

CORE WORD: **Watch**

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

DIRECT/PROTEST ATTENTION (e.g. **Watch** this, Don't watch!)

GAIN ATTENTION (e.g. Watch me)

REQUEST (e.g. I want to watch)

WARN (e.g. Watch out!)

COMMENT (e.g. I can't watch!)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can make popcorn in the microwave and **watch** as the bag gets bigger. Student can also make cookies or bread and watch as everything bakes, or make a smoothie and watch as ingredients blend together

Circle: Adults can ask students which video the class should **watch** (greetings video, count to 100 videos, shape/number/letter/sight word videos).

Students can each select a greeting or movement, and then the other students can mimic the greeting or movement. Adults can remind students to watch their classmates to know what to do.

PLAY

Toys and Games: Students can build a marble tower and **watch** as the marble rolls down.

Students can build with blocks and watch as it falls down, or they can put an action figure at the top to watch what's happening below.

Students or adults can build a domino path and watch as the dominoes topple over.

Pretend Play: Students can pretend to be news anchors, while classmates **watch** for their report.

Recess

As students participate in activities on the playground or inside, adults can comment things like, "I will **watch** to see how high you can go on the swing," or "I want to watch you go down the slide." Adults can model for students and encourage them to request adults to watch them engage in activities. "Watch me slide," or "Watch me swing." Adults can model how to expand the utterance by 1-2 words to increase vocabulary.

"Watch"-->"watch me"

"Watch me"-->"Watch me run"

"Watch me run"-->"Watch me run fast" or "Watch me run there"

READING

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

[Watch Me! Written by Desna Wallace](#), courtesy of BD Class

<https://www.youtube.com/watch?v=hz1xBQCuBgQ>

[Watch Out, Little Narwhal! Written by Jane Riordan and Richard Watson](#), courtesy of Storytime with Ms. Kim

<https://www.youtube.com/watch?v=aTqJGCw3x60>

[Watch The Cookie By Nancy Cote](#), courtesy of Sara Siegel

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

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can request to **watch** something on an iPad, or that an adult watch them do something.

SENSORY MOTOR

Adults can build an obstacle course for students to complete. As students go through, adults can model, “**watch** out” or “watch where you’re going” or “You do it, and I’ll watch.” Students can request, “watch me!”

VIDEOS, MUSIC, ANIMATED SHORTS

[KIDZ BOP Kids - Watch Me \(Official Music Video\)](#) courtesy of KIDZ BOP KIDS

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

[Oven Baking Food Time-Lapse](#) courtesy of Temponaut Timelapse. **Watch** to see the food change.

<https://www.youtube.com/watch?v=26wZ5t53n34>

[Ormie The Pig Wants a Cookie](#), courtesy of David X Fidalgo. Watch to see what Ormie does to get that cookie! Adults can model, “Let’s **watch** to see what he tries next!”

<https://www.youtube.com/watch?v=NRsb8i5pNZ0>

STRUCTURED ACTIVITIES

During structured lessons, when using videos, adults can emphasize that everyone will **watch** the video.

When modeling what to do during classroom activities, adults can direct students to “watch me” or “watch what I do.”

ART OR SCIENCE ACTIVITIES

-Students can complete an experiment to **watch** the effects of dish soap pushing particles/germs away. The video below demonstrates and students can watch before doing the experiment on their own (with adult support).

[Milk Food Coloring And Dish Soap Experiment](#) courtesy of Incredible Science

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

-Students can create watercolor coffee filter art and watch as the colors bleed together.

[Coffee filter watercolor art](#), courtesy of 100 Directions blog

<https://www.100directions.com/coffee-filter-watercolor-art/>



-Students can create a calm down sensory bottle, then shake it up and watch how the glitter settles. Follow the instructions courtesy of the [Preschool Inspirations Blog](https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/):

[6 WAYS TO MAKE A CALM DOWN JAR](https://preschoolinspirations.com/6-ways-to-make-a-calm-down-jar/)

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



USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[Virtual Sensory Room-LAMP](#) by Happy Flower Learning. Students can go into the sensory room and **watch** the different calming videos

<https://wow.boomlearning.com/deck/virtual-sensory-room---lamp-Tkrt8N5ZQivZkCbmA>

Heat Pad-Students can watch what happens as they use their fingers to draw on the "heat pad," with different settings like flame, sky, glow, and more. This app has calming music and could be used for a sensory break. Students do NOT need precise fine motor skills to enjoy or use this app, making it a great option for students with more complex needs.

