USE**

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

REQUEST: (e.g. Can I **use** it? What should we **use**? I **use** it.)

INSTRUCT: (e.g. **Use** your talker. **Use** a pencil. I like to **use** ____.)

ASK QUESTIONS: (e.g. Can he **use** it? Should I **use** it? How can we **use** this?)

SHARE INFORMATION: (e.g. I love to **use** ____! Let's **use** that! We will **use** ____.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can practice core word "**use**" to indicate what utensil they will need for their meal, with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word "use" when at mealtimes. Additionally, after snack/mealtimes adults can point out when students have to "use" the sink to wash their hands, or if they need to "use" a napkin, etc.

Circle: Adults can emphasize "use" during circle time, by asking students to "use" their raised hand to ask a question or discuss what materials they will "use" for an activity. Adults can also stop and ask questions with the core word before

getting an item (e.g. What should I use to write? What color marker should I use?)

Bathroom: The bathroom is a great time to model and practice the core word “**use**”. Adults can help facilitate use of the word through aided language stimulation, scaffolding, and modeling (e.g. Do you need to use the bathroom? I need to use the bathroom. I need to use the sink. I need to use a paper towel. Does anyone need to use the bathroom?)

Cooking: Adults can do a cooking project and emphasize the core word “use”. For example, when getting out all the ingredients and tools, the adult can say phrases such as: to make _____, we are going to **use** _____, we use a spoon to stir, we use a knife to cut, etc.

PLAY

Toys and Games: Students can practice the word “**use**” by asking for a preferred game or toy with the core word (e.g. use the _____, use markers, I want to use the _____.) Adults can help students practice the core word by prompting them to ask, “can I use the _____.”

Recess

Students can practice the word “**use**” by asking for or describing a preferred activity with the core word (e.g. use the swings, use the soccer ball, I want to use the slide. Can I use the jump rope?) Adults can facilitate use of the core word by asking questions like, what do you want to use during recess? Do you want to use any of the balls? Do you want to use the swings?)

READING

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

Many books can be used to facilitate practice of the core word, **use**. For example, adults can have students answer questions with the core word (e.g.

What did he use? What did they want to use ____ for? How will he use that? Could they use anything? What would you want to use?). Adults can also prompt students to use the core word when discussing the books as well.

[The Three Billy Goats Fluff by Rachel Mortimer](#) Courtesy of StoreTime at Awnie's house (e.g. what did the goats want to use? The troll did not let the goat use the bridge, did the goat use the bridge?)

<https://youtu.be/ghblvxSBKqQ>

[Pumpkin Jack by Will Hubbell](#) Courtesy of StoreTime at Awnie's house (e.g. what pumpkin did they use? Would you use that pumpkin? Why didn't they use the pumpkin?)

https://youtu.be/VIesO_hqJZ4

[At The Old Haunted House](#) By Helen Kettelman courtesy of Storytime Anytime (e.g. What did the witch use? They use a broom. What did the goblins use to sweep?)

<https://youtu.be/cAQsgvTzHwk>

[It's Pumpkin Time by Zoe Hall Courtesy of Bookworm Bonny](#) (e.g. What do they use to dig? How did they use the seeds? How can we use pumpkins?)

https://youtu.be/vV_YMKGb0EU

SOCIAL INTERACTIONS AND VIDEO MODELING

During morning meeting, students can share what they “use” to get to school (e.g. I use the bus, I use a car, I use a bike, etc.). Students can also share what they use in the morning to get ready for school (I use a toothbrush to brush my teeth, I use a brush for my hair, I use the bathroom, I use a backpack to carry my books, etc.). Additionally, adults can ask students to raise their hand to indicate if they use various items that the adult lists (e.g. Raise your hand if . . . you use a backpack, you use a comb, you use a brush, you use an alarm clock, you use a mirror, etc.).

To make it a more interactive activity, students can gather in pairs to discuss the answers to the questions, brainstorm all the different tools they “use” in the morning to get ready and then share with the group.

SENSORY MOTOR

Students can do a variety of sensory activities that include one of their five senses. For each sense, the carrier phrase: “I **use** my _____ to _____” can be incorporated for each of the senses. For example: “I use my hands to feel” and then allow a student to use their hands inside a sensory bin to feel around. Different items can be used to incorporate smell (e.g. grass, flowers, candy, smelly markers, snack food) and the adult can model with their voice and on the communication system, “I use my nose to smell.” For hearing, different songs or sounds can be played and the phrase, “I use my ears to hear _____” can be used.

