

CORE WORD: **Nice**

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

EXPRESSION OF HAPPINESS/RELIEF/CALM: (e.g., "This weighted blanket feels **nice!**")

COMMENT: (e.g., "I like your artwork. It looks so **nice!**")

REQUEST: (e.g., "Can we do something **nice** and fun today?")

AFFIRMATION: (e.g., "**Nice** job!")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate conversations about different foods tasting "**nice**" or "not **nice**" and give students a chance to express how they feel about those foods. "**Nice**" or "not **nice**" can refer to the look of the food, the texture, the taste, etc.

Circle: Students can practice expressing a variety of emotions and behaviors, including role playing being **nice** in circle time. Pictures or objects can also be introduced and the students can have a chance to express whether they feel those pictures/objects are **nice** looking/feeling/smelling/tasting/sounding or not.

PLAY

Toys and Games: Students can use dolls, action figures, and other toys to role play a scenario in which one toy is **nice** to another. Then, students can discuss how it feels when someone is **nice** to you and why it is important to be this way.

Recess: Adults can set up a scavenger hunt for students to look for various symbols, pictures, or drawings of various people doing **nice** things or looking **nice**. Students can also use chalk to draw pictures of people doing **nice** things on the pavement, taking turns drawing and letting others borrow the chalk.

READING

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

["The Nice Book" by David Ezra Stein; Presented by Story Time with Mama Kay.](#)

Although the word **nice** does not appear much in this story, the author goes through various actions and things that can make someone feel **nice**. Adults can ask "does this make you feel **nice**?" on each page.

["Not Everyone is Nice" by Frederick Alimonti; Presented by Learning Tree T.V.](#)

This book dictates an experience that the main character, a little girl Kathy, has with a stranger and how her parents teach her to be more cautious. The book provides a structure for discussing that talking with and trusting strangers is not safe, even though someone may look, talk, or act **nice**.

["A Tree is Nice" by Janice May Udry; Presented by Learning Tree T.V.](#) This book describes all the ways trees are **nice** and provide for us. A common carrier phrase throughout the book is "A tree is nice because..." which can be helpful repetition.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how being **nice** is an expected behavior given the environment and people around us, including examples (e.g., holding the door

open, saying please and thank you, giving compliments, etc.). Students can then take turns modeling what others do that they think is **nice**.

SENSORY MOTOR

This activity comes from the blog *Preschool Powol Packets*, posted by Carla (<http://preschoolpowolpackets.blogspot.com/2016/09/kind-words-sensory-lesson-friendship.html>). Students take turns feeling how cotton balls and rough sandpaper feel. Adults can facilitate discussions on how the cotton balls feel **nice** and the sandpaper does not. Suggestions for books to pair with this activity are also included.

VIDEOS, MUSIC, ANIMATED SHORTS

[“Nice to Meet You” by Fun Kids English](#)

[“It’s Cool to Be Nice” by Shoe and Friends](#)

[“Be Nice” by The Raging Idiots](#)

[“Be Nice” by the Black Eyed Peas](#)

[“Volunteer Your Time” by Christopher George Ulgasan](#)

STRUCTURED ACTIVITIES

This game idea comes from *The Inquisitive Mom* blog by Mindy (<http://theinquisitivemom.com/2014/08/the-choose-kindness-game.html>). Students play a game called *Choose Kindness* that explores scenarios and choices that players can choose from, including mean and **nice** choices.

ART OR SCIENCE ACTIVITIES

This game idea comes from JDaniel4's Mom blog by Deirdre. (<https://jdaniel4smom.com/?s=Ripple+effect>). Students drop objects into a bucket or bowl of water and can observe the ripples that are created. Adults can discuss how dropping objects is like being **nice**, and when you are **nice**, the ripples travel to other people and can cause more ripples.

USE OF APPS OR OTHER TECHNOLOGY

[The Great Kindness Challenge](#) by School Edition is an app that offers suggestions on how to have fun, be **nice**, and spread kindness. Suggestions appear as a checklist and can be tracked upon completion.

WORD WALL: Create a WordWall and add '**nice**' 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: **Mean**

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

EXPRESS FEAR/FRUSTRATION: (e.g., “You are being so **mean** to me!”)

CLARIFY: (e.g., “I didn’t **mean** to hurt your feelings”)

SHARE INFORMATION: (e.g., “Words **mean** different things!”)

