

## Core word: **Bad**

### 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** (these headers are all size 14)

ANSWER QUESTIONS (e.g. It's **bad**)

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

COMMENT: (e.g. the weather is bad today)

GOSSIP (e.g. he did **bad** on his test)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can bring a food that smells **bad** or maybe even something that has gone bad/expired. Talk about how that food is bad to eat because it is spoiled.

**Circle:** Students can talk about the weather being **bad** when it is really cold, rainy, snowy etc.

**Circle:** Adults can talk about how a student is absent because they are feeling **bad** today.

## **PLAY**

**Toys and Games:** Adults can play various games such as checkers, connect 4, and intentionally do poorly and comment on how they are doing **bad** at this game.

**Pretend play:** Play doctor and patient and talk about feeling **bad** and what body parts feel bad.

## **Recess**

Play pretend heroes and villains and someone will play the bad guy, model watch out for him/her "they're the bad guy!" or "run away from the bad guy!"

## **READING**

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

[The Bad Seed](#) by Jory John- [Read aloud by StoryTime Anytime](#)

This is a book about a bad seed. A baaaaaaaaaad seed. How bad? Do you really want to know? He has a bad temper, bad manners, and a bad attitude. He's been bad since he can remember! This seed cuts in line every time, stares at everybody and never listens. <https://youtu.be/Yu772gNfA68>

[A Bad Case of Stripes](#) by David Shannon- Read aloud by [StoryTime at Awnie's House](#) Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she's so

worried that she's about to break out in... a bad case of stripes! <https://youtu.be/QqnChSV2mdM>

### **Giraffes Can't Dance by Giles Andreae- [Read aloud by Readaroo Kids](#)**

Gerald the giraffe longs to dance, but his legs are too skinny and his neck is too long. At the Jungle Dance, the warthogs waltz, the chimps cha-cha, and the lions' tango. "Giraffes can't dance," they all jeer when it's Gerald's turn to prance. But with some sound advice from a wise cricket, Gerald starts swaying to his own sweet tune. While this book does not have the word bad in the text, it has ample opportunity to talk about how Gerald is a bad dancer and how it makes him feel bad when the other animals are mean to him. <https://youtu.be/hf3OHNUiG4k>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can talk to each other about things that might be a **bad** idea. They can also talk about why they are having a bad day or why they are feeling bad.

## **SENSORY MOTOR**

Create a smell center, have students sniff and decide if they think the items smell bad or 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 a villain practice modeling the word **bad** to comment on that villain's bad!

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

Billie Eilish-Bad guy

Also, fun to sub the word guy with 'dog' and sing this to your pets! <https://youtu.be/DyDfgMOUjCl> courtesy of Billie Eilish

Jim Croce- Bad Bad Leroy Brown

So, so many opportunities to model bad! He's the baddest man in the whole town!

<https://youtu.be/QvwDohEEQ1E>

Joan Jett- Bad Reputation

Maybe you don't care if people think you're bad, maybe your student doesn't either!

<https://youtu.be/JaoMgaBafFg> courtesy of VeryMusicChannel

## **STRUCTURED ACTIVITIES**

Adults can talk about what things make them feel **bad** and why they might stay home if they are feeling bad.

Students can sort heroes and villains into **bad** and good boxes.

## **ART OR SCIENCE ACTIVITIES**

Try some of these "smelly" science activities and talk about how things smell **bad** while having fun learning! <https://www.scholastic.com/parents/family-life/parent-child/6-smelly-and-really-fun-activities-kids.html>

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

*Bad Piggies by Robio Entertainment oyl*

*Have fun building makeshift contraptions and making the bad piggies try to blow your vehicle to pieces!*

<https://apps.apple.com/us/app/bad-piggies/id533451786>

**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 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 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!

# CORE WORD: **Love**

**For Educators, Related Service Providers and Parents**

## **ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES**

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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** (these headers are all size 14)

EXPRESS EMOTION: I **love** you.

DESCRIBE: It's **love**.

DIRECT ACTION: Give some **love** to mom.

## **ROUTINES AND SCHEDULES**

**Wakeup/Bedtime:** At home, adults can model "Good morning! I love you!" and at night "Goodnight! I love you." Adults should pair the words with an action like a hug or blowing a kiss to show affection.

**Mealtimes:** Adults can model, "I **love** cheese and crackers," or whatever food/drink is being eaten. Adults should combine modeling spoken words and AAC with facial expressions, and vocalizations (ex. "MMMM." while smiling and closing eyes.).

**Transitions:** When checking schedule, or receiving transition warning, adults can model that they **love** the next activity (ex. "Yes! I love table time! Let's go!").

Adults can model the word on a picture icon of their own, or the student's AAC system. Depending on the student's utterance length, adults should adjust their model accordingly, adding 1-2 more words as appropriate.

## PLAY

**Any toy:** Adults can show that they enjoy playing by smiling and being enthusiastic, then modeling with the student's communication system, "I **love** playing!" Adults should pair words like love with other words that help with comprehension like "fun, mine, a lot, more, special, favorite, best."

**Dolls/figurines:** When figurines hug or hold hands, adults can model, "They **love** each other," or "I love you."

## Recess

Adults can bring awareness to other peer's interests by pointing around the yard and indicating, "Cassie **loves** the sandbox. Christopher loves the slide. He's so happy. I love the sunshine." Repetitive use of sentence structure with concrete examples of students playing will help with learning of the concept.

