

CORE WORD: **Carry**

For Educators, Related Service Providers and Parents

ENSURING THE AAC SYSTEM IS AVAILABLE AT ALL TIMES

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

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

WAYS WE CAN USE THE WORD

REQUESTS PERMISSION (e.g. Can I **carry** that?)

REQUEST INFORMATION (e.g. What is there for me to **carry** at that store?)

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

NEGOTIATE (e.g. If you **carry** it now, I will **carry** it later.)

REMIND (e.g. don't forget to help him **carry** that in.)

AGREE (e.g. Yes, I think she should **carry** that.)

ROUTINES AND SCHEDULES

Arrival/Departure/Snack/mealtimes: Adults and students can discuss the different things they are **carrying** during these different times. At arrival and departure, they are **carrying** their backpacks. During snack and mealtimes, they are **carrying** their food and/or their lunchbox.

PLAY

Games: Adults and students can set up a scavenger hunt. During the scavenger hunt, everyone will pick up and **carry** different items in their bags.

READING

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

I **Carry** Your Heart With Me by E.E. Cummings, video courtesy of Teacher Chynna: <https://www.youtube.com/watch?v=l9v1epk7qXk>

The Cat in the Hat by Dr. Seuss, video courtesy of StoryTime with Miss Jeannie: https://www.youtube.com/watch?v=-LL62u6-OjY&ab_channel=StorytimewithMissJeannie

This book can be used for students and adults to talk about all of the different things that the cat in the hat **carries** around the house.

Going to the Market by Kyowon Eli, video courtesy of A Book In Time: https://www.youtube.com/watch?v=iLaBcpMZqAw&t=3s&ab_channel=ABookInTime

This book can be used to talk about the different things that the child and their mother are **carrying** around in their cart.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can take turns offering to help each other **carry** different things throughout the day. Before this is done, adults can talk to students about how it is nice to **carry** things for other people if they seem heavy or like the person may need some help.

SENSORY MOTOR

Using weighted vests or backpacks, students and adults can talk about what they are **carrying** and how they feel about **carrying** the different items.

VIDEOS, MUSIC, ANIMATED SHORTS

Sick Song by CoComelon, video courtesy of CoComelon - Nursery Rhymes:
https://www.youtube.com/watch?v=Vtos?gw1HJI&ab_channel=Cocomelon-NurseryRhymes

In this song, the Mom **carries** around the baby and talks about how the baby is sick.

Carry song by Have Fun Teaching:
https://www.youtube.com/watch?v=RuqbUE4cuzA&ab_channel=HaveFunTeaching

I'll Make a Man Out of You from Mulan, courtesy of DisneyJuniorUK:
https://www.youtube.com/watch?v=vGfJeW_CcFY&ab_channel=DisneyJuniorUK

During this song, adults and students can talk about the different items that they have to **carry** around to become stronger.

Young Adults:

Carry on by Martin Jensen and Molow, video courtesy of Dance Paradise:
https://www.youtube.com/watch?v=lxqadl7t4ww&ab_channel=DanceParadise

Carry on Wayward Son by Kansas, video courtesy of Kansas:

https://www.youtube.com/watch?v=2X_2ldybTV0&ab_channel=kansasVEVO

STRUCTURED ACTIVITIES

Adults can set up a relay race for students. During the relay race, students will have to pass an object or a baton to each other. The students will then have to **carry** the object/baton during their turn in the relay race.

ART OR SCIENCE ACTIVITIES

Students can create Rocketship artwork. As they create their artwork, it can be discussed about what the Rocketship is **carrying**. Is it people, food, animals? Whatever the students want the Rocketship to **carry** is great! Photo courtesy of simple everyday mom.



USE OF APPS OR OTHER TECHNOLOGY

My Town: Store: <https://apps.apple.com/us/app/my-town-stores/id1075301033>

In this application, you go through a town and can shop and **carry** different things.

My PlayHome Store: <https://apps.apple.com/us/app/my-playhome-stores/id683942610> In this application, you go through your different stores around your home and can **carry** different things in the different stores.

