

CORE WORD: **Push**

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

PROVIDE INFORMATION: (e.g., She helped to **push** the children's wheelchair's today.)

EXPRESSION: (e.g., Don't **push** it.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Students can indicate to adults which foods or drinks they prefer by pushing away unwanted food/drink when it is presented to them. Adults ask the student "Do you want this?" while offering a specific food or drink. Students can respond by accepting their preferred food or by pushing away their unpreferred food. The adult can model the child's actions on the AAC by saying "You are pushing the food away. You do not want it." On their AAC device, the child can indicate the pushing action as they are performing it. (e.g., "I am pushing the food.)

Circle: Adults can create a structured activity where the opportunity to use the word **'push'** is high. For example, the group can sing “Forces Can Push or Pull” listed in the videos below. The teacher can model the action ‘push’ to the students and then tell the students to follow along. The students can also use the word ‘push’ on their AAC device while modeling these actions. The more repetition, the better. If this is a new concept, visual support for choices for a response is important.

Forces Can Push or Pull | Science Is A Snap | Jack Hartmann

https://www.youtube.com/watch?v=E-SnC_WKsCg

PLAY

Dolls: The adult can model **push** by using the word push on the aac device or saying the word ‘push’ out loud while simultaneously using the dolls to push a toy shopping cart. The adult can then instruct the student to do the same thing with their doll and the shopping cart.

Stuffed Animals: The adult can model **push** by using the word push on the aac device or saying the word ‘push’ out loud while simultaneously using the stuffed animals to push a baby stroller. The adult can then instruct the student to do the same thing with their stuffed animal and the baby stroller.

Puppets: The adult can model **push** by using the word push on the aac device or saying the word ‘push’ out loud while simultaneously using the puppets to push a toy shopping cart. The adult can then instruct the student to do the same thing with their puppet and the shopping cart.

Action Figures: The adult can model **push** by using the word push on the aac device or saying the word ‘push’ out loud while simultaneously using the action figures to push a toy shopping cart. The adult can then instruct the student to do the same thing with their action figure and the shopping cart.

RECESS:

Slides: The adult can model the word **push** by using the word push on the aac device and saying, “I am going to push you down the slide.” The child may also

push a peer down the slide and then use their AAC to indicate that they 'pushed' their friend down the slide.

Swings: The adult can model the word **push** by using the word push on the aac device and saying, "I am pushing you on the swings" The child may also push a peer on the swing and then use their AAC to indicate that they 'pushed' their friend on the swing.

READING

Here are some suggested books on YouTube that can assist in teaching the core word. Adults can model the word **push** on the student's communication system each time it is read. This creates lots of opportunities to practice using this core word.

1. Motion: Push and Pull, Fast and Slow | By: Darlene Stille | Jana's Bananas Storytime

<https://www.youtube.com/watch?v=kjIKi6zkzvo>

2. Read Aloud Cece Loves Science Push And Pull | Carla Whipple | By Kimberly Derting

<https://www.youtube.com/watch?v=M7BeugFxGPs>

3. Push and Pull | The Teacher's Library | By Patricia J. Murphy

<https://www.youtube.com/watch?v=jVw31uVoflM>

4. Swings, Slides, and Science | Physics for Kids | By Kimberly Derting

<https://www.youtube.com/watch?v=JvSClZ3vHOI>

5. Don't Push The Button | By Bill Cotter | Read aloud and presented by KidTime StoryTime YouTube Channel

<https://youtu.be/ZMyh-DMzEho>

SENSORY MOTOR

Swings: Students can take a body break and practice using the core word while using swings. Adults can facilitate use of the core word by modeling, prompting, and aided language stimulation. The core word can be used to request (**push** me) or describe actions during the activity (I push, you push, etc.).

Exercise Ball: Students can play and bounce and **push** a large exercise ball.

Wind Chimes: Students can play with wind chimes and listen to the soothing sounds they make when either the wind pushes them or if the student pushes them.

