

CORE WORD: **Now**

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

COMMAND: (e.g., “**Now!**” [listeners perform action])

DESCRIBE: (e.g., “**Now** she is eating”)

REQUEST: (e.g., “I want crackers **now**”)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can give students sequential choices during snack time: offering two choices. The students can have one **now** and save one for later. “I want Goldfish **now**. I want apple slices later”.

Circle: Many teachers and educators can use circle time to practice calendar, weather, clocks, etc. and all of those are excellent contexts for practicing “**now**”. Adults can call on students and ask questions such as “What is the

weather **now**?” or “What time is it **now**”. Students can answer “The weather **now** is sunny” or “The time **now** is 10:15”.

PLAY

Toys and Games: Adults can find games that require one person to command the players to begin by shouting “**Now!**”. There are lots of games and activities that could use this linguistic mechanic with no required materials at all, such as a race (“Ready, set, **now!**”). There are also lots of games that feature this same mass start, such as Hungry Hungry Hippos. You could also use this same activity to practice “Stop”, similar to the game “Red light, Green light”, where one student gets to start and stop the action by giving commands.



Recess: Adults can assign students to recess groups for dismissing students to recess and calling them back. Group names can be by color, number, or something fun that students find motivating (The Avengers, The Giants, etc.). Students can rotate who gets to call groups to be dismissed for recess and be called back at the end (“**Now** Red Group” or “**Now** Avengers”).

READING

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

["Then and Now" by Tracy Seto, illustrations by Ute Simon; Presented by J&D Play Fun YouTube Channel](#)

[Now by Antoinette Portis, courtesy of The Storytime Family:
https://www.youtube.com/watch?v=l8k-qrtbCRg](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can practice expanding on "my turn" and "your turn" by adding in "**now**". Using any turn-based game or activity, have students' practice saying, "**Now** my turn" and "**Now** your turn" as they switch. Using simple visuals like sentence strips can help students remember to use their words as they switch turns.

SENSORY MOTOR

Many students benefit from clear visuals to keep them attending to less preferred activities throughout the school day, such as math work or independent reading. Many people use "First, then" visuals, but these could be modified to indicate that the students are doing one activity **now**, and later they will move to another activity. "**Now** I am reading. Next I will go to lunch".

VIDEOS, MUSIC, ANIMATED SHORTS

["Long Ago and Now" by Little Fox: Fairy Tales and Classic Stories for Kids](#)

["What the World Needs Now" by Jack Hartmann Kids Music Channel](#)

[Forever Now by Michael Bubl , courtesy of Michael Bubl :
https://www.youtube.com/watch?v=VRvYu5oOXF0](#)

STRUCTURED ACTIVITIES

Many structured language activities target verb tense forms and the word “now” can be an extra layer of support to indicate that something requires present tense verb forms. Adults can use visuals and/or text materials to show scenes of happening either currently, in the past, or in the future. Students can describe the visuals “**Now** she is eat-ing. Then she is finish-ed”.

ART OR SCIENCE ACTIVITIES

I always enjoy using food coloring and containers of water to target different language forms, especially words used for command functions. Students can take turns deciding what color students will add to their water (“**Now** green”).

USE OF APPS OR OTHER TECHNOLOGY

Toontastic 3D by Google LLC can be downloaded free on the Apple App store. Students can draw and animate characters, pick settings, and narrate their own stories. Adults can use this as an opportunity to ask, “What is the character doing **now**?” and the students can answer/narrate “**Now** the character is hiking”.

WORD WALL: Create a WordWall and add ‘**now**’ 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.

For specific questions or more ideas regarding this core word Activity Sheet, please contact Wes Heidenreich @ heidenreichwes2@gmail.com

Thank you!

CORE WORD: **Ready**

For Educators, Related Service Providers and Parents

THE PARTICIPATION MODEL AND PARTICIPATION PLANS

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WAYS WE CAN USE THE WORD

QUESTION: (e.g. Are you **ready** to go?)

DIRECT ACTIONS: (e.g., Let's get **ready**, now.)

AGREE: (e.g., Yes, I think you're **ready** for it?)

DISAGREE: (e.g., I don't think I'm **ready**).

GET HELP: (e.g., I need help getting **ready**).

ANSWER QUESTION: (I'm **ready**).

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can ask the students if they want to help get the snacks ready for the group. Adults can provide choices for students and they can help prepare for snack time, by dividing snacks or placing them in containers.

Adults can also encourage students to help them get the meals ready.

Circle: Adults can indicate when they see that students are **ready** for a morning meeting, describing such readiness behaviors, (e.g., the students are seated in their chairs/and facing the teacher).

