

## CORE WORD: **Dry**

### 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**

REMIND (e.g. We need to **dry** our hands after we wash them).

EXPRESS A FEELING (e.g. My throat feels **dry**).

DESCRIBE (e.g. the sand is **dry**).

INSTRUCT (e.g. We need to combine the **dry** ingredients for our cookies).

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students can try different kinds of drinks (water, milk etc.) and snacks (crackers or cookies). Adults can dip cookies or crackers in milk and ask students or comment about if what they are eating is **dry** or not dry.

#### **PLAY**

**Toys and Games:** Adults can set up a dramatic play area in the classroom with a hair salon theme. Students can take on various roles in the salon and can pretend to cut, wash, **dry**, and style hair. Courtesy of pre-k pages



<https://www.pre-kpages.com/dramatic-play-hair-salon/>

## READING

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

[Mrs. McNosh Hangs Up her Wash by Sarah Weeks- courtesy of Mrs. Clark's Reading Corner](#)

<https://www.youtube.com/watch?v=u7jF0HOM1WY>

[Better Not Get Wet, Jesse Bear by Nancy White Carlstrom-courtesy of Lights Down Reading](#)

<https://www.youtube.com/watch?v=ecq0-uNQQyU>

Adults can explain to students that Jesse Bear's parents wanted him to stay **dry**.

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about wet and **dry** using a video from Sesame Studios. This video can be used as an introduction to the word "wet" or as a model that some people like to stay dry.

[Wet and Dry | Lili & Torto's Opposite Show courtesy of sesame studios](#)

## SENSORY MOTOR

Adults can create a sensory bin with dry pasta/rice etc.

Students can feel and play with the different textures of **dry** foods. Courtesy of feeding littles <https://www.feedinglittles.com/blog/sensory-play-starting-with-dry-textures>



## VIDEOS, MUSIC, ANIMATED SHORTS

[Wash Your Hands-courtesy of Hooray Kids Songs](#)

<https://www.youtube.com/watch?v=evXG5Huwln0>

## STRUCTURED ACTIVITIES

As an accompanying activity to *Mrs. McNosh Hangs Up Her Wash*, students can create their own items to hang on Mrs. McNosh's clothesline to **dry**. Courtesy of Eau Claire Public Library Play and Learn.



[https://www.pinterest.com/pin/134756213827956134/?nic\\_v2=1a6YtB5kP](https://www.pinterest.com/pin/134756213827956134/?nic_v2=1a6YtB5kP)

## ART OR SCIENCE ACTIVITIES

Using cornstarch and water, students can feel what cornstarch feels like when it is **dry** and what happens to it when it when water is added, and it becomes wet.



<https://www.fantasticfunandlearning.com/o-is-for-opposites-wet-and-dry-sensory-play.html>

**WORD WALL:** Create a WordWall and add '**dry**' 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 Abbie Duarte @ [aduarte3@mail.sfsu.edu](mailto:aduarte3@mail.sfsu.edu).

Thank you!

Abbie Duarte is a second-year student speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally

funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.

## CORE WORD: **Wet**

### 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

DESCRIBE (e.g. The dog has **wet** fur)

SHARE PHYSICAL NEEDS (e.g. My pants are **wet**, I need to change.)

INSTRUCT (e.g. Please clean that with a **wet** rag)

TELL A STORY (e.g. We went to the water park and got **wet** on the water slide!)

#### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students can try different kinds of drinks (water, milk etc.) and snacks (crackers or cookies). Adults can dip cookies or crackers in milk and ask students or comment about if what they are eating is **wet** and not wet.

#### PLAY

**Toys and Games:** Students can play with sand and create sandcastles using **wet** sand. Adults can comment on what the students or model the target word on the student's device while they are building their sandcastle or playing with the sand. (e.g. the sand feels wet).

## READING

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

[Pete the Cat: I Love my White Shoes by Eric Litwin- courtesy of Whiteboard Entertainment Studios](#)

[https://www.youtube.com/watch?v=fj\\_z6zGQVyM](https://www.youtube.com/watch?v=fj_z6zGQVyM)

[Boo and Baa Get Wet by Olof and Lena Landsröm-courtesy of The Preschool Connection](#)

[https://www.youtube.com/watch?v=fj\\_z6zGQVyM](https://www.youtube.com/watch?v=fj_z6zGQVyM)

[Peppa Pig: They Get Wet- courtesy of Goh Hewitt](#)

<https://www.youtube.com/watch?v=-BWgcJByY2Q>

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can learn about **wet** and dry using a video from Sesame Studios. This video can be used as an introduction to the word “dry” or as a model that some people do not like to get wet.