Stamps: Students can use stamps to push the designs into ink and then push the stamp onto a paper to make designs.

Bubble Wrap: Students can **push** in the bubbles on a strip of bubble tape and have fun hearing it pop.

VIDEOS, MUSIC, ANIMATED SHORTS

Happy Feet Video Clip, courtesy of Movieclips YouTube Channel:

<https://www.youtube.com/watch?v=q-H62GgHjeg>

Push And Pull For Kids Video, courtesy of Homeschool Pop YouTube Channel:

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

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

<https://www.youtube.com/watch?v=Gl83ml69nX4>

Push It To The Limit by Corbin Bleu, courtesy of CorbinBleuVEVO YouTube Channel: <https://www.youtube.com/watch?v=A3-JA49q-0o>

Get Yo Body Movin' Dance A Long by Koo Koo Kanga Roo, courtesy of Koo Koo Kanga Roo YouTube Channel:

<https://www.youtube.com/watch?v=XXH0EAKzPcM>

Sweet Cocoon Animated Short by ESMA and The CGBros, courtesy of THECGBros YouTube Channel:
<https://www.youtube.com/watch?v=D0a0aNqTehM&t=299s>

STRUCTURED ACTIVITIES

Puzzles: Students and adults can complete a puzzle together and use the core word as they **push** the puzzle pieces into place.

Simon Says: Adults can use Simon Says to model and facilitate use of the core word **push** by using it in directions (e.g., Simon Says, push the ball! Simon Says, push in your chair.

Bowling: Adults and students can create their own bowling game using old soda bottles and a ball. Students can set up the soda bottles as bowling pins and see what happens when the ball hits the pins and they **push** each other.

Hockey: Students can push a ball around and shoot goals and maneuver around obstacles with a stick, like they are a hockey player on the ice.

Adults can explicitly teach the core word “**push**”, what it means, and have a discussion. For part of the discussion, adults can use Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

I can push a _____.
I like to push _____.
I push _____.
I do not push _____.

Music Conductor: Adults and students can take turns being in control of playing music (such as on YouTube, a music app, on a speaker, etc.). Students can be a music conductor, conducting the adult to **push** play/stop/next. Adults can then take on the role and ask the student to **push** play/stop/next.

Racetrack: Adults and students can build a racetrack. Use your imagination to find materials to make the track and racecourse scenery together. Take toy cars and have the students practice the core word as they **push** the cars around the track.

ART OR SCIENCE ACTIVITIES

Friction Experiments: Teach students about friction and create a definition. Then have students try to **push** the cars on different surfaces to see how they move across the surfaces.

Wind Power: Discuss and explore the power of wind! Wind can blow and push things over! Students and adults can build another car racetrack and then try to blow the cars to make them move with straws or a blow dryer to show stronger winds.

Pendulum Painting: Adults and students can set up a pendulum that sprays paint, with a spray bottle full of paint. Lay a canvas underneath. Then, to create your artwork of swirling patterns! Students can **push** the pendulum to get their artwork in motion. (Image courtesy of buzzfeed.com)



Dinosaur Clay Fossils: Using air dry clay, have students **push** plastic dinosaur shapes into the clay to make a fossil. Later, the fossils can be hidden on the playground or sandbox to be dug up later.



USE OF APPS OR OTHER TECHNOLOGY

Many apps can be used to facilitate using the core word, **push**. Adults can have students direct them how to play and prompt students to use the core word (e.g., you should use push that button, push the car.) Adults can also model the core word by making statements or asking questions during game play: what should I push next? Did I push the right button?

MyPlayHome App: This paid app (\$3.99) can be used to explore a virtual neighborhood with different characters. Throughout the game, the characters can perform different actions and explore places such as a home, school, grocery store, etc. If playing with the app through distance learning, adults can have students give instructions on what actions the adults should take during gameplay. Adults can prompt students to focus on using the core word, **push**. For example, students can practice the core word with phrases such as: push on the boy, push the apple button, etc. If an adult is with a student as they use the app, adults can model the core word and comment on what the student is doing while they use the app.

