

CORE WORD: **Swim**

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., I like to **swim**)

ASK A QUESTION: (e.g., can you **swim**?)

AFFIRM: (e.g., yes, I like to **swim**)

ASK FOR HELP: (e.g., help me **swim**)

REFUSAL: (e.g., No, I won't **swim**)

COMPLAIN: (e.g., The water is cold, I don't want to **swim**)

ROUTINES AND SCHEDULES

Circle: During the morning circle time routine, adults can begin the discussion of 'swimming' and ask students if they know how to swim and if they enjoy it. Each student can go around the circle and show their classmates their favorite way to **swim**.

Snack: During snack time, students and adults can eat goldfish and pretend to have their goldfish **swim** into their mouth.

Recess: During recess, students and adults can play red light green light and instead of running they can pretend to **swim**.

PLAY

During imaginative play, students can pretend to be fish and **swim** around the classroom.

Adults can bring a baby pool out during the warmer summer months and fill the pools with water and the students can **swim** in the small pools.

READING

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

Froggy Learns to Swim by Jonathon London, courtesy of The Joyful Bookshelf:

https://www.youtube.com/watch?v=ell_Yq423-Y&ab_channel=TheJoyfulBookshelf

Froggy and his parents decide to go for a **swim** on a nice summer day. When they get to the pond, Froggy won't go **swimming**. Instead, Froggy decides to swing and gets thrown into the water. That's when his parents learn he doesn't know how to **swim**.

Llama Llama learns to **swim** by Anna Dewdney, courtesy of The Joyful Bookshelf:

https://www.youtube.com/watch?v=0V5UHxnXJxM&ab_channel=TheJoyfulBookshelf

Llama llama's friends want to go to the beach but Llama llama is nervous because he doesn't know how to **swim**. Llama llama's mom teaches him how to **swim** the next day and then he feels more comfortable going to the beach with his friends.

Swimming Lessons by Betsey Jay, courtesy of Lights Down Reading:

https://www.youtube.com/watch?v=GtjRCnpJQhc&ab_channel=LightsDownReading

Jane is going to learn how to **swim** this summer. But Jane doesn't want to know how to **swim**. She wants to do so many other things instead of **swim**.

Sink or **Swim** by Valerie Coulman, courtesy of Fun2read:

https://www.youtube.com/watch?v=4ZyYxC226dg&ab_channel=Fun2read

This book is about different farm animals and how they want to learn how to **swim**. The animals go look for a teacher that can show them how to **swim**.

Peppa pig goes **swimming** courtesy of Tiny Treasures and Toys:

https://www.youtube.com/watch?v=Nkvi6n3lIE8&ab_channel=TinyTreasuresandToys

This book is about Peppa pig and her family and how they are going **swimming** at a pool. They have so much fun playing and **swimming** in the pool.

Little Penguin Learns to Swim by Eilidh Rose, courtesy of TheStoryHub:

https://www.youtube.com/watch?v=i9dXoz9z4R0&ab_channel=TheStoryHub

Little penguin is learning how to **swim**. As he walks towards the water, he meets other baby animals who are learning how to do other things as well.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask their friends if they know how to **swim** (e.g., "can you **swim**?) or if they like to **swim** (e.g., you like to **swim**?).

SENSORY MOTOR

Students can pretend to **swim** by doing all of the different strokes while sitting, standing, or laying down. Students and adults can practice directing others to **swim** too (e.g., "show us how you **swim**").

Students and adults can also use a sensory bin full of ocean animals.

Example and instructions courtesy of Fun Learning For Kids:

<https://funlearningforkids.com/sand-water-ocean-sensory-bin/>



Sand and Water Ocean Sensory Bin



VIDEOS, MUSIC, ANIMATED SHORTS

The Goldfish (Let's go Swimming by Laurie Berkner, courtesy of The Laurie Berkner Band: https://www.youtube.com/watch?v=Cg-wnQKRHTs&ab_channel=TheLaurieBerknerBand

Swimming Song by Cocomelon, courtesy of Cocomelon Nursery Rhymes: https://www.youtube.com/watch?v=HvNdJ2RCReg&ab_channel=Cocomelon-NurseryRhymes

