

CORE WORD: Our

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., this is **our** book)

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

AFFIRM: (e.g., yes, this is **our** book)

NEGATE: (e.g., no, not **our** turn)

ROUTINES AND SCHEDULES

Attendance: Adults can take attendance and use '**our**' when talking about who is in the class that day (e.g., "let's see who is in **our** class today").

PLAY

Recess: During sports at recess, students can get on teams (with the help of adults) and use our to indicate which goal is for each team (e.g., "this is **our** goal").

READING

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

We don't eat our classmates by Ryan T. Higgs, courtesy of Storytime at Awnie's house:

https://www.youtube.com/watch?v=Qwd4bpVeAVA&ab_channel=StoryTimeatAwnie%27sHouse

This book is about a dinosaur who goes to class with humans for the first time ever. However, the dinosaur keeps on getting in trouble and being told that "we don't eat **our** classmates!" Her classmates are just too tasty and she can't stop herself from eating them. Then one day, something tries to eat her and she finds out why we don't eat **our** classmates.

Our class is our family by Shannon Olsen, courtesy of simply storytime:

https://www.youtube.com/watch?v=cvqCpVHglyc&ab_channel=SimplyStorytime

This book is about what different families look like. It then touches upon the fact that families don't have to be people you're related to but can also be family that you choose, like classmates!

Our Earth by Anne Rockwell, courtesy of EZPZ Learning Center:

https://www.youtube.com/watch?v=maJZJted_ns&ab_channel=EZPZLearningCenter

This book is about planet earth and how planet earth came to be the planet that we know today.

My Family, Your Family, Our Family by Emma Carlson Berne, courtesy of Cantana Learning:

https://www.youtube.com/watch?v=_XwL5KOeWoQ&ab_channel=CantataLearning

This book is in song form, so don't expect a typical read aloud! It talks and sings about how different families may not look the same, but they're still families!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can use ‘our’ while they share objects with each other (e.g., “this is **our** toy”).

SENSORY MOTOR

Students can link arms with one another while they say **our** in order to gain understanding that ‘our’ means it belongs to a group that the individual belongs to.

VIDEOS, MUSIC, ANIMATED SHORTS

Family by Jack Hartmann, courtesy of Jack Hartmann Music Channel:

https://www.youtube.com/watch?v=mVJO68esFo&ab_channel=JackHartmanKidsMusicChannel

This is our song from Camp Rock 2, courtesy of DisneyMusicVEVO:

https://www.youtube.com/watch?v=1dM2t5DFh4M&ab_channel=DisneyMusicVEVO

We know the way from Moana by Lin-Manuel Miranda and Opetaia Foa'i, courtesy of DisneyMusicVeo:

https://www.youtube.com/watch?v=ubZrAmRxy_M&ab_channel=DisneyMusicVEVO

YOUNG ADULTS

Our Song by Taylor Swift, courtesy of Taylor Swift:

https://www.youtube.com/watch?v=Jb2stN7kH28&ab_channel=TaylorSwiftVEVO

Ours by Taylor Swift, courtesy of Taylor Swift:

https://www.youtube.com/watch?v=LZ34Llalk88&ab_channel=TaylorSwiftVEVO

Our Song by Matchbox Twenty, courtesy of Matchbox Twenty:
https://www.youtube.com/watch?v=pHNSGv5oFzQ&ab_channel=MatchboxTwenty

Our Song by Willie Nelson, courtesy of Willie Nelson:
https://www.youtube.com/watch?v=MvWQDU6o-58&ab_channel=WillieNelsonVEVO

STRUCTURED ACTIVITIES

Adults can explicitly teach students what the word ‘our’ means (e.g., “our is a pronoun, it means that something belongs to us”). Adults can support this with context through saying “this is our classroom, our bathroom, our playground, etc.”

ART OR SCIENCE ACTIVITIES

Students can decorate a piece of paper with a picture of the class on it, and adults can assist students in writing “our class.”

USE OF APPS OR OTHER TECHNOLOGY

Tarheel reader: Using this technology, adults and students can create different books about “our class”, “our planet”, “our foods”, etc. These books can then be used for story time to help teach what our means.