Star Walk Kids Astronomy Game App: This paid app (\$2.99) allows students to explore space through interactive tools and resources. Students and adults can discuss what planets are areas of space they want to **push** on to explore!



Toontastic 3D App: This free app allows students to draw, animate, and voice their own cartoon animation stories. The app is customizable and interactive, which allows for infinite creations and motivates students to use their imagination. The app has different options for the type of story you will create. Each of the story options is broken into smaller parts. The story options include: short story with 3 parts (beginning, middle, end), a classic story with 5 parts (setup, conflict, challenge, climax, resolution), or a science report with 5 parts

(question, hypothesis, experiment, results, conclusion). There are different settings, characters, and images to choose from in the app. Students can also add their own faces, voice recordings, or pictures into their animations. While using the app, adults can have students focus on the core word, **push**, as they create their own animated stories.

Bookcreator Website - The student can create or retell a story on Bookcreator.com. Bookcreator is a great tool that allows you to customize a digital book or comic book, adding your own text, pictures, voice recording. There are also options for customizing the color of the pages, the font and font size, the layout, and much more. Adults can work with students to create their own story or retell a personal narrative that can focus on the core word, **push**.

WORD WALL: Create a WordWall and add '**push**' 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 Shanaz Faisal @ sfaisal1@mail.sfsu.edu and Andriana Nikolau @ andriananikolau@gmail.com. Shanaz and Andriana are both second year graduate students specializing in Augmentative and Alternative Communication at San Francisco State University.

Thank you!

CORE WORD: **Pull**

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., I **pulled** my friend up. She **pulled** up into my driveway.)

SLANG: (e.g., **Pull** up to my house. (to go somewhere))

REQUEST: (e.g., **Pull** me up.)

INSTRUCT: (e.g., **Pull** out the drawer. **Pull** the weeds out of the ground. **Pull** the shopping cart to me. **Pull** it.)

ROUTINES AND SCHEDULES

Snack/mealtimes: During a cooking/baking/preparing a meal activity, adults can instruct the students to help out. Adults can say “Go into the kitchen and **pull** out these things...**pull** out from the drawer: a spatula, fork and spoon...” or “You can find the spatula if you **pull** out the drawer...” or “**Pull** the dough”.

At any meal when everyone is sitting together, adults can say “**pull** out the chair and sit.”

Circle: Adults can facilitate a fun circle time game where students will put their hands in their pockets or underneath their legs and play rock, paper, scissors with the person next to them. Adults can say “when I say 3, **pull** out your hand from underneath your legs or out of your pockets with your rock, paper or scissors on your hands!” and repeat the instructions, making sure to instruct students to put their hands back in and **pull** out their hand every turn.

PLAY

Toys and Games: Students can play with a slinky and adults can facilitate by describing the action “you are pushing and **pulling** the slinky together, back and forth.”

In a game of shopping/cash register, adults can facilitate by saying “**pull** out the money from the cash register and give it to the customer.”

Lastly, in a game of cars or trains, adults can once again describe the pushing forward and **pulling** backwards movements of cars/trains, etc.

Recess: Students can play with a bike and have a friend **pull** them to wherever they go on the playground.

Students can also be instructed to hide things in the sandbox, and their friends will have to **pull** out the object they were assigned to.

Students can also play tug-of-war and when the game starts, adults can facilitate by saying “**pull, pull, pull!**”

READING

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

[Push and Pull by Patricia J. Murphy | The Teacher's Library YouTube Channel](https://www.youtube.com/watch?v=jVw31uVoflM)
<https://www.youtube.com/watch?v=jVw31uVoflM>

[Read Aloud Cece Loves Science Push And Pull by Kimberly Derting, Shelli Johannes, ill. V. Harrison](https://www.youtube.com/watch?v=M7BeugFxGPs)
<https://www.youtube.com/watch?v=M7BeugFxGPs>

SOCIAL INTERACTIONS AND VIDEO MODELING

On a seesaw, adults can describe that when someone goes up on a seesaw, you can **pull** yourself higher and higher! When you push down, you go lower and lower.

