

CORE WORD: Hurt

For Educators, Related Service Providers and Parents

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. My head **hurts**.)

EXPRESS FEELINGS (e.g. That **hurt** my feelings.)

ANSWER QUESTION (e.g. why do you have a cast? I **hurt** my arm.)

ROUTINES AND SCHEDULES

Circle: Have the school nurse come in and talk to your students about what to do if they get **hurt** at school.

PLAY

Toys and Games

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

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

Recess

Designate a classroom job as the recess safety helper. This student (with assistance from an adult) can help fellow students who may get **hurt** on the playground.

If social conflicts happen during recess, use it as an opportunity to talk about **hurt** feelings and how words and actions can hurt our friends.

READING

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

When Sophie's Feelings are Really, Really Hurt | Molly Bang | [Read Aloud by Lights Down Reading](#)

Book description via GoodReads: Everyone's feelings get hurt, and it's especially painful in childhood. In this story, Bang's popular character Sophie is hurt when the other children laugh at her and tell her she's wrong. Sophie's face gets hot, and tears begin to flow. Then she questions herself and the value of the choices she's made.

<https://youtu.be/Ygtbtn59oOE>

Franklin Goes to the Hospital | Paulette Bourgeois | [Read Aloud by Mrs. V's Favorite Poems and Stories](#)

Franklin gets hurt in a soccer game and needs surgery to repair his shell. He learns what true bravery is.

<https://youtu.be/W2sz6bvcpOc>

How Do Dinosaurs Stay Safe? | Jane Yolen | [Read Aloud by Ask the Nanny](#)

This book focuses on safety. You can talk about how staying safe means not getting **hurt**.

<https://youtu.be/9SW0JDWnCno>

SOCIAL INTERACTIONS AND VIDEO MODELING

Watch this [social story read aloud “Words Are Not for Hurting”](#) from Reading Brainbow.

<https://youtu.be/E38eXrhCe9o>

Watch this video from Fuzzy Puppet called [“Hitting Hurts! Don't Hit! Educational video for children.”](#)

In this educational video for kids, Gergu learns a powerful lesson about why hitting hurts and why you should never hit others.

<https://youtu.be/vZnAIXBJCXw>

SENSORY MOTOR

Introduce a stretching routine. Explain to students the benefits of stretching including how it can help with **hurting** muscles. Try this easy classroom yoga series of 40 kid-friendly chair yoga poses courtesy of Kids Yoga Stories:

<https://www.kidsyogastories.com/chair-yoga-poses/>

VIDEOS, MUSIC, ANIMATED SHORTS

Sesame Street: Sticks and Stones Song | courtesy of Sesame Street | [YouTube video](#)

When you say something mean to somebody it can **hurt** his or her feelings. Be careful with the words you use!

<https://youtu.be/aSc6nc7o8O4>

Doctor Bluey and Nurse Bingo, Hospital | courtesy of Bluey – Official Channel | [YouTube video](#)

Doctor Bluey and Nurse Bingo are here to help the Big Blue Guy with all his aches and pains. Watch to see what **hurts**.

<https://youtu.be/-O8auHk2RTU>

The Professor Gets Hurt | courtesy of The Powerpuff Girls | [YouTube video](#)

The professor has a series of unfortunate accidents and gets **hurt** which lead Blossom, Bubbles, and Buttercup to become a bit concerned for his well-being.

<https://youtu.be/xW82HbY-E9w>

What is Love | courtesy of Haddaway | [YouTube Video](#)

What is Love? Baby Don't **Hurt** Me.

<https://youtu.be/HEXWRTEbj1I>

Here is a second version from the movie *Night at the Roxbury*. Video from [MovieMusicVideoGuy](#)

<https://youtu.be/JRVfysTXhNA>

Everybody Hurts | courtesy of R.E.M. | [Official Music Video](#)

Lyrics include: 'Cause everybody cries / And everybody **hurts** sometimes

https://youtu.be/5rOiW_xY-kc

STRUCTURED ACTIVITIES

This a book companion with activities for the book Words Are Not for Hurting from Sunflower Speech on Teachers Pay Teachers

<https://www.teacherspayteachers.com/Product/Words-Are-Not-for-Hurting-Book-Companion-945682?st=405d58f96e3f602cb1d519e4094e0b65>

[AAC Functional Communication – I CAN TELL OTHERS WHERE MY BODY HURTS!](#)

From Tech 'n Talk SLPs on Teachers Pay Teachers. Though this is not a free resource, it is a great structured activity to target the word **hurt**.