WORD WALL: Create a WordWall and add ‘our’ 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: **Call**

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in a 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

GREETINGS: (e.g., “**Call** me by my nickname please”)

REQUEST: (e.g., “Can I **call** my friend?”)

CESSATION: (e.g., “Let’s just **call** the game now”)

EXPRESSION: (e.g., “I want to **call** for help”)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can set up snack or mealtimes like a pretend delivery service, where the student has to **call** to place an order or ask about the foods available. Students can also **call** an adult by name and practice greeting and introducing skills at the start of the mealtime.

Circle: Students can introduce themselves at circle time by saying “**Call** me [name]” or specify a nickname with “My full name is [name], but you can **call** me [nickname]. Adults can facilitate a modified version of the game Telephone, where students take turns “**calling**” the person next to them and delivering a message that is passed around the circle.

PLAY

Toys and Games: Students can use pretend phones or old/shut off cell phones to practice making a **call** home, to a friend, community place, or other person. Adults can facilitate pretend play between toys and have them introduce each other by saying “**Call** me [name].”

Recess: Students can close their eyes and play the game Marco Polo on foot, **calling** out names of other players who are running around a designated area. Adults can facilitate and talk about how the person is **calling** out names. When recess is over, adults can **call** for students to return to line and/or take a roll **call** to ensure everyone is present before moving inside.

READING

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

[“The Phone Call” by Marilyn Pleau-Murissi.](#) This book is about Calliou, the popular children’s character. Calliou is trying to get his mother’s attention, but she is on the phone so he has to wait to tell her everything he wants to.

[“Don’t Call Me Sweet” by Smriti Prasadam-Halls, read by Magic of Story Time.](#) This story is about a monster who wants to be **called** scary, not cuddly, or sweet. The target word appears often when the monster requests to be called certain things, like “**call** me slimy, don’t call me sweet!”

[I Call It Sky by Will C. Howell, read by Jayla Leetch.](#) This story is about a girl who loves talking about nature and weather. She describes the world around her using attributes and detail and specifies what she **calls** these things.

[“Call Me Max” by Kyle Lukoff, read by Jaewon Nicky Hyun.](#) This book is about a child who identifies as transgender and wants to be **called** a different name. The target word does not appear often, but the book can be a great discussion starter for why it is important to ask how a person would like to be **called** (name, pronouns, identity, etc.)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice introducing themselves to new people with the carrier phrase, "Hello, I am [full name], but you can **call** me [nickname]." Adults can also facilitate conversations about expected behavior when making a phone or video **call**, such as speaking clearly, when to use speakerphone, asking before putting someone on hold, saying hello and goodbye, asking who is **calling** and the purpose for the call, and taking a note if the **call** was for someone else.

SENSORY MOTOR

This activity comes from the blog "The OT Toolbox", posted by Colleen Beck (<https://www.theottoolbox.com/diy-whisper-phone/>). She lists instructions on how to make a DIY Whisper Phone for students to use to communicate without background sounds and noise. Students can practice **calling** to another person on the end of the tube across the room or in a different room through a door.

VIDEOS, MUSIC, ANIMATED SHORTS

["Wake Up Call" by Kevin Jackson](#)

["Call Me Maybe" by Kidz Bop Kids](#)

["Roll Call Names" by SandZ Academy](#)

["Telephone Conversations" by English Singsing](#)

STRUCTURED ACTIVITIES

Adults can use old or broken phones to encourage students to make pretend phone **calls** to friends, family, stores, restaurants, and other community places.

ART OR SCIENCE ACTIVITIES

Students can craft a paper megaphone using construction paper and use it to practice **calling** for others, making announcements, cheering, etc.

(https://www.ehow.com/how_12167589_make-megaphone-construction-paper.html). Students can also craft a string phone, analyze the sound waves made by sound passing through the string, and compare to it to a telephone (https://www.teachengineering.org/activities/view/cub_sound_lesson02_activity_1)

USE OF APPS OR OTHER TECHNOLOGY

Younger students can use the app [Play Phone for Kids](#) by BabyFirst to explore the buttons on a phone and practice making a **call**.