DESCRIBE: (e.g., “That dog looks very **mean** with his teeth showing.”)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate a structured mealtime where students are asked to clarify what they are communicating about. For example, if two or more options are presented and a student requests “food”, adults can model “did you **mean** to ask for crackers or chips?” Adults can also cut out facial expressions on food safe paper and add or assemble foods in the shape of different faces and discuss if the faces look **mean** or not, or what the expressions **mean**. Frosting and small snack foods can be used to decorate and manipulate the expressions. Examples can be found [here](#) and [here](#).

Circle: Students can practice expressing a variety of emotions and behaviors, including role playing being **mean** in circle time. Students can also play a modified version of charades, where the others have to guess what the person acting **means** by what their body is doing.

PLAY

Toys and Games: Students can use dolls, action figures, and other toys to role play a scenario in which one toy is **mean** to another. Then, students can problem solve how to handle the situation and discuss how it feels when someone is **mean** to you.

Recess: Adults can set up a scavenger hunt for students to look for various symbols, pictures, or drawings of various people doing **mean** things or looking **mean**. Students can also use chalk to draw pictures of people looking **mean** on the pavement. Duck, duck, goose or other games can be modified (e.g., the “ducker” can pretend to walk around looking **mean** until they choose someone) Adults can also facilitate understanding of another meaning of the word by playing charades and talking about the person acting trying to communicate different words/actions and what they **mean** to say.

READING

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

[“Saying What You Mean” by Joy Wilt; Presented by Shannon R. Linville.](#) This book is about matching facial expressions to desired intention. Though the target word is not used frequently, adults can pause the book after each example and ask students “what does this person **mean** when they look like this or do this?”

[“Being Mean” by Joy Berry; Presented by Kobe Blanchette Books.](#) This book explains in detail what it looks like when someone is being **mean**. The book explores multiple reasons why someone might be **mean** and offers alternatives. The target word is repeated throughout with examples.

[“I Didn’t Mean To” by Gina and Mercer Mayer.](#) This book explores a little critter who makes various mistakes throughout his day, and he expresses how he did not **mean** to do all of these things and why they happened or what he was trying to do instead.

[“Marlene, Marlene, Queen of Mean” by Jane Lynch; Presented by Storytime Castle.](#) This book explores a character, Marlene, who is known throughout her life as the Queen of **Mean**. It explores what she does and how she makes others around her feel, and how she transforms by the end of the story based on her actions.

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can model how being **mean** is an unexpected behavior given the environment and people around us, including examples (e.g., yelling at someone, calling someone a name, etc.). Students can then take turns modeling what others do that they think is **mean** and offer solutions about what to do and how to handle those situations. Adults can also model a different meaning of the target word and explain how words and meanings can change depending on the context.

SENSORY MOTOR

This activity comes from the blog Still Playing School and was posted by Devany (<https://www.stillplayingschool.com/2017/10/go-away-big-green-monster-slime.html>). It is inspired by the book *Go Away, Big Green Monster* by Ed Emberly, and students use green glitter glue and foam pieces to create a **mean** looking monster.

VIDEOS, MUSIC, ANIMATED SHORTS

["Mean" by Taylor Swift](#)

["Lou" by Pixar](#)

["For the Birds" by Pixar](#)

["Boundin'" by Pixar](#)

STRUCTURED ACTIVITIES

This game idea comes from The Inquisitive Mom blog by Mindy (<http://theinquisitivemom.com/2014/08/the-choose-kindness-game.html>). Students play a game called Choose Kindness that explores scenarios and choices that players can choose from, including **mean** and nice/kind choices.

ART OR SCIENCE ACTIVITIES

This activity idea comes from Think Kindness (<https://thinkkindness.org/all-things-kindness/for-parents/kindness-experiment>). Students take turns squeezing out a tube of toothpaste onto a plate. When the tube is empty, the adult asks the student to put the toothpaste back in. When the student(s) realize this task is not possible, a discussion about how being **mean** is like pouring all the toothpaste out, and we cannot always take back what we say or do.

USE OF APPS OR OTHER TECHNOLOGY

[Create-A-Monster](#) by Manoel Franklin Costa is an app that offers students a chance to create and customize their own monster. Adults can talk about how the eyes and mouth of the monster can make it **mean** looking.

WORD WALL: Create a WordWall and add '**mean**' 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: **Have**

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SHARED READING

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WAYS WE CAN USE THE WORD

QUESTION: (e.g., Do you **have** your crayons?)