<https://www.teacherspayteachers.com/Product/AAC-Functional-Communication-I-CAN-TELL-OTHERS-WHERE-MY-BODY-HURTS-3660927?st=e0bfed4b6ae946bc938774efb272fe0c>

ART OR SCIENCE ACTIVITIES

[Science safety posters from Nitty Gritty Science Jr. on Teachers Pay Teachers](#)

These posters feature Zoey and Sassafras from the book series by Asia Citro. Review each poster and talk about ways to stay safe in the science lab. Talk about how if you don't follow the rules, you could get **hurt**.

<https://www.teacherspayteachers.com/Product/Zoey-and-Sassafras-Science-Safety-Posters-4224278>

[Science Safety Sort](#) From Sarah Ratliff on Teachers Pay Teachers

Students sort actions into categories labeled "safe" and "unsafe."

<https://www.teacherspayteachers.com/Product/Science-Safety-Sort-2099160?st=56ce16b03b8ebfb305080170e43d5236>

Older students, Science

Science Experiment: [Breathing Fire by Sockmonkey Science on Teachers Pay Teachers](#)

Students will solve a mystery to explore lab safety and the physical properties of matter with this fire breathing mystery, demo and activity sheet set.

<https://www.teacherspayteachers.com/Product/Science-Lab-Safety-FREEBIE-First-Day-of-School-Activity-BREATHING-FIRE-MYSTERY-4567001>

Art project: Draw or paint a picture about a time someone hurt your feelings. This can be abstract or maybe a comic strip about what happened. Be creative!

Art study: Learn about Frida Kahlo. After Frida was **hurt** in a car accident, she became a full time painter. [Here is a quick artist biography from Arida's Artists on Teachers Pay Teachers.](#)

Consider one of these Frida-inspired art projects as a follow up activity.

Coloring sheet: <https://www.teacherspayteachers.com/Product/F-is-for-Frida-Kahlo-Coloring-Sheet-Art-History-4315549?st=d3324f5e21bd0beb50d699be40835d64>

How to draw Frida: <https://www.teacherspayteachers.com/Product/FREE-How-to-Guide-to-Drawing-Frida-Kahlo-3907123?st=3e74357fe1c2ee1e4efce40e54c42631>

Frida paper doll: <https://www.teacherspayteachers.com/Product/Frida-Kahlo-paper-doll-5462830?st=3e74357fe1c2ee1e4efce40e54c42631>

Artist Biography: <https://www.teacherspayteachers.com/Product/Frida-Kahlo-Artist-Bio-5263176>

USE OF APPS OR OTHER TECHNOLOGY

Operation Edith | Horizon Productions | [App Store](#)

Fire safety is a serious topic, but that doesn't mean learning about it can't be fun! Join EDITH the Fire Dog in interactive games and activities that teach children about the importance of fire safety and having an Exit Drill In The Home. Use this fun app as a way to talk about how to prevent getting **hurt** in the event of fire.

<https://apps.apple.com/us/app/operation-edith/id1133992377?mt=8>

RED CROSS – Accident prevention and first aid children | Cruz Roja Espanola | [App Store](#)

With this app, girls and boys will learn how to recognize everyday hazards they may come upon in different situations and places (at home, in the car, at the park, the beach, the pool, the countryside, etc.) and what steps to follow to prevent them, how and when to call 911 and how to provide assistance for different types of accidents.

<https://apps.apple.com/us/app/red-cross-accident-prevention-and-first-aid-for-children/id1032660603?mt=8>

Pictello: Adults can utilize the *Pictello* app for writing a group story about “When Your Feelings Get Hurt” and other topics.

WORD WALL: Create a WordWall and add ‘**hurt**’ to the list.

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on

Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Not**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ASK QUESTION (e.g. **not** happy?)