## READING

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

[Llama Llama I love you by Anna Dewdney - Stories for Kids](#)

[https://www.youtube.com/watch?v=a8\\_oGsZxipQ](https://www.youtube.com/watch?v=a8_oGsZxipQ)

[Love Monster by Rachel Bright - Mrs. St Germain Reads](#)

<https://www.youtube.com/watch?v=Klva59P4HiY>

[I LOVE YOU STINKY FACE by Lisa McCourt - Red Light Green Light 123](#)

<https://www.youtube.com/watch?v=ZQpbm7jsgQA>

[Pete the cat | I love my white shoes - with subtitles](#)

<https://www.youtube.com/watch?v=v6Lp9SHN4-M>

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

Students can initiate conversation and interactions, and build relationships by sharing pictures of their family, friends, favorite toys, and favorite places. As they show, they can express how they feel (ex. "My papa. **Love** papa."). If this is an activity that the student enjoys doing, sharing multiple social stories about various family members, friends, etc. may be a good way to expand on the concept. There could be a social story about: I love my dog. OR I love my dinosaur toys. OR I love my mommy. Dive into the student's interests to get their buy-in.

On Valentine's Day, students can give cut out hearts to each other symbolizing **love** and friendship. Small mailboxes, brown bags, or shoeboxes are good for collecting. Adults can work with their student's teacher and/or occupational therapist to practice cutting hearts and placing in slots. As the student's give out valentines, adults can model, "Here's love for you and love for you."

## **SENSORY MOTOR**

Students and adults can talk about how they **love** or don't love the feel of various textures while playing with sensory bins or hands on activities.

Adults can model expressing emotions when they see a child is really enjoying jumping or running (ex. "Wow! You **love** to jump jump jump!").

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

[Wee Sing | Skidamarink](#)

<https://www.youtube.com/watch?v=vG9HM-1R7sk>

[Barney - I Love You \(Extended Play 15 times back-to-back!!\)](#)

<https://www.youtube.com/watch?v=KmpMO2dJQ6Q>

[Frank Sinatra I Love You Baby](#)

<https://www.youtube.com/watch?v=AilBKcd4m5Q>

[Keyshia Cole - Love \(Alt. Version\)](#)



<https://www.youtube.com/watch?v=9PBZy9j3H3I>

[Whitney Houston - I Will Always Love You \(Official Video\)](#)

<https://www.youtube.com/watch?v=3JWtaaS7LdU>

[Hair Love | Oscar®-Winning Short Film \(Full\) | Sony Pictures Animation](#)

[https://www.youtube.com/watch?v=kNw8V\\_Fkw28](https://www.youtube.com/watch?v=kNw8V_Fkw28)

[The Lion King - Can You Feel The Love Tonight](#)

<https://www.youtube.com/watch?v=25QyCxVkJwQ>

[Watch the John Lewis Christmas advert 2020: 'Give a Little Love'](#)

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

## **STRUCTURED ACTIVITIES**

Fashion show! With the clothes you're wearing! Students and adults can take turns walking and showing their clothes and bags. Students and adults can comment if they **love** or do not love the item of clothing or backpack. Make signs using thicker or laminated printer paper with popsicle sticks and symbols that are on your student's communication system.

Show and Tell! With your very own toys! Students and adults can take turns showing their favorite and least favorite toys and saying whether they **love** or do not love the toy and why.

## **ART OR SCIENCE ACTIVITIES**

Students can make cards for their favorite people to tell them that they **love** them. Cards can be in many forms, but it may be helpful for the cards to include more than just abstract concepts of love like hearts. Students can work on describing why they have the "love" feeling using specific places, activities, or things that they have experienced with that person (ex. "I love grandma. She takes me shopping at the store. We watch Moana. She smiles a lot.").

Make a Love Monster Puppet after reading/listening to the book - Directions from Marie Helmrich via Boardmaker



## USE OF APPS OR OTHER TECHNOLOGY

Utilize Siri or Alexa or other voice control systems to have students practice requesting songs with the word “**love**.”

**WORD WALL:** Create a WordWall and add ‘**love**’ 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 Molly Hartzell @ [molly.hartzell.mh@gmail.com](mailto:molly.hartzell.mh@gmail.com).

Thank you!



## CORE WORD: Give

For Educators, Related Service Providers and Parents

### ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

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### WAYS WE CAN USE THE WORD

GET HELP (e.g. "Can you **give** me a hand?")

DIRECT (e.g. "**Give** that back to me!")

REQUEST (e.g. "Can you please **give** me a cookie?")

EXPRESS FEELINGS (e.g. "**Give** me a break!")

NEGOTIATE (e.g. "If you **give** me one more, I will read my book")

SHOW AFFECTION (e.g. "**Give** me a hug")

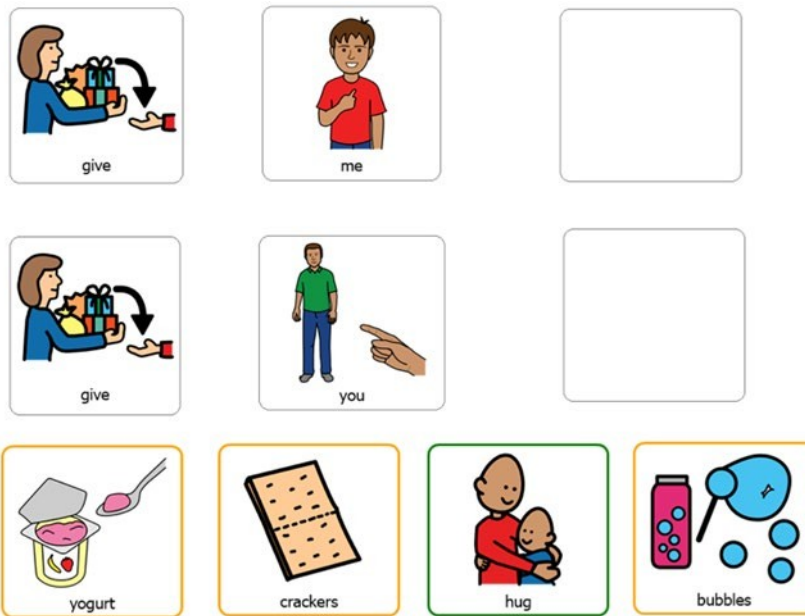
ENCOURAGEMENT (e.g. "Don't **give** up!")