Students can practice making a phone **call** from a traditional phone, a video **call** from a supported device, or audio/video from a speech generating device or app, depending on if that feature is supported. Suggestions on how to support AAC users with phone communication can be found here:
<https://praacticalaac.org/practical/call-me-later-5-supports-for-phone-communication-by-people-who-use-aac/>

WORD WALL: Create a WordWall and add ‘**call**’ 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 EJ Piccirillo @ epiccirillo.crec.org. EJ is an AT/AAC specialist and speech and language pathologist with the Capitol Region Education Council

(CREC) in the state of Connecticut. She lives with her husband and two cats, loves to walk, cook, bake, and play video games. You can follow her on Twitter at <https://twitter.com/eslp5190> or follow CREC on Twitter at https://twitter.com/CREC_ATech.

Thank you!

CORE WORD: **Let's**

For Educators, Related Service Providers and Parents

SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

INSTRUCT: (e.g., **Let's** take out our binders.)

AGREE: (e.g., **Let's** do it!)

FLIRT: (e.g., **Let's** get dinner sometime.)

PRETEND: (e.g., Let's play "restaurant.")

ROUTINES AND SCHEDULES

Transitions: Throughout the day, adults can model **let's** when giving transitional instructions, e.g., let's put away our folders and let's get out our math books.

Circle: Adults can model a version of "Simon says" using the phrase "let's_____" for example, "let's touch our heads, let's turn in a circle." Once the adult has modeled this a few times have students take turns given the directions "let's_____."

Washing Hands: In the age of Covid-19, hygiene is even more important than ever! Use this important routine to model "**Let's** wash our hands!" and "Let's count to 20."

PLAY

Bubbles: Let's use everyone's favorite language building/modeling activity to model the core word **Let's!** Adults can model to students "Let's blow some bubbles", "let's pop the bubble" "let's blow more bubbles" "let's blow a lot of bubbles!" so many phrases to use with Let's!

Cars and other vehicle toys: We can use another classic children's toy to model let's with one of our other favorite core words "GO" with the phrase "**Let's** go!" you can say "let's go up the ramp" "let's go fast/slow" "let's go around the building" so many great and simple modeling opportunities!

Recess: During recess time adults can model "let's pick a game" and "let's play____" to encourage students to talk about what they can all play together. Let's have fun together!

READING

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

Let's Go For a Drive | Mo Willems | [Read Aloud by Storybooks Aloud](#)

This book is a great book for a variety of core words including **let's**. Read along as Piggie and Gerald plan to go for a drive. Recommendation: Keep this book handy when targeting "go" as a core word.

<https://youtu.be/P52RfUrljGI>

Let's get dressed | Caroline Jayne Church | [Read aloud by Story Time With Me](#)

This board book is a playful way to teach young students how to dress themselves. Model the phrase **Let's** get dressed throughout! With oversized flaps on every page, readers can guess and uncover what article of clothing comes next! <https://youtu.be/roZLerA2mOM>

For older students, read a "Choose our Own Adventure" book (need a recommendation? Try [Give Yourself Goosebumps](#)). At each decision point have students discuss which choice they prefer, e.g., **let's** choose A.

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling | Let's Go; Core Vocabulary Song | [Speech and Language Songs](#)

In this video sing along to “let’s go...” to a variety of places like the movies and the zoo. Speech and Language Songs posts a lot of video modeling of core words. Check them out!

<https://youtu.be/vmaUAzatAFc>

SENSORY MOTOR

Obstacle Course: Model let’s as your student suggest items to add to the course, e.g., **let’s** add a crash pad here. Adults can model let’s throughout the activity, e.g. “Let’s take turns”, “Let’s do it backwards”, “Let’s head back to class after this round.”

