

CORE WORD: **Thankful**

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 a 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. We are **thankful** at the end of the day.)

COMMENT: (e.g. He is **thankful**)

ANSWER QUESTIONS: (e.g. Yes, I am **thankful** for my family)

ASK A QUESTION: (e.g. What are you **thankful** for?)

ROUTINES AND SCHEDULES

Once a week, or more often if the adults and students chose, the class can talk about what they are **thankful** for at the beginning or the end of the day.

PLAY

Students and adults can take turns pretending to host a thanksgiving dinner with toys and have the toys talk about what they are **thankful** for.

READING

The Most Thankful Thing by Lisa McCourt, courtesy of Once Upon A Story:

https://www.youtube.com/watch?v=8TjdDrG3W8s&ab_channel=OnceUponAStory

This book is a story about a girl and her mom. The girl finds her mom sitting and thinking about what she is **thankful** for. The girl and her mom then discuss what they each are **thankful** for and what it means to be **thankful**.

I'm Thankful Each Day by P.K. Hallinan, courtesy of Stories For Kids:

https://www.youtube.com/watch?v=JlodsXEvo4U&ab_channel=StoriesForKids

This book is about a boy and he goes through the different things he is **thankful** for. He talks about different seasons and different days and how you can always be **thankful** for something.

The Thankful Book by Todd Parr, courtesy of Mrs. Shelton's Read Aloud's:

https://www.youtube.com/watch?v=Adxn-f-kkUQ&ab_channel=Mrs.Shelton%E2%80%99sReadAloud%E2%80%99s

This is about all of the different things someone is **thankful** for. This can inspire students to think about similar things they might have that they can be **thankful** for.

Let's be Thankful by P.K. Hallinan, courtesy of Storytime For Kids:

https://www.youtube.com/watch?v=Lykix_9gfvs&ab_channel=StorytimeForKids

This book talks about all of the different things that people can be **thankful** for every day.

Being Thankful by Mercer Mayer, courtesy of Grandma's House:

https://www.youtube.com/watch?v=fOVeX4VcW9E&ab_channel=Grandma%27sHouse

This book is in the Little Critter series. It follows Little Critter and shows him wishing for things that he wasn't getting or didn't have. He goes as far as upsetting his little sister and his mom. The next day, he goes to his grandparent's farm and learns about all of the different things they have and he realizes how **thankful** he is for what he does have at home.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can talk about what they are **thankful** for with their classmates. They can take turns asking each other and other adults what they are **thankful** for.

Kid President gives us 25 reasons to be **thankful**, courtesy of Soul Pancake:
https://www.youtube.com/watch?v=yA5Qpt1JRE4&ab_channel=SoulPancake

SENSORY MOTOR

Students and adults can write **thankful** in shaving cream, finger paint, etc. After they write **thankful**, they can then write the different things they are **thankful** for in the same medium.

STRUCTURED ACTIVITIES

Students can create smart charts about what they are **thankful** for.

I am thankful for _____.
I am thankful for _____.
I am thankful for _____.
I am thankful for _____.
I am thankful for _____.

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

If you're thankful and you know it by Kiboomers, courtesy of Kiboomers Music Channel:

https://www.youtube.com/watch?v=Qb0kBCUygBA&ab_channel=TheKiboomers-KidsMusicChannel

Thankful for Friends by Sesame Street with Leon Bridges, courtesy of Sesame Street:

https://www.youtube.com/watch?v=Jlxu7KuP3lk&ab_channel=SesameStreet

Thankful by the Juicebox Jukebox, courtesy of The JuiceBox Jukebox:

https://www.youtube.com/watch?v=YeSdQmO51Ps&ab_channel=TheJuiceboxJukebox

Thankful Thanksgiving song by Shawna Belt Edwards, courtesy of Shawna Edwards:

https://www.youtube.com/watch?v=XTHDKxOL9cg&ab_channel=ShawnaEdwards

I am Thankful by Blackberry Jam Kids Music, courtesy of Blackberry Jam Kids Music Anthony Haughton:

https://www.youtube.com/watch?v=f6wgyBRKmME&ab_channel=BlackberryJamKidsMusicAnthonyHaughton