In a brainstorming activity to introduce fringe words, use a board to think of all things you **pull** (zipper, shoelaces, marbles, drawers, toy cars, etc.)

SENSORY MOTOR

Adults can facilitate a sensory motor break by lightly **pulling** on the student's arm and then pushing with some pressure, if the student would like so. **Pulling** fingers and massaging may also be a great sensory motor break.

VIDEOS, MUSIC, ANIMATED SHORTS

[Forces Can Push or Pull Song | Science Is A Snap | Jack Hartmann](https://www.youtube.com/watch?v=E-SnC_WKsCg)
https://www.youtube.com/watch?v=E-SnC_WKsCg

["PULL-UP" - Jason Derulo Dance | @MattSteffanina Choreography \(Beg/Int Hip Hop\)](https://www.youtube.com/watch?v=Prb4Lgqc-Lg)
<https://www.youtube.com/watch?v=Prb4Lgqc-Lg>

[PULL UP \(DANCE TUTORIAL\) | FORTNITE DANCES IN REAL LIFE](https://www.youtube.com/watch?v=LWo1pUeynPw)
<https://www.youtube.com/watch?v=LWo1pUeynPw>

STRUCTURED ACTIVITIES

Adults can facilitate an exercise activity with **pull** ups and push-ups.

In the classroom, adults can facilitate an I-Spy game where the adult will first review the word **pull**, then identify 2 things in the room that can be **pulled**. Then, it will be the student's turn to look around and spy for items that can be **pulled**.

Older students can think about what things they can '**pull**' in their ordinary day life.

ART OR SCIENCE ACTIVITIES

Adults can teach that any object needs to be pushed and **pulled** in order to start moving. Follow the ideas, such as marbles, swings, shoelaces to take shoes off, zipper to close your jacket, etc. in the push and **pull** book listed below from the reading section.

[Push and Pull by Patricia J. Murphy | The Teacher's Library YouTube Channel](https://www.youtube.com/watch?v=jVw31uVoflM)

<https://www.youtube.com/watch?v=jVw31uVoflM>

Adults can provide the string, blocks, and other building materials to learn forces and interactions.

[STEM Activities with Kindergarten \(NGSS Forces & Interactions: Pushes & Pulls\)](https://www.youtube.com/watch?v=mKX8EXrcj7Y)

<https://www.youtube.com/watch?v=mKX8EXrcj7Y>

USE OF APPS OR OTHER TECHNOLOGY

Grab many items that are similar in weight and take a guess to see which is heavier. Then use a weight scale to see and adults/students can **pull** up one item very slightly to notice a weight difference.

WORD WALL: Create a WordWall and add '**pull**' 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: **Same**

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

COMMENT: (e.g., Those are the **same!**)

QUESTION: (e.g., Can we do the **same** thing as yesterday?)

DESCRIBE: (e.g., That color is the **same** as my shoes.)

INSTRUCT: (e.g., Use the **same** paper for your notes.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students to use the core word to describe snack items. For example, “Did anyone bring in a snack that’s the **same** from yesterday?” or “Who has the **same** snack as their friend?” “Are we sitting in the same spot?”

Students can practice the core word to indicate what items are the **same** on the lunch table or look the same, such as color, shape, texture, with scaffolding

and support. Adults can comment, model, and use aided language stimulation with the core word “same” when at mealtimes.

Circle: Adults can emphasize the core word “**same**” during circle time, by asking students what looks the same on the board from yesterday or discussing what activities they will be doing that are the same as the day before.

Adults can also stop and ask questions with the core word during circle time (e.g., Should I use the **same** color to write?)

Adults can have students sit next to someone during circle time that they have something in common with (e.g., Sit next to a classmate who is wearing the **same** color as you.)

