

## CORE WORD: **The**

### 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**

SHARE INFORMATION (e.g. **the** best sandwich)

ASK A QUESTION (e.g. **the** chair on the left?)

AFFIRM (e.g. **the** best teacher ever)

COMPLEMENT (e.g. you are **the** sweetest)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Students and adults can use **the** during snack time to inform others what they are eating (e.g. "**the** goldfish").

**Circle:** Students can use **the** during circle time when telling a story to their classmates (e.g. “**the** movie was good”).

## PLAY

**Toys and Games:** Students can use “**the**” during play to clarify to their friends what they would like to do or provide more information (e.g. “**the** game we play together”).

**Recess:** Students and adults can use “**the**” at recess to label all of the components of the playground. They can take someone on a tour of the playground after and inform others about the parts of a playground (e.g. “**the** slide, **the** monkey bars, **the** playhouse”).

## READING

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

[Berenstain Bears: The Bad Habit/ The Prize Pumpkin - Ep.16 - courtesy of The Berenstain Bears - Official](#)

[The Very Hungry Caterpillar - Animated Film - courtesy of Illuminated Films](#)

[The Bad Seed !\[\]\(3211b5d1d968fc1665909b34f9f16010\_img.jpg\) Kids Book Read Aloud - courtesy of KidTimeStoryTime](#)

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use **the** when talking with friends to tell them about cool objects they would like to show to others (e.g. “**the** best toy”).

## SENSORY MOTOR

Students and adults can use different mediums to trace, shape or write the word “**the**” with their fingers. Mediums can include pipe cleaners, finger paints, shaving cream, kinetic sand, etc.

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

[The- Sight Word Song for the word "The" – courtesy of Miss Molly Song](#)

[The Song - courtesy of Have Fun Teaching](#)

[The Gingerbread Man | Full Story | courtesy of Animated Fairy Tales For Children | 4K UHD](#)

## **STRUCTURED ACTIVITIES**

Adults can explicitly teach students what the word ‘**the**’ is used for.

[Meet the Sight Words Level 1 - "the" courtesy of preschool prep program](#)

Students can practice using ‘**the**’ through writing lists and naming objects in the environment.

Predictable Chart Writing:

<b>The</b>
<b>The</b>
<b>The</b>
<b>The</b>

The
The

## ART OR SCIENCE ACTIVITIES

Students and adults can create a “**The** Best Student Ever” page with construction paper and all other available arts and crafts supplies, students can decorate this page with a picture of themselves and practice writing ‘**the**’ with support from adults.

## USE OF APPS OR OTHER TECHNOLOGY

Using *Pictello*, *google slides*, or any other story generating app, students and adults can create a “**The** Very Hungry Student” book modeled after ‘**The** Very Hungry Caterpillar’.

**WORD WALL:** Create a WordWall and add ‘**the**’ 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 [@thenewfriendscollective](#).

Thank you!

## CORE WORD: **Please**

### 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**

REQUEST: (e.g., Can I have more, **please**?)

GET HELP: (e.g., Help me, **please**)

ASK QUESTION: (e.g., Would you tell me more, **please**?)

ANSWER QUESTION: (e.g., Yes **please**, I would like that)

DIRECT ACTIONS: (e.g., **Please** stop talking)

CESSATION: (e.g., All done, **please**)

SHARE PHYSICAL NEEDS: (e.g., I need a break, **please**, I need a squeeze, **please**)

#### **ROUTINES AND SCHEDULES**

**Snack/mealtimes:** Adults can facilitate a tea party. Students can request that the adult set up the tea party (e.g., **please** put the cup on the saucer), request

items (e.g., please give her a cookie, please give me hot tea), and communicate their needs (e.g., no more tea, please).

As part of the day-to-day lunch time routine, adults can also prompt students to request their lunchbox (e.g., please give me my lunchbox), to take items out (e.g., please take out my sandwich), and ask for help (e.g., please help me open my milk). Students can request a small piece of a food (e.g., goldfish, grapes) using the word please (e.g., cracker, please); this request/receiving a small amount of food exchange can be performed multiple times in one sitting.

