

CORE WORD: **Top**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

REQUEST: (e.g., Can I play with the **top**?)

COMMENT: (e.g., I like your **top**!)

PROTEST: (e.g., Don't try to **top** me!)

PROVIDE INFORMATION: (e.g., It's on the **top** shelf.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can request “**top** off” to ask for help removing lids from containers.

Circle: Students can label the **top**, bottom, front and back of a book as part of print awareness/early literacy routines.

Visual Schedule: Adults can use the word **top** to help students orient to a vertical visual schedule.

Brushing Teeth and Washing Hands: Adults can talk about the **top** and bottom of hands while washing them as well as the top and bottom teeth while brushing.

Clean up: Shelves can be labeled with a word and/or picture symbol of **top**, middle, and bottom as well as pictures of the toys and adults can help children learn which toys go on the top, bottom, and middle shelves.

PLAY

Toys and Games:

Tops: Students can play with different colored, sized, or themed **tops**. Adults can model and encourage use of comments (“the top stopped”), requests (“I want the green top”), and protests (“no, that’s my top”) during play. Tops are great for joint attention and can be a good “people toy” if the child needs help to make the top spin. You can find tops with lights and sounds—good for some students with visual sensory preferences.



Jenga: Students can take blocks from the **top** or bottom or use their AAC system to direct a communicative partner.

Trains: Adults can model and students can talk about trains going to the **top** of the bridge before going down.

Birthday: Use playdough for the cake. Adults can show the students how to put crayon “candles” on **top** of the cake, sing, and pretend to blow them out. If children enjoy activities where adults do the unexpected, adults can start to put the crayons in the wrong place, such as under the cake or in the side, and students can correct them by telling them “no, on top!”

Recess: Adults can climb up on the play structure with students. When students get to the top adults can model “you’re at the **top**” **and** share enjoyment with the students. Core and fringe boards can be attached to play structures at the top and bottom to encourage students to communicate about where they and other students are and to make comments and questions such as “go up top” or “help me go up top.”



READING

Here are some suggested books on YouTube that can assist in teaching the word “top”:

[The Napping House by Audrey Wood: this repetitive book has animals sleeping on top of each other](#)

<https://www.youtube.com/watch?v=aZ9yibGwUNA>

Tops and Bottoms by Janet Stevens, courtesy of StoryTime at Awnie's House:
<https://www.youtube.com/watch?v=sm5nAcqWmJU>

You read this fun book from **top** to bottom instead of left to right. This book is about a family of rabbits that need to figure out a way to work with their neighbor Bear to create a business of farming. Hare, the rabbit, has Bear pick between the **top** half of the field or the bottom half. What will happen next?

All the way to the Top by Annette Bay Pimentel, courtesy of Gotham Reads:
<https://www.youtube.com/watch?v=dSdtomrJnco>

This book is a true story about how one girl's fight for Americans with disabilities changed everything. Jennifer Keelan was determined to make a change- even if she was just a kid. She never thought her wheelchair could slow her down, but the way the world around her was built made it hard to do even simple things. Like going to school or eating lunch in the cafeteria. Jennifer helped make sure the Americans with Disabilities Act passed in congress. Read to find out how.

Chicka Chicka Boom Boom by Bill Martin Jr., John Archamault and Louis Ehler, courtesy of StoryTime at Awnie's House:
<https://www.youtube.com/watch?v=VdrTXRD090U>

This book is about the letter of the alphabet and how they make their way to the **top** of the coconut tree. What will happen when all of the letters get to the **top**?

SOCIAL INTERACTIONS AND VIDEO MODELING

Adults can help students request turns activating a high interest spinning **top**, such as one with music or lights.

Adults can show students this video and talk about how we put the blocks on **top** of each other: [Autism Video Modeling to Teach Play Skills Block Tower](#)

Adults can show students this video and talk about how the child puts the cups on **top** of each other: [Autism Video Modeling to Teach Play Skills Stacking Cups](#)

Students can take turns putting blocks on **top** of a tower and talk about what they are doing/making to create a structure or scene with a common purpose.

[How to Play on a Slide by The Kids Picture Show](#): you can pause the video and talk about how the child in the video climbed to the **top** before sliding down.