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

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

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

[Choosing Words for the Classroom Word Wall with Dr Caroline Musselwhite Video](#)

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu

Thank you!

CORE WORD: **Bring**

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

ASK A QUESTION (e.g. What did you **bring** for snack today? What will you **bring** tomorrow?)

SHARE A JOKE (e.g. Why did the kid **bring** a ladder to school? Because they wanted to go to high school)

REQUEST (e.g. Can you **bring** me a pencil?)

ROUTINES AND SCHEDULES

Circle: Adults can ask students what they **bring** to circle time (e.g. I **bring** a pencil. I **bring** listening ears.)

Snack/Mealtimes: Students can use **bring** to ask questions (e.g. What did you bring for snack?) or ask for help (e.g. Can you bring me a fork?)

PLAY

Toys and Games: Adults can set up a bear hunt for students, hiding a toy bear somewhere in the classroom, and providing interesting objects to help students on their hunt: maps, magnifying glass, binoculars, etc. Adults can ask students what items they will **bring** on their hunt.

Recess: Before leaving for recess, students can ask one another what game or toy they will **bring** out.

Adults can put a student in charge of bringing a specific toy, ball, activity, etc. to other students.

READING

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

[Do Not Bring Your Dragon to Recess by Julia Gassman, Courtesy of Story Time with Mrs. Frey](#)

<https://www.youtube.com/watch?v=EXTDdO1Aza8>

[Goodbye Brings Hello by Dianne White and Daniel Wiseman, Courtesy of Book Nook Story Time \(Read Aloud\)](#)

<https://www.youtube.com/watch?v=TxDnpQIWmz0>

[If You Ever Want to Bring an Alligator to School, Don't! By Elise Parsley, Courtesy of Kids Books Read Aloud](#)

<https://www.youtube.com/watch?v=HWBv3tRiplo>

[Bringing in the New Year by Grace Lin, Courtesy of Children's Books Read Aloud](#)

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can support students to plan a class party. Students can discuss what items to **bring**.

SENSORY MOTOR

Adults can prepare sensory bins using beans, kinetic sand, or other materials, and hide small items or toys within. Adults can ask students to “**Bring** me the [hidden item in bin]”. Students can have fun searching for toys and other small objects of interest.

Alternatively, adults and students can work collaboratively to create sensory bins, with adults asking students to “Please **bring** the beans/sand/etc.” or other items needed to complete the project.

VIDEOS, MUSIC, ANIMATED SHORTS

[Bring Song, Courtesy of Have Fun Teaching](#) Adults can model the word **bring** or support students to use the word “bring” on their device to participate in song lyrics.

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

[Bring it Down-Flow, Courtesy of Go Noodle](#) Students and adults can participate in this mindfulness meditation. After, adults can support students to use the word **bring** to share if they were able to bring their balloons down.

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

STRUCTURED ACTIVITIES

Adults can support students to select a location for a virtual field trip and discuss what they need to **bring** on their trip. On the day of the trip (whether in school or at home) students can pack a bag with field trip items and share out to the class.

Field Trip Links:

[San Diego Zoo Live Cams](#)

[Monterey Bay Aquarium Live Cams](#)

[Statue of Liberty Virtual Tour](#)

To accompany Grace Lin's *Bringing in the New Year*, adults can support students to make a classroom book describing how each student will **bring** in their New Year. Each student can contribute one drawing, collage or other piece of work that shows or describes who they will bring in the New Year with, what activities they will do while they bring in the New Year, etc.

ART OR SCIENCE ACTIVITIES

Suitcase Craft: Adults can support students to create their own paper suitcase craft and fill it with items they will need to **bring** on a trip. Students and adults can guess where students might be going on their trip, based on the items they bring in their suitcase (e.g. I see you are bringing a snorkel. Are you going to Hawaii?)

