CORE WORD: Paint

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

ANSWER QUESTIONS: (e.g. I use **paint**, I **paint** my favorite place)

COMPARE: (e.g. I make **paint** art/I make paper art)

DESCRIBE: (e.g. fingers **paint**, **paint** fast, **paint** slow)

DIRECT ACTIONS: (e.g. mix, **paint** here, **paint** a smile, **paint** someone, **paint** my face,)

COMPLAIN/COMMENT: (e.g. **paint** on my shirt, **paint** is messy, not done **paint**)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can help prepare a special cookie treat: Adults can provide various cookies and colored frosting; Students can paint the cookies with frosting using hands, brushes or squeezing a frosting bag, and show each other how they paint.

Adults can model and point to communication devices to support students' sharing about how they paint (e.g. Adults says, "Rosa **paints**." Adult

models/points, "I use hand **paint**") when the student shares. Students can use their communication device and gesture to share how they paint.

Circle:

Adults can introduce a picture of something to paint together (e.g. a calendar/schedule, or a desk with familiar items on it).

Students can direct adults to paint different parts of the picture. Adults can model and point to the communication device "**paint** top" then paint that part of the picture.

PLAY

Toys and Games:

Students can play a game of painting fast, slow, and freezing. Students can take turns telling the group to "**paint** fast", "**paint** slow", "stop **paint**"

Adults can model painting fast by scribbling paint around quickly or painting slow by drawing a shape carefully.

Recess

Adults can introduce an active game: a Rainbow Race.

Adults can make the instructions using paint with Level 1 Core words and symbols from the communication device (e.g. "**paint** go", "**paint** finish", "**paint** colors go to finish" "all done **paint**" "go run!")

Students can read the directions together with adult modeling and pointing with the communication device. Students can set the game up with adult facilitation (e.g. students decide who paints what), then play by moving along their painted rainbow stripe from start to finish.

This race could be played many ways – big on a playground, on paper with racing toy cars, or "painting" on a computer screen with digital paint for distance learning.

Another fun paint race example Courtesy of Sign Post Kids:
https://youtu.be/ZdqPeQOO4gc

READING

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

Mouse Paint by Ellen Stoll Walsh from YouTube: with Mrs. F.

https://youtu.be/AjohJiyvA0Q

Let's Paint a Rainbow by Eric Carle from YouTube: Ms. Laila's Preschool

https://youtu.be/UM4QJvLcW0Y

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can interact with messy painting materials and comment/complain in a playful way about the messy paint (e.g. "**paint** shirt/table/hand/face).

Adults can model comments and point to communication devices to support students taking adding to the conversation.

SENSORY MOTOR

Adults can set up a face/hand/arm painting activity, like they might see at a fair or birthday party. Adults can show pictures of people with different body parts painted and show students by painting on another adult.

Students can direct the adults where and what to paint on the student's own body ("**paint** sun on my face", "**paint** heart on my hand"). Adults can support student choices with a visual of different pictures to paint. Students may have the words in their device, or they may need to describe and use strategies to communicate which picture they want.

Example of face painting options: from Jennifer Hazand
https://cutepotato.com/2010/07/17/fun-at-the-yarmouth-clam-festival/

STRUCTURED ACTIVITIES

Students can practice gathering useful materials for a painting project. Students can find where paint, paintbrushes, and paper are kept in the classroom, and where are good places to paint.

Adults can give an "art studio" tour to facilitate student's navigating the room and finding materials.

Students can break into 2 groups, each half finds some materials, then tells the others how to find the materials in the room (e.g. "**paint** next to my desk").

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts

Brush: A Fox Tale Animated Short Film by Willi & Faustina Arriola

https://youtu.be/H4-96GqPup4

"The Artist and the Kid" by Sasank, Deepak, Charlotte Brun

https://youtu.be/McUlRVe9Zqo

Music:

Mixing Colors! Painting Song for Kids from YouTube by Mooseclumps: Preschool Learning Songs

https://www.youtube.com/watch?v=ENLL6693aLs&ab_channel=Mooseclumps%3APreschoolLearningSongs

ART OR SCIENCE ACTIVITIES

Students can do art projects where they explore paint and painting materials

Adults can set up stations for mixing paint, splattering paint, pouring paint, finger painting, etc.

Students can hang their art together as a gallery and tell the group about their art process.