Adults can blow up balloons with a balloon pump. They can decide with the students what the balloon will look like when it's **ready** (e.g., big, small, long) or how many pumps it will take for the balloon to be ready. When the balloon has enough air, the students can say the phrase, "ready, set, go!" and let it go.

PLAY

Cars and Trucks- Students can race their cars/vehicles, and someone can direct the race, (e.g., **ready**, set, go!).

Dolls: Adults can assist students getting the dolls **ready** for the day, by feeding them, dressing them and/or changing the diapers.

Cooking/Kitchen: Students can cook with pretend food, and once the food is cooked or baked they can announce that it is **ready**.

Students can talk about what different foods, smell, and feel like when they are **ready** (e.g., hot, with sauce, do they get bigger in the oven, etc.).

Recess: Adults can ask the students whether they are **ready** to go out for recess. Adults can indicate that when students demonstrate that they are **ready**, they can line up at the door.

Adults and students can produce the phrase, "**ready**, set, go" while playing at the swing set or on the slide. Adults can model the phrase, provide a phonemic cue (i.e., "r.."), a gestural cue to the student's AAC device, or provide adequate wait time for the student to produce the phrase before pushing the student on the swing or allowing them to go down the slide.

Students can play hide-and-seek and use the phrase, "**ready** or not, here I come!"

READING

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

[How to Get Your Teacher Ready, by Jean Reagan, Read Aloud | Kids Books | Read Along, Courtesy of Readaroo Kids](#)

[Miss Bindergarten Gets Ready for Kindergarten By Joseph Slate | Children's Book Read Aloud, Courtesy of Lights Down Reading](#)

[Are You Ready to Play Outside? by Mo Willems | Elephant & Piggie Book | Read Aloud Book for Kids, Courtesy of SnuggleBug Story Time](#)

[Berenstain Bears Ready, Get Set Go! By Stan and Jan Berenstain, Courtesy of Ready, Set, Go! -By Robert Munsch, Courtesy of the Bookworms](#)

SOCIAL INTERACTIONS AND VIDEO MODELING

[Video Model Project: Getting Ready for School](#) Courtesy of Katelyn Dougherty. (This is an example of how a step-by-step video could be helpful for a student's routine in getting ready for school).

SENSORY MOTOR

Students can play a “stop” and “go” game, using the phrase, “**ready**, set, go!” when starting to move.

Students can get excited for a group dance activity by shouting that they are **ready** in response to the question, “are you ready to dance?!”

Students can set up an outdoors bowling game for each other. They can tell their peers when it is **ready** to be played with.

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: Elmo's Getting Ready for School](#)

[Are You Ready? Morning Song | Kids Action Song | Children Love to Sing](#)

Courtesy of Christmas Songs and Carols - Love to Sing

[I'M READY TO GO | LYRICS | MOVING UP SONG](#), Teacher Michael TV

[Feed Me - Simon's Cat | SHORTS #28](#) Simon is trying to tell the man that he is ready to eat. (He must be really hungry).

Young Adults

[CHROMANCE – Wrap Me In Plastic \(Official Video\) - Marcus Layton](#)

[Mix](#) Courtesy of Marvellous

[Katy Perry - Dark Horse \(Official\) ft. Juicy J](#), Are you ready for the perfect storm?

Courtesy of Katy Perry

[Taylor Swift - ...Ready For It?](#) Courtesy of Taylor Swift

[Sam Smith, Demi Lovato - I'm Ready](#), Courtesy of Sam Smith

[India.Arie - Ready For Love \(Official Video\)](#) Courtesy of India Arie

[Bad Company-Ready for love \(live\)](#) Courtesy of Petyo Vesilev

STRUCTURED ACTIVITIES

Adults can play many Ready, Steady (or Set) Go, games and activities. Here is a great video from an SLP, Bryony Rust who has lots of ideas to set up such activities. [Here is the video link.](#)

[Sesame Street: Back to School with Elmo PSA | #CaringForEachOther](#). This video discusses going back to school during Covid 19 and how it looks different for different people. He talks about some days students learn at home and some days at school.

Adults and students can co-create Mad Libs by creating their own or using the [RedKid website](#) to create one electronically across multiple topics! Fun.

ART OR SCIENCE ACTIVITIES

Students can create a cartoon of what they do every day to get **ready** for school.

Students can [make a volcano](#) with the help of an adult. After each step, the adult can ask, “Is it ready to erupt?” When the volcano is done, the student can say, “ready, set, go!” as it explodes.

USE OF APPS OR OTHER TECHNOLOGY

[Angry Birds app](#): Students can take turns playing one of the many Angry Birds apps and when they are just about ready to release one of the many items, they can indicate, ‘**ready**’.