PLAY

Toys and Games: Students can use the core word to state if they would like to keep using the **same** toy/game or something different.

Duck, Duck, Goose: Students can play Duck, Duck, Goose. The name of the game can be modified to include the core word, “**Same**, Same, Goose!”

Action Figures/Dolls/Stuffed Animals: The adult can present the student with a variety of choices. Then adults can model the core word and prompt students to identify different clothing, accessories, etc. on the toys that are the **same**.

Simon Says: The adult can play a modified game of Simon Says in which the instructions include the core word, **same**. The students can be given instructions such as: Simon Says, jump up and down. Simon Says, do the same jump again!

Copypat: Students and adults can play a game where one has to mirror the **same** actions, dance moves, sounds, etc. that the other person does.

Board Games: Adults and students can practice the core word while playing a board game the student chooses. During play, the core word can be used across a variety of contexts (e.g., Did you get the **same** card? Do I go to the same spot?).

Memory Game: Adults can play memory matching with cards, and have students look for the **same** pairs of cards.

Recess: Adults can have all the students line up before recess and ask students to remember who they were standing next to in line. After recess, students can try to line themselves up in the **same** exact order.

Adults can help students use the core word before recess by asking if they want the **same** ball, toy, activity, etc. as the previous day or as another student.

After recess, adults can ask students questions using the core word. For example, adults can ask a student if they played any of the **same** games as a classmate.

Follow The Leader: Students can play follow the leader, and the students in line have to follow the same path and motions as the line leader.

Basketball: Students can play basketball and take turns taking a shot. When a student makes a basket, then the next person has to take a shot from the **same** spot. The concept of the game can be applied to soccer, bean bag toss, etc.

READING

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

[Ling and Ting: Not Exactly the Same, courtesy of Ader Family Homeschoolers:](#)

Wonderful book about twin sisters. Students can read and decide what makes these siblings different and the same.

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

[Same Difference by Calida Rawles, courtesy of Austin Roman YouTube Channel:](#)

Book about two cousins who have physical differences, but learn family and people are more than the physical differences. Learn about what the cousins share and what is the same about them, even if they do look different on the outside.

<https://www.youtube.com/watch?v=XpSLtVXF0Mc&t=109s>

[Same Same But Different by Jenny Sue Kostecki-Shaw, courtesy of Woohoo Storytime YouTube Channel:](#) Story about children's lives and how even when things might look a bit different, there is still a lot shared in common. The book uses repetitive phrases with the core word, allowing students to practice using the core word along with the story.

<https://www.youtube.com/watch?v=6XCyoM7KHws>

[Spork by Kyo Maclear and Isabelle Arsenault, courtesy of The StoryTime Family YouTube Courtesy:](#) A story about a spork who feels different because he's mixed between two different types of utensils. He learns to accept himself. Discuss what Spork still has in common with other utensils.

<https://www.youtube.com/watch?v=xZd3F9WQz48>

SOCIAL INTERACTIONS AND VIDEO MODELING

Students can discuss with their peers what things they have in common, and what is the **same** about them (e.g., the foods they like to eat, the colors they like, T.V. shows, superheroes, toys, games, etc.).

Same Expression Game: Students can take turns making a silly face with a peer, and then their peer has to try to make the **same** face.

Sorting Game: Students can be given a list of things or physical objects and work together to describe what is the **same** about them.

Photo Matching: Provide pairs or groups of students with a stack of cards, each card will have an identical pair. Ask students to work together to sort the cards as quickly as possible and match the **same** pairs together.

SENSORY MOTOR

DIY Scented Playdough: Adults can support students to create their own scented playdough. Adults can support students to use their communication device or communicate book to use the core word while making their

playdough. For example: Do you want the **same** scent as them?; Who has the same color playdough?