COMMENT/CLAIM OWNERSHIP: (e.g., I have that!)

COMMENT: (e.g., Have a good time! Have fun!")

REQUEST: (e.g., Can I have a cracker?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can request, "Can I **have**...?" Adults can reinforce, "Sure, you can have...!"

When making a recipe, the adults can hoard all the ingredients and then when students need that ingredient, they can request it (e.g., Have some? Have it? Can I have that? May I have the peanut butter?)

Students can look at recipes and determine which ingredients they have already, and which ingredients are needed.

Circle: Students can request a greeting from either an adult or another student (e.g., Can I **have** a salute? Can I have a wave? Can I have an air hug?).

PLAY

Toys and Games:

Any/all games: students can request to have a turn or have an item needed to build or complete a game (e.g., "Can I have a blue Lego?" "Can I have a marble?").

Go fish style card game: Students can ask, "Do you have any 4s (queens, dogs, fish, any theme used for the cards)?" The other players can answer, "I have that" or "I don't have that."

Guess Who game: Students can ask, "Do your person have glasses (red hair, a mustache, etc.)?"

Recess: A student or adult can be selected to be the door holder and comment to students leaving for recess, "Have fun!" On the way in, a student or adult can hold the door and ask, "Did you have fun?"

READING

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

[I Have a Balloon, written by Ariel Bernstein](#), courtesy of Dorchester County Library

<https://www.youtube.com/watch?v=8YnX3sSLznA>

[Have You Seen My Dinosaur? Written by Jon Surgal](#), courtesy of Mrs. McDonald's Variety Channel

<https://www.youtube.com/watch?v=Qt9jun70RAY>

The Teaching Mama blog has some simple [sight word books](#) featuring the word have. Students can read each page and identify the core word as they come across it.

<https://teachingmama.org/sight-word-readers-word-have/>

[My Room, written by KateSLP](#) on Tarheel Reader

<https://tarheelreader.org/2020/03/21/my-room/>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students and adults can practice a variety of farewells: “**Have** a good night,” “Have a nice day,” “Have a good one!”

Students can practice asking another person to share or pass an item: “Can I have that?”

SENSORY MOTOR

Adults can hide small toys, objects, or beads inside of play doh or other sensory materials. As students pull out the hidden objects, adults can ask, “What do you **have** here?” Students can answer, “I have a _____.”

VIDEOS, MUSIC, ANIMATED SHORTS

[Jan Richardson Sight Words-Have](#), courtesy of Jack Hartmann Kids Music Channel

<https://www.youtube.com/watch?v=53ySmRKu3PY>

[I Have A Pet Animal Song](#), courtesy of Super Simple Songs

<https://www.youtube.com/watch?v=pWepfJ-8XU0>

[Rod Stewart - Have You Ever Seen The Rain](#)

<https://www.youtube.com/watch?v=2oX2FSv4Rys&t=31s>

[Bon Jovi - Have A Nice Day](#)

<https://www.youtube.com/watch?v=uCg2BoKiuOM>

[Jason Mraz - Have It All](#)

<https://www.youtube.com/watch?v=BFkTu8Y1KLs>

STRUCTURED ACTIVITIES

When teaching math computations using manipulatives or visuals, many core words can be used.

Addition: “We **have** 2 apples. We get 3 more. How many do we have now/in all (count all the apples)?”

Subtraction: “We **have** 5 apples. We take/give away 3 (or 3 go away). How many do we have now?”

Multiplication: “We **have** 5 groups/sets of 2 apples. How many apples do we have?”

Division: We **have** 15 apples. We need to share and give each person the same amount. How many apples can each person get?”

Students can participate in a show and tell activity, bringing in an item from home and describing their item. “I have a....”

Students can play an “[I have, who has](#)” game, like this free version with food as the topic, courtesy of Ashley Hughes design. Teachers Pay Teachers has many more free sets of similar cards with different topics/themes.

<https://www.teacherspayteachers.com/Product/FREE-I-Have-Who-Has-Food-Ashley-Hughes-Design-198322?st=b088f12226c11e0b858092c675b99154>

ART OR SCIENCE ACTIVITIES

Students can learn about adaptations that animals **have** to help them survive in their habitats.

[Animal adaptations video](#), courtesy of Imiller23elon

<https://www.youtube.com/watch?v=fRX2JtKFUzk>

[Adaptations, written by Holmes' Class](#) on Tarheel Reader. Students can read this book and discuss the adaptations that the animals have to help them survive.