Young Adults:

Thankful by Josh Groban, sung by the Rise Up Children's Choir, courtesy of Rise Up Children's Choir: https://www.youtube.com/watch?v=wkOEzP-nGZ8&ab_channel=RiseUpChildren%27sChoir

Thankful by Celine Dion, courtesy of Celine Dion:

https://www.youtube.com/watch?v=snDcxiePeg4&ab_channel=CelineDionVEVO

Thankful by New Kids on The Block, courtesy of New Kids on the Block:

https://www.youtube.com/watch?v=F4rSoprIcc4&ab_channel=NewKidsVEVO

ART OR SCIENCE ACTIVITIES

Students can make a **thankful** hand turkey. They trace their hand and then write down different things they are **thankful** for on the feathers that go over the fingers. Photo courtesy of Beth Lytle.



USE OF APPS OR OTHER TECHNOLOGY

A gratitude journal can be created on an iPad or other device. Students can write down one thing they are **thankful** for every day. After a set amount of time, students can read their gratitude journals with their adults at home.

WORD WALL: Create a WordWall and add '**thankful**' 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 or 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 Beth Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Fine**

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. AAC systems 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: I did **fine** at school today.

NEGATION/DENY: I'm not **fine**.

COMMENT: That is **fine**.

GOSSIP: He thinks it's **fine** to cheat on his test.

GET HELP: I'll be **fine** if someone comes to help me take my medicine

GAIN ATTENTION: Hey **fine** one!!

DIRECT ACTION: You'll do **fine** if you open my laces all the way before putting on my sneaker.

ANSWER QUESTIONS: Yes, I did **fine**.

DISCUSS AN INTEREST: I love playing with sand because it's so **fine**.

SHARE PHYSICAL NEEDS: My foot is **fine** but my back hurts.

MAKE CHOICES: I think that one is **fine** and that's what I want.

EXPRESS OPINIONS: I think that is just **fine**!

REQUEST: I'll take the **fine** sand, not the thicker rocks, please.

COMPLIMENT: That looks so **fine** on you.

CLARIFY: So, I said, my hair is **fine**, meaning it's thin.

ROUTINES AND SCHEDULES

Adults can comment that the students are doing **fine** with daily routines and following the schedule. This is a great opportunity to model such compliments and comments on the big core board, low-tech or talker. (E.g. You're doing **fine** with so many things. You can get on Zoom without any problems and you're doing **fine** when we ask you to pay attention, just once during a class. You're doing just **fine** with all the classes and are turning in your assignments.

That's just **fine**, (name). I like the way you hung up your coat, brushed your teeth, took a shower, washed your face, fixed some breakfast, turned the channel on the TV. You are doing **fine** using your talker to tell me what you're thinking and how you feel.

PLAY

Students can choose among the activities that involve materials that are **fine** or thick.

Sand Tables- In many preschool classrooms, there are water and sand tables for students to have sensory experiences which can spur interactions, play and language opportunities, (e.g. to share toys in the sand table, discuss concepts, (in/out), and increase social pragmatics my turn, your turn), etc. Add beads to the sand table and discuss how the sand is **fine** and the beads are thick.

Kinetic Sand- Kinetic Sand is regular sand that instead of being coated in water is coated with Silicone Oil so it will not dry out. Students can play with Kinetic sand and talk about the way it feels, (e.g. soft, **fine**, etc.).

Dolls- While playing with dolls, discuss which dolls have fine hair and which have thick hair.

Puppets- On a different note, students can use the word, **fine**, in a different way, (relating to emotions) in a puppet show by acting out a simple interaction: (Puppet 1) How are you? (Puppet 2) I'm **fine**.

Playing Doctor- This activity provides a great opportunity for students to ask each other questions about how each other feels. If a student is okay and is

getting a pretend check-up, they can say they feel **fine**, but if not, they can tell the other student that they are sick or don't feel good or even may need a band aid. (The list goes on).