Baby Beluga by Raffi, courtesy of Raffi: https://www.youtube.com/watch?v=CDx9zqDpSik&ab_channel=Raffi

I'm a Fish by Patty Shukla, courtesy of Patty Shukla Kids TV- Children's songs: https://www.youtube.com/watch?v=p1eNpDXEv8&ab_channel=PattyShuklaKidsTV-Children%27songs

Swim Song courtesy of Loco Nuts English Nursery Rhymes and Kids Songs:

https://www.youtube.com/watch?v=bZybX8kLZ-I&ab_channel=LocoNutsEnglishNurseryRhymesandKidsSongs

Swim like a little fish, courtesy of HeyKids Nursery Rhymes:

https://www.youtube.com/watch?v=MAjQFbhlpkQ&ab_channel=HeyKids-NurseryRhymes

Family at the Swimming Pool, courtesy of Little Angel: Nursery Rhymes & Kids songs:

https://www.youtube.com/watch?v=ciasFtwkRU&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

YOUNG ADULTS

Swim by Chase Atlantic, courtesy of Chase Atlantic:

https://www.youtube.com/watch?v=mC9v5FaL84&ab_channel=CHASEATLANTIC

Swim by Alec Benjamin, courtesy of Alec Benjamin:

https://www.youtube.com/watch?v=aKKQdn26QJc&ab_channel=AlecBenjamin

Swim by Douglas Dare, courtesy of Douglas Dare:

https://www.youtube.com/watch?v=guP_ojTqsFY&ab_channel=DouglasDare

Swim by Jack's Mannequin, courtesy of hendork:

https://www.youtube.com/watch?v=sA8Palw5gcE&ab_channel=hendork

Sink or swim by Lewis Watson, courtesy of Lewis Watson:

https://www.youtube.com/watch?v=UVbsh6LHF2U&ab_channel=LewisWatson

STRUCTURED ACTIVITIES

Adults can explicitly teach the word **swim** and go over all the different places someone can **swim** (e.g., ocean, lake, swimming pool) as well as all of the various different strokes.

ART OR SCIENCE ACTIVITIES

Using construction paper, paint, markers or crayons, students and adults can draw the ocean and use sea animal stickers to decorate. Students can write “swim” on their project! *courtesy of Jean-Moreau Kelly



USE OF APPS OR OTHER TECHNOLOGY

Aquapark.io 3D: This application allows a user to race other contestants by swimming at a waterpark.

Apple app store: <https://apps.apple.com/us/app/aquapark-io/id1453989822>

Google

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

WORD WALL: Create a WordWall and add ‘swim’ 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](mailto:blytle@mail.sfsu.edu)

Thank you!

CORE WORD: **Score**

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

ASK QUESTIONS: (e.g., What's the **score**? Did you see me **score** a goal? Who's keeping **score**?)

SHARE INFORMATION: (e.g., I got a high **score**. I saw him **score**.)

EXPRESS OPINIONS: (e.g., I did not think my **score** was fair. John Williams has the best film **score**. We have a **score** to settle.)

INSTRUCT: (e.g., You will **score** your partner's test. Write your **score** on the board. We will keep **score** as we play.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can facilitate use of the core word during snack/mealtimes by helping students compare what food items were most frequent during lunch. Adults can write a **score** for the most popular type of food students brought to lunch (e.g., Today at lunch, the food with the highest **score** was apple! Six students had an apple at lunch today.)

Circle: Students can keep **score** of what type of weather was most popular during the week during morning circle time (e.g., The type of weather with the highest **score** this week was Sunny!)

Students can be asked to share their favorite _____ (color, animal, food, etc.), and adults can keep **score** to discover the most popular response.

PLAY

Toys and Games: Students can throw items such as bean bags, balls, etc. into a hoop, box, or basket. Adults and/or students will write down and add up their **score**. Additionally, students can use windup toys (or other moveable toys) to have a race. Which toy will **score** first place?

Action Figures/Dolls/Stuffed Animals: Students can use figures to pretend they are playing a sport and have their figure **score** a goal, basket, point. Adults can model and prompt use of the core word during game play on a device and with their voice.