[DIY Scented Playdough Video](#), courtesy of HGTV

<https://www.youtube.com/watch?v=EdraObo-23c>

Create a Vertical Garden: Adults can support students to collect leaves, flowers, and other plants outdoors. Adults can attach contact paper to a wall or board, and students can press their collected plants on to create a vertical garden. Students can use their communication system and the core word to ask for materials (e.g., Can I have the **same**?; I don't want the same), describe who is "planting" the same flower as them, etc. More information on completing this sticky sensory garden can be found here:

<https://www.fantasticfunandlearning.com/sticky-flower-garden-sensory-art-for-kids.html>

VIDEOS, MUSIC, ANIMATED SHORTS

[Sesame Street: We All Sing the Same Song](#), courtesy of Sesame Street:

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

[Same and Different Preschool Rhyme](#), courtesy of Kumon Studies:

<https://www.youtube.com/watch?v=c5h0bDRe5Kc>

Older Students

[Same Song](#), by Luka, courtesy of Snowstar Records:

<https://www.youtube.com/watch?v=xB2oMQ-7N8Y>

[Same to You](#), by Melody Gardot, courtesy of Melody Gardot

<https://www.youtube.com/watch?v=Jb3ITVL7qM8>

[Labyrinth](#), The Cure, courtesy of Davide Vinditti:

<https://www.youtube.com/watch?v=jvGLuH19hwE>

[The Same, by Ashe, courtesy of Ashe:](#)

<https://www.youtube.com/watch?v=BYQX627Ucag>

STRUCTURED ACTIVITIES

Bingo: Adults can play a BINGO game with students, (as students will have to match what is called and if they have the **same** spot on their Bingo card they can place a chip). Games can be modified into AAC Bingo, where the Bingo spaces contain AAC icons from the student's device.

Extension Activity for *Ling and Ting: Not Exactly the Same*: Students can pair up in the class and use chart writing to describe things that are the **same** or not the same between them. Alternatively, students can complete these items with a family member or close friend.

Chart Writing

Same means_____.
We like the same_____.
We have the same _____.
We do not like the same_____.
We do not have the same_____.

ART OR SCIENCE ACTIVITIES

Paper People Chain: Fold a sheet of colorful paper into an accordion shape. Outline half the shape of whatever the student chooses - such as a person, flower, or heart. Then have students cut along the outline to create a connected chain of shapes. The core word can be used to discuss how each part of the chain is exactly the **same**. (Image courtesy of auntannie.com)



Geology Rocks: Adults can help students sort types of rocks. Students can choose how to sort the rocks by looking at what makes them different and the **same**. Students could sort the rocks into categories based on the same size, shape, appearance, texture, etc. (Image and activity courtesy of rhythmsofplay.com).



USE OF APPS OR OTHER TECHNOLOGY

Bookcreator.com Website: The student and adult can create or retell a story on Bookcreator. Adults can work with students to create a story or personal narrative that includes question asking or uses the core word **ask**. For example, adults can have each page of the story start with a carrier phrase that includes the core word (e.g., I asked my [friend/parent/teacher] about _____. They said_____)

WORD WALL: Create a WordWall and add '**core word in bold**' 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 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: **Different**

For Educators, Related Service Providers and Parents

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WAYS WE CAN USE THE WORD

COMMENT: (e.g., That's **different!**)

QUESTION: (e.g., Can we do something **different?**)

DESCRIBE: (e.g., That color is **different** today.)

ROUTINES AND SCHEDULES

Snack/mealtimes: Adults can support students to use the core word to describe snack items. For example, "Did anyone bring in a snack that's **different** from yesterday?", or "Who wants a **different** snack than what they have?"

Students can also use the core word to describe **different** snacks they like to eat.

Circle: Adults can use the core word to describe any items in the daily schedule that might be **different** from yesterday. Students can use the word different to describe things they notice that are different: the weather, the day of the week, the schedule, something they're wearing, etc.

PLAY

Toys and Games: Students can use the word **different** to describe when they want a change of toy or activity (e.g., Let's play something **different**! Want to try a **different** toy?).