Checking in at Recess- At recess, adults can check in with students and ask how they are doing. Students can respond, 'I am **fine**' or any other emotion. Adults can model that they are **fine**, using Aided Language Stimulation.

READING

Here are some suggested books on YouTube and other resources that could assist in teaching the core word:

[Right now, I am fine.](#) By Dr. Daniela Owen This book deals with the Covid 19 pandemic and helps remind students that right now, they are fine but may have big feelings. It also provides strategies for self-regulations and self-talk to help students calm down.

[I Am Enough](#) By Grace Bowers (This uplifting book gives students the opportunity to remind themselves that they are wonderful, no one is like them and they are FINE?)") Courtesy of Sankofa Read Aloud

[A FINE FINE SCHOOL](#)- by Sharon Creech, Read Aloud, courtesy of sollyinfusion

[I CAN SEE JUST FINE](#) by Eric Barclay, Read aloud, courtesy of Elijah's Toy House Children's Books Read Aloud

Young Adults

[I Can Do Hard Things](#) ~ Kids Book about Resilience Read Aloud (As this story is read aloud, the students can comment when the kids in the story are making **BETTER** choices for themselves). By Gabi Garcia, Illustrated by Charity Russell <https://www.youtube.com/watch?v=CF4kQfEVJLM> KidsTimeStoryTime

SOCIAL INTERACTIONS AND VIDEO MODELING

One suggestion is to facilitate discussions, creating scripts and/or role-playing going to the doctor for different reasons, for instance when they are **fine** and when they are sick.

Adults can create a script for different circumstances when the student or patient is **fine** or sick.

Adults can talk about going to the doctors for different reasons such as: going for checkups, or vaccinations, (where they feel **fine**) and then other times students go to the doctor when they are sick.

Adults and students can also create social stories about when and why they go to the doctor. (It should be noted that students often need highly individualized social stories to meet their specific needs).

Here is a video that explains why children go to the doctors for different reasons, (for checkups or when you're sick). Please pause the video to discuss whether the child seems **fine** or sick.

[Doctor Checkup for Kids - Types of Doctors - Social Studies | Kids Academy](#) (This is a long video and can be viewed in sections)

[Autism Video Modelling to Teach Play Skills: Doctors](#) courtesy of TakTic Tools-Autism Resources (This is a great video to help show children how to play with a doctor's kit) and if playing with another child can ask if the other student feels **fine** or needs help.

SENSORY MOTOR

Adults can provide students the opportunity to play with two bins, (one with kinetic sand and one with beans). Adults and students can talk about which one feels **fine** and which one feels thick.

VIDEOS, MUSIC, ANIMATED SHORTS

[Out In The Garden One Fine Day](#) - English Nursery Rhyme for Kids Courtesy of Kids Planet

[Inside Out: Guessing the feelings.](#) This entertaining video shows different emotions. Please pause the video as she demonstrates various emotions and ask if she is **fine** or she is not fine. Video courtesy of Laia Garcia

["Emotions" - StoryBots Super Songs Episode 8 | Netflix Jr](#) Courtesy of Netflix Jr. Please play the video and pause to discuss whether the person feels fine or not fine.

Young Adults

[The Beatles - I Feel Fine](#) Courtesy of The Beatles!!

[One Fine Day - Carole King \(81.121.08\)](#) Courtesy of ElectronicCinema

[New York City I'm doing fine now German TV 1973](#) Courtesy of Fifties, Sixties & Seventies rare music clips

[Mary J. Blige - Just Fine \(Official Music Video\)](#) Courtesy of Mary J. Blige

[Chris Brown - Fine By Me](#) Courtesy of Chris Brown

[Friends - HD - Ross Is Fine \(1/3\)](#) Courtesy of PureBlood Paul
This provides a great format to discuss how Ross is feeling. Is Ross feeling fine?

STRUCTURED ACTIVITIES

Adults can use a Predictable Writing Chart, (with paper, a white board or virtually on Google Slides) to ask about behaviors that are **fine** and not fine in school.