SENSORY MOTOR

Students can match the word **top** or the picture symbol for top to a picture symbol or word at the top of the slide.

During a lotion activity students can request lotion on the bottom or **top** of their hands and feet.

Adults can use a spray bottle and students can request they be sprayed on the **top** of their head or other body parts.

Students can pretend to spin or turn like **tops**.

VIDEOS, MUSIC, ANIMATED SHORTS

Handwashing: [Tops and Bottoms Handwashing song by Jazzwanki](#)

[Wall Climbing for Kids](#): adults can talk about how the kids in the video are climbing to the **top**. For kids who are interested in rock climbing there are many videos on the internet showing climbers reaching the top of a rock wall.

[Baby Hermit Crab Rides on Top of His Mom](#) : there are many short videos of baby animals getting a ride on **top** of their mother's back.

[Top-Bottom Basic Concepts by Speech and Language Songs](#)

STRUCTURED ACTIVITIES

For older students adults can teach a lesson about the literal and figurative meanings of the word **top**. Examples: a top you wear, a top you spin, the top of something, being a top athlete, feeling on top of the world, what is a top chef/athlete etc.

Students can practice counting and learning and talking about the word **top** with an extension activity based on [Five Apples Up on Top](#). Students can paste their pictures or a picture of a favorite animal, vehicle, or character at the bottom of the paper. Then they can paste pictures of apples piled on top of the

bottom picture, count them, and use their AAC system to construct a sentence “X has X apples up on top.”

ART OR SCIENCE ACTIVITIES

[Balloon Blow Up Science Experiment](#): put a balloon on **top** of a bottle and watch it get bigger.

[Make Your Own Spinning Top](#): this is just one of many videos showing how to make tops. Another popular version makes tops out of old CDs.

Tops on markers: Adults can teach children to take off and replace marker tops during art activities.

Watercolors: Adults can help students wet their watercolor paper. Then students can paint a line of color across the **top** of the page and watch the paint move down through the wet paper.

Rainforest: In a science unit about the rainforest adults can teach children which plants and animals live at the **top**, in the canopy layer.

Cooking: Many cooking activities involving putting ingredients on **top** of other ingredients, Students can follow and write or direct others to follow recipes/directions for favorite foods and use the word “top”. Some examples are making a pizza, making. sandwich, making and icing a cake or cupcakes.

Gardening/Geology: Students can learn about the layers of the earth and the importance of **topsoil**.

Top of the food chain/apex predator: Many students are interested in predatory animals. Adults can present a science unit about the food chain and talk about which animals are on **top**.

USE OF APPS OR OTHER TECHNOLOGY

Stack: This app allows users to stack blocks on **top** of each other and the goal is to create the highest tower of blocks possible.

Google play store:

[https://play.google.com/store/apps/details?id=com.ketchapp.stack&hl=en_US
&gl=US](https://play.google.com/store/apps/details?id=com.ketchapp.stack&hl=en_US&gl=US)

Apple Store: <https://apps.apple.com/us/app/stack/id1080487957>

WORD WALL: Create a WordWall and add **'top'** 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 **Jamie Deiner @ deinerj@sfusd.edu**.

Thank you!

CORE WORD: **Bottom**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

Once students begin utilizing their recommended AAC systems (whether low or high-tech), educational and therapeutic teams often focus on how and when such systems can be implemented and utilized meaningfully throughout the day. Sometimes teams create Participation Plans which can help guide and outline the process. The specific approach is as different and as unique as each communicator and the strengths and needs of the individual and the team must be taken into consideration to ensure that OPPORTUNITY BARRIERS, (usually imposed by the people in the environment) and ACCESS BARRIERS, (which can be related to the individual who uses AAC) do not deter progress. (Beukelman & Mirenda, 1988; 2013)

WAYS WE CAN USE THE WORD

DESCRIBE LOCATION/POSITIONAL WORD: (e.g., It's on the **bottom** shelf.)

ASSERTING A POINT: (e.g., **Bottom** line, it needs to get done.)

LABEL BODY PART: (e.g., Sit on your **bottom**.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults or students can direct others to find a particular snack on the **bottom** shelf, or at the bottom of the refrigerator. When a snack item gets low, students or adults can comment that they see the bottom of the bag or box.