Sensory Mica-This app responds to vocalizations, changing colors and shapes based on what it hears. Students can talk and watch what happens on the screen, experimenting with different tones of voice and volumes.

Sensory Coloco-Students can pick from a variety of options to draw and watch as the screen responds. Students do NOT need precise fine motor skills to enjoy or use this app, making it a great option for students with more complex needs.

WORD WALL: Create a WordWall and add '**watch**' 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 Kenney @ bkenney@hershey.k12.pa.us. Beth is a special education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you

CORE WORD: **Excited**

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

EXPRESS A FEELING (e.g. I feel **excited**, **excited** go party, **excited** finish work)

GET/DIRECT ATTENTION (e.g. get **excited!**, look there **excited**, that **excited**.)

SHARE AN IDEA (e.g. my **excited** dance, my **excited** song)

DISCUSS AN INTEREST (e.g. **excited** eat burritos, **excited** read books)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can tell which snacks or meals they are excited for this week.

Adults can provide a visual calendar or list of what snacks will be available. Adults can include different students' favorite foods so that different students can share their personal interests with each other.

Here is a book that fits nicely with the conversation:

My Food Your Food by Lisa Bullard from YouTube courtesy of FoodCorps New York

<https://www.youtube.com/watch?v=B78gD7wMiTA>

Circle:

Students can share “my **excited** dance,” show the group their dance, and try out each other’s excited dances.

Adults can model “my **excited** dance” on the students’ devices, then say, “Let’s do Sam’s **excited** dance” and do that student’s excited dance. Adults can also creatively adapt the excited dances so students with complex bodies can experience how their friends like to dance.

PLAY

Toys and Games:

Students can play a mystery bag game; each student draws a prize then passes the bag to a peer to draw next. Students can show their prize, then get their friend’s attention by saying “get **excited!**”

Adults can model and point to the student’s devices, facilitate passing around the bag and fill it with small, exciting surprises. These prizes can be anything: simple sensory toys like party poppers, or squishy balls; or they could be a set or items that are needed to do the next activity together, and students can try to guess what the activity will be.

Recess

Students can have a routine of telling what they are excited to play at recess, or who they are excited to play with (e.g. **excited** play ball, **excited** Stefanie, **excited** ball Stefanie)

Adults can routinely facilitate this check-in when students line up to go to recess. Adults can model on the student’s device and provide pictures or items of the different recess activities.

As they leave for recess, students can take with them the item they are excited to play with, and/or get the attention of the friend they are excited to play with and invite them to play.

READING

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

[The Way I Feel by Janan Cain from YouTube courtesy of Karah Spahn](#)

<https://www.youtube.com/watch?v=ITPUxVQ6UIk>

[I Like Myself by Karen Beaumont from YouTube courtesy of Paula Meissner on Rocking Chair Reading](#)

<https://www.youtube.com/watch?v=F2V5NzdRRreU>

[My Food Your Food by Lisa Bullard from YouTube courtesy of FoodCorps New York](#)

<https://www.youtube.com/watch?v=B78gD7wMiTA>

[Big Red Tub by Julia Jarman from YouTube courtesy of City of Anderson, Indiana](#)

https://www.youtube.com/watch?v=t_3t54qzVy8

[Bartholomew and the Oobleck by Dr. Seuss from YouTube courtesy of Mrs. Caron](#)

<https://www.youtube.com/watch?v=eDef7vCgrk0>

[Let's Make Oobleck](#)

<https://www.youtube.com/watch?v=nw8KaHgl0kQ>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can tell a story about something exciting that happened to them and share a picture with their story.

Adults can help students put together a book of personal photos from exciting activities (e.g. family trips, class field trips, class projects). When it is time to share exciting stories, students can look through their memory book and tell which story they are excited to share today (e.g. “**excited** that”, “**exited** go pool”).

Adults can ask open ended questions (e.g. “I’m **excited** to listen! Tell me more about that”) when students choose a story to tell.

SENSORY MOTOR

Students can do two activities: one very low energy or calming; the next very high energy or stimulating. When engaged in the more stimulating sensory activity, students can make a comment (e.g. "**Excited!**")

Adults can model the comment "**excited!**" or repeat the student's comment and add to it (e.g. "'**excited!**' I laugh when I'm **excited!**").