_____ is fine
_____ is fine
_____ is fine
_____ is fine

_____ is not fine
_____ is not fine
_____ is not fine
_____ is not fine

ART OR SCIENCE ACTIVITIES

Students can create an art project with sand and beans using paper and glue or paste. Students can draw shapes and fill the shapes with glue or paste and add the sand in one shape and the beans in the other and then discuss the differences in the way that they feel.

USE OF APPS OR OTHER TECHNOLOGY

Toca Doctor app Students can play this interactive game and practice commenting as to whether the patient is fine or sick.

Toca Tea Party app Students can set up a tea party with this engaging app and then ask each other how they are doing, (and can practice expressing if they are fine or not fine).

WORD WALL: Add the word, **fine** on the Word Wall.

READING and the Word Wall: Sound out the letters together. Have the students find the word on their 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: **Cool**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g. The air is **cool** outside.)

COMMENT: (e.g. That is so **cool**.)

GOSSIP (e.g. I think it's **cool**.)

DISCUSS AN INTEREST: (e.g. I like that, it's **cool**.)

PROTEST: (e.g., that's not **cool**.)

ROUTINES AND SCHEDULES

Morning Circle: Adults and students can discuss the weather that day. They can comment on if it is hot, **cool**, cold, warm, freezing, etc.

Adults and students can take turns talking about the **cool** things they did over the weekend or the day before that was outside of school.

PLAY

At recess, students can comment on the different activities they are doing and how **cool** each activity is.

Students and adults can dress up in different clothes (princess clothes, doctor outfit, firefighter outfit, etc.) and talk about how **cool** the different outfits are and the different **cool** things each person can do when they are dressed up.

READING

The Cool Bean by Jory John, courtesy of Storytime Anytime:

https://www.youtube.com/watch?v=4jEgHfLW9d8&ab_channel=StorytimeAnytime

This book talks about how one bean notices the **cool** beans in his school and how he used to be friends with the **cool** beans before they became the **cool** beans.

Cool Cars, Amazing Machines by Tony Mitton and Ant Parker, courtesy of The StoryTime Family:

https://www.youtube.com/watch?v=2EQFJfzu68k&ab_channel=TheStoryTimeFamily

This book talks about different **cool** cars and what each car does that makes it **cool**.

Cool Dog, School Dog by Deborah Heiligman, courtesy of Alos StoryTime:

https://www.youtube.com/watch?v=-lzzfBxTILs&ab_channel=AlosStorytime

This book talks about Tinka, a golden retriever as she unexpectedly joins her owner at school.

Pete the Cat, Valentine's Day is Cool by Kimberly and James Dean, courtesy of Sandz Academy:

https://www.youtube.com/watch?v=ntXvVxOlg04&ab_channel=SandZAcademy

Follow Pete the cat as he explores what he can do to make his Valentine's day **cool**.

Pete the Cat and the Cool Cat Boogie By Kimberly and James Dean, courtesy of Mrs. Clark's Reading Corner:

https://www.youtube.com/watch?v=XBQzBYZidB4&ab_channel=Mrs.Clark%27sReadingCorner

Follow Pete the cat as he learns how to do the **cool** cat boogie with the help of some of his friends.

SOCIAL INTERACTIONS AND VIDEO MODELING

A Pep Talk from Kid President to You, courtesy of Soul Pancake:

https://www.youtube.com/watch?v=l-gQLqy9f4o&ab_channel=SoulPancake

This pep talk is from a young boy that talks about different **cool** things that people can do to make a difference in the world.

SENSORY MOTOR

In a sensory bin, adults and students can take different objects out of the bin and talk about if that object would be hot or **cool** to the touch.

Using a water table of shaving cream, adults and students can talk about how **cool** it is to feel and play with the different textures that can be felt using these two mediums.

STRUCTURED ACTIVITIES

Students can create smart charts about what they think is **cool**.

I think _____ is cool .
I think _____ is cool .
I think _____ is cool .
I think _____ is cool .
I think _____ is cool .

