CORE WORD: Pick

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

DIRECT BEHAVIOR: (e.g., **Pick** one. You **pick. Pick** up.)

REQUEST: (e.g., I want to **pick.** Let me **pick. Pick** it up.)

ASK QUESTION: (e.g., Can I **pick**? Will you **pick**?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can model "**pick**" when giving students choices about what to eat/when to eat/what to drink. Students can use carrier phrases "I pick…" or they can ask a friend or adult to pick for them (you pick).

Community: Adults can offer students choices about where to go, what to do, and what to get on shopping outings, asking "What do you pick?" or saying, "It is your pick." Adults can model "picking up" things from the community, or

"picking up" people (e.g., Picking someone up at the airport, picking up someone after school/after work).

Circle: Adults can offer choices and have students "pick" which songs to sing, what books to read, etc.

At home: Adults can offer choices and have students "pick" what to eat, what to do for leisure, when to do work/take a break, etc.

PLAY

Toys and Games: Adults can offer a choice of toys and games to play, and students can use the phrase "I **pick**…"

Adults and students can play games together that involve taking turns picking something, such as picking cards, picking sticks, etc.

Adults and students can play with cars and pick-up trucks. Adults and students can talk about "picking up" things with toys that can be carried, or that carry other things.

READING

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

The Boy Who Picked His Nose by Sarah Van Buskirk, read aloud by Toadstools and Fairy Dust

https://www.youtube.com/watch?v=rdCn_rMJI78

Apple Picking Day by Candice Ransom, Illustrated by Erica Meza, read aloud by Manicka Thomas at Rooted and Reading.

https://www.youtube.com/watch?v=1YNGmYMw2eY

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can use **"pick"** anytime they give a student a choice or give another person a choice. Visuals can be used with a carrier phrase/word to help students be successful.

Adults can create video models of students or peers using the phrase "I pick…" when making a decision or following the instruction to "pick up ____ for me." It can be groceries, clothes off the floor, etc.

SENSORY MOTOR

Adults can help students create slime and vary the ingredients a bit between each student. Students can feel the different slime textures and **pick** the one they like best, and perhaps talk about why. Students can also pick what color their slime will be, and what they might put in it.

Example:

How to Make Glitter Galaxy Slime Recipe #3, by Emmymade Extras

https://www.youtube.com/watch?v=FWv6RUPweK4

Adults can help students prepare a food recipe, with some options that the students can pick between. For example, adults can help students make "ants on a log," but have different nut butters or other fillings available (such as cream cheese), or different toppings. Students can pick what ingredients they want and can try different creations and pick their favorite.

VIDEOS, MUSIC, ANIMATED SHORT

Peter Piper by Mother Goose Club Playhouse Kids Video

https://www.youtube.com/watch?v=I_Xx2SB8ewI

Clean up, Pick up (Song) from Daniel Tiger's Neighborhood, PBS KIDS

https://www.youtube.com/watch?v=nm99z1zVee8

5 Minute Clean up Song with Countdown for Kids! From PLEXKITS

ttps://www.youtube.com/watch?v=bXFjuymX4HI

Which animal do you want? Pick one

https://www.youtube.com/watch?v=f6grJadXOF4

STRUCTURED ACTIVITIES

Adults can introduce the core word on the talker or big core board. Adults can introduce various activities or songs that illustrate the different ways you can use the word **'pick.'** For example, picking up (cleaning), picking up (items or people), or picking and choosing.

Adults can create shared writing activities; students can start with the phrase "I pick" in reference to a choice or expressing an opinion. Make sure students understand that "I pick" and "You pick" are not one-word phrases by modeling on AAC and/or using visuals.

ART OR SCIENCE ACTIVITIES

Students can create art collages based off of things they **pick** with the support of a peer or adult. Adults or peers can generate a list of questions or prompts (Who would you pick to share a treat with? If you could only pick one food to eat every day, what would you pick?). Students can find the images online or cut the pictures out of magazines or draw them.

Many science activities are good opportunities to use the word "pick." Students can make choices as part of the scientific process, whenever they are making predictions. For example, Adults can set up a science activity where students can put different things in water and pick which ones they think will float or sink in water and talk about why different things sink or float.