Students can cook or assemble a variety of things to target the word:

-Sandwiches ("Put mustard on the bread; that will be the bottom of our sandwich.")

-Trifles ("Put brownies at the bottom of the cup, then add pudding.")

-Two- or three-layer cake ("Spread frosting on the bottom layer.")

-Smoothies or milkshakes ("Pour the milk into the bottom of the blender.")

Circle: At circle time, adults can direct students to sit on their **bottoms**.

PLAY

Toys and Games: Students can play games such as:

-Marble tower: students can watch the marble travel down the tower to get to the **bottom**

-Connect Four: after playing the game, students can pull the tabs at the **bottom** to watch all the checkers fall out

-Jenga: students can pull blocks out from the **bottom** of the tower

-Chutes and Ladders: students can label the tops and **bottoms** of the chutes and ladders. Adults can model, "Oh no, down the chute, all the way to the bottom!" or "Yay, start at the bottom of the ladder, and go up to the top."

-Legos: students can stack Legos to make a tower and talk about which colors are on the **bottom** of the tower.

-Lincoln Logs: students can build cabins, using the flat logs on the **bottom**.

Recess: Students can roll down to the **bottom** of a hill, slide to the bottom of the slide, or come down to the bottom of the jungle gym. Adults can model, "get to the bottom," or "go down to the bottom" or ask, "Will you make it to the bottom?" "Where should I stand? At the bottom?" Students can direct adults, "Go bottom," or "Wait bottom."

READING

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

[Caps for Sale, written by Esphyr Slobodkina](#), courtesy of Read Aloud Crowd

<https://www.youtube.com/watch?v=c3HBH8FnulA>

Students can listen to the story, then complete the stacking caps activity below, first coloring each cap, then cutting them out. Adults can direct students to put a certain color cap on the **bottom**.

[Caps for Sale Template](#), courtesy of Scholastic Professional Books

<https://drive.google.com/file/d/0B25-0oZMCm0tZDZIYzVkn2MtODMzYy00OTJILWlZy2ItNjZkNDZNGQxZTgy/view>

[The Napping House, written by Audrey Wood](#), courtesy of Kids Books Read Aloud

<https://www.youtube.com/watch?v=1uhyQqXs-8E>

Students can talk about who is on the bottom (and top) for each page of the story.

[Tops and Bottoms, written by Janet Stevens](#), courtesy of StoryTime at Awnie's House

<https://www.youtube.com/watch?v=sm5nAcqWmJU>

SOCIAL INTERACTIONS AND VIDEO MODELING

Video Modeling: [How to use a dishwasher](#), courtesy of COR Behavioral.

<https://www.youtube.com/watch?v=bXU5a91NT3g>

Adults can model labeling the top and **bottom** drawers of the dishwasher, and where each item goes.

SENSORY MOTOR

Adults can bury a variety of items or words into a sensory bin, then students can dig to the **bottom** to find the items.

VIDEOS, MUSIC, ANIMATED SHORTS

[Top-Bottom Basic Concepts song](#), courtesy of Speech and Language Songs

https://www.youtube.com/watch?v=0Op2_Q2YwXU

[There's A Hole In The Bottom Of The Sea](#), courtesy of Super Simple Songs-Kids Songs

<https://www.youtube.com/watch?v=UK6UNRnbnw4>

STRUCTURED ACTIVITIES

During reading instruction, adults can direct students to find words, pictures, or page numbers at the **bottom** of the page.

Adults can explicitly teach the use of the word, labeling the bottoms of items, bottom locations, etc.

When working on handwriting, adults can point out where to write the letters, or use cues for each letter ("Letter L goes down all the way to the bottom line.")

ART OR SCIENCE ACTIVITIES

Students can make their own glitter sensory bottles, shaking them up and watching the glitter settle to the **bottom**.