[Wet and Dry | Lili & Torto's Opposite Show courtesy of Sesame Studios](#)

## SENSORY MOTOR

Students can paint any picture of their choice with **wet** finger paints. If students do not like to paint with their fingers, they can use a brush or any other tool of their choice.

## VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Singing in the Rain courtesy of Sesame Street](#)

<https://www.youtube.com/watch?v=AFYv91jG36E>

[Sesame Street: Wet Paint Courtesy of Sesame Street](#)

<https://www.youtube.com/watch?v=0xfciIXD-sg>

## STRUCTURED ACTIVITIES

As an accompanying activity to Peppa Pig: They get wet, Students and adults can discuss and write about different places we can get **wet** using sentence frames. Places can include: the bath, the pool, the sprinklers, the waterpark, the lake, the beach.

## **ART OR SCIENCE ACTIVITIES**

Adults can present students with different **wet** things (e.g. slime, water, paint) and not wet or dry things (e.g. sand, beads, clay). Students can guess if the materials will feel **wet** or not wet, then students can play with the materials to see if their guesses were correct.

## **USE OF APPS OR OTHER TECHNOLOGY**

[Ernie's Bath time Fun](#) Students can help Ernie get his rubber ducky in the **wet** bath.

**WORD WALL:** Create a WordWall and add '**wet**' 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 Abbie Duarte @ [aduarte3@mail.sfsu.edu](mailto:aduarte3@mail.sfsu.edu). Thank you!

Abbie Duarte is a second-year student speech-language pathology graduate student at San Francisco State University. She is specializing in augmentative and alternative communication through San Francisco State University's federally funded Project Building Bridges. Through Project Building Bridges, Abbie has joined the Nika Project and is providing resources for individuals with complex communication needs both locally and across the globe.





## CORE WORD: **Copy**

### For Educators, Related Service Providers and Parents

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#### WAYS WE CAN USE THE WORD

ASK A QUESTION (e.g. do you need me to **copy** that?)

TELL ON SOMEONE (e.g. He's trying to **copy** my answers!)

CONFIRMATION (e.g. **Copy** that!)

INSTRUCT (e.g. Make me a **copy** of this document)

#### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Adults can model the word **copy** when working with students who are learning how to use utensils. The adult can show the student how to use the fork or spoon and say copy me.

**Circle/Morning Meeting:** Make a classroom job **copy** maker, this person is in charge of asking what documents need to be copied in the copy maker.

#### PLAY

**Toys and Games:** Students can **copy** the shapes on a picture on a pegboard with rubber bands. Adults can model “copy the triangle”, “copy the square”, etc.

Check out this pegboard from lakeshore:

[https://www.lakeshorelearning.com/products/ca/p/DA362/?utm\\_source=google&utm\\_medium=ppc&utm\\_campaign=PLA&gclid=CjwKCAjwz6\\_8BRBkEiwA3p02VVLx\\_ycmegKbt44xcrhWqfUoDdd-MVoQQkScXqeFtKbHeSpTT8Jq2hoCU-cQAvD\\_BwE](https://www.lakeshorelearning.com/products/ca/p/DA362/?utm_source=google&utm_medium=ppc&utm_campaign=PLA&gclid=CjwKCAjwz6_8BRBkEiwA3p02VVLx_ycmegKbt44xcrhWqfUoDdd-MVoQQkScXqeFtKbHeSpTT8Jq2hoCU-cQAvD_BwE)

## Recess

Adults can facilitate a game of ‘**copy** me’ Have the students take turns being the leader and having their classmates copy their movements.

## READING

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

Ruby the Copycat by Peggy Rathman- courtesy of [Storytime Anytime](#)  
It's the first day of school, and Ruby is new. When her classmate Angela wears a red bow in her hair, Ruby comes back from lunch wearing a red bow, too. When Angela wears a flowered dress, suddenly Ruby's wearing one, too. Fortunately, Ruby's teacher knows a better way to help Ruby fit in-- by showing how much fun it is to be herself! Read/listen along and talk about all the things that Ruby tries to **copy** from Angela.