VIDEOS, MUSIC, ANIMATED SHORTS

[I'm So Excited by the Pointer Sisters from YouTube courtesy of Pulse](#)

<https://www.youtube.com/watch?v=Yz6hTuK9yBo>

[Get Back Up Again by Anna Kendrick on Trolls Soundtrack from YouTube courtesy of Movieclips Coming Soon](#)

<https://www.youtube.com/watch?v=HB21wVIPqz4>

[Best Adventure by Leaving Thomas from YouTube courtesy of Leaving Thomas](#)

<https://www.youtube.com/watch?v=D4AmKs8jXkk>

[35 Happy Songs That'll Instantly Boost your Mood by Laura Hanrahan courtesy of Cosmopolitan](#)

<https://www.cosmopolitan.com/entertainment/music/g32605546/best-happy-songs/>

STRUCTURED ACTIVITIES

Adults can set up a picture-reveal puzzle with different numbered squares. Adults can state the purpose of the activity (e.g. "I'm **excited** to look. I want to see the picture!")

Students can say which square they are excited to reveal (e.g. “**excited** two”), and adults can reveal the picture one square at a time. Adults can repeat what students say and add to it (e.g. “I’m **excited** to look behind number 2”)

Example of a picture-reveal puzzle courtesy of Presenter Media:

<https://www.presentermedia.com/powerpoint-templates/templates/puzzle-piece-picture-reveal-game/10686-ppt.html>

ART OR SCIENCE ACTIVITIES

Students can make a collage of things that make them feel excited. Students can put the title of their collage in the middle (e.g. “I feel **excited**”) with a photo of themselves looking excited.

Adults can give students sentence starters to tell about excitement in different ways. For example, “look **excited**, **excited** do, **excited** see, **excited** go” to tell about how they look when they are excited, things they are excited to do or see, and places they are/were excited to go.

Adults can provide art materials and cut out photos for the students to pick from and facilitate building the collage.

USE OF APPS OR OTHER TECHNOLOGY

Surprise Animal Eggs by One Boii. Adults can model “**excited**” and point to the student’s device. Students can choose which color egg they are excited to open, then open the egg together.

https://play.google.com/store/apps/details?id=com.babygameseepee.shreyak.babygames&hl=en_US&gl=US

Karaoke Kids by Future for Mobile. Students can choose exciting songs to listen to and make short recordings with adult facilitation.

https://play.google.com/store/apps/details?id=com.karaoke.karaokekids&hl=en_US&gl=US

Hot Wheels: Race off by Hutch Games. Students can play and Adults can model “wow **excited!**” on the students’ devices about exciting moments in the races.

https://play.google.com/store/apps/details?id=com.hutchgames.hotwheels&hl=en_US&gl=US

WORD WALL: Create a WordWall and add **'excited'** 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 Meagan Rose Baron @ mbaron@mail.sfsu.edu. I am a masters student studying to become a speech language therapist. I love learning through exploring. I am personally working on supporting student's pride through sharing their work and their learning with each other. I hope to put this idea into activities I create.

Thank you!

CORE WORD: **Open**

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

DESCRIBE (e.g. The door is **open**.)

ASK QUESTIONS (e.g. What time does the store **open**?)

CLARIFY (e.g. Should I leave the door **open** or close it on my way out?)

EXPRESS AN OPINION (e.g. I'm **open** to that idea.)

REQUEST HELP (e.g. **Open** this, please!)

ROUTINES AND SCHEDULES

Arrival: During the arrival routine, the bus doors **open**, you can open the classroom door, open backpacks, etc.

Circle: Begin circle time with [this song](#) to get students ready. Students will open and shut their hands, ending with their hands in their laps.

<https://youtu.be/RNUZBHIRH4Y>

Free Play: During free play, you can talk about which centers or play areas are **open** today.

Snack/Lunch: Model **open** as students open lunch boxes, containers, juice boxes, yogurt containers, etc.

Academic Instruction: During academic instruction there are many opportunities to model **open**. You can open a book to a specific page or open a specific folder.

PLAY

Toys and Games

Bubbles: Bubbles are highly motivating for many of my students. You can model **open** each time you open the bubble container.

[Wooden Latches Board from Melissa and Doug](https://www.melissaanddoug.com/wooden-latches-board/3785.html) My students LOVE **opening** the doors on this toy from Melissa and Doug.

<https://www.melissaanddoug.com/wooden-latches-board/3785.html>

[Fisher-Price Laugh & Learn Count & Learn Bilingual Piggy Bank](https://www.kohls.com/product/prd-2048224/fisher-price-laugh-learn-count-learn-bilingual-piggy-bank.jsp?prdPV=13) With this fun toy, students put coins in the pig, then **open** the pig to take the coins out.

<https://www.kohls.com/product/prd-2048224/fisher-price-laugh-learn-count-learn-bilingual-piggy-bank.jsp?prdPV=13>

Chess: learning different chess **openings**. Not sure where to start? Here is a [great simple video](#) showing classic openings.