STRUCTURED ACTIVITIES

Using the student’s or classroom communication device or communication board, the adult can point to and model use of the word “**use**” and talk about different things students use throughout the day (e.g. I use a pencil to write, We use crayons to color, What do you like to use to draw? How do we use this toy?)

Play Simon Says, incorporating the core word into the directions. For example, instead of saying the typical “Simon says touch your nose,” adults could instead say directions such as: Simon says, use your legs to jump, Simon says use your hands to clap, Simon says use your eyes to blink, etc.

Place different objects or tools into a box and have students reach in and grab an item out. Then adults can use prompts with the core word, such as: where could we use this? How do we use this? Would you like to use this? Do you use this?

Adults can explicitly teach the word “use”, what it means, and have a discussion. For part of the discussion, adults can use Predictable Chart Writing

which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Predictable Chart Writing

I use a _____.
I like to use the _____ at recess.
To write, I use a _____.
To eat _____ I use a _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Many videos, music, and animated shorts can be used to facilitate practice of the core word, **use**. For example, adults can have students answer questions with the core word (e.g. What did he use? How will he use that? Could they use anything? What would you want to use?). Adults can also prompt students to use the core word when discussing the videos as well.

[Pete The Cat, Jack-o-lantern Carving](#) Courtesy of Pete the Cat (e.g. What did Pete use? Would you use that pumpkin?)

https://youtu.be/tn2iN-T7_LE

[Coin Operated - Animated Short by Nicholas Arioli](#) Courtesy of Two Ghosts (e.g. What did the boy want to use? What did he use to turn it on?)

<https://youtu.be/5L4DQfVlcdg>

[Witches On Halloween - Halloween Song](#) Courtesy of Bounce Patrol (e.g. What did the witches use to fly? What do they use for magic? Would you use a broom to fly?)

<https://youtu.be/88B1XsBL4r4>

[Learning Materials That We Use In The Classroom Courtesy of I Am A Kid YouTube Channel](#)

<https://youtu.be/oaJrhy-wcv4>

[Learn Tools For Kids Courtesy of Mooseclumps Preschool Learning Songs](#)

<https://youtu.be/h0QFkRqfW4k>

ART OR SCIENCE ACTIVITIES

For art and science activities, adults can discuss what materials they will be using for the activity to model the core word. Student can practice core word by describing what they will “**use**” to complete the activity. Below are some October themed science and art activities.

Uses Of Plants - Science Video For Kids Courtesy of Periwinkle

<https://youtu.be/H61y3i9eNf4>

31 Days Of Halloween STEM Activities - Courtesy of Steam Powered Family Blog

<https://www.steampoweredfamily.com/activities/halloween-stem-activities/>



Best Halloween Art Projects Courtesy of Rhythms Of Play Blog

<https://rhythmsofplay.com/halloween-art-projects-kids-love/>



USE OF APPS OR OTHER TECHNOLOGY

Many apps can be used to facilitate using the core word, **use**. Adults can have students direct them how to play and prompt students to use the core word (e.g. you should use the car, use the eraser. Adults can also model the core word by making statements or asking questions during game play: what should I use next? What did you use there? How do you use it?

Bamba Ice-Cream: Students can create and run their own ice cream shop. Adults can prompt students to practice core word, '**use**' by asking questions such as: What topping should I use? What should we use to decorate the ice cream? What do you want to use?



LEGO Duplo World: Allows students to run their own circus by completing different tasks. Adults can prompt, model, and facilitate using the core word.

Toca Hair Salon Me: This paid app (\$3.99) allows students to style, color, and cut different hairstyles on their own picture. Adults can prompt, model, and facilitate using the core word (e.g. what color should I use? What hat should I use? What do you want to use?



WORD WALL: Create a WordWall and add **'use'** 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 [Andriana Nikolau @ andriananikolau@gmail.com](mailto:andriananikolau@gmail.com).

Thank you!

CORE WORDS: **Will**

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 **will** tell you more about my day)

COMMENT: (e.g. I **will** agree that it was awesome)

ASK QUESTIONS: (e.g. **Will** that be okay?)

ANSWER QUESTIONS: (e.g. Yes, I **will**)

AGREE: (e.g. I **will** agree).