VIDEOS, MUSIC, ANIMATED SHORTS

Music:

Children's songs: These songs talk about hot and cold; adults and students can talk about how when it's cold out, it is also **cool** out because it is not warm

Winter weather songs for kids courtesy of Kidlo Land Nursey Rhymes and Songs for Kids:

https://www.youtube.com/watch?v=j57olsjKZ2M&ab_channel=KidloLandNurseyRhymesandSongsforKids

It's Cold, It's Cold, courtesy of Fidgety TV:

https://www.youtube.com/watch?v=YzRPDzDX63Y&ab_channel=FidgetyTV

Hot and Cold Song, courtesy of Avocado Nursery Rhymes:

https://www.youtube.com/watch?v=2acbHaEBqOw&ab_channel=AVOCADOabc-NurseryRhymes%2CKidsSongs%2CPhonics

Pop songs:

Cool Kids, courtesy of Echosmith:

https://www.youtube.com/watch?v=SSCzDyknG4g&ab_channel=Echosmith

Cool, courtesy of Gwen Stefani:

https://www.youtube.com/watch?v=TGwZ7MNtBFU&ab_channel=GwenStefaniVEVO

Cool, courtesy of Jonas Brothers:

https://www.youtube.com/watch?v=8_JbZvHc92U&ab_channel=JonasBrothersVEVO

Cool, courtesy of Dua Lipa:

https://www.youtube.com/watch?v=uY8tAKDVxK8&ab_channel=DuaLipa

Animated Shorts:

Coin Operated by Nicholas Arioli, courtesy of Two Ghosts:

https://www.youtube.com/watch?v=5L4DQfVlcdg&t=11s&ab_channel=TwoGhosts

This animated short can be used to talk about the **cool** toys that are in the short. It can also be used to talk about how **cool** it is that the boy gets to see a life size version of the toy he loves so much.

The Present, courtesy of the present:

https://www.youtube.com/watch?v=WjqIU5FgsYc&ab_channel=ThePresent

This short uses the word **cool** in it to talk about the **cool** present that the boy receives from his mom.

ART OR SCIENCE ACTIVITIES

Students can create the “**cool**” looking emoji or any other emoji that they think is **cool**. Photo courtesy of Beth Lytle



USE OF APPS OR OTHER TECHNOLOGY

Toca Dance allows the user to have different characters create **cool** and different dances: <https://apps.apple.com/us/app/toca-dance-free/id1091215595>

WORD WALL: Create a WordWall and add '**cool**' 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 or 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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Thank you!

CORE WORD: **Taste**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMPLIMENT (e.g. "I love the **taste** of this, Mom!")

REQUEST (e.g. "Can I have something that **tastes** sweet?")

DESCRIBE (e.g. "I ate something today that **tasted** salty and crunchy")

COMPLAIN (e.g. "I don't like that food. It **tastes** too bitter.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate structured conversation with students during snack or mealtime about how their food tastes. Adults can utilize a visual support with some different descriptive words involving **taste** that students can refer to throughout the discussion. A sentence strip to assist sentence construction can also be useful for extra scaffolding and support (e.g. "I like/don't like ____ (cookies). It **tastes** so ____ (yummy).")

Reading Books: While reading books, if there is a picture or text about a character who is eating something, students can make an inference about how it might **taste**. (e.g. Adults can say: "Oh, look! I notice that the boy is eating ice cream. I wonder if he likes it. How do you think it tastes?")

PLAY

Pretend Play: Students can engage in pretend play with toy food and kitchen items. This activity can be student-led or supported by adults with modeling of appropriate play with the core word **taste**. (e.g. “Let’s make some soup and add these ingredients. I think it is going to taste so yummy! What do you think?”) Older students can host a pretend cooking show and have judges that taste all the food that has been cooked.