Older students can use magazines to create a collage of items, while younger students can draw by hand or use templates. This craft can also act as pre-activity for the virtual field trip



<https://carrotsareorange.com/packing-trip-kids-craft-activity/>

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, **bring**, while giving the student instructions. For example, students can practice the core word with phrases such as: bring the boy a mask, bring the girl into the room, bring apple, bring dog, 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 bring into the room? What food will you bring to the boy, did he bring a toy? I saw you bring the boy a drink!)

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, **bring**, as they create their own animated stories. For example, adults can prompt students to create an animation about a character who brings different items to other characters along their journey!

Bookcreator Website - The student can create or retell a story on Bookcreator.com. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. There are also 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, **bring**. For example, adults can have each page of the story start with a carrier phrase that includes the core word, bring, so it is repeated throughout the story in different contexts (e.g. I like to bring, I will bring, I bring, etc.). Additionally, adults can create their own story focusing on the core word, then read and discuss the story and core word with the student.

WORD WALL: Create a WordWall and add '**bring**' 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 [Liz @ lizcambra@gmail.com](mailto:Liz@lizcambra@gmail.com). Liz is a M.S. candidate in speech-language pathology, specializing in AAC, at San Francisco State University.

Thank you!

CORE WORDS: **Decorate**

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WAYS WE CAN USE THE WORD

SHARE INFORMATION (e.g. I **decorated** the living room)

COMMENT (e.g. You **decorate** so well)

GOSSIP (She thinks she can **decorate**).

ASK QUESTIONS (e.g. What do you use to **decorate** during the holidays?)

ANSWER QUESTIONS (e.g. I **decorate** with silver and gold.)

AGREE (e.g. I think he can **decorate** it, too).

EXPRESS A FEELING (e.g. I feel joyful when I **decorate** for the holidays)

CLARIFY (e.g. So, you are going to **decorate** everywhere?)

COMPLAIN (e.g. I do not want to **decorate** again, this year.)

MAKE CHOICES (e.g. Do you want to **decorate** with modern or a classic style?)

DISAGREE (e.g. I don't think he can **decorate** it as well as she can.).

DIRECT ACTIONS (e.g. You need to **decorate** the classroom door).

SHARE NEEDS (e.g. I need to **decorate** one room, at least, to feel festive).

ROUTINES AND SCHEDULES

Cleaning the house: Adults can talk about how they need to clean the house before they can **decorate** it.

Washing Decorations: The holiday decorations may need to be washed/cleaned. Adults can model the need for washing and cleaning them before they can use them to **decorate**.

Cleaning and straightening up the bedroom: Adults can talk about how individuals can **decorate** their room, even by adding a pillow or moving the furniture around.

Cooking: Adults can do a cooking project and emphasize the core word **decorate**. Adults can help students cook items or buy goods premade. Then decorate together! Potential food items that can be decorated include cookies, pancakes, cakes, cupcakes, etc. When partaking in the cooking project, adults can say phrases such as: we need to decorate the food, let's decorate these cookies, we can use sprinkles to decorate, etc.

PLAY

Dollhouse - Adults can remove all the furniture in the dollhouse and model the use of the word, **decorate** as individuals add items back into the house. Adults can comment on how great it looks with all the furniture and decorations. Adults can also comment on the colors of the decorations.

Sand Table - Adults can talk about how students can **decorate** different parts of the sand table by adding items, shapes and colors.

Pretend Kitchen: Adults can have a pretend kitchen or restaurant, and prompt students to **decorate** their pretend food. Adults can provide kitchen tools such as cookie cutters, pretend sprinkles, etc. Adults can model the core word for students during pretend play: can you decorate my cake? How will you decorate my cookie?

READING

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

[Seven Candles for Kwanzaa](#) By Andrea Davis Pickney. Courtesy of Sankofa Read Aloud, This book talks about the holiday and how they decorate in preparation for it.