[DIY Glitter Bottle Sensory Tool](#), courtesy of Little Bins for Little Hands blog

<https://littlebinsforlittlehands.com/glitter-bottle-calm-sensory-tool-anxiety-relief/>



USE OF APPS OR OTHER TECHNOLOGY

Boom Cards:

[Top, Middle, and Bottom](#), courtesy of Charlie Chats

<https://wow.boomlearning.com/deck/top-middle-and-bottom-wgWMtTsSqPK2WfoPx>

[Turkey: Top, Middle, and Bottom](#), courtesy of Tami's Tools

<https://wow.boomlearning.com/deck/turkey-top-middle-bottom-xuSuDBYjrNyyJBwWX>

[Stock the Shelves Pantry SAMPLE](#), courtesy of Paul121

<https://wow.boomlearning.com/deck/stock-the-shelves-pantry-sample-uidbA5bm3YScJj6PF>

[Stock the Shelves Cans SAMPLE](#), courtesy of Paul121

<https://wow.boomlearning.com/deck/stock-the-shelves-cans-sample-WMsZnv69RxEA8TagC>

[Spatial Concepts Deck Top and Bottom Interactive Play](#), courtesy of

<https://wow.boomlearning.com/deck/spatial-concept-deck-top-and-bottom-interactive-play-XL6HiQpT4WzcgXudS>

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

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

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

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

For specific questions or more ideas regarding this core word Activity Sheet, please contact Beth Kenney @ bkenney@hershey.k12.pa.us. Beth is a special

education teacher in an elementary classroom serving students with autism and other complex communication needs. A focal point of instruction is functional language and communication to allow students to be as independent as possible. Her classroom team uses core vocabulary all day, every day to teach and support their students.

Thank you!

CORE WORD: **Some**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I like **some** of the colorful balls; or dolls or foods.")

SOCIAL INTERACTION: (e.g., "Do you want **some** toys?")

REQUEST: (e.g., "I want **some** candy.")

ROUTINES AND SCHEDULES

Snack/mealtimes:

- Adults can put out snack items and ask the student "Do you want **some** _____ or **some** _____?"
- Adults can ask the child to give them **some** items to help in cooking.
- Adults can give the child items to set the table, but not enough of certain items and wait for the child to ask for "**some** more".

Circle Time:

- During circle, students can say if **some** or all of their friends are in by looking at charts of who is in and who is absent.
- During weather, you can see if all or **some** of the days have had the same weather, by looking outside and posting on the calendar or the weather chart. If you are using a calendar, you can see if all or **some** Mondays, Tuesdays, etc. have had the same or different weather.

PLAY: An adult or peer can have all of the toy items (i.e., blocks, cars, etc.) and wait for the child to ask for “**some**” of the item. It might be helpful to have a visual of the “**some**” icon present to point to as a cue.

READING:

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

The Doorbell Rang by Pat Hutchins - Each ring of the doorbell brings more friends to share **some** of the delicious cookies. After reading the story the children can share cookies or some other item/items where each child gets **some**.

Tarheel Reader -

“**Some** Cats” - describes features that some cats have,
<https://tarheelreader.org/2020/03/26/some-cats-2/>.

“**Some** Bugs Have Legs” - compares bugs that do have legs and bugs that do not have legs, <https://tarheelreader.org/2019/05/10/some-bugs-have-legs/>.

SOCIAL INTERACTIONS AND VIDEO MODELING

Children can take turns with the first child giving the second child **some** of an item, The children can interact with the items. An adult can model asking the first child for **some** more. The children can then switch positions, with the second child giving the first child **some** of the same or different items. The other child can ask for **some** more, with or without models from an adult. The children should have opportunities to interact with the items before they switch turns.

SENSORY MOTOR

Use a bin, filled with rice, and have the child find **some** of the hidden items. You can hide multiple types of items in the rice and the child can find **some** of each.

- Bins or containers can be set about the room and the child can put **some** of different items (i.e., balls, cotton balls, pegs, counting bears, etc.) in each bin. They can work on hopping, walking, skipping, etc. to the different containers or the containers can be set around the child and the child can try to throw the items into the containers. You can reinforce how the child was able to get/throw/place **some** of the items in each bin.

VIDEOS, MUSIC, ANIMATED SHORTS

Any of the counting songs can be done by talking about some of the items on each page. (e.g., We have 2 monkeys on the bed, We have **some** monkeys on the bed.” Some song videos that could be used are:

Five Little Ducks - https://www.youtube.com/watch?v=XECtg0w_YKk

Five Little Monkeys Jumping on the Bed - <https://www.youtube.com/watch?v=-1cyFOW--Tw>.