**Circle:** The teacher can bring a bag of musical instruments or colorful scarves around the circle and prompt students to request a “drum **please**,” etc. The teacher can prompt the students to use other core words with please, such as “give me, please,” “I want a tambourine, please,” “take it out, please,” “all done, please”.

The students can request songs from a choice board, either pressing the “please” icon on their AAC device after making their song choice or by saying “please.” Students can also request how the song is to be sung (e.g., fast please, loud please, soft please, silly please, etc.).

## **PLAY**

### **Toys and Games:**

Play-doh: Students can request help (e.g., **please** open it), items (e.g., please give me blue play-doh), amounts (e.g., please give me a lot), that they want more (e.g., I want more play-doh), that they are finished (e.g., all done, please), and direct the actions of others (e.g., make me a dog, please).

Legos: Students can instruct each other to make structures (e.g., please make me a house), use certain colors (e.g., please make it blue), request size (e.g., give me a big Lego, please), and request a turn (e.g., my turn to choose, please).

### **Recess:**

In outside play areas such as the sandbox, students can request toys from an adult (e.g., shovel **please**). They can request turns from each other with the toys (e.g., my turn please). Students can also request that adults blow bubbles (e.g., bubbles please, more bubbles please, big bubbles please, lots of bubbles please, etc.).

## READING

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

Time to Say "Please" by Mo Willems - Read Aloud Book - Book Reading with Sammy <https://www.youtube.com/watch?v=1prDct8KJRY>

Penguin Says "Please" by Michael Dahl - Read Aloud - Reading LibraryBooks <https://www.youtube.com/watch?v=iyFplZmulxc>

Please, Baby, Please by Spike Lee and Tonya Lewis Lee - Sankofa Read Aloud <https://www.youtube.com/watch?v=pnh93g6EePc>

Please Take Me for a Walk by Susan Gal - Children's Book Read Aloud - CSUF Future Titans Read [https://www.youtube.com/watch?v=r\\_cZUgJkNFI](https://www.youtube.com/watch?v=r_cZUgJkNFI)

Say Please Louise by Phil Roxbee Cox - Listen and Watch with Nana <https://www.youtube.com/watch?v=82rGiLrAA4Q>

## SOCIAL INTERACTIONS AND VIDEO MODELING

Students can make skits practicing common social interactions in play, such as: asking each other if they want to play (e.g., will you **please** play with me?), what to do if they do not want to play (e.g., later, please), if they want a turn (e.g., my turn please), if they want other children to stop (e.g., stop please), if they want to play some more (e.g., let's play more please), etc.

Students can use the word please to communicate boundaries and requests regarding their AAC device (e.g., please don't touch my talker, please charge my talker, etc.).

Adults and students can discuss how hearing the word please makes them feel (e.g., Wow, I feel so happy when you say please! It makes me want to play with you when I know you'll use words like please. It is a nice thing to do).

## SENSORY MOTOR

Students can help make sensory bins and request each item to create the bin (e.g., water **please**, I want toy dinosaurs please). They can direct the adult (e.g., put in please, more please). Once the sensory bin is built, the student can continue to request and direct, using action words (e.g., hide it, please, squeeze



the sand, please, drop it, please), prepositions (e.g., put it in, please, put the toy under it, please), describing words (e.g., make it hot, please, give me the pink ball, please), and pronouns (e.g., your turn, please, can I put it up?).

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

Please - Core Vocabulary Song - Speech and Language Songs  
<https://www.youtube.com/watch?v=fxzZHsirLhw>

Please and Thank You Song - The Singing Walrus - English Songs for Kids  
<https://www.youtube.com/watch?v=zXlxDoCRc84>

Magic Word Please - Good Manners Song - Say "Please" When You Want Something - Owly Bird - Pororo the Little Penguin  
<https://www.youtube.com/watch?v=vS0y7972mMc>

Please and Thank You Song - CoComelon Nursery Rhymes & Kids Songs  
<https://www.youtube.com/watch?v=ANChOA4SyL0>