[A Hanukkah Read-Aloud: Antlers With Candles](#) By Chris Barash. This book talks about what happens on their Hanukkah holiday and the menorah. Courtesy of PJ Library

[Let's decorate the Christmas tree - Best stories for kids](#) by Anita McCormick
Courtesy of Kids Stories

[MERRY CHRISTMAS MR MOUSE Book Read Aloud | Christmas Books for Kids | Children's Books Read Aloud](#) by Carolyn and Mark Buehner, Courtesy of Happy Cultivated

SOCIAL INTERACTIONS AND VIDEO MODELING

Decorate Cardboard Boxes: Adults can have students work together to decorate one or more cardboard boxes. Students can work together to decorate the boxes how they choose and create something. For example, students can decorate and build the boxes to look like things such as: a home, a spaceship, a pirate ship, a fort. Activity and image courtesy of learning4kids.net.

<https://www.learning4kids.net/2016/01/17/cardboard-box-creativity/>



Decoration Discussion: Adults can help facilitate a discussion between students about what they would want to use to decorate. Students can discuss with their peers what their favorite type of decoration is during the holidays, on their birthdays, for their desserts, etc.

Decorate a Monster: Students can be put into pairs or small groups. Give each group a small bag with various crafting items such as pipe cleaners, googly eyes, confetti, small pompoms, strips of yarn, etc. Students can also be given the outline of a monster's body. Then, adults can instruct students to decorate a monster with their peer, using whatever items are inside their bag. Adults can facilitate use of the core word in the small groups (e.g. ask your partner how they want to decorate your monster, how will you both decorate the monster?)

SENSORY MOTOR

Baking: Adults can bake a cake or cookies with a student. Then decorate the cake/cookies with frosting, sprinkles, designs. Adults can model the core word with the device or with their voice (e.g. Let's decorate the cake! How will you decorate your cookie? I love how you decorate!)

Holiday Decorations Sensory Table: Adults and students can gather holiday decorations and create their own sensory table. Students can engage their sense of touch, smell, sight, and hearing while playing with the items we use to decorate. During the activity, adults can model the core word and discuss how we use the different items to decorate for the holidays. Students can be prompted to create a story about how they would decorate, or how a character would use the items to decorate. "Sensory tables are undirected and open-ended to the imagination and creativity." Sensory tables allow "kids to create freely, encourage self-expression, and aid development of their own ideas!" Activity, quote, and image courtesy of Learning4kids.net

<https://www.learning4kids.net/2011/12/21/christmas-sensory-play-table/>



Engaging in all the senses, looking, touching, feeling, smelling, (not tasting) exploring and having so much fun!

Clay Flowerpots: Adults can help students create flowerpots with clay or playdough. Adults can get paper cups, such as the type used for ice cream. Then students can decorate the pretend flowerpots. Students can also create their own decorations to put inside their flowerpots using clay or playdough. For example, students can create shapes of pebbles, dirt, flowers, or leaves. Additionally, fake flowers can be used as the final piece to decorate the pretend flowerpots.

<https://www.learning4kids.net/2015/04/12/play-dough-flower-pots/>



STRUCTURED ACTIVITIES

The adults and students can write about the many ways people can decorate inside the home, outside the home and even decorate on holidays..... Using a predictable writing chart in Google Slides the teachers can write (given class collaboration) about how people decorate inside their homes and outside their homes

I can decorate with _____
I can decorate with _____
I can decorate with _____
I can decorate with _____

I can decorate with _____
I can decorate with _____
I can decorate with _____
I can decorate with _____

Make a Poster: Adults can help students decorate a poster all about the student and their favorite things. Adults can help students decorate the poster with different pictures and designs. Adults can prompt the student to use the core word when creating the poster (e.g. We are going to decorate this poster! Let's decorate the poster to make it about you! How can you decorate this poster to show who you are and what you like.)

Decorate a Room: Adults can print out a coloring page of a room. Then students can decorate the room however they choose. Additionally, adults could print and cut out different furniture items. Then, students can decorate the furniture, and choose how to decorate the room with their customized furniture.

Mystery Box: Place different items into a box that are typically used to decorate (holiday ornaments, streamers, balloons, glitter, ribbons, holiday decor, etc.) Have students reach in and grab an item out. Then adults can use prompts with the core word, such as: what could we **decorate** with this? Can we use this to decorate? Would you use this to decorate your room? When would we use this to decorate?