### ROUTINES AND SCHEDULES

**Mealtimes or other daily activities:** Students can express what they want during snack or mealtimes by using the '**give** me' sentence strip (attached below). Sentence strips can be used during other daily activities as well, including play time or free time. Students can request items or actions by pointing to each icon

on the sentence strip (e.g. "Give – me – crackers.") Some example icons for completing the sentence are placed below the sentence strip and Velcro can be attached to the backs as well. Adults can hang the visual support up on the wall or keep it in an easily accessible spot.

**'Give me' vs. 'Give you':** Adults can model the use of the word, **give**, whenever something is exchanged with the student. Modeling the phrases 'give me' and 'give you' reinforces the idea that the gesture of giving goes both ways. Additionally, this can also serve as a reinforcement for the concept of personal pronouns (e.g. 'me' vs. 'you').



**Classroom Jobs:** Students can be assigned to weekly jobs around the classroom. A mini lesson involved with the word **'give'** can be incorporated while describing the roles of the different classroom jobs.

Free classroom jobs resource can be found at:  
<https://www.teacherspayteachers.com/FreeDownload/Classroom-BRIGHTS-Job-Board-1930793>

Some example job descriptions using target word 'give':

- Light Switcher: Student who **gives** the classroom light when they turn the switch on. Students save energy for the Earth when they turn the light switch off.
- Librarian: Students **give** other classmates books that they want to read.

- Trash Collector: Students can help the Earth by putting all the trash in the bin. Classmates can **give** their trash from lunch to the trash collector holding the bin before leaving for recess.
- Computer Expert: During typing activities, students can **give** help to anyone who needs it during computer time.



Resource by: Hollie Griffith vis Teachers Pay Teachers

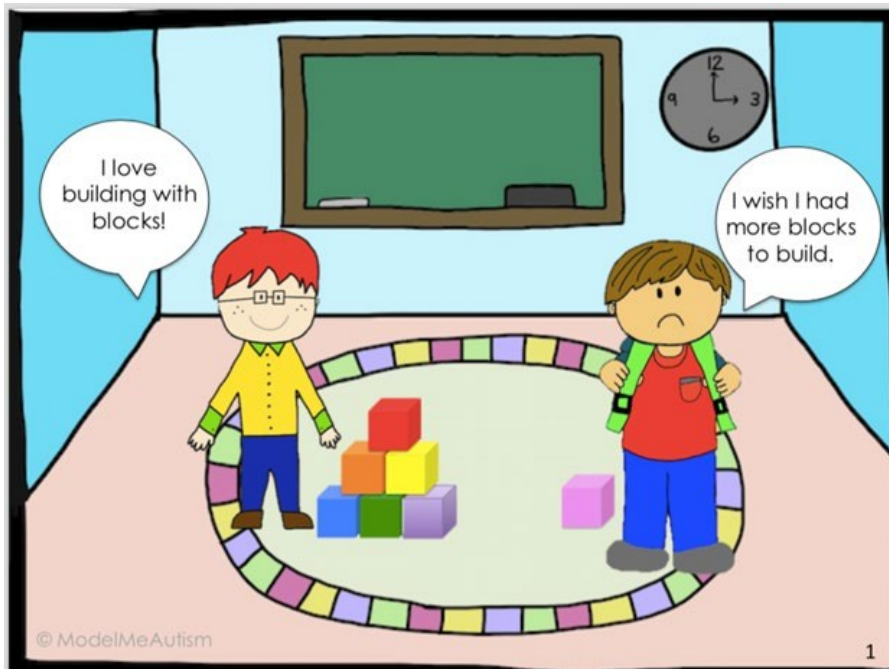
## PLAY

**Pretend Play:** Students and adults can practice using the word '**give**' while playing pretend house. Characters involved in play can practice using the word in different ways.

- **Give** me \_\_\_\_
- I can **give** you this \_\_\_\_
- **Give** me a break!
- Let's **give** each other a present
- I am going to **give** everyone a smile
- Can you **give** me a hand with this?
- Don't **give** up!

**Cooking:** Students and adults can participate in cooking together in the kitchen. Adults can have a list of the recipe ingredients available and can take turns **giving** each other the next ingredient on the list.

**Building social skills:** Adults can instruct the students that the social goal for the week is called “I can share my things”. Students can share their toys at recess and practice by saying “I will **give** you \_\_\_\_”. Adults can supervise activity and reinforce the objective of the activity. A free social story resource on sharing can be found at: <https://www.teacherspayteachers.com/Product/Social-Skills-Sharing-Comic-Strip-Social-Story-2388578?st=8a73951f68000bb2c79c4292cd4bd591>



Resource from ModelMeAutism on Teachers Pay Teachers

## READING

**If You Give A Mouse A Cookie | by Laura Numeroff | [YouTube read aloud by Books Alive!](#)**

A literary classic about what might happen if you **give** a mouse a cookie. Character gives the mouse one thing and he asks for a lot more.

<https://www.youtube.com/watch?v=bzw0pDLAf7k>

**If You Give A Moose A Muffin | by Laura Numeroff | [YouTube read aloud by Storytime Anytime](#)**

A spin off of the classic, *If You Give a Mouse a Cookie*, made into a wonderful book series. Reading the series that has a similar plot and language reduces the

cognitive demand to understand the main idea and builds schema. Exposing the same story line with different characters and context will teach 'give' using repetition with variety.