Say Please and Thank You (Ani)- YBM Kinder  
<https://www.youtube.com/watch?v=lfLaaHBms18>

Young Adults

The Beatles -Please Please Me  
<https://www.youtube.com/watch?v=czw8egepir8> -

Pink - Please Don't Leave Me  
<https://www.youtube.com/watch?v=eocCPDxKq1o>

Marvelettes - Please Mr. Postman  
<https://www.youtube.com/watch?v=rGJcbHni4rc>

## **STRUCTURED ACTIVITIES**

Adults can lead a version of "Simon Says," prompting students to do a variety of actions (e.g., "Simon Says **please** hop, Simon Says please turn around, please shout hurray!, etc.).

Students can also play a version of "Mother May I", adding please to every request and direction.

## ART OR SCIENCE ACTIVITIES

Students can engage in a card-making activity. During this task, students can request specific items (e.g., I want a marker, **please**), request more (e.g., please give me more glue), communicate that they need help (e.g., please help me cut), and request that adults perform actions (e.g., please open the crayons box).

Finger painting is also a fun activity to target the core word please. This activity allows students to request that adults or peers make shapes with their fingers in the paint (e.g., please make a circle), to request more (e.g., more paint, please), and to request help (e.g., please help me).

## USE OF APPS OR OTHER TECHNOLOGY

Watching a motivating video is a great activity to target the word **please**. Prompt students to request to turn the video on, to turn the volume up or down, to choose the video, and to request where to watch the video. The adult can also pause the video every 30-60 seconds and prompt the student to request to continue or stop watching (e.g., more, please, all done, please, I want more video, please).

**WORD WALL:** Add the word **please** on the Word Wall.

**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 Sophie Goodwin, M.S., CCC-SLP @[sophiedgoodwin@gmail.com](mailto:sophiedgoodwin@gmail.com).

Sophie Goodwin works in San Francisco Unified School District as a Speech-Language Pathologist.

Thank you!



## CORE WORD: **Thank you**

**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.

There is some social psychology research that saying **thank you** isn't just polite--it can help us build and maintain relationships:

<https://theconversation.com/more-than-words-saying-thank-you-does-make-a-difference-30920>

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

REFUSE: (e.g. No, **thank you**.)

AFFIRM: (e.g. Do you want it? Yes, **thank you**.)

EXPRESS A FEELING/APPRECIATION: (e.g. **Thank you** for helping me/being my friend, etc.)

PROVIDE INFORMATION: (e.g. She's polite, she says **thank you**.)

PRETEND: (e.g. "**Thank you** for the present" --while playing birthday party.)

### **ROUTINES AND SCHEDULES**

**All activities:** When an adult says **thank you** to a student the student may respond by saying thank you in return. Use this as an opportunity to share positive emotions with facial expressions and tone of voice and emphasize/teach the meaning of “you” with gestures. Let the student know they are appreciated for saying thank you. Make sure to have the student’s device or backup available.

**All activities when a choice is involved:** Adults can model **no, thank you** as a socially appropriate form of refusal.

**All activities where helping is involved:** Adults can model saying **thank you** during all activities in which he/she or the student asks for and receives help.

**Dressing/Grooming/Toileting:** Younger students may need help with learning these new skills and may be resistant. Adults can reinforce desired behaviors and express appreciation/compliment by saying **thank you** to students for cooperating/staying still/brushing teeth/using the potty, etc. If you are worried about having the student’s voice output device available in areas with water you can make a low-tech core board available.

**Getting ready on time:** When students are ready to leave the house for school on time and have followed the morning routine adults can model complimenting and expressing appreciation by saying “**thank you** for getting ready for school on time. You are good at that!”

**Snack/mealtimes:** Adults can model and facilitate saying thank **you** to show appreciation when someone provides food or drink, passes a food, helps with opening items etc. Students can affirm a choice by saying “yes, thank you” or refuse an item by saying “no, thank you.” Make sure to include social words like thank you on low-tech activity boards such as an “eat and drink” board.