EXPRESS A FEELING: (e.g. I **will** be smiling, so you'll know how I feel)

CLARIFY: (e.g. **Will** you listen to it one more time?)

COMPLAIN: (e.g. I **will** not take it again)

MAKE CHOICES: (e.g. I **will** take that)

DISAGREE: (e.g. I **will** never agree with that).

SHARE NEEDS: (e.g. I **will** need that).

WHINE: (e.g. I **will** not do that again)

ROUTINES AND SCHEDULES

Morning Meeting: At morning meetings, adults can ask students, (e.g. “What will we do at school today? As adults review the school schedule, the students can utilize the future tense to indicate such activities, (e.g. I will play, I will go outside, etc.).

The negative can also be covered, here. Adults can review the schedule and ask, ‘Will you play with ____ (something that will not be occurring) and this will provide the opportunity to say, “I will not.”

End of Day Wrap Up: Adults can ask students what they will do at home. 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 **will** or may do after school.

PLAY

Adults, while playing alongside students, can ask the question, ‘what will you do’ or ‘what will you make?’ during interactive activities.

Potato Head: The adult can hold the potato head pieces and model use of the word, ‘will’ by stating, (I will put the hat on Potato Head), etc. Students can be provided with pieces one at a time and the adults can ask, ‘what will you put in/on’ and with consistent use of ALS, and pausing and with provision of wait time, adults can wait expectantly for students to indicate what they **will** do.

The same approach can be used across a variety of hands-on activities and play areas such as: puzzles, sand table, pretend play in the kitchen.

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 to predict what **will** happen next.

[Knuffle Bunny by Mo Willems | Read Aloud | Courtesy of King of the Classroom](#)

[Knuffle Bunny Too by Mo Willems Courtesy of Story Time With Ms. Jeannie](#)

Making predictions during book reading: As a highlight to book reading this month, adults can incorporate the word, will, to help the students make predictions about what they think **will** happen next....

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can ask what individual students want to do or play with by providing visual and verbal choices of toys/games. Prior to providing the item to the student or starting the activity, the adults can take the opportunity to ask the student, '**will** you play with ____? Or will you ____ (insert activity). If the student does not respond with the "I will" phrase, the adult can provide ALS to support and encourage the use of this future tense verb.

(Chat Editor Program- 60 Basic) ADD Template



Students can use the future tense verb, (will) to express to others what **will** happen during the day:

At morning meetings adults can prepare students by showing them a visual schedule of what will occur during the day and then can provide students with the opportunity to state what they **will** be doing during the school day.

Adults can also provide parents a schedule the day before so that they can discuss with their child what they will be doing at school tomorrow.

Additionally, adults can create, 'What will I do cards.' For example, they can describe a situation with a picture or photo and ask the students, 'what will they do?' to help with critical thinking.

Examples:

1. The girl is sick. What **will** she do?
2. The boy fell down. What will he do?
3. The boy has dirty hands. What will he do?

There are so many real-life situations where adults can ask such questions.

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 and show everyone the action symbol. Before the student performs the action, the adults can ask the students, (What will ____ do?) and they can answer using the future tense verb, (pronoun/name)____ will _____ (action), incorporating use of their AAC system.

This can be expanded with an added writing/visual component adding a variety of pronouns: (I, he, she, you) and with groups of people performing actions, (We and They).

Describing actions with future tense verbs and adding pronouns- while individual people are performing actions. Chart Writing:

I will
He will
She will
You will

Adults and students can describe actions with future tense verbs that groups of people will perform by and adding pronouns

They will (referring to groups of students)
They will
They will
We will (referring to all of the students and adults.)
We will

STRUCTURED ACTIVITIES

The adults and students can write about all that they **will** do the next day, after reviewing the next day's schedule. Using a predictable writing chart in Google Slides adults can write (given class collaboration) what will happen tomorrow/the next day.

I will do many things at school tomorrow
I will _____

VIDEOS, MUSIC, ANIMATED SHORTS

[Over The Deep Blue Sea | Kids Songs | Courtesy of Super Simple Songs](#) Adults can ask students whether the next person will go on the boat.

[The Cat Came Back - Camp Songs - Kids Songs Courtesy of Children's Songs by The Learning Station](#) Adults can ask the students if they think the cat **will** come back.