VIDEOS, MUSIC, ANIMATED SHORTS

[Merry Christmas 2016 Award 3D CGI Animated short movie](#). Courtesy of Mr. Biotrust. Individuals can answer questions. Did people decorate? How do you know? What did they decorate? What did they use to decorate?

Young Adults:

[You Decorated my Life - Kenny Rogers](#) Courtesy of MsTaurusLady

[Do You Like My Decorations?](#) This video comes with a surprise, sarcastic, a bit dreadful ending.

ART OR SCIENCE ACTIVITIES

Many art activities can be modified to incorporate the core word, **decorate**. Adults can alter their instructions for planned art projects. For example, instead of instructing students to color in a page, ask students to decorate their page with colors.

[Craft Club's Kwanzaa Kinara Craft Video](#)- Learn how to make a Kwanzaa Kinara with this step by step video, Courtesy of KidsCraftClub.

Festive Lights Finger Painting: Adults can help students decorate their own string of festive lights using finger paints. Draw a curly line across a piece of paper, to represent the string where the “lights” will be attached. Then, get out finger paints in a variety of colors. Have students dip their finger into the paint and put different colored dots along the drawn line to represent the “lights.” Model the core word during the activity (e.g. I need help decorating! Can you decorate this string? This string needs lights, can you decorate it?) Activity and image courtesy of learning4kids.net.

<https://www.learning4kids.net/2015/12/13/finger-painting-festive-lights/>



Decorate An Aquarium: Adults can gather supplies for a student to decorate their own aquarium! Aquarium could feature plastic underwater creatures or even live creatures! Adults can use materials such as decorative pebbles, rocks, fake plants, plastic sea creatures. Students can help decorate the aquarium. Students can also paint and customize rocks that will go inside the aquarium. Image and activity courtesy of learning4kids.net.

<https://www.learning4kids.net/2014/12/06/make-underwater-zoo-aquarium/>



Decorate A Paper Mache Tree: Adults can help students create a paper mache tree. Then decorate the tree with hand crafted leaves. The trunk of the tree can be created with cardboard rolls (from toilet paper or paper towel). Place a rod in the middle for the center support of the trunk. Use paper mache to create the trunk of the tree. Dip newspaper strips into PVA glue mixed with water, and wrap the strips around the cardboard rolls to create the trunk. Let the trunk dry. Then, students can paint the trunk. Print or trace different shapes for the tree decorations. Students can decorate shapes of leaves, flowers, fruit, holiday decor, etc. Then, students will decorate the tree trunk with their hand-crafted decorations! The tree could even have a theme for the decorations such as: autumn, Christmas, spring. Image and activity courtesy of learning4kids.net.

<https://www.learning4kids.net/2011/09/20/paper-mache-autumn-tree/>



USE OF APPS OR OTHER TECHNOLOGY

[CookieDoodle App](#): Students can make cookies, using clear graphics determining flavors, colors, shapes and then take turns putting in ingredients. Students can make choices on how to **decorate** the cookie. Regarding frosting, candies, sprinkles, etc. Then students can take a picture of it and share their cookie with others.... And then, of course, eat it!

Cake Decorate Android App: Students can **decorate** their own cake on this free android app. Students can decide how to decorate their cake, customize the cake, and practice the core word while playing.

[Bamba Ice-Cream app](#): Students can create and run their own ice cream shop. Adults can model the core word, **decorate**, by asking questions such as: What should we use to decorate the ice cream? Will you use sprinkles to decorate?



WORD WALL: Add the word, '**decorate**' 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](#)

For specific questions or more ideas regarding this core word Activity Sheet, please contact Michaela Sullivan @ michaelasullivan2@gmail.com, Andriana Nikolau @ andriananikolau@gmail.com, Shanaz Faisal @ sfaisal1@mail.sfsu.edu

Thank you!

CORE WORD: **Buy**

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WAYS WE CAN USE THE WORD

REQUESTS PERMISSION (e.g. Can we **buy** goldfish at the store?)

