

CORE WORD: **Her**

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: It's all about **her** and it's interesting.

NEGATION/DENY: Not **her**. Tell **her**, no.

COMMENT: I agree with **her**.

GOSSIP: Don't tell **her** what I told you

TELL SECRETS: I told **her** not to say anything

ASK A QUESTION: The story is about **her**, isn't it?

ANSWER A QUESTION: It's for **her**.

GET HELP: Please help **her**

GAIN ATTENTION: Look at **her** for direction.

INITIATE: Let's go see **her**

DIRECT ACTION: Give it to **her**.

DISAGREE: I don't agree with **her**.

REMIND: Don't forget to tell **her** what to do next.

EXPRESS A FEELING: I feel scared with **her**.

COMPLAIN: **Her** work was not good!

COMPLIMENT: I told **her**, it was a job well done.

ROUTINES AND SCHEDULES

Circle Time: During circle time, one of the students, (female/girl) can be the leader and the teacher can ask the students to give the instruments, name cards or any item that is being used at circle to **her** after they are done and model this pronoun on one of the AAC systems or a Big Core Board in the front of the room.

Table Activities: Adults can ask whether students want to sit next to two different students, (him or **her**) by pointing to each student and also the corresponding pronouns, (him, **her**). The students can have the opportunity to select who to sit next to. Adults can model using the pronoun.

Washing hands: Adults can have students working in pairs and can model helping each other with proper hand washing. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give ___ to him' or **her**, when providing the materials and supplies.

At home, adults can ask students if they want to go on different errands, activities or conduct chores with family members, using the corresponding pronouns, (**him** or **her**) respectively, (e.g. go shopping with ___, walk the dog with ___, take the trash out with _____, do laundry with _____).

PLAY

Using Puzzles to dress a Girl or while using ColorForms to dress up a figure, students can have the opportunity to use the pronoun: **her**, when placing clothing items or accessories on the figure, (e.g. put that on **her**, put the hat on **her**, put the shirt on **her**, put dress on **her**, etc.).

Dolls: While playing with a baby doll, adults can model how the student is feeding **her**, dressing her, changing her, washing her, putting a blanket on her).

Hide and Seek: Students can play hide and seek together and they can report when they find, (him or **her**).

Young Adults

Video games: Young adults can talk about who they are playing Nintendo or fortnight, (or any virtual game) with, (e.g. him or **her**), and adults can help model such pronouns as references when discussing their students gaming partners, (him or **her**).

Board Games: While playing a board game, adults and students can indicate when it is his or **her** turn.

READING

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

[The Story of the Little Red Riding Hood - Fairy Tale](#) - Story for Children (Courtesy of KiddoStories) This story provides a great opportunity to talk about what happens to her in the story! What was her name? Who was she going to see? She was going to see _(her)_ grandmother.

[Hanukkah in Alaska read by Molly Ephraim](#) by Barbara Brown Courtesy of StorylineOnline

The students can talk about what happens to this girl in the story, 'her,' in Alaska around Hanukkah. There's a lot of fun information about one of my favorite animals, the Moose! What a fun and different holiday story.

SOCIAL INTERACTIONS AND VIDEO MODELING

If the class has different activities occurring simultaneously, students can cycle through the stations and adults can model, (e.g. go and sit with **her** or him, or go play with **her/him**).

SENSORY MOTOR

Adults could create core building blocks out of Legos or large blocks to create sentences with the word, "**her**" (by printing out core and fringe words (with symbols) to tape on blocks. This activity is called: Core word building blocks- By Educational insights https://youtu.be/ZNYT_YzNCB0

Have a dance party with students dancing with one another. After the dance, students can tell others who they danced with, (e.g. him or **her**).

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **her** throughout the day. Let's do some Chart writing. Please feel free to add symbols to the activity and have the students act out the actions.

Play with _____
Throw the ball to _____
Read to _____
Give it to _____
Share with _____
Go with _____
Listen to _____
(Please add on)

VIDEOS, MUSIC, ANIMATED SHORTS

[FROZEN | Let It Go Sing-along | Official Disney UK](#) This powerful person is strong and why not talk about the great things she does. Ask them to comment on **her**... (lots of descriptive words... strong, smart, beautiful, cold...) (Courtesy of Disney UK).

[Beauty and the Beast - Something There \[HD\]](#) Both Belle and The Beast were both figuring out that something was different about the other person. What was different about him? What was different about **her**? (Courtesy of DisneyBluRay411).

[Award Winning** CGI 3D Animated Short Film "Hey Deer!" by Ors Barczy | Courtesy of CGMeetup](#) This animated short shows a deer who works hard all the time. So much work for him! But in the end, we ask, what is really happening? What a surprising turn of events. Who is he looking at and who is she looking at? (**her**, him).

