

CORE WORD: It

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

According to the United Nations, communication is a human right and for those who work with individuals who use Augmentative Alternative Communication (AAC), we realize the urgency in making sure their system(s) are available at all times. We also realize that accessibility across settings cannot occur without the provision of training, coordination and planning and so such implementation supports remain the cornerstone of what we do. We also know that the depth and breadth of such support and habituation of use is only within reach with targeted planning and teamwork. As a team we determine potential opportunities in daily life, the community, at home, school and work.

We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

REQUESTS PERMISSION (e.g. Can I move **it**?)

GOSSIP (e.g. Did you hear she doesn't like **it**?)

ASK QUESTIONS (e.g. Do you like **it**?)

WHINE (e.g. But I don't like **it**!)

REMIND (e.g. don't forget **it**)

AGREE (e.g. Yes, I like **it** too)

ROUTINES AND SCHEDULES

Circle time: During circle time, and any other check in throughout the day, adults and students can ask each other “what time is **it**?” This can be answered with “**It** is _____”. This is a technique that can be used at any point during the day and can be generalized outside of the classroom.

PLAY

Students and adults can have a dance party using multiple songs that use the word **it**. While the songs are playing, everyone can dance around and sing the words to the songs, or repeating a line that is used multiple times in a song, such as “I like to move **it**, move **it**. We like to MOVE **it**”.

READING

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

Don't let the Pigeon Drive the Bus by Mo Willems, video courtesy of Reading Pioneers Academy: https://www.youtube.com/watch?v=n-dHeNfXtgc&ab_channel=ReadingPioneersAcademy

This book can be used to discuss if you should let the Pigeon drive **it** (it being the bus). The Pigeon gives different reasons as to why he should be able to drive the bus. After each reason, the class can vote on if the pigeon should be allowed to drive **it**.

The Three Little Pigs, video courtesy of FairyTales and Stories for Kids: https://www.youtube.com/watch?v=-gdcgnSrUvU&ab_channel=FairyTalesandStoriesforKids

This classic tale can be used to talk about if the wolf is able to do **it** or not after he confronts each pig.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about what they like and don't like and how they can ask their friends if they like **it** too. For example, a student can talk with his friend and describe a game he/she likes to play on the playground. After, they can ask their friend “Do you like **it**?”

SENSORY MOTOR

A variety of different sensory motor activities can be done and then it can be discussed if the student liked **it** or not. A list of activities includes shaving cream, trampoline, water beads, slime, putty, weighted vest, hammock, swing, etc.

VIDEOS, MUSIC, ANIMATED SHORTS

Bohemian Rhapsody cover by the Muppets, video courtesy of the Muppets:

https://www.youtube.com/watch?v=tgbNymZ7vqY&ab_channel=TheMuppets

If you're happy and you know it by Emlo's singalong songs, video courtesy of Sesame Street:

https://www.youtube.com/watch?v=5015skRvqs8&ab_channel=SesameStreet

Hokey Pokey by the Learning Station, video courtesy of The Learning Station Kids songs and Nursery Rhymes:

https://www.youtube.com/watch?v=iZinb6rVozc&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

I like to move it, move it from Madagascar, video courtesy of Boys & Toys Reviews:

https://www.youtube.com/watch?v=hdcTmPvDO0I&ab_channel=Boys%26ToysReviews

Young adults:

I like it by Enrique Iglesias, video courtesy of Enrique Iglesias:

https://www.youtube.com/watch?v=X9_n8jakvWU&ab_channel=EnriqueIglesiasVEVO

I like it, I love it by Tim McGraw, video courtesy of Tim McGraw:

https://www.youtube.com/watch?v=yHtLF6licNk&ab_channel=TimMcGrawOfficialVideos

I like it (clean lyrics) by Cardi B., Bad Bunny and J Balvin, video courtesy of Audioandlyrics:

https://www.youtube.com/watch?v=SxZMdJ2Wukc&ab_channel=Audioandlyrics

STRUCTURED ACTIVITIES

Adults can have different foods for students to try. As they try each food, children can sort the foods into the categories of “I like it” or “I don’t like it”. If possible, having printouts of each food item and a grid for students to glue each item into the category they sort it into would be a helpful visual.