<https://tarheelreader.org/2018/03/24/adaptations-4/>

[Animal Adaptation](#), courtesy of TheSchoolRun.com. This higher-level site has lots of information on many animals and various types of adaptations.

<https://www.theschoolrun.com/homework-help/animal-adaptation>

Students can do a [polar bear craft](#) to deepen their understanding of the polar bear’s black skin and white fur adaptation. Courtesy of Fireflies and Mudpies blog.

<https://www.firefliesandmudpies.com/polar-bear-craft-for-kids/>



USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[I Have, Who Has- Mini mix: a, e, i, o, u](#), courtesy of MacLang Learning

<https://wow.boomlearning.com/deck/i-have-who-has--mini-mix-a-e-i-o-u-XrjL9zwMLXHusiWmo>

[Freebie! Pile 'Em Donuts](#), courtesy of Hi Teacher. Students can request, "Can I have the..." while the adult builds a donut. Then roles can reverse!

<https://wow.boomlearning.com/deck/freebie-pile-em-donuts-free-play-assembly-game-DCd8zrch4Z45Ep2GB>

[Free: Make Your Own Pizza](#), courtesy of SLP Hub

<https://wow.boomlearning.com/deck/free-make-your-own-pizza-3QjzLmqtoEAneZsuB>

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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: **For**

For Educators, Related Service Providers and Parents

SHARED READING

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I bought my mother flowers **for** her birthday.)

NEGATION/DENY: (e.g., That is not what it's used **for**.)

COMMENT: (e.g., That's good **for** a laugh.)

GOSSIP: (e.g., The candies are **for** everyone)

ASK A QUESTION: (e.g., What are we eating **for** dinner?)

ANSWER A QUESTION: (e.g., Yes, that is **for** him.)

GET HELP: (e.g., I need ice **for** my knee?)

INITIATE: (e.g., Are you ready **for** a fun night?)

DIRECT ACTION: (e.g., They are going to need to purchase tickets **for** the movie online.)

DISAGREE: (e.g., I don't think that movie would be good **for** children.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During snack or mealtimes, adults can pass out the various items and indicate who they are '**for**.' This is for _____.

Adults can further indicate what is meant **for** drinking and what is meant **for** eating. Adults can ask students what they are having **for** lunch.

Circle Time/Morning Meeting: During morning meetings, adults can ask students what they had **for** breakfast and then model sentences containing the word, 'for' using the AAC system or the Big Core Board.

Washing hands: As students are washing their hands, adults can remind them to wash their hands with soap and water **for** 20 seconds, approximately the time it takes to sing happy birthday.

Exercise: During group exercises, (structured or unstructured), adults can model and facilitate opportunities **for** students to comment on how exercise can help make us strong and how it is good **for** our health.

PLAY

Adults can discuss how there is time **for** work and time **for** play and that it is important to keep a good balance.

Students can trade toys with each other, and adults can model the language involved in such trades, (for example, "I'll trade my ball **for** the bubbles.").

When adults or students pass out toys, they can indicate, (e.g., This is **for** you).

READING

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

[Caps For Sale](#), by Esphyr Slobodkina, Courtesy of livefromthepath

[Read Aloud - Eat Your Peas](#) - Children's Book - by Kes Gray, Courtesy of Red Apple Reading. Adults can talk about the various foods they eat for breakfast, lunch, and dinner.

[THE WORD FOR FRIEND](#) by Aidan Cassie, Courtesy of Maggie Grace TV! This story reveals the struggles that can come in learning a new language, the second language.

[Blueberries For Sal](#) by Robert McCloskey Courtesy of Mr. Paulson Reads

Create a Story using this Wordless Picture Book [READ ALOUD with MR. MANNY | Pancakes for Breakfast by Tomie dePaola | LRRMA](#)

Courtesy of Los Robles Ronald McNair. Create a story using the wordless book with accompanying music.

[Read Aloud - What's The Time Mr. Wolf?](#) By Colin Hawkins, Courtesy of Little Bookworms. While adults and students read this story, they restate that it's time FOR...

Along **for** the ride by Michael DiPinto, courtesy of Alos Storytime:

https://www.youtube.com/watch?v=dc9ETVAbRmU&t=47s&ab_channel=AlosStorytime

This book is about a grasshopper that decided to spread his wing and jump onto the windshield of a blue car. The grasshopper was then along **for** the ride while the car drove through the town and passed by other cars and people.