Adults can facilitate student descriptions by reviewing helpful Core words from the Core Board before the activity, (e.g. I, me, think, messy, next to, hard, different, fast, slow, work, silly) and placing relevant Core word symbols at each station and modeling their use with **paint** during the activity (e.g. "I **paint** silly")

USE OF APPS OR OTHER TECHNOLOGY

Finger Paint With Sounds by Inclusive Technology Ltd

https://appsto.re/us/alS9I.i

Qixel Kids: Pixel Art Painter by Frosby Designs Ltd.,

https://appsto.re/us/geATT.i

WORD WALL: Create a WordWall and add **'paint'** 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!

CORE WORD: Messy

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g. My room is **messy,** It's so **messy!**)

COMMENT: (e.g. It is **messy** here, We got **messy**)

GET HELP: (e.g. My clothes are **messy,** It's **messy** we should clean)

EXPRESS A FEELING: (I do not like my room **messy,** I like getting **messy**)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use **"messy"** to indicate when their meal was messy, with scaffolding and support. Adults can comment, model, and use aided language stimulation with the core word "messy" when at mealtimes with a student. Additionally, after snack/mealtimes adults can point out when students have "messy" hands that need to be washed.

For example: I'm messy. This messy. It messy. Got messy. Your shirt got messy. Your hands are so messy. We have to clean those messy hands.

Cooking: Adults can do a cooking project and get messy. For example, when pouring or stirring ingredients in a bowl, intentionally spill. Then adults can model and comment using the core word.

For example: Oh no, it's getting messy. I am so messy. The table is messy. My hands are messy now.

Clean Up: Anytime an activity is ending or it is time to clean up, adults can model and facilitate use of the word "**messy**". For example, adults can signal that it is time to clean up and expand the phrase to include "messy".

For example: It's time to clean up, because it is so messy in here! The desks are messy, we should clean up! Wow our hands are messy, time to wash our hands!

Gardening: Adults can model and facilitate use of the word "**messy**" while working in a school garden. Or adults can show students how to pot a plant and show how it can be messy when touching the dirt and adding soil.

PLAY

Toys and Games: During play, adults can facilitate many opportunities for students to use the word "**messy**." For example, adults and students can take out more toys than necessary and acknowledge that the play area is now "messy". Additionally, adults can intentionally dump out a box of toys to purposefully make a mess to encourage and model the core word. Adults can allow students to get "messy" while they play to provide a context for using the core word naturally.

RECESS: Adults can talk about activities where student(s) get dirty (i.e. playing in grass, playing on the blacktop, digging in the sand, etc.) to see which activities the students enjoy and lead students in activities that involve getting dirty during recess and model "messy."

For example: Wow, our hands are messy from using the basketball. We are so messy from building our sandcastle. The grass made our clothes messy!

READING

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

Super Completely and Totally The Messiest By: Judith Viorst Courtesy of Rachel Merrell https://youtu.be/XIybxLKI5MI

Sloppy Joe By: Dave Keane Courtesy of Book Buddy https://www.youtube.com/watch?v=1RgMq1ZwVB0&ab_channel=Bookbuddy

Too Many Toys By: David Shannon Courtesy of Books with Blue https://www.youtube.com/watch?v=h35J5tUSKVw&ab_channel=BookswithBlue

Thanks A LOT, Emily Post! By: Jennifer LaRue Huget Courtesy of Story Thyme
https://www.youtube.com/watch?v=khzegilFVuk&ab_channel=StoryThyme

A Perfect Mess By: Steve Breen Courtesy of SFTC Serteen
https://www.youtube.com/watch?v=pNUsFqrRwR4&ab_channel=SFTCSerteen

Edward Gets Messy By: Rita Meade Courtesy of Mrs. Amanda's Read Alouds
https://www.youtube.com/watch?v=Wuar6fTfpHc&ab_channel=Mrs.Amanda%27sReadAlouds

Mouse Makes Mess By: Linnea Riley Courtesy of Gangeo English Library
https://www.youtube.com/watch?v=gfZZgENAr6Q&ab_channel=GangseoEnglishLibrary

Just A Mess By: Mercer Mayer Courtesy of Ocean Mouse Media
https://www.youtube.com/watch?v=Jfsmu-8WIZI&ab_channel=OceanhouseMedia

Pigsty By: Mark Teague Courtesy of Store Time at Awnie's House
https://www.youtube.com/watch?v=QCJyJup0qcc&ab_channel=StoryTimeatAwnie%27sHouse

My Messy Room By: Mary Packer Courtesy of Amandpm Store Time
https://www.youtube.com/watch?v=AgfraZX2nUw&ab_channel=amandpmstorytime