USE OF APPS OR OTHER TECHNOLOGY

Toca Boca Games: Many games in the *Toca Boca Suite*, such as *Toca Monsters* and *Toca Tea Party,* have many choices that students can make, and things to **pick** from. In *Toca Monsters*, students can pick which color monster to feed, what food to eat, what kitchen tools to use. With Toca Tea Party, students can pick what cake they want, what drink they want to have, and what plates they will use for a pretend tea party.

WORD WALL: Create a WordWall and add **'pick'** 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 Jennifer Yoshimura @ jyoshimura@acts-at.com.

Thank you!

CORE WORD: Important

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., home is **important**, **important** to me)

COMMENT: (e.g., That's **important**!, not **important,** I think it's **important**)

DIRECT ATTENTION: (e.g., **important** to listen!, please come it's **important**)

DESCRIBE: (e.g., **important** job, **important** plants, **important** ideas)

ASK A QUESTION: (e.g., is this **important**?)

ROUTINES AND SCHEDULES

Snack/mealtimes:

Students can be responsible for getting everyone's attention when the meal is ready (e.g., **important**! Dinner).

Adults can role play how to get someone's attention and follow the student's directions when they tell them dinner is ready.

Circle:

Students can listen to a song about a morning routine, then share **important** parts of their morning routines (e.g., brushing my teeth is **important).**

Adults can introduce the video by stating the purpose for the song (e.g., hear/see what **important** things they need to do in the morning).

"My Morning Routine Song - Music Video for Children by Kids" from YouTube courtesy of Kids Learning Songs

https://youtu.be/shgroR2T7ds

PLAY

Toys and Games:

During imaginative play, students can role play being **'important'** figures such as kings or queens and other students can follow their lead like Simon says. Additionally, students can role play being firefighters, doctors, teachers, or any other **important** figure that they would like. Students can teach a friend about the **importance** of these people in the community.

Recess:

Students can create a list of important rules for recess (e.g., sharing is **important**).

Adults can support discussion by providing sentence starters (e.g., "at recess it's important to….") and asking direct questions about what makes recess fun and safe. Adults can then post the student's list for all to see at recess time.

READING

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

The **Important** Book by Margaret Wise Brown read aloud on YouTube, courtesy of Story Time with Bizzy Book Club

https://youtu.be/CjPtA4jcDy0

I am **Important,** book of affirmations, courtesy of Affies4Kids

https://youtu.be/5diQEk6nNuI

Pete the Cat: Firefighter Pete by James Dean, courtesy of Let's Read Stories. Adults can talk about the **importance** of firefighters when reading this story.

https://youtu.be/AvuHfFq6gl4

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can watch this video model of "Seeing Someone Else's Side" and discuss what is important to each person. In the video two friends show how thinking about what matters to the other person helps them get through a disagreement. Students can describe what is **important** and make comments when they agree with a classmate (e.g., that's **important**! Or Feelings are **important**).

Adults can guide viewing of the video by pausing to ask questions (e.g., Why do you think his shoes are **important**?)

"Seeing Someone Else's Side" from YouTube courtesy of Everyday Speech.

https://youtu.be/r_cnk_yObRQ

SENSORY MOTOR

Students can do exercises for different parts of the body and describe what body part or activity the exercise is important for (e.g., **important** for legs, **important** run fast).

Adults can demonstrate the exercises, and adapt exercises as needed for each student. Adults can facilitate discussion by covering exercises for one body part at a time and showing a visual of the human body. Adults can also expand on student descriptions about why exercises are important (e.g., students might say: **important** arms; Adults can add to this: Right! Pushups are **important** for strong arms.)

VIDEOS, MUSIC, ANIMATED SHORTS

"Pip - A Short AnimatedFilm" from YouTube courtesy of Southeastern Guide Dogs

https://youtu.be/07d2dXHYb94

CGI Animated Short Film: "One Small Step" by Tailo Studios - CGI Meetup from YouTube courtesy of CGMeetup

https://youtu.be/yWd4mzGqQYo

STRUCTURED ACTIVITIES

Students can make a list of important people in their lives and why they are important (e.g., **important** people help/share/love/teach)

Adults can facilitate by sharing a table to write down everyone's responses. Adults can guide the discussion by asking questions (e.g., **Important** people make you happy. Who makes you feel happy?).