I like it	I don’t like it

ART OR SCIENCE ACTIVITIES

Students and adults can print out symbols for ‘it’ and glue them all over a piece of paper, students can practice circling ‘it’, crossing ‘it’ out, highlighting ‘it’, etc.

For additional fun, students can use a magnifying glass to find all of the **'it's** on the page!

An additional art activity for winter is a "Let **it** snow" theme. Children can all create different pictures of snowflakes using the saltwater color method. Directions can be found on <https://onelittleproject.com/magic-salt-and-watercolor-snowflake-art/>, directions and picture courtesy of Debbie Chapman



USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: <https://tarheelreader.org/> On this website, you can create different books about the different things that students like and don't like. Pages can be titled "I like **it**" or "I don't like **it**".

WORD WALL: Create a WordWall and add **'it'** 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 Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#).

Thank you!

CORE WORD: **Am**

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We all long for the dream-team, where everyone, and I mean everyone, takes the ball, (with the ball, being the AAC system) and runs with it all day long, but realistically and truthfully, the reality is that it takes time and work. Is it possible? Without question it is.

WAYS WE CAN USE THE WORD

CESSATION (e.g. I **am** done)

SHARE INFORMATION (e.g. I **am** 12 years old)

EXPRESS HAPPINESS (e.g. I **am** happy)

ANSWER QUESTION (e.g. I **am** ready)

REQUEST PERMISSION (e.g. **Am** I allowed?)

ROUTINES AND SCHEDULES

Arrival: Students and adults can use the word, **am** upon arrival at school. When students arrive at school, they can tell their teachers and classmates "I **am** here."

Snack/mealtimes: Students and adults can use '**am**' to indicate that they are all done eating (e.g. "I **am** done").

Circle: Students can use '**am**' to indicate they are present during circle time during any type of attendance activity (e.g. "I **am** here").

PLAY

Toys and Games: During dress up, students can use 'am' to let their friends know what they dressed up as (e.g. "I **am** princess").

Recess

During recess, students can use 'am' to indicate that they are okay after they fell down (e.g. "I **am** okay) or to let their friends know that they would like to do a new activity (e.g. I **am** bored now).

READING

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

[Story Time for Kids with POWER ASC | I Am Enough | Courtesy of Children's Book Read Aloud](#)

[I Am Peace. A Book of Mindfulness - By Susan Verde | Courtesy of Children's Books Read Aloud](#)

[I Am Small ~ Courtesy of Read Along With Me Story Time](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice using "am" during social interactions to let their friends know how they are feeling (e.g. "I **am** happy" or "I **am** tired").

Students can also practice using "am" when introducing themselves to a new person. Adults can support students in this interaction through modeling an introduction first (e.g. "I **am** Alisa", "I **am** Beth").

SENSORY MOTOR

Students and adults can use "am" to tell their friends what they are doing while they are engaging in their favorite physical activity (e.g. "I **am** dancing").

VIDEOS, MUSIC, ANIMATED SHORTS

[33 POSITIVE AFFIRMATIONS FOR KIDS SELF ESTEEM - \(WATCH AT LEAST ONCE A DAY!\) | Courtesy of SandZ Affirmations](#)

[I Am \(Affirmation Song\) Courtesy of IamjustJoy Anderson](#)

[Dynomike - I'M AMAZIN' \(Kid's Positive Rap Music | Official Music Video | Family Songs \) Courtesy of Dynomike Books](#)

Adults can explicitly teach students what 'am' means with the following video.