The Messy Room By: Kyuwon Eli Courtesy of a Book in Time
https://www.youtube.com/watch?v=yyYztPf_A4U&ab_channel=ABookInTime

What Mess? By: Tom Lichtenheld Courtesy of Miss Kimberly Jameson
https://www.youtube.com/watch?v=pM2YUBb8rBE&ab_channel=MissKimberlyJameson

Messy Room Poem By: Shel Silverstein Courtesy of Tejames05
https://www.youtube.com/watch?v=PJBX8faby6k&ab_channel=Tejames05

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can put on a puppet show where two or more puppets make a mess of something (e.g. dumping out toys, spilling food) and incorporate "messy" on the talker/communication system. The activity can be recorded to accommodate for distance learning.

Students can practice using messy to describe activities such as arts and crafts. Adults can facilitate use of the core word through modeling, scaffolding, and aided language stimulation.

Video modeling: Time lapse video of a messy room getting organized. Video can be used to model "**messy**". In the video and with the help of an adult model, it can be discussed how the room is messy, what messy can look like, and how to use messy to describe.

SENSORY MOTOR

Students can participate in "messy" activities that allow them to experience what it can look and feel like to get messy firsthand. For example, students can fingerpaint, decorate a cake, play with shaving cream, use kinetic sand. For online learning, adults can do the messy activity on video and show the student what it looks like to have your hands, clothes, face, etc. become "messy" and describe what it feels like for the student.

Sensory Play: Decorate A "Cake" With Shaving Cream courtesy of Days with Grey https://dayswithgrey.com/blog/shaving-cream-sensory-play-preschool-3/

STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**messy**" and talk about when we use messy.

Adults can explicitly teach the word "messy", what it means, and have a discussion: "Messy means something is dirty, sloppy, out of order, not clean, not neat, not organized. People can have messy hair or messy clothes. Sometimes our rooms can get messy when we leave all of our toys out. When we spill something on the floor, the floor gets messy. When things get messy, we clean to make things not messy."

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 what messy means or things that can get messy. Additionally, adults can make a collage of pictures that show different messy things into a slideshow.

Chart Writing

Messy means _____.
My _____ is messy.
_____ can get messy.
I _____ to get messy.

VIDEOS, MUSIC, ANIMATED SHORTS

Compilation of Animals and Kids Getting Messy Courtesy of Poke My Heart
https://youtu.be/6Cz2EN95nVM

Dust Buddies by Beth Tomashek and Sam Wade Courtesy of CG Meetup (Animated Short) **https://youtu.be/mZ6eeAjgSZI**

A Pinch Of Mess by Catherine Rousseau (Animated Short) Courtesy of Dawson 3D Animation and CGI **https://youtu.be/pFP-RaSwpAU**

Every Mess I Make by Badanamu (Song) Courtesy of Badanamu **https://youtu.be/4CX040UjtIY**

The Muppets - The Swedish Chef's Catering Catastrophe (Short Ad)
https://youtu.be/dtS6Yeso2jQ

Max Keeble's Big Move - Food Fight Scene (Movie Clip) courtesy of perspicyacity151 **https://youtu.be/8zXQoFFMCu8**

Berenstain Bears and the Messy Room (Short Video Episode) Courtesy of Paul Risch **https://youtu.be/QMEcMMOVBKE**

Messy by Geina (Song Lyric Video) **https://youtu.be/WJVgE0rxIJ8**

Tarzan - Trashin' The Camp (Song from movie) Courtesy of Jack Bauer 137 **https://youtu.be/a-VqEnvDKbw**

ART OR SCIENCE ACTIVITIES

Most art projects tend to get messy. Adults can incorporate "messy" into the activity to describe (e.g. messy hands, messy desk, messy floor, etc.) Adults can facilitate students using the word through modeling, scaffolding, and aided language stimulation.

Painting In A Bag Activities: Print out a coloring page (e.g. Jack-o-lantern for Halloween, animal outline. Get a Ziplock bag, place the coloring page inside. Then add different colors of paint inside the bag on top of the coloring page. Seal the bag. Students can move the paint around inside the bag to swirl paint on the image. Adults can model the word "**messy**" to describe the paint and the activity, or how the student's hands did not get messy.