Board Games/Card Games: Adults can facilitate use of the core word through modeling, prompting, and aided language stimulation while playing a board game/card game with a student or while students play a board game together. The core word can be used across a variety of contexts (e.g., Who will keep **score**? Can you write down my **score**? Wow look at your **score**! You got a great **score**! Here is the final **score**.).

Paper Football: Use a game of paper football, to provide opportunities for students to use the word when they **score** a point.

Recess: Adults can help students use the core word during recess while playing any type of ball game that involves shooting into a hoop, making a goal, etc. Adults can model the core word using the repetitive phrase, "you shoot, you **score**!"

After recess, adults can ask students questions using the core word. For example, adults can ask a student if they scored any goals, baskets, points, etc. while they were playing with their peers.

READING

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

[Long Shot by Chris Paul, courtesy of Happy Cultivated Youtube Channel](#)

<https://www.youtube.com/watch?v=GRhgy1ATpml>

[Froggy Plays Soccer by Jonathan London, courtesy of AHEV Library YouTube Channel](#)

<https://www.youtube.com/watch?v=5E1eqcYlafc>

Winners Never Quit by Mia Hamm, courtesy of Learning with Mrs. Lammers YouTube Channel

<https://www.youtube.com/watch?v=J-feF1DKLyg>

Albert Keeps Score by Daphne Skinner, courtesy of StoryKids Online YouTube Channel

<https://www.youtube.com/watch?v=ITWOLd4D7sl>

Max and Ruby: Ruby Scores A Goal, courtesy of Reading LibraryBooks YouTube Channel

<https://www.youtube.com/watch?v=S8AO0CBC1Cg>

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help facilitate a discussion between students featuring the core word. Prompt students to use the core word, **score**, when discussing with their peers. For example, students can discuss with their peers a time they got a good test score, scored a goal/point/basket, a time they scored a great gift, etc.

Additionally, students can play a board game, card game, tic-tac-toe, sports game, quizlet, etc. and practice keeping track of their **score**.

Adults can videotape a student scoring a point in a game (e.g., soccer, basketball, hockey, etc.) to use for video modeling. Additionally, adults can find a video of people scoring a point in different games to model the meaning of the core word.

SENSORY MOTOR

Hide and Find: Adults can hide items in sensory bins and support students to keep **score** of how many of the item they are able to find. For example, something challenging, like small beads, or something easier, like small toys. Students with the highest score can be the next to hide the items.

VIDEOS, MUSIC, ANIMATED SHORTS

Videos

[This Little Big Shot Shoots and Scores on The Ellen Show, courtesy of TheEllenShow YouTube Channel](#)

https://www.youtube.com/watch?v=sXN20_W_zEg

[BEST Last-Minute Goals EVER, courtesy of Vanemas2 YouTube Channel](#)

<https://www.youtube.com/watch?v=ZMjYvnHgnXg&vl=en>

[John Williams Star Wars Suite \(with score\)](#)

<https://www.youtube.com/watch?v=3AiYlxBwD0>

[Disney/Pixar Scores Playlist](#)

https://www.youtube.com/watch?v=p_hdmt4vpBo&list=PLMn7j60pET9haNm6XWKaZQUljjj11ewq1

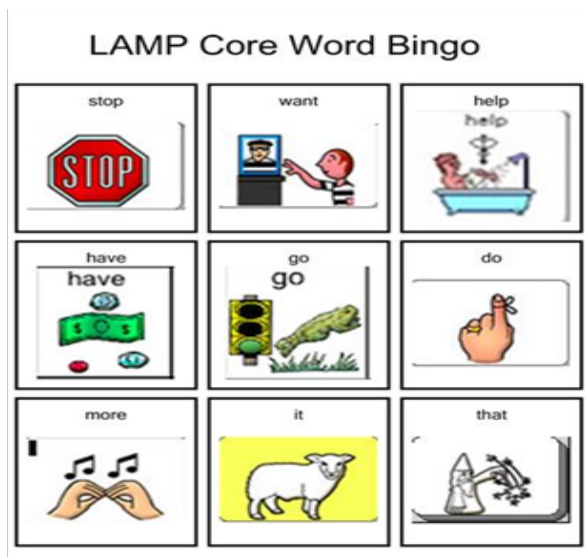
STRUCTURED ACTIVITIES

Keeping Score: Provided through San Francisco Symphony, this pre-made lesson plan provides students interested in music an opportunity to learn about a famous **score** based on the calls of exotic birds, listen to the piece of music, and design their own exotic bird. Adults can support student discussion: how was this score alike or different from a real bird call? Is this a score you would listen to again? This activity also provides a science extension.