REQUEST INFORMATION (e.g. What is there to **buy** at that store?)

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

NEGOTIATE (e.g. If we don't **buy** ice cream, can we **buy** cookies?)

REMIND (e.g. don't forget to **buy** something for him)

AGREE (e.g. Yes, I think we need to **buy** that)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students and adults can go on a lunch time adventure and **buy** a snack item (or role play). During this exchange, students can practice saying "**buy**" in context.

Circle: Using either images or real objects, students can role play buying gifts for their friends. Adults can model what it looks like to '**buy**' an item and students can engage in this exchange.

PLAY

Games: Adults and students can set up a play store in the classroom or at home. Adults and students can take turns pretending to **buy** different items in the store while the other person is the cashier that works the register.

READING

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

Pete the Cat: Pete the cat's trip to the supermarket by Kimberly and James Dean, video courtesy of Let's Read Stories:

https://www.youtube.com/watch?v=g0fF-WVv2hs&ab_channel=Let%27sReadStories

This book is about how Pete and his dad have to go to the supermarket when they realize they have no snacks in the house. They talk about how they have to **buy** different snacks.

Aunt Lucy went to buy a hat by Alice Low, video courtesy of Storytime Castle:

https://www.youtube.com/watch?v=YtMQanXCkLs&ab_channel=StorytimeCastle

In this book, Aunt Lucy is looking for her blue hat. She can't find it anywhere and she goes on an adventure through the city looking for a hat to **buy**.

SOCIAL INTERACTIONS AND VIDEO MODELING

In this video, a woman demonstrates how to check out and **buy** things at Walmart at the self-checkout counter. Video courtesy of Coopos:

https://www.youtube.com/watch?v=wBHnjYzhPFs&ab_channel=Coopos

SENSORY MOTOR

Students and adults can use a sensory bin to help learn the word **buy**. In the sensory bin, there will be many different items. Students and adults can take turns pulling out different items and talking about if they can **buy** that item or not. For example, we can **buy** grapes but we can't **buy** the sun.

VIDEOS, MUSIC, ANIMATED SHORTS

Take me out to the ball game by Super Simple Songs, video courtesy of Super Simple Songs, Kids Songs:

https://www.youtube.com/watch?v=B0LscFd2vRk&ab_channel=SuperSimpleSongs-KidsSongs

Hush Little Baby by EFlash Apps, video courtesy of EFlash Apps:

https://www.youtube.com/watch?v=NOCx4D7KoGo&ab_channel=EFlashApps

Supermarket by Mini Disco, video courtesy of Kids Songs, Nursery Rhymes, Mini Disco:

https://www.youtube.com/watch?v=oWAC0Nd09Fg&ab_channel=KidsSongs-NurseryRhymes-MiniDisco

News of Veruca/When Veruca Says from Charlie and the Chocolate Factory the musical, video courtesy of hLyrics:

https://www.youtube.com/watch?v=M360NOzhVBE&ab_channel=hLyrics

STRUCTURED ACTIVITIES

Adults and students can travel to a store, whether it is a store set up on campus or the grocery store and can **buy** different items at the store. When everyone comes back to school, students can take turns telling their classmates about what they **bought** at the store.

ART OR SCIENCE ACTIVITIES

Students can decorate a gift bag and write '**buy**' and their name on it. This is what they can use to 'shop around' the home or classroom. Photo courtesy of Dreams by Laurie:



USE OF APPS OR OTHER TECHNOLOGY

My Town: Store: <https://apps.apple.com/us/app/my-town-stores/id1075301033>

In this application, you go through a town and can shop and **buy** things at different stores in your town.

My PlayHome Store: <https://apps.apple.com/us/app/my-playhome-stores/id683942610> In this application, you go through your different stores around your home and can **buy** different things in the different stores.

Tarheel Reader: <https://tarheelreader.org/> On this website, you can create different books about the different things that students like to **buy**.

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Lytle @ blytle@mail.sfsu.edu or Alisa Lego on Instagram [@newfriendscollective](#).

Thank you!