[https://youtu.be/\\_h7VlfH8i8Q](https://youtu.be/_h7VlfH8i8Q)

Don't Copy Me by Johnathan Allen- courtesy of [Bookworms & Stories](#)  
It's Little Puffin's turn to say the words 'Don't Follow Me' as three cheeky gull chicks follow him around, imitating his every word and step. And the more the puffin protests, the more the gulls enjoy their silly game. Can Little Puffin find a way to turn his frustration into a clever plan? Read/listen along and talk about all the ways the gulls **copy** the little puffin.

[https://youtu.be/HGe3TvvFb\\_M](https://youtu.be/HGe3TvvFb_M)

The Word Collector by Peter H. Reynolds- courtesy of [Storytime Anytime](#)  
Jerome discovers the magic of the words all around him -- short and sweet words, two-syllable treats, and multisyllable words that sound like little songs. Words that connect, transform, and empower. Read/listen along and talk about all the words that Jerome makes a **copy** of to add to his collection!

<https://youtu.be/gmqTgDoWOC8>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Adults can talk to students about how helpful it can be to **copy** notes for their classmates.

Students can tell their friends not to **copy** them when they are taking a test. Students can talk about how other people keep trying to copy their style.

## **SENSORY MOTOR**

Simon Says: Adults can have the student(s) copy their movements similar to Simon says but just the adult can model "**copy** me" once the students understand the rules, each person can take turns being the leader and the others can copy the leaders movements when they use the phrase "copy me."

Obstacle Course: Adults can set up an obstacle course and model the word **copy** while going through the different activities. The student would copy the adult's movements and do what they do. Switch roles and have the adult copy the student's movements through the course.

Play Dough: Adults can make simple shapes and models with playdough and ask students to **copy** their shapes as best as possible.

## **VIDEOS, MUSIC, ANIMATED SHORTS**

[Follow Me-Kids Songs- Courtesy of Super Simple Songs](#)

Model the word copy to have students **copy** the movements in the video.

<https://youtu.be/hW2DDGX7Tcc>

## **STRUCTURED ACTIVITIES**

Students can ask their friends or peers to **copy** the notes from a class that they have to miss. Students can comment on how they don't like it when people **copy** their work and talk with each other about the importance of creating your own work and not copying others.

Try this free resource for practice! <https://oakdome.com/k5/lesson-plans/word/copy-and-paste-living-things.php>

## ART OR SCIENCE ACTIVITIES

Students can create their own painting or drawing and share with others in the class to see how many classmates can **copy** their artwork.

Adults can lead a drawing activity and model **copy** while describing each part to the drawing (e.g. copy this line, copy my shadowing)

## USE OF APPS OR OTHER TECHNOLOGY

Practice using the **copy** tool on the student's computer. Copy pictures, copy text, copy everything!

Adults can teach students how to make copies using the **copy** machine. Talk about how to copy, how many copies are needed, if the copy is color or black and white.

**WORD WALL:** Create a WordWall and add '**Copy**' 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 Kelsey Robin @ [Kelseyrobin.ccc.slp@gmail.com](mailto:Kelseyrobin.ccc.slp@gmail.com). Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about

preschool and providing access to communication systems as early as possible.

Follow her on YouTube @

<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and

check out her materials in her Boom Cards store @

<https://wow.boomlearning.com/author/rockin.robin.slp>

Thank you!

## CORE WORD: **Pour**

### 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

INSTRUCT (e.g. **Pour** it into the glass)

SHARE INFORMATION (e.g. I **pour** water into my plants)

GET HELP (e.g. Can you **pour** for me?)

#### ROUTINES AND SCHEDULES

**Snack/mealtimes:** Students can practice the core word, **pour**, when at mealtime or snack time when they need to pour their drink, or if they are pouring an ingredient onto another (e.g. I pour my milk, I pour the ketchup, can you pour this for me, you pour it). Adults can facilitate use of the core word by using phrases such as: I will pour the water; I need to pour this onto my food.

Adults can model and point to communication devices to support students' sharing about how they pour things or what they **pour** (e.g. Adult says, "You pour," "You pour water in the cup"). Students can use their communication device and gesture to share how they pour.

**Cooking:** Adults can do a cooking project that requires pouring liquids or different ingredients, like making chocolate milk. Adults can model the core word, **pour**, as they cook or have students use the core word while they help make the item (e.g. You pour the milk, pour in water, you pour, can you help me pour).