Young Adults

[Queen - We Will Rock You \(Official Video\)](#)

[I Will Survive - Alien Song](#) By Victor Navon

[Gloria Gaynor - I Will Survive \[Official Video\] 1978 \[Audio iTunes Plus AAC M4A\]](#)

[Maroon 5 - She Will Be Loved \(Official Music Video\)](#)

ART OR SCIENCE ACTIVITIES

Adults and students can collaboratively write a list of things the students **will** do on construction paper, (highlighting the word, will). The students can trace the letters of the word, (will) in the sentence using glitter glue for a decorative list of things they will do in the future.

They can then continue to decorate the list of things they will do with markers, paint, crayons and more.

Example

I will go to a morning meeting.
I will read a story.
I will write words.
I will play with my friends.
I will eat my lunch
I will wash my hands

Following this activity adults can review the list and utilize Aided Language Stimulation to support use of the future tense verb, will, in real-life, predictable situations. This would also be helpful for students to review with parents when they get home.

USE OF APPS OR OTHER TECHNOLOGY

[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 will do, before they do it. For example, "I will put the butter in," "I will crack the egg." and then do so. This abstract term will become more meaningful after playing this structured cooking game using the Cookie Doodle app.

[More Pizza app](#) by Maverick Students can engage in this fun activity of pizza making, (doesn't everyone love making pizza- real or make-believe)? Students can take turns by announcing what they will put on their pizza and when they will eat it. (It even makes crunching sounds when you touch the pizza slices to eat it. Fun!

WORD WALL: Add the word, **will** 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: **Learn**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GIVE INFORMATION: (e.g. I **learned**)

SHARE INFORMATION: (e.g. I like to **learn**...)

REQUEST: (e.g. Can I **learn** about...?)

ASK QUESTION: (e.g. What did you **learn**? or Want to learn?)

MAKE CHOICES: (e.g. Let's **learn**!)

Adults can explicitly teach about the act of **learning** and explain that **learning** happens every day, any second, and anywhere- whether we notice or not. Explicitly tell the student that "**learning** can mean knowing *more* about something, or it can mean starting to know about something brand new that you've never seen or heard of before. **Learning** happens when you try new things or when you ask questions and get an answer. Sometimes, there might not be an answer but that means more opportunities to **learn**!"

ROUTINES AND SCHEDULES

School: Adults can facilitate a conversation about school by asking students, "What subject do you like to **learn**?" and give choices or share their own opinion. (e.g. "There are many subjects like math, reading, writing... but I like to **learn** about math. Math helps me **learn** how to add up prices of things at the

supermarket so I **learn** how much I have to pay. What about you?"). Students can respond by using "I like to **learn**..."

PLAY

Toys and Games: Adults can introduce a brand-new toy to the student and **learn** about various categories (e.g. a doll - the doll's name, body parts, clothing, actions, etc.). Or adults can teach any new concept to students by asking, "Want to **learn** how to fly a kite...?"

Recess: Students can meet a new friend during recess time and **learn** the new friend's name or **learn** how to play a new playground game. (e.g. Adults can ask after recess time, "What did you **learn**?", "Whose name did you **learn**?", or "Tell me about the new game you **learned** to play.")