Pumpkin Art (Add a face to create a Halloween Jack-o-lantern) created by teaching 2 and 3 year olds: https://teaching2and3yearolds.com/no-mess-pumpkin-art-with-free-printable/

Messy Muddy Pig, Painting in a Bag Activity (Use brown paint and pretend the pig is getting messy while playing in the mud.)

https://teaching2and3yearolds.com/awesome-muddy-pig-sensory-art-for-toddlers/

Splat Painting Activity - Fill a sponge with watercolor paint, then hit the sponge to make the paint explode from the sponge and onto the page. Get messy! Courtesy of Taming Little Monsters
https://www.youtube.com/watch?time_continue=3&v=_AlsgIHdAjc&feature=emb_logo&ab_channel=TamingLittleMonsters

USE OF APPS OR OTHER TECHNOLOGY

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a personalized story for the student(s). Adults can take pictures of messes they have created or find pictures online that show places or things that are "messy". On each page, write a sentence using the core word. If possible, include the icon sequence for "messy" to make modeling easier for all communication partners, and so the student can visually see their systems representation of messy in their story! Read the story with the students.

WORD WALL: Create a WordWall and add **'messy'** 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 . Thank you!

CORE WORD: Glue

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DIRECT ACTION: **(**e.g. **glue** on paper, **glue** together, use **glue** to fix)

DESCRIBE: (e.g. eyes **glue** to the book, **glue** shut)

SHARE INFORMATION: (e.g. not **glue** wait, wait **glue** is wet)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Adults can serve very sticky foods for a snack: one food to be the glue, one food to be the base, and one food to glue on top(e.g. cream cheese and crackers, or peanut butter with celery and raisins).

Students can glue foods together with other foods with adults supporting students' fine motor skills as needed (e.g. students may put all the food together, add the last piece, or just eat the sticky food).

Students can take a picture of their creation and write a "snack review" (e.g. "love this **glued** together"). Adults can post all recipes on a group blog and share with students' friends and family.

Circle:

Students can help adults decorate the morning circle area with student artwork. Students can direct adults where on a wall to glue the art.

Adults can review helpful Core words from the Core Board, and use Level 1 words when talking about where the art can go (e.g. "I can **glue** art…on top, bottom, far away, close together").

PLAY

Toys and Games:

Students can pretend to be glued to their partner and try to move from one place to the next without losing the touch of the other person.

Adults can model when pairing students together "Susan is **glued** to Andy" then point to a communication device.

Students can confirm who they are glued to (e.g. "I'm **glue** to Susan")

Recess

Adults can make a scavenger hunt by gluing silly clues to different things outside. Adults can facilitate students finding the clues by looking for things that usually don't stick to each other.

Students can describe where they find each silly clue to score points as a class in the game (e.g. "**glued** on back") and adults can expand on students descriptions (e.g. "The rock **glued** on the back of the tree!").

READING

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

Too Much Glue by Jason Lefebvre Courtesy of Kathrine Hardin

https://youtu.be/1xM_asfpUEM

Maple and Willow Together Courtesy of Pixie Lin's Story Time

https://youtu.be/AmW3UUk4uXA

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can role play a student who is really focused on a task (e.g. "I love this book. I'm glued to the page")

Students can share things they love doing for a long time (e.g. "I'm **glued** to computer" or "**glued** to my dog")

SENSORY MOTOR

Students can explore what glue feels like on different surfaces and different amounts.

Adults can expand on student's exploration by describing how glue feels or doesn't feel (e.g. "**glue** hard to wash off" "**glue** feels wet/sticky/messy")

STRUCTURED ACTIVITIES

Students can make special notes into a class book. Each student gives their note to the next student who glues it to their own note and passes it on. Students tell their friend "**glue** together" as the book of notes grows bigger and bigger.

Adults can facilitate students sharing materials, and model/point to communication devices as students direct the next person to glue their note to the book.

VIDEOS, MUSIC, ANIMATED SHORTS

Animated Shorts:

>Glued Courtesy of Glued Movie

>https://youtu.be/rW2g5cwxrqQ

Music:

>The Glue Song Courtesy of YouTube: Heidi Butkus

>https://youtu.be/Ku24jItPG6M

ART OR SCIENCE ACTIVITIES

Students can make their own slime and record it as a How-To Video. Students can use check off each item in the recipe as they go (e.g. "**glue** all done, next...")

Adults can run "dress rehearsals" of checking off ingredients with modeling/pointing to communication devices, previewing core words, and then facilitate recording videos.

Students can participate in organizing the video's set design, script writing and music or graphics to add to the video afterwards.