Recess

Lunch recess: Adults can make a laminated placemat for students to eat their lunches on. The placemat can have descriptive words for all 5 senses, including **taste**, that allows students to explore what’s in each other’s lunches and have conversations about their favorite foods. An example of a descriptive placement is linked: <https://www.teacherspayteachers.com/Product/5-Senses-Placemats-Five-Senses-Picky-Eater-Science-Activity-5753707?st=ac8bbd18cb94041a8454ca3d90ea3654>

READING

I Hear A Pickle | Rachel Isadora | _courtesy of [Heather’s Storytime Corner](#)

An educational story about how we can experience the world through our 5 senses. A few pages are dedicated to **taste** and have many examples of children tasting new foods. Introducing the concept of taste with the other senses can help reinforce category knowledge and build schema around different routines. <https://www.youtube.com/watch?v=JetHl3q2ldw>

Yum! | By Dana Meachen Rau | _courtesy of [图书馆Library](#)

A book about **taste** that is a part of a larger series called “The Amazing Body: The Five Senses”. Illustrations include many examples of taste, different foods, and the teeth and mouth.

<https://www.youtube.com/watch?v=Kguzkn5l5y0>

Dragons Love Tacos | by Adam Rubin | _courtesy of [Toadstools and Fairy Dust](#)

A hilarious read-aloud about dragons, friendship, and tacos. Lots of modeling of the word “**taste**” in context.

<https://www.youtube.com/watch?v=GMTCZZp3RbQ>

A Ticket Around the World | by Melissa Owens | _courtesy of [Oddball Escapes](#)

A boy visits various countries around the world and learns about the cultures, languages and different foods. A great read for children to learn about traveling to different places and learning about other cultures.

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses | by Pamela Hill Nettleson | _courtesy of [Kasey Cooney](#)

A book for older students about exploring the senses through different parts of the body. **Taste** is explained by explaining the thousands of taste buds on our tongues. <https://www.youtube.com/watch?v=GNqe-6QAew0>

SOCIAL INTERACTIONS AND VIDEO MODELING

Kids Taste Test Gourmet Food | courtesy of BuzzFeedTasty

A comedic video of kids **taste** testing expensive gourmet foods. <https://www.youtube.com/watch?v=uWgqfYdQ0GI>

Surprising Kids With Giant Versions Of Their Favorite Foods | courtesy of BuzzFeedVideo

Kids are asked what their favorite foods are and then later surprised with giant versions of it. They are asked how it **tastes** as they eat their favorite dish. <https://www.youtube.com/watch?v=ZQxirOH1YEE>

Kids Try Spicy Food from Around the World | Kids Try | courtesy of HiHo Kids

Kids try spicy food dishes from around the world and share their thoughts on how it **tastes**. <https://www.youtube.com/watch?v=M9W3KWRkTzs>

SENSORY MOTOR

Adults can host an activity about the different types of **taste**. After students taste test various types of food, they can decide which one they like the most. Each wall of the classroom has a piece of paper with one of the following written on it: spicy, sweet, salty, bitter, sour. Students can run and touch the piece of paper on the wall that has the taste they like the most and then the one they like the least.

VIDEOS, MUSIC, ANIMATED SHORTS

[The Five Senses Song](#) | courtesy of Silly School Songs

A silly song that teaches about all the different senses.
<https://www.youtube.com/watch?v=iA1uLc1uEbl>