[https://www.youtube.com/watch?v=PBIXvIO\\_RBs](https://www.youtube.com/watch?v=PBIXvIO_RBs)

**If You Give A Dog A Donut** | by Laura Numeroff | [YouTube read aloud by Jacqueline Mitchell](#)

Another book in the series, [If You Give a Mouse a Cookie](#).

<https://www.youtube.com/watch?v=bBGdYKvJ2cY>

**The Giving Tree** | by Shel Silverstein | [YouTube read aloud by Storybook Time](#)

A boy visited a tree every day as he grew up. As the boy grew older, he asked for more and more from the tree. And the tree **gave** and **gave**.

[https://www.youtube.com/watch?v=ZdWnH-wv\\_vg](https://www.youtube.com/watch?v=ZdWnH-wv_vg)

**The Gift That I Can Give** | by Kathie Lee Gifford | [YouTube read aloud by Read Aloud Books](#)

A cute story all about **giving** to others and supporting our loved ones.

<https://www.youtube.com/watch?v=wZceX6oo5e8>

**Those Shoes** | by Maribeth Boelts | [YouTube read aloud by OBKidz](#)

A warm story about a boy who desperately wanted a pair of cool new shoes. He wishes for the shoes that he sees everyone wearing comes to find that **giving** to his friends is what really makes him happy.

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

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

**Sharing Video:** A short and simple video for young kids that discusses the importance of sharing with your friends. Students can understand that sharing is okay and that our friends can **give** back the toys they borrowed.

<https://www.youtube.com/watch?v=fmR-BBj3U1M>

**Video Modeling:** Students model what it looks like to share with each other by **giving** a friend a turn to play with something. The steps for sharing are broken



down into simple and helpful steps.

<https://www.youtube.com/watch?v=tKJ497fVHIM>

## SENSORY MOTOR

**Sensory toy activity:** Adults can gather sensory toys that students enjoy (e.g. light spinner toy, play doh, puzzle, etc.). Students can rotate between the preferred toys by saying “give me\_\_”. Adults can participate by asking for a turn and the student can then be prompted to say, “I give you\_\_\_”.

## VIDEOS, MUSIC, ANIMATED SHORTS

### Animated Shorts:

**The Gift of Giving:** An animated short about the joy in **giving** to others.

<https://www.youtube.com/watch?v=qgEpHiOWOG4>

**The Joy of Giving:** Another short and sweet animated clip that shows how **giving** to others makes you feel happy.

<https://www.youtube.com/watch?v=xozNnytRE6E>

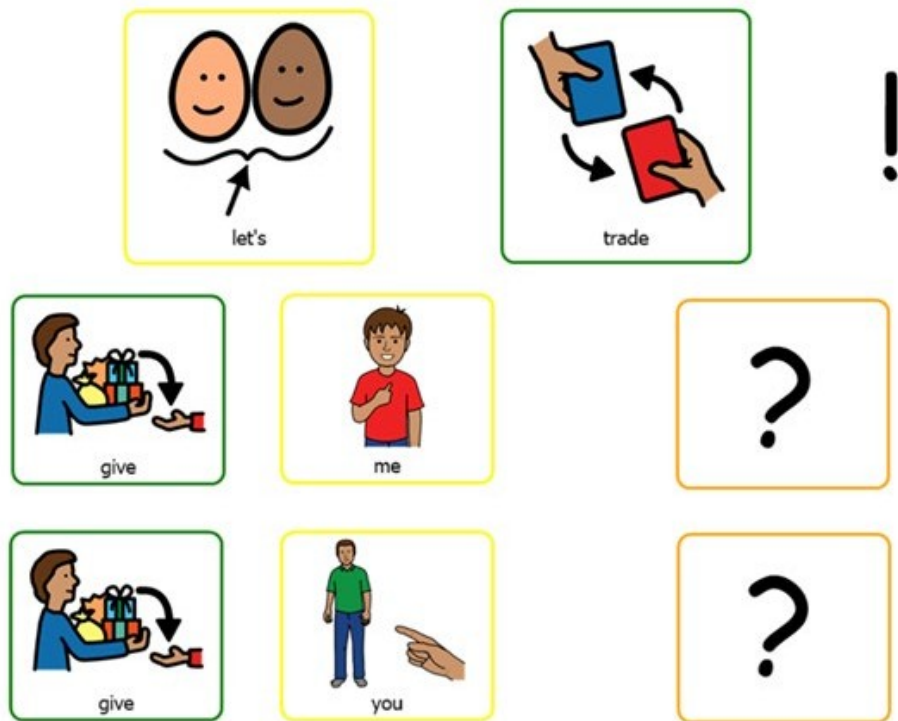
### Music:

**The Giving Song:** A song for young children about all the different ways we can **give**. Song by Literacy in Motion.

<https://www.youtube.com/watch?v=dr2mXd01v6Y>

## STRUCTURED ACTIVITIES

**Trading Activity:** Adults can gather toys (puzzle pieces, trains, Legos, Pokémon cards) and separate them into two piles. Students and adults sit across from each other at a table and engage in trading the toys. Adults can use the trading visual below to scaffold the activity and reinforce the word ‘give’. Each time someone would like to trade an object, they can use both of the phrases “You give me\_\_\_” and “I give you\_\_\_”.



Craft Checkout Stand: Students can have free time to be creative and make anything they would like with craft supplies provided by adults. Each time the student would like a new craft material, they have to **give** the other one back. Students can say 'I give you glue. You give me sparkles'.

## ART OR SCIENCE ACTIVITIES

**Art:** Students can draw a picture of a gift they would like to give a family member of their choice. What gift would you choose to give someone? What does it look like? Why did you choose that gift for that person?