## PLAY

**Toys and Games:** Students can use **pour** when they are pouring a game or toys onto the ground out of the container. Adults can model the word on the communication device and using their voice, “you pour the toys out!”

**Pretend Play:** Adults can have students use a pretend kitchen set or kitchen materials and make an imaginary meal like a cake. Adults can model the core word, **pour**, using phrases like: “let’s **pour** in sugar!” “we should pour chocolate milk into our mix!”

## Recess

During recess, students can play in the sandbox with toys and practice using the core word, **pour**, when pouring sand in/out of a bucket.

Adults could bring out a bag of small items (e.g. bouncy balls, plastic ball pin balls, tennis balls) and then **pour** them out at the top of the slide so they fall down. Adults can facilitate students practicing the word pour, by prompting the student to use phrases like, “pour/pour them/pour it” before releasing the toys down the slide.

## READING

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

[Mother’s Day Mix Up by Iza Wojciechowska Courtesy of: Curious World](#)

<https://youtu.be/d4OUMbAdpzQ>

[It’s Raining, It’s Pouring by Kin Eagle, Courtesy of Donna Rhodenizer](#)

[https://youtu.be/619pyZoz\\_Vc](https://youtu.be/619pyZoz_Vc)

[Cook in a Book: Pancakes! An Interactive Recipe Book Illustrated by Lotta Nieminen, Courtesy of Alextv ALEX TV YouTube Channel](#) (Most of the books in the series, Cook in a Book, include pour).

<https://youtu.be/V8gDOswT96A>

[Hey Water by Antoinette Portis Courtesy of Lights Down Reading YouTube Channel](#)

<https://youtu.be/u7XN3k6kcEg>



## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can have a tea party (either pretend or with their drink of choice). Students can be prompted to use the word, **pour**, when using a teapot to pour a drink for their friends (e.g. You pour it, Can you pour me some tea, I pour it).

## SENSORY MOTOR

Students can pour colorful sand into different sections to create an image. Practice the core word during the activity by prompting students to use the word as they pour their sand onto the page. Adults can also model the word with a communication device and their voice: e.g. Let's pour the sand! I pour it, I pour red sand. (Activity instructions and photo courtesy of learning4kids.net)



<https://www.learning4kids.net/2016/03/13/creative-sand-art-activity/>

## VIDEOS, MUSIC, ANIMATED SHORTS

[I'm A Little Teapot Nursery Rhyme Courtesy of Pinkfong! YouTube Channel](#)

[https://youtu.be/mdu5lLpMH\\_w](https://youtu.be/mdu5lLpMH_w)

[Omelette from Madeline Sharafian Animated Short Courtesy of Julia Julia YouTube Channel \(This wordless animated short has opportunities to see food ingredients being poured, rain pour, etc.\)](#)

[https://youtu.be/OCp\\_G6J0m6g](https://youtu.be/OCp_G6J0m6g)

[Let's Water The Plants Today Song Courtesy of Jelly Surprise Toys YouTube Channel \(Video shows a girl pour water onto plants\)](#)

<https://youtu.be/eg21PmZL1Ao>

[First Person Point of View video of Plants Getting Watered Courtesy of Relaxed YouTube Channel](#)

<https://youtu.be/UZr7jzskYIQ>

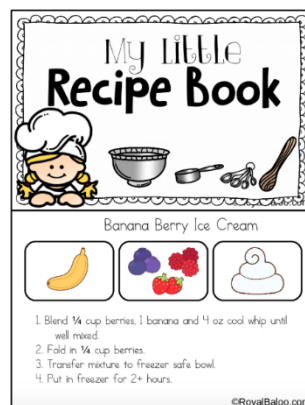
## STRUCTURED ACTIVITIES

Adults can explicitly teach the word “pour”, 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 pour _____ in my cup.
I pour _____ on my cereal.
I pour _____ on my pancakes.
I pour _____ on my plants to help them grow.
I like to pour myself _____ to drink.