Memory Game: Students can play the game Memory and use the core word to describe actions in the game (e.g., I didn't find a match, I found something **different**).

Recess: Adults can challenge students before recess to play a **different** game or activity than they usually do and lead a share out when students return.

READING

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

For any book, adults can support students to make a prediction about what they think a story will be about, what the ending of a story might be, or even to make predictions during reading. Later, students can discuss if what happened in the book was the same or **different** than their expectations.

[Ling and Ting: Not Exactly the Same, courtesy of Ader Family Homeschoolers:](#) Wonderful book about twin sisters. Students can read and decide what makes these siblings different.

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

[My Papi Has a Motorcycle, courtesy of Ms. Angela reads aloud](#)

Everyday a girl and her dad ride through her neighborhood. Things change around them, but their relationship is constant. Students can examine pictures and describe aspects of the neighborhood that are different from the start to end of the book. This book is available in Spanish as well as English.

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

SOCIAL INTERACTIONS AND VIDEO MODELING

End of Class Discussion: Adults can lead an end of class discussion and ask students to debrief about the day. Was there anything they wished was **different** about the day? Was there anything that happened that was **different** from what they expected?

SENSORY MOTOR

Sensory Salad: Create a pretend salad using materials of different color, texture, and size. Green construction paper can be used as the lettuce, the student can tear the paper into leaves. Then different textured items such as pom-poms, pipe cleaners, buttons, and small blocks can be added to represent different salad ingredients. The student can add the different ingredients and then mix the salad with their hands to feel the different textures. The student can also serve the pretend salad using tongs. During the activity, adults can focus on the core word while discussing the **different** ingredients in their salad, as well as how each item feels and looks **different**. (Image and activity courtesy of otplan.com).



Sensory Treasure Hunt: Gather different small materials such as beads, small toys, pegs, coins, etc. Then hide the items inside of playdough, floam, and/or silly putty. Have the student dig inside and stretch the playdough to uncover the

items hidden inside. Adults can facilitate use of the core word by discussing the **different** items found on the treasure hunt.

DIY Sensory Bin: Adults and students can create their own sensory box together using different materials. Adults and students can discuss all the **different** items they are using to create their complete sensory bin (e.g., different beans, rice, toys, popcorn kernels, sprinkles, pom-poms, etc.). Once the sensory bin has been created using different items, different toys can be hidden inside the bin and the student can search inside for them. (Image courtesy of themamacoach.ca)



VIDEOS, MUSIC, ANIMATED SHORTS

So Many Colors, So Many Shapes Diversity Song courtesy of The Singing Walrus YouTube Channel: <https://www.youtube.com/watch?v=ZiOSzuXjDD0>

We Are A Family Song, courtesy of Jack Hartmann Kids Music Channel YouTube Channel: <https://www.youtube.com/watch?v=foptl0BeXnY&t=107s>

Everybody Is Different song by Kidloom YouTube Channel: https://www.youtube.com/watch?v=403s_HcQsa0

We're All Amazing! By London Rhymes, courtesy of London Rhymes YouTube Channel: https://www.youtube.com/watch?v=vbHQ-OS9_G0

Hello Around The World, Say Hello In 15 Different Languages, courtesy of JunyTony - Songs and Stories YouTube Channel: <https://www.youtube.com/watch?v=472AnCrHYVs>

Same And Different For Kids Video, courtesy of Learning Time Fun YouTube Channel: <https://www.youtube.com/watch?v=GdwHRCdnAVE>

Children Song About Different Food by Sunny Kids Songs: <https://www.youtube.com/watch?v=dwZKTtjkMsM>

STRUCTURED ACTIVITIES

Grab Bag: Place different objects or tools into a box and have students reach in and grab an item out. Then adults can facilitate discussion on how items the student grabbed are **different** from one another.

Spot The Difference: Adults and students can use spot the difference pictures to facilitate use of the core word. Students can look at two similar photos and find all the ways they are **different**. Activity can be done in person or virtually.