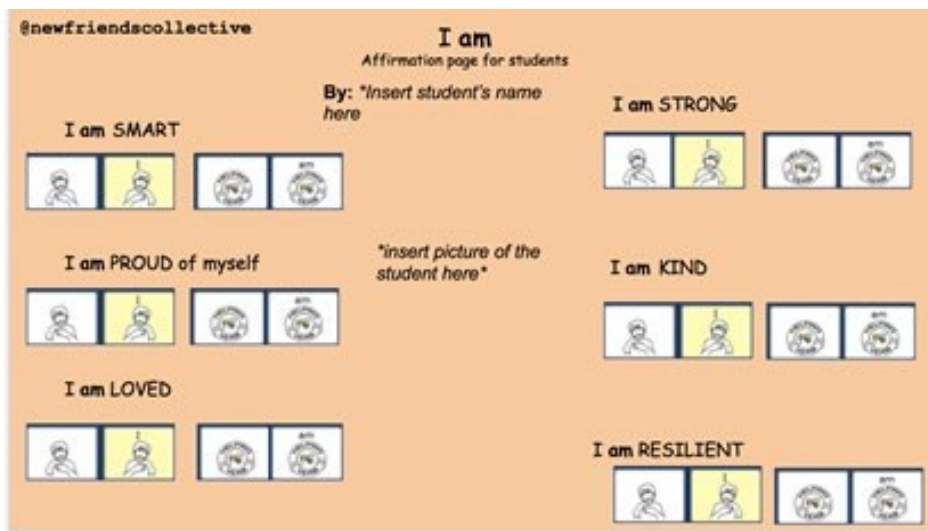
['Am' sight word - Courtesy of Learn to Read](#)

STRUCTURED ACTIVITIES

Students and adults can also use 'am' to start a daily affirmation routine during circle time. In the beginning of the day, adults can lead children in an 'Affirmation Circle' where students can say a few affirmations in order to start their day jazzed (e.g. "I am smart", "I am amazing"). These students are amazing, let's teach them how to say it so they will believe it to be true too.

Adults can support students in creating an 'I Am' Affirmation page for their students. Students can hang this up anywhere they'd like. Students and adults should read these together daily to reinforce just how special they are.

Example of an 'I Am' Affirmation page below:



ART OR SCIENCE ACTIVITIES

Students can create an "Can you guess this student?" page in which the students list a few facts about themselves using 'I am' (e.g. "I am a big sister", "I am 23"). Adults can help students make this into a book and students can take turns guessing who the page is about.

Here's an example of an "I am" page below, courtesy of Alisa Lego:



USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello*, google slides/PowerPoint, or another story generating app, adults can help students create a “Guess the student” book by combining all of the students' creations from the previous activity. Adults and students can look through this together and have fun guessing the student. Adults can model “**I am**” using Aided Language Stimulation throughout the duration of the book.

WORD WALL: Create a WordWall and add ‘**am**’ 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 at [@newfriendscollective](#).
Thank you!

CORE WORD: **And**

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WAYS WE CAN USE THE WORD

GREET (e.g. Hi Mary **and** Joe?)

REQUEST INFORMATION (e.g. Can you tell me more about this **and** that?)

MAKE CHOICES (e.g. I will color **and** cut.)

REMIND (e.g. don't forget to pick up Jack **and** Jill)

COMPLIMENT (e.g. I like your socks **and** shoes.)

COMPLAIN (e.g. My hands are cold **and** I'm tired.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults and Students can talk about all of the different things that they have to eat. (e.g. I have goldfish **and** grapes)

Attendance: Adults and students can talk about who is present and who is absent that day (e.g. Julie **and** Matt are here today but Tony **and** Piper are not here today.)

PLAY

Dress up: Adults and students can dress up with different outfits. Once they are dressed up, they can talk about the different items that they have on. (e.g. I have on a hat **and** a doctor's coat)

Recess: Adults and students can talk about different activities that they want to do at recess. (e.g. I want to swing **and** go down the slide.)

READING

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

Green Eggs **and** Ham by Dr. Suess, video courtesy of ksebfmv:

https://www.youtube.com/watch?v=ul1SafJvvCk&ab_channel=ksebfmv

This classic uses the word **and** multiple times throughout the book. Adults and students can talk about if they would eat green eggs **and** ham.

Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault, video courtesy of Dan P. Lyons: https://www.youtube.com/watch?v=KBDTPHZO-xo&ab_channel=DanP.Lyons

This book has a repeated use of the word **and**, as well as the alphabet. It's a great book to double dip on teaching the alphabet and the word **and**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and Adults can ask each other different questions that either have multiple steps or multiple things that go together. For example, "What do you like on your pizza?" "I like cheese **and** pepperoni. What do you like?" "I like ham **and** pineapple". A multiple step question could be something like "May I have the glue **and** the scissors?"

SENSORY MOTOR

Water beads can be used to demonstrate the core word **and**. This does take some extra prep. The water beads work best when put into water the day before use. When they expand, adults and students can play with the water beads and talk about the different colors they see. (e.g. I see blue **and** green **and** pink **and** yellow)



Photo courtesy of Pixabay

VIDEOS, MUSIC, ANIMATED SHORTS

Apples **and** Bananas by Super Simple Songs, video courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=r5WLXZspD1M&ab_channel=SuperSimpleSongs-KidsSongs

Old MacDonald Had a Farm by Super Simple Songs, video courtesy of Super Simple Songs - Kids songs:

https://www.youtube.com/watch?v=6HzoUcx3eo&ab_channel=SuperSimpleSongs-KidsSongs

Five Little Monkeys Jumping on the Bed by the Learning Station, video courtesy of The Learning Station - Kids Songs and Nursery Rhymes:

https://www.youtube.com/watch?v=-1cyFOW--Tw&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

Young adult songs:

Black **and** White by Niall Horan, video courtesy of Niall Horan:

https://www.youtube.com/watch?v=gnyi8DrLJXI&ab_channel=NiallHoranVEVO

Black **and** Yellow by Wiz Khalifa, video courtesy of Wiz Khalifa:

https://www.youtube.com/watch?v=UePtoxDhJSw&ab_channel=WizKhalifa

STRUCTURED ACTIVITIES

Adults can have pictures of different items, or the physical item, and have students describe the object in more than one way. For example, an adult can have different shapes that are different colors and show them to the students. When the students see the shapes, they can describe shapes as “that shape is a circle **and** it is blue” or “that shape is a triangle **and** it is red”. Sentence strips can also be used to help facilitate this activity.

That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.
That is _____ and _____.

ART OR SCIENCE ACTIVITIES

Students and adults can create an “**and**” collage and include drawings or pictures of things that go together (e.g. their favorite meal, them and a friend/family member, a chain, etc..). This can emphasize that ‘**and**’ is a word that connects other words. Students can also practice drawing symbols for and (e.g. ‘&’, ‘+’).

Here’s an example of an ‘**and**’ collage below, courtesy of Alisa Lego



USE OF APPS OR OTHER TECHNOLOGY

Busy Shapes and Colors: This app can be used to talk about different shapes **and** the different colors. (e.g. there is a green circle **and** a blue triangle).
<https://apps.apple.com/us/app/busy-shapes-colors/id1209114575>

WORD WALL: Create a WordWall and add '**and**' 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 Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#) or Michaela Sullivan @ michaelasullivan2@gmail.com

Thank you!

Core word: **Good**

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WAYS WE CAN USE THE WORD

GREET (e.g. **good** morning, good afternoon)

ANSWER QUESTIONS (e.g. It's **good**, I'm good, he's good)

EXPRESS OPINION (e.g. that's a **good** idea)

COMPLIMENT (e.g. you look **good** today)

ROUTINES AND SCHEDULES

Arrival: Adults can model using **good** morning or good day as a greeting when students arrive at school.

Circle time: Adults can facilitate a conversation about one **good** thing that happened yesterday. Model the word good with the things that were good during the day.

Snack/mealtimes: During snack talk about what foods taste **good**, what drinks taste good. Comment on how different snakes look good!

Recess: Adults can comment on **good** choices students are making during recess. If a student playing safely let them know they are making a good choice!

Writing: While students are practicing writing comments about how **good** it looks or how good they are working at their writing!