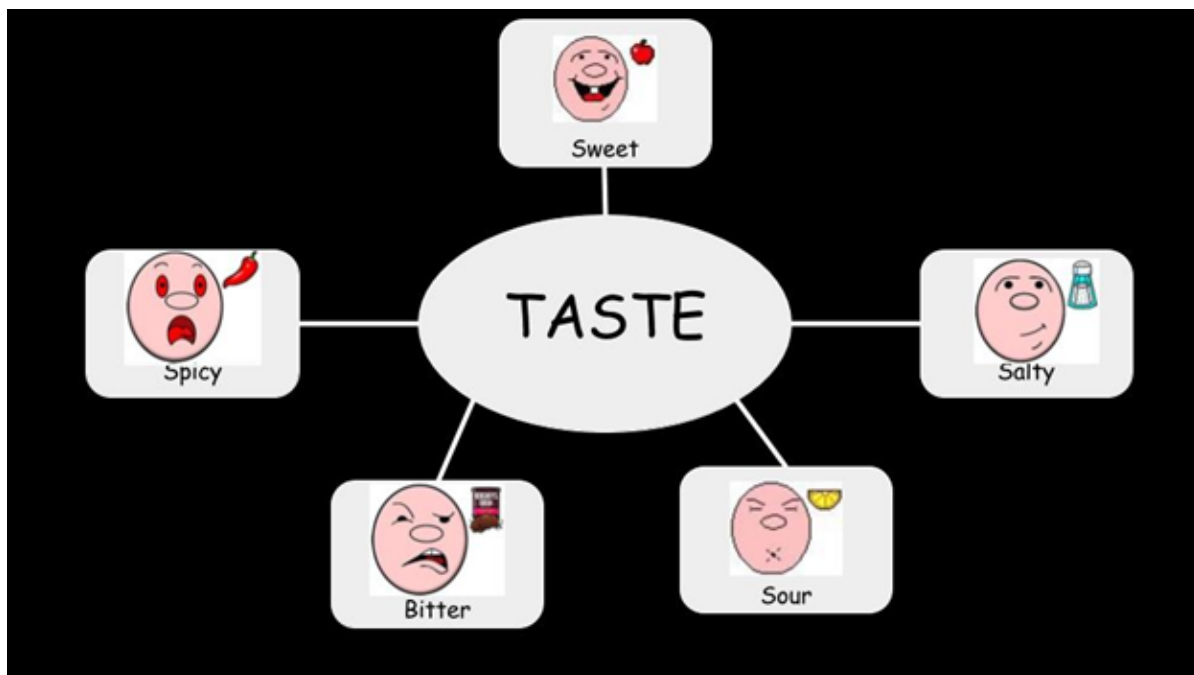
[Which one? Food quiz! Sense of Taste!](#) | courtesy of Armagan Citak

Video that describes food and how it **tastes**.

STRUCTURED ACTIVITIES

Cooking: Adults can let students help them cook and they can predict how they think the food will **taste** and why. After the food is done, they can taste test and see if their prediction was correct or incorrect.

Describing: Adults can use a visual support like the example below and facilitate a **tasting** activity with the students. Students have the option of trying each of the following types of food: dark chocolate (bitter), Jolly Rancher (sweet), Sour Punch Straw (sour), Takis (spicy) and salted potato chip (salty). Students can associate each type of food with the type of flavor by matching the food with the visual support.



ART OR SCIENCE ACTIVITIES

Art: Students can draw a picture of their favorite food, and then draw a picture of them eating it. A fill-in-the-blank sentence strip can be placed at the top of the paper that reads: "I like to eat _____. It **tastes** so _____. This is what I look like when I eat _____!" Students can reinforce their knowledge through drawing connections in art.

Science: Students can sort foods by the associated descriptive words: salty, sweet, sour, and bitter. Sorting these cards can reinforce the skill of categorizing familiar items which supports language development. This resource can be purchased by itself or in the "Senses Activity Bundle". [Resource](https://www.teacherspayteachers.com/Product/Five-Senses-Sorting-Sense-of-Taste-Activity-5188453?st=ac8bbd18cb94041a8454ca3d90ea3654) by I Believe in Montessori on TeachersPayTeachers.com

<https://www.teacherspayteachers.com/Product/Five-Senses-Sorting-Sense-of-Taste-Activity-5188453?st=ac8bbd18cb94041a8454ca3d90ea3654>



Image by I Believe in Montessori on TeachersPayTeachers.com

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen Monsters | *Toca Boca*

Monsters that snuck into the kitchen can make all types of food! Make the food and feed it to the monsters. See if they like the **taste**!

Cake Doodle | Shoe the Goose

Follow the recipe to make a delicious cake and decorate it any way you like. Lots of creative decorations and finally **taste** a piece!

My Panda Chef | BABYBUS

Fun activities for preparing and eating food. This cooking app lets students explore around the kitchen and lets the characters **taste** various foods.

WORD WALL: Create a WordWall and add '**core word in bold**' 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 **Amy Burt @ amyaburt@gmail.com**.
Thank you!