<https://youtu.be/8lIJ3v8l4Z8>

READING

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

Any lift -the-flap book is great for targeting **open**. Here are some of my favorite lift the flap books (links from my favorite independent bookstore):

- [Dear Zoo](#) by Rod Campbell

- [Oh Dear!](#) By Rod Campbell
- [Do Cows Meow?](#) By Salina Yoon
- [Where's Spot?](#) By Eric Hill; Here is a [read aloud](#) for Where's Spot modeling core words OPEN, UP, WHERE, NO read aloud using TouchChat with WordPower 60 Basic
- [Open the Garage Door](#) by Christopher Santoro

Do Not Open This Book | Andy Lee | [Read Aloud by MissEmsBookworm Read Aloud](#)

From GoodReads: This guy will do anything for you not to open this book! Threats, bribes, reverse psychology – you name it! A hilarious new book from radio extraordinaire and all-round funny guy, Andy Lee. Young readers will love doing everything they're asked not to!

<https://youtu.be/N8XDGi0rPmw>

Do Not Open This Book | Michaela Muntean and Pascal Lemaitre | [Read Aloud by StoryTime at Awnie's House](#)

From GoodReads: "Excuse me, but who do you think you are, opening this book when the cover clearly says, DO NOT OPEN THIS BOOK? The reason you weren't supposed to open this book is because it is not yet written!...You think it's easy to put words together? Hah! Now go away--I need time to think."

So begins Pig's valiant attempt to pen his masterpiece. But he is constantly interrupted by the reader who is seduced at every turn into foiling his efforts ("please go away" "please do not turn the page")--until at last we reach the final page & discover that together, Pig & the reader have indeed created a book.

<https://youtu.be/4BjtSBcBlwk>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video modeling open with Mister Clay | [Learning with Mister Clay, CORE WORD 'OPEN' / Playing with Clay / AAC Education Video For Kids](#)

https://youtu.be/wWd-Q8pS_Qs

Video modeling open with Mister Clay | [Spider Game and Core Word OPEN / Educational Video with AAC](#)

<https://youtu.be/EavDnxDzQTW>

Video modeling Open | [_Saltillo YouTube video](#) | Liz presents the core word “open”!

https://youtu.be/mO_AXG6Zja0

Video modeling Open | [_Michelle Alvarado](#)

https://youtu.be/mO_AXG6Zja0

SENSORY MOTOR

Hide different fillings (e.g. sand, rice, pebbles, coins, etc.) in opaque containers (I like to use plastic Easter eggs). Shake the containers and make guesses about what is inside based on the sounds you hear. Once everyone has guessed, **open** the container. You can take turns opening the containers for increased opportunities to model and use “open.” (e.g. “My turn to open.” “Your turn to open” “who open?”)

VIDEOS, MUSIC, ANIMATED SHORTS

[The Christmas Song \(Chestnuts Roasting on an **Open** Fire\) | Nat King Cole](#)

Model **open** with this classic holiday song.

<https://youtu.be/hwacxSnc4tl>

[Wide **Open** Spaces | Dixie Chicks](#)

The Chicks are back with a new album, but this classic of theirs offers opportunities to model **open**.

<https://youtu.be/dom7VlltBUc>

[The Present | A Short Film by Jacob Frey](#)

While watching this film model **open** when the boy’s mom opens the window, when the box opens to reveal the puppy, and when the boy opens the door at the end.

https://youtu.be/C_nJHaNmnY

STRUCTURED ACTIVITIES

Boom deck: Use [this free Boom Card deck](#) for repeated core word practice, "What's in the Box" theme from speechwithoutlimits

<https://wow.boomlearning.com/deck/core-deck-open-EthMT2XyqCAMrZaCP>

During English Language Arts time, you can focus on **open** or closed syllables. Use this [Multisyllabic Words Open Syllable Sort – Phonics Freebie](#) from Emily LaFontaine

<https://www.teacherspayteachers.com/Product/Multisyllabic-Words-Open-Syllable-Sort-PHONICS-freebie-790725?st=a5387146a68a3555fa747324032aee57>

You can also use this [Open and closed Syllables Task Cards and Game \(Digital Version Included\)](#) from Primary Scribbles on teachers pay teachers.

<https://www.teacherspayteachers.com/Product/Open-and-Closed-Syllables-Task-Cards-and-Game-Digital-Version-Included-3742368?st=a5387146a68a3555fa747324032aee57>

ART OR SCIENCE ACTIVITIES

Art project: Start with small containers of white paint. Add other color paints to the container, close the container, and shake. Make guesses about what color the paint will turn. Then **open** the container and see who guessed right.