STRUCTURED ACTIVITIES

Math: Have various items available and practice putting **some** of each in containers. Physically hold your hand over a few of the items so the child cannot put them all in the containers.

ART OR SCIENCE ACTIVITIES

Put out a bunch of household items (i.e., cotton balls, paper clips, cereal, paper bags, scrap paper, markers, crayons, stickers, etc.) and have the student make an art project using **some** of each of the materials.

Students can collect different household items and place them in a container of water to see which one sink and which one float. The child can fill out a

graph showing how many floated and how many sank and the adult can reinforce that **some** float and **some** sink.

USE OF APPS OR OTHER TECHNOLOGY

Teacher Pay Teacher activities for prepositions, including “**some**”, “all”, “none” listed at

<https://www.teacherspayteachers.com/Browse/Search:some%20all%20none>.

More Trucks by Duck Duck Moose -

<https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/more-trucks/>. You could compare the trucks and talk about what **some** trucks have and **some** do not.

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own personalized topics, e.g. “**Some** of my clothes have stripes, **some** don't”, “**Some** of my food is orange, **some** isn't”, etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>).

WORD WALL: Create a WordWall and add ‘**some**’ 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 Carolann Cormier, MS, CCC-SLP, at ccormier@crec.org. I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at https://twitter.com/CREC_ATech.

CORE WORD: **All**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

DESCRIBE: (e.g., "I ate **all** my food." "I am **all** done.")

ASK: (e.g., "Do you want **all** the blocks?")

SOCIAL INTERACTION: (e.g., "We are **all** here.")

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can put some of the snack item out and ask the child if they want "some of the ____" or "**all** of the ____". This also works on the word "some".

Circle Time:

During circle, students can say if some or **all** of their friends are in by looking at charts of who is there and who is absent.

During weather, you can see if **all** or some of the days have had the same weather, by looking outside and posting on the calendar or the weather chart. If you are using a calendar, you can see if **all** Mondays, Tuesdays, etc. have had the same or different weather.

PLAY

Imaginary: Students can play in the 'play' kitchen pretend eating or pretend feeding friends or dolls **all** of the food.

Games: Students can play a Bingo game, using vocabulary for what they did yesterday. You could also create cards for today and tomorrow. Sites to create Bingo games include but are not limited to: <https://bingobaker.com/> (free, you can use pictures or text, play virtually and create question/answer formats), LessonPix (<https://lessonpix.com/>) for an annual fee, or various versions of BoardMaker (<https://goboardmaker.com/>).

READING

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

"I Love You **All** Day Long" by Francesca Rusackas - is a story that deals with separation anxiety at school, there are some good things and some bad things but you love them **all** day long.

"We're All Wonders" by R.J. Palacio is about choosing kind because we are **all** wonders even if someone looks different.

"A Fish Out of Water" by Helen Palmer - the boy feeds the fish **all** the food and the fish grows and grows and grows.

"The Wheels on the Bus" - the repeated lines "**All** through the town."

Tarheel Reader

All Done - <https://tarheelreader.org/2020/01/14/all-done-7/> - Talks about the daily routine and what you do when you are **all** done.

All The Animals - <https://tarheelreader.org/2020/01/02/all-the-animals/> - this story incorporates in additional concepts

All or None - <https://tarheelreader.org/2019/06/15/all-or-none/> - the story has one page where **all** is featured and the next where none is featured (i.e., "**All** these horses are brown. None of these horses are brown.")

SOCIAL INTERACTIONS AND VIDEO MODELING

Children can take turns with the first child giving the second child **all** of an item, The child can interact with the items. An adult can model asking the second child for **all** of the items back. The children can play the same game with different items taking turns giving each other **all** of the items. The children should have opportunities to interact with the items for a short time before they switch turns. You could switch the rules of the game and work on sorting, where the first child may give the second child **all** of the red counting bears/Legos/cars or the second child can ask the first child for **all** the _____.

Children can take turns being the paper collector and go to each child to ask for and collect **all** the papers. This could be done for **all** of the other items (i.e., glue, trash, crayons, etc.)