## USE OF APPS OR OTHER TECHNOLOGY

*My Play Home App* | PlayHome Software Ltd.

An interactive iPad game with characters who can do various activities around the home. Adult can facilitate the activity by modeling different ways to use the word '**give**'. (e.g. "Let's give this baby some food!")

**WORD WALL:** Create a WordWall and add 'give' 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.

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#### **WAYS WE CAN USE THE WORD**

ASK A QUESTION (e.g. Did you **take** my book? What classes do you **take**? Did you **take** a test today? Why did you **take** that one?)

INSTRUCT (e.g. **Take** one worksheet and pass the rest out, We will **take** a test tomorrow. What does 4 **take** away 1 equal? **Take** your time.)

REQUEST (e.g. **Take** out your math textbooks, **Take** one piece of candy, me a pencil? Can you **take** turns on the swing? Can I **take** a look at your homework? Can you **take** a picture?)

COMMENT/SHARE INFORMATION (e.g. I'll **take** that one! I **take** the bus to school. Can you **take** this for me? I need to **take** a break. **Take** care!)

AGREE (e.g. I **take** piano lessons too! We can **take** that one! I used to **take** the bus too!)

COMPLAIN (e.g. I do not want to **take** this test. I want to **take** a turn! Why did they **take** my toy?)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can model the core word, **take**, on a device and use their voice to instruct students during mealtime (e.g. take your lunch to the table, take your trash to the bin, can you **take** your snack out of your backpack?) Students can also be prompted to use the core word during mealtime by adults (e.g. I take my trash out, I take out my food, I take a break at lunch, etc.).

**Circle:** Students can use the core word **take** during circle time to describe what they do or need during circle time (e.g. I take turns raising my hand, I take my book to the circle, teacher takes attendance, I take a seat, etc.) Adults can model the core word during circle time on a device or with their voice to discuss what the students will take that day or what items to take with them (e.g. Take your recorders to music class, take a break during recess, take a seat on the rug, etc.)

**Arriving/Departing School:** Adults can have a discussion with a student about what materials they need to **take** to school or what they need to take home (e.g. What do you need to take to school today? Did you take your backpack? What do you take inside your backpack? Did you take your jacket? Did you take home a book? Do you want to take home a pencil?)

**Break Time:** Students can practice the core word to inform adults when they need a break (e.g. I need to take a break. Can I take a break? Take break?) Adults can also model the core word on the students device and with their voice (e.g. Oh, do you need to take a break? I see it is time for you to take a break. Let's take a break! You can take a break in 5 minutes.)

**Transition Times:** Adults can model the core word, **take**, during transition times to remind students of what they need to take with them for their next class or activity.

## PLAY

**Toys and Games:** Students can practice using the core word to describe what toy or game they would like to **take** out and use (e.g. I want to take the Mr. Potato Head, Can I take a puzzle?).

**Imaginative play:** Adults and students can use **take** to describe what role or character they would like to take during dramatic play. For example, adults can set up a pretend restaurant. Adults can encourage students to think of all the different roles they will need before playing (e.g. For our restaurant, who do we need? What type of jobs do people have at a restaurant?). Then students can use take to say what role they would like (e.g. I will take the chef part!). Additionally, adults can facilitate the use of the core word during imaginative play. Adults can help students practice the word during their imaginative play

by providing examples of dialogue for the different roles that feature the core word (e.g. You could ask the customer, “Can I take your order?” You can tell the waiter, “I will take one pizza please!”)

**Action Figures/Dolls/Stuffed Animals:** The adult can present the student with a variety of choices. Then adults can model the core word, **take**, in different questions and comments (e.g. What will you take? Do you want to take the dog or the dinosaur? I think you want to take this one! What did you take? Which one should I take?)

### Older Students

**Card Games:** Adults and students can practice the core word while playing card games such as Uno, Go Fish, Memory Match, etc. Adults can model the core word during game play to tell students to take turns or take a new card (e.g. You take a new card now, it's time for you to take your turn, did you take one?). Adults can also prompt students to use the core word during game play (e.g. I have to take a card. I will take my turn. You take 2 cards.)

**Board Games:** Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g. Who needs to take a turn? Which game piece will you take? Did you take a turn? Did you take my piece? You have to take a card!).

**Memory Game:** Adults can put various objects in front of a student and ask the student to try and remember what objects are in front of them. Then, students can close their eyes and the adult will remove an object. Adults can then ask students questions using the core word (e.g. What did I take? Did you notice what I chose to take? What did I take away? Did I take anything?). Students can be prompted to give their answer using the core word (e.g. did you take the \_\_\_\_\_?) Adults and students can switch roles, and students can then take away an object while the adult has their eyes closed and use the core word in their questions too. For distance learning, display a set of small objects on your screen. Then ask the student to remember all the objects they see because one will be disappearing. Then, turn off your screen and remove an object. Turn your screen back on and ask the student (e.g. What did I take? Did I take anything?).

**Take A Picture:** Adults can create a game that requires students to **take** pictures. For example, adults could create a list of items they want the student to take a picture of, like a photographic scavenger hunt. Adults can give the instructions with the core word in a carrier phrase in each instruction (e.g. Take a picture of \_\_\_\_\_). Adults can assist students in describing all the items they had

to take a picture of, using the core word (e.g. First, I had to take a picture of a friend. Then I had to take a picture of my books.).

## Recess

At the start of recess, students can practice using the core word to tell their peers or an adult what they would like to **take** to the playground (e.g. Can I take the soccer ball? Take a ball. I will take this.)

Adults can help students use their device to practice asking for a turn or asking if they can take a toy while on the playground (e.g. Can I **take** a turn? Can I please **take** the ball?).