Young Adults

[Miko Fogarty, 12, Clara from the Nutcracker](#) (Courtesy of Miko Fogarty) Adults and students can talk about the fact that it's **her** turn to dance. As they watch, students can comment about who took the nutcracker from **her** and what happened.

[Ed Sheeran - Perfect \(Cute Animation Love video\)](#) (Courtesy of Cluster Music) Adults can ask the students about the exciting and unexpected things that are happening to **her**.

[Taylor Swift - Lover \(Courtesy of Taylor Swift\)](#) This holiday themed song and video gives a great backdrop to talk about the fun and exciting things that happen to **her** along the way.

[She's Got A Way - Billy Joel - Lyrics](#) Courtesy of 05vs1 This great song creates a platform to discuss what this man loved about, '**her**'

ART OR SCIENCE ACTIVITIES

[Build a Snowman Activity Tray for Preschoolers](#) Courtesy of the Happy Hooligans



Add some yarn for hair and make it a girl. Then give **her** a name!

USE OF APPS OR OTHER TECHNOLOGY

Use the [Pepi Bath 2 app](#) to help **her** to: dress up, wash, do the laundry along with other daily living activities.

Use the [My Play Home app](#) (the digital dollhouse) and gather multiple people in the kitchen and adults can model that they are giving the food to him or **her**.

Use the [free My Play Home app](#) to have a more limited number of rooms to play in, but yet a fun app to use the pronoun, '**her**'

Students can use their AAC systems to locate the word, 'her' on their robust AAC system and locate the word and then try to spell it on the keyboard with or without word prediction.

WORD WALL: Add the word, **her** 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 Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Him**

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: It's all about **him**.

NEGATION/DENY: Not **him**. Tell **him**, no.

COMMENT: I agree with **him**.

GOSSIP: Don't tell **him** what I told you

TELL SECRETS: I told **him** not to say anything

ASK A QUESTION: The story is about **him**, isn't it?

ANSWER A QUESTION: It's for **him**.

GET HELP: Help **him**

GAIN ATTENTION: Look at **him**

INITIATE: Let's go see **him**

DIRECT ACTION: Give **him** some attention.

DISAGREE: I don't agree with **him**.

REMIND: Don't forget to tell **him** what to do next.

EXPRESS A FEELING: I get a funny feeling when I'm with **him**

COMPLAIN: Not **him** again!

COMPLIMENT: I told **him** that he did a great job.

ROUTINES AND SCHEDULES

Circle Time: During circle time, one of the students, (male) can be the leader and the teacher can ask the students to give the instruments to **him** after they are done and model this pronoun on one of the AAC systems or a Big Core Board in the front of the room.

Table Activities: Adults can ask whether students want to sit next to two different students, (him or her) by pointing to each student and also the corresponding pronouns, (**him, her**). The students can have the opportunity to select who to sit next to. Adults can model using the pronoun.

Washing hands: Adults can have students working in pairs and can model helping each other washing hands. Students can follow directions by having adults provide directions and aided language stimulation by modeling, 'give to **him**' or her, when providing the materials.

At home, adults can ask students if they want to go on different errands, activities or conduct chores with family members, using the corresponding pronouns, (**him or her**) respectively, (e.g. go shopping with __, walk the dog with ____, take the trash out with _____, do laundry with _____).

PLAY

Mr. and Mrs. Potato Head: While playing with Mr. and Mrs. Potato Head, students can have the opportunity to use the pronouns: **him** or her, when placing body parts, clothing or accessories, (e.g. put on **him**, put on hat on **him**, put nose on **him**, put eyes on **him**, etc.).

Action Figures or Puppets: Students and adults can play with (2) action figures or puppets and one can be directing the other to do things using the AAC System, (e.g. give the spaghetti to **him**, share cookies with **him**, play with him, etc.). This

can be an empowering activity. The use of aided language stimulation and wait time can result in the student(s) expressing this new core vocabulary word. Hide and Seek: Students can play hide and seek together and they can report when they find, (**him** or her).

Young Adults

Video games: Young adults can talk about who they are playing Nintendo or fortnight, (or any virtual game) with, (e.g. him or her), and adults can help model such pronouns as references when discussing their students gaming partners, (**him** or her).

Board Games: While playing a board game, adults and students can indicate to give the spinner or dice to **him** or her.

READING

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

[The Giving Tree - Animated Children's Book](#) By Shel Silverstein

While reading the book, adults can ask, “What did the tree give to **him**, (the boy)?” (Courtesy of Animated Children's Books).