Slime Recipe Courtesy of the Best Ideas for Kids:

https://www.thebestideasforkids.com/how-to-make-slime-with-contact-solution/

USE OF APPS OR OTHER TECHNOLOGY

Max the Cat by Family Pastimes, This is a cooperative game that could be introduced as a theme of the game where students pretend to be glued together – both are cooperative games.

https://appsto.re/us/9yrX4.i

WORD WALL: Create a WordWall and add **'glue'** 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

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sharing their work and their learning with each other. I hope to put this idea into activities I create.
Thank you!

CORE WORD: Party

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WAYS WE CAN USE THE WORD

COMPLIMENT: (e.g. Fun **party**! I liked your **party**)

SHARE INFORMATION: (e.g. I had a birthday **party,** My **party** was yesterday)

TELL A STORY: (e.g. I went to a **party,** The **party** had cake! It was a pajama party!)

SHARE AN IDEA: (e.g. Let's **party**! It's a dance **party**! Let's throw a party!)

REQUEST: (e.g. Can we have a **party**? Will it be a **party**?)

ROUTINES AND SCHEDULES

Circle: Students can share if they have been to a **party** recently. Or if a birthday is coming up, adults can facilitate a discussion on birthday parties. Adults can discuss if there are any class parties coming up, or themed parties, like a pajama party, pizza party.

PLAY

Toys and Games: During play, adults can facilitate opportunities for students to use the word "**party.**" For example, adults and students can take out action figures or dolls and have them throw a party together. The students can role play with the toys what they would do at a party.

READING

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

Olive's Pirate Party By Roberta Baker

https://youtu.be/a50RgOxEKlg

The Tea Party In The Woods By Akiko Miyakoshi Courtesy of Ravin Jackson

https://youtu.be/s9o41Bd271A

Welcome To The Party By Gabrielle Union Courtesy of Sankofa Read Aloud

https://youtu.be/6j6XHE7W1TA

If You Give A Party By Laura Numeroff Courtesy of Munchkin Story Time

https://youtu.be/hrR_1Er-FnU

Monster Needs A Party By Paul Czajak Courtesy of Theresa Hennig

https://youtu.be/kp4Sde2ddxI

Xander's Panda Party By Linda Sue Park Courtesy of Daddy Read 2 Me

https://youtu.be/NaW6LRsFJCs

Secret Pizza Party By Adam Rubin and Daniel Salmieri Courtesy of Mrs. Amanda's Read Alouds

https://youtu.be/IwOfn0ebKvA

Mother Goose's Pajama Party By Danna Smith Courtesy of Theresa Hennig

https://youtu.be/e2sXTnDK8sM

Pete The Cat And The Perfect Pizza Party By Kimberly and James Dean (2 different links of the story. The first link shows the book, the second is an animation of the story).

https://youtu.be/sLCBYpEvhXs Courtesy of Harper Kids

https://youtu.be/yrVrFBGi43w Courtesy of StemHax

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can throw a virtual **party** for students to accommodate for distance learning. Adults can have a virtual party over zoom or another platform and have balloons, confetti, create a theme for the party, make it a dance party, etc. Below are two resources with ideas for throwing a virtual party.

https://www.paperlesspost.com/blog/virtual-party-ideas-kids/

https://techcrunch.com/2020/04/06/creative-ways-to-host-a-virtual-birthday-party-for-kids/

Students can describe a time they have attended a party or describe what they would want at their own party with their peers. Adults can facilitate use of the core word through modeling, scaffolding, and aided language stimulation.

Adults can put on a puppet show where the puppets throw a "**party**" and incorporate "party" on the talker/communication system. The activity can be recorded to accommodate for distance learning. Below are two links of a puppet party.

https://youtu.be/WtoDxCUD-mk Courtesy of ShowTown BlackPool

https://www.youtube.com/watch?v=KP69YPqHquY&ab_channel=SuperSimpleSongs-KidsSongs Courtesy of Super Simple Songs

Video modeling: Time lapse video of a family decorating for a birthday party. Video can be used to model "**party**". In the video and with the help of an adult model, it can be discussed how the family is getting ready to have a party.

https://youtu.be/voY8zzxaj-I Courtesy of TJ Keylove

SENSORY MOTOR

Students can play with items typically used for decorating a party (e.g. balloons, streamers, noise makers, confetti, etc.) for a sensory activity. Adults can facilitate use of the core word with phrases such as, "we are having a party! Let's decorate for the party!"