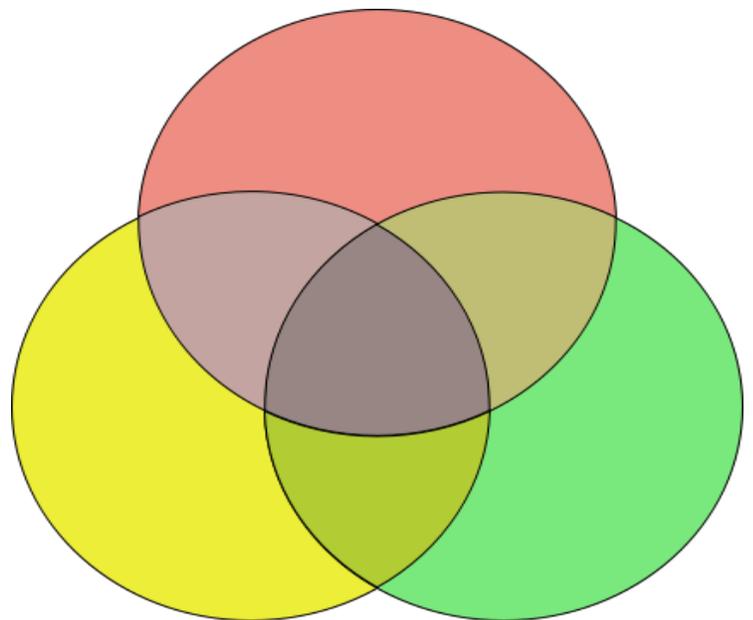
READING

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

[Everyone Can Learn to Ride a Bicycle by Chris Raschka, Courtesy of Slate School](https://www.youtube.com/watch?v=mRJzMTw4eEE)
<https://www.youtube.com/watch?v=mRJzMTw4eEE>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can engage in a get-to-know-each-other conversation in a group or with another person. Name 3 things they each like to talk about and find similarities and differences/new subjects that the students haven't heard of. These similarities and differences should be added to the Venn diagram. After they discuss, adults can explain that you **learned** if you didn't know



something about your friend (e.g. “I didn’t know that Bella likes to watch Peppa Pig, so I **learned** that. What’s something new you **learned** about Bella that you didn’t know before?”). Students can respond with “I **learned** that she likes...”.

SENSORY MOTOR

Adults can teach that “**learning** happens when you see/hear/feel/touch/try new things.” Play a game by choosing one or as many senses you want to explore in any room in your house or outside in nature. Then focus on the sensations of the chosen mode of sensory. (e.g. kinetic sand and all modes - “I **learn** that it is soft, I **learn** it has no sound, I **learn** it falls.”)

STRUCTURED ACTIVITIES

Parts of a flower craft - Create a flower with the materials listed in the link below. Adults can ask “What is one part of the flower you **learned**?” after the activity. Students can say “I **learned** about the stem.”

[Parts Of A Flower Craft created by Jennifer from A Dab of Glue Will Do](https://www.adabofgluedwilldo.com/parts-flower-craft/)



<https://www.adabofgluedwilldo.com/parts-flower-craft/>

VIDEOS, MUSIC, ANIMATED SHORTS

[I Love To Learn | Music Video | Courtesy of Hip Hop Harry](https://www.youtube.com/watch?v=IhM-IYF3rzk) <https://www.youtube.com/watch?v=IhM-IYF3rzk>

[LazyTown - I Like Learning Courtesy of Kym](https://www.youtube.com/watch?v=kED3850jfjQ)
<https://www.youtube.com/watch?v=kED3850jfjQ>

ART OR SCIENCE ACTIVITIES

With an adult, students will obtain materials to create a homemade science experiment. Students can **learn** the science of an exploding volcano. After the activity, adults can ask various questions such as “What did you **learn**? Tell me about the materials you needed.”

[Make your Own Volcano - courtesy of ScienceBob.com](https://sciencebob.com/make-your-own-volcano/)
<https://sciencebob.com/make-your-own-volcano/>

USE OF APPS OR OTHER TECHNOLOGY

Bogga Side – **Learn** the concepts of left and right by Boggatap,
<https://appsto.re/us/WxB1ib.i>

A great way to **learn** left and right is sticking out both hands with palms facing down and creating a L shape with your thumb and index fingers. Adults can teach the student that “to **learn** ‘left’, look for the hand with the L that is not backwards. The L that is backwards is ‘right’.”

WORD WALL: Create a WordWall and add ‘**learn**’ 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 Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-

year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!
Thank you!

CORE WORD: **Clap**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

GAINING ATTENTION: (e.g. **Clap** hands to get attention from others.)

GREETING: (e.g. welcome someone by **clapping**.)

PROVIDE INFORMATION: (e.g. Show that you like something when you **clap** your hands.)

AFFIRMATION/ ENJOYMENT: (e.g. express joy by **clapping** hands).

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by **clapping** their hands when they are presented with the desirable food/drink. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by saying "clap" on their AAC device or by clapping their hands.

Circle: Adults can create a structured activity where the opportunity to use the word **clap** is high. For example, the group can sing the "clap hands" listed in the videos below. The teacher can model 'clap your hands' to the students and then tell the students to follow along. The students can also use the word 'clap' while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

<https://www.youtube.com/watch?v=C3c8fzbsfOE> Courtesy of the KiBoomers

<https://www.youtube.com/watch?v=5015skRvqs8> Courtesy of Sesame Street

PLAY

Dolls: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the dolls hands together. The adult can then instruct the student to do the same thing with their doll.