PLAY

Toys and Games: Students can play various games like Jenga, chess, checkers, and comment about their opponents making a **good** move or playing a good game! Adults can encourage students to be good sports while playing together!

Musical chairs: Adults can model **good** when students make it into a seat!

Cars: Adults can make the cars drive on the road and talk about how they are **good** drivers because they are staying on the road.

Action Figures/Superheroes: Talk about which heroes are the **good** people and how good people save the day.

READING

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

I am every good thing by Derrick Barnes- Read aloud by [Reading is Freedom](https://youtu.be/dkAQz7IMLAQ)
The confident Black narrator of this book is proud of everything that makes him who he is. He's got big plans, and no doubt he'll see them through--as he's creative, adventurous, smart, funny, and a good friend. Sometimes he falls, but he always gets back up. And other times he's afraid, because he's so often misunderstood and called what he is not. So slow down and really look and listen, when somebody tells you--and shows you--who they are. There are superheroes in our midst! So many opportunities to talk about the **good** in people! <https://youtu.be/dkAQz7IMLAQ>

The good egg by Jory John- Read aloud by The Joyful Bookshelf
The good egg has been good for as long as he can remember. While the other eggs in his carton are kind of rotten, he always does the right, kind, and courteous thing. He is a verrrrrry good egg indeed! Until one day he decides

that enough is enough! He begins to crack (quite literally) from the pressure of *always* having to be grade-A perfect. <https://youtu.be/eXwQQqHwajs>

For older students:

How to be a good citizen by Emily James, talk with students about being good citizens and what good things good citizens do.

<https://www.amazon.com/How-Good-Citizen-Citizenship-Character/dp/1515771954>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can say **good** morning to each other as they arrive for the day!

Adults can model social interactions talking to each other about how **good** someone looks today!

Check out this video of ways to use the word **good**

<https://youtu.be/j7XEyVgS4ZY> courtesy of special vids for special kids

SENSORY MOTOR

Practice throwing a ball back and forth with a student, talk about which throws are **good** and which catches are good.

Practice jumping on a trampoline and comment on jumps that are **good** and jumps that are not as good.

Create a sensory bin with your favorite filler (e.g. sand, rice, beans, shredded paper) put either pictures of small figures of superheroes and villains, when students pull out superheroes practice modeling the word **good** to comment that heroes are good!

VIDEOS, MUSIC, ANIMATED SHORTS

[You're a good man Charlie Brown](#)- He thinks lots of good thoughts and thinks things are very good, lots of great modeling opportunities!

<https://youtu.be/S8dBHk6CDO4> courtesy of lexington00006

[James Brown-I feel good-](#)

Get off your feet and dance to this classic fun song!

https://youtu.be/U5Taldff_DQ courtesy of You Tube

[The Beach Boys-Good Vibrations](#)

Another fun move and dance song pick up good vibrations while singing and dancing along!

https://youtu.be/Eab_beh07HU courtesy of Stephen McElvain

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STRUCTURED ACTIVITIES

Adults can facilitate a conversation about what it means to be a **good** citizen. Good citizens help out others in the community by doing good things for one another!

Students can sort superheroes and villains into “good” and “bad” and talk about what makes heroes good.

ART OR SCIENCE ACTIVITIES

Try this conductor/ insulator experiment <https://www.education.com/science-fair/article/conductor-or-insulator/> talk about which items are **good** conductors of electricity.

USE OF APPS OR OTHER TECHNOLOGY

Toca Hair Salon 4 by Toca Boca AB

Give the characters different haircuts and makeup, comment about how **good** they look with their new doos! <https://apps.apple.com/us/app/toca-hair-salon-4/id1485387513>

The Cook-3D cooking game by SayGames LLC

Cook yummy meals and talk about how **good** they would taste in real life!

<https://apps.apple.com/us/app/the-cook-3d-cooking-game/id1503886368>

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.

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For specific questions or more ideas regarding this core word Activity Sheet, please contact Kelsey Robin @ 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 dynamic and high-tech 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!