## READING

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

Take Away The A by Michael Escoffier, courtesy of AHEV Library:  
<https://youtu.be/qjkVeJWQCCE>

This book describes what happens to a word if you **take** away that letter (e.g. “without the L, plants hide their pants,” “without the U, my aunt is an ant”). It goes through each letter of the alphabet. Though the book does not use the core word explicitly, adults can use the core word to ask the student questions or make comments (e.g. What letter did they take away? What happens to that word when you take away the letter?). Students can also be prompted to use the core word when discussing what they see in the book.

I Will Take A Nap by Mo Willems, courtesy of 바다별에듀TV:  
<https://youtu.be/6MhbpbxmaX4>

This book is about an elephant that wants to **take** a nap. The elephant describes why he needs to **take** a nap and why he enjoys taking naps.

Big Red Lollipop by Rukhsana Khan, courtesy of Mariam Gabr:  
<https://youtu.be/gt6GhejLPrQ>

This book tells the story of three sisters. The oldest sister is forced to **take** their younger sibling to a birthday party. The same younger sibling also decides to secretly take a lollipop from her sister. The story ends with another sister now being asked to take the younger sibling to a party. The oldest sister recounts her own experience and asks her mother not to force her sister to **take** the youngest sibling.

If You Take A Mouse To School by Laura Numeroff, courtesy of Reading Pioneers Academy: <https://youtu.be/1wAQvZ33zZg>

This story describes what happens when you **take** a mouse to school.

Please Take Me For A Walk by Susan Gal, courtesy of Gail Brockman: <https://youtu.be/0NbT4ZThmp0>

This book is about a dog who wants someone to **take** him for a walk. The dog shares all the things he enjoys doing on a walk and keeps asking, "Please **take** me for a walk."

Take Me Out To The Ballgame by Jack Norworth and Alec Gillman, courtesy of Katie Hofer: <https://youtu.be/EepGV3zyL6U>

This book features the lyrics to, "**Take** Me Out To The Ballgame." It has illustrations depicting the lyrics of the song, typically played at baseball games.

Carla's Sandwich by Debbie Herman, courtesy of StorylineOnline: <https://youtu.be/M-aceEquCtY>

This book is about a girl who likes to **take** unusual sandwiches to school. Though the book does not use the core word explicitly, adults and students can use the core word to discuss the story (e.g. What sandwich did she take to school today? Why didn't he want to take the sandwich? Would you take that sandwich?).

Picture Day Perfection by Deborah Diesen, courtesy of The StoryTime Family: <https://youtu.be/M88HuBwEGKQ>

This book is about a boy who purposely tries to **take** a bad photo for picture day at school each year. In the end, he gets excited that his plans to take a bad school photo have all worked. The boy thinks of his devious plan to **take** a bad photo, which makes him smile right as the cameraman takes the photo. Much to the boy's dismay, he ends up with a perfect school picture for the first time. Though the book does not use the core word explicitly, adults and students can use the core word to discuss the story (e.g. Why did he want to take a bad photo? Do you like to take pictures? Do you think he is going to take a good picture?).

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

At any point throughout the day, adults can **take** an item that belongs to the student. Adults can be discreet and see if the child notices or adults can be obvious that they are taking the item. Once a student notices an item has been



taken, adults can model the core word on a device and with their voice (e.g. Did I take something that belonged to you? Did you see me take it? Why did I take your jacket, how silly! How did you feel when you saw me take it?). Additionally, adults can take the chair or spot where a student typically sits. Then, adults can model the core word or prompt the student to use the core word to comment (e.g. Why did you take my chair? Did I take your seat? Do you want to take this seat?) An adult can also help a student be the one to take something from another adult or friend and see if they notice what has been taken. Student can practice the core word when they are deciding what they will take from someone and during conversation with the person whose item they took (e.g. I want to take their book. Let's take this. Did you see me take it?).

If students use home/school communication logs, take home folders, Seesaw, or any other method of communicating about the day, adults can model the core word **take** to discuss what the student had to take during the day (e.g. Let's look at your take home work. Let's see what you need to take to school tomorrow. Did you take math today? Did you take a test?).

Adults can prompt and reinforce expected behavior/attending to instruction while modeling the core word (e.g. I saw you **take** your book out right away when I asked, well done! I love when you take turns with your friend! Wow, I saw you take out your device all on your own!).

Adults can teach students about using the phrase, "take care," as another way to say goodbye or as an additional comment when saying goodbye. Then students can practice using the word when leaving school for the day or by having a pretend phone call.

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word when discussing the topic with their peers. For example, students can discuss with their peers what they would **take** with them to a deserted island or to the moon, etc. Students can discuss with their peers what they take to get to school or what they need to take with them when they leave for school (e.g. I take the bus. I take my bike. I take my backpack. I take a snack.).

For our older, transition-age students (post-high school), many social interactions begin to happen outside of school and in a work/volunteer setting. Prior to heading to their work/volunteer positions for the day, adults can go through what the student will need to take with them for the day, their responsibilities, strategies they can use during the day, and any other opportunities that may involve the core word (e.g. To get to work, you take the bus. When you leave for

work, what do you take with you? When you are at work, when do you take a break?).

Adults can show the video linked below, which teaches the core word, **take**. The first half of the video features students using the core word, take, in different contexts and acting it out. The video also features a student with an AAC device using the core word take. The second half of the video focuses on give, which could be used to teach the core word through showing what the opposite of take looks like. Students can learn and see the core word in action. Video is from YouTube, courtesy of Wings Works.

Words of the Week Give and Take: <https://youtu.be/jA7nHtfXvtE>

Adults can show students the video linked below about taking turns for video modeling. Adults can then have students practice using the core word to take a turn or ask a peer if they can take turns. Additionally, adults can have a discussion on why it is important to take turns. Video is from YouTube, courtesy of Lowella Beverly Merana.