VIDEOS, MUSIC, ANIMATED SHORTS

Traveler song | Dora the Explorer | [Video by Austin Smith the Classical Music Fan](#)

Watch any Dora episode with your students and be sure to model let’s during the traveler song. Lyrics include: Come on and vamanos everybody **let’s** go, come on **let’s** get to it! I know that we can do it”

<https://youtu.be/pr67BowUAd4>

Let’s go crazy! | Prince and the Revolution | [Official Music Video](#)

Have a fun dance party, come on **let’s** go!

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

Let’s get loud | Jennifer Lopez | [Official Music Video](#)

“Turn the music up, **let’s** do it C’mom people Let’s Get Loud”

<https://youtu.be/Q91hydQRGyM>

Let’s get rocked | Def Leppard | [Official Music Video](#)

“**Let’s** get, let’s get, let’s get, let’s get rocked”

https://youtu.be/BO1Nae_EBvQ

STRUCTURED ACTIVITIES

Contractions: When teaching the core word “let’s,” plan a structured activity around contractions. Try [this](#) free activity from Caitlyn Jackson on Teachers Pay Teachers. <https://www.teacherspayteachers.com/Product/Contractions-for-a-Rainy-Day-188650>

ART OR SCIENCE ACTIVITIES

Throughout art and science activities you can include “let’s” in your instructions, e.g. Let’s pour it in now, Let’s take out our paintbrushes. Instead of a specific activity, try to work these phrases into ANY art or science activity:

- Let's take turns
- Let's listen/look closely
- Let's take a moment to think
- Let's take a break
- Let's see what happened
- Let's choose partners

USE OF APPS OR OTHER TECHNOLOGY

Ordering food: Pick your favorite food delivery app (Grub Hub, Seamless, Caviar, Door Dash, etc.) and take turns suggesting restaurants, e.g. Let's get Mexican food. Let's get pizza. Let's get McDonald's.

WORD WALL: Create a WordWall and add ‘**let’s**’ to the list.

READING and the Word Wall: Sound out the letters together. Have the students find the word on their 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 and Kelsey Robin @ Kelseyrobin.ccc.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>

Follow Kelsey on YouTube @
<https://www.youtube.com/channel/UCevb2YNCke0eGalrmqV6law> and check
out her materials in her Boom Cards store
[@https://wow.boomlearning.com/author/rockin.robin.slp](https://wow.boomlearning.com/author/rockin.robin.slp)

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.

Kelsey graduated with her Master's in Speech Language Pathology from The University of Texas, Austin in 2017. She currently works in the San-Mateo Foster City School and is a member of the AAC Team. She is passionate about preschool and providing access to dynamic and high-tech communication systems as early as possible.

Thank you!

CORE WORD: **Here**

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SHARED READING

Shared reading is an evidence-based instructional approach whereby the adult helps to guide the emergent reader to interact with a book by leading with a comment, asking a question, or responding to what the student may say; providing wait time in order to allow for processing and opportunities for interaction (Notari-Syverson, Maddox and Cole, 1999). In this approach, the adult reads with the student, not to the student. Shared reading can be conducted in 1:1 or in small or larger group dynamics.

WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I'm **here**)

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

DIRECT ACTION: (e.g., come **here**)

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

ROUTINES AND SCHEDULES

Attendance: When calling students' names during attendance, students can respond with "**here**" if they are present that day. If a student is absent, the adult can focus on saying "Doug is at home today. That means he is not **here** at school today."

Circle: During circle time a student can invite another student to sit by them by saying "come **here**."

Clean-up: During clean up time, students can say "**here**" when they are showing a friend where something belongs, or if they are offering to help (e.g., "**here**, I can do it")

PLAY

During imaginative play, students can pretend to be teachers and take attendance and students can say “**here**.”

READING

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

Winter is Here by Kevin Henkes, courtesy of StoryTime For All Kids:

https://www.youtube.com/watch?v=anByRvtTrDE&ab_channel=StoryTimeforAllKids

This book is all about winter. What does winter look like when it's **here**? What goes into getting ready for winter being **here**? Read the book and follow along

Kindergarten Here I come by D.J. Steinberg, courtesy of StoryTime Online:

https://www.youtube.com/watch?v=4lgxLyOH5zs&ab_channel=StoryTimeOnline

This book is about a boy who is going off to Kindergarten. He tries to get all of his things in order for his first day of kindergarten. See what he needs to prepare himself for his first day!