Adults can throw a dance party, in person or virtually, as a sensory activity to help students move their bodies and practice use of the core word. Below are some links to videos of a dance party for students.

https://www.youtube.com/watch?v=6R0v0ovq1hs&ab_channel=BouncePatrol-KidsSongs Courtesy of Bounce Patrol Kids Songs

STRUCTURED ACTIVITIES

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**party**" and talk about what occasions are cause for a party, why we have parties, discuss the students favorite party activities, etc.

Adults can begin a game of Freeze Dance and make it a Freeze Dance Party. Adults can change the phrasing of the game so when students are dancing, it can be called "dance party" time and when the music stops adults can use directions such as: freeze the party, the party is frozen, stop the party! Then when the music comes on again, adults can model the core word with phrases such as: Go party, party time, dance party!

Adults can explicitly teach the word "party", what it means, and have a discussion: "A party is a celebration with a group of people, like our family and friends. We throw a party for special occasions or when we want to be with the people we care about. When we have a party, there is usually decorations, music, sometimes there is dancing, food, and other fun things. Have you ever been to a party?"

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 what the word "party" means, why you might have a party, what theme they would want for their party, when was the last time they went to a party, etc. Additionally, adults can make a collage of pictures that show different party themes, party decorations, and party activities into a slideshow.

Predictable Chart Writing

| A party is a _____. |
| We throw a party when _____. |
| My party would have _____. |
| I like to eat _____ at a party. |
| I went to a party for _____. |

My favorite thing at a party is _____.
I _____ to party.

VIDEOS, MUSIC, ANIMATED SHORTS

We Like To Party By The Vengaboys

https://youtu.be/fWsxSeqdyTw

Party in the U.S.A. by Miley Cyrus

https://youtu.be/M11SvDtPBhA

Partysauras Rex - Toy Story Toons (Disney Scene of a bubble bath party)
Courtesy of Alexander H

https://youtu.be/dXKnQjVTEbA

Aaron's Party by Aaron Carter (Song describing a boy throwing a party)

https://youtu.be/y0p3jn7ODuc

SpongeBob SquarePants - The Jellyfish Jam (Clip from TV show of a party)
Courtesy of Mike Fitzer

https://youtu.be/oWqAf4eex14

Me Party from The Muppets Movie

https://youtu.be/BXH3Gnvxpw0

Muppet Thought Of The Week ft. Animal by The Muppets

https://youtu.be/L8nHmS662x8

Pajama Party Time Song - Courtesy of Yo Gabba Gabba!

https://youtu.be/9E8Wfcpeczw

Baby Goats Having Pajama Party (Video) Courtesy of Sunflower Farm Creamery

https://youtu.be/RN50R3gycgo

ART OR SCIENCE ACTIVITIES

Students can make and decorate their own "**party**" hats. While creating the hats, the core word can be practiced, modeled, and discussed.

Courtesy of Diana http://blog.darice.com/basics/diy-party-hats/

Courtesy of Video Dude **https://youtu.be/OLJbRwdueRc**

Adults can throw a Halloween party with activities, music, crafts. The core word can be modeled and discussed. Adults can emphasize, describe, and model the core word with a countdown each day until the Halloween Party.

Courtesy of Jamie: https://www.scatteredthoughtsofacraftymom.com/17-halloween-party-games-for-kids/

USE OF APPS OR OTHER TECHNOLOGY

Pinkfong Birthday Party App By SmartStudy: App allows students to get ready for a birthday party using their own selfie. Students can pick out a costume, have different themes, decorate a cake, and more.

Party Disco Dance Strobe Light by Jeremiah McLeod: App allows students to choose from different types of strobe and disco lights. Turn down the lights, turn on this app, and have a groovy dance party with students using party lights.

Toca Birthday Party by Toca Boca AB, App: This paid app ($3.99) allows students to throw their own birthday party celebration.

Toca Tea Party By Toca Boca AB, App: This paid app ($3.99) allows students to have a tea party.

Halloween Face Paint Spa Party: This make over app allows students to design a Halloween Face Paint for different avatars. Have students pretend they are helping get their avatar ready for a big Halloween party.

Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a story based on the word "**party"** for the student(s). Adults can take pictures or find pictures of the student attending a party, or the steps for throwing a party, or reasons we have a party, etc. On each page write a sentence using the core word. If possible, include the icon sequence for "party" to make modeling easier for all communication partners, and so the child can visually see their system's representation of "party" in their story! Read the story with the students.

WORD WALL: Create a WordWall and add **'party'** 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.
Thank you!