Stuffed Animals: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the stuffed animal's hands together. The adult can then instruct the student to do the same thing with their doll.

Puppets: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the puppets hands together. The adult can then instruct the student to do the same thing with their doll.

Action Figures: The adult can model **'clap'** by using the word clap on the AAC device or saying the word 'clap' out loud while simultaneously clapping the action figures hands together. The adult can then instruct the student to do the same thing with their doll.

Recess:

Simon Says: The adult can play a modified game of Simon says in which the students are instructed to **clap** hands in different positions. For example, "Simon says clap your hands above your head, Simon says clap your hands below your knees, Simon says clap your hands in front of your stomach." The students should also be instructed to describe what they are doing. For example, they may say "I am clapping my hands," "I clap hands," or "I clap my hands above my head." For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity clap may be one of the words on the wristlet.

Freeze Tag: The adult can structure a game of freeze tag so that when the adult **claps** their hands, the children must use the word clap before they freeze. They can either say the word 'clap' or simply clap their hands and then freeze. For on-the-go core language modeling and communication, adults or students can wear their core words on their wrists. Select the most important words for each

student and use Boardmaker to create wristlets. A small piece of Velcro or a glued-on snap will work to attach the ends. For this activity clap may be one of the words on the wristlet.

READING

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

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

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

Adults can model the word **clap** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

2. Clap Your Hands | Courtesy of Lorinda Bryan Cauley

<https://www.youtube.com/watch?v=N5KtEIJiDQ0>

Adults can introduce the word **clap** through this fun picture book. Great for beginners who are just learning how to use the word clap.

SOCIAL INTERACTIONS AND VIDEO MODELING

A student's ability to express joy or affirmation can be greatly increased once they learn how to use the word **clap** appropriately. Through modeling, these videos show us how the word clap can be communicated through nonverbal gestures. Adults can also model using words to say "clap" or "she is clapping." By coordinating gestures with words, the student can learn different ways to communicate the word clap.

Basic Motor Imitation | (42 seconds = timestamp) Courtesy of Carly Banks

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

Clap Hands Teaching Imitation Skills Courtesy of Kaitlyn Proctor

<https://www.youtube.com/watch?v=eCyTu5nqCD4>

To play on a loop, right click and select "loop"

SENSORY MOTOR

Sensory Water Station

Adults can create a water station where students can practice **clapping** their hands under water. The water station can be a bin filled with water and other items including glitter, food coloring, and sparkles. The adult can model how to clap underwater and then instruct the child to follow suit. When the child claps their hands under water, then the adult can also model “clap” on the AAC device or say the word “clap” out loud. This activity is a great way to introduce the word clap to children with sensory needs.

STRUCTURED ACTIVITIES

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

VIDEOS, MUSIC, ANIMATED SHORTS

Adults can target **clap** with any of the following songs using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Clap it Out | Blazer Fresh | Courtesy of Go Noodle

<https://www.youtube.com/watch?v=psUPYR235O8>

Handclap | Fitz and the Tantrums

<https://www.youtube.com/watch?v=Y2V6yjiPbX0>

Clapping Machine | Courtesy of Jack Hartmann

<https://www.youtube.com/watch?v=9sS0OeABaFs>

ART OR SCIENCE ACTIVITIES

People Clapping for Coloring

Students can color this coloring page which depicts people clapping. Adults can instruct students to describe the action that these people are engaging in. For example, the student can say “They **clap**.” This activity would be a great activity to introduce students to the concept of ‘clapping’ and the word ‘clap.’

https://www.netclipart.com/isee/iRxwJRi_people-clapping-for-coloring/

USE OF APPS OR OTHER TECHNOLOGY

These apps play applause or **clapping** sounds so that your student may be able to experience what clapping sounds like in a smaller or larger group. The following apps are available both on iOS and android systems.

Applause! | Acapella Clap Sound App

<https://apps.apple.com/us/app/applause/id858934146>

Applause Sounds

https://play.google.com/store/apps/details?id=com.funbuddy.applause_sound_s&hl=en_US

WORD WALL: Create a Word Wall and add ‘**clap**’ 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 Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:Shanaz.Faisal@sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University’s federally funded Project Building Bridges. Through Project Building Bridges, she has joined the [Nika project](#) and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!