ART OR SCIENCE ACTIVITIES

Students can use the *1 Second Every Day: Video Diary* app (free) to make a life movie over the course of 1 week. Students can share an **important** thing they needed to do, an **important** person they spent time with, and an **important** activity that made them happy.

Adults can help students record videos as needed and provide a graphic organizer with the 3 kinds of **important** things each student will share.

USE OF APPS OR OTHER TECHNOLOGY

Hub Family Organizer by Ironark Inc. Students and adults can enter **important** events together into the calendar and make lists together of **important** groceries to buy. https://apps.apple.com/us/app/hub-family-organizer/id614810693

1 Second Every Day: Video Diary by 1SE Students can use this as a photo journal to record **important** memories. Students can use the photos to support telling personally **important** stories.

https://apps.apple.com/us/app/1-second-everyday-video-diary/id587823548

WORD WALL: Create a WordWall and add **'important'** 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 at mrbaron2017@gmail.com and Alisa Lego on Instagram **@newfriendscollective**
Thank you!

CORE WORD: Grouchy

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **grouchy**)

ASK A QUESTION: (e.g., are you **grouchy**?)

CLARIFY: (e.g., yes, I am **grouchy**)

NEGATE: (e.g., not **grouchy**)

ROUTINES AND SCHEDULES

Circle: Students can indicate that they are feeling **grouchy** during circle time (e.g., 'I am **grouchy**').

Snack: Students can indicate that they are feeling **grouchy** during snack time (e.g., 'I am **grouchy**').

PLAY

During imaginative play, students can play with puppets or stuffed animals and role play being grouchy (e.g., 'monkey is **grouchy'**).

Additionally, if a student is not having fun during play, they can indicate to a friend that they are feeling grouchy and would like to take a break (e.g., 'I am **grouchy'**).

READING

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

The Grunt and the **Grouch** by Tracey Corderoy and Lee Wildish, courtesy of JessicasLife: https://www.youtube.com/watch?v=o7Nt2L-DLWE&ab_channel=JessicasLife

The Grunt is unexpectedly invited to go to a party on a Tuesday. To his surprise, a visitor shows up in his yard for a party and he meets the grouch.

When Oscar was a little **grouch** by Sesame Street, courtesy of Shon's Stories: https://www.youtube.com/watch?v=nGaor3VDAsI&ab_channel=Shon%27sStories

This book is about Oscar the **grouch** and what he was like when he was little and growing up.

Three Little **Grouches** by Sesame Street, courtesy of Lily reads Children's books aloud: https://www.youtube.com/watch?v=tOJGBzK2TiU&ab_channel=LilyReadsChildren%27sBooksAloud

This book is about three different **grouches** and what each **grouch** is like.

How to be a **grouch** by Sesame Street, courtesy of Eiramyzdyl: https://www.youtube.com/watch?v=wZDiSK6pYe4&ab_channel=Eiramyzdyl

This book is about how to be a **grouch**, read by Oscar the **grouch**!

Ten **Grouchy** Groundhogs by Kathryn Heling and Deborah Hembrook, courtesy of Storytime Anytime: https://www.youtube.com/watch?v=L4bSv_Kp_HM&ab_channel=StorytimeAnytime

This book is about ten **grouchy** groundhogs that are crowded in a den. As the book goes on, the den gets less crowded.

The **Grouchy** ladybug by Eric Carle, courtesy of VidswithRy:
https://www.youtube.com/watch?v=Jr3ha03MsK0&ab_channel=VidsWithRy

This book is about a happy ladybug and a **grouchy** ladybug. The happy and friendly ladybug tries to work with the **grouchy** ladybug and she says no way.

Clifford and the **grouchy** neighbors by Norman Birdwell, courtesy of Little Ones Story Time Video Library:
https://www.youtube.com/watch?v=iIc9PnHBYZw&ab_channel=LittleOnesStoryTimeVideoLibrary

This book is about Clifford the big, red dog and the **grouchy** next-door neighbors.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about how they are feeling that day. If someone is **grouchy,** they can talk about why. If no one is **grouchy**, they can talk about what would have made them **grouchy** that day.

SENSORY MOTOR

If there are Sesame Street figurines available, adults can make sure they hide Oscar the grouch in a sensory bin. When students pull him out, they can talk about what it means to be **grouchy**.