Have students create their own recipe page or small recipe book. Adults can provide a simple recipe for students and have them decorate the recipe page and practice writing the steps. Ensure the recipe they are using, involves at least one step that requires the core word, **pour**. The recipe can be something simple like a Snack Mix. These recipes require no cooking, and the main steps are to pour different ingredients into a bowl. The link below provides a free printable cookbook template. (Image and link courtesy of royalbaloo.com)



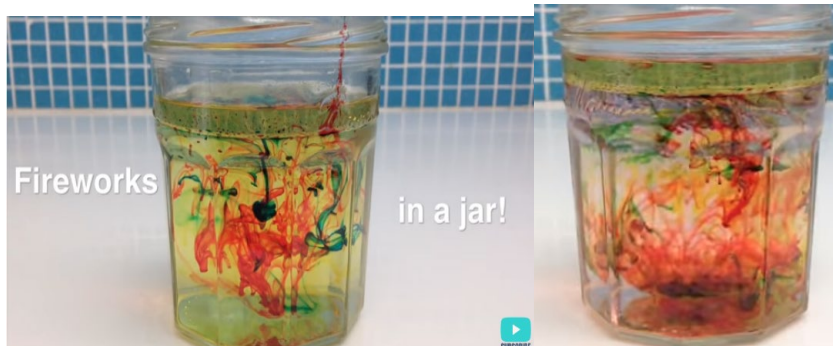
[https://royalbaloo.com/my-first-recipe-book-printable-for-charity/?utm\\_source=twitterfeed&utm\\_medium=facebook](https://royalbaloo.com/my-first-recipe-book-printable-for-charity/?utm_source=twitterfeed&utm_medium=facebook)

## ART OR SCIENCE ACTIVITIES

Pour your own rainbow in a glass! This activity has ample opportunities for students to **pour** ingredients together. Adults can also model the word for students using a communication device and their voice throughout the experience. The experiment involves melting the coloring off of skittles in separate cups, then slowly pouring each layer of color into a glass to create a rainbow. Adults can facilitate students practicing the core word while having them help out during steps that include pouring. Link below for experiment instructions. (Instructions for activity courtesy of sciencefun.org)

<https://www.sciencefun.org/kidszone/experiments/rainbow-in-a-glass/>

Make your own water fireworks. This science experiment involves pouring different ingredients into a clear container, with food coloring. The food coloring moves about the water mixed with oil and creates a swirling, firework type display. Students can use the core word as they pour the ingredients into the containers, and adults can model the word pour throughout the experiment. (Instructions and images courtesy of Kidspot YouTube Channel and Kidspot.com.au).



<https://youtu.be/JgNOuNh0Okg>

**Pour** paint activity. Adults can help students pour different color paints into a cup. Then a canvas is placed over a cup and the cup is flipped upside down. Then, the student lifts up the cup and the paint pours across the canvas. (Activity instructions in the link and images courtesy of Mama Smiles - Joyful Parenting YouTube Channel).



<https://youtu.be/uxyajg2vPZw>

Below is a video compilation of different liquid-based arts and crafts to create with a student. For distance learning, adults can play part of the video for a student to watch. Since the crafts are liquid based, there are many opportunities to model or facilitate use of the core word, **pour**. (Video and photo courtesy of Slick Slime Sam YouTube Channel).



<https://youtu.be/ncJBmfcizA0>

## USE OF APPS OR OTHER TECHNOLOGY

*Google Slides:* Google slides is a great, free tool to create activities that can also be used for distance learning. Adults can create a slideshow showing pictures of different things getting poured out or make up a story about the word **pour** (e.g. a story about rain pour, how to pour ingredients) Write the word, mix, on each slide in different types of sentences. Adults could also make a slideshow about different dog breed mixes. For example, adults can show a photo of a Pomeranian and a Husky and say, “when you mix these two dogs, you get a Pomsky puppy!”

*Bubble Tea! App by Sweet Satisfaction:* Use this free app to **pour** ingredients together to create a bubble tea with students. Students can use the app to match different ingredients that are poured and then together to create a delicious drink.

*Mix Colors! App by Casual:* Use this free app to **pour** two colors together to create a new color!

*Blendy! Juice Simulation App by Lion Studios:* This free app allows students to put ingredients in a blender, mix them together, and then **pour** it out into a glass to serve their smoothie. (Images courtesy of Blendy! Juice Simulation app)



**WORD WALL:** Create a WordWall and add 'pour' 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 **Andriana Nikolau @ [andriananikolau@gmail.com](mailto:andriananikolau@gmail.com)**. Andriana Nikolau is a former SLPA and currently a graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Andriana 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!