Watch this [compilation from thepaintturner](#) for inspiration.

<https://youtu.be/xfJm-LFAnKU>

Science: Watch [this video](#) and talk about different theories about the shape of the universe. **Open** universe? Closed universe? Flat universe? Learn about the different theories and decide what you think.

<https://youtu.be/gNi62E9QTAK>

USE OF APPS OR OTHER TECHNOLOGY

During computer class you can open a laptop/Chromebook, open a new document, open a folder, open an internet page, etc.

WORD WALL: Create a WordWall and add 'open' 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: **Close**

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:

DESCRIBE (e.g. The door is **closed**.)

ASK QUESTIONS (e.g. What time does the store **close**?)

REQUEST (e.g. Please **close** the window.)

EXPRESS OPINIONS (e.g. He is **closed** minded.)

ROUTINES AND SCHEDULES

Classroom mindfulness: Invite students to **close** their eyes and focus on a [guided meditation](https://youtu.be/HB16XYD2huo) to ground and center. <https://youtu.be/HB16XYD2huo>

Throughout the day model close when you close a door, a book, a locker, a

desk, a folder, etc.

Snack/Lunch: Model **close** as students close lunch boxes, containers, juice boxes, yogurt containers, etc.

Art class: Model **close** when students close markers or paints.

PLAY

Toys and Games

[Wooden Latches Board from Melissa and Doug](#) My students LOVE opening and **closing** the doors on this toy from Melissa and Doug.

<https://www.melissaanddoug.com/wooden-latches-board/3785.html>

Is the box open or **closed**? Play [this fun riddle game](#) and practice using the word close. https://youtu.be/5P_O11RiuUA

READING

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

Close Your Eyes | Kate Banks | [Read Aloud by Read Me Another Story](#)

Book description via GoodReads: *The little tiger lay on his back in the tall grass. "Close your eyes, little tiger," said his mother, "and go to sleep."* But the little tiger is worried about what sleep might bring. His mother reassures him that once he closes his eyes, he will dream of magical places. And when he awakens, she will be right there, waiting for him. Alternating between real-life scenes with the baby tiger and his mother and enchanted dream scenes of sleep's possibilities, Kate Banks's simple, comforting text and Georg Hallensleben's bright, colorful illustrations make this a charming bedtime story for small children.

https://youtu.be/lbYw_gqiFRg

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling **close** | [MISD AI program](#)

https://youtu.be/zazrb_9Lq3w

Video modeling close | [Miss Susannah's speech space](#)

<https://youtu.be/gLsQKcRAuaQ>

SENSORY MOTOR

Sensory bin activity: Fill a container with your favorite sensory bin filling (e.g. water beads, rice, lentils, kinetic sand). Hide small toys in the sensory bin. Take turns **closing** your eyes and reaching in. See if you can guess what you found just by touch.

STRUCTURED ACTIVITIES

During English Language Arts time, you can focus on open or **closed** syllables.

Use this [Multisyllabic Words Open Syllable Sort – Phonics Freebie](#) from Emily

LaFontaine

<https://www.teacherspayteachers.com/Product/Multisyllabic-Words-Open-Syllable-Sort-PHONICS-freebie-790725?st=a5387146a68a3555fa747324032aee57>

You can also use this [Open and closed Syllables Task Cards and Game \(Digital Version Included\)](#) from Primary Scribbles on Teachers Pay Teachers.

<https://www.teacherspayteachers.com/Product/Open-and-Closed-Syllables-Task-Cards-and-Game-Digital-Version-Included-3742368?st=a5387146a68a3555fa747324032aee57>

ART OR SCIENCE ACTIVITIES

Art: Try to draw or paint different things with your eyes **closed**. See if others can guess what you tried to draw.

Science: Learn about quantum mechanics and Schrodinger's cat with [this video](#). When the box is **closed** the cat is both alive and dead.

<https://youtu.be/UjaAxUO6-Uw>

USE OF APPS OR OTHER TECHNOLOGY

Teach your students how to close applications that are running in the background and slowing down their electronic devices.

VIDEOS, MUSIC, ANIMATED SHORTS

Close Your Eyes | Michael Buble | [YouTube Video](#)

<https://youtu.be/LoEWmc60wJY>

Closed on Sunday | Kanye West | [YouTube Video](#)

<https://youtu.be/MKM90u7pf3U>

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

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>