Here Come the Aliens by Colin McNaughton, courtesy of Collingwood Park State School:

https://www.youtube.com/watch?v=psKDT2oLzlA&ab_channel=CollingwoodParkStateSchool

Aliens are coming to invade the human race. This book shows us what all of the aliens look like and how to interact with them. Will the aliens invade the human race or will we be able to work out a peace agreement?

Here comes the crocodile by Kathryn White, courtesy of Story Time Read Aloud with Funny Twins Plus One: https://www.youtube.com/watch?v=Oi75Txx-zil&ab_channel=StoryTimeReadAloudWithFunnyTwinsPlusOne

This story is about a crocodile who is very hungry. He goes around trying to find an animal to snack on and fill up his stomach. When he gets to each animal, they talk to him and explain why he shouldn't eat them. At the end of the book, he's hungry and has no friends. Will the animals he didn't eat decide to be his friends?

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can express excitement when their friends come to school and say “yay, you’re **here!**”

SENSORY MOTOR

Students can practice pointing to the immediate area or motioning for someone to come over to them while saying “**here.**”

Students and adults can also use a sensory bin and play “what’s in **here?**”. They would ask each other, “hmm what’s in **here?**”, and the other person would search for an object and say, “a dog is in **here**”.

VIDEOS, MUSIC, ANIMATED SHORTS

Here is the beehive, courtesy of Super Simple Songs - Kids Songs:

https://www.youtube.com/watch?v=V5Bs9xydba0&ab_channel=SuperSimpleSongs-KidsSongs

Here We go Looby Loo, courtesy of Super Simple Songs - Kids Songs:

https://www.youtube.com/watch?v=EHaoEKcuX0g&ab_channel=SuperSimpleSongs-KidsSongs

Spring is Here, courtesy of the Learning Station:

https://www.youtube.com/watch?v=DobrRgD5aOU&ab_channel=TheLearningStation-KidsSongsandNurseryRhymes

Here Comes the Fire Truck, courtesy of Super Simple Songs - Kids Songs:

https://www.youtube.com/watch?v=Rl6UT82cB_E&ab_channel=SuperSimpleSongs-KidsSongs

YOUNG ADULTS:

Here By Alessia Cara, courtesy of Alessia Cara:

https://www.youtube.com/watch?v=UKp2CrfmVfw&ab_channel=AlessiaCaraVEVO

Here Comes the Sun by the Beatles, courtesy of The Beatles:

https://www.youtube.com/watch?v=KQetemT1sWc&ab_channel=TheBeatlesVEVO

Here Comes the Rain Again by Eurythmics featuring Annie Lennox and Dave Stewart, courtesy of Eurythmics:

https://www.youtube.com/watch?v=TzFnYclqj6I&ab_channel=EurythmicsVEVO

Here we go by Trina featuring Kelly Rowland, courtesy of Atlantic Records:

https://www.youtube.com/watch?v=dke-dT3vLNM&ab_channel=AtlanticRecords

STRUCTURED ACTIVITIES

When discussing the meaning of the word “**here**”, we also need to look at the meaning of the word “there”. Adults can begin to describe to students where it means if they are **here** or objects are located **here** versus there. Sesame street also has an explanation video that you can use, courtesy of Sesame Street:

https://www.youtube.com/watch?v=9m-kbBamg_U&ab_channel=SesameStreet

ART OR SCIENCE ACTIVITIES

Using construction paper, popsicle sticks and any other available art supplies students and adults can make a large arrow that says ‘**here**.’ Students and adults can use these ‘**here** arrows’ during any of the above activities.

USE OF APPS OR OTHER TECHNOLOGY

Tarheel Reader: Users can use Tarheel Reader to create books about what it means to be **here** versus there. These books can then be used during reading if the students and adults want to share it.

WORD WALL: Create a WordWall and add ‘**here**’ 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](#)

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