Social Story On Taking Turns Video: [https://youtu.be/8D2q2u\\_3HAM](https://youtu.be/8D2q2u_3HAM)

## **SENSORY MOTOR**

**Twister:** Adults can use the game Twister or create their own version to model the core word. Provide instructions featuring the core word (e.g. Take your left hand and put it on red!) For distance learning, adults can create their own version for students to play while in their home. One-way adults can create virtual Twister is to use a numbered chart with instructions. Then roll a die to see what instruction students will be given (e.g. Take your hands and clap them together! Stand up and take three big hops!). Another option for adults to facilitate a game of virtual Twister is to display a Twister mat on their screen. Then create a set of instructions with the core word that involves touching the different shapes displayed on the students screen. Below is an example of virtual Twister instructions and a mat for gameplay. \*Traditionally when playing Twister, players are expected to keep their body on certain colors then add new actions. However, for virtual learning, it would likely be easier to perform each action independently.

<b>Distance Learning Twister</b>
<b>Take</b> your pointer finger and put it on the green diamond!
<b>Take</b> your nose and touch the heart!
<b>Take</b> your thumb and put it on the smiley face!

<b>Take</b> your whole hand and cover the red circle!
<b>Take</b> both of your eyes and look at the blue star!
<b>Take</b> both your hands and point to the triangle and circle!

### Distance Learning Twister Board


**DIY Puffy Paint:** Students can assist adults in making their own puffy paint. Then students can create different designs that have more dimension than traditional paint. While making the Puffy Paint, adults can instruct students using the core word (e.g. Take the flour and put it in the bowl. Now take the salt. Take a spoon and mix!). Activity, instructions, ingredients, and image courtesy of Learning4kids.net: <https://www.learning4kids.net/2012/10/16/how-to-make-puffy-paint/>



**Sensory Bin:** Adults can use a sensory bin while teaching the core word to students. Adults can gather various small toys to be placed into the sensory bin. Adults can give students instructions or make comments using the core word (e.g. **Take** your hand and put it in the bin! Take the dinosaur and put him in the bin! Take out the pig toy! Wow, did you take a toy from inside the bin? What toy did you take out?)

**Cooking:** Cooking a meal involves many of the senses. Adults can help students cook, assemble, or bake something. Adults can instruct students while modeling the core word (e.g. Take one cup of water. Take a bowl out.)

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

### **Music**

Can't Take My Eyes Off Of You by Lauryn Hill, courtesy of Ms. Lauryn Hill:

<https://youtu.be/wVzvXW9bo5U>

Take Me Out Of The Bathtub by Alan Katz, courtesy of Mother Goose Storytelling:

<https://youtu.be/c36oeZqeuYs>

Give It To Me - Give and Take Song by English Seed, courtesy of English Seed:

<https://youtu.be/EU2v3rq00T8>

Old Town Road by Lil Nas X, performed by Kidz Bop Kids, courtesy of Kidz Bop:

<https://youtu.be/yYPNrg-s-NI>

Whatever It Takes by Lisa Dalbello, courtesy of Degrassi:

[https://youtu.be/LneSsPt\\_rxQ](https://youtu.be/LneSsPt_rxQ)

Hokey Pokey performed by The Learning Station, courtesy of The Learning Station:

<https://youtu.be/iZinb6rVozc>

You Are My Sunshine performed by The Countdown Kids, courtesy of Fun English:  
<https://youtu.be/fpJXLNO6MF4>

Pocketful Of Sunshine by Natasha Bedingfield, courtesy of Natasha Bedingfield:  
<https://youtu.be/gte3BoXKwP0>

Take On Me by A-Ha, courtesy of A-Ha: <https://youtu.be/djV11Xbc914>

Take Me Home, Country Roads by John Denver, courtesy of West Virginia Tourism: <https://youtu.be/EqcMbkFR6jk>

#### Young Adults:

Take A Chance On Me by ABBA, performed by Julie Walters in the movie, Mamma Mia! Courtesy of Movieclips: <https://youtu.be/nLkmfL6lVQs>

Take Care by Drake ft. Rihanna, courtesy of Drake: <https://youtu.be/-zP29emgpg>

Take Me Out by Franz Ferdinand, courtesy of Franz Ferdinand:  
<https://youtu.be/ljk4j-r7qPA>

Take It Or Leave It by Sublime With Rome, courtesy of Fueled By Ramen:  
<https://youtu.be/a6RAr7k2MDo>

Take Me Home by Cash Cash and Bebe Rexha, courtesy of Cash Cash:  
<https://youtu.be/wvzfOyW0ZMo>

Take You There by Sean Kingston, courtesy of Sean Kingston: <https://youtu.be/axq1jQTk84w>

Take Ü There by Jack Ü feat. Kiesza, courtesy of Skrillex:  
<https://youtu.be/C9slkeFXogU>

Old Town Road by Lil Nas X ft. Billy Ray Cyrus, courtesy of Lil Nas X:  
<https://youtu.be/r7qovpFAGrQ>

We're Not Gonna Take It by Twisted Sisters, courtesy of Twisted Sisters:  
<https://youtu.be/4xmckWVPRal>

#### **Animated Shorts:**

Take Me Home by Nair Archawattana, courtesy of TheCGBros (Wordless animated short): [https://youtu.be/D\\_Rx4qZ8QRc](https://youtu.be/D_Rx4qZ8QRc)

Glued by Alan Tako, Guy Elnathan, Daniel Lichter, and Sivan Kotek. Music by Assaf Shlomi, courtesy of GLUEDmovie (Wordless animated short about a mother who wants her son to take a break from his video games):

<https://youtu.be/rW2g5cwrxqQ>

Taking Flight by Moonbot Studio, courtesy of Radio Flyer (Animated short with dialogue about a boy who takes an adventure on a wagon):

<https://youtu.be/Gj6V-xZgtlQ>

## STRUCTURED ACTIVITIES

**Predictive Writing Chart:** Adults can create predictive writing charts, either in person or through distance learning, featuring the core word **take** and have students fill it in.