Categories: Adults can have students write or discuss different things within a single category (e.g., **different** animals, places, transportation).

Using the student's or classroom communication device or communication board, the adult can point to and model use of the word "**different**" and talk about different things students use, do, or see throughout the day.

Adults can explicitly teach the core word "**different**", what it means, and have a discussion. For part of the discussion, adults can use Chart Writing which can be adapted for distance learning. Students can help the adult fill in sentences that use the core word.

Chart Writing

Different means _____.
I like different _____.
I see different _____.
I want different _____.

ART OR SCIENCE ACTIVITIES

For art and science activities, adults can discuss what **different** materials they will be using for the activity to model the core word. Students can practice the core word by describing what different things they will use to complete the activity.

Cherry Blossom Painting: Adults and students can use paint, paint brushes, and cotton balls to make their own cherry blossom painting. During the activity, use the core word to discuss the different steps in making the art piece, the different materials, and different colors. (Image and activity courtesy of projectswithkids.com).



Bee In Garden Craft: Adults and students can create a springtime garden with a paper plate, paper flowers, and paper bee on a stick that can move through the garden. The core word can be used to discuss the **different** colored flowers that will be placed on the plate, and how the bee can move to different places in the garden. (Activity and image courtesy of craftsbyria.com).

<https://www.craftsbyria.com/spring-craft-for-kids-paper-plate-garden/>



Edible Soil Model: Use different ingredients such as crushed chocolate cookies, graham crackers, pudding, dyed cool whip, sprinkles, gummy worms, etc. Students can assemble the materials to make different layers that mimic the **different** layers of soil. (Activity and image courtesy of <https://farmersdaughterct.wordpress.com/2009/03/30/yummy-soil-model/>)



Geology Rocks: Adults can help students classify **different** types of rocks. Students can choose how to sort the rocks by looking at what makes them different or the same. Students could sort the rocks into categories based on size, shape, appearance, texture, etc. (Image and activity courtesy of rhythmsofplay.com).



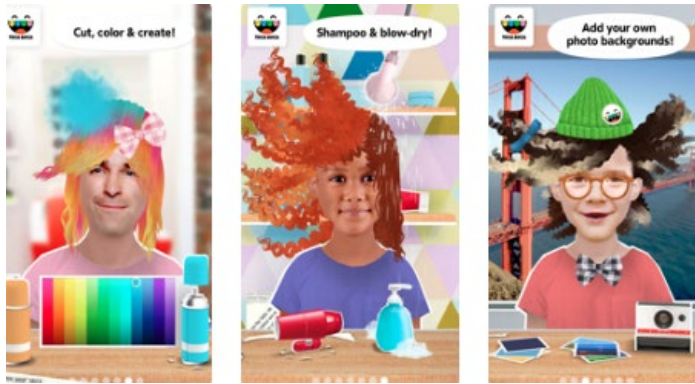
USE OF APPS OR OTHER TECHNOLOGY

Bamba Ice-Cream: Students can create and run their own ice cream shop. Adults can prompt students to practice core words, by having students create **different** types of ice cream sundaes each time.



LEGO Duplo World: Allows students to run their own circus by completing **different** tasks. Adults can prompt, model, and facilitate using the core word.

Toca Hair Salon Me: This paid app (\$3.99) allows students to style, color, and cut **different** hairstyles on their own picture. Adults can prompt, model, and facilitate using the core word for the different styles.



Pictello: Using paid app *Pictello* (or any other story generating app, google slides, PowerPoint, etc.) create a personalized story for the student(s). Adults can take pictures of **different** things that are meaningful to the student. Students can also create or find pictures online that show different places, clothing, foods, toys. On each page, write a sentence using the core word. If possible, include the icon sequence for “different” to make modeling easier for all communication partners, and so the student can visually see their systems representation of the core word, ‘different’, in their story. Read the story with the students.

WORD WALL: Create a WordWall and add ‘**different**’ 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 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!