[Toca Kitchen Monsters](#): Students choose a food for the monster to eat and then cook and prepare the food until it is **ready** to eat.

WORD WALL: Create a WordWall and add ‘**ready**’ 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 Michaela Sullivan, M.S., CCC-SLP at michaelasullivan2@gmail.com, or Sophie Goodwin, M.S., CCC-SLP, at sophiedgoodwin@gmail.com. Sophie Goodwin has a [Boom Cards](#) store that focuses on comprehension and use of core words.
Thank you!

CORE WORD: **To**

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: (e.g., bring it **to** the room, let's go **to** the mall)

ASK QUESTION: (e.g., **to** where?, **to** who?)

ANSWER: (e.g., he went **to** the store)

INSTRUCT: (e.g., write a letter **to** mom, this is a pottery how-**to**)

SLANG: (e.g., **to** game something - (to play or manipulate it))

ROUTINES AND SCHEDULES

Snack/mealtimes: During mealtime, adults can ask where they want to go to eat? **To** McDonalds? **To** California Fish Grill? **To** In-n-out? Or should we go **to** the market and cook at home?

Circle: Students can hold an item and play hot potato. Students will have to choose who to give to. Adults will facilitate by saying, "Quick (student's name), **to** whom?".

PLAY

Recess: At recess, play a game of pretend - travel anywhere. Each student will get to pick one place they want to travel **to**. **To** the mall? **To** the market?

READING

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

 Kids Book Read Aloud: DAVID GOES TO SCHOOL by David Shannon

<https://www.youtube.com/watch?v=JWafD1H8tLA>

[Just Go to Bed by Mercer Mayer - Little Critter - Read Aloud Books for Children - Storytime](https://www.youtube.com/watch?v=Rf4Tg5ys9AI)

<https://www.youtube.com/watch?v=Rf4Tg5ys9AI>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can go on a scavenger hunt with a partner and must go **to** each room to find what is incorrectly placed in the room. Then, the goal is to put the item back **to** its appropriate room (ex: a fork found in the bedroom, should be brought to the kitchen).

Adults and children can go to the market and have a list of items to buy. The adults can see if the children will know which aisle **to** go to find the items on the list.

SENSORY MOTOR

Students can go **to** the trampoline and jump or pick another sensory motor item, such as kinetic sand. Adults will facilitate by telling the students, "let's go **to** the beach. Close your eyes and imagine the sand in your hands." Adults can also provide a visual with the sight-word "**to**" and fill in the blank with a room.

VIDEOS, MUSIC, ANIMATED SHORTS

[To Song](#)

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

[To- Song for the Sight Word "To"](#)

<https://www.youtube.com/watch?v=f8mYY59kOSU>

[Bruno Mars - Talking To The Moon \(Official Lyric Video\)](#)

<https://www.youtube.com/watch?v=fXw0jcYbqdo>

STRUCTURED ACTIVITIES

Students can write a letter **to** a friend and with an adult, learn how to mail a letter. The student will learn parts of a letter such as the return address and the address the letter is being sent to.

ART OR SCIENCE ACTIVITIES

This is a DIY plant pot how-**to** art activity. Please visit this link:

<https://littlecooksreadingbooks.com/how-to-make-diy-plant-pots/>. This activity is for all ages.

USE OF APPS OR OTHER TECHNOLOGY

Play a game of *Among Us* online with friends. The object of the game is to figure out who the imposter is and the imposter must lie. Using the slang, the imposter has “**to** game something” where he/she will lie about their pathing around the map so he/she doesn’t get caught.

Apps:

* A **to** Sea by Joshua Wilson, <https://appsto.re/us/EV97P.i>

* *Alpha Fun*: Play from A **to** J by KrakenEight LLC, <https://appsto.re/us/dDL95.i>

WORD WALL: Create a WordWall and add '**to**' 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 Samantha (Sam) Lin @slin18@mail.sfsu.edu. Sam is a second-year speech-language pathology graduate student at San Francisco State University and has a passion for learning about AAC and Autism. Follow her on Instagram @samnslp for the occasional SLP-related stories!

Thank you!

CORE WORD: **With**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

SHARE INFORMATION: (e.g., I went to the movies **with** my friends yesterday.)

NEGATION/DENY: (e.g., I didn't go **with** her.)

COMMENT: (e.g., I'm not sure it matches **with** that.)

GOSSIP: (e.g., Is she really going out **with** him?)

ASK A QUESTION: (e.g., Are we having salad **with** our pizza?)

ANSWER A QUESTION: (e.g., Yes, we will have vegetables **with** it.)

GET HELP: (e.g., Can you come to the doctors **with** me?)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can serve ice cream sundaes **with** a variety of toppings. Students can request what they would like their sundaes with. Adults can offer some "silly" options (e.g., carrots or bread) so students can also communicate what they do not want their ice cream with.