[The Gingerbread Man Fairy Tales and Bedtime Stories for Kids in English](#) (Courtesy of Fairy Tales and Stories for Kids) While reading the story, adults can pause and comment on how the woman made **him**, and what they did to try to get **him** home and more....

[The Snowy Day Read-aloud, an animated story](#) Ezra Jack Keats Students can talk about what happened during his day. What happened to **him** and his snowball?

SOCIAL INTERACTIONS AND VIDEO MODELING

If the class has different activities occurring simultaneously, students can cycle through the stations and play areas and adults can model such directions or requests such as, (e.g. go and sit with **him**, go play with **him**). Eventually, students can request that they go and play with another student and can refer to them as, (**him** or her).

SENSORY MOTOR

Adults could have students create wrapping paper for the holidays using paper bags, paint, glitter glue and markers, stamps and more.

[Grocery Bag Wrapping Paper](#) by **xxlauraxx** (Courtesy of Instructables Crafts)

Once the gift is wrapped, adults can ask students who they are going to be giving it to, (e.g. **him/her**)?

VIDEOS, MUSIC, ANIMATED SHORTS

["THERE'S ALWAYS TOMORROW" Song From The RUDOLPH THE RED-NOSED REINDEER Movie](#) Adults can ask what was different with Rudolph/**him**. They can ask, "Why did the other reindeer laugh at **him**?"

[Frosty The Snowman Sing Along Songs](#) (Courtesy of Lambiase1) Adults can ask what is happening with **him**?

[The "Him" Song - High Frequency Sight Word | Sing & Spell Vol. 6](#) (Courtesy of HeidiSongs).

Young Adults

[G-Eazy & Halsey Perform "Him & I" \(GMA LIVE\)](#) (Courtesy of IdolxVoice)

[Michael Jackson - Beat It \(Official Video\)](#) Students can comment on what is happening to various people/guys in the video and adults can ask questions, (e.g. Who is walking with **him**? Who is dancing with **him**?).

[RUPERT HOLMES ❖ him 【HD】](#) Courtesy of Samuel Matthews Individuals can be asked what was happening in the song? Why was this man worried about HIM?

STRUCTURED ACTIVITIES

The adult could ask the students to tell him/her all the ways they could use the word, **him** throughout the day. Let's do some Chart writing. Please feel free to add extra words to the activity and have the students act out the actions.

Play with _____
Throw the ball to _____
Read to _____

Give it to _____
Share with _____
Go with _____
Listen to _____
(Please add on and expand this chart as you see fit)

ART OR SCIENCE ACTIVITIES

[How to make Rudolph out of a toilet paper roll](#) Follow the video demonstration to create this adorable Rudolph with simple materials and then watch how they created a puppet show with the reindeers at the end of the video. Students can watch and use their reindeer puppets to act out a story. Adults and students can talk about what is special about **him**.

Draw on the eyes and mouth with markers and use a red pom pom ball for the nose. Add pom poms or yarn for the horns and/or scarf. Courtesy of Pinkfong! Kids' Songs and Stories.



USE OF APPS OR OTHER TECHNOLOGY

[Pepi Bath app](#), Students can be asked whether they want to play and help the boy, (**him**) or her with bathing, brushing teeth or overall hygiene.

Use the [Pictello app](#) to take pictures of the puppets and write a story about the star, *Rudolph* and what was so special and different about **him**.

Use of their AAC system(s) keyboard: Students can use their AAC systems to locate the word, 'him' on their robust AAC system and locate the word and then try to spell it on the keyboard with or without word prediction.

WORD WALL: Add the word, **him** 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 Michaela Sullivan @ michaelasullivan2@gmail.com
Thank you!

CORE WORD: **Choose**

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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

ARGUE (e.g. You never let me **choose!**)

ASK QUESTIONS (e.g. What did you **choose?**)

NEGOTIATE (e.g. You can **choose** this time. I will **choose** next time.)

SHARE THOUGHTS (e.g. I hope she **chooses** me for the project!)

ROUTINES AND SCHEDULES

Circle: Circle time offers many opportunities to use the word 'choose.' Students can choose who they say hi to next, choose between two classroom jobs, choose the order of some activities, choose a hive five/fist bump/wave to greet.

Music: Take turns choosing the next song.

Reading: Have a student choose a book for a shared reading.

Academic tasks: Try to present multiple options for math activities or ELA activities. Have each student **choose** which activity he/she wants to do.

PLAY

Toys and Games

Dress up: Play dress-up with child size costumes/accessories or with a doll. Choose what outfits to wear.