Keeping Score, Oiseaux exotiques (Exotic Birds):

<https://www.keeping-score.org/education/lesson-plans/oiseaux-exotiques-exotic-birds-0>

Core Score: Adults can create a bingo sheet with different core vocabulary the student is learning. The student can practice finding the core words on their device to score a spot on their BINGO card. Adults can model the core word, **score**, during the activity as the student scores different spots on the BINGO card. (Photo courtesy of Boardmaker online).



ART OR SCIENCE ACTIVITIES

Clay Work: The core word can be used in the context of pottery making or clay work. Adults can lead students in an activity using clay or other malleable material and demonstrate how to **score** the clay in order to join it into another piece. Students can use scoring to decorate their work however they choose, and later share about how they decided to score their clay (hard, soft, light, rough).

<https://www.youtube.com/watch?v=px5OT70fuAw>: Fatima demonstrates how to slip and score air dry clay.

USE OF APPS OR OTHER TECHNOLOGY

[Counting to Ten Basketball Game](#): This online game can be used in person, or in online learning by giving remote actions to a student, or having students use their talker to direct actions. After students count to 10, they have an opportunity to free throw. Students can say **score** to cheer on their peers, or exclaim when they make a basket

Bandimal App, 3.99: Students can create their own musical **scores**, as an animal of their choice imitates their creations.

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

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

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

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

Courtesy of Edmonton Regional Learning Consortium

For specific questions or more ideas regarding this core word Activity Sheet, please contact Liz Cambra @ lizcambra@gmail.com and Andriana Nikolau @ andriananikolau@gmail.com. Liz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

CORE WORD: **Race**

For Educators, Related Service Providers and Parents

SHARED READING

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I want to **race**)

DIRECT ACTION: (e.g., **race** me)

ASK FOR HELP: (e.g., help me **race**)

AFFIRM: (e.g., yes, I want to **race**)

ROUTINES AND SCHEDULES

When creating a schedule in the morning, adults can **race** their students to see who can say their schedule faster. Then they can take their time and write down their schedule together after they **race** to figure out what they're going to do that day.

PLAY

During imaginative play, students can use toy cars and **race**. Another student or an adult can count down "3, 2, 1 **race!**"

READING

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

Race car dreams by Sharon Chriscoe, courtesy of Lights Down Reading:

https://www.youtube.com/watch?v=tJ91-JMfyL0&ab_channel=LightsDownReading

This book is about a **race** car. He's very tired after a day of **racing** and goes to sleep. We find out what **race** cars dream about in the rest of the book.

Twelve More Little Race Cars by Scott and Judy Pruetz, courtesy of Little Readers:

https://www.youtube.com/watch?v=U9JiBCXVAKQ&ab_channel=LittleReaders

This book starts with twelve little **race** cars. As the **race** continues, **race** cars keep on falling off and the numbers go down until there is one!

Pete the cat go, Pete go! By James Dean, courtesy of StoryTime with Shelby:

https://www.youtube.com/watch?v=UU-86lbb5Go&ab_channel=StoryTimeWithShelby

Pete the cat **races** a turtle in his **race** car. Will Pete win? Find out in this book!

Racing Days: a Cars book by Brooke Dworkin, courtesy of JL Education TV:

https://www.youtube.com/watch?v=e1MeN48V5SA&ab_channel=JLEducationaTV

Lightning McQueen and team go on his **racing** days and find out if he can keep on winning!

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can ask each other if they would like to **race**. They can race either by running or use toy cars to race around a track. They can all take turns and talk about the **race** after it's done.

SENSORY MOTOR

Students can pretend to run a **race** when they are outside, other students or adults who aren't racing can count down "3, 2, 1 **race**!"