VIDEOS, MUSIC, ANIMATED SHORTS

Angry Song, learning about emotions by Learning Station, courtesy of TheLearningStation - Kids Songs and Nursery Rhymes:
https://www.youtube.com/watch?v=SYv2WkhDvB8&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

If you're **Grouchy** and you know it, courtesy of Sesame Street:
https://www.youtube.com/watch?v=eCkwR4Xb68Y&ab_channel=SesameStreet

The Gross **Grouch** song with Oscar, courtesy of Sesame Street: https://www.youtube.com/watch?v=rgzNVqtvS2w&ab_channel=SesameStreet

Yuck by Oscar and Mackelmore, courtesy of Sesame Street: https://www.youtube.com/watch?v=STH9ZpeFH2o&ab_channel=SesameStreet

I love trash by Oscar the **Grouch**, courtesy of Sesame Street: https://www.youtube.com/watch?v=rxgWHzMvXOY&ab_channel=SesameStreet

STRUCTURED ACTIVITIES

Using sentence strips, students can talk about and try to pinpoint what makes them **grouchy**. By doing this, students and adults can actively try to make sure those things don't happen so they can come to school and not by **grouchy**.

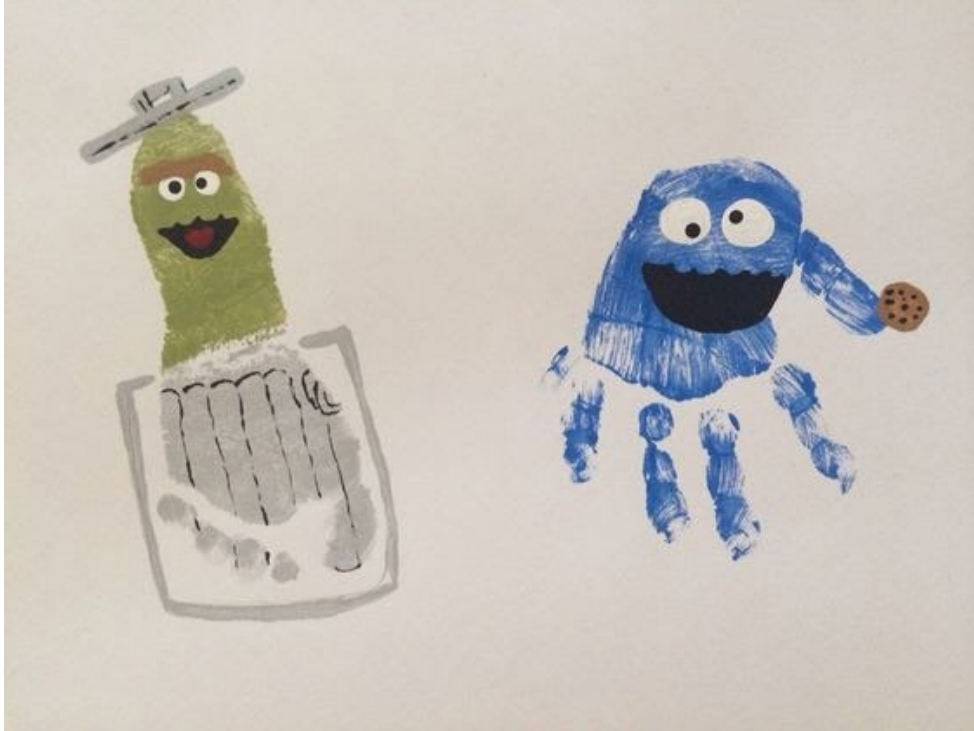| |
|---|
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |
| I feel **grouchy** when_____. |

ART OR SCIENCE ACTIVITIES

Students can create and/or color Oscar the Grouch and talk about how he is **grouchy**.

*coloring page courtesy of coloring home

*project courtesy of Lisa Watkins

*project courtesy of Amanda Coles Sherman

USE OF APPS OR OTHER TECHNOLOGY

Sesame Street: User can play in this app and watch videos of Oscar the **grouch**

Google play store:
https://play.google.com/store/apps/details?id=com.sesame.go&hl=en_US&gl=US

Apple App store: https://apps.apple.com/us/app/sesame-street/id912435108

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle @blytle@mail.sfsu.edu
Thank you!