DIRECT ACTION (e.g. do **not** do that)

SHARE INFORMATION (e.g. **not** sure)

EXPRESS DISCOMFORT (e.g. **not** okay)

NEGATE (e.g. **not** you)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can use '**not**' during snack time to express that they do **not** want to eat a particular food (e.g. '**not** that')

Circle: Students and adults can use '**not**' during circle time to indicate that they are not ready to share yet (e.g. '**not** me')

Arrival: During arrival, students can use '**not**' during arrival to indicate that they are **not** ready to come in yet and need another hug from their mama!

PLAY

Toys and Games: During imaginative play, adults and students can use '**not**' while playing charades to let others know that whoever guessed did not guess correctly (e.g. **not** that).

Recess: During recess, students and adults can use 'not' to help enforce the school rules in order to keep everyone safe and pain-free (e.g. **not** too fast). Students can also use 'not' to stand up to someone if they aren't being nice to them (e.g. **not** okay).

READING

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

[Read Aloud Wednesday: Not A Stick courtesy of Mike Golczynski](#)

[Not A Box Read Aloud Childrens Books](#)

[I'm Not Sleepy | Read Aloud Flip-Along Book Brightly Storytime](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

SENSORY MOTOR

Students can shake their heads 'no' to add more context to the meaning of the word '**not**', students can also shake their fingers to signify 'no' while adults are saying '**not**' in order to support the meaning of the word. Here are some examples:

[Ben Shaking Head No](#)

[Woman Shaking Finger no no no](#)

VIDEOS, MUSIC, ANIMATED SHORTS

[Hilary Duff - Why Not \(The Lizzie McGuire Movie\) - Official Music Video - HD](#)

[Eminem - Not Afraid \(Lyrics\) - Clean Version](#)

[Female Cartoon Character Says "Not Again"](#)

STRUCTURED ACTIVITIES

Adults can lead a facilitated conversation about what '**not**' means. For example, adults can teach students that when we add '**not**', it makes the word or group of words that follow it negative.

ART OR SCIENCE ACTIVITIES

Do **Not** Give Up Art Project: Adults can help students create a 'do **not** give up' art project with cheerful messages from their other teachers and friends.



USE OF APPS OR OTHER TECHNOLOGY

Pictello: **WORD WALL**: Create a WordWall and add '**not**' 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: **Walk**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

In addition to individuals with Complex Communication Needs having access to a robust vocabulary on their AAC system to potentially say almost anything they want, when they want and how they want, individualizing this robust system is paramount. Devices need to be individualized given the unique needs of the student in the areas of: manner of access; appearance, (which includes symbol types and size, field size, color coding, and considerations for high contrast if individuals have visual impairments); selection of a voice that represents the individual's personality and finally; individualizing the vocabulary so that persons can express biographical, personal information and make key requests and express phrases that are representative of who they are. This process is ongoing as people's needs, interests and information changes over time.

WAYS WE CAN USE THE WORD

ACTION: (e.g. **Walk** towards someone to get their attention.)

PROVIDE INFORMATION: (e.g. Show that you want something by **walking** towards an activity or item.)

EXPRESSION: (e.g. Show that you like someone by **walking** towards them.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by **walking** towards the proffered food/drink when it is presented to them. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by 'walking' towards their preferred food. The adult can model the child's actions on the AAC by saying "You are walking." On their AAC device, the child can indicate the walking action as they are performing it. (e.g. "I am walking to the food.)

Circle: Adults can create a structured activity where the opportunity to use the word **walk** is high. For example, the group can sing "Walking in the Jungle" listed in the videos below. The teacher can model the action 'walk' to the students and then tell the students to follow along. The students can also use the word

'walk' on their AAC device while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Walking in The Jungle | courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=GoSq-yZcJ-4>

Walking Through the Jungle | courtesy of Barefoot Books Singalong

<https://www.youtube.com/watch?v=plvY0quSyJg>

Walking Song | courtesy of Have fun teaching

<https://www.youtube.com/watch?v=NU1W1HdfavI>

PLAY

Dolls: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the dolls in a motion that indicates walking. The adult can then instruct the student to do the same thing with their doll. The child can make the doll walk to its dollhouse house, bedroom, and bathroom.

Stuffed Animals: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the stuffed animals in a motion that indicates walking. The adult can then instruct the student to do the same thing with their stuffed animal.