VIDEOS, MUSIC, ANIMATED SHORTS

Watch your step, courtesy of Badanamu:

https://www.youtube.com/watch?v=erN1mah3JtM&ab_channel=Badanamu

Vroom goes the red race car by Patty Shukla, courtesy of Patty Shukla:

https://www.youtube.com/watch?v=GsgdwM73EgM&ab_channel=PattyShuklaKidsTV-Children%27songs

Toy Race Car, courtesy of Little Angel: Nursery Rhymes and Kids Songs:

https://www.youtube.com/watch?v=OqRjONsdkvU&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Racecars by Pinkfong, courtesy of Pinkfong:

https://www.youtube.com/watch?v=Wo73SLdolDE&ab_channel=Pinkfong%21Kids%27Songs%26Stories

Balloon Boat Race by Cocomelon, courtesy of Cocomelon:

https://www.youtube.com/watch?v=GDMel6oO2fU&ab_channel=Cocomelon-NurseryRhymes

Let's Race, courtesy of Didi and Friends:

https://www.youtube.com/watch?v=XpbzX72WYAU&ab_channel=Didi%26Friends-NurseryRhymes%26KidsSongs

YOUNG ADULTS:

Born to race by OneRepublic, courtesy of Rbtvids:

https://www.youtube.com/watch?v=VFEniEBMRu4&ab_channel=Rbtvids

Rat Race by Bob Marley, courtesy of George Marley:

https://www.youtube.com/watch?v=5Qe23LVs2O4&ab_channel=GeorgeMarley

The Race is on by Suzi Quatro, courtesy of suziquatroofficial:

https://www.youtube.com/watch?v=SnkoRLNIBGU&ab_channel=SuziQuatro-Topic

STRUCTURED ACTIVITIES

Students can create little paper boats for a lesson plan. After they create the boats, they can set them up to **race** each other. They can create a score sheet and keep track of each **race**.

ART OR SCIENCE ACTIVITIES

Students and adults can create a **race** bib just like they were running in an official race. Students can write their names and come up with a location where this **race** would be. Here's an example below:



USE OF APPS OR OTHER TECHNOLOGY

Flippy Race: In this app, users are the driver of a boat. They **race** each other and try to get first place.

Google play store:

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

Apple app store: <https://apps.apple.com/us/app/flippy-race/id1434562378>

WORD WALL: Create a WordWall and add '**race**' 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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please contact Alisa Lego on Instagram @newfriendscollective or Beth Lytle
[@blytle@mail.sfsu.edu](mailto:blytle@mail.sfsu.edu)
Thank you!

CORE WORD: **Kick**

For Educators, Related Service Providers and Parents

SHARED READING

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., let's **kick** that ball)

ASK FOR HELP: (e.g., help me **kick**)

NEGATE: (e.g., don't **kick** that)

ASK A QUESTION: (e.g., did you **kick** that?)

ROUTINES AND SCHEDULES

Recess: Students and adults can get on teams to play either kickball or soccer. Some students can play and some can coach, the coaches can remind the players where and when to **kick** (e.g., “ready, set, **kick!**”).

PE: During PE, adults can teach students how to **kick** and students can direct others to kick.

PLAY

During imaginative play, students can pretend to be professional soccer players and **kick** a ball back and forth. Students can ask each other to kick it to them next (e.g., “**kick** it to me please”).

READING

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

Kick, pass, run by Leonard Kessler, courtesy of AHEV Library:

https://www.youtube.com/watch?v=L6kkel48c_g&ab_channel=AHEVLibrary

This book is about a football that goes on an adventure with different animals and what happens with the football.

Kick it, Mo! By David A. Adler, courtesy of Caroline Schaab:

https://www.youtube.com/watch?v=jfooRyGeKEU&ab_channel=CarolineSchaab

This book is about a boy Mo who is learning how to kick a soccer ball in anticipation of a soccer game he has coming up. When it's game time, will Mo be able to kick the ball?

Kick the Ball, Charlie Brown! By Charles M. Schulz, courtesy of Jose H:

https://www.youtube.com/watch?v=KTjh5VFI6TU&ab_channel=JoseH

This is a classic Peanuts story about how Charlie Brown is supposed to kick a football that Lucy is holding for him.