Just **for** you by Mercer Mayer, courtesy of Oceanhouse Media:

https://www.youtube.com/watch?v=KBx1scO1S80&ab_channel=OceanhouseMedia

This book is about a little critter who is trying to do different things **for** his mom. However, he runs into many difficulties and bumps along the way and has to explain to his mom what he was trying to do **for** her.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can put together something to give to a classmate. It can be a book, a flower, a picture, etc. Whatever that classroom and student wants to do. They can talk about how what they're making, picking, etc. is **for** someone else. Adults can use this sight word song, courtesy of Miss Molly to help reinforce something being **for** someone else:

https://www.youtube.com/watch?v=5HycESVrMsQ&list=PLu2eu2ZZMw-AJYUDDM0gC_gy78Gub4cF8&index=23&ab_channel=MissMolly

SENSORY MOTOR

Adults and students can use either a sensory bin or a squish bag for this sensory motor activity. The bin and bag should be filled with different materials that are used for different purposes. When something is pulled out of the sensory bin, the

person who pulled it out can say what it is used **for** (a car is **for** driving, a shovel is **for** moving dirt, etc..). The same can be done for a squishy bag, "oh what's glitter for?" "Glitter is **for** art".

VIDEOS, MUSIC, ANIMATED SHORTS

[The Very Hungry Caterpillar - Animated Film](#) Book by, Eric Carle, Courtesy of Illuminated Films. Adults and students can figure out when the caterpillar ate the foods; **for** breakfast, **for** lunch, **for** snack or **for** dinner.

[DANIEL TIGER'S NEIGHBORHOOD | There's Time for You and Baby, Too \(Song\) | PBS KIDS](#)

[Kristen Bell, Idina Menzel - For the First Time in Forever \(From "Frozen"/Sing-Along\)](#) Courtesy of DisneyMusicVEVO

[Sesame Street: Here for You Song](#) Courtesy of Sesame Street

Ask for Help by Esme and Roy, courtesy of Esme and Roy:

https://www.youtube.com/watch?v=Urb3GYD63og&ab_channel=EsmeandRoy

Young Adults

[Cooking Spaghetti | Mr. Bean Official Cartoon](#) Courtesy of Mr. Bean. This is a bit of a zany cartoon but it's edgy enough for young adults. Adults can ask the students such questions, (incorporating the word for), such as: What's he looking **for**? What is the bathtub **for**? What are the candles **for**? What is he waiting **for**? What are the plates **for**? What is the **for**?

[Missing Persons - Words \(1982\) \(stereo\) \(lyrics\)](#), Courtesy of Strawberry. Students can listen to this song and wonder.... what are words for?

[That's What Friends Are For](#), Dionne Warwick, Gladys Knight, Elton John, and Stevie Wonder. Courtesy of Dionne Warwick

[Shakira - Waka Waka \(This Time for Africa\) \(The Official 2010 FIFA World Cup™ Song\)](#) Courtesy of Shakira

[Whitney Houston - Saving All My Love For You \(Official Video\)](#) Courtesy of Whitney Houston

[Backstreet Boys - Get Down \(You're The One For Me\)](#) Courtesy of Backstreet Boys

The Longest Time by Billy Joel, courtesy of Billy Joel:
https://www.youtube.com/watch?v=a_XgQhMPeEQ&ab_channel=billyjoelVEV
[O](#)

STRUCTURED ACTIVITIES

Adults can lead a Predictable Chart Writing Activity about the schedule, (e.g., It's time for....)

Insert Time	It's time for
8:00 am	It's time for
9:00 am	It's time for

ART OR SCIENCE ACTIVITIES

Adults and students can choose a friend to write a letter **for** and decorate an envelope. Adults can assist students in writing “**for**” on the envelope to indicate who the letter is **for**. Students can use markers, stickers, glitter, or any other available art supplies to decorate the envelope. Students can then exchange envelopes with their classmates.

USE OF APPS OR OTHER TECHNOLOGY

Toca Kitchen/Toca Kitchen Monsters: This application allows users the ability to cook **for** a monster. The user can pick different foods and cook them in different ways. Adults can talk with students about which food or way of cooking is used **for** different purposes.

Apple app store: <https://apps.apple.com/us/app/toca-kitchen-monsters/id510301841>

Google play store:

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

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

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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, Beth Lytle @blytle@mail.sfsu.edu, or Michaela Sullivan @michaelasullivan2@gmail.com
Thank you!