Puppets: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the puppets in a motion that indicates walking. The adult can then instruct the student to do the same thing with their puppet.

Action Figures: The adult can model '**walk**' by using the word walk on the AAC device or saying the word 'walk' out loud while simultaneously moving the legs on the action figures in a motion that indicates walking. The adult can then instruct the student to do the same thing with their action figure.

Recess

Simon Says: The adult can play a modified game of Simon says in which the students are instructed to **walk** forwards, backwards, right or left. For example, "Simon says walk 3 steps forward, Simon says walk to the right, Simon says walk 2

4 steps backward." The students should also be instructed to describe what they are doing using different forms of communication including AAC. For example, they may say "I am walking backwards," I am walking to the right." 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 walk may be one of the words on the wristlet.

Freeze Tag: The adult can structure a game of freeze tag where students must only **walk** during the game of tag. The adults can declare "walk" to get students to unfreeze themselves and start moving. Students can indicate that they are 'walking' by using language and their AAC. 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, **walk** 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. Walking through the Jungle | courtesy of Teacher's Notes

<https://www.youtube.com/watch?v=tKPJbuP0g04>

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

2. When I Took the Moon for A Walk | courtesy of It's Reading Time

<https://www.youtube.com/watch?v=Huo-DRbqRd0>

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, these videos show us how the word walk can be used in a school setting. Adults can also model using words to say “**walk**” or “they are walking.”

How to walk in line at school | courtesy of Christa Duncan

<https://www.youtube.com/watch?v=CdYquPJT4Ak>

Walking in the Hallway - Social Story | courtesy of Diverse Learning Hub

<https://www.youtube.com/watch?v=6dj-abotEJo>

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

SENSORY MOTOR

Bug Hunt / Nature walk:

Materials: Jar with holes, Magnifying glass.

Adults can instruct students to catch bugs or pick up interesting leaves and flowers during a bug/nature walk. The adult can model the student's actions as they move through the outdoors. For example, “Right now we are walking,” or “you walk to get the bug.” The student can also use their AAC to indicate that “I am walking.” 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, **walk** may be one of the words on the wristlet.

<https://jimmiescollage.com/100-nature-walk/>

VIDEOS & ANIMATED SHORTS

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

The Walk - Animated Short Film | courtesy of Jade Crooks

<https://www.youtube.com/watch?v=3U-umc-pE20>

Walking a Tighrope Between Mountains | courtesy of Great Big Story

<https://www.youtube.com/watch?v=TSfGS7rv3co>

STRUCTURED ACTIVITIES

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

ART OR SCIENCE ACTIVITIES.

Adults can instruct students to draw a picture about the bug hunt/nature walk that they went on (nature walk listen in previous activity). Each student can present to the classroom and talk about their drawing. For example, they may say “This is my drawing. I went on a **walk** today and found a bug.”

USE OF APPS OR OTHER TECHNOLOGY

Adults can use this app or similar apps to show students how far they **walked** after a bug hunt or nature walk.

Apple Health App | IOS

<https://www.apple.com/ios/health/>

Google Slides

Adults can create a story using google slides using the word **walk** on every page. For example, an adult can post a picture of a boy walking and then write “This boy is walking to the park” underneath the picture. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

WORD WALL: Create a Word Wall and add “**walk**” 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 [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto: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!

CORE WORD: **Cut**

For Educators, Related Service Providers and Parents

PERSONALIZING AND CUSTOMIZING AN INDIVIDUAL'S AAC SYSTEM

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WAYS WE CAN USE THE WORD:

REQUESTING AN ACTION (e.g. I want to **cut**, I want you to **cut**, **cut** this for me?)

PROTEST/DENY (e.g. do not **cut** that)

RELAY INFORMATION: (e.g. I **cut** it, you **cut** it)

REQUEST INFORMATION: (e.g. Who **cut** (it)? What should we **cut**?)

ROUTINES AND SCHEDULES

Snack/Mealtimes: Students can request adults **cut** something for them, such as a sandwich. Adults can model this request by offering to cut something for them or show students what they have that they had to cut (carrots, sandwiches, bell pepper pieces, etc.) to prepare their lunch.