SENSORY MOTOR

Use a bin, filled with rice, and have the child find **all** of the hidden items. You can hide multiple types of items in the rice and the child can find **all** of each or **all** of only one type of item.

Bins or containers can be set about the room and the child can put **all** of different items (i.e., balls, cotton balls, pegs, counting bears, etc.) in each bin. One bin could have **all** cotton balls, one bin could have **all** balls, one bin could have **all** counting bears, etc. The child can work on hopping, walking, skipping, etc. to the different containers or the containers can be set around the child and the child can try to throw the items into the containers. You can reinforce how the child was able to get/throw/place **all** of the items in the different bins.

VIDEOS, MUSIC, ANIMATED SHORTS

"The Green Grass Grows **All** Around" video and song
<https://www.youtube.com/watch?v=CTbswd1Q3-o>.

Daily Routine song "**All** in a Day" goes through the sequence of a daily routine
<https://www.youtube.com/watch?v=oPo77rZW58M>. This could be paired with doing a schedule with a picture for each activity.

"The Wheels on the Bus" with the repetitive line "**All** Through the Town"
<https://www.youtube.com/watch?v=GzrjwOQpA10> and numerous other versions available.

STRUCTURED ACTIVITIES

Math:

Have a child help set the table and put on **all** the plates, **all** the napkins, **all** the cups, etc.

Have the child help with laundry by putting in **all** the socks, all the towels, **all** the shirts, etc. The child can help fold **all** the socks, **all** the towels, etc.

Have the child work on addition by putting **all** the counters together and counting them up for a total. **All** of them equals ____.

ART OR SCIENCE ACTIVITIES

Art

Put out a bunch of household items (i.e., cotton balls, paper clips, cereal, paper bags, scrap paper, markers, crayons, stickers, etc.) and have the student make an art project using **all** of one of the materials. If there are multiple children, they can each make an art project out of **all** of one of the materials. You can pick a type of picture (i.e., a house, a flower, a person, etc.) and have the children experiment in making that picture using **all** of their materials and then compare each other's finished products at the end. Make a scrapbook using the actual art pages or pictures and label each page (i.e., "This is a house made of **all** cotton balls. This is a house made of **all** paperclips." etc.) If you take pictures of the pages, you can publish your scrap book using an app or website (see Technology section for more information on book creators.)

Science

Students can collect different household items and place them in a container of water to see which one sink and which one float. The child can fill out a graph showing how many floated and how many sank and the adult can reinforce that **all** plastic floats and **all** metal sinks.

USE OF APPS OR OTHER TECHNOLOGY

Duck Duck Moose "The Wheels on the Bus" with the repetitive line "**All** through the Town" app available on multiple platforms

<https://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/wheels-on-the-bus/>.

Boomcards - "I am **all** done with ____" at <https://wow.boomlearning.com/deck/all-done-interactive-vocab-book-FeesPLMfxiChMDDuj>.

Teacher Pay Teacher activities for prepositions, including "some", "**all**", "none" listed at <https://www.teacherspayteachers.com/Browse/Search:some%20all%20none>.

You could use Tar Heel Reader (<https://tarheelreader.org/>, create an account to write your own books using the code Literacy!), Pictello app (<https://www.assistiveware.com/products/pictello>) or Book Creator (<https://bookcreator.com/press/the-book-creator-story/> free to create 40 books) to write your own stories about "**All** the Things I Love", "**All** the Foods I Eat", "All my Trucks", "All my Shirts with Stripes", etc. You can import TarHeel stories into Pictello (<https://www.assistiveware.com/tar-heel-reader-pictello-converter>) or iBooks (<https://www.janefarrall.com/putting-tar-heel-reader-books-into-ibooks-with-speech/>). Your student and his/her friends and family can then read the published book over and over.

WORD WALL: Create a WordWall and add '**all**' 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 Carolann Cormier, MS, CCC-SLP, at ccormier@crec.org. I am a Speech/Language Pathologist, working part-time at Capital Region Education Council in Connecticut, specializing in assistive technology and augmentative alternative communication. I love incorporating literacy and assistive technology in all my therapy activities. In my spare time, I love doing crafts, especially anything related to fiber arts. You can follow CREC's assistive technology specialists on Twitter at https://twitter.com/CREC_ATech.