Potato Head: There are so many options to **choose** among when playing with Mr. and Mrs. Potato Head. Choose the eyes, choose the shoes, choose the nose, etc.

Memory: Take turns choosing pieces. Did you choose a match? Whose turn is it to choose the next pieces?

READING

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

What Should Danny Do? (The Power to Choose Series) | Adir Levy | [Read Aloud PV Storytime](#)

Book description via GoodReads: "Danny is a real-life superhero in training, learning about his most important superpower of all: 'the power to choose.' In this book, YOU decide how the story will end by making choices for Danny. You'll have a blast trying to reach all nine endings!"

<https://youtu.be/VRQZg86O-OE>

[Give Yourself Goosebumps](#) | R.L. Stine

This series from R.L. Stine lets the reader choose their own adventure!

SOCIAL INTERACTIONS AND VIDEO MODELING

Talk about how we choose our friends. What do we look for in a friendship? How do we choose our friends? How do we choose to treat our friends?

SENSORY MOTOR

Make your own [calm jar](#). Choose what color the liquid will be, choose what glitter you want, etc. Then shake, watch, and be calm.

<https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/>

VIDEOS, MUSIC, ANIMATED SHORTS

Choose | David Guetta ft. Ne-Yo and Kelly Rowland | [YouTube Video](#)

Lyrics include: You wanna make me choose / You wanna make me choose / You wanna make me choose / You wanna make me choose

<https://youtu.be/XxlB-AyuVJ0>

Choose | Santana | [YouTube Video](#)

Choose what ya gonna do / Choose do what you gotta do / Choose what's ya gonna be / Choose, do what ya gotta do.

<https://youtu.be/5VZESoW7SrA>

Grey's Anatomy: "Pick me, **choose** me, love me" speech from Meredith Grey

<https://youtu.be/ax4Hu1zuGkl>

STRUCTURED ACTIVITIES

Would You Rather: Model **choose** as you choose between different scenarios with this free [Would You Rather Questions](#) set from Rachel Lynette on Teachers Pay Teachers

<https://www.teacherspayteachers.com/Product/Would-You-Rather-Questions-52895?st=a8e2fb612131b420eb67d41f63d42514>

ART OR SCIENCE ACTIVITIES

Art/Science: present a variety of projects or experiments and let the students choose what activity to complete.

Sink or Float: Have students choose objects they think will sink in water and objects they think will float.

USE OF APPS OR OTHER TECHNOLOGY

Download a food delivery app and choose what you want to eat for dinner.

Look at a navigation app and choose which route you want to take to go home, to school, etc.

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

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

WRITING and the Word Wall: Using a pencil or alternative pencil, have students try to write the word together or type the word on the keyboard. Try the [Wet, Dry, Try Method](#) for a hands on approach.

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Jordan Stuhltrager @ the.read.with.me.slp@gmail.com
Follow Jordan on Instagram @ **read.with.me.AAC**, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and on Boom Cards @ <https://wow.boomlearning.com/author/read.with.me> Thank you!

Jordan graduated with her Master's in Speech Language Pathology from Teachers College, Columbia University in 2018, and she has been working as an SLP in the San Mateo-Foster City School District ever since. She is a member of the AAC Team and is passionate about serving students in preschool and moderate-severe special education classrooms. Follow her on Instagram @read.with.me.aac, on YouTube @ https://www.youtube.com/channel/UCXoXNzu1GIYTo1SkSuG_YA and check out her materials in her Boom Cards store @ <https://wow.boomlearning.com/author/read.with.me>

CORE WORD: **Shop**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

ACTION: (e.g. I **shopped**.)

PROVIDE INFORMATION: (e.g. I **shopped** and got food yesterday.)

COMMUNICATE NEEDS: (e.g. I need to go **shop** and buy food.)

COMMENT: (e.g. She **shopped** for clothes.)

SHOW INTEREST: (e.g. I like to **shop** there.)

ROUTINES AND SCHEDULES

Circle: Adults can create a structured activity where the opportunity to use the word **shop** is high. For example, the group can sing "Let's Go Shopping" listed in the videos below. The teacher can model the action 'shop' to the students on a core board and then tell the students to follow along. The students can also use the word 'shop' on their AAC device while dancing to the songs. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Let's Go Shopping Song #2 | Super Simple Songs

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

Unit 17 Let's Go Shopping | Alyssa Liang | TigerCub Learning

<https://www.youtube.com/watch?v=hwWbzTL9psY>

PLAY

Dolls: The adult can model **'shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the doll shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their doll. The child can make the doll shop for groceries, clothes, and other items.

Stuffed Animals: The adult can model **'shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the stuffed animal shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their stuffed animals. The child can make the stuffed animal shop for groceries, clothes, and other items.