PLAY

Students can request or talk about how they **cut** segmented play foods during pretend play, such as the set depicted below (source: Melissa and Doug Cutting Fruit Set). Adults can model the word "cut" and phrases students might use ("It looks like you CUT the pear!" "Who should CUT next? I will CUT or YOU will CUT?" "Let's CUT IT! Alright, WE CUT IT.")



READING

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

I Love My Haircut! By Natasha Anastasia Tarpley. Illustrated by E. B. Lewis. Ready aloud by Storytime Books Read Aloud - Cultivating Progress.

<https://www.youtube.com/watch?v=PfhPxql8cuc>

Horrible Haircut by Alison Ritchie, illustrated by Ian Newsham. Read-Aloud by Miss Sofie's story time.

<https://www.youtube.com/watch?v=Gsgl4nJWwcl>

SOCIAL INTERACTIONS AND VIDEO MODELING

Mister Clay: Counting, Cutting, and Core Words/ Educational AAC videos for kids. Watch this video with students and model “**cut**” and other core vocabulary while Mister Clay cuts and counts his food. Play along with playdough or your own segmented play food toys.

https://www.youtube.com/watch?v=P10L_emY3Oo

SENSORY MOTOR

Students can use the word, **cut** during many arts and crafts activities, and use different fun scissors or request that someone “help cut.” During online sessions,

adults and students can give each other instructions using the word “**cut**” (e.g. cut that, cut it, don’t cut it, cut it big, cut it small/little).

Adults and students can cut real food for meals together and talk about what they are cutting and who cuts what.

VIDEOS, MUSIC, ANIMATED SHORTS

[Clean cut, an animated short by Soo Choi & Nancy Jing](#)

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

STRUCTURED ACTIVITIES

Adults and students can create fake “cakes” and use the word **cut** to talk about who will **cut** the cake, who wants a big or small piece. Adults and students can refer to a recipe, highlighting the instructions that involve cutting, and providing opportunities for students to tell others when to cut, what to cut, etc.

Easy healthy recipe for making veggies & dip, a few different opportunities to **cut**: <http://autismtank.blogspot.com/2013/07/cooking-veggies-dip.html>

Cooking with core: Recipes for teaching core vocabulary by Gail VanTatenhove. This resource provides fun, easy recipes as well as abbreviated core word instructions to model:
<http://www.vantatenhove.com/files/freeproducts/CookingwithCoreCookbook.pdf>

ART OR SCIENCE ACTIVITIES

This core word really comes in handy during arts and crafts activities. For paper crafts, Students can request help for anything they need to **cut** (help cut, want cut). Adults can model cut while they are giving instructions or demonstrating how to complete the craft activity.

Here are some arts and craft ideas: making snowflakes from folded paper and cut paper circles, cutting strips of paper to make paper chains, and making lanterns by cutting paper.

Find a list of paper cutting projects for kids here (from AHC arts & crafts, helping kids with arts):

<https://www.artistshelpingchildren.org/papercuttingsartscraftsideaskids.html>

Making a collage is a great activity to model “**cut**” with. Model cut as you and students cut pictures for their collage. Ask students questions about their preferences (“**cut** it big?” “**cut** this?”).

USE OF APPS OR OTHER TECHNOLOGY

Toca Birthday Party: This app lets students have a pretend party, where they can pour each other drinks and take slices of cake off a plate. Model **cut** when talking about the pieces of the cake.

Toca Kitchen Monsters: This app has you feed a “monster,” and includes different foods and kitchen appliances to make the food tasty for the monster. Students can tell a friend or adult what they want to feed the monster, and what they want to do to it. This app includes a blender, a microwave, a frying pan, and a knife for cutting. Students can tell others what they will do or what they will want others to do, using the knife and cutting food will be a good opportunity to use and model this word.

Fruit Ninja: This app is a game where fruit is tossed across the screen, and the player swipes the screen with their finger to cut the fruit. The word cut can be modeled when talking about the game, watching someone play, or requesting the game.

WORD WALL: Create a WordWall and add ‘**cut**’ 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.

For specific questions or more ideas regarding this core word Activity Sheet,
please contact [Jennifer Yoshimura @ jyoshimura@acts-at.com](mailto:jyoshimura@acts-at.com).
Thank you!