I <b>take</b> _____.
I like to <b>take</b> _____.
I do not like when people <b>take</b> my_____.

**Schedule Writing:** Adults can help students write down what they need to **take** with them for their daily activities (e.g. For math, I need to take my pencil and worksheets out. For music, I need to take my recorder. I take my lunch to the benches. I take a break at recess.).

**Simon Says:** The adult can play a modified game of Simon Says in which all the instructions include the core word, **take**. The students can be given instructions such as: Simon Says, take 3 giant steps forward. Simon Says, take your hand and put it on your head. Simon Says, take a seat. The students can also be instructed to describe what they are doing using different forms of communication including AAC. For example, they may say "I take 3 steps" Students could also be given the opportunity to be in charge of giving the instructions. Challenge the student to give instructions that feature the core word, take. Adults can assist the student with giving instructions using the core word.

**Role of Responsibility:** Adults can ask a student to be their important helper for the day. Adults can use different opportunities throughout the day to ask a student to **take** certain items with them as they transition (e.g. Can you remember to take this pen to math? When it is time for recess, can you take the ball bin outside?) Additionally, adults can ask students to remind the adult to take a specific object or complete a specific task that day (e.g. Can you remind me to take attendance? Can you remind me to take my book to story time? Don't let me forget to take my jacket home.) Adults could also let a

students help them take attendance (e.g. Will you help me take attendance? Can you take the attendance sheet? Can you take down notes on who is here today?)

## ART OR SCIENCE ACTIVITIES

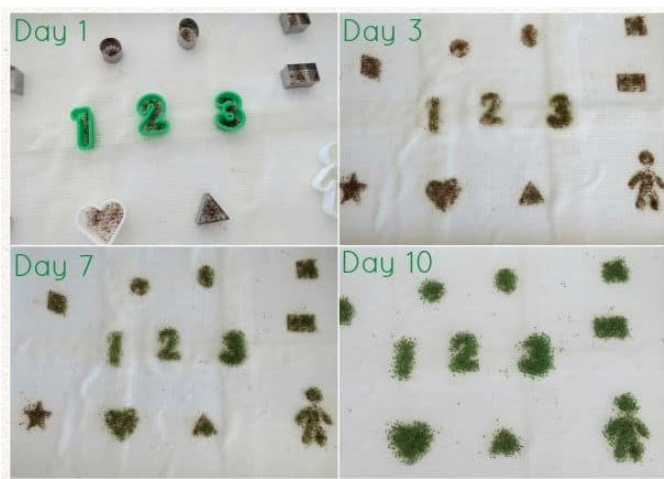
Many science and art activities can be modified to include the core word, **take**. Adults can use activities they typically have planned and modify the instructions to include or focus on the core word. For example, if the instruction has the word “use a marker,” adults can change or add to the wording, “take a marker.”

Adults can assist students in creating their own slime or playdough. Adults can model the core word when giving instructions on how to create the slime.

Adults can let students lead an art activity that the student enjoys, to provide opportunities for the student to use the core word **take**. Or have a student explain how they created something (e.g. You take a marker. You take the purple paint and mix it with the white paint.)

**Growing Watercress Shapes:** Adults can get watercress seeds and grow them inside different shaped cookie cutters. Adults can model the core word when instructing students on what to do (e.g. take the seeds out of the bag, take the seeds and put them into the shape you want, etc.). Also, adults can model the core word by asking students to **take** down observations and notes.

<https://www.learning4kids.net/2015/08/09/growing-watercress-shapes/>



**Picture Book:** Adults can use a camera, polaroid camera, or their phone and ask the student to **take** pictures of different objects, people, etc. Then adults and students can take the pictures and create a scrapbook with print outs or digitally.

## USE OF APPS OR OTHER TECHNOLOGY

*MyPlayHome App:* This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing apps through distance learning, adults can have students give instructions on what actions the adults should **take** during gameplay. Adults can prompt students to focus on using the core word while giving the adult instructions. For example, students can practice with phrases such as: take the boy outside, take an apple, etc. If an adult is with a student as they use the app, adults can model the core word and comment on what the student is doing while they use the app (e.g. Wow, who will you take into the room? What food will you take from the store? I saw the boy take a bite!)

*Toontastic 3D App:* This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts (question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **take**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who keeps taking things from other characters. Adults can assist students in creating dialogue in the story using the core word.

*Bookcreator.com Website* - The student can create or retell a story on Bookcreator. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. Bookcreator allows for 40 books to be created for free. There are options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **take**. For example, adults can have each page of the story start with a carrier phrase that includes the core word, so it is repeated throughout the story in different contexts (e.g. I like to take\_\_\_\_, I will take\_\_\_\_\_, etc.). Additionally, adults can create their own story focusing on the core word and discuss the core word with the student.

**WORD WALL:** Create a WordWall and add '**take**' to the list.



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

**WRITING and the Word Wall:** Using a pencil or alternative pencil, have students try to type the word on the keyboard or write the word together.

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact [Andriana Nikolau @ andriananikolau@gmail.com](mailto:andriananikolau@gmail.com). Andriana Nikolau is a former SLPA and Special Education Instructional Aide. She is currently a second-year graduate student and candidate for a 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 and recently joined the Nika Project to provide resources for individuals with complex communication needs both locally and across the globe.  
Thank you!