**Circle:** Students can say **thank you** to peers as part of routines where an object or toy is passed from student to student so they each get a turn with it. Teachers can model “thank you” on a class core board used at circle.

**Clean up:** Adults can say **thank you** as students put things away.

**Specialists:** After a visit from or trip to learn from the librarian/art teacher/garden teacher/special guest adults can facilitate all students in the class saying **thank you**.

**Getting off the bus:** Adults can model saying **thank you** to the bus driver when getting off the school bus or public transportation. If the student’s book or device is in their backpack it can be handy for the adult or student to wear a

core word bracelet or use a mini core board on a lanyard or attached to the student's backpack.

**Stores/restaurants:** Adults can model saying **thank you** to servers and cashiers on the student's device.

## PLAY

**Role Play:** Many of these activities serve as role play to practice how students can act in real life social situations, including saying **thank you**. Adults can provide materials, facilitation, and modeling as needed, or may play a key role such as a customer, rider, or birthday girl/boy. Repetition and fun are key! Make activity boards to use as handy "visual scripts" and keep them in related play areas.

**Pretend Restaurant:** The adult or student in a pretend restaurant can say **thank you** to the server whenever they bring them food or drink.

**Toy cash register/pretend store:** The student with the toy cash register can say **thank you** to each customer who pays them.

**Pretend Train:** The student pretending to be the conductor can say **thank you** to each rider who gives them a ticket (students can make tickets and the ticket taker can punch them with a hole punch for fine motor work). It's fun to line up chairs and pretend they are a train.

**Pretend Birthday Party:** Students can wrap objects to paper and give them to the student who is pretending to be the birthday boy/girl. After the student unwraps each gift, they can say **thank you**.

**Feeding a Puppet:** Adults can use a puppet with a mouth and ask students for food. As students give the puppet food the adult can make the puppet say **thank you** in a funny voice.

**Pretend Firefighter:** Students can play rescue with toy people or animals on block structures or a doll house. When the pretend firefighter rescues them with a ladder or in another way the student can pretend the "saved" toy is saying **thank you**.

**Sharing preferred toys:** Adults can model saying **thank you** to a peer who shares a preferred toy.

**Saying no to a peer:** Adults can model saying **no, thank you** as a form of polite refusal if a student does not want to play with a peer who asks them.

**Holiday activities:** During structured holiday activities such as trick-or-treating or exchanging Valentines at school students can say **thank you** as part of the social routine.

Here is an example of a core word bracelet with **thank you** for Valentine's day (by Christina Lombardi on Boardmaker Community).

## **Recess**

**For active times:** recess time may be another time to consider providing the student with a “wearable” mini core board or core bracelet. Adults can also “wear” the mini core board during active times.

Here is a link to “wearable” mini core boards (the first one has **thank you**), post by Carole Zangari on Praacticalaac.org:

<https://praacticalaac.org/practical/practical-resources-mini-communication-boards/>

**Following safety rules:** Teachers can express appreciation to students by saying **thank you** when students walk in line, stop running when asked, climb off structures when asked, and follow other recess rules.

**Thanking peers for a turn:** Adults can model saying **thank you** to peers who give a turn on the swing, with a bike, with a ball, etc.

**Pretend ticket taker or gas station:** If bikes are available a teacher or peer can run a pretend gas station or toll booth. As students go by, they can be asked for pretend money or a ticket and once the student gives them the pretend money or ticket, the adult or peer can say or model **thank you**.

## **READING**

Here are some suggested books on YouTube that can assist in teaching **thank you**. It's important to have the AAC device nearby while reading so adults can model and students can express questions, opinions, and requests

### **Younger Students**

Kids Book Read Aloud: Bear Says Thanks by Karma Wilson

<https://www.youtube.com/watch?v=fiEv6QbtJis>

Kids Book Read Aloud: The Thank You Book by Mo Willems

<https://www.youtube.com/watch?v=12njKL8bEMg>

Kids Book Read Aloud: Thanks from the Very Hungry Caterpillar by Eric Carle

<https://www.youtube.com/watch?v=VBCz5D2B3Hw>

Kids Book Read Aloud: Gracias, Thanks by Rosi Amador

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

## **SOCIAL INTERACTIONS AND VIDEO MODELING**

**Thank you** is primarily a social phrase. Students and adults can increase connectedness and share positive emotions with others when they express thanks. Saying **thank you** also extends the conversation. Often after saying thank you other positive statements may come up, such as “thank you, I like this” or “thank you for helping me.” Since “you” is part of the phrase this is implicitly a phrase that involves other people and may be helpful for increasing awareness of others in students.