CORE WORD: Grumpy

For Educators, Related Service Providers and Parents

STRATEGY OF THE MONTH

EXTENDING, EXPANDING AND ELABORATING

The AAC strategy of Extending, Expanding and Elaborating focuses on communication partners responding to what students express by providing immediate, (simultaneous) verbal and AAC system modeling based on the student's unique language goals. As an example, students at the single-word level may have a goal to produce two-word utterances and therefore the 'add a word' approach could be utilized, (providing modeling by adding a word to the utterance/word produced). Such added words could be targeted as: pronouns, verbs, or descriptors, (for added specificity). Intermediate to advanced communicators would have different, higher-level language goals and targets that are individualized. When using the Extending, Expanding and Elaborating approach, it is suggested that such modeling is carried out in a positive, upbeat tone and with correct grammar and syntax.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I am **grumpy**)

ASK A QUESTION: (e.g., are you **grumpy**?)

CLARIFY: (e.g., yes, I am **grumpy**)

NEGATE: (e.g., not **grumpy**)

ROUTINES AND SCHEDULES

Circle: Students can indicate that they are feeling **grumpy** during circle time (e.g., 'I am **grumpy**').

Snack: Students can indicate that they are feeling **grumpy** during snack time (e.g., 'I am **grumpy**').

PLAY

During imaginative play, students can play with puppets or stuffed animals and role play being grumpy (e.g., 'monkey is **grumpy'**).

Additionally, if a student is not having fun during play, they can indicate to a friend that they are feeling grumpy and would like to take a break (e.g., 'I am **grumpy').**

READING

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

Grumpy monkey by Suzanne Lang, courtesy of Read Aloud Kids Book Time: https://www.youtube.com/watch?v=37RVQ2vvy9w&ab_channel=READALOUDKIDSBOOKTIME

This book is about a monkey named Jim. He woke up one morning and nothing felt right to him. One of Jim's friends, Norman, said he might be **grumpy**. Jim said he wasn't **grumpy** but as the day went on, it became more apparent that Jim might be **grumpy**.

Grumpy Groundhog by Maureen Wright, courtesy of Once Upon a Story: https://www.youtube.com/watch?v=bYjSdP6yIEI&ab_channel=OnceUponAStory

This book is about a **grumpy** groundhog who does not want to come out on groundhog day. The people of the town try to find a way to make the groundhog less **grumpy** and come out for groundhog day.

Grumpy bird by Jeremy Tankard, courtesy of Shon's Stories: https://www.youtube.com/watch?v=YNlyN4wZcCw&ab_channel=Shon%27sStories

This book is about a bird named Bird who woke up very **grumpy** one day. He was even too **grumpy** to fly, so instead he walked. As he walked, he came across other animals who wanted to join him walking.

Maya was **Grumpy** by Courtney Pippin-Mathur, courtesy of Marissa Rivera Read Aloud Book: https://www.youtube.com/watch?v=TmtFXg5cExM&ab_channel=MarissaRiveraReadAloudBooks