Puppets: The adult can model **'shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the puppet shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their puppets. The child can make the puppets shop for groceries, clothes, and other items.

Action Figures: The adult can model **'shop'** by using the word shop on the AAC device or saying the word 'shop' out loud while simultaneously making the action figure shop and put groceries, clothes, and other items into a toy shopping cart. The adult can then instruct the student to do the same thing with their action figures. The child can make the action figures shop for groceries, clothes, and other items.

Recess

Kitchen Set Play Time: The adult can model shopping by pretending to **'shop'** for food to cook in the kitchen. Every time the adult shops for an item, they can model the word 'shop' on the child's AAC device. The child can also shop for items and indicate that they are shopping by saying the word 'shop' on their AAC device.

Shopping Cart: The adult can model shopping by pretending to ‘shop’ for items and placing them in the toy shopping cart. Every time the adult shops for an item and puts the item into the shopping cart, they can model the word ‘shop’ on the child’s AAC device. The child can also shop and place items in the cart while indicating that they are shopping by saying the word ‘shop’ on their AAC device.

READING

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

1. Mandy’s Pet Shop | Zack Shada & D.C Cody | Storytime at Awnies House

https://www.youtube.com/watch?v=La-aylv_D-E

Adults can model the word **shop** on the student’s communication system each time it is read. This creates lots of opportunities to practice using this core word.

2. Spot Goes Shopping by Eric Hill | SnuggleBug StoryTime

<https://www.youtube.com/watch?v=KQ9SR1IJS30>

Adults can model the word **shop** on the student’s communication system each time it is read. This creates lots of opportunities to practice using this core word.

3. Going Shopping Read Aloud | Mrs. Clark’s Reading Corner

<https://www.youtube.com/watch?v=uRmbY6ppSfs>

Adults can model the word **shop** on the student’s communication system each time it is read. This creates lots of opportunities to practice using this core word.

SOCIAL INTERACTIONS AND VIDEO MODELING

Through modeling, these videos show us how the word shop can be used in a grocery store setting. Adults can also model using words to say “**shop**” or “they are “shopping.”

Special Education: Grocery Shopping in Our Community | cdovantzis

<https://www.youtube.com/watch?v=rjFwdUf8dAk>

SENSORY MOTOR

Shopping Cart: Students can indicate that they are 'shopping' during different shopping activities which include a toy shopping cart, doll clothes, and pretend play food items. Every time that they place an item into the toy shopping cart, the student must say the word 'shop' on their AAC device to indicate that they are shopping.

VIDEOS & ANIMATED SHORTS

Adults can target, **shop** with any of the following videos using pull-off song boards (homemade or purchased). After pulling off each item, encourage students to put them back on where they belong.

Thriftshop (uncensored) | Macklemore

<https://www.youtube.com/watch?v=QK8mJJJvaes>

Mouse For Sale" - by Wouter Bongaerts | TheCGBros

<https://www.youtube.com/watch?v=OzYwE3Tst1Y>

Minions go for Shopping | Our Minions

https://www.youtube.com/watch?v=FKLVNdld_08

Lego Shopping | MICHAELHICKOXFilms

<https://www.youtube.com/watch?v=8FA7ze-QLQ>

STRUCTURED ACTIVITIES

Adults can refer to circle time activities (under schedules/routines section) for more structured activities.

USE OF APPS OR OTHER TECHNOLOGY

Adults can use these apps to help students **shop** virtually. Adults can prompt students to use the word shop to indicate that they are shopping for various items.

1. My Play Home App | Grocery Store

<https://apps.apple.com/us/app/my-playhome-stores/id683942610>

2. My Play Home App | Ice Cream Shop

<https://apps.apple.com/us/app/my-playhome-stores/id683942610>

3. Put In | Shopping Cart App

<https://apps.apple.com/us/app/put-in/id1485697548>

4. Google Slides:

Adults can create a story using google slides using the word **shop** on every page. For example, an adult can post a picture of a boy shopping and then write “This boy is shopping in the grocery store” underneath the picture. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

WORD WALL: Create a Word Wall and add “**shop**” 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 [Shanaz Faisal @ sfaisal1@mail.sfsu.edu](mailto:Sfaisal1@mail.sfsu.edu). Shanaz Faisal is a second-year graduate student and candidate for the Master of Science in Speech, Language and Hearing Sciences at San Francisco State University. Shanaz is specializing in AAC through San Francisco State University’s federally funded Project Building Bridges. Through Project Building Bridges, she

has joined the Nika project and is providing resources for individuals with complex communication needs both locally and across the globe.

Thank you!