### **Video modeling:**

Video modeling works best if you can make a video using familiar people, or, best of all, the student. Consider making a short video with siblings, friends, or the student himself/herself modeling saying **thank you** on the student’s AAC system.

Social Skills, Saying Thank You by Blake’s Class on YouTube

<https://www.youtube.com/watch?v=sl6DWUFbz1c>

## **SENSORY MOTOR**

During group sensory motor activities adults can facilitate students saying **thank you** to others who share preferred objects in sensory bins, take turns with sensory activities such as swinging or bouncing on a ball, or provide assistance with sensory activities. Similar to recess, this may be a good time to utilize “wearable” core boards if it is difficult to, for example, hold a voice output device while bouncing a student on a ball. Adults can also model saying “no thank you” as a form of polite refusal when a student does not want to participate in a sensory activity due to sensory differences.



## VIDEOS, MUSIC, ANIMATED SHORTS

### Younger Students:

Thank You Song by KidsTV123 on YouTube

<https://www.youtube.com/watch?v=OcfqDPay7zc>

Please and Thank You (with sign language) by Patty Shukla on YouTube

<https://www.youtube.com/watch?v=8RAhiJzvAwY>

The Magic Words: Please, Sorry, and Thank You Song from Akili and Me, African Cartoon by Akili and Me on YouTube (last 30 seconds of video) by Akili and Me on YouTube

<https://www.youtube.com/watch?v=9fC2PB2Pdjs&list=PLSf41c0hSLO5C5CKFQh aPxEXf9vvZNMab&index=9&t=0s&app=desktop>

Thank You Clouds song by Ellie Gould on YouTube

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

Open shut them by Super Simple songs (please no thank you section, about 40 second into the video)

<https://www.youtube.com/watch?v=RNUZBHIRH4Y>

### Older Students

Kind and Generous by Natalie Merchant (end section of song)

<https://www.youtube.com/watch?v=uAwylad93-c>

## STRUCTURED ACTIVITIES

**Gratitude Routine:** Adults can create a structured gratitude routine in which students are encouraged to take a turn expressing what/who they are **thankful** for. Learning to express gratitude is beneficial for mental health.

## ART OR SCIENCE ACTIVITIES

**Make a Thank You Card:** Students can make **thank you** cards for a variety of reasons (Mother or Father's Day, thank you to a historical figure such as Martin Luther King, thank you to a teacher who goes on leave, etc.).

Draw a Thank you Card by Akili and Me on YouTube

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

**Gardening/literacy:** Adults can encourage stewardship and nature appreciation by encouraging students to say **thank you** to the parts of nature involved in growing plants. For example, “thank you rain for watering the seeds and roots.” Again, if it is challenging to carry a voice output device to the garden this is a good time for a lightweight portable or wearable backup.

**Covid education:** Adults can encourage students to make a “**Thank You Essential Workers**” sign for the school or write thank you letters to community workers.

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

### **Boom Cards:**

We Say, “Thank You!” Boom Card by KinderSpeak

<https://www.boomlearning.com/deck/we-say-thank-you-touchchat-BMZqTd4S4SRX3yS56>

Core Vocabulary Boom Card Deck: Thank You by The Language Ladies SLP

<https://www.teacherspayteachers.com/Product/Core-Vocabulary-BOOM-CARD-DECK-THANK-YOU-5695072>

**WORD WALL:** Create a WordWall and add **thank you** 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 Jamie Deiner @ [deinerjamie@gmail.com](mailto:deinerjamie@gmail.com).

Thank you!