This book is about a girl named Maya who woke up so **grumpy**. She didn't want to do anything, but her grandma tried a lot of strategies to help Maya not be as **grumpy**.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can talk about how they are feeling that day. If someone is **grumpy,** they can talk about why. If no one is **grumpy**, they can talk about what would have made them **grumpy** that day. Adults can also use this clip from Finding Nemo, courtesy of BaptistKitty, to ask someone if they are **grumpy**: https://www.youtube.com/watch?v=BQCphegEyIM&ab_channel=BaptistKitty They can also use the core board below to identify how they are feeling, courtesy of boardmakershare
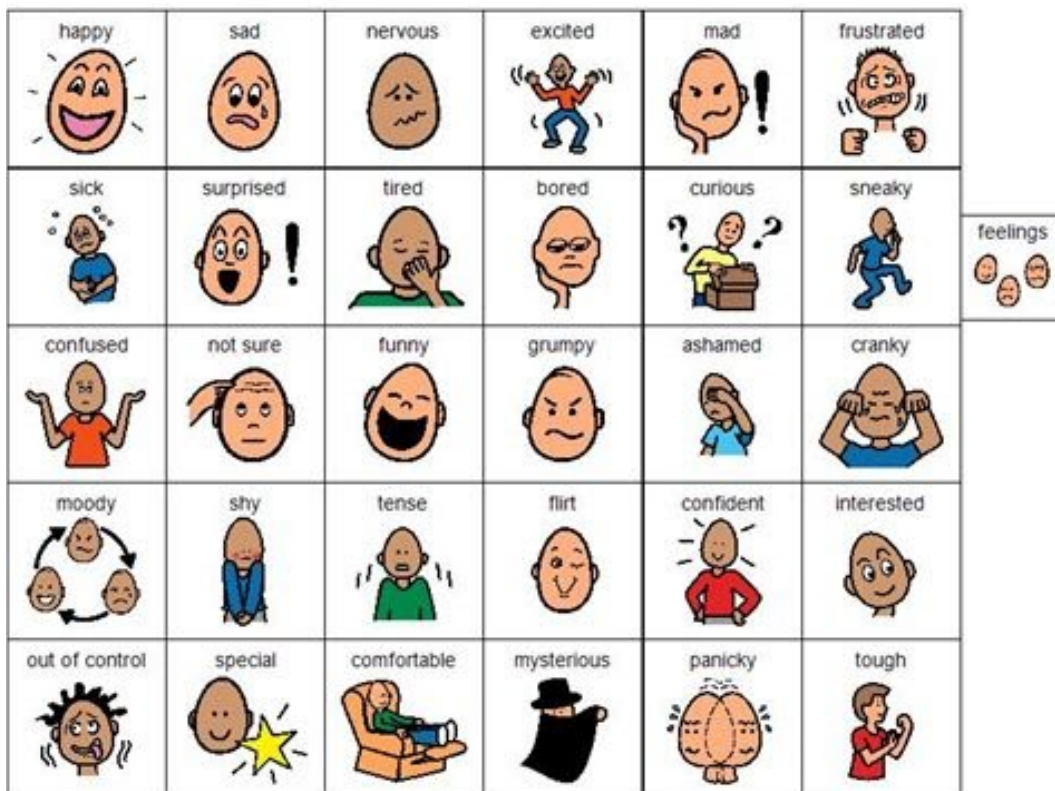
SENSORY MOTOR

If there are Snow White figurines available, adults can make sure they hide **Grumpy** the dwarf in a sensory bin. When students pull him out, they can talk about what it means to be **grumpy**.

VIDEOS, MUSIC, ANIMATED SHORTS

Feeling **grumpy** song by LBB Songs, courtesy of Moonbug Kids - Cartoon and Kids Songs: https://www.youtube.com/watch?v=RyHCt7HJAQI&ab_channel=MoonbugKids-CartoonsandKidsSongs

Grumpy as a Grizzly Bear by StoryBots, courtesy of Netflix, Jr.: https://www.youtube.com/watch?v=2sGrSFa15eA&ab_channel=NetflixJr.

Grumpy music for aardvarks as seen on Nick Jr., courtesy of tang404: https://www.youtube.com/watch?v=giTllL_QAeM&ab_channel=tang404

The Mr. **Grumpy** song as seen on Cartoon Networks, courtesy of MagicalRose456: https://www.youtube.com/watch?v=5tG7nH5rCu0&ab_channel=MagicalRose456

STRUCTURED ACTIVITIES

Adults and student can first watch this **grumpy** care bear video lesson, courtesy of CareBears: https://www.youtube.com/watch?v=IWMXgbmeS5g&ab_channel=CareBears

They can also watch these cute clips of cats looking **grumpy**, courtesy of The Pet Collective: https://www.youtube.com/watch?v=nvEXiozDNHQ&ab_channel=ThePetCollective

After watching these videos, students can write sentences, using sentence strips, to identify what might make them **grumpy**.

I feel **grumpy** when _____.
I feel **grumpy** when _____.

I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.
I feel **grumpy** when _____.

ART OR SCIENCE ACTIVITIES

Students can color in **Grumpy** the dwarf from Snow White, courtesy of colouringdisney

Grumpy

USE OF APPS OR OTHER TECHNOLOGY

Grumpy Cat's worst game ever: This app allows users to play fun games while pretending to be **grumpy** cat.

Google Play:
https://play.google.com/store/apps/details?id=com.luckykat.grumpycat&hl=en _US&gl=US

Apple App: https://apps.apple.com/us/app/grumpy-cats-worst-game-ever/id1151747316

WORD WALL: Create a WordWall and add **'grumpy'** 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

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Thank you!