Students can ask each other and answer questions regarding which foods go **with** each other. For example, they can ask, “do you eat pizza with whipped cream?” or “does cake go with ketchup?”

Circle: Students can take turns to request a certain musical instrument to make music **with** as a group. They can choose a color scarf to do a circle time scarf song **with**.

Students can choose a circle time song **with** movements or with an accompanying book on their AAC device or on a low-tech choice board.

PLAY

Adults can support students to ask questions, such as, (“Can I play **with** _____ (person)”) or they can directly ask their friends to play **with** them.

Toys and Games: Students can choose what toys they want to play **with** using a low-tech choice board or by requesting specific items on their AAC device. They can communicate whether they wish to play with a toy or game by themselves or with a peer.

Students can engage in a pretend tea party. They can practice pairing items by asking each other questions such as “do you want your tea **with** sugar?,” “do you want a saucer with your cup?” and “do you want your sandwich with its crusts?” They can decide which dolls or stuffed animals will talk or sit with each other during the pretend party.

Recess:

Students lined up at the door can be paired with another student to walk with outside. This would provide an opportunity for students to indicate who they are going outside **with**.

Prior to going outside for recess, adults could provide students with visual choices of what they could play with outside. Students could then have the opportunity to create a phrase or sentence using the word ‘with’ to request an item, (e.g., I want to play **with** the ball).

READING

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

[Just Grandma and Me - by Mercer Mayer, Little Critter - Read Aloud Books for Children - Storytime](#), Courtesy of Oceanhouse Media. Students can talk about who he played with all day.

[Spot Loves His Daddy by Eric Hill | Read aloud book for baby & toddler | board book story time](#), Courtesy of Snugglebug Story Time. Students can talk about all the things Spot did with his dad.

SOCIAL INTERACTIONS AND VIDEO MODELING

[Sesame Street: Elmo and Rosita Teach Friendship](#). The best thing about friends is spending time with each other. Adults and students can talk about friendship while watching this video. Courtesy of Sesame Street

[Sesame Street: Friends | Elmo's World](#), Elmo asks many people how they play with their friends. Courtesy of Sesame Street

SENSORY MOTOR

Students can ask each other if they want to play **with** them in the sandbox. They can choose what sand toys they want to play with as well.

Students can play in a sensory water and soup bin. They can decide if they want to play **with** a peer or by themselves, if they want their bubbles with food dye, and what toys they want to play with in their bin.

VIDEOS, MUSIC, ANIMATED SHORTS

[Play With Me, Sing Along!](#) Children's Song | Second Version Movement Song | , Courtesy of Patty Shukla, Kid's TV.

[With My Heart](#) | Kids Songs | Super Simple Songs

[Playing with Friends \(Social Story for Kids\)](#) | Marzia Mohsina

Young Adults

[Michael Jackson - Rock With You \(Official Video\)](#), Courtesy of Michael Jackson

[U2 - With Or Without You \(Official Music Video\)](#), Courtesy of U2

[David Guetta - Without You ft. Usher \(T1 Remix\) | ANIMATED](#) Courtesy of T1

[Avril Lavigne - I'm With You \(Video\)](#), Courtesy of Avril Lavigne

[Jessica Simpson - With You \(Official Music Video\)](#) Courtesy of Jessica Simpson

STRUCTURED ACTIVITIES

Chart Writing

Adults can have students share who they spent time with during the day.

I played with _____. It was _____.

I worked with _____. It was _____.

I cleaned up with _____. It was _____.

I worked with _____. It was _____.

I drove home with _____. It was _____.

Predictable Chart Writing

Adults can talk about what students can do with friends and then create a predictable chart writing activity with a large group of students.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends.

I _____ with my friends.
I _____ with my friends.

Adults and students can co-create Mad Libs by creating their own or using the [RedKid website](#) to create one electronically across multiple topics! Fun.

ART OR SCIENCE ACTIVITIES

Students can decide what art tools (e.g., paint brush, pencils) and colors they want to create an art piece **with**.

Students can paint a picture of themselves with their families or friends.

Students can draw pictures of different professionals with their tools and uniforms (e.g., a firefighter with her red hat and hose, a doctor with his white coat and stethoscope, etc.).

USE OF APPS OR OTHER TECHNOLOGY

[My Playhome app](#): Students can choose which family members should be **with** each other in each room in the house.

[Toca Boca Hair Salon](#) app: Students can choose what tools they want to style their “customers’” hair **with** (e.g., curling iron, scissors, etc.).

WORD WALL: Create a WordWall and add ‘**with**’ 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

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