Froggy Play Soccer by Jonathon London, courtesy of BedTime Stories:

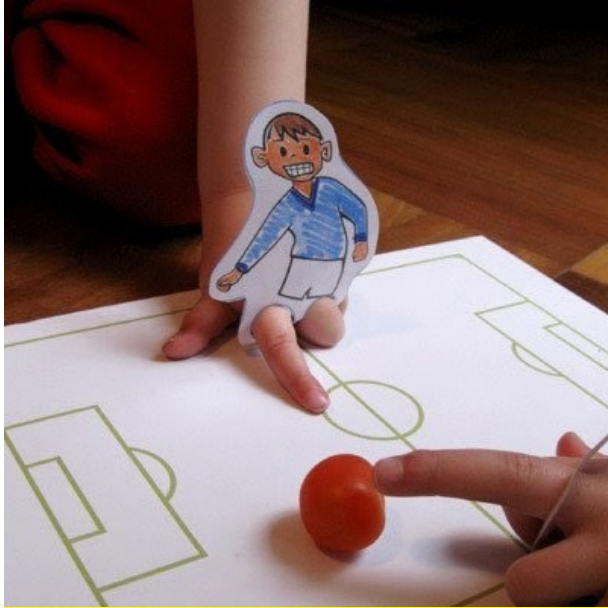
https://www.youtube.com/watch?v=wATOfdXP7_U&ab_channel=BedtimeStories

This book is about Froggy who is going to go play in a soccer game. As Froggy plays in the game, he heads, knees, and kicks the ball to get it down the field and towards the other team's goal.

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can complement each other on their kicks, "nice **kick!**". Students can also play the game below where they print out soccer players and use their fingers to **kick** a ball across a field. Courtesy of Veggie Smugglers:

<https://vegiesmugglers.com.au/2010/09/02/we-love-you-dad/>



SENSORY MOTOR

Students can **kick** different sized balls and direct others to **kick** as well (e.g., you **kick** now!) Students can also set up a soccer field and use straws to blow a pompom ball across the field as if they were “**kicking**” the ball. Idea courtesy of Spoonful



VIDEOS, MUSIC, ANIMATED SHORTS

Karate song courtesy of Little Angel: Nursery Rhymes & Kids Songs:

https://www.youtube.com/watch?v=7g-extWw7gA&ab_channel=LittleAngel%3ANurseryRhymes%26KidsSongs

Kick your knees up, step in time, courtesy of pebbles live:

https://www.youtube.com/watch?v=aG75g9qtknA&ab_channel=Pebbleslive

World Cup Kick song by Hey Dugge, courtesy of CBeebies:

https://www.youtube.com/watch?v=6UW_fHm7SQo&ab_channel=CBeebies

The Soccer song by Cocomelon, courtesy of cocomelon - Nursery Rhymes:

https://www.youtube.com/watch?v=NGf--TVrc4g&ab_channel=Cocomelon-NurseryRhymes

Kick the ball, courtesy of Lulus:

https://www.youtube.com/watch?v=AafJRWJwgLQ&ab_channel=TheLulus

YOUNG ADULTS

Kick the dust up by Luke Bryan, courtesy of Luke Bryan:

https://www.youtube.com/watch?v=Gz2oHRD2pF4&ab_channel=LukeBryanVEVO

Kick, Push by Lupe Fiasco, courtesy of Atlantic Records:

https://www.youtube.com/watch?v=Gl83ml69nX4&ab_channel=AtlanticRecords

Let's Kick it up from the Digimon Movie by Paul Gordon, courtesy of DigimonMoviesTV:

https://www.youtube.com/watch?v=1xDFWYt_pbY&ab_channel=DigimonMoviesTV

STRUCTURED ACTIVITIES

Adults and students can talk about what sports have **kicking** involved. Adults and students can also talk about different objects and if it's okay to **kick** them (e.g., a soccer ball, a chair, a wall) and where it is okay to **kick** them (e.g., playground, in a park, etc.).

ART OR SCIENCE ACTIVITIES

Adults and students can draw a soccer ball and color it in however they'd like. After they are done with their art, students and adults can write "Let's **kick** it!" on the top.



*courtesy of educatall

USE OF APPS OR OTHER TECHNOLOGY

Crazy Kick!: In this application, the user does crazy trick shots and tries to score a goal in different settings.

Apple app store: <https://apps.apple.com/us/app/crazy-kick/id1469889140>

Google play store:

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

WORD WALL: Create